ILAC INTERNATIONAL HIGH SCHOOL

Course Calendar

> 2024 - 2025 Academic Year
> Grades 9 - 12

ILAC
INTERNATIONAL
HIGH SCHOOL

Pathway to Higher Education

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Website:
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THE IMPORTANCE OF EDUCATION

ILAC believes in the importance and value of completing a secondary education for students' future success. Students in Ontario are required to remain in secondary school until they have reached the age of eighteen or have obtained an Ontario Secondary School Diploma (OSSD). Completing high school is important for both personal and professional development. It lays the foundation for future success, enhances earning potential, and improves overall quality of life.

Our school philosophy includes a commitment to teach each student to be independent, responsible, to lead with integrity, and to pursue excellence in every endeavor and to go forth to transform the world.

At ILAC, we encourage students to explore their interests in one of our specialized programs or to help them create their own ILAC path. Our unique four semester system provides students an opportunity to focus on fewer courses at a time. We design an individualized course of study for each student, specific to their future goals.

SCHOOL DESCRIPTION AND PHILOSOPHY

The vision of ILAC is to nurture students to grow into independent and self-sufficient young adults to thrive and lead in the new challenging world.

We are a coeducational day school providing the important elements of education: the development of learning skills and a love of lifelong learning. ILAC is committed to creating a learning environment that encourages students to think independently and creatively, and to discover the excitement of learning.

ILAC's mission is to change lives through education and create opportunities to achieve your dreams. Our core values are:

We listen
We deliver
We work together
We find solutions
We value diversity
We have fun

ILAC offers a rigorous academic curriculum with exceptional specializations to get students ready for pursuing higher education.

We offer the best features of a traditional school: a systematic, sequenced curriculum, caring discipline, high academic standards, sound educational leadership, and thorough and consistent teaching methods.

SCHOOL STRUCTURE AND ORGANIZATION

At ILAC we offer four semesters per year: each semester lasts nine weeks. Report cards are issued halfway through and at the end of each semester (mid-term report card and final report card). The school day is broken down into two and a half hour classes: the morning class is from 9:00 to 12:00 and the afternoon class is from 1:00 to 4:00.

School Leadership

The Board of Directors is responsible for planning and goal setting to ensure the financial stability of school The Board appoints the Principal and other academic personnel to have authority over the administration of the school and matters of curriculum.

ILAC Academic Leadership

Principal: **Dr. Sara Sadedin**

Vice Principal Teaching & Learning: **Fay Lim-Lambie PhD (c)**

Guidance Counselor: **John Lefresne**

OUAC Counselor: **Bruno Knopfel**

ILAC Directory

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Principal: **sara.sadedin@ilac.com**
Vice Principal: **fay.lim-lambie@ilac.com**
Guidance: **b.stutzman@ilacihs.com**
OUAC Counseler: **bruno@ilac.com**

SCHOOL EXPECTATIONS OF STUDENTS

The information below outlines the school's expectations for students. We encourage the development of respect, responsibility, honesty, empathy, fairness, initiative, perseverance and courage. The administration and teachers at ILAC are committed to fostering these characteristics and personality traits in all students who attend our school. To this end, and to maintain a safe environment conducive to learning, we have established the following rules and guidelines for our student body.

The overall appearance of our students reflects on our school; it also impacts on the atmosphere of learning and discipline. The school, therefore, reserves the right to make final decisions regarding all matters related to dress or grooming.

Students at ILAC assume the following responsibilities:

1. Abiding by school policies, rules and protocols;
2. Respecting the ILAC Code of Conduct;
3. Attending all classes;
4. Being on time for classes;
5. Showing respect for their peers and all members of ILAC community;
6. Submitting their homework as instructed by their teachers;
7. Meeting deadlines;
8. Notifying the school of their absence and making up for missed classes;
9. Not possessing cigarettes, vape pens, drugs or alcohol on the school property;

By enrolling at ILAC, students and parent/guardians are obligated to comply with the ILAC Code of Conduct, following all guidelines and standards of behaviour.

ATTENDANCE AND PUNCTUALITY

A. Statement of Principle

The underlying principle of our attendance policy is that students take full responsibility for attending their classes punctually and regularly. Students must be diligent and self-disciplined in their efforts to attend their instructional classes at ILAC. Being punctual allows students to maximize their learning time and avoid disrupting other students in class. Students are to realize that arriving late has a negative effect on the learning environment of the class and will result in consequences. If the number of missed classes exceeds 5, the student is facing the possibility of not gaining the credit. Every step will be taken by the school to avoid this consequence, but ultimately, it is a responsibility of the student to attend the required classes and meet the required expectations.

B. Ontario Ministry of Education Requirements
The Ministry requires that each student complete 110 hours of instructional time in order to be granted a credit at the secondary level. Proper knowledge of the subject area cannot be achieved if students complete less than the required 110 hours. The school's calendar is designed to include required class time. Students who miss an excessive number of days will very likely realize lower final marks and an excessive number of absences may result in a lost credit. If a student misses an excessive number of classes in any subject, parents will be informed by letter.

C. School Hours

The school day begins at 9:15am and ends at 3:45pm. The classrooms will be opened by the first period teachers at 9:00, and formal classes begin at 9:15. Our Co-Curricular activities and some courses may be offered in the late afternoon starting at 4:00 and ending at 6:45.

See school hours schedule on following page.

D. Procedure for Early Dismissal

It is expected that appointments not to be scheduled to interfere with classes. However, under special circumstances, early dismissal may be granted. Common reasons for early dismissal may include:
· **Medical or Health-related Reasons:** If a student becomes ill or requires medical attention during the school day, they may be granted early dismissal to seek medical care or recover at home.
· **Family Emergencies:** In the event of a family emergency or unforeseen circumstances, such as a death in the family or a household crisis, students may be allowed to leave school early to address the situation or be with their family.
· **Weather Emergencies:** In cases of severe weather, such as storms, hurricanes, tornadoes, blizzards, or extreme heat, school administrators may decide to dismiss students early to ensure their safety. This decision is typically made based on guidance from local emergency management agencies.

School Hours	Day 1	Day 2	Day 3	Day 4	Day 5
Period 1 9:15 – 10:45 am			**Course I**		
			Morning Break 10:45 -11:00 am		
Period 2 11:00 – 12:00 pm			**Course I (continued)**		
			Lunch 12:00 – 1:00 pm		
Period 3 1:00 – 2:30 pm			**Course II**		
			Afternoon Break 2:30 – 2:45 pm		
Period 4 2:45 – 3:45 pm			**Course II (continued)**		
			Afternoon Break 3:45 – 4:00 pm		
Period 5 4:00 – 5:30 pm			**Co-Curriculars / Course III**		
			Afternoon Break 5:30 – 5:45 pm		
Period 6 5:45 – 6:45 pm			**Co-Curriculars / Course III (continued)**		

• **Scheduled Appointments:** Students may be permitted to leave school early for scheduled appointments, such as medical appointments, counseling sessions, or other important commitments that cannot be scheduled outside of school hours.

• **Participation in School-sponsored Activities:** Students involved in extracurricular activities, sports, or other school-sponsored events may be granted early dismissal to travel to away games, competitions, or events.

• **Educational Opportunities:** Some schools may allow students to leave early for educational purposes, such as participating in job shadowing, internships, college visits, or other learning experiences outside of the classroom.

