

MADINATUL ULOOM ACADEMY

Secondary School Student & Parent

Course Calendar 2022-2023

Girls Campus

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Student Name: _____ Grade: _____

School Branch: _____ Homeroom Teacher: _____

Home Address: _____

Phone number: _____ Email: _____

Emergency Contact: _____ Phone Number: _____

Table of Contents

Section	Page #
Message from the Directors	3
School Goals and Philosophy	4
Importance and Value of Secondary Education	5
Student Expectations	6
School Uniform Policy	8
Transportation	10
Daily Routines	12
Attendance Procedures & Policies	17
School Reports	19
Academic Policies (AER, Academic Honesty, Late Assignment Policy)	20
Access to School & Ministry Documents	24
Excursion Guidelines	25
Emergency Procedures	25
Medical Situations	27
Computer Laboratory & IT Policies	28
Science Laboratory & School Library	29
Disciplinary Policies	30
Major School Events	32
Academic Events	34
School Organization & Instructional Program	34
Ontario Secondary School Diploma Requirements	38
Community Involvement Hours	39
Literacy Requirement	42
Report Cards and Transcripts	43
Types of Diplomas	45
The Organization of Courses	46
Types of Courses	48
The Course Coding System	50
List of Courses	50
Course Descriptions	51
School Year Calendar	63
Secondary Daily Schedule	64
Community Resources and Helplines	64
Appendix	65

Message from the Directors

Assalamu Alaikum Wa Rahmatullahi Wa Barakatuhu;

Dearest Parents and Students,

Welcome to Madinatul Uloom Academy. We hope that your child finds a pleasant learning environment, the joy of the Islamic way of life in our school, and success in his/her educational endeavours. This handbook will familiarize you with the philosophy, goals and policies of MUA and will serve as a reference concerning our procedures and expectations.

Our educational program is comprehensive; it is geared towards academic excellence and the teaching of Islamic values. Such a program can be effective only when parents become partners in their child's learning and practicing of Islamic values.

Cooperation between family and the school is imperative. The school needs your full support for the success of your child. Should you have any concerns or questions, we ask that you contact your child's teacher regarding classroom matters and the school office regarding school policies, procedures concerning all MUA matters and programs.

MUA is committed to providing our children with quality education in an Islamic environment. The school is dedicated to maintaining a high academic standard and assist in developing well rounded youths with exceptional Muslim character.

As a recognized school we take our civic responsibilities very seriously and work to teach our students good citizenship. MUA is committed to providing a safe environment to our students and makes sure that all precautions and training are conducted to keep our students safe in adverse situations. We wish you all the best and may Allah assist you in all your endeavours to help you be successful in this world and the next.

Sincerely,

Br. Wajid and Sr. Nasreen

“The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice.”

— Brian Herbert, House Harkonnen

School Goals and Philosophy

School Mission

Madinatul Uloom Academy school mission is to first and foremost nurture young Muslim students toward a consciousness of Allah (S.W.T) and by virtue a yearning for high academic and spiritual excellence.

School Vision

That Madinatul Uloom Academy nurtures great people in the service of Allah (S.W.T) through a positively transformative schooling experience

- That students will live in accordance with a consciousness of what it means to be a Muslim
- That students will strive for excellence in all that they do as a result of high aspiration motivated by the message of Islam
- That students will be nurtured to embody the practices of the Prophet Muhammad (Salallahu Alayhi Wassalam)

Code of Conduct

- I will strive to follow the principles of the Qur'an and Sunnah of Prophet Muhammad (PBUH)
- I am respectful
- I am responsible
- I am safe
- I am prepared

Learning Environment

Madinatul Uloom Academy believes that segregated institutions promote freer thinking among students. However, Madinatul Uloom Academy teaches and guides students on how to interact with members of the opposite gender through various programs and activities.

“Four things support the world: the learning of the wise, the justice of the great, the prayers of the good, and the valor of the brave”

-Prophet Muhammad (PBUH)

Importance and Value of Secondary Education

Education plays a significant role in shaping the future of youth, and help them find their right purpose in life. Secondary education is fundamental to the development of individuals. It prepares students for further education at a higher level, such as university, college or vocational school, and prepares students for the real world.

Madinatul Uloom Academy provides the foundation for every child's learning, adding value based education to Ontario school curriculum, to help them learn the most important values right from the start of their academic journey. While teachers continue to review the fundamentals taught in elementary school, secondary school allows students the opportunity to open up to the work of literature, to expand their personal vocabulary, and to focus deeply on Science, Math, and Social Sciences. Each subject requires mastery. Technology is used at this level for reinforcing concepts covered in class, assessment, and project development.

Our policies and programs (Ontario Schools) are designed for secondary students to receive multiple opportunities to build upon their knowledge and skills acquired at the elementary stage. It guides them to navigate their career path to have a career of their choice, and equips them with the commitment and confidence required to step into the practical world.

The staff at MUA work collaboratively to provide balanced, integrated programs in which students are given constant opportunities to improve skills, to enhance self-esteem/ confidence, and to build civic sense and contribute the to the school, and outside community at large

Student Council

It is one of our goals and philosophy to give leadership opportunities to students, besides education excellence to nurture well rounded personalities.

Student Council allows the development of leadership skills within the student population while providing a voice to students within the school. The Council is involved in the organization of activities and student events to support the social development of students and community growth for the wider school.

Student Expectations

A Safe Learning Environment

Madinatul Uloom Academy is a safe nurturing, positive and respectful learning environment that enables all students to succeed to their full potential. Our school is a place that promotes peaceful problem solving, academic excellence and a sense of belonging for all students. Students are expected to demonstrate respect for human rights and social justice and promote the values they need, to become responsible members of any society.

The Ontario School's Code of Conduct sets out standards of behaviours and specifies that mandatory consequences, for student actions that do not comply with these standards. The intent of the Code is to create a safe learning environment that promotes responsibility, respect, civility and academic excellence. Madinatul Uloom Academy supports the Safe School Policy as outlined in the Ministry of Education Safe School Act, 2000. A safe and secure environment for all who enter Madinatul Uloom Academy is important to us.

Behaviour Expectations

Madinatul Uloom Academy's behaviour expectations are for students to be organized, safe, cooperative and kind. The following points are intended for all members of the academy.

1. Be organized – organization for others and oneself: it is expected that all individuals will be organized, punctual and committed. They will be on time and prepared for classes. They will complete assigned tasks in a timely manner. All students will be encouraged to keep boot racks and lockers neat and organized. They will be encouraged to develop a sense of responsibility towards personal cleanliness, Islamic hygiene and school uniform.
2. Be safe – safety for others and oneself: it is expected that all individuals will act in a safe and helpful manner to each other. They will be aware of their environment to work and play safely. All individuals will be encouraged to develop a sense of community and to think of positive ways to make all areas safe for everyone
3. Be cooperative – cooperation with others and oneself: it is expected that all individuals will cooperate with students, staff members and school visitors. Students will treat the school property with care and respect. They will respect the behavioural expectations, which are posted around the school
4. Be kind – kindness for others and oneself: it is expected that all individuals will show kindness and respect towards others and themselves. All individuals will be courteous, use positive language and avoid infringing upon others' rights. Students will be encouraged to develop a positive attitude towards others in their community.
5. Be respectful – respect for others and oneself: every member of the academy community, administrators, teachers, students, parents, volunteers and individuals who serve the school in a variety of capabilities all have the right to be treated respectfully and fairly. It is the responsibility of all members of the school community to avoid personal confrontations. All personal problems should be brought to the attention of the Principal who will be responsible for facilitating solutions to personal problems.

“Yesterday I was clever, so I wanted to change the world. Today I am wise, so I am changing myself.”

– Rumi

Summary of Guidelines for Students

The following guidelines must be strictly observed:

- 1) I will adhere to Islamic code of conduct (*Refer to Page # 70 for School Code of Conduct contract*)
- 2) I will respect my peers at all times, and I understand that respecting staff and adults at the school is of utmost importance. Disrespect and opposition to authority can lead to expulsion from the school. I also understand that the office is for official school related inquiries and issues, and when I am there, I will show extra respect and good mannerism.
- 3) In Classrooms, Corridors, Lobby, and Lockers' areas:
 - I will not run, eat, or drink, and avoid shouting
 - I understand chewing gum is not allowed on school premises.
 - I understand that horseplay on school premises is inappropriate as this may disturb others.
 - I will contribute in maintaining a clean school environment. If I drop something on the floor, I'll pick it up. After school, I will clean up around my desk and put my chair up.
- 4) Inside the Salah area:
 - The Adhan for Dhuhr Salah is called every school day where students prepare for wudu and Salah to pray in congregation/individually in a prescribed time. Jumu'ah prayers are offered in congregation every Friday at the school at approximately 1:30 pm (*subject to change*).
 - Talking in the salah area will disturb the congregation and others trying to focus on prayer. I will avoid disturbing others by sitting in the front and by not talking to any of my peers.
 - I will remain seated after I finish prayers until I am dismissed.
 - During Jum'a, I understand that talking will nullify my prayer. I will abstain from talking and get to the area early enough to catch the entire Khutbah.
- 5) I will always be in school uniform/ appropriate clothing, and adhere to the dress code. (*Refer to Uniform Policy on Page # 8*)
- 6) I understand that I must obtain permission from my parents/guardians and sign-out at the office if I need to leave the school premises for any reason during school hours, including lunch time. Failure to do so would cause automatic suspension.
- 7) I understand that I may be included in any pictures and/or videos connected with the school program or promotion of the school. If I wish not to be included, I must provide written notice from my parents/ guardians.
- 8) I understand that cell phones, handheld video games, and musical devices are not to be used on school premises. If found in use, such devices will be confiscated. Repeated incidence would result in item being confiscated for entire academic year and other disciplinary measures.
- 9) I understand that I must abide and adhere to all the policies and procedures outlined in the handbook.

School Uniform

Policy

All students are encouraged to feel pride in being member of MUA. Their uniform identifies them as such. Our uniform ensures that students are neatly and sensibly dressed, and competition and extremes of fashion are prevented. Appropriate dress is expected of all students and good grooming is equally important. All members of staff have been asked to check students for general neatness. Parents will be contacted if the uniform worn by the student is incomplete or inappropriate. Students are not permitted to change out of school uniform at the end of the day unless they have permission from school administrator because of special circumstances. Inappropriately dressed students will be asked to change promptly into a school uniform or will be sent home immediately. As an Islamic school, we are committed to standards of simplicity, neatness, cleanliness, pleasant appearance, and modesty. We take great pride in our dress code. Aside from its practical aspects, it gives us a sense of community within our school and it ensures adherence to Islamic dress code. All students, staff, and parents are expected to know and respect our uniform dress code.

Expectations

- 1) All students are required to wear clean, fresh and neat school uniform in a state of good repair when they are in the building and on school trips (unless authorized by the administration).
- 2) Boys' hair styles must be kept short in an Islamic and professional manner. Students will be informed if their hair style is deemed to be inappropriate and will be given a deadline to change the hair style after which they may be prevented from entering class.
- 3) Shirts are to be buttoned up in an appropriate manner at all times and sleeves should not be pulled up or rolled up.
- 4) Pants are to be worn at the waist.
- 5) No hooded sweaters or shirts (hoodies) can be worn under or over the uniform.
- 6) Outdoor coats and jackets, winter hats, baseball caps, headbands, neckbands, wristbands are not to be worn inside the building.
- 7) Damaged/unclean items are not an excuse to be in improper uniform. Students must purchase extra uniform items.
- 8) Nail polish, gel nails, acrylic nails or make-up cannot be worn. Use of makeup including lipstick, eye shadows and nail polish, fragrances, colognes, and the like is not permitted for any student.
- 9) Extra adornments or any other unauthorized accessories are not part of MUA uniform and may not be worn. They may be confiscated from the student wearing them. A re-peat offence would trigger a disciplinary action.
- 10) Inappropriate body piercing is not allowed on boys or girls.
- 11) At no time students can wear clothing depicting images, logo's, etc.
- 12) Warnings will be issued if one fails to follow the policy.
- 13) Consistent tardiness will result in losing the privilege to attend the school until the matter is rectified.

GIRLS (GRADES 9-12)

- ✓ Black-only ankle length Abaya with white shirt inside
- ✓ Hijāb: Must properly pinned under the chin. A dark green or black hijab may be worn.
- ✓ Pants: Black-only dress pants not dragging or gathering on shoes.
- ✓ Shoes: Black or white shoes (closed toe and heel) No high-heels, or skippers
- ✓ Sweater (Optional): They must be dark green, white or black. If sweaters are to be worn, they must be open in the front and not hoodies.
- ✓ Note: Socks must be worn at all times

BOYS (GRADES 9-12)

- ✓ Shirt: Plain white/ black dress shirt. Only plain white undershirts can be worn under the shirts. No Logos or writing should be visible through the shirt.
- ✓ Pants: Plain black dress pants.
- ✓ Shoes: Soft-soled, black or white shoes only (closed toe and heel)
- ✓ Sweater: If sweaters are to be worn, they must not be hoodies. They can be dark green, white or black.
- ✓ Note: Socks must be worn at all times
- ✓ Hifz Students: Must wear white thobes only.

Fridays (No Uniform Day)

It is a privilege to honour the JUMMA with proper Islamic attire, therefore all students are encouraged to dress in culturally appropriate Islamic clothing. Sweatpants, pyjamas, jeans or track suits are not allowed. Avoid heavy jewelry and make up.

“A learned man who doesn’t restrain his passions is like a blind man holding a torch, he guides others but not himself.”

-Shaykh Sa’di

It is also reported (ref. Hadith No. 1050, Book of Salat, Sunan Abu Dawud, Vol. 1) that whoever performs Wudu well, then attends Friday prayer, and listens quietly the sermon, then he will be forgiven (the sins that occurred) between the two Fridays. The narrator for this hadith is Abu Hurairah (RA).

Transportation

Bus Transportation

The Bus service is a privilege (not a right) and a convenience provided to assist families with their children's transportation to and from school. This privilege must be respected to insure its continuity. In the morning, students must be ready 10 minutes before the bus is scheduled to arrive at the pick-up location. The bus follows the same route in the afternoon, in reverse order.

Please instruct your children to display their excellent, safe and caring behavior on the buses. The driver is in full charge of the students they are riding the bus and they are expected to follow his/her instructions without delay. In cases where teachers or school administrators are on the bus, they are also authorized to enforce student discipline. Students may not get on or off the bus or move about within the bus while it is in motion. The safety of the children on the bus is a paramount importance. Therefore, the Principal may deny a student transportation if his or her conduct on the bus warrants such action. In such as a case, the parents become responsible for seeing that the student has transportation to and from school. Students who roam around after class dismissal and miss the school bus must call their parents to pick them up and make their own arrangements. School bus will not return for them.

Before the Bus Arrives

- 1) Arrive at the pickup spot 10 minutes before the bus, the bus will not wait.
- 2) Wait off the roadway, not in the street
- 3) Stay off people's lawn

Boarding the Bus

- 1) Wait for the bus to come to a full stop
- 2) Be polite and take your turn getting on the bus
- 3) Use the handrail

Conduct on the Bus

- 1) Students and other passengers must remain seated on the bus at all times
- 2) Follow the directions of the driver
- 3) Walk to assigned seat and stay there. Do not stand or move around while the bus is moving
- 4) Do not talk to the driver unless it is an emergency. Drivers need to keep their mind on driving and their eyes on the road
- 5) Talk quietly to friends so the driver can hear traffic sounds
- 6) Keep arms, feet and schoolbooks out of the aisle
- 7) Do not open or close windows
- 8) Keep hands and head inside bus. Do not throw anything out the window
- 9) Loud yelling or profane language is not permitted
- 10) Face and body gestures to passerby and people on other vehicles are not allowed
- 11) Eating and drinking are not allowed on the bus
- 12) Do not deface or litter the bus
- 13) Do not tamper with any safety device or any other equipment

Leaving the Bus

- 1) Do not leave your seat until the bus comes to a full stop
- 2) Take your turn; do not crowd in front of others
- 3) Use the handrail; watch your step.

Inappropriate behaviour on the Bus

Bus safety is an important topic to be considered as your child begins school. Each parent should take precautions to make sure that all children know the rules and regulations designed for safe bus transportation. Improper use of language, rude or disruptive behaviour will be dealt with in the following manner:

- 1) Verbal warning
- 2) Phone call to parents
- 3) Meeting to resolve the issue; and
- 4) Bus suspension if necessary – short term or permanent

Private Transportation

MUA is not responsible for any students travelling via private transportation. Parents are encouraged to make proper arrangements with the driver and ensure their child comes to school on time and leaves on time.

TTC/Public Transportation

For students between the ages of 13years to 19years, they may obtain a TTC Student ID. This will be issued by the TTC staff only and a photo day is fixed and notified. Charges are \$5.25 per student.

“Seek (beneficial) knowledge, because seeking it for the sake of Allah is a worship. And knowing it makes you more God-fearing; and searching for it is jihad, teaching it to those who do not know is charity, reviewing and learning it more is like tasbeeh. Through knowledge Allah will be known and worshipped.”

-Ibn Taymiyyah

Daily Routines

Doors Locked

From 9:10 am to 3:15 pm all doors will be locked except the main door Oxford at 670 Progress Ave. and the main door at 700 Progress Ave. Therefore, all parents/guardians must use the main entrance and must register at the reception desk. Nobody is permitted to go to the classes without permission from the office. Parents of students JK-5 who arrive before time should be in the waiting area inside the Gym. Other parents must pick up their child/ren within 15 minutes of the dismissal time from the Gym or the classroom.

Compliance with School Hours

We ask parents to be aware of the issues of liability – leaving your child at MUA before 8:30 without any contact with the academy authority is negligence and the academy will not be held accountable for such decisions. The school is not responsible for any students in or outside the building before 8:30am and after 3:30pm. MUA cannot provide supervision for children after 3:30pm and therefore cannot be responsible for students out of the building after this time. Please ensure that travel arrangements for students are arranged for and shared with your children in advance.

In the event that a child is routinely left on premises before or after school hours, we are obliged to take action, including but not limited to, informing Child and Family services. The following steps will be taken:

1. Step 1: formal meeting with parents
2. Step 2: letter to parents
3. Step 3: contact Child and Family services

Inclement Weather

In the event of bad weather conditions, classes may be cancelled. Please check our website at www.mua.ca or call the school offices for announcements. Listen to the radio stations (AM640, 416-646-8640; or AM680, or City News CP24) or other radio stations for updates. We usually follow all **TDSB updates**. In case of mild inclement weather, it is the responsibility of the parents to decide whether or not to send children to the school, if the school remains open.

Morning Arrival

Parents are to drop off their children between 8:30am-8:40am, unless prior arrangement has been made with the academy office or for a pre-arranged school activity under the direct supervision of a teacher. Morning assembly starts promptly at 8:40am.