• **Transportation Issues:** In cases where students rely on public transportation or face transportation challenges, they may be granted early dismissal to ensure they can safely travel home. It's essential for students and parents to familiarize themselves with the specific early dismissal policies and procedures. Students must consult their teachers to determine what they are expected to do to keep up or catch up in their classes, before leaving early.

E. Missed or Late Assessments

It is the responsibility of the student to complete all tests/quizzes and to submit all assignments for evaluation. Special consideration may be given for late assignments or missed tests, due to extenuating circumstances such as prolonged illness or a death in the family. Every effort will be made to accommodate and encourage students to complete a missed evaluation in a timely manner. Alternative or additional test dates or assignment deadlines may be arranged with the teacher. If a student has missed multiple tests or assignment deadlines, a meeting with the teacher and the Principal will be arranged to determine the best strategy that will most benefit student learning. A parent conference may be an additional method to deal with late or missed test/assignments. When a significant number of strategies have been tried, marks may be deducted up to and including the full value of the assignment. The consequences for not completing assignments/tests for evaluation, or for submitting them beyond the rescheduled date, will be determined by the teacher, keeping in mind that every assignment – whether submitted on time or late – provides evidence of learning, and deducting marks for late assignments could misrepresent the student's true level of achievement. Mark deduction as a consequence of late and missed assignments is done only as a last resort.

The expectations and responsibilities are described in the sections below:

Student Responsibilities
Students must:
• Submit assessments on time and in the required format to demonstrate their learning.
• Know that late or missed work affects their learning skills evaluation and may result in a mark of zero.
• Catch up on missed class material if time was missed to complete an assessment. Any request for new deadline must be discussed in person with the teacher and the decision is pending on teacher's discretion. The teacher may say no to the request or assign an alternate task. Documentation must be provided for missed work.
• Meet with the school Principal or the Academic staff after missing more than three assessments across all courses.
• Understand that repeated late work or extension requests might not be permitted.

Teacher Responsibilities
Teachers will:
• Set clear deadlines and post assessment dates at least two weeks in advance.
• Discuss the matter with the parents/guardian at the parents-teacher conferences.
• Review the need for extra support for English language learners and/or peer tutoring
• Provide alternative assignments or tests/exams where, in the teacher's professional judgement.
• Communicate consequences of missed work including deducting marks for late assignments.
• Follow up with the students who did not submit the work on time. Students without a new deadline may be required to submit immediately or receive a zero. Parents and principal will be informed of missed work.
• Grant extension: Extensions may be granted if requested in advance and no pattern of missed work exists. If an extension is requested, a new deadline may be set (at the teacher's discretion) and will be final. Any assessment rewrite must be approved by the principal and recorded. Also, parents/guardians will be notified of the new deadline and consequences.

School Responsibilities
The school may:
• Address patterns of missed work or extension requests as indicators of larger concerns.
• Limit future extension approvals.
• Make the final exam count for the full 30% if culminating assessments are missed.
• Identify and support students at risk of losing credit.
• Arrange meetings with teachers, parents/guardians to provide detailed action plan to address and support the student.

F. Absence Management Process

ILAC Internation High School students are expected to commit to their attendance at school which is crucial for their learning and success. In special circumstance, accommodations is made for planned or unplanned absences and appropriate arrangement for academic support is provided.
In each period, the school staff and teachers record late arrivals and absences. ILAC teachers keep track and enter students' attendance in the Learning Management System. Students who arrive late – within ten minutes of initial class start - must obtain a slip from the front desk before they are allowed in the class.

In case of planned absence, the following steps must be taken:
• Parents must contact the Academic Staff and/or the

Principal to request approval for a planned extended absence. The necessary form must be filled out and submitted to the Principal's office for the approval.
• The Principal will review the request and may require a meeting with the students and parents if there are concerns about the timing or duration of the absence.
• Students are responsible for informing their teachers in advance and, if necessary, arranging meetings to discuss how they will meet expectations in each course. This includes completing all assigned work by the deadlines set by the teacher.

An unplanned, unexcused absence occurs when a student misses a class without a valid reason. In these cases, ILAC will provide reasonable support based on individual needs. Students are expected to:
• Contact both the teacher and the academic team immediately to notify them about his/her absence.
• Provide schools with any necessary documents for their missed classes.
• Check their Moodle course pages for missed work.
• Speak with teachers about assessments.
• Take responsibility for catching up.
• For communicable illnesses, a medical certificate confirming the student is no longer contagious is required before returning. Students must be fully recovered before coming back to school to avoid the spread of infection. For more serious or prolonged absences, academic accommodations will be considered on a case-by-case basis by the Principal.

Attendance and Credit Implications
• **5+ days missed (due to illness/injury):** Physician's documentation is required. Both the student and the teacher meet with the Principal. An official warning will be issued for class absences, and an action plan will be developed and put into effect. The parents/guardians will be notified.
• **5+ days missed (non-medical reasons):** A meeting with parents/guardian, the student, teachers, and the Principal is required. An official warning will be issued for class absences, and an action plan will be developed and put into effect.
• **10+ missed classes:** Credit may be at risk if the student cannot demonstrate sufficient progress or catch up on required assessments. A meeting with parents/guardian, the student, teachers, and the Principal is required. The student will be placed on Directed Probation due to consistent failure to meet school expectations
• **15+ missed classes:** Credit is likely to be at risk; the student will be withdrawn from the course or may not earn the credit. The Principal discuss the details with the parents/guardian at the meeting.

G. Covid Policy

At ILAC, the health and wellbeing of our students and staff is our first priority. We ensure a safe and clean school environment at all times, through regular cleaning of all school spaces, availability of cleaning supplies, hand sanitizer and other materials, and proper and effective ventilation. We will also clean and disinfect all high touch surfaces regularly. At all times, we adhere to the most up to date public health guidelines.

Students and staff are encouraged to do the following, in accordance with Toronto Public Health Guidelines on Respiratory Viruses like COVID 19, Flu, and RSV:

• Stay home if sick or have symptoms of being sick, even if they are mild.
• Use provincial COVID-19 Self-Assessment Tool before attending school or work if there are symptoms of illness.
• Clean hands often.
• Cover their cough or sneeze with a tissue or their elbow.
• Wear a well-fitted, high-quality mask in crowded indoor settings with poor ventilation, especially if at higher risk of getting very sick
• Get the updated COVID-19 and flu vaccine if eligible

Students are also reminded that they are required to be up-to- date with certain vaccines under the Immunization of School Pupil Act (ISPA), or have a valid exemption. This includes vaccinations for measles, mumps, rubella, diphtheria, tetanus, polio, pertussis, meningococcal and chickenpox.

CODE OF CONDUCT

A. Aggressive Behaviour

The school has strict policies towards aggressive and violent behaviour. Students demonstrating such behaviour may face immediate expulsion from the school. Also, shouting, excessive noise, roughhousing, pushing and shoving is behavior that is not acceptable and as such will result in consequences.

Any form of harassment or bullying (physical, verbal or emotional), whether in person or through various forms of electronic communication, is absolutely forbidden and will result in severe consequences including suspension and/or expulsion. Of special note are problems today associated with cyber bullying. Students should be aware that any communication they post on a public forum are statements for which they will be held responsible. Consequences may include suspension and/or expulsion.