Parking

All staff, parents and volunteers are to park their vehicles in the parking lot and obtain a parking ticket in order to avoid parking ticket. MUA will not hold any responsibility for anyone getting a ticket due to failure of parking permit.

Upon Arrival at School

Upon arrival in school, all students must proceed directly to their lockers to store coats, jackets, etc. If they arrive late, they should first report to school office, obtain a late slip and then go to lockers.

Arrival and Departure Safely

MUA is concerned about safety when students are being dropped-off and picked up by school buses and parents. To minimize the dangers and hazards as much as possible, parents are asked to abide by the list provided below:

- 1) Give priority and yield to MUA buses
- 2) Use safety procedures such as crossing the street and make the children aware of it
- 3) Obey all posted traffic and parking signs

- 4) Watch for who may inadvertently dart out from between vehicles
- 5) Be respectful of other drivers and the community

All parents are to drop off and pick up students by the main doors only. School buses will be pulling in to the designated bus parking area to drop off and pick up students. Parents are asked to not obstruct the buses in any way. To ensure the safety of all MUA students, parents who are driving their child/children to school are requested to park away from the building. Younger children should be accompanied by an older sibling or an adult to and from the building. Older children are asked to walk safely to the appropriate door using the sidewalks or side areas.

Visitors and Volunteers

All visitors must sign in at the office, obtain and wear a visitor badge. To ensure proper attention, visitors should make an appointment through office with the person they wish to meet prior to arriving at the school. Visitors not registered with the School Office are subject to trespass charges. Though every attempt will be made to accommodate unscheduled visitors on academic related matter, it may be necessary to ask the visitors to return when an appropriate appointment can be made. Non-MUA members are not permitted to attend any student functions, unless prior permission is attained. All deliveries to the academy are made through the front door, with all delivery persons checking into the office. Parents are welcome to visit and volunteer in the classrooms and the school as long as the following guidelines are adhered to:

- 1) Volunteers sign in at the main office
- 2) Adhere to the Islamic dress code
- 3) No siblings are allowed unless prior approval is obtained
- 4) Parents must arrange with the teacher for the best times to volunteer
- 5) All volunteers will be asked to provide a Police Clearance form

Release of Students

When any third person other than the parent/guardian, or other authorized adult, who usually takes the student home, is asked to pick up a student from school, the following procedures must be followed:

- ❖ The parent must call the school and provide the person's name and relationship for proper identification.
- ❖ We urge parents to be very particular about giving us adequate and proper instructions, as we want to be absolutely sure that each student goes home safe with authorized person.
- ❖ Once students sign-out, they are not allowed to return to school, unless prior arrangement has been made with the school office.

Assemblies and Special Events

Assemblies will be held on a regular basis. The purpose of assemblies is to enhance school spirit within the school community and to do duas and recitation. Assemblies will also be used to inform the student body of current events within the school environment and to celebrate successes. As such, students and parents are expected to behave in a manner befitting a Muslim gathering. Other special events will be announced where students will be performing and parents will be invited to attend.

Photography

Occasionally, photographs of students will be taken for various purposes including school records, school yearbook, school newsletter and school promotion and advertising. These photographs may be taken by staff members, professional photographers or authorized students. Signed parental permission forms must be filled out before presentations or distribution of any video clips or photographs amongst the student population. MUA forms will be provided on the first day of school year. Student's pictures should not be used for personal purpose outside of school, including but not limited to social network sites. If parents do not wish for their children to be photographed in the school, they must notify the school administration in writing in the media release form. Students must obtain permission from school staff prior to taking pictures. Failure to do so would cause the device in use to be confiscated.

Child Abuse Policy

Child abuse is any form of physical harm, emotional deprivation, neglect or sexual mistreatment which can result in injury or psychological damage to a child. This is only for children 17 years or younger. The Child and Family Services Act (CFSA) recognize that each of us has a responsibility for the welfare of children. A staff member who has reasonable cause to suspect that a student may be an abused or neglected child must report to school administrator who must subsequently report the case to Children's Aid Society. In such a situation, the staff member shall notify the school principal that a report has been made. Traditional, cultural considerations and/or confidentiality shall not constitute grounds for failure to report such cases.

Types of Abuse

- Physical: occurs when the person(s) responsible for the child's care, inflicts or allows to be inflicted any injury upon the child (head, sensitive areas, use of excessive force, instruments). Behavioural or physical indicators are often helpful in offering clues that a child may have been abused.
- Emotional: (or psychological) maltreatment occurs when the person(s) responsible for the child's care either subjects the child to or permits the child to be subjected to chronic and persistent ridiculing, rejecting, isolating, terrorizing, ignoring or corrupting behaviour (anxiety, depression, withdrawal, self-destructive or aggressive behaviour or delayed development). This would also include not responding to the child's emotional needs.
- Sexual: the use of a child by an adult for sexual purposes whether by consensual or not. It includes acts of exposure, sexual touching; oral, anal or vaginal penetration and the exposing of a child to or involving a child in pornography or prostitution.

Food Allergies

We have a number of students who have food allergies in the school. Exposure to this food can have serious and sometimes fatal repercussions. Parents are required to inform their child's teacher of any allergies he/she may have. This is extremely important in order for the teacher to take necessary preventative measures and react properly for any allergic accident

Lunch and Snacks

All students eat lunch in the cafeteria. Microwaves are available in the cafeteria for all students. Snacks may be eaten at recess time. All students are encouraged to bring a packed lunch to school. The teacher is responsible of proper supervision of his/her students in the classroom.

Junk Food

Lunch is the fuel for their afternoon. If you put junk in, then the students tend to not have the energy needed to continue with the day. Healthy lunches do not include items such as chocolate in any form, gum, candy, soft drinks or potato chips. If you feel the need to send a treat, try items such as a piece of fruit, a muffin, a small pudding or fruit to go.

P.A. Days

Professional Activity days are for the parent-teacher interviews and/or days when the teachers meet for discussion, workshops, seminars or report cards. The students do not come to school on these days.

Excursions

Throughout the year, we will plan trips, invite guest speakers and hold special events. Parents will receive notification for these events. Students must follow all school rules during any special activity. Failure to do so will result in the student being sent home at the expense of the parents. Should your child be ill or away for any reason on the day of the outing, a guest speaker's visit or any other special event, there will be no refund of payment made for that occasion as such events have been reserved and paid for ahead of time.

Loss of school articles

All articles (such as some textbooks), which are the property of the school, must be properly maintained by the students. Parents or guardians are responsible for the loss or damages of those articles and must replace the article at the appropriate value as set by the school.

Students' Personal Property

Toys may not be brought to school except with the teacher's permission, to avoid being misused or broken. Toys related to violence (such as guns, arrows, etc.) are not allowed in the school. The school is not responsible under any circumstances for lost, stolen or damaged personal property, anywhere in the school. Any type of electronics is not allowed at the school (e.g. game boys, DS, PSP, iPods, mp3, laptops, etc.) and other electronic equipment are not allowed in school. Students are also not permitted to buy or sell any items at school.

Lost and Found

Students are responsible for all of their belongings including all uniforms items, school supplies and personal items that may have in their possession. All possessions should be clearly labelled with student's name. Students will be notified of the location of the lost and found boxes. All unclaimed items are donated to charity at the end of each school term.

Lockers

Students will have assigned lockers. It is their responsibility to maintain the locker. Students are requested not to bring anything valuable to school. The school is not responsible for any property damaged or items stolen from the locker. The locker remains the property of the school and is therefore subject to inspection at any time.

All students have the right to use an assigned locker under the following conditions:

- ❖ The number of the student's locker and the student's name are recorded in the office;
- ❖ The student cannot put a lock on any locker other than the one assigned to her or him, nor exchange locks or lockers during the year without the consent of the designated teacher;
- ❖ Students only are allowed to use a combination lock (the one with key are not to be used)
- ❖ The student must remove the lock at the end of the school year or earlier if her/his withdrawal proceeds this date. If a student does not remove the lock, school administration will remove it along with the contents.

Under normal circumstances, no student's locker can be opened by a staff member unless:

- ❖ The need arises during an emergency (for example, a fire);
- ❖ A request is made by the student's parent;
- ❖ The principal has reasonable grounds to believe that a student's locker should be opened in order to investigate circumstances or conduct that appears to contravene any laws of school policies.

When a student's locker is opened under the authority of the principal:

- ❖ Every effort is to be made to have the student present;
- ❖ The investigation of the locker should be no more extensive than necessary given the purposes for which it is conducted;
- ❖ If the student is absent, she or he will be informed of the action taken on the student's return.

Immunization and Vaccination

According to the Ministry of Health and Madinatul Uloom Academy School Policy, all students must be immunized. Their immunization records must be provided upon registration. Admission may be denied if the school is not provided with this information. Nurses from the ministry of health come twice a year for grade seven students' 'Hepatitis B' vaccinations and 'HPV' vaccine for grade 8 girls. Consent forms will be sent to inform parents of such visits and whether their child will be vaccinated at such times.

Phone calls – Parents

The best times to contact teachers are after school. Only in emergency situations will a teacher be called from class to the telephone. If you leave a message, you should receive a return call within twenty-four hours. After 4:30 p.m., calls to the school are directed to an answering service.

Phone calls – Students

The office will not page students to take phone calls for any reason. In an emergency, if a parent needs to get in touch with a student prior to 3:30 p.m., an appropriate staff member will be called and asked to relay the message to the student (reminding a student about doctor or dentist appointments or asking computer passwords is generally not considered an emergency). The school phone is for office use only. Students may however use the phone only in an emergency situation, such as illness. Arranging rides home/ to school, going with a friend, forgetting books & projects, lunches, reminding parents to be picked up from school at the end of the day etc., are not considered emergencies. The secretary will dial then the student will be allowed to speak to the concerned person.

Birthdays

Following the Islamic tradition, Madinatul Uloom Academy does not celebrate birthdays for students or staff. Instead, teachers will recognize student accomplishments and contributions to the well-being of the classroom. Parents are requested not to bring any treats, cakes, etc. to share with the class.

Gifts

Staff and students are encouraged not to exchange/give gifts of any form. In order to maintain a non-partial/non-discriminatory environment, we discourage all forms of gifts exchanges or giving of gifts, etc. between MUA staff and students.

Popular movies

Madinatul Uloom Academy does not show movies, TV shows, cartoons, etc. unless it relates and enhances a specific unit of study in ALL grades. Movies and videos shown are of educational relevance and used only to enrich the learning experience in any grade.

Nasheeds

We believe students need to find Islamic alternatives to connect them to Islam. Art, including singing, has been expressed, valued, and respected throughout Islamic history without transgressing the moral teachings of Islam. The Muslim youth today are changing their thinking and finding ways to connect to their deen. One method is by listening to Nasheeds / songs that encourage them to stay on the straight path.

Fundraising Events

Various fundraisers will take place throughout the year – some for community organizations, for MUA and for the year end events. Fundraising for individuals or class trips are not permitted.

School photos

Students will have the option of having their class portraits as well individual portraits done in designated times of the year. Parents may purchase the desired packages.

Medical Needs / Injuries Please report to the School Office if you are injured or you need any other medical attention. Parents will be contacted immediately if a student comes to the office with any injury or complains of any illness.

School Office

The school office is for official school related inquiries and requests. Students may not come in to use the staff supplies without permission. The school office is not for socializing with any students or staff. Students will be asked to leave unless they have official business.

Student Files (OSR, etc.)

MUA ensures the privacy of students and parents are not violated. Therefore, student files may not leave the office. The students' parents or legal guardians may examine a student folder at a time arranged in advance and in the presence of a school official. The folder cannot be taken out of school. Non-custodial parents have the same right of access as custodial parents unless access is prohibited by court order (proof needs to be given to the office). Non-custodial parents who wish to receive reports must notify the school in writing.

“Knowledge is my companion, it is with me wherever I go. My heart is its container, not the bookshelf.”

–Ali ibn Abi Talib (RA)

Attendance Policies and Procedures

Student Attendance

Students who are six years old on or before the first day of school are required to attend school until they reach the age of **eighteen** or graduate. School may offer a full day of learning to four- and five-year-olds, but parents are not required to send their child to school until the child reaches the age of six. Regular attendance at school is critical for the student's learning. To encourage regular attendance by students, schools will ensure that students and their parents are informed about the school's policy on attendance. Where, in the principal's judgement, a student's frequent absences from school are jeopardizing his or her success, school staff will meet with the student and the parents to explain the potential consequences of the absences and discuss steps to be taken to improve attendance. Students of compulsory school age whose absence is reported to the school will have the reason for their absence investigated. At MUA, regular attendance on the part of students is vital to the process of learning. A unit of study usually involves the development of a sequence of related understandings. When the process and the content of learning are disrupted by irregular attendance, the student suffers a loss of classroom experience that cannot be entirely regained. Students who habitually miss class will suffer in the evaluation process because their achievement cannot be fully assessed. Students who miss **15 hours of class** are at risk of failing credit/obtaining a grade in the subject specific.

Academic Year -From September to June each year

All students are required to take each month during school year very seriously. Any student, who misses the month of September and/or June, will not qualify for subject awards, student of the year, etc.

Student absence

A parent should call the school between 8:00 a.m. and 9:00 a.m. at 416 -332 -1810 (Boys)/ 416 -332 -9428 (Girls), and leave a message explaining the reason for the student's absence. Please note for secondary students - an accumulation of all absences and late arrivals for any credit course totaling 15 unexcused absences will result in automatic withdrawal from that course. Excused absences are health or family emergencies only, with a parent's note explaining the nature of the emergency. Absences for two days or longer will only be excused if a doctor's note is presented.

Excused Absences

- 1) Illness of the student
- 2) Medical diagnosis/or treatment
- 3) Death in the immediate family; funerals or other relatives or close friends, not to exceed one day if in the locality or three days if outside the province
- 4) Contagious disease in the of the child subject to regulations of the division of public health
- 5) Legal business requiring the student's presence
- 6) Suspension or expulsion from school
- 7) Approved educational visits/trips
- 8) Authorized school – sponsored activities

Late Arrivals

Punctuality for all classes during the school day is expected. If a student arrives at or after the 8:40 A.M., he/she is considered late. If a student arrives at or after 8:45 am, he/she must obtain an admit slip from the office before going to his/her locker or classroom. If a student is more than 40 minutes late to a class, he/she will be marked as absent and will only be allowed to class at the discretion of the teacher.

Please note: Every 3rd late to a class counts as an absence and goes towards the total number of 15 absences for that course. There may be other consequences, including suspensions, for students who are consistently late. A student will be excused for being late only if there is a health or family emergency, and a note is provided explaining the nature of the emergency.

Students arriving after the first period, as well as students having the first period off, must sign in each morning at the school office before heading to their next class.

Late between Classes

Students are expected to arrive on time for every class. Five minutes are allowed for students to relax between periods. Arriving late for classes during the school day is not acceptable. This type of behaviour greatly interferes with school discipline, inconveniences the teacher and disrupts the class. A record is kept in the school office of students who are late in between classes and disciplinary measure will be taken. The late policy may be modified during the year. Any modifications to policy will be communicated to parents via letters and the school website

Early Leaving/Sign-outs

If a student must leave early during the school day, he/she is required to obtain a Sign-in/Sign-out slip from the office before 8:45 a.m. of that day. A note dated and signed by a parent, indicating the reason for early leaving must be brought into the office in order to receive a sign-out slip. The office may call the parents to verify the note. Leaving the school or class without signing-out will result in the student being considered absent from class. Any student who leaves the school premises or fails to attend class without proper permission will be considered to be truant and may be suspended as a consequence. Students should retain their sign-out slip to present to any staff, if asked. It is strongly recommended that appointments be made after 3:15 p.m. so that students do not miss any class time.

Leaving School Premises during School Hours

Due to our unique location (main road), students are expected to remain on school premises until they are dismissed. Parents may choose to exercise the option of allowing their son(s)/daughter(s) to leave school premises during their free period by communicating with the school administration. Students must sign back in at the office upon returning to school. If they are late in arriving back to school, they will face the same consequences as other students. Leaving school premises without permission may result in serious consequences including expulsion.

Student Illness during the Day

If a student becomes ill during the day, the student is required to report to the office. The Office will contact the appropriate parent to indicate the nature of the student's discomfort. Arrangements will be made to ensure the student's safe return either to home or the classroom. Once permission has been received for the student to go home, the student will be permitted to leave the school after he/she has signed out. Failure to follow this procedure will result in the student's absence as being considered truant. Both staff and physical limitations prevent the adequate supervision of any student who appears to become sick/ill during the school day. Both school and Ministry Policy state that no staff member is permitted to dispense any form of medication to any student, including Advil/Tylenol. A medical certificate may be required after three consecutive absences due to sickness.

Students with a Spare Period

Occasionally students (grade 11 or 12) may have a spare period because of the schedule/courses or because they choose not to take a course at a particular period. Students can have spare periods after gaining 24 credits, but are highly discouraged from taking spares too early. During a spare period, students MUST report to the office and not roam around the school nor leave school premises without prior permission.

Absence during Examinations

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 student may have the exam deferred to another date for an additional charge.

Fulfilment of Financial Obligations before Exams

The School requires that all financial obligations be fulfilled to the satisfaction of the Accounting Department. Failure to do so may result in warning a student from writing the final examinations at the end of the semester. Permission may not be given to write final exams if all financial obligations are not fulfilled by the student/parent.

Adult Students

A consent form must be signed by all students eighteen years of age and older. Refusal to do so will be cause for the student to be demitted from the school. The consent form gives authority to the school to communicate all matters to the parents and ensures the student follows the same protocol as other students when signing in and out.

Holiday/Extended Absences

On occasion, parents choose to remove their child (ren) or students themselves choose to leave for an extended period of time in order to go on holiday or participate in other activities outside the regularly scheduled school breaks. The following guidelines may help in making such a decision:

- ❖ Students who will be out the academy for an extended period of time and do not meet the criteria for excused absences are considered truant. The academy may refuse the re-admission of any student who is absent from the school without permission (10 or more consecutive school days). Further, the Academy reserves the right to test a student who has gone on extended leave before deciding on a promotion to the next grade. It is the parent's responsibility to make sure that the student is provided with adequate opportunities to acquire and develop all the necessary skills and knowledge.
- ❖ Parents are requested to consult with the principal and teachers prior to making any plans.
- ❖ Parents are then responsible for advising the principal in writing of the dates of any departure and return to school at least three weeks before departure.
- ❖ The student is responsible for any missed work, collection of handouts, notes and reading assignments. The student must see his/her teachers for arrangements regarding tests, labs, projects, presentations or performances.
- ❖ A student's mark may be adversely affected by a prolonged absence due to gap instruction and missed assessments and evaluations.
- ❖ It is the parents' responsibility to make sure that the students is provided with adequate opportunities to acquire and develop all the necessary skills and knowledge
- ❖ Any student who misses 15 classes may not be able to obtain the credit
- ❖ Students who miss an exam due to travel scheduling must write the exam at a school appointed date. *There will be a \$30 administrative fee for each exam deferred due to travel.*
- ❖ Parents are asked to consult the School Year Calendar for examination and school break dates.