B. Controlled Substances

Students face expulsion from the School for using, possessing or trafficking drugs, alcohol or other controlled substances on the school premises, or during school excursions. Students found trafficking in any controlled substance may also face criminal prosecution. The school reserves the right to exercise its legal right to search students' bags, etc. when the situation warrants it.

C. Weapons

All weapons and firearms, concealed or otherwise, are strictly prohibited on the school premises. All weapons found will be confiscated and may be turned over to police authorities as evidence in a criminal prosecution.

D. Theft and Vandalism

Theft, willful damage of another's property, and vandalism are all criminal offences. Any student stealing or vandalizing is subject to expulsion from the school, and the student (or parent/guardian) may be held liable for damages.

E. Smoking and Vaping

Tobacco and/or cannabis use of any kind, and vaping of any kind, is prohibited everywhere on the premises.

F. Personal Property

Students are discouraged from bringing personal items of value to school. If brought to school, these items are the sole responsibility of the owner, as the school accepts no responsibility for lost or stolen student property.

G. Improper Language

All students and faculty deserve the utmost respect. Therefore, any improper language such as rude, profane or racial comments is strictly forbidden and will be subject to the strictest disciplinary actions warranted by the situation.

H. Religion, Tolerance and Language

The school is nondenominational. The school promotes cultural tolerance and encourages the use of both Official Languages (English and French). English is the language of instruction at the school. Experience has shown that students who are not native speakers of English become fluent in English more quickly if they make an effort to use it all the time. As well, in order to avoid cliques and rivaling groups from forming within the student body, the school uses English only during all instruction periods and during all extracurricular activities, except those which are foreign language oriented. English is also the language to be used in the hallways and common rooms.

I. Academic Dishonesty

ILAC's community integrity and ethical standards mandate equitable assessment of students' learning and accomplishments. This objective hinges upon students exhibiting academic integrity. Academic integrity involves presenting one's own original work while giving credit to all intellectual resources and contributions from others. Academic dishonesty amounts to fraud and can manifest in diverse ways. The most common forms of academic dishonesty encompasses, but not restricted to, cheating, plagiarism, self-plagiarism, and unauthorized use of Artificial Intelligence.

ILAC mandates specific guidelines to ensure that all the teachers understand and uphold academic honesty. Instructors are required to:

A. Establish expectations for student conduct during assessments and testing.
B. Clearly outline assessment and evaluation for students.
C. Educate students on the proper incorporation of information from diverse sources without resorting to plagiarism.
D. Define permissible uses of Artificial Intelligence (AI) in academic work.
E. Utilize appropriate software to maintain a secure digital environment for assessments conducted under test conditions.
F. Implement suitable plagiarism detection tools to scan student work and uphold academic integrity.

Students will:
•   Comprehend and request clarification on assessments and evaluations.
•   Adhere to proper citation practices when referencing sources.
•   Produce coursework and complete tests without plagiarizing or cheating.
•   Acquaint themselves with different forms of cheating and plagiarism and adopt strategies to prevent them.
•   Abstain from utilizing AI unless permitted by the instructor.
•   Utilize appropriate software, as instructed by their instructors, during digital assessments to ensure secure testing conditions.
•   Recognize that there will be consequences for engaging in academic dishonesty.

In the event of academic dishonesty, the following process will be initiated: If it is determined beyond a reasonable doubt that cheating or plagiarizing has occurred, an investigation and documentation procedure will commence. Consequences of academic dishonesty will be determined based on factors such as the nature of the incident, the grade level of the student, the maturity of the student, the number and frequency of incidents, and the individual circumstances of the student, and other relevant considerations. If academic dishonesty is demonstrated, the teacher will inform and collaborate with the Principal and the parents. Depending on the circumstances, the teacher may provide a range of consequences, from a warning and education to prevent further incidents, the opportunity to complete an alternative assessment, mark deductions, or assigning a grade of zero, as deemed appropriate.

Definitions

Cheating: Cheating entails gaining an unfair advantage during assessments by utilizing unauthorized materials or devices, or collaborating with peers to gain an unfair edge. It also encompasses the act of presenting someone else's work as one's own.
Plagiarism: Within an academic setting, all work produced by students is expected to be original. Plagiarism arises when students incorporate the ideas or expressions of others into their work without proper acknowledgment, or submit assignments that have been previously completed and graded for other courses. Whether intentional or inadvertent, plagiarism can occur during academic tasks, necessitating students' awareness of its various manifestations. Educators will provide guidance on appropriate source attribution.
Generative Artificial Intelligence: These systems, capable of producing increasingly sophisticated content, are in a state of constant evolution. Instructors will intentionally integrate AI into their curriculum where it supports student learning. However, students are expected to avoid using AI as a replacement for cultivating and expressing their own unique voices, perspectives, and critical thinking, except within designated parameters.

J. Harassment Policy and Procedure

The aim of this Harassment Policy and Procedure is to ensure a learning and teaching environment devoid of harassment. It serves as ILAC's firm commitment to promptly address any instance of harassment and foster an atmosphere intolerant of such behavior. Compliance and/or consent with this agreement by parents/guardians and students are mandatory.

The Policy objectives are:
•   Maintaining a harassment-free school environment.
•   Increasing student awareness of different forms of harassment.
•   Emphasizing the importance of addressing harassment promptly and effectively to students, parents/guardians, and staff.
•   Outlining both informal and formal complaint procedures for students, ensuring confidentiality, impartiality, and effectiveness in resolving complaints while respecting all parties involved.
•   Implementing appropriate consequences and responses to uphold a harassment-free environment.
•   Defining the roles and responsibilities of both students and employees.

Definition

In accordance with the Ontario Human Rights Code, "Harassment" encompasses persistent, unwelcome comments or behaviors causing discomfort, offense, or humiliation. This includes various forms such as sexist, racist, or otherwise inappropriate comments, derogatory remarks targeting specific demographics, display of offensive material, verbal abuse, bullying, or threats. "Sexual harassment" involves unwelcome comments or behaviors based on sex, sexual orientation, gender identity, or expression, which may create discomfort or offense. It includes sexual solicitation or advances that exploit power dynamics, as well as unwanted sexual advances, requests for sexual favors, or other sexually suggestive behaviors. This can extend to persistent unwanted contact, inquiries about one's sex life, unwanted touching, verbal abuse, or threats related to gender or sexual preference, and sexual assault.

Procedure

ILAC has procedures in place to address student harassment complaints, ensuring they adhere to legal requirements and promote a safe learning environment.

Here's a generalized outline of how such complaints must be handled:

1. **Reporting:** Students who experience harassment are encouraged to report the incident promptly to a teacher, counselor, Principal, or school administrator. ILAC provides a safe reporting channel to ensure accessibility and confidentiality.
2. **Initial Assessment:** Upon receiving a harassment complaint, the school conducts an initial assessment to determine the nature and severity of the incident. This may involve meeting with the student to gather details and assess their immediate safety and well-being.
3. **Documentation:** The school documents the complaint, including relevant details such as the nature of the harassment, the individuals involved, and any supporting evidence or witnesses.
4. **Investigation:** The school initiates an investigation into the complaint, typically conducted by designated staff members trained in handling such matters. The investigation aims to gather additional information, interview relevant parties, and assess the credibility of the complaint.
5. **Resolution:** Based on the findings of the investigation, the school takes appropriate action to address the harassment and prevent its recurrence. This may involve disciplinary measures for the perpetrator(s), support and resources for the victim(s), and implementing preventive measures such as education and training programs.
6. **Communication:** Throughout the process, the school communicates with the involved parties, including the victim, perpetrator, and their families, to keep them informed of the progress and outcomes of the complaint resolution process.
7. **Follow-up and Monitoring:** The school follows up with the parties involved to ensure that the harassment has ceased and that appropriate support is provided. Additionally, the school may monitor the situation to prevent any retaliation or further incidents.
8. **Documentation and Review:** The school maintains records of the harassment complaint and its resolution for documentation and review purposes. Periodic reviews may be conducted to assess the effectiveness of the school's procedures and identify areas for improvement.