School Reports

Midterm Reports

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

Parent-Teacher Interviews (aftermidterm report)

Along with the Mid Semester Report Card, a Parent-Teacher Interview form is sent home. This form has information to meet with teachers and is to be returned to the school by the student. The school administration will develop a schedule for the interview sessions and return it to parents via their children.

Final Reports (At the End of Each Semester)

Final report cards are sent home at the end of Semester 1 in February and Semester 2 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.

Parent-Teacher Conferences

Throughout the year, parents are invited to make appointments to meet their children's teachers and to learn about the curriculum. Parents may wish to ask a teacher:

- ❖ What is my child going to learn?
- ❖ How will he/she learn the material?
- ❖ When will he/she learn the material?
- ❖ How are both the teacher and parent going to know that he/she has learned the material?
- ❖ How and when will the students (who are having difficulty be) helped?
- ❖ How and when will the students (who are finding the course "too easy") be enriched?

"To achieve any objective, we need two things: Nobel himma (motivation) – will overcome the obstruction and a Right strategy."

- Ibn al-Jawzi

Academic Policies

Homework Expectations

Students should expect to have homework every school day. The homework load will vary from day-to-day, especially at the beginning of the year when teachers are assessing the abilities of classes and individuals. Every student is expected to use an agenda to maintain an accurate and ongoing record of tests and assignments. MUA believes that homework is an integral and essential part of the educational process as well as an extension of the lesson from school to home. Homework could be an assignment that was unfinished in the classroom or an assignment specifically intended to be done at home. MUA believes that homework should be used to:

- ❖ Develop responsibility and good study habits
- ❖ Encourage growth of the individual to his/her full potential
- ❖ Logically connect to facts and ideas
- ❖ Provide each student an opportunity to develop independent judgement

Homework is about learning to make choices about when to do homework, how to do homework or when to turn it in. Parent interest in schoolwork reflects their belief that what their child is doing is important and school is a family priority. Being an Islamic school our core curriculum also includes Arabic, Quran, Islamic Studies along with reading, math, language arts, science, social studies and spelling that often requires practice at home in the form of assigned homework. Homework for these subjects may include lesson reading and practices as well as memorization and some form of written practice. The actual time spent on homework largely depends on the pace of the individual students. Recreational or required self-selected reading time is not included as part of homework minutes or extra time required for tests or projects. Usually tests and projects are given more time to complete or practice by the teachers. As a school, we encourage both parents and students to make reading a consistent part of their daily life. Keep in consideration the current research on homework, MUA has set up the following general guidelines in terms of time spent (with breaks) by students for homework:

Grades	Minimum to maximum per day
Nine	160-180
Ten	180- 200
Eleven	200-230
Twelve	230-250

It is our expectation that parents will provide a specific, well-lit place away from distractions for their child to focus on homework, assignments, projects and tests.

Secondary Students' Academic Standard

MUA offers academic streamed courses geared towards university admission. It also accommodates applied courses and transfer courses to help students find a path to progress and perform with their highest potential at secondary school. Please note that our school invests in sufficient resources and staff to support the needs of students who require alternative education plan. However, students with an average of 65% and lower shall be placed on an Academic Review. The conditions are as follows:

- 1) The student must meet with the principal/vice principal to discuss any academic or discipline issues, improvements or concerns
- 2) The student must seek extra help from his/her teachers in areas of weakness
- 3) Parents will be updated regarding the progress of the student frequently
- 4) Parents must meet with the teacher and principal/vice principal to discuss academic/behaviour issues, improvements or concerns.
- 5) Adequate improvement on the part of the student needs to be seen by the end of the semester or the students will continue to be on Academic Review.
- 6) Letters will be sent home to parents of students placed on Academic Review. If a student continues to digress in academics and does not raise his/her level of performance the following quarter, he/she may be guided for an alternative academic options.

Assessment, Evaluation, and Reporting

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools outlines the policies and practices for the assessment, evaluation, and reporting of the achievement of curriculum expectations and the development of learning skills and work habits for all students in Grades 1 to 12 in Ontario schools. The policy is based on seven fundamental principles designed to ensure that assessment, evaluation, and reporting practices and procedures:

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

Academic Honesty

MUA is committed to ensuring the integrity and validity of student achievement by promoting fair means and academic honesty at all levels. Therefore, students are required to demonstrate academic honesty in all their evaluations.

*Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that **cheating**, and **plagiarism** will not be condoned. (Growing Success 2010 p. 42)*

Cheating:

Cheating is the unauthorized use of information, materials, devices, sources or practices in completing academic activities.

Examples of cheating include but are not limited to:

- copying during a test or an exam from another student, or from any other source (e.g. phone, laptop)
- copying another student's work
- facilitating or contributing to cheating by allowing others to copy from one's work
- asking for or giving someone an answer during an evaluation
- any other illegal means/ unlawful practices

Plagiarism:

The use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. (Growing Success 2010 p.151)

Plagiarism is a type of cheating, and may lead to serious consequences. It can take many forms, including the following:

- 'copying and pasting' material from a web site into your own document without proper citation
- impersonation of a candidate in an exam, test, or any other summative evaluation
- copying from another student, or making information available to other students, knowing that this is to be submitted as the borrower's own work
- Submitting an essay or any other summative assignment written in whole or in part by someone else as one's own
- submitting an essay or any other summative assignment copied in whole or in part from the Internet and submitted as one's own
- preparing an essay, report, or any other summative assignment on behalf of another student
- using direct quotations or large sections of paraphrased material without proper acknowledgment of the original work
- buying or selling of assignments
- submitting a work from one course as work in another course

Prevention of Cheating and Plagiarism

Teachers will help students understand the importance of academic honesty, and facilitate it by undertaking the following steps:

- define plagiarism/ cheating at the start of the school year or at the beginning of a course to help students understand the importance of academic honesty.
- teach students the research skills that help them avoid plagiarizing (evaluating sources, note making, paraphrasing, proper citing of sources)
- enhance students' skills and confidence in submitting their own work for evaluation by timely and constructive feedback; and provide remediation if further necessary

- give students time to work on assignments occasionally in class, in order to observe and support them on an ongoing basis
- create assignments and tests that involve higher-order critical thinking that engage students, therefore reducing the opportunities for students to plagiarize
- provide sufficient opportunities to students to seek clarification from teachers about actions that constitute plagiarism
- remind students to ensure that all their work is original, and that they cite sources accurately and consistently.

Detection of Incidents of Cheating and Plagiarism

Plagiarism is unacceptable academic behavior. Teachers will exercise their due diligence and use all necessary tools at their disposal to identify and eliminate the occurrence of cheating and plagiarism.

- teachers will look for unusual phrasings, noticeable unevenness, or a sudden change in writing style or diction of students, and unlawful usage of electronic media (e- cheating).
- teachers will identify concepts that seem too sophisticated for the level of the class/ consistent performance level of student
- teachers will highlight unclear or incorrect sources listed in the bibliography,
- teachers shall use various online tools such as ‘Grammarly’ and Google search engine to identify work taken from elsewhere.

Consequences of Academic Dishonesty

When plagiarism or cheating is detected, it will be investigated. In the event that plagiarism is confirmed or suspected, the following procedure will be followed:

- the teacher will inform student that academic dishonesty has been detected;
- student will be given a chance to prove originality of their work
- If plagiarism/cheating is confirmed by the teacher, he/she will inform the principal/vice principal, the student, and the parent/guardian (when the student is under the age of 18) of the specific details and the consequences of this action.
- A confirmed act of academic dishonesty may result in a mark of zero for the assignment /exam in question.
- depending on the nature of the offence and in discussion with the principal it will be teacher’s discretion to allow the student to redo and resubmit the assignment
- repeated pattern of academic dishonesty may result in an escalating severity of consequences, including but not limited to disqualification from any and all awards lists and student committees.

Appeal

All students who face the consequences of plagiarism or cheating have the right to appeal the teacher’s decision to the principal.

Late and Missed Assignment Policy

To help prevent and/ address late and missed assignments teachers will assist students in the following ways using their professional judgment of students' needs.

- Provide a month- wise term plan for all major assignments.
- Inform students about assignment due dates and ultimate deadlines
- Maintain ongoing communication with students and/or parents about due dates and late assignments,
- Hold teacher-student conferences as needed;
- Schedule conferences with parents if the problem persists;
- Refer the students to the Student Success team or teacher;
- Consider legitimate reasons for missed deadlines;
- Set up a student contract;
- Use counselling or peer tutoring to try to deal positively with problems;
- Review the need for extra support for English language learners
- Assist the student to work with a school team to complete the assignment; providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
- Students should negotiate extensions prior to the assignment due date for compelling reasons or extenuating circumstances.
- If a student further does not submit the assignment, it will reflect on the final grade percentage.
- Deduct marks for late assignments, up to and including the full value of the assignment

Parental Access to School / Ministry Documents

Parents and students may view Course Outlines, Courses of Study, or any other school related documents in the Principal's office. Please make an appointment with the school secretary.

Further parents may also access all or any curriculum documents at www.edu.gov.on.ca

Excursion Guidelines

Field Trips

In keeping with philosophy that the education of our children is not limited to the classroom, the school allows students the privilege of participating in field trips. Students must complete and return the permission slip to the teacher responsible for the field trip in order for the child to participate in the trip. Students must pay all required fees by the given deadline. The school may deny a student the privilege of a field trip or require a parent to accompany their child on a field trip due to discipline and/or safety concerns. School personnel will provide the best possible supervision of your child while on a field trip. However, the school shall not be held liable for any injury or misfortune that may occur in a field trip. All field trips should be relevant to the study in which the students are engaged in. Offsite excursions and field trips allow students to:

- 1) Be presented with experiences not available in the regular classroom
- 2) Reinforce, support, extend and enhance the concepts they have learned in their classes
- 3) Relate their classroom activities to everyday life
- 4) Understand the learning has application
- 5) Have the opportunity to learn from others who have expertise in a particular field
- 6) Participate in hands-on experiential learning
- 7) Better familiarize themselves with resources available in the community
- 8) Find out and explore more about potential careers and employment opportunities

Guidelines for Fieldtrips and off-site excursions

- 1) Students are required to wear full dress uniform unless otherwise stated
- 2) Parent consent forms will be sent home at least three to five days prior to the excursion/field trip
- 3) All consent forms must be signed and returned at least 24 hours prior to the trip or by the date stipulated on the notice. Handwritten consent notes may be accepted depending on the type of field trip/excursion being undertaken
- 4) Telephone consents will not be permissible
- 5) Only a parent's or legal guardian's signature is acceptable on the consent form
- 6) The cost of transportation, as well as other incidental expenditures that might be necessary, must be paid in advance of the trip and
- 7) Volunteers and parents must adhere to school's Islamic dress code on all excursions and fieldtrips.

Emergency Procedures

Fire Drills or Real Fires

Fire drills are necessary to practice what to do in case of real emergency. The fire bell is a warning to get out of the building quickly but calmly. It does not necessarily mean that there is a fire in the building. It could be a real fire, a chemical spill, an electrical problem, or any other type of emergency. The sounding of a bell is a very serious matter.

Please follow the rules

- 1) STOP: Stop everything you are doing, specially talking. Don't panic. Walk to the exit doors to exit the building
- 2) LOOK: at the teacher
- 3) LISTEN: Listen to the instructions from the teacher, office, fire Marshall, Etc.

Each class will leave the school using the school exit indicated on the Fire Exit sign. An alternate exit is also indicated on the sign. Teachers and students should familiarize themselves with the primary and alternate exits.

PROCEDURE

- 1) Everybody must vacate the building immediately using the nearest exit (Fire Exit Sign)
- 2) Teachers will shut off lights and close all doors. Pay special attention to handicapped persons if they are around
- 3) Students must walk in single lines down the corridors.
- 4) The teacher will carry the attendance list of students in their classroom
- 5) Students not in their teaching areas (en route or in the washroom) at the time of alarm will leave the school from the nearest exit to join the class outside and check with the teacher.

OUTSIDE THE BUILDING

- 1) Students will line up in the parking lot away from the building as assigned by the teacher/office
- 2) Teachers shall count the number of students under their charge
- 3) Wait quietly for the bell for re-entry or wait for further instructions
- 4) You are required to stay with your class. You must not walk away from the 'emergency gathering area'.

Fire Alarm and Security System

The building is equipped with a fire alarm and security system including video surveillance, and is monitored 24 hours. Tampering with the fire alarm system is a serious offence. Starting a fire alarm will automatically bring in Scarborough Fire Department trucks. A false fire alarm entails heavy fines.

School Lockdown Conditions

- Someone has a gun/weapon on MUA campus
- Someone with a gun/weapon is en route to MUA campus
- Shots are heard on MUA campus
- The immediate pursuit of a dangerous suspect in the vicinity
- The execution of a high risk search or arrest warrant
- A large-scale enforcement operation involving potentially dangerous suspects

Lockdown Procedure

- The Principal or designate will declare "Lockdown" with the following statement made over the P. A. System: "This announcement is to start Lock down Procedure. Please lock down the school immediately."
- All students and staff will respond to the nearest room, take cover and stay low.
- Students position themselves on the floor out of the line of vision of the windows.
- Fire alarm will be ignored if activated
- Doors and windows will be locked, opened only to students and staff seeking safety, or police
- Students and staff will remain quiet and shut off all audio-visual equipment and lights
- Student requests to use washroom to be addressed on a case-by-case basis. Allow if possible, nearest washroom available if extremely urgent.
- Teachers will take attendance and maintain calmness in the classroom. The school will remain in the School Lockdown Mode until an all-clear signal is given
- First aid will be rendered by staff as necessary

Staff and Teachers instructions. They will

- Bring in as many students as the room can accommodate
- Ignore fire alarm
- Not let a student leave without informing the office. If a student persists in wanting to leave; inform the office immediately
- Team up with other classes, if possible
- Encourage students to say "Dua" or recite Surahs of the Quran silently
- Lock the doors and draw the curtains.
- Direct students to position themselves on the floor out of the line of vision of the door and to be quiet

Special Procedure for Non-Classroom Areas

If students are in the following open areas when Lock down procedure is initiated, follow directions given below.

If you are in or around following areas, you should go to:

- (Gym/Lunch Room/Prayer room) - sit closer to the wall
- (Main Office stay)- behind the counter
- (When it is safe,) -an announcement will be made over the P.A. to resume regular schedule

“If anyone travels on a road in search of knowledge, Allah will cause him to travel on one of the roads of Paradise.”

-Prophet Muhammad (PBUH)

Medical Situations

Any medical problems or medication requirements should be recorded on the medical section of the application update form each year. Parents are also required to inform the classroom teacher of any health concerns. The school office will keep this information on file. Parents are encouraged to keep MUA informed as to changes in the medical condition of the student, as well as to any other changes in family or personal circumstances which impact the student.

Minor Medical Concerns

The school is modestly equipped with a basic first aid kit. Small cuts and scrapes can be dealt at school. If in doubt, staff will be on the side of caution and seek medical attention. Students who feel unwell during the day must report their illness to teachers who may send them to the office or may decide to send them home after contacting the parent.

Major Medical concerns

If the medical issue is one that cannot be handled by the school, the parents will be contacted immediately so they can pick up their child from the school. In the event of a more serious injury, when parents are unavailable to transport their child to hospital, an ambulance will be called to the school. At MUA, we will do our best to ensure that the child enters the care of a qualified doctor or hospital and continue efforts to contact the parents if such has not been done before.

Medications

Students taking medication on a regular basis must have this documented in their student file. The homeroom teachers must be notified. Students on short-term medication must present a note to the homeroom teacher informing them. It is the responsibility of parent and student to ensure that medication is taken. MUA is not responsible for any medications taken by a student that were taken without prior knowledge of teacher. Parents of students with nut allergies must provide the office with epinephrine injection (Epi-Pen Auto-injector) and instruct the appropriate person on the proper use of the device during an emergency.

Contagious diseases

If there is a student who contracts a contagious childhood disease, MUA will follow the Health Canada Policy which states that certain diseases require that a student be in quarantine, directed and supervised by a physician. The student will be permitted to return to school with appropriate (written) physician authorization. All classmates' families will be notified of this potential for contagion. It is the parent's responsibility to arrange for pickup and delivery of student homework during the period when the student is absent.

“The creative spirit demands persistence. Seeking knowledge at a young age is like engraving on a stone.”

- Hasan al-Basri

Computers and Information Technology

At MUA we have our computer laboratories fully equipped in both the campuses.

Printing/Photocopying

Printing and photocopying can only be done during lunch or after school. Students cannot leave class in order to use this service. A printing station will be designated for all students to use. There will be a charge for using the station. Photocopying is available also for students. The staff photocopier cannot be used for student related work.

Network User Policy

The computers are readily available to everyone. It is imperative for the well-being of everyone's education that students treat the hardware properly; respect all software copyrights; avoid tampering with anyone else's electronic files; and at all times, act responsibly so that they do not compromise either the integrity nor the efficiency of the network. passwords: Students will be held accountable for any activity deemed improper conducted by another person who is logged on to the network in their name. Consider one's password to be as private and as valuable as PIN number for a bankcard or a credit card. Therefore, one's password should not be shared with anyone.

Electronic Etiquette: When using computers, it is expected that students understand and accept the fact that the rules of the school are in effect. This includes what is written and sent via the Internet or our Intranet. Therefore, the following rules govern the use of electronic mail for all users.

- 1) All school rules and sanctions pertaining to abuse and harassment are in effect.
- 2) Students are expected to be polite using proper and appropriate language. They are reminded that while they may intend that the content of their message remain private, the recipient may not know that. Furthermore, one shouldn't say anything to someone via the network that they wouldn't say to his/her face.
- 3) Any electronic data or mail stored on the MUA Server is the property of MUA.
- 4) System Administrative personnel, as part of the maintenance of the network, can scrutinize the contents of all files residing on the school network.
- 5) Do not use the network to participate in any illegal act, as the school will uphold the law.
- 6) Any attempt to access the files or messages of another person will be considered as theft and treated accordingly.