ILAC provides resources and support services to assist students who experience harassment, including counseling, advocacy, and referral to external agencies if needed.

ACADEMICS

A. Standards

ILAC believes in and sets high academic standards for all students who choose to enroll in our school. To maintain these standards, we expect students to maintain a certain academic level. We also expect that students will take their courses at ILAC during our regularly scheduled semesters. This will give students the benefit of the classroom time allocated to courses and thereby allow them sufficient time to master the expectations as outlined for the course. It also ensures that the student will be properly prepared to move to the next level in that subject area.

ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS

In order to receive the Ontario High School Diploma, students are required to successfully complete 30 credits, including compulsory and optional credits. Students must also meet three additional requirements: 40 hours of community involvement, a literacy credential, and two online classes (unless students opt-out). For most students, the literacy credential is acquired by passing the Ontario Secondary School Literacy Test in grade 10. Students are required to remain in secondary school until the student has reached the age of 18 or obtained an Ontario Secondary School Diploma (OSSD).

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

Compulsory Credits

You need the following 18 compulsory credits to get your OSSD:
- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 3 credits for group 1, 2 and 3 courses (1 credit in each group)
- 2 credits in science
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship

The following also apply to compulsory credit selections.
- You can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.

Group 1, 2 and 3 Compulsory Credits

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

Group 1
- English (including the Ontario Secondary School Literacy Course) or French as a second language
- Native languages
- First Nations, Métis, and Inuit studies
- Classical studies and international languages
- Social sciences and the humanities
- Canadian and world studies
- Guidance and career education
- Cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 2
- Health and physical education
- The arts
- Business studies
- French as a second language
- Cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 3
- Science (Grade 11 or 12)
- Technological education
- French as a second language
- Computer studies
- Cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

The following conditions apply to compulsory credit selections from the above 3 groups.
- In groups 1, 2, and 3, you can count a maximum of 2 credits in French as a second language as compulsory credits, 1 from group 1 and 1 from either group 2 or group 3.

- If you have taken Native languages in place of French as a second language in elementary school, you may use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language.
- You can count a maximum of 2 credits in cooperative education as compulsory credits from any of the above 3 groups.
- The Langue des signes québécoise langue seconde course is only available in French-language schools.

Optional credits
You must earn 12 optional credits by successfully completing courses from your school's program and course calendar.
Optional credits may include up to 4 credits earned through approved dual credit programs.

Note: Starting in September 2025, you must earn a new financial literacy graduation requirement as part of your compulsory Grade 10 mathematics course. You will need to achieve a mark of 70% or higher to pass this new requirement and earn your high school diploma.

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

Compulsory Credits

You need the following 17 compulsory credits to get your OSSD:
- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in technological education (Grade 9 or Grade 10)
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship
- 1 credit from the STEM-related course group

The following also apply to compulsory credit selections.
- You can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.

STEM-related course group

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

- Business studies
- Computer studies
- Cooperative education
- Mathematics (in addition to the 3 compulsory credits currently required)
- Science (in addition to the 2 compulsory credits currently required)
- Technological education (in addition to the 1 compulsory credit required)
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Optional credits
You must earn 13 optional credits by successfully completing courses from your school's program and course calendar.
Optional credits may include up to 4 credits earned through approved dual credit programs.

ADDITIONAL REQUIREMENTS:

Ontario Secondary School Literacy Credential

Most students will take the Ontario Secondary School Literacy Test in grade 10. Students who fail this test will have an opportunity to re-take the test the following year. Students will be provided with remedial help to prepare them for re-testing. The literacy test evaluates student's reading and writing skills based on curriculum expectations in language and communications up to and including grade 9. ESL students will take the test only when they have reached this level in their language studies. Students who are unsuccessful in taking the OSSLT will be required to take the Ontario Secondary School Literacy Course (OSSLC), which is offered as a grade 12 credit. Students may take the OSSLC after one attempt at the OSSLT. Passing either the OSSLT, or the OSSLC is necessary for graduation, and will be recorded on the OST.

Literacy Graduation Requirement

You must meet the literacy graduation requirement to earn your high school diploma. For most students, this means passing the **Ontario Secondary School Literacy Test (OSSLT)**. If you do not pass the OSSLT, there are other ways to meet the literacy graduation requirement. Contact your school principal to find out about these options.

The Provincial Secondary School Literacy Test (OSSLT)

All students must successfully complete the provincial secondary school literacy requirement in order to earn a secondary school diploma. Since students will normally take the literacy test when they are in Grade 10 and it is based on the Ontario curriculum expectations for language and communication – particularly reading and writing – up to and including Grade 9. The test will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy. The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation. Students who are working towards an OSSD under OSS and who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years on dates scheduled by the EQAO. ILAC International High School will provide remedial assistance for students who do not complete the test successfully. This assistance should be designed to help students improve their skills so that they are better prepared to retake the literacy test. Once students have successfully completed the literacy test, they may not retake it.

Accommodations, Special Provisions, Deferrals, and Exemptions (OSSLT)

Accommodations are changes in the way the test is administered or the way in which a student with special education needs responds to its components. These do not alter the content of the test nor affect validity or reliability. Special Provisions are changes to the setting and/or timing for writing the test for English language learners. These do not affect the validity or reliability of the test. Deferrals are decisions to postpone the writing of the test until the following year for students who are working toward an Ontario Secondary School Diploma (OSSD). Exemptions are decisions for students whose Individual Education Plan (IEP) states they are not working toward an OSSD. (Specific information is available in the Ontario Secondary School Literacy Test (OSSLT) Guide for Accommodations, Special Provisions, Deferrals, and Exemptions.)
http://www.eqao.com/en/assessments/OSSLT/ assessment-docs/administration-guide-osslt.pdf

The Ontario Secondary School Literacy Course (OSSLC)

Students who pass the course are considered to have met the literacy graduation requirement. The reading and writing competencies required by the OSSLT form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT. Students who have been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice, and have been unsuccessful at least once, are eligible to take this course to achieve both a grade 12 credit and their literacy credential for graduation.

Online Learning Graduation Requirement

If you started Grade 9 in the 2020-21 school year or later, you must earn at least 2 online learning credits to get your high school diploma. If you want to opt out of the online graduation requirement you must be:
• 18 years of age or older
• 16 or 17 years of age and have withdrawn from your parent or guardian's control
If you meet this requirement, you can complete the exemption form available from your school board. Otherwise, your parent or guardian needs to ask for this exemption by completing the form for you. Please ask the main office or your Guidance Counselor for the form.