Information Technology Rules

- 1) Students should not be in the computer lab without faculty supervision.
- 2) Network cables and computer peripherals must not be removed or altered from any school computer.
- 3) The school will be purchasing computer monitoring software to track all network and computer activities. This software may be available for all staff who is supervising the computer lab and library computers.
- 4) Students have permission to enter the computer system only if they log in with the login name provided for them by the school and with their assigned password. No one may, under any circumstances, avoid system security or log in as someone else.
- 5) Students must save all of their schoolwork in their assigned folders. Use of USB or external storage devices (drives) are allowed to the extent of copying their schoolwork to and from the school computers.
- 6) Students are not to engage in any sort of activity that could in any way interfere with the functioning of the network.
- 7) Students are to use the machines as the school has configured them. Neither the desktop nor the operating system may be altered in any way.
- 8) Any files on the server are the property of the school, which has the legal right to view them if it deems it necessary. Furthermore, deleted e-mail, documents and pictures may in fact be recoverable.
- 9) Students may use their own notebook computers; however, it must be in stand-alone manner. Personal computers are not allowed to be connected to the school network.
- 10) Students do not have permission to download any file or program from the Internet.
- 11) It is an illegal activity constituting theft of school property to copy software from the system.
- 12) Students may not create shared folders on the system without permission of a faculty member.
- 13) It is the student's responsibility to back up, save, and maintain any of his/her information.
- 14) The student maintains the responsibility for meeting all personal deadlines regardless of network availability.
- 15) The school reserves the right to remove network access from any user who breaks the rules.

- 16) All computers and monitors must be logged off and power turned off before leaving the Computer Lab.
- 17) The user will not attempt to find or exploit any gaps in system security on the school network or any other system. If the user notices any security weaknesses or suspects anyone of tempering with system security, he/she must notify the teacher or site administrator immediately.
- 18) The user shall not use his/her account to access, create, or distribute any material which is obscene, pornographic, harassing, racist, inflammatory, malicious, fraudulent, or libelous. The user will not download any executable, MP3 or MP3 audio/video files from the Internet
- 19) The user will not use the school computers for product advertisement, personal or private business, commercial or for-profit purposes.
- 20) Laser products are not to be brought to the school. Misuse of these pointers can cause eye injury. They will be confiscated if found. Any student who repeatedly brings a laser pointer to school is exhibiting “persistent opposition to authority” which will result in suspension from the School.

Electronic Devices at School

Students are not allowed to bring any electronic devices such as cell phones, iPod, iPad, handheld electronic game device, radio, tape recorder, video game, etc. Student in need to bring any of the above-mentioned items to school because of a project or as an aide in their learning process must get special permission from the Principal. Any student caught with such a device **without consent** will have their device confiscated by the teacher or other school staff. The

student must come with a parent to meet with the principal or vice-principal in order to get back the device. If a student must bring a cell phone to school for some reason, they must turn it off and hand it in the office. After dismissal they can ask the teacher to return the cellphone. Students are not permitted to use the school telephone unless it is an emergency; they have a pass from their teacher and have permission from the office.

Loss of any Electronic device: If you bring any electronics for some reason and it's lost or misplaced, school will not be responsible at all.

“There is no worse calamity for knowledge and its people than when outsiders intrude. They are ignorant but presume to know. They cause trouble yet think that they are helping.”

-Imam Ibn Hazm

School Library

MUA has a school library that allows students to do research work, and read and borrow books of their interests.

Science Laboratory

At MUA we have a science laboratory that is well equipped for conducting various experiments in Physics, Chemistry and Biology.

Science Laboratory Safety Rules

Laboratory work is an integral part of the science curriculum. In order to have a safe and successful laboratory experience, students must carefully read and abide by the following safety instructions. Participation in laboratory activities is greatly dependent upon understanding of these rules. The consequences of violating these rules will include, but not be limited to, prohibiting the student from participating in all laboratory activities.

Getting Ready for Laboratory Work

- Students are expected to study laboratory procedures prior to class.
- Students are never to perform unauthorized experiments.
- Students must keep their lab area organized and free of apparel, books, and other clutter.

Dressing for Laboratory Work

- Scarf/Hijab must be tied back.
- Lab coats and lab goggles must be used if necessary.
- Shoes with tops must be worn; no open shoes.
- Gloves must be worn during use of chemicals that irritate or can be absorbed through the skin.

Avoiding Contact with Chemicals

- Students must never taste or “sniff” chemicals.
- Students must never use chemicals from an unlabeled container.
- When heating a test tube, students must never point it at anyone.
- Students must never draw materials in a pipette with their mouth.
- Contact lenses are not to be worn in the laboratory; fumes dissolving in the fluid surrounding the eye would be held in by contacts.
- Students must never carry dangerous chemicals or hot equipment near other people.

Keeping away from Hazards

- Students must keep combustibles away from open flames.
- When handling hot glassware, students must use caution.
- When diluting acid, students must always add acid slowly to water, and never add water to acid.
- When inserting glass tubing through stoppers, student must use glycerin and twist slowly at the base.
- When burners are not in use, students must turn them off.
- Students must keep caps on reagent bottles. Caps must never be switched.

Cleaning Up

- Students are to consult the teacher for proper disposal of chemicals.
- Students are to wash their hands thoroughly following experiments.
- Students are to leave their laboratory area clean and neat.

In Case of an Accident

- Students must report all accidents and spills immediately; staff will contact emergency services if they deem it necessary.
- Students must place broken glass in designated containers.
- Students must wash all acids and bases from their skin immediately with plenty of running water.
- If chemicals get in their eyes, students are to wash them for at least 15 minutes.

Disciplinary Policies

A positive and constructive working relationship between MUA, the student, and a student's parents/guardians is essential to the fulfillment of MUA educational mission. Thus, MUA reserves the right not to extend the privilege of re-enrolment to a student if MUA reasonably concludes that the actions of the student or the parent(s)/guardian(s) make such a positive and constructive relationship impossible or otherwise seriously interfere with the school's accomplishment of its educational purpose. Any conduct which is in violation of the Code of Conduct and administration considers detrimental to the student or the other students of MUA, may be deemed adequate cause for appropriate disciplinary action, including suspension, expulsion or demission.

A student may be suspended because of persistent truancy, persistent opposition to authority, habitual neglect of duty, repetitive violations of school policy, the willful destruction of school property, the use of profane or improper language or conduct injurious to the moral tone of the school or the physical or mental well-being of others in the school. *If a student is suspended on four different occasions during the academic year, expulsion proceedings may commence and student may be demitted from the school at the end of the semester/school year.*

Investigation of Incidents

When any incidents occur, the school administration will investigate and document the incident and involve the parents when needed. The general process for investigating incidents is as follows:

- 1) Incident Report Form will be filled out by the staff reporting the incident
- 2) Students involved in the incident will be heard and may be asked to write a reflection, sign and date it
- 3) The administration may speak to other witnesses including staff, parents, students, and community members
- 4) A meeting may be arranged to resolve the conflict or situation if possible
- 5) Parents will be involved if and when the school deems it necessary
- 6) The school administration will notify the parents of the incident if there is a suspension involved or if a warning needs to be issued to the parents; minor incidents will not be reported to the parents unless they become repetitive in nature

Incidents Outside of School

Incidents that occur outside of school time and/or vicinity, that have negative impact on the school environment or community will be dealt with in the same manner as in-school incidents. Such incidents include, but are not limited to, the following:

- Bullying or cyber-bullying
- Inappropriate conduct on Facebook, Twitter, or any other social media sites
- Use of illegal drugs and/or alcohol
- Violent incidents
- Open, inappropriate relationships between boys and girls

As an Islamic School, we expect all of the students to adhere to Islamic code of conduct. If it becomes common knowledge that a student engages in actions the school deems un-Islamic (e.g. drinking alcohol, smoking, drugs, being a gang member, dating, etc.), the student will be expelled or demitted from the school.

Acts of Vandalism

In the event a student is identified as having committed an act of vandalism or is identified as having pulled the fire alarm for no reason, then the student will receive:

- First infraction: Level 1 – suspension under 5 days
- Second infraction: Level 2 – suspension over 5 days

For every infraction, a written report will be prepared and placed on the student's file. The amount of the bill to repair or replace the item or items that are vandalized or if the fire department sends MUA a bill for attending a false alarm, the amount will have to be paid in full immediately by the parent of the student. In the event payment is not immediately made in full, then the outstanding amount will be added to the student's or sibling's tuition fee, which could result in the student not being admitted in MUA the next school year.

Suspension

According to the Safe School Act, it is mandatory that a pupil be suspended from his/her school and from engaging in all school-related activities, if the pupil commits any of the following infractions while he or she is at school or engaged in a school related activity:

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing cigarettes, alcohol or illegal drugs.
- Swearing at a teacher or another person in a position of authority.
- The intentional use of an electronic device, including phone, cell phone, digital camera, blackberry, e-mails and web-based communication sites that negatively impact on the well-being of another person and/or the learning environment.
- Committing an act of vandalism that causes damage to school property at the pupil's school or to property located on the premises of the pupil's school.

- Engaging in the acts of bullying/ cyber bullying, intimidating, and threatening.
- Engaging in the act of stealing
- Possession of an explosive substance
- Engaging in another activity that, under a policy of the school, based on the decision of the principal, is one for which a suspension may be necessary.

The minimum duration of a mandatory suspension is one school day and the maximum duration is 20 days. Further disciplinary measures may be taken if necessary, with or without suspension, depending on the severity of the incident. Involvement of police may be necessary. Any student suspended will undergo the following program

- **1-day suspension:** parents will take the homework from school.
- **2-5 days of suspension:** Teachers will assist in sending the work home to the parents
- **6-11 days of suspension:** An academic program may/will be arranged for the student to catch up with learning.
- **12-20 days of suspension:** An academic and non-academic program will be arranged to support the student with a counseling program.

In school suspension

The student will be at school in a designated area. She/he will be assigned work, which will be completed by the end of the day. The student will only be allowed to go to the bathroom and to offer salat at Dhur prayer. Lunch will be eaten in the designated area. The student will be required to write a brief statement expressing regret and repentance at the offense or misconduct. This statement will be submitted to the principal at the end of the suspension.

Out of school suspension

During an out of school suspension the student will not be allowed to be on or around school property on the day of the suspension. It will be the parent's responsibility to provide home supervision for their child at this time. The student will be marked absent and all homework, quizzes and tests will be recorded as a zero. The student will be required to write a statement expressing regret and repentance at the offense or misconduct. This statement will be submitted to the Principal before the student is admitted back to school.

Appealing a Suspension

A suspension can be appealed to the school disciplinary committee. The student's parents or the student (18 or above), who is suspended on grounds of evidence may approach the senior management. Written notice of the request for an appeal must be sent to the principal of the school within 2 school days of the start of the long suspension. The appeal shall be heard within those two school days receiving the notice of appeal, unless the parents and school have agreed to an extension. If parents have questions about the appeal, they can contact the school.

Expulsion

As mentioned above according to the Safe School Act, it is mandatory that a pupil be expelled (but is not limited to) if the pupil commits any of the following infractions while he or she is at school or is engaged in a school related activity. It may be necessary to report the matter to police. Expulsion is the cancellation of the student's enrollment at MUA for the remainder of the year without any refund of fees paid. MUA committee will vote on all recommendations for expulsion. Re-admission in subsequent years can only be considered upon the presentation to the admissions committee of proof that the student's behaviour problem has been addressed and improved, successful completion of the previous grade and availability of the seat in the grade needed.

- Possessing a weapon, including possessing a firearm.
- Using a weapon to cause or to threaten bodily harm to another person.
- Committing physical or emotional assault on another person that causes bodily and /or psychological harm.
- Committing robbery.
- The intentional use of an electronic device, including phone, cell phone, digital camera, blackberry, e-mails and web-based communication sites that negatively impact on the well-being of another person and/or the

- learning environment.
- Trafficking in weapons or illegal drugs.
- Giving alcohol to a minor.
- Engaging in the acts of bullying/ cyber bullying, intimidating, and threatening.
- Engaging in the act of stealing
- Possession of an explosive substance
- Engaging in another activity that, under a policy of the school, is one for which expulsion is mandatory.

An appeal for Expulsion

An expulsion can be appealed to the school disciplinary committee. The student's parents or the student (18 or above), who is expelled on grounds of evidence may approach the senior management and school's Discipline Committee. Written notice of the request for an appeal must be sent to the principal of the school within 2 school days of the start of the long suspension. The appeal shall be heard within those two school days receiving the notice of appeal unless the parents and school have agreed to an extension. If parents have questions about the appeal, they can contact the school.

What is Cyber bullying?

The use of information and communication technologies, such as e-mail, cell phone, pager text messages, instant messaging and websites, to support deliberate, repeated and hostile behaviour that is intended to harm others.

Bill Belsey (cyberbullying.ca)

Bullying includes four factors:

- Negative or hurtful behaviour.
- Intent to harm.
- Imbalance of power; and
- Repeated over time

Cyber bullying includes:

- Spiteful teasing
- Abusive language
- Intimidation/threats of violence
- Sexually suggestive language
- Spreading false/malicious rumors
- Sending (often anonymous) poisonous comments

Criminal Code

It is a criminal offence to communicate repeatedly with someone if the communication causes them to fear for their own safety or the safety of others

Civil Liability

Defamation involves writing something designed to insult a person or hurt a person's reputation by exposing him or her to hatred, contempt, or ridicule

Ontario Human Rights Code

Violation of the Code if one discriminates or harasses based on race, national or ethnic origin, colour, religion, age, sexual orientation, marital status, family status or disability

Ontario Education Act – February 1, 2008

A principal shall consider whether to suspend 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:

“Bullying” has been added.

Bullying is defined as:

A form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

According to the Provincial Code of Conduct Issued on October 4, 2007:

All members of the school community must:

- ✓ Treat one another with dignity and respect at all times
- ✓ Respect the rights of others
- ✓ Respect all members of the school community, especially persons in authority.

All members of the school community must never

- ✓ Engage in bullying behaviour
- ✓ Engage in hate propaganda and other forms of behaviour motivated by hate or bias
- ✓ Encourage others to inflict bodily harm on another person.

School Policy –Suspension will be given for any of the following:

- ✓ Aid/Incite harmful behaviour
- ✓ Distribution of hate material
- ✓ Hate-motivated violence
- ✓ The intentional use of an electronic device, including phone, cell phone, digital camera, blackberry, e-mails and web-based communication sites that negatively impact on the well-being of another person and/or the learning environment.
- ✓ In accordance with the definition of Harassment.

Victims of Cyber bullying should be encouraged to:

- ✓ Confide in an adult parent or teacher, at school instantly,
- ✓ Do not reply to messages from cyber bullies.
- ✓ Do not erase or delete messages. E-mails can be traced to a specific computer.
- ✓ Make copies of all messages and pictures.
- ✓ Do not be a digital bystander. If you know people are being hurt, let them know you support them.

Advice to Students and Parents to save the following information:

- ✓ E-mail address
- ✓ Date and time received
- ✓ Copies of relevant e-mail, with full headers
- ✓ Nickname of offending person
- ✓ Name and URL of chat room

If the cyber bullying is threatening:

- ✓ Instantly confide in your parent and/or a teacher in school
- ✓ Change your e-mail address, account, and username or phone number
- ✓ File a detailed complaint with the school.
- ✓ File a complaint with the Website, Internet provider or Cell Phone Company.
- ✓ Contact the police if conduct appears to be criminal.

Major School Events

Various Contests and Competitions

During the school year a number of contests are held to help students develop writing, speaking and teamwork skills. Some contests encourage students to increase their Islamic knowledge to participate, while others test their academic abilities as well as artistic skills. All students from all grades are encouraged to participate and winners are awarded prizes for their work.

Student of the Month Assemblies

Every month one student with outstanding performance will be recognized and presented with a student of month award at the month-end assembly. Students from kindergarten to 12 are recognized for their contributions, successes and effort, not just grades.

Speech Competition

Speech competitions and debates are held from time to time and are integrated into a variety of syllabi to enable our students' verbal communication skills. Students will be allowed to choose topic if one is not assigned and do a 5-minute speech. They will be marked according to specific criteria.

Hajj Awareness

Students participate in various interactive activities in order to understand the 5th pillar of Islam and to reap the benefits of this blessed time.

Muslim Gallery

Every year, each class will have a chance to display different works of Muslims mathematicians, scientists, poets, artists, politicians, educators, scholars, etc. Students must research and make Bristol board presentations regarding one of the above. This event is made part of the curriculum and students are marked for the presentations.

School Graduation Ceremony

At the end of each school year, graduation ceremony will be held for both Grade 8 and Grade 12 graduates. Diplomas are handed out to graduates, as well as subject awards, recognitions and certificates and other secondary students also receive various awards for their academic success and contribution. Students will be expected to wear the graduation gown.

Clubs and Societies

To enable all students to participate in clubs and societies, one-hour period (might be allotted as needed) in last period biweekly. All students from the grades shall reach their clubs, societies of their interest.

Second Harvest

Madinatul Uloom Academy supports the attempt of Second Harvest who picks up excess fresh food and delivers it to Toronto social service agencies. Every dollar donated provides food for 3 nutritious meals a day.

Earth Week

Madinatul Uloom Academy teaches to its students that the earth's resources land, water, air, minerals, forests are available for use, but these gifts come from Allah (S.W.T) with certain ethical restraints imposed on them. People may use them to meet their needs, but only in a way that does not upset ecological balance and that does not compromise the ability of future generations to meet their needs. The Qur'an teaches that human need cannot justify transgressing the legitimate needs of other species. Man is dependent on a world he did not create, and therefore has no right to destroy. In the web of life, the smallest organism counts. Earth Week gives the MADINATUL ULOOM ACADEMY community a chance to reflect on these ideas, investigate various mean to help conserve the environment.

M.S Read-a-thon

It is a literacy program that is fun for children and promotes reading skills that will last a lifetime. It also teaches elementary school children about multiple sclerosis, disability awareness and the importance of student literacy and recreational reading.

Heart and Stroke Foundation

Jump Rope for Heart is a vital Heart and Stroke Foundation Program. In addition to raising funds to support critical heart disease and stroke research and health education, Jump activates our kids to embrace lifetime of healthy living and social responsibility.

Class/Committee Fundraisers

Classes and student committees will fundraise for various projects that will assist the school and the general school population. Fundraising for class parties, trips or for individual is not permitted.

Student Council Events

Student Council will plan various events and trips throughout the year, which is optional for other students to participate in.

Academic Events

Toronto Regional Science Fair

Science Fair is a chance where students have the opportunity to explore, investigate and experiment on the mysterious of the world. Whether it was from a volcanic eruption, to greenhouse effects or mechanics of wind car, the projects were informative, ingenious and amusing to explore.

Quran & Qirat Competition

Qirat recitation gives all students an opportunity to have a spiritual presentation to enhance their reading of Quran. The Qur'an competition is usually a coveted opportunity for Madinatul Uloom Academy hifz students to meet other hifz students from other schools and partake in a collegial competition with the intent of perfecting their own recitation.

Ontario Secondary School Literacy Test (OSSLT)

The purpose is to ensure that students have acquired the essential reading and writing skills that apply to all subject areas in the provincial curriculum up to the end of Grade 9. All students in public and private schools who are working toward an Ontario Secondary School Diploma are required to write the OSSLT in Grade 10. Students who have been eligible to write the OSSLT at least twice and have been unsuccessful at least once are eligible to fulfill the requirement through the Ontario Secondary School Literacy Course (OSSLC).

School Organization

MUA operates on a two-semester timetable. Students take four courses in Semester one (from September to January), and then take four more courses in Semester two (from February to June).

Each day has:

4 periods/classes (75 minutes each)

Tarbiyah (20 minutes/ daily)

Lunch (30 minutes)

Salah time (20 minutes)

School Instructional Programs

Combined or split classes

At MUA we usually schedule single courses for each grade, and these regular courses may be offered only when they are selected by a reasonable number of students, and at the discretion of the principal. However, in a few classes it may not be feasible to offer separate classes for every grade for all course grades and/or types in secondary schools. In such cases, a single class may be organized to serve more than one group of students across grades or course types. In such combined classes the expectations and the assessment and evaluation procedures for each grade or type of course will be clearly outlined.

This arrangement has some advantages. For example, advanced students can be more easily challenged with higher-level material; struggling students can more easily return to earlier material. Younger children gain self-confidence and maturity by being exposed to older students; older students learn to be positive, mature role models for the younger students.

The Granting of the Diploma and Certificates

On the recommendation of the principal, the Minister of Education grants diplomas and certificates at any time during the year to students who have successfully completed the necessary requirements. Where a student has completed the requirements through private study, night school or summer school, or e-learning, the diploma or certificate will be issued by the principal of the school that holds the student's Ontario Student Record when the final credit is earned. If the final credit is earned through the Independent Learning Centre, the student may choose to have the diploma or certificate issued by the director of the Independent Learning Centre or the principal of the school last attended. The person issuing the diploma or certificate will submit the necessary report to the Ministry of Education. For detailed information of OSSD please visit the ministry of education website www.edu.gov.on.ca

Placement

A student's level of proficiency in English will not influence the choice of grade placement. In secondary schools, placement in a grade or in specific subjects will depend upon the student's prior education, background in specific subject areas, and aspirations. English language learners should be placed in a grade-level or subject-specific classroom for at least part of each day.

Final decisions regarding placement are made by the principal in consultation with the student, staff, and parents. The principal will communicate the placement decision, and the rationale for the placement, to the student and parents.

Courses at other institutions

Prior permission from MUA is required before registering for any course at any other institution for a credit. Students must consult the principal before making any arrangements to register for courses outside the school. A list of courses available through night school and summer school will be posted in the office once available. It is the student's responsibility to determine what courses they need to move on successfully through high school. The guidance counselor/principal 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.

Note: It is the responsibility of the student and parents to ensure report cards of such courses are received from the other institutions and submitted at the office instantly to record all information on the transcript such as, course, marks and credit, etc. This report card of other school is placed in the student's OSR maintained at MUA.

Taking courses through AMDEC (<https://amdec.amdsb.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.

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.

Assessment

For student success various assessment tools will be used such as a checklist, rubric, peer checking, etc. to assess their knowledge and skills. These criteria will be to ensure **assessment as learning and assessment for learning** that needs to take place in four different achievement categories of knowledge and understanding, communication thinking and inquiry skills and application. It will include strategies such as sharing learning goals and success criteria, providing feedback in relation to goals, and developing students' ability to self-assess – as a way of increasing student's engagement in and commitment to learning.

Evaluation of Student Performance

Evaluation will be based on **assessment of learning**. Evidence of student achievement for evaluation will be collected over time from three different sources – **observations, conversations, and student products (as per Growing Success document– Ministry of Education, Ontario)** using multiple sources of evidence to ensure the reliability and validity of the evaluation of student learning. Evaluation will be focused on student's achievement of the overall expectations based on the four Ministry of Education achievement categories: Knowledge and Understanding, thinking, communication and application. A single evaluation may include one, more than one, or all of the aforementioned categories. In the secondary school, final evaluations occur as 70% term grade and 30% which is a culminating task of 10%, and an exam or final presentation/test of 20%, which will incorporate the work of the whole term, meeting all the overall expectations of the course in each achievement category.

Exam procedures

All secondary students have designated final exam schedules at the end of each semester in which they must complete the exam paper in the time allotted. Generally, exams are scheduled from 9:30 am – 11:30 am. Students are recommended to arrive ½ hour earlier in order to orient themselves and prepare. All students must leave after their exam is completed. No student is allowed to stay back in the school. Students taking school bus must make arrangements to be picked up earlier. Specific guidelines and regulations regarding exams will be given prior to the examination time.

Achievement Level Summary Description

The achievement chart for each discipline is included in the curriculum policy document for that discipline. The chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement. Each chart is organized into four broad categories of knowledge and skills:

- ✓ Knowledge/Understanding
- ✓ Thinking/Inquiry
- ✓ Communication
- ✓ Application/Making Connections

The achievement chart also describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information and enable teachers to make consistent judgments about the quality of student work and to provide clear and specific feedback to students and parents. The achievement chart provides a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. A variety of materials are being made available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement.

Percentage Achievement Grade Range Level Summary Description

- ✓ 80–100% Level 4: A very high to outstanding level of achievement. Achievement is *above* the provincial standard.
- ✓ 70–79% Level 3: A high level of achievement. Achievement is *at* the provincial standard.
- ✓ 60–69% Level 2: A moderate level of achievement. Achievement is *below, but approaching*, the provincial standard.
- ✓ 50–59% Level 1: A passable level of achievement. Achievement is *below* the provincial standard.
- ✓ Below 50%: Insufficient achievement of curriculum expectations. A credit will not be granted.

Guidance and Career Education

At Madinatul Uloom Academy, Guidance Counselor can assist students with course selection and answer other questions. The following guidance services are available for students enrolled in the school:

- Assessment of secondary school diploma requirements
- Career counseling: Students are guided from time to time to move with success and if at risk they are enrolled for remedial program in summers or take some alternative courses to meet the prerequisite for graduating.
- Assistance with college/university application process
- Educational planning and counseling

“True knowledge is not measured in relationship to how much you memorize and then narrate, but rather, true knowledge is an expression of piety [protecting oneself from what Allah prohibited and acting upon what He mandated. Also “Study and act upon what you learn.”
-Ibn Mas’ood

The Credit System

Definition of a credit:

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. For the purpose of granting a credit, “scheduled time” is defined as the time during which students participate in planned learning activities (other than homework) designed to lead to the achievement of the curriculum expectations of a course. A credit is granted to a student by the Principal of the secondary school on behalf of the Ministry of Education considering if they have obtained a percentage grade of which 50% or more.

Requirements for Ontario Secondary School Diploma (OSSD):

In order to receive the Ontario High School Diploma, students are required to successfully complete 30 credits and 2 non-credit requirements: a literacy test in Grade 10 and 40 hours of community involvement. A credit is granted when a course of at least 110 hours is completed successfully. At the end of each academic year, students will attain a credit for each of the 8 courses in which they have been successful.

Latest Updates from the Ministry of Education:

Online learning graduation requirement:

Beginning with students that entered Grade 9 in the 2020-21 school year, students must earn at least two online learning credits to get their Ontario Secondary School Diploma.

The online learning graduation requirement also applies to adult learners that will be entering the Ontario secondary school system starting in 2023-24 school year.

Credits earned during COVID-19

Students can count one secondary school credit that was earned during the province wide school closures (from April 2021 to June 2021) towards the two online learning credits that they need to graduate. This applies to all Grade 9 students who were learning remotely due to the province wide school closures.

Opting out

Parents who wish to opt out or exempt their child from the online graduation requirement must complete the opt-out form available from their child’s school board. Exemption from the online learning graduation requirements may be requested by:

- the parent or guardian of the secondary student
- students who are 18 years of age or older
- students who are 16 or 17 years of age and have withdrawn from parental control

ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS

Diploma Requirements	Total Required
Compulsory Credits	18
English (1 credit per grade)	4
French as a second language	1
Mathematics (1 credit in 11 or 12)	3
Science	2
Canadian History	1
Canadian Geography	1
The Arts	1
Health and Physical Education	1
Civics	0.5
Careers Studies	0.5
<u>Group 1: An additional credit in one of the following:</u>	1
-English	-Guidance and Career Education
-French as a second language	-Cooperative Education
-Classical or international language	-Social Science and the Humanities
-Canadian and World Studies	-Native languages
<u>Group 2: An additional credit in one of the following:</u>	1
-Health and Physical Education	-Cooperative Education
-The Arts	-French as a second language
-Business Studies	
<u>Group 3: An additional credit in one of the following:</u>	1
-Science (grade 11 / 12)	-Cooperative Education
-Technological Education	-Computer Studies
-French as a second language	
Optional Credits: In addition to the 18 compulsory credits, students have to earn 12 optional credits in courses of their choice, selected from the list of courses available in the school.	12
Total Credits Required for Graduation	30
<i>Note: At least two online learning credits are required beginning with students that entered Gr. 9 in the 2020-2021 school year.</i>	
40 Hours of Community Involvement	40 hours
Provincial Ontario Secondary School Literacy Test Requirement	OSSLT

Community involvement hours

Updates for 2022-2023 school year: The community involvement graduation requirement of 40 hours has been reinstated in 2022-23. Students working towards their OSSD should make sure they meet these graduation requirements in time for their graduating year.

Students can start accumulating their community involvement hours in the summer before entering Grade 9.

Students who are looking for community involvement opportunities should:

- make sure they know [which activities qualify for the community involvement requirement](#)
- check their school board's website for a list of eligible and ineligible activities, as well as, resources to help them record hours and find volunteer activities
- visit the [Ontario Volunteer Centre Network](#) to find opportunities through a centre in their community
- ask their principal or guidance counsellor for more information

If approved by your school's principal, students may count the following towards their community involvement hours:

- up to 10 hours of paid employment if a student is 14 years or older and completes a reflection exercise demonstrating how their work contributed to their community
- community involvement during school time, for example, walking a younger child to and from school or helping younger siblings with school work
- duties normally performed at home, for example, helping an elderly relative with errands or providing after school care for a sibling

Students under 18 years old should consult with their parents to plan and select their community involvement activities, according to [ministry guidelines](#). Students should also speak to their guidance counsellor about other ways their school could allow them to earn community involvement hours this year.

The community involvement requirement is designed to provide students with the opportunity to develop awareness and understanding about civic responsibility. Students can actively participate in supporting and strengthening their communities. It also provides the opportunity for students to learn more about themselves and possible career opportunities.

At Madinatul Uloom Academy, we believe that the community involvement requirement provides an excellent opportunity for students to meet specific Islamic and educational values. Those are:

- Be a collaborative contributor who “develops one’s God given potential and makes a meaningful contribution to society”
- Be a caring family member who “seeks God’s pleasure in serving to the family, school, and wider community through their personal services and commitment”
- Be a responsible citizen who “exercises the rights and responsibilities of Canadian citizenship and contributes to the common good”

Madinatul Uloom Academy believes that community involvement activities will encourage students to further develop an awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities.

Effective September 1, 1999, every student who begins secondary school in Ontario will be required to

complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop awareness and understanding of civic responsibility and the role they can play and the contribution they can make in supporting and strengthen their communities. It should be noted that students will not be paid for performing any community involvement activity. A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older. Mature students – the Principal or designate will determine the number of hours of community service the mature student is required to complete, based on the grade level in which the student enrolls. Please Note: As of July 2011, a student can begin to fulfill this requirement in the summer prior to grade nine.

How to Get Started

- 1) **Step 1:** Determine through MUA the number of hours required for you to complete the community involvement diploma requirement.
- 2) **Step 2:** Select an activity from MUA's list of approved activities. If the activity is not on the approved list, obtain written approval from the Principal or designate on the "Notification of Activity" form
- 3) **Step 3:** Select appropriate activities that will provide for your safety and well-being
- 4) **Step 4:** Complete the "Notification of Activity" section in consultation with your parent(s)/guardian(s) and also have them sign the form, if you are under 18 years of age
- 5) **Step 5:** Fill out the "Completed Activity" section of the community involvement Activity Record when the activity is completed
- 6) **Step 6:** submit the Community Involvement Activity Record to MUA upon completion. The sponsor of each activity must sign the form. If you are under the age of 18, your parent(s)/guardian(s) must also sign the form.
- 7) **Step 7:** If you have fulfilled the 40-hour requirement, MUA will update your Ontario Student Transcript to indicate that this requirement has been met.

Guidelines

The following key points must be observed:

- ✓ The activities must not be part of a credit course
- ✓ The activities must be unpaid
- ✓ "Volunteer" is not necessarily considered "community service"
- ✓ Volunteer work conducted in a commercial setting does not qualify as community service
- ✓ Students cannot volunteer at a place of business by working for "free"

Eligible Activities

The following list provides examples of community involvement activities that are suitable for selection:

Fundraising – includes canvassing and assisting with **Youth Programs** – includes volunteer assistance in the organization of events for the benefit of the operation of youth programs such as Scouts, community, such as walkathons, gala events, bazaars, etc.

Sports/recreation – includes coaching and helping to organize tournaments, sporting events, track meets and summer games or volunteering as a leisure buddy or pool assistant

Office/Clerical work – includes volunteer involvement with animal care or volunteer assistance at a local zoo or petting farm

Community Events – includes helping to organize winter carnivals, parades, and summer fairs

Arts and Culture – includes volunteer assistance at a gallery, performing arts production or program, or in a community library program

Community Projects – includes participating in organized food drives; or support services for community groups

Activities for individuals – includes any volunteer activity that assists someone who requires the assistance with shopping, tutoring, voluntary involvement with chronic care, or service as a volunteer reading buddy.

Environmental Projects – includes participating in community clean-up, tree planting, etc.

Committee Work – includes participation on advisory boards, neighbourhood associations, etc.

Volunteer Work with Seniors – includes assisting in senior's residence, e.g. – serving snacks, helping with activities, partnering, or participating in visiting and reading programs. (**Includes assisting family members).

Religious Activities – includes participation as a volunteer in classes, children's liturgy programs, and special events.

Ineligible Activities

The following types of activities are not acceptable; an unacceptable activity is one that:

Is a requirement of a class or course in which the student is enrolled (e.g. coop, job shadowing, work experience, etc) Involves handling of substances classed as “designated substances” under the Occupational Health and Safety Act

Takes place in a logging or mining environment if the student is under sixteen years of age.

Requires the knowledge of a trades person whose trade is regulated by the provincial government

Takes place in a factory if the student is under 15 years of age

Involves banking or the handling of securities or the handling of jewelry or works or arts, etc

Takes place in a workplace other than a factory, if the student is under 14 years of age and is not accompanied by an adult

Consists of duties performed in the home (i.e. daily chores) or personal recreational activities

Would normally be performed for wages by a person in the workplace (**if it is more than 10 hours)

Involves a court-ordered program (e.g. community service program for young offenders, etc.)

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

Literacy Requirement

Ontario Secondary School Literacy Test (OSSLT)

All students who entered grade 9 in the 2000 – 2001 school year, or more recently must successfully complete the Ontario Secondary School Literacy Test (OSSLT) in order to earn a secondary school diploma. Students will normally be administered the literacy test when they are in grade 10. The test is based on Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including grade 9.

The OSSLT is the standard method for assessing the literacy skills of students in Ontario for the purpose of determining whether students meet the provincial secondary school literacy requirement for graduation. The test identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these students need additional study.

Students who write the OSSLT but do not succeed must re-take the test and complete it successfully in order to qualify for a secondary school diploma. There is no limit to the number of times the test may be re-taken.

Updates for School Year 2022-2023: To provide maximum flexibility for students to acquire the literacy graduation requirement, particularly for students enrolled in remote learning, students can be enrolled in the OSSLC without having attempted the OSSLT in 2022-23. As of the 2022-23 school year, the eligibility criteria for the adjudication process for the literacy graduation requirement will revert to the policy as outlined in [Ontario Schools, 2016](#) (p.65-66).

Accommodations

Students who are receiving special education programs and services and who have an Individual Education Plan (IEP) will receive the accommodations set out in their IEP. (**not applicable at MUA*)

Deferrals

Students who may benefit from deferring this test may include students who have been identified as exceptional and students registered in English as a Second Language (ESL)/English Literacy Development (ELD) courses who have not yet acquired the level of proficiency in English required for successfully completing the test. The principal determines if a deferral should be granted and the time period for the deferral.

Exemptions

Students whose Individual Education Plan (IEP) indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and approval of the principal, be exempted from participating in the literacy test. (**not applicable at MUA*)

Ontario Secondary School Literacy Course (OSSLC)

The Ontario Secondary School Literacy Course (OSSLC) has been developed to provide students who have been unsuccessful on the OSSLT with intensive support in achieving the required reading and writing competencies, and with an alternative means of demonstrating their literacy skills. Students who have had two opportunities to take the OSSLT and have failed it at least once are eligible to enroll in the OSSLC. In some cases, if the principal determines that it is in the best educational interests of the student, a student may

enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT. Students who successfully complete this course will have met the provincial literacy requirement for graduation and will earn one credit. The credit earned for successful completion may be used to meet either grade 12 English compulsory credit requirements or the Group 1 additional compulsory credit requirement.

Report Cards and Transcripts

Provincial Report Card

Student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills. To more clearly reflect these two aspects of student achievement, the report card contains separate sections for reporting on achievement of the curriculum expectations and for reporting on demonstrated skills required for effective learning. The report card also includes teachers' comments on the student's strengths, areas in which Improvement is needed, and ways in which improvement might be achieved. Separate sections are provided for recording attendance and lateness in each course.

Reporting on Achievement of Curriculum Expectations

The report card provides a record of the student's achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade reflects the student's most consistent level of achievement throughout the course, although special consideration can be given to more recent evidence of achievement.
- Thirty per cent 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 are 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.

Reporting on Demonstrated Learning Skills

The report card provides a record of the learning skills demonstrated by the student in every course, in the following six categories: responsibility, organization, independent work, collaboration, initiative & self-regulation. The learning skills are evaluated using a four-point scale (E–Excellent, G–Good, S–Satisfactory, and N–Needs Improvement). The separate evaluation and reporting of the learning skills in these five areas reflects their critical role in students' achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills, apart from any that may be included as part of a curriculum expectation in a course, are not be considered in the determination of percentage grades.

Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is a provincially standardized document, which provides a comprehensive record of a student's achievement in secondary school. Copies are available to students on request. The credits that a student has earned towards fulfillment of the requirements for the graduation diploma will be recorded on the OST, regardless of how or where the credits were earned. In grade 9 and 10 only the successfully completed courses are recorded on the OST. In grades 11 and 12, all withdrawals, and repeats of courses are recorded on the OST. The transcript will include the following information:

- ❖ the student's achievement in Grades 9 and 10, with percentage grades obtained and credits earned for

successfully completed credit courses.