Community Involvement Requirement

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during the secondary school program, beginning the summer before students enter grade 9, and prior to graduation. The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. The requirement will benefit communities, but its primary purpose is to contribute to students' development. It will provide opportunities for students to learn about the contributions they can make to the community.Students are first informed about diploma requirements, including the community involvement requirement, in Grades 7 and 8. The procedures for completing the requirement will be outlined in the secondary school course calendar, and further information will be provided by the principal when students enter secondary school. Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. They may use their annual education plan to identify possible activities they might undertake.

Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfill the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee. The requirement is to be completed outside students' normal instructional hours – that is, the activities are to take place in students' designated lunch hours, after school, on weekends, or during school holidays. Students will maintain and provide a record of their community involvement activities. Completion of the required 40 hours must be confirmed by the organizations or persons supervising the activities. Documentation attesting to the completion of each activity must be submitted to the principal by the student. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents, and a signed acknowledgement by the person (or a representative of the organization) involved. The principal will decide whether the student has met the requirements of both the ministry and the board for these activities. More specific information on eligible and non-eligible activities is available in our school package for community involvement and tracking forms.

Examples of Ineligible Community Service Activities

- provides direct financial benefit to the student or to the student's family
- would normally be performed for wages by a person in the workplace
- is a requirement of a class or course (i.e. co-op education, job shadowing)
- takes place during class time (lunch or study hall activities are permissible)
- is a student exchange program
- consists of duties normally performed in the home (i.e. daily chores) or personal recreational activities
- involves a court-ordered program
- involves the administration of any type or form of medication or medical procedure
- involves handling of substances classed as "designated substances" under the Occupational Health & Safety Act
- contravenes the minimum age requirements to work in or visit a workplace stated in regulations made under the Occupational Health and Safety Act
- contravenes any other applicable legislation, regulation or policy
- contravenes the policies and procedures of the organization that is supervising the student's community involvement activities

- involves the operation of a vehicle, power tools, or scaffolding
- requires knowledge of a tradesperson whose trade is regulated by the provincial government
- involves banking or handling of securities, or the handling of jewellery, works of art, antiquities or other valuables
- involves activities that promote discrimination, harassment, or puts the safety of the student or others at risk.

The Ontario Secondary School Certificate

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

Compulsory Credits (Total of 7)
- 2 credits in English
- 1 credit in Canadian geography or Canadian history
- 1 credit in mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts or technological education

Optional Credits (Total of 7)
- 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits (described in the section: Substitutions for Compulsory Courses) also apply to the Ontario Secondary School Certificate.

The Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included. Students who return to school to complete additional credit and noncredit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment.

COURSE TYPES

Students will be granted a credit after successful completion of a course which is a minimum of 110 hours. The school Principal grants the credit on behalf of Ministry of Education. Other than two half-credit courses, Civics (CHV2O) and Careers (GLC2O), all courses are one-credit courses.

All high school courses are organized by discipline, grade and course type. Course types offered in Grade 9 are de-streamed and open courses. Course types offered in Grade 10 are academic, applied, and open courses. Courses offered in Grade 11 and 12 courses are university preparation, college preparation, university/college preparation and open courses. ILAC's Secondary School program is designed to prepare students for post-secondary education, for college for university; therefore, most courses will be offered at the college and university preparation level.

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 content 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. Students will also be required to demonstrate that they have developed these skills.

College Preparation Courses: College preparation courses are designed to prepare students for college programs. College level courses focus on theory, critical thinking research, and problem-solving skills.

University/College Preparation Courses (M 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.

Open Courses (O Courses): Open courses are designed to broaden students' knowledge and skills in subjects that reflects their interests. These courses are comprised of a set of expectations that are appropriate for all students. Open courses are not designed with specific requirements of university/college or the workplace in mind.

ILAC does not offer workplace preparation courses.

Alternative Ways to Earn Credits

E-Learning: credit courses in Grades 9 to 12 are delivered online to students. E-learning includes the use of digital learning resources in a virtual classroom setting, where there is a distance between the e-learning teacher and the students and/or among students. The distance may be related to location (i.e., when students from different locations are enrolled in the same e-learning course) or time (i.e., when students from one location are enrolled in the same course but access it during different periods of the day). The e-learning teacher may provide students with face-to-face or real-time support (e.g., orientation, tutorials, remediation) as part of the virtual learning experience.

Distance Education: Distance education courses are credit courses that are offered by schools through various technological means, such as teleconferencing, the Internet, and video conferencing. The main requirements of students in such a setting would be that they spend just as much time attending the online school courses as they would in a normal offline school setting. A student may choose to enroll in online courses if the course is not available at the school. When a student has successfully completed an online course, the principal will record his or her standing on the Ontario Student Transcript (OST).

Independent Study: Independent study is an arrangement by which a student is excused from attending some or all classes in a course in order to study independently but under the supervision of a teacher. Courses delivered through the Independent Learning Centre may form part of independent study. There is no restriction on the number of periods that a teacher may allow for independent study within any given course. The teacher of the course is responsible for assigning components of the course, suggesting available resources, evaluating the achievement of the student, and ensuring that the total work involved is equivalent to that expected in the time scheduled for the course. Students are expected to demonstrate achievement of the overall curriculum expectations of the course. The principal will record the student's achievement on the Ontario Student Transcript (OST).

Independent Learning Centre Programs: In special circumstances students may be permitted to obtain credits through the ILC program.

Private Study: A student may be permitted to take one or more courses through private study when one of these two circumstances prevails: (a) the student is deemed to have a valid reason for not attending classes, or (b) the school does not offer the course(s). The school will monitor the student's progress and evaluate his or her work. ILC courses may form part of a student's private study program. The principal will record the student's achievement on the Ontario Student Transcript.

Continuing Education: Continuing education supports learners of all ages by offering
credit and non-credit learning opportunities outside the regular day school program and
during the summer. These include:
- credit courses for adolescent and adult learners;
- international language programs for elementary school students
- remedial opportunities for students in Grades 7 and up to improve their literacy
- and mathematics skills;
- general-interest community programs and workshops for learners of all ages;
- literacy upgrading programs for adults offered by the Ministry of Advanced
- Education and Skills Development (formerly the Ministry of Training, Colleges and
- Universities);
- English as a second language / French as a second language programs for adults offered by the Ministry of Citizenship and Immigration.

A statement of the student's achievement in all credit courses delivered through continuing education will be issued to the student by the principal of the continuing education school. The student's achievement will also be reported to the principal of the school that holds the student's Ontario Student Record for recording on the Ontario Student Transcript (OST).

Experiential Learning Programs: Cooperative Education: Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination. A cooperative education program comprises, at a minimum, one cooperative education course and its related course on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course may serve as the related course for a cooperative education program.

Work Experience: Work experience is a component of a course that provides students with a learning opportunity in the workplace for a limited period of time from one to four weeks. Some requirements for work experience mirror those for cooperative education programs.

Job Shadowing and Job Twinning: Job shadowing and job twinning may be offered to students from as part of curriculum delivery and as part of the career development program. Job shadowing allows a student to spend one-half to one day (or, in some cases, up to three days) observing a worker in a specific occupation. Job twinning provides the opportunity for the student to observe a cooperative education student at his or her placement for one-half to one day.