- ❖ a list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained.
- ❖ confirmation that the student has completed the community involvement requirement.
- ❖ confirmation that the student has completed the provincial secondary school literacy requirement.
- ❖ Confirmation that a student in a Specialist High Skills Major has completed all the requirements.

NOTE:

- ❖ Only one credit will be granted for a course that a student has successfully completed twice.
- ❖ If a student withdraws from a course within five instructional days following the issue of the first provincial report card, the withdrawal is not recorded on the OST.

Full Disclosure Policy on Transcript (grades 11 & 12)

Course Withdrawal

If any student intends to withdraw from any grade 11 or 12 courses, it should be done within five instructional days following the issue of the first provincial report card. The withdrawal then is not recorded on the Ontario Student Transcript (OST). They should follow the procedures taking the Course Withdrawal form from the guidance office and carefully following instructions, therein.

If a student withdraws after five instructional days following the issue of the first provincial report card, the withdrawal is recorded on the student's transcript.

Course Drop and Change

If a student wishes to drop an existing course and enroll/switch into another course at MUA, they must do so within the first ten days of the beginning of the semester. This must be done through the Principal. Changes after the prescribed time will not be allowed.

Incomplete Courses

In case of students in grade 11 or 12 courses who complete at least two units (of a full-credit unit course) or one unit (of a half-credit course), the average mark for the graded work will be reported on the students' Ontario Student Transcript, along with the marks for courses they successfully complete or fail. If the student leaves it incomplete after the one-year deadline has passed, and at least two units have been graded (of half-credit courses), the average mark for the graded work will be shown on the transcript.

In the above cases, a "W", indicating withdrawal, will appear in the credit column of the transcript. The students' average mark for the graded work will appear in the mark column.

The full-disclosure policy does not apply to grade 9 and 10 courses. If student retakes a Grade 9 or 10 courses, only the highest mark appears on the transcript. If students withdraw from, leave incomplete or fail a Grade 9 or 10 Course, it will not appear on the transcript.

“Acquire knowledge and learn tranquility and dignity.”

– Omar ibn al Khattab

Types of Diplomas

The Ontario Secondary School Certificate (OSSC)

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

- ✓ 2 English
- ✓ 1 Canadian Geography or Canadian History
- ✓ 1 Mathematics
- ✓ 1 Science
- ✓ 1 Health and Physical Education
- ✓ 1 Arts or Technological Education
- ✓ 7 optional credits selected from any available courses.

The Certificate of Accomplishment

Students who leave school before fulfilling requirements for the OSSD or OSSC may be granted a Certificate of Accomplishment. This Certificate is a means of recognizing a student's participation in the secondary school program, especially for those students who plan to take certain types of vocational programs or further training for employment after leaving school.

A student may return to school or take additional credit courses after receiving the Certificate. The student's transcript (OST) will be updated, but a new Certificate of Accomplishment will not be awarded when the student leaves again.

A student who receives the Certificate and chooses to return to study at the secondary level may earn the OSSC and/or the OSSD after fulfilling the appropriate credit requirements for each.

Other Ways of meeting Diploma Requirements

Although most students complete the majority of their studies in a secondary school credits towards the Ontario Secondary School Diploma may also be earned in a variety of ways outside a traditional school setting. These include:

- ❖ Continuing Education – summer or night school
- ❖ E-learning
- ❖ Independent study
- ❖ Distance Education courses
- ❖ Private study
- ❖ Prior Learning Assessment and Recognition (PLAR)

“Dislike no one, no matter how much they’ve wronged you. Live humbly, no matter how hard life is. Give much, even if you’ve been given little. Keep in touch with the ones who have forgotten you, and forgive those who have wronged you, and do not stop praying for the best for those who love you.”

–Ali ibn Abi Talid (RA)

The Organization of Courses

Course Selection

The types of courses offered, and their organization provide for graduated streaming of courses in grades 9 to 12, this will keep options open for all students in the earlier grades and prepare students in senior grades for future destinations. To minimize disruption to the classes and to provide maximum continuity for the students, all course selections must be considered final except where there are sound educational reasons for an adjustment. At Madinatul Uloom Academy there are certain minimum program requirements for full time students. All students with 20 or fewer credits in September must carry 8 courses on their timetable. All students with 21 credits must carry 7 courses. All students with 22 or more credits must carry at least 3 courses in each semester at MUA.

Availability of Courses:

Every effort will be made to schedule students' choices, but course offerings are subject to the number of students selecting each course. All students will take minimum of eight courses in grade 9 and 10. English, Geography, Mathematics, Science, History, Career Studies and Civics will be offered as academic courses. Health and Physical Education, Business, Computer Technology and the Arts, French, Religion are open/applied type courses.

Cooperative Education Program: It is not being offered at MUA.

Failure to complete courses:

If a student has completed a course but has failed to achieve the curriculum expectations at a passing level, staff will determine the best way to enable the student to earn a credit for the course, in consultation with the student and parents. If possible, the student should be allowed to repeat only the material relating to the expectations not achieved. This may be done at summer school, through independent study, through an individualized remediation program or by distance education.

Ways to Recovery of a Credit:

The student having failed a course may enroll in an online course, summer school, night school or repeat in the second semester in order to obtain a credit for the same course.

The Ontario Scholar Program

The Ontario Scholar Program recognizes students who have earned an Ontario Secondary School Diploma in the current or previous school year and who have attained an aggregate of at least 80% (480 marks) in any combination of ministry approved (U/M) courses that provide a total of 6 credits. Upon the recommendation of their principal, these graduating students receive a certificate from the Minister of Education.

Course Type Changes

Students who are successful in any academic or applied grade 9 course may select either the academic or applied course in the same subject in grade 10. Students planning to switch from one course type in grade 9 to another in grade 10 in the same subject are strongly encouraged to complete additional course work or take transfer courses in order to demonstrate the achievement of learning expectations. This service is not offered at MUA and must be done at an alternative school.

From grade 10 to 11, or 11 to 12

A student wishing to change course types between grades 10 and 11 and/or grades 11 to 12 must either:

- ❖ take a transfer course that will bridge the gap between course type
- ❖ complete the designated course prerequisites
- ❖ demonstrate achievement of new curriculum expectations

Information on access to course materials:

All course outlines and other curriculum related can be viewed by parents by contacting the Principal.

Course Load

Students in Grades 9, 10 and 11 are expected to carry a full course load – 4 courses in each semester. Students may earn a spare only after they have successfully completed 24 credits.

Policies on substitutions for compulsory courses

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for up to three compulsory credits. The decision to make substitution for a student should be made only if the students' educational interests are best served by such substitution. If a parent or an adult student requests a substitution, the Principal will determine whether or not this should be made. Principal may also initiate consideration of whether a substitution should be made. The decision is made in consultation with the parent or adult student and appropriate school staff.

Prerequisites

If a parent or an adult student requests that a prerequisite be waived, the principal will initiate consideration whether a prerequisite is to be waived. The principal will make decision with consultation of parent or adult student and an appropriate school staff.

Information on Prior Learning Assessment and Recognition (PLAR): Equivalency

PLAR is a program of assessment of students based on knowledge he/she has achieved through formal and informal education. The Principal, to give credits for Secondary School diploma based on OSSD requirements, does this assessment. For students with credentials from other jurisdictions, the principal determines the total credit equivalency as well as the number of compulsory and optional credits still to be awarded. Students working towards the OSSD must complete the OSSD Literacy requirement. The Principal determines the number of hours of community involvement activities that students will have to complete. Programs include formal test, credentials from other jurisdiction and various other strategies. This is applicable to all categories of students like adult students, mature students, exceptional as well for gifted students.

PLAR (Prior Learning Assessment and Recognition) through Challenge Process At MUA, we do not have the challenge process for PLAR for granting credits.

Special Education Program is not available at MUA for students who need an Individualized Education Plan (IEP).

Independent Study:

A student may take courses as independent study if there is a valid reason provided by the student and /or parent, and principal approves of it. Teacher will assist student by assigning components of the course suggesting resources and evaluating achievements of the students ensuring total work involved is equivalent to the time scheduled for the course. When a student has successfully completed a course through independent study the principal will record his/her standing on the OST.

Private Study

A student may be permitted to take one or more courses through private study in one or the other of two circumstances: (1) if the student is deemed to have a valid reason for not attending classes; or (2) if the school does not offer the course(s). The school must be willing to monitor the student's progress and evaluate his or her work. A student who wishes to apply for private study should submit an application as early in the school year as possible – normally not later than the first school day in September (the beginning of semester 1) if the student intends to complete the course by January 31, or not later than the first school day in February (or the Beginning of semester 2) if the student intends to complete the course by June 30.

The application will be submitted to the principal of the secondary school that will be monitoring the student's learning. When a student has taken a course through private study, the principal will record the student's achievement on the Ontario Student Transcript.

Alternative methods of earning credits outside of Madinatul Uloom Academy:

Full Credit Night School is available to students if the following conditions are met:

- course is unavailable or cannot be timetabled in day school
- student is enrolled in at least 3 courses per semester--unless final credit is required in order to graduate
- student has the required pre-requisite

Virtual/Online School: Online courses are available in 3 sessions: semester 1, 2, and summer. Criteria to take an online course are the same as that of night school.

Summer School: Summer school runs through the month of July and August in other boards of education. There are two types of classes:

- Remedial classes: for students who have taken a course in the current year and achieved a mark between 35% and 49% with 15 or fewer absences.
- Full Credit: Limited full credit courses are available, and the criteria change annually.

Creating Pathways to Success: Students will be guided to understand Individual Pathway plan and can visit an Education and Career/Life Planning Program for Ontario Schools at:

<http://www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf>

Types of Courses

Grades 9 & 10 courses:

As the Madinatul Uloom Academy High School program is designed to prepare students for post-secondary education, all grade 9 core courses will be offered as the “Academic” type. Madinatul Uloom Academy will be offering English, French, Geography, Mathematics, and Science as grade 9 academic courses. In grade 10, besides the above-mentioned courses History, Careers and Civics will be offered.

Update: De-Streaming

As of September 2022, all Grade 9 subjects will be offered in one stream. De-streaming Grade 9 will help create the conditions for every student to be prepared for the senior program in secondary school, and to pursue any postsecondary pathway they choose

Academic Courses: (Grades 9 and 10)

In an academic course, students will learn the essential concepts of a subject and explore related material as well. Knowledge and skills in the subject will be developed through both theory and practical applications; the emphasis will be on theory and abstract thinking as a basis for future learning and problem solving. To enhance relevance and comprehension, there will be opportunities to utilize real-life situations and hands-on applications of the concepts studied.

Applied Courses (Grades 9 and 10)

In applied courses focus is on 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 application of the concepts and theories they study. (**There is no applied course for Grade 9 Math and Science*).

Open courses: It comprises 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 courses

University Preparation Courses:

University preparation courses are designed to equip students with the knowledge and skills they need to meet the

entrance requirements for university programs. The range of courses offered, and the content of these courses will allow students to prepare for university programs and related careers. Teaching and learning will emphasize theoretical aspects of the course contents but will also include concrete applications. All university preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills.

University / College Preparation Courses:

University/College preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered, and the content of these courses will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. All university/college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills.

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.

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:

In disciplines such as the Arts, Health and Physical Education, and Business Studies, all students will take the same type of course, called open course. These courses enhance broad based educational standards. It helps students to prepare for further study in certain subjects in grade 11 and 12.

Locally Developed Courses:

MUA offers six religious studies courses for the grades of 9-12 which are locally developed and approved by the ministry of education, Ontario. Each course takes one credit after successful completion of 110 hours. Students can take only 4 of the six courses towards the diploma. These courses are mentioned with description in the list of courses offered at MUA.

The Course Coding System

Course Codes

Five characters “code” identify each high school course. The school may use a sixth character to identify special programs.

The first three characters refer to the subject: (ENG is English) The fourth character refers to the grade: (1 = Grade 9)

The fifth character refers to the type of course: (D=Academic, P=Applied, O=Open)

ENG1D

List of Courses

Course Title	Course Code	Credit Value	Course Title	Course Code	Credit Value
Grade 9			Grade 11		
English	ENG1D	1.00	English	ENG3U	1.00
Mathematics	MTH1W	1.00	Functions	MCR3U	1.00
Science	SNC1W	1.00	Biology	SBI3U	1.00
Issues in Canadian Geography	CGC1D	1.00	Physics	SPH3U	1.00
Healthy Active Living Education	PPL1O	1.00	Chemistry	SCH3U	1.00
Exploring Family Studies	HIF1O	1.00	World Religions & Belief Traditions	HRT3M	1.00
Food and Nutrition	HFN1O	1.00	Intro. To Computer Science	ICS3U	1.00
French	FSF1D	1.00	Islamic Studies	HRE33	1.00
Introduction to Business	BBI1O	1.00	The Individual & the Economy	CIE3M	1.00
Visual Arts	AVI1O	1.00	Understanding Canadian Law	CLU3M	1.00
Islamic Studies	HRE13	1.00	Healthy Active Living Education	PPL3O	1.00
Study of the Quran Part1	HRS13	1.00	Introduction to Anthropology, Psychology & Sociology	HSP3U	1.00
Grade 10			Grade 12		
English	ENG2D	1.00	English	ENG4U	1.00
Principles of Mathematics	MPM2D	1.00	Physics	SPH4U	1.00
Science	SNC2D	1.00	Biology	SBI4U	1.00
Canadian History since WWI	CHC2D	1.00	Business Leadership	BOH4M	1.00
Computer Technology	TEJ2O	1.00	Analyzing Economics Issues	CIA4U	1.00
Introduction to Business	BBI2O	1.00	Chemistry	SCH4U	1.00
Intro. to Computer Studies	ICS2O	1.00	Advanced Functions	MHF4U	1.00
Civics & Citizenship	CHV2O	1.00	Calculus and Vectors	MCV4U	1.00
Career Studies	GLC2O	1.00	Mathematics of Data Management	MDM4U	1.00
Food and Nutrition	HFN2O	1.00	Challenge & Change in Society	HSB4U	1.00
Healthy Active Living Education	PPL2O	1.00	Islamic Studies	HRE43	1.00
Study of the Quran Part 2	HRS23	1.00	International Business	BBB4M	1.00
Islamic Studies	HRE23	1.00	Canadian & World Issues	CGW4U	1.00
Exploring Family Studies	HIF2O	1.00	Computer Science	ICS4U	1.00
ICT in Business	BTT2O	1.00	The Writer’s Craft	EWC4U	1.00
			Introductory Kinesiology	PSK4U	1.00
			Canadian & International Law	CLN4U	1.00
			World History since the 15 th Century	CHY4U	1.00

Course Descriptions Grades 9 to 12

English (2007 Revised)

ENGLISH - ACADEMIC (ENG1D):

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12. **Prerequisite:** none

ENGLISH - 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 analyze literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. **Prerequisite:** English Grade 9, Academic or Applied

ENGLISH - GRADE 11, UNIVERSITY PREPARATION (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 analyze 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

ENGLISH - GRADE 12, UNIVERSITY PREPARATION (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

THE WRITER'S CRAFT - GRADE 12, UNIVERSITY PREPARATION (EWC4U)

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. **Prerequisite:** English, Grade 11, University Preparation

FRENCH ACADEMIC - (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: 600 hours of French instructions or equivalent

MATHEMATICS - DESTREAMED (MTH1W):

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

Pre-requisites: None

PRINCIPLES OF MATHEMATICS - 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.

To support students in their transition from MTH1W to MPM2D, the ministry is issuing this addendum to MPM2D, effective September 2022. It includes three new specific expectations under an existing overall expectation in Analytic Geometry.

Prerequisite: Principles of Mathematics, Grade 9, or Mathematics, Grade 9, De streamed

FUNCTIONS - GRADE 11, UNIVERSITY PREPARATION (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

ADVANCED FUNCTIONS - GRADE 12, UNIVERSITY PREPARATION (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

CALCULUS & VECTORS - GRADE 12 UNIVERSITY PREPARATIONS (MCV4U):

This course builds on students' previous experience with functions and their developing understanding of Rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

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

MATHEMATICS OF DATA MANAGEMENT - GRADE 12 UNIVERSITY PREPARATIONS (MDM4U):

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

Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

Science: Grade 9 (2022)

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

SCIENCE - 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: Science, Grade 9 Academic or Applied

PHYSICS - GRADE 11, UNIVERSITY PREPARATION (SPH3U):

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

Prerequisite: Science, Grade 10 Academic

PHYSICS - GRADE 12, UNIVERSITY PREPARATION (SPH4U):

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

Prerequisites: Physics, Grade 11 University Preparation

BIOLOGY - GRADE 11, UNIVERSITY PREPARATION (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: Science, Grade 10, Academic

BIOLOGY - GRADE 12, UNIVERSITY PREPARATION (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

CHEMISTRY - GRADE 11, UNIVERSITY PREPARATION (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.

Prerequisites: Science, Grade 10 Academic

CHEMISTRY - GRADE 12, UNIVERSITY PREPARATION (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.

Prerequisites: Chemistry, Grade 11 University Preparation

Canadian and World Studies : Grade 9 and 10 (2018 revised); Civics & Citizenship (Revised 2022)

ISSUES IN CANADIAN GEOGRAPHY – GRADE 9 ACADEMIC (CGC1D):

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

Prerequisites: none

CANADIAN HISTORY SINCE WORLD WAR 1 – GRADE 10, ACADEMIC (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.

Prerequisites: none

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

them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

Prerequisites: none

Canadian and World Studies :Grade 11 and 12 (2015 revised)

THE INDIVIDUAL AND THE ECONOMY (CIE3M), UNIVERSITY/COLLEGE PREPARATION

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

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied.

UNDERSTANDING CANADIAN LAW, UNIVERSITY/COLLEGE PREPARATION-GRADE 11 (CLU3M)

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

WORLD ISSUES: A GEOGRAPHIC ANALYSIS, UNIVERSITY PREPARATION - GRADE 12 (CGW4U)

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

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

ANALYZING CURRENT ECONOMIC ISSUES, UNIVERSITY PREPARATION- GRADE 12 (CIA4U)

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

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

CANADIAN AND INTERNATIONAL LAW, UNIVERSITY PREPARATION- GRADE 12 (CLN4U)

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

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

WORLD HISTORY SINCE THE FIFTEENTH CENTURY, UNIVERSITY PREPARATION - GRADE 12 (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

Social Sciences and Humanities, Grades 9-12 (2013 Revised)

EXPLORING FAMILY STUDIES- GRADE 9 OR GRADE 10 OPEN (HIF1O/HIF2O)

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

Prerequisites: none

FOOD AND NUTRITION – GRADE 9 OR GRADE 10, OPEN (HFN1O/HFN2O)

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

Prerequisite: None

INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY - GRADE 11, UNIVERSITY PREPARATION(HSP3U)

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

WORLD RELIGIONS AND BELIEF TRADITIONS: PERSPECTIVES, ISSUES, AND CHALLENGES, GRADE 11, UNIVERSITY/COLLEGE PREPARATION(HRT3M)

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.

Prerequisite: none

CHALLENGE AND CHANGE IN SOCIETY, GRADE 12 - UNIVERSITY PREPARATION (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 analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse 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 or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

Guidance & Career Education (2019 revised)

CAREER STUDIES – GRADE 10, OPEN (GLC2O)

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

Prerequisite: None

Business Studies (2006 revised)

INTRODUCTION TO BUSINESS – GRADE 9 AND 10, OPEN (BBI1O , BBI2O)

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

Prerequisites: none

BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS- GRADE 12, UNIVERSITY/ COLLEGE PREPARATION (BOH4M)

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

Prerequisite and Co requisites: None

INTERNATIONAL BUSINESS FUNDAMENTALS- GRADE 12, UNIVERSITY/ COLLEGE PREPARATION (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

Health and Physical Education (2015 revised)

HEALTHY ACTIVE LIVING EDUCATION- GRADE 9, OPEN (PPL1O)

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

Prerequisites: none

HEALTHY ACTIVE LIVING EDUCATION- GRADE 10, OPEN (PPL2O)

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

Prerequisites: none

HEALTHY ACTIVE LIVING EDUCATION- GRADE 11, OPEN (PPL3O)

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

Prerequisite: none

INTRODUCTORY KINESIOLOGY: GRADE 12, UNIVERSITY/COLLEGE PREPARATION (PSK4U)

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's

participation in physical activity and sport. 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 open course in health and physical education.

The Arts (2010 revised)

VISUAL ARTS –OPEN (AVI1O)

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

Prerequisite: None

VISUAL ARTS - OPEN (AVI2O)

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

Prerequisite: None

VISUAL ARTS- OPEN (AVI3O)

This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.

Prerequisite: None

Computer Studies: Grades 10-12 (2008 revised)

INTRODUCTION TO COMPUTER STUDIES GRADE 10, OPEN (ICS2O)

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

Prerequisite: none

INTRODUCTION TO COMPUTER SCIENCE, GRADE 11, UNIVERSITY (ICS3U)

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

Prerequisite: none

COMPUTER SCIENCE, GRADE 12, UNIVERSITY PREPARATION (ICS4U)

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

Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

Technological Education: Grades 9-10 (2009 revised)

COMPUTER TECHNOLOGY- GRADE 10, OPEN (TEJ2O)

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues, and will learn about secondary and post-secondary pathways and career opportunities in computer technology.

Prerequisite: none

Religious Education: Locally Developed Courses (2015 Revised)

ISLAMIC STUDIES - GRADE 9, OPEN (HRE13)

This is a basic introductory course designed to enable the students to discover the universal message of Islam in relation to God, humanity, the natural world, man's final end and Revelation. The focus is not limited to teaching only the fundamentals of Islam or Muslim theology but to help the students to develop an all rounded Islamic personality where the students are able to define the message of Islam beyond the practice of the five Pillars, which is not meant to be an empty ritual but is aimed at developing a lofty character

– humane, just and compassionate. Students will be prompted towards spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of the present and the future. This course will provide student's knowledge in understanding their faith and religious duties; their responsibilities, and identify; making them altogether better Muslims, human beings, and citizens of the world.

Prerequisite: none

ISLAMIC STUDIES GRADE 10, OPEN (HRE23)

In this course, students will learn the universal message of Islam in relation to God, humanity, the natural world, man's final end and Revelation. The focus is to help the students to develop an all rounded Islamic personality where the students are able to define the message of Islam beyond the practice of the five Pillars. Students will be prompted towards spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of the present and the future. This course will provide student's knowledge in understanding their faith and religious duties; their responsibilities, and identify; making them altogether better Muslims, human beings, and citizens of the world.

Prerequisite: Grade 9, Islamic Studies, HRE13

ISLAMIC STUDIES -GRADE 11, OPEN (HRE33)

This is an advanced course designed to inculcate tolerance, cooperation, and awareness of religion into the students. They will be able to develop through research and active participation in religious activities. The aim is to imbibe in the students the underlying concepts of the Five Pillars, i.e. to create an awakening in the students

that the pillars of worship must be built on the foundation of character and must support the building of good deeds resulting in peace, prosperity and progress of humankind.

Prerequisite- Grade 10, Islamic Studies HRE23

ISLAMIC STUDIES - GRADE 12, OPEN (HRE43)

This is an advanced course designed to develop in the student awareness that Islam is not merely a religion but a complete way of life. The modern world, which is rapidly turning into a global village, demands that we understand each other in an objective manner and develop an environment in which humanity can live and work in peace. The Islamic concept of good deeds combines both God's rights and human rights. According to the Quran every individual has a dual responsibility to discharge one in a relation to Allah (Huquq Allah) duties towards Allah and the other is relation to man (Huquq al-Ibad) duties towards mankind. The distinction is to be upheld in every sphere of life's activity, physical, intellectual, spiritual, social, economic and political. According to Quran the personal virtues of kindness, chastity, purity, generosity, forgiveness, trustworthiness, and the like are not mere luxuries to be indulged in at convenience but are indispensable for a righteous living. Our objective, therefore in teaching this course would be to imbibe in the students the underlying concept the Five pillars of Islam i.e. to create an awakening in the students that the pillars of worship must be built on the foundation of character and must support the building of good deeds resulting in peace, prosperity and progress for humankind. On the other hand if the emphasis is only on acts of worship neglecting the development of a solid moral character, then it violates the very spirit of Islamic life.

Prerequisite: Grade 11, Islamic Studies, HRE33

STUDIES OF QURAN – GRADE-9, OPEN HRS 13

This is introductory course designed to enable the students to memorize the Quran. The focus is not limited to teaching only recitation and memorization of the Quran but also studying Hadith and Duas. Students will be promoted towards spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of the present and the future. This course will provide students' knowledge in understanding their faith and religious duties; their responsibilities, and identity; making them altogether better Muslims, human beings, and citizens of the world.

Prerequisite-none

STUDIES OF QURAN – GRADE-10, OPEN HRS 23

This is course designed to enable the students to discover the universal message of Islam in relation to god, humanity, the natural world, man's final end and Revelation. The focus is not limited to teaching only the fundamentals of Islam or Muslims theology but to help the students to develop an all rounded Islamic personality where the students are able to define the true and complete message of Islam beyond the practice of the five pillars, which is not meant to be an empty ritual but is aimed at developing a lofty character - humane, just and compassionate. This course also introduces students to skills in researching and active participations in religious activities and studies of Quran with Memorization, and Tafseer.

Prerequisite: Grade 9 HRS 13

Secondary School Year Calendar 2022- 2023

This calendar has been created to help you plan your family holidays, medical and dental appointments around your child's learning. Dates are tentative and are subject to change.

School Start & End Dates:

Semester One Begins (Gr 9-12)	September 06, 2022
Semester Two Begins (Gr 9 – 12)	January 30, 2023
Last day of school (Gr 9-12)	June 23, 2023

Holidays:

Statutory Holiday	October 10, 2022
Winter Break	December 26, 2022- January 6, 2023
Family Day	February 20, 2023
Spring Break	March 13 – 17, 2023
Statutory Holiday	April 7 & 10, 2023
Ramadan & Eid Holidays	April 17-21, 2023

P.A days (no school for students):

September 23, 2022
October 17, 2022
November 14, 2022
January 26 & 27, 2023
February 13, 2023
May 15, 2023
June 12, 2023

Curriculum Night and Parent-Teacher Meetings:

Curriculum Night:	September 23, 2022
Individual Parent Meetings:	October 11-14, 2022
Individual Parent Meetings:	November 21-25, 2022
Individual Parent Meetings:	April 24-28, 2023
Individual Parent Meetings:	May 23-26, 2023

Exam Schedule:

Semester One: January 24 and 25, 2023
Semester Two: June 22 and 23, 2023

Report Card distribution:

Term One Midterm:	November 18, 2022
Term One Final:	February 03, 2023
Term Two Midterm:	April 14, 2023
Term Two Final:	June 29, 2023

Graduation Ceremony (Tentative)

Grade 8 & 12 Graduation: June 26, 2023

Secondary School Daily Schedule (Grades 9-12)

PERIOD	TIMINGS
Morning Dua & Attendance	8:30 am – 8:40 am
Period 1	8:40 am – 9:55 am
QURAN RECITATION/TARBIYAH 10:00 am- 10:15 am	
Period 2	10:20 am- 11:35 am
LUNCH 11:35 am- 12:05 pm	
Period 3	12:05 pm- 1:20 pm
SALAH BREAK 1:20 pm -1:40 pm	
Period 4	1:40 pm -2:55 pm
Wrap up and Dismissal	2:55 pm- 3:00 pm

COMMUNITY RESOURCES AND HELPLINES

Naseeha Muslim Youth Helpline

Call toll free- 1-866-627-3342 or visit <http://www.naseeha.org/>.

Young Muslims' Hotline

Call 416.623.9080 or visit <http://web.youngmuslims.ca/>.

NISA

Call toll free 1-888-315-NISA.

KIDS HELP

<https://kidshelpphone.ca/>

Appendices

- Secondary School Booklist
- Code of Conduct Contract
- Media Release Form
- Internet Usage Form
- Physical Education Form
- Principal's Reference Form
- Credit Course Counselling Summary
- Course Selection Form
- Individual Pathways Plan

Secondary School Booklist

GRADE 9 COURSES

Subjects	Name of Textbook	ISBN Number	Publishing Company
English (Novel selection as prescribed by the teacher)	Sight Lines 9 (<i>Reference only</i>)	0-13-012906-2	Prentice Hall Literature
	Merchant of Venice by Shakespeare	0-451-529863	New Penguin
	To Kill a Mockingbird by Harper Lee	0-446-31078	Grand Central
French	<i>Reference Books Only</i> On y va! Book 1	0-201-69786-6	Addison Wesley
	Cahier On y va!	0-201-69787-4	Pearson Education of Canada
Science	ON Science 9	9780070726895	McGraw-Hill Ryerson
Principles of Mathematics	Principles of Mathematics 9	9780070973190 9780176678142	McGraw-Hill Ryerson Nelson
Issues in Canadian Geography	Making Connections-3 rd Edition	0-13-198089-0	Pearson Education Canada
Exploring Family Studies	Individual and Family Diverse Perspective <i>Reference Book –</i>	978- 0070738768	McGraw-Hill Ryerson
Business Studies	The World of Business: A Canadian Profile	0-17-620140-8	Nelson Thomson Learning
Islamic Studies	Understanding Islam, Studies in Islam and Good word Series (Prescribed Textbook) –Reference books with the teacher.		
Computers Information and Communication Technology	Computer Concepts BASICS –Third Edition, Wells. <i>Reference book</i>	0-13-9781-41886507-8	Course Technology Cengage Learning.
Visual Arts	Art Kit	***	Handouts and Art supplies provided by the teacher
Physical and Health Education	<i>HAL – Healthy Active Living by Ted Temertzoglou</i> <i>Reference book</i>	978 -1 55077-261-6	Thompson Education

Grade 10 Courses

Subjects	Name of Textbook	ISBN Number	Publishing Company
English Novel selection is as prescribed by the teacher	Sight Lines 10 <i>Reference Only</i>	0-13-082171-3	Prentice Hall Canada
	Lord of the Flies –W. Golding	0-0399501487	Faber & Faber
	Macbeth by Shakespeare	0451526775	New Penguin
Canadian History since WW1	Creating Canada: A History -1914 to the Present	978-125- 9275371.	McGraw-Hill Ryerson
Principles of Mathematics	Principles of Mathematics 10	9780070973329 978-017-6332020	McGraw-Hill Ryerson Nelson Canada
Science	ON Science10	978-0-07-0722224	McGraw-Hill Ryerson
Civics and Citizenship	Civics in Action	978-1259086847	McGraw-Hill Ryerson
Careers	Careers 10	0-13-031505-2	Pearson Education Canada Inc.
Business Studies	The World of Business: A Canadian Profile	0-17-620140-8	Nelson Thomson Learning
Food and Nutrition.	-Nutrition and Healthy Eating -Food in Society -Food Preparation	978-1259030901 978-1259030888 978-1259030895	McGraw-Hill Ryerson 3 new Booklets
Health and Physical Education.	<i>HAL – Healthy Active Living by Ted Temertzoglou. Reference book.</i>	978 -1 55077-261-6	Thompson Education
Computers Information and Communication Technology	<i>Reference book</i> Computer Concepts BASICS –Third Edition, Wells.	9781-41886507-8	Course Technology Cengage Learning.

Grade 11 Courses

Subject	Name of Textbook	ISBN Number	Publishing Company
English Novel selection is as prescribed by the language teacher and is subject to changes	Viewpoints 11 <i>Reference only</i>	0-13-019869-2	Pearson Education
	Road to Mecca by M Asad	81 – 7435-097-7	Adam Publishers
	Hamlet by William Shakespeare	97808120363	New Penguin
	1984 – George Orwell - <i>Reference only</i>	10: 0451524934	Signet Classic
Chemistry	Chemistry 11	0-07-088681-4	McGraw-Hill Ryerson
Biology	Biology 11	0-07-088708-X	McGraw-Hill Ryerson
Functions	Functions - 11	(W)9780176678203 978- 007-0009 783	Nelson Education Publication McGraw-Hill Ryerson
Functions (Applied)	Functions and Applications	978 007 -072596-6	McGraw-Hill Ryerson
Physics	Physics 11	0-07-088691-1 978-0-17-6510374	McGraw-Hill Ryerson or Nelson Education
Data Management	Mathematics of Data Management	0-07-091714-0	McGraw-Hill Ryerson
Accounting	Accounting 1	0-13-092332-X	Pearson Education Canada Inc.
World Religions	Exploring World Religions: The Canadian Prospective <i>Reference only</i>	0-19-541660-0	Oxford University Press Canada
Intro to Anthropology, Psychology Sociology	Social Science an Introduction	978-007105818	McGraw-Hill Ryerson
The Individual and The Economy	Economics for Canadians, Made in Canada, 3 rd Edition	195411005	Oxford Publication

Grade 12 Courses

Subjects	Name of Textbook	ISBN Number	Publishing Company
English Novel selection as prescribed by the teacher	Imprints 12/ Viewpoint 12 <i>reference only</i>	9780771509476	Nelson Education Ltd
	Animal Farm – George Orwell	10: 0451526341	Signet Classics
	Death of a Salesman	0140481346	Penguin Books
	King Lear by William Shakespeare.	978-0-486-280-58-5	Dover Thrift
Chemistry	Chemistry 12	0-07-091343-8	McGraw-Hill Ryerson
Biology	Biology 12	0-07-091674-8	McGraw-Hill Ryerson
The Writer's Craft	Get It Written! Get It Right	9781552393062	Emond Montgomery Publications Ltd.
Canadian and World Issues	On the Threshold: Analyzing Canadian and World Issues.	0-7715-8235-8	Gage Learning Corporation
Advanced Functions	Advanced Functions and Introductory Calculus	13: 9780070266360	McGraw-Hill Ryerson Nelson Education
Physics	Physics 12	0-07-088696-2/ 978-017-6520380	McGraw-Hill Ryerson Limited/ Nelson Education
Calculus and Vectors	Calculus and Vectors	978 0-07-012659-6	McGraw-Hill Ryerson
Data Management and Probability	Mathematics of Data Management	0-07-091714-0	McGraw-Hill Ryerson
Challenge and Change in Society	Challenge and Change: Patterns, Trends and Shifts in Society	978-0-07-094157-1	McGraw-Hill Ryerson
Business Leadership	Management Fundamentals	978-111-8391785	John Wiley and Sons Canada
International Business	Fundamentals of International business	9781550771978.	Lorie Guest and David Notman Thomson Educational Publishing, Inc.
Economics by Bolotta Hawkes , Mahoney	Economics Now: Analyzing Current Issues	0-19-541445-4 978-0 195 -414455	Oxford University press, Canada.

Code of Conduct Contract

Madinatul Uloom Academy Code of Conduct is the first code that you have to follow carefully. This Code of Conduct was written with the pronoun I, so that you can read it as if you would have written it yourself. Therefore, you should try your best to respect it and put it into practice, InshaAllah!

I will strive to follow the principles of the Quran and Sunnah of Prophet Muhammad (PBUH)

- ✓ I know that seeking knowledge is a sacred duty; it is obligatory on every Muslim, male and female. The first word revealed of the Qur'an was "Iqra" (Read). Therefore, I must seek knowledge and educate myself. I am a Muslim because I am a follower of Islam, a submitter to the Will of Allah. I must accept what has been taught by the Prophet Muhammad and act accordingly.
- ✓ The Prophet Mohammed (peace be upon him) said: « Allah (Subhana wa ta'la - Glorious and High) likes that you perfect each work that you start » (Reported by Al Bayhaqi), therefore I must work hard.

I am respectful

- ✓ I know I must be respectful to my teachers to receive a good quality education
- ✓ I know to be respected, I must give respect
- ✓ I must express my concerns, in a courteous manner
- ✓ I will always try and speak in a polite manner to people (adults and children) inside and outside school. I will not swear, say bad words, or use put-downs. I will not make fun of anyone. In case of a conflict, I will not lose my temper and raise my voice. I will try not to be involved in any fight or argument, but try and solve my problems in a peaceful way.
- ✓ I understand that physical or verbal violence, stealing, and lying is not acceptable at Madinatul Uloom Academy
- ✓ I will take care of school property and materials in my class, etc.
- ✓ I will take special care of my textbooks. I will not write in them or damage them. I should let my teacher know if I'm having problems with school material or equipment. I will keep my books in a proper backpack when I take them home.
- ✓ I will take care of my school. I will take special care of schoolbooks, desks, and chairs and of all school property. I will keep my school clean including classrooms, hallways, gym, lockers and washrooms.
- ✓ I will always keep my desk clean and well organized. I will not throw anything on the floor. I will keep all my things in the appropriate place and not let them lie around (books, clothes, etc). I will try and help keep my school clean by putting all garbage in the garbage or recycle bin.
- ✓ In the classroom, I will respect my teacher and the other students. I will try not to disturb those around me by moving around a lot or making noise, and I will raise my hand to ask a question or make a comment. I will follow the class rules.