B. Homework Guidelines

Homework will be assigned regularly. Students are expected to complete these assignments as required. Homework will be checked regularly depending on the subject and grade level. Examples of homework checks include: walk-about, hand in, spot questioning, quizzes, etc. Teachers will report to the parents (where appropriate) if the student is not meeting homework requirements. The reporting may be informal or formal (letter or interview) at the teacher's discretion.

C. Course Selection and Change Policy

Each student is consulted by the Guidance department to select his/her courses. It is also important that students be aware of admission requirements in post-secondary institutions, and to take the necessary courses in Grade 11 and 12. Course selection begins as soon as students submit their latest report card. Students must choose their courses thoughtfully and abide by the course selection requirements and deadlines. In grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the Principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the Principal may waive the prerequisite.

D. Withdrawal from a Course

Students have the option to withdraw from a course, provided that doing so does not result in a course load below the required minimum for their grade level. It is the students' responsibility to fulfill all requirements for the courses in which they are enrolled. Failure to meet these requirements will be treated as a disciplinary matter and addressed through standard procedures.

ILAC typically does not allow course withdrawals after the first half of the term has concluded. However, exceptions may be made if a student receives permission from the teacher with the Principal's approval. A withdrawal from a Grade 11 or 12 course after five days following the issuance of the first report card results in a "W" being entered in the Ontario Student Record along with the mark at the time of withdrawal.

For students in Grade 9 or 10 course withdrawals at any time will not be recorded on the OST. If there are extraordinary circumstances, an "S" may be entered in the "Note" column of Ontario Student Record.

E. Repetition of a Course

Students can repeat a course. Only one credit is granted if a course is repeated. In Grade 11 and 12, an "R" appears on the student's Ontario Student Record for the course with the lower mark.

F. Waving Prerequisites
Courses in Grades 10, 11 and12 may have prerequisites as a requirement for enrolment. If a parent or an adult student request that a prerequisite be waived, the Principal will determine whether or not the prerequisite should be waived. A Principal could also initiate consideration of whether a prerequisite should be waived. A Principal will make his/her decision in consultation with the student/parents and appropriate staff, granting this on rare occasions based on an evaluation of the particular case.

G. Substitutions for Compulsory Courses

The Principal may, under certain circumstance, make substitutions for some compulsory courses for individual students who stand to improve their chances of success as a result of such substitutions. Such substitution provides flexibility in tailoring a student's academic program to their individual needs and to facilitate their progression through secondary school. Principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1,2, and 3).

For the purpose of substitution, two half-credit courses can fulfill one compulsory credit requirement (counted as one substitution), while one full-credit course can satisfy the two compulsory half-credit requirements for civics and career studies (also counted as one substitution). The decision to substitute a course should be based solely on the student's educational interests and needs. If requested by a parent or an adult student (aged 18 or older), the Principal will assess whether a substitution is appropriate. Additionally, the Principal may initiate discussions regarding potential substitutions. In making this determination, the Principal will consult with the parent. However, there are some limitations:

1. English as a second language and English Literacy development courses cannot substitute for a compulsory credit but can fulfill the requirement for three English credits.
2. Only one learning strategies course from the guidance and career education curriculum policy document can be used for substitution to meet a compulsory credit requirement.
3. Credits obtained from cooperative education courses cannot be used for substitution to fulfill a compulsory credit requirement.
4. A locally developed compulsory credit (LDCC) course cannot substitute for a compulsory credit; it can only fulfill the specific compulsory credit requirement it was designated for.

Completion of the **Substitution of Compulsory Credits Permission Form** is required and Each substitution will be documented on the student's Ontario Student Transcript. Similarly, with EQV's, students will receive written notification outlining OSSD requirements pertaining to compulsory credits in addition to overall credit totals.

H. Prior Learning Assessment and Recognition

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR).

PLAR procedures are carried out under the direction of the school Principal or delegate. The PLAR process involves two components: "challenge" and "equivalency". **ILAC does not participate in the challenge process.** Instead of employing a formal challenge process ILAC adopts the assignment of equivalencies.

"The challenge process entails assessing students' prior learning to award credit for a course developed from a provincial curriculum policy document. The equivalency process involves evaluating credentials from other jurisdictions." (Ontario Schools, Kindergarten to Grade 12)

The "equivalency" process involves assessing credentials from other jurisdictions such as non-inspected private schools or schools outside Ontario. Upon the Principal's evaluation of the student's previous learning, students may be granted equivalent credits. "Equivalent Credits" are entered in the "Course Title" Column; and "EQV" in the "Percentage Grade" Column. Students may be granted 8 equivalency credits if they have completed Grade 9, 8 more if they have completed Grade 10, and 7 more if they have completed Grade 11. If students have completed more than Grade 11, they must earn at least 4 credits towards the OSSD, including the compulsory Grade 12 English. The main goal of the PLAR equivalency process is student placement in the appropriate grade. As such, courses taken outside of Ontario need not align directly to credits granted through the equivalency process. Please see chart "Requirements for the OSSD under OSS" from the Ministry document. Students may also be granted equivalent community hours – the Principal will determine the number of hours granted. If the student has completed more than three years of secondary school outside of Ontario, they must earn a minimum of 4 credits before being granted an OSSD.

The equivalency procedures are also available to mature students. Mature students are students who are eighteen years of age or over who are returning to school to earn a diploma after being out of high school for at least one year. The requirements concerning application of these procedures differ for this group because of their broader life experience.

The Principal will determine the number of credits, including compulsory credits, that a mature student needs in order to meet diploma credit requirements. Up to 16 Grade 9 and 10 credits may be granted to a mature student at the discretion of the principal following individual assessment. Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways: (1) they may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process *(reminder - ILAC does not participate in the challenge process)*; (2) they may present education and/or training credentials for assessment through the equivalency process; or (3) they may take the course.

Mature students must earn a minimum of 4 Grade 11and 12 credits by taking the course at a secondary school or through correspondence. Mature students working towards the OSSD under OS must also satisfy the diploma requirements with regard to the provincial secondary school literacy requirement. The Principal will determine the number of hours of community involvement activities that a mature student will have to complete.

I. Parents-Teachers Conference, PTC

The ILAC academic team realizes the importance of having parents informed about their children's progress. That is why we have two PTCs in a semester to go over the students' report cards, their attendance and any challenges that they may face. Through our zoom PTC, parents can have a one-on-one contact with the teachers and get the most up-to-date information about their children.

J. University/College Admission Support

Our goal is to get each and every student on a right pos-secondary and career path. Out Grade 11 and 12 students are provided individualized counseling so that they have a clear idea of what courses to choose to guarantee their admission to the university or collage of their choice. We have representatives from top Canadian universities, such as University of Toronto, to run seminars at our campus to get the students informed about the admission process. Our counselours work as liaison between the students, their parents and the university/college admission team. We also realize that some students might not have a clear idea of their pos-secondary journey and that is why we help them to take the tests such as Myers Briggs & Personally Assessments to realize their skills and passion for a particular university/college major.
At Ilac, we develop an Individual Pathways Plan (IPP) that they will review and revise twice each year. The program emphasizes the importance of careful planning as students make their way through school. Components of the IPP include assessments for skills and learning styles, career research, post-secondary research, scholarships and financial aid, course selection, goal setting, activities and experiences, assignments and a journal. Our goal is to engage parents and the broader community in the development, implementation, and evaluation of the program to support students in their learning.

K. School's Academic Activities

Our teachers know the importance of academic field trips. Such frilled trips allow students to be engaged and to have a real-world application of the theoretical knowledge. Not only they enrich the educational experience by bridging the gap between classroom learning and the outside world, but they are also the most memorable experience for our high school students. Such fieldtrips include Terry Fox Run – raining money for cancer research, Trip to Legislative Assembly of Ontario, Ontario University Fair, and many more.

L. Online Learning Resources

Information Technology fosters the spirit of innovation through technology and provides the resources and infrastructure to connect ILAC International High School students to their goals. Ilac online platform allows students to access their courses, class notes and various learning materials to pursue their studies as directed by the teachers. Students can also track their attendance, assessment and evaluation results and news and announcements.

Requirements for the OSSD under OSS

Situation in which the student has normally completed:	Grade 8	Grade 9	Grade 10	Grade 11	more than Grade 11
Number of years successfully completed in a secondary school program	0	1	2	3	more than 3
Minimum number of credits still to be earned towards the OSSD	30	22	14	7	4
Number of *compulsory* credits to be earned and requirements to be met:					
English	4	3	2	1	1[1]
Mathematics	3	2	1	0	0
Science or technological education (Grades 9 - 12)[2]	3	2	1	0	0
Literacy test	Required	Required	Required	Required	Required
Community involvement	40 hours	40 hours	*	*	*

[1] The compulsory English credit for Grade 12 is required if its equivalent has not already been earned.
[2] Two science credits are required, as is one additional credit in Grade 11 or 12 science or Grade 9, 10, 11 or 12 technological education.
* The principal will determine the number of hours of community involvement required.

M. Assessment and Evaluation

1. Assessment and Evaluation Guidelines
2. Learning Skills and Work Habits
3. Performance Standards and Achievement Chart
4. Assessment for and as Learning
5. Assessment of Learning (Evaluation)

1. Assessment and Evaluation Guidelines

The primary purpose of assessment and evaluation is to improve student learning. Assessment for learning, as learning and of learning as outlined in the Ministry document, Growing Success. Students' performance is assessed and evaluated according to the Achievement Charts outlined in the Provincial Curriculum Policy Documents.

At the beginning of each course, the teachers inform the students about the evaluation criteria. This overview encompasses the assessment of both academic achievement and learning skills. The assessment and evaluation serve as crucial tool for tailoring curriculum and instructional methods to meet students' needs.

Assessment entails the collection of data from various sources (such as assignments, demonstrations, projects, performances, and tests) that accurately reflect students' proficiency in meeting curriculum expectations. Within assessment, teachers offer students descriptive feedback aimed at guiding their progress. In accordance with the principles outlined in the document Growing Success, assessment should be viewed in the context of both assessment for learning and assessment as learning. Evaluation, on the other hand, involves appraising the quality of students' work based on predetermined achievement criteria and assigning a value to represent that quality.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the secondary curriculum policy documents. Teachers will be provided with materials, including samples of student work (exemplars) that will assist them in their assessment of student achievement. Teachers will be encouraged to refer frequently to the document Growing Success as they plan and develop their courses and lesson plans, as well as when they assess and evaluate their students.

The data garnered through assessment and evaluation serves to highlight the students' challenges and to identify any program deficiencies. Formal progress reports are issued to the students and parents midway through and at the end of each semester.

2. Learning Skills and Work Habits

The cultivation of learning skills and work habits is fundamental to a student's educational journey and plays a pivotal role in their academic achievement (Growing Success, p. 10 & 12). Teachers collaborate closely with students to foster an understanding of and development in these areas. It's important to note that teachers conduct assessments, evaluations, and reporting on learning skills and work habits separately from their assessment, evaluation, and reporting on the fulfillment of curriculum expectations (see chart below). All teachers are responsible for evaluating learning skills and including corresponding comments on them.

Learning Skills and Work Habits

E - Excellent G - Good S - Satisfactory N - Needs Improvement

Responsibility
- Fulfills responsibilities and commitments within the learning environment.
- Completes and submits class work, homework, and assignments according to agreed-upon timelines.
- Takes responsibility for and manages own behaviour.

Organization
- Devises and follows a plan and process for completing work and tasks.
- Establishes priorities and manages time to complete tasks and achieve goals.
- Identifies, gather, evaluates, and uses information, technology, and resources to complete tasks.

Independent Work
- Independently monitors, assesses, and revises plans to complete tasks and meet goals.
- Uses class time appropriately to complete tasks.
- Follows instructions with minimal supervision.

Collaboration
- Accepts various roles and an equitable share of work in a group.
- Responds positively to ideas, opinions, values & traditions of others.
- Builds healthy peer-to-peer relationships through personal and media-assisted interactions.
- Works with others to resolve conflicts and build consensus to achieve group goals.
- Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.

Initiative
- Looks for and acts on new ideas and opportunities for learning.
- Demonstrates the capacity for innovation and a willingness to take risks.
- Demonstrates curiosity and interest in learning.
- Approaches new tasks with a positive attitude.
- Recognizes and advocates appropriately for the rights of self and others.

Organization
- Devises and follows a plan and process for completing work and tasks.
- Establishes priorities and manages time to complete tasks and achieve goals.
- Identifies, gather, evaluates, and uses information, technology, and resources to complete tasks.

3. Performance Standards and Achievement Chart

Assessment and evaluation will consider both the content standards (general and specific curriculum expectations) and performance standards (achievement chart). Teachers ensure a balanced assessment and evaluation of student learning across four categories of knowledge and skills.

1. **Knowledge and Understanding:** This involves acquiring subject-specific content relevant to each grade/course (knowledge) and comprehending its meaning and significance (understanding).

2. **Thinking:** This category encompasses the utilization of critical and creative thinking skills and/or processes, including planning skills.

3. **Communication:** Here, the focus is on expressing and organizing ideas to convey meaning across various forms and for different audiences.

4. **Application:** This pertains to applying acquired knowledge and skills to establish connections within and across different contexts.

Understanding Achievement Levels:
- **Level 1:** The student exhibits the specified understanding, knowledge, and skills with limited effectiveness. Students are required to make significant improvements in specific areas of learning to ensure success in the subsequent grade/course.
- **Level 2:** The student demonstrates the specified understanding, knowledge, and skills with some effectiveness. Those at this level need to address identified learning gaps to ensure future success.
- **Level 3:** The student shows the specified understanding, knowledge, and skills with considerable effectiveness.
- **Level 4:** The student thoroughly demonstrates the specified understanding, knowledge, and skills. However, achieving level 4 does not imply that the student has achieved expectations beyond those specified for the grade.

4. Assessment for and as Learning

ILAC adheres to the policies and guidelines identified in Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (2010). Carefully outlined in this document is the need for teachers to make use of assessments in varied ways.

In the Assessment for Learning approach, teachers utilize assessment evidence to inform adjustments to teaching and learning activities. This evidence aids teachers in assessing students' current progress, identifying their learning objectives, and devising effective strategies to assist them in reaching those objectives. This involves providing descriptive feedback and guidance aimed at facilitating improvement.

In Assessment as Learning, students utilize assessment evidence to enhance their own learning by engaging in reflection and setting specific goals. They employ this evidence to adapt their learning approach and establish personal objectives.