I am responsible

- ✓ When I arrive in the morning, I will go straight to my classroom/gym, listen to and follow the morning dua, announcements, and routine.
- ✓ During recess time I will walk calmly, without running in the hall. I will play and stay in my group's area and I will not hang around in the hall or classrooms without permission. If I bring a snack, I will choose healthy food like fruits and vegetables. I will try not to bring junk food to school.
- ✓ Allah (Subhana wa ta'la - Glorious and High) says in Quran:« O Children of Adam! Wear your beautiful apparel at every time and place of prayer: eat and drink: but waste not by excess, for Allah loves not the wasters» (Al Araf:31). During lunch time, I will stay in the cafeteria and remain seated at all times. When I eat, I will try and respect Islamic teachings (wash my hands, say Bismillah - before eating, eat with the right hand, and say Alhamdulillah –after eating). I will not eat too fast and will not throw any food in the garbage. If I cannot finish eating my lunch, I will put it back in my lunch bag to
- ✓ take home. I will help keep my area clean by putting all garbage in the garbage or recycle bin. It is better not to share my food with my friends, because we never know who may be allergic to certain types of food. I should respect the supervisor's instructions at all times.
- ✓ Wudu and Prayer: The Prophet Mohammad (peace be upon him) said:«When the child of Adam dies, none of his deeds will be taken into consideration for him except three things: his acts of permanent

charity, science, and education useful for humanity and a good (Muslim) child who prays for him». I will follow my teacher's instructions for making wudu (ablution) and lining up for prayer at the appropriate time. When I hear the adhan (call to prayer), I will try and repeat it in a low voice and try to recite the dua following adhan. I will enter the prayer area quietly and try to pray my sunnah prayer while waiting for the imam or the iqamah (call to stand for prayer) to begin. I should follow the imam during the prayer and try not to get ahead of him. I will respect the prayer by not disturbing others, for example. After prayer, I will go back to class with my teacher.

- ✓ At the end of the day, I will wait at the appropriate place with my coat on, and my school bag and lunch bag. When I am outside the school, I should act in a good, responsible, and Islamic manner: I will be careful near cars, and will not jump around or disturb others in the cars or on the bus.
- ✓ I am not allowed to exchange any of my personal property (equipment, toys, games, clothes, books, etc.). I will not bring to school any of the following: chewing gum, chips and candies, head cap, gym clothes with drawings, photos or slogans, bracelets and necklaces, walk man/MP3/i-pod, roller-blades and skateboards, water guns, fire-crackers, tattoos, knives or other dangerous objects, cell phones and pagers, or other electronic devices to school.

I am safe

- ✓ I will respect and I will follow all the school safety instructions (If there is a fire emergency, I will listen to my teacher and exit the school by walking quietly with my class).
- ✓ For my safety and the safety of the others, it is unacceptable: to push and to fight or throw objects (snowballs, rocks, chalk), to bring an object that can be considered dangerous (penknife, knife, matches, lighter), to be in a place or room where there is no teacher or supervisor, to leave the classroom without permission from the teacher.
- ✓ I will not bring expensive valuables or excessive cash to school.

I am prepared

- ✓ I will come to school each day. I will come on time. If I am late, I will go straight to main office to get a late slip to give to my teacher.
- ✓ If I am absent, my parents have to explain my absence with a note signed in my agenda or a phone call to the office before 9:00 am.
- ✓ I will bring all my supplies such as notebooks, textbooks, pencils. If, for example, an activity in class cannot be done because I forgot the required supplies, I will still have to complete it according to my teacher's directions. If I continue to forget my supplies, I could be sent back home to get the missing items.
- ✓ I will clearly identify all my personal things: school supplies (each workbook, each pencil, each eraser, etc.), uniform, shoes, running shoes, coat, scarf, mittens, etc. If I lose something, I may find it in the lost and found box.
- ✓ I will do my class work, homework, and activities neatly and on time, according to my teacher's directions.
- ✓ I must re-do my work if it is incomplete and/or if my teacher asks me to re-do it. If I don't understand something and I find the work difficult, I should ask the teacher for help. If I do not complete my homework, I may have to do it during break.
- ✓ When I come to school, I will wear my uniform and should be very proud of it. My uniform is adapted to the temperature and the different seasons and to the school's activities. If I'm not wearing my uniform, I could be sent back home to get it or maybe suspended after designated number of warnings.

Disciplinary intervention if rules are not respected:

Consequences will be determined by the nature and frequency of an offense. All staff members have the right to intervene. Depending on the infraction, five levels of intervention are possible. If a student continues to break the school rules, or if no change is noticed, the next level of intervention is followed.

1st level: Warning (by supervisor or class teacher):

The student is asked verbally to change his/her behaviour. After 3 warnings, the second level of intervention is followed.

2nd level: Written or drawn reflection, signed by parents and phone call home (by supervisor or class teacher):

The student must write or draw a reflection on his/her infraction and on the method to correct, improve, and change the situation. The student may be deprived of a privilege, such as recess. The teacher may ask the student to contact his/her parents to explain what s/he did wrong. The objective is to let the student express his/her perspective on the offense or misbehaviour. Parents are requested to support the school in interventions for the child's benefit.

3rd level: Parent Meeting (by class teacher and/or principal):

If the problem persists, parents come for a meeting to work with the school on finding a solution. According to the gravity of the offense, many interventions may be applied including suspension for a certain period of time. Depending on the problem, the school may ask for a financial compensation or a replacement of the broken object or may ask the student to clean the cafeteria or play area or erase graffiti, etc.

4th level: Suspension (recommendation from school discipline committee):

If a student continues the offence, commits other offenses, or if no change is noticed, other consequences may be applied. The student may be asked to stay home for a certain period of time. In this situation parents have to ensure their child's education at home (studies, homework). Students will not receive marks for missed tests and assignments if they are suspended. In cases where the behaviour can no longer be tolerated and the student does not show any desire to change the behaviour, s/he may be expelled.

I, _____, have read and understood the above Code of Conduct and
(Student's full name)
acknowledge that violation of this code may result in the stated consequences.

Student's Signature: _____ Grade: _____ Date: _____

Parent's Signature: _____ Date: _____

LATE ASSIGNMENT POLICIES

(As per the policies of Ministry of Education of Ontario Guidelines)

To avoid the circumstances of late submission of work teachers will assist students in the following ways using their professional judgement of students' needs.

- Provide a full-term calendar, month- wise for all major assignments
- Plan and Maintain ongoing communication with students and/or parents about due dates and late assignments,
- schedule conferences with parents if the problem persists.
- refer the students to the Student Success team or teacher.
- Consider legitimate reasons for missed deadlines.
- Set up a student contract.
- Use counselling or peer tutoring to try to deal positively with problems.
- Hold teacher-student conferences.
- Review the need for extra support for English language learners
- Assist the student to work with a school team to complete the assignment; providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so.
- Deduct marks for late assignments, up to and including the full value of the assignment
- If a student further does not submit the assignment, it will reflect on the final grade percentage.

Madinatul Uloom Academy

Media Release Form

Assalamu Alaikum Wa Rahmatullahi Wa Barakatuhu,

Dearest Parents,

We, at MUA, are constantly working on upgrading our school website and flyers. We would be honoured if your child can be featured, interviewed, photographed, etc as an MUA student. Please fill the details below and return the form to the office by the assigned due date.

By signing this document, I consent to the use of my child's testimonial and physical likeness in photographic, video or electronic reproduction form in any materials, and on websites, produced by the Marketing and Communications Department or other departments of Madinatul Uloom Academy.

I release Madinatul Uloom Academy, its agents, staff and the photographer from liability for any violation of any personal or proprietary right in connection with such use. I waive all rights to royalties or other compensation arising from, or related to, the use of the photograph and/or testimonial.

I understand that these testimonials and reproductions may be used in the production of materials used to promote Madinatul Uloom Academy's programs, services, events or the school in general, in perpetuity. At any time, you may revoke this permission by contacting MUA's Marketing and Communications Department. This revocation stops all future use of photos, videos and testimonials.

I also understand that the choice of which reproduction is to be used, if any, is at the discretion of the Marketing and Communications Department or other departments of MUA and that the decision would be based on artistic merit, specific design needs, technical requirements, and marketing and communication strategies.

I also understand that I do not have copyrights to any photographs, video or electronic reproductions made by Madinatul Uloom Academy

- Please mark this box if you AGREE that your child may participate in recorded MUA/school events and MUA hosted events as described above.
- Please mark this box if you DO NOT WISH your child to participate in recorded MUA/school events and MUA hosted events.

I have read this Student Media Release Consent Form and I fully understand the contents and meaning of this release. I understand that I am free to contact the Principal with any questions regarding this release.

Student's Name: _____ Grade: _____

Student's Signature (If 18 years of age or older): _____

Parent's/Guardian's Name: _____

Parent's/Guardian's Signature (If student is a minor – under the age of 18): _____

MADINATUL ULOOM ACADEMY

Walking Excursion Form Immediate Community

Dear Parent/Guardian:

From time to time, students are engaged in non-high care curricular activities that occur off school property in the immediate community, but within the walking distance of the school. Some examples of these activities are walking to the library, the local park and the local store. The Principal will approve these excursions and the teacher supervision is provided at all times.

Whenever possible, parents/guardians will be notified in advance by one or more of the following methods:

- ✓ School newsletter
- ✓ Class newsletter
- ✓ A note in the student agenda/planner
- ✓ School website

Please sign the bottom section of the page

Permission for walking excursion – immediate community

Student Name: _____ Grade: _____

Teacher: _____

In signing this form, I give permission for my child, _____ in grade _____, to participate in those school specific curricular activities that occur off school property in the immediate community and within walking distance of the school.

Name of Parent: _____ (please print)

Signature of Parent/Guardian: _____ Date: _____

MADINATUL ULOOM ACADEMY

Internet Usage Form

We are pleased to offer computer networks and internet usage to our students for educational purposes only. All students under the age of 18 must have parental permission in order to use this facility. Access to the internet will enable students to explore libraries, data bases and bulletin boards. Families should be warned that some items accessible via internet might contain items that are illegal, defamatory, inaccurate and offensive. While our intention is to provide better educational goals that benefit students through internet, it may sometimes exceed disadvantages. Ultimately parents and guardians of minors become responsible. To that end, the school supports and respects parent's right to decide whether or not to apply for access.

SCHOOL INTERNET RULES:

Communications on the network are often public in nature. Within reason, freedom to access information will be honored. During school, teachers will guide students toward appropriate materials. Network is provided for students mainly to use it as source for business studies and technology courses, conduct research; hence students need to agree to act in a considerate responsible manner. This access is a privilege, not a right. Students are responsible for their good behavior on school computer networks just as they are in the classroom or a school hallway. General school rules for behavior and communications apply. The following behaviors are unacceptable:

- Using e-mails without teacher's permission.
- Sending or displaying offensive pictures.
- Using obscene language.
- Harassing, insulting or attacking others.
- Damaging computers, computer systems or computer networks.
- Violating copyrights.
- Using others password.
- Trespassing in another's folders.
- Intentionally wasting limited resources.
- Employing network for commercial purposes.
- Violation may result in loss of access as well as disciplinary and/ or legal actions.
- Visiting Facebook, Instagram, chat rooms, msn messenger type programs

User Agreement and Parent Permission Form

As a user of Madinatul Uloom Academy computer network, I hereby comply with the above stated rules and will honor the relevant laws and restrictions. I am fully aware of all the consequences of violating the rules.

Student Signature _____ Date: _____

Parental Permission:

As a parent/ legal guardian of the student (signed above), I grant permission for him/her to access networked computer services, such as Internet. I understand that some materials maybe objectionable, but I accept responsibility for guidance of Internet use, setting and conveying standards for him/her to follow when selecting, sharing or exploring information and media.

Name of the student: _____ Grade: _____

Name & Signature of the Parent: _____ Date: _____

PHYSICAL EDUCATION INFORMATION & INTRAMURAL INFORMATION/PERMISSION

Physical activity is essential for healthy growth and development. Growing bones and muscles and requires not only good nutrition, but also the simulation of vigorous physical activity to increase the strength and endurance necessary for a physically active lifestyle. Active participation in games, fitness activities, gymnastics and outdoor pursuits provide opportunities for students to discover and trust themselves and gain the confidence necessary to play and work cooperatively and competitively with their peers. Both curricular and co-curricular Physical education programs provide opportunities for students to experience “the fitness feeling” and to help them understand and make decisions regarding personal fitness and value of physical activity in their daily lives.

During Physical Education classes, students will participate in the variety of activities. Students will also have the opportunity to choose to participate in intramural activities that are offered outside of classroom time. Permission is required for students to participate in intramural activities. Please be advised that some Physical Education class and intramural activities such as running, Power walking, softball and soccer, may take your child off the school grounds and into the immediate community. Supervision will be provided.

It is important that your child participate safely and comfortably in physical education and intramural programs. In your child’s best interests, we recommend the following:

- a) Students should have an annual medical examination.
- b) Students should bring emergency medications (e.g. asthma inhalers) to Physical Education class and intramural activities.
- c) Appropriate clothing should be worn for safe participation (e.g. cotton shirts, track pants, and athletic shoes appropriate for the environmental conditions). Jewelry must be removed, if possible. Jewelry that cannot be removed and that presents a safety concern (e.g. medical alert identification or religious requirement) must be taped or the activity must be modified.
- d) An eyeglass band and shatter-resistant/shatterproof lens should be worn if your child wears glasses that cannot be removed during Physical Education classes and intramural activities.
- e) Attention should be paid to protection from environmental concerns (e.g. sun, hypothermia, dehydration, frostbite, and insect bites and stings).
- f) Safety inspection should be done at home of any equipment brought to school for personal use in class and intramural activities (e.g. skis, skates, helmets).
- g) When it is necessary to use a water bottle, students should use a personal water bottle that is not shared.

Please Note: The Elements of Risk

The risk of injury exists in every athletic activity. However, due to the very nature of some activities, the risk of injury may increase. Injuries may range from minor sprains and strains to more serious injuries. These injuries result from the nature of the activity and can occur without fault on either the part of the student, or the school or its employees or agents or the facility where the activity is taking place. The safety and well-being of students is a prime concern, and attempts are made to manage the foreseeable risks inherent in physical activity as effectively as possible. Please sign and return the Physical Education Acknowledgement of risk section below. If you anticipate that your child/ward will be participating in intramural activities, please also sign and return the Intramurals Activities Permission section

PHYSICAL EDUCATION ACKNOWLEDGEMENT OF RISK

In signing this form, I acknowledge the information about the elements of risk noted in the letter attached to this form (*Physical Education Information and Intramural Information/Permission*). I also acknowledge that some Physical Education activities will occur in the immediate community.

Student's Name: _____ Grade/Class _____

Parent/Guardian's Name: _____ (please print)

Parent/Guardian Signature: _____ Date: _____

INTRAMURAL ACTIVITIES PERMISSION

I give permission for my child/ward, _____ to participate in intramural activities. I acknowledge the information about the element of risk noted in the letter attached to this form (*Physical Education Information and Intramural Information/Permission*). I also acknowledge that some activities may occur in the immediate community.

Parent/Guardian's Name: _____ (please print)

Parent/Guardian Signature: _____ Date: _____

Teacher: _____

Grade: _____

Principal: _____

Principal's Signature _____

PRINCIPAL REFERENCE FORM

(REQUEST FOR PRINCIPAL'S REPORT FOR ADMISSION TO MADINATUL ULOOM ACADEMY)

To the Principal or Designate: Please comment on this student's record in each of the areas listed below.

Student Full Name: _____

Current or Last School: _____

Categories	Excellent	Good	Satisfactory	Needs Improvement
Attendance				
Comments:				
Work Habits				
Comments:				
Achievement				
Comments:				
Behaviour				
Comments:				

Has this student been suspended in the current/previous academic year? If so, please give length(s) of suspension and reason(s).

Is this student placed on IEP or recommended for any accommodations/modifications?

What recommendations would you make regarding programming that would assist this student to be successful at Madinatul Uloom Academy?

Name of Principal or Designate completing this report: _____

Title: _____ Phone: _____

Signature: _____ Date: _____



MADINATUL ULOOM ACADEMY

SECONDARY SCHOOL CREDIT SUMMARY

Students Name: _____

OEN: _____

Date: _____

Courses/ Credits required	Grade 9	Grade 10	Grade 11	Grade 12	Credits Earned
English(4)					
Mathematics(3)					
Science(2)					
Canadian History Since WW1(1)					
Issues in Canadian Geography(1)					
Visual Arts(1)					
Health and Physical Education(1)					
French(1)					
Career Studies(0.5)					
Civics and Citizenship (0.5)					
One from each of the following groups: write the course code in the appropriate grade column.					
Group 1: 1 additional credit in <ul style="list-style-type: none"> English or French as a Second Language, or an International Language, or Social Sciences and the humanities (Family Studies, Philosophy, World Religions) or Guidance and Career Education, or Cooperative Education, Canadian and World Studies 					
Group 2: 1 additional credit in <ul style="list-style-type: none"> Health and Physical Education, or the Arts, or Business Studies, or Cooperative Education, or French as a Second Language 					
Group 3: 1 additional credit in <ul style="list-style-type: none"> Science (Grade 11 or 12) or Technological Education (Grades 9-12) Or Cooperative Education or French as a Second Language, or Computer Studies 					
Write the course code in the appropriate Grade column					
TOTAL CREDIT SEARNED					
Check mark the 'completed' column if you have met the following requirements:					Completed(Y/N)
40 Hours of community involvement activities					
Ontario Secondary School Literacy Test					

MADINATUL ULOOM ACADEMY

Course Selection Form

Student Name _____ Grade _____ Date: _____

SEMESTER ONE

Note: Please put an X if you do not want a course, or you have already taken it before.

Period	Time	Course Choices	Course Code	COURSE SELECTED (Select one only)
1	08:40 am-9:55am			
2	10:20am-11:35am			
3	12:05 am-01:20pm			
4	01:40 pm - 3:00 pm			

SEMESTER TWO

Period	Time	Courses / Choices	Course Code	COURSE SELECTED (Select one only)
1	08:40 am-9:55am			
2	10:20am-11:35am			
3	12:05 am-01:20pm			
4	01:40 pm - 3:00 pm			

Number of Credits Earned: _____

Credits remaining: _____

OSSLT (Literacy test): _____ (Yes/No)

Community hours: _____

COMMENTS: (if any) _____

Parent's Name: _____

Parent's Signature _____

Principal's Signature _____

Date: _____

Individual Pathways Plan

Create an Individual Pathways Plan (IPP) and start recording:


- what you have learned about yourself
- opportunities available to you
- your goals
- plans to achieve your goals

The IPP is based on four questions to help you plan your initial post-secondary destination.




Who am I?

How would I describe myself right now (strengths, interests, values)?
How can I connect who I am to the choices I make?



What are my opportunities?

What opportunities should I try while I am in school?



What is my plan for achieving my goals?

What are my goals now and for the near future?
Where can I find information about my initial post-secondary destination?



Who do I want to become?

How do I develop and review my plan?
Who can support me in achieving my goals?