At ILAC, teachers are required to:
- Establish learning goals and success criteria with students at the beginning of units to ensure that all students have a shared understanding of expectations.
- Gather assessment data through diverse methods, including formal and informal observations, discussions, dialogues about learning, questioning, individual conferences, homework assignments, collaborative tasks, demonstrations, projects, portfolios, developmental progressions, performances, and peer interactions.
- Incorporate the use of assessments as, for and of learning in all courses and have the final grade based on observation, conversation and products in each assessment.
- Use assessments as and for learning before using assessments of learning.
- Assessment as learning and assessment of learning will be ongoing, recorded and used to determine a final grade.

Achievement Level	Percentage Mark Range
4 +	95 -100
4	87 - 94
4 -	80 - 86
3 +	77 - 79
3	73 - 76
3 -	70 - 72

Achievement Level	Percentage Mark Range
2 +	67 - 69
2	63 - 66
2 -	60 - 62
1 +	57 - 59
1	53 - 56
1 -	50 - 52

6. Assessment of Learning (Evaluation)

Evaluation should be situated within the framework of assessment of learning, providing evidence of student achievement by giving them a mark expressed as a percentage grade.

Students are expected to demonstrate their competencies in each course, in four areas. Students must demonstrate their knowledge and understanding of the course material; they must demonstrate their ability to think about and inquire into the subtleties of the material; they must demonstrate their ability to communicate their understanding; and they must demonstrate their ability to apply their understanding and make connections to other contexts.

Students acquire these competencies through a variety of classroom activities and independent work. A student's final grade in each course is made up of term work (70%) and summative evaluation (30%). The charts below display the grades and achievement of expectations.

Percentage Mark	Achievement of the Provincial Curriculum Expectations
80 – 100	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
70 - 79	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
60 – 69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
50 – 59	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
Below 50	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a percentage mark (for Grade 9 and 10 courses only).
W	The student has withdrawn from the course.

INFORMATION ON REPORTING STUDENT ACHIEVEMENT TO PARENTS

A completed ILAC Report Card will be issued twice a semester, approximately in the middle and at the end of each semester. The Midterm Report is issued after completion of 55 hours of class work. This report covers all work submitted and graded, and learning skill ratings up to the middle of the semester. The Final Report that is issued at the end of the semester provides a cumulative view of student achievement on all work completed.

An exact copy shall be filed in the OSR with the most recent copy on top. Where appropriate, teachers are encouraged to call parents/guardians to discuss any concerns/issues which they may have with a student.

FULL DISCLOSURE POLICY

The Ministry of Education has mandated what is known as the Full Disclosure Policy, applying to the Ontario Student Transcript. Starting in June 2000, and for all subsequent years, all the courses which a student takes in grades 11 and 12 appear on the transcript.

This includes failures and all courses dropped any later than 5 days after mid-term report cards are issued (3 days in a 2-month semester). For students who have withdrawn from a course later than the specified time, the student's percentage grade at the time of withdrawal shall be entered on the OST.

The Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. An OST must be established for each student enrolled in an Ontario secondary school course, whether or not he or she is taking the course for credit. All information recorded on the transcript must be kept up to date, either in print or electronic form, and must be copied onto an official OST form when a printed copy is required. Upon the student's graduation or retirement, a current and accurate copy of the student's OST must be stored in the OSR folder.

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; *Note: Only one credit will be granted for a course that a student has successfully completed twice.*
• 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
•

The transcript may also contain special indicators such as identification of any course that has been substituted for one that is a diploma requirement and an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

Ontario Student Record (O.S.R.)

Maintenance and Security: The principal will maintain an O.S.R. for all full-time students, as prescribed by The Ontario Student Record (O.S.R.) Guideline, 2000. The principal shall designate student services personnel with the responsibility of performing clerical functions with respect to the establishment and maintenance of the OSR.

All personnel who are assigned to perform clerical functions with respect to the establishment and maintenance of the OSR will be given appropriate in-service training to make them aware of the confidentiality provisions in the Education Act and the relevant freedom of information and protection of privacy legislation. The OSR will be stored in a locked storage cabinet in the secured administration office.

Access: The OSR is a record privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction of the pupil during the period of use of the OSR and the period of retention and storage. A pupil, and his or her parent or guardian, where the pupil is a minor, is entitled to examine the record of such pupil. Parent(s) or the adult student will be required to sign a consent form for the release of information from the OSR.

Review of the OSR: The contents of the OSR shall be reviewed annually by designated student services personnel to ensure that they remain conducive to the improvement of the instruction of the student. If certain information or material in an OSR folder is determined to be no longer conducive to the improvement of the instruction of the student, the principal, in accordance with the specific legislation, will have the information or material removed from the OSR folder. Such information will be given to the parent(s) of a student who is not an adult or to the student if the student is an adult, or it will be destroyed.

Transfer of the OSR: Transfer of the OSR will take place upon receipt of an official written request from the school to which a pupil has officially transferred in the province of Ontario. Within that request, the school agrees to accept responsibility for the OSR and to maintain, retain, transfer, and dispose of the OSR in accordance with the OSR guideline.

The Principal will also secure a written statement indicating consent to the transfer, which is signed by the parent of the student if he or she is not an adult or by the student if he or she is an adult. If the school requesting the transfer is outside of Ontario, a copy of the OSR will be sent. The OSR will be transferred by a delivery method that maintains confidentiality and guarantees prompt delivery.

THE ONTARIO CREDIT SYSTEM

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. In granting credits, the Principal shall ensure that the intention of this definition of a credit is fulfilled by determining that the following conditions have been met:

- The course has been developed from a Ministry of Education curriculum guideline or has been approved by the Ministry.
- The amount of work expected in the scheduled time and the evaluation of student achievement were both significant components of the course.
- The course required the satisfactory completion of an amount of work at a level that could reasonably be expected of the students for whom it was planned
- The credit is granted by the Principal on behalf of the Minister of Education.

EXPLANATION OF COURSE CODES

Courses are coded according to the Ministry of Education common course codes. The five digit code can be explained as follows:

> *For Grades 9 and 10*

FSF1D: FSF (Subject – Core French)
1 (Grade – 9)
D (Level of study – Academic)

AVI2O: ART (Subject – Visual Arts)
2 (Grade – 10)
O (Level of study – Open)

ENL1W: ENL (Subject – English)
1 (Grade – 9)
W (Level of study – Destreamed)

> *For Grades 11 and 12*

ENG3U: ENG (Subject – English)
3 (Grade – 11)
U (Level of study – University bound)

AVI4M: AVI (Subject – Art)
4 (Grade – 12)
M (Level – College/University bound)

The fourth letter designates the level of study:

D = Academic – Grade 10 only
P = Applied – Grade 10 only
W = Destreamed – Grade 9 only
O = Open -- Grade 9 to 12
U = University – Grade 11 and 12
C = College – Grade 11 and 12
M = University/College – Grade 11 and 12
E = Workplace preparation – Grade 11 and 12

If a sixth digit is to be used (ENG4U1) for computer purposes, it really has no designation. It is for computer purposes only.

Understanding the Code
A = The Arts
B = Business Studies
C = Canadian and World Studies
E = English
F = French
G = Guidance and Career Education
H = Social Sciences and Humanities
I = Computer Studies or Interdisciplinary Studies
K = Alternative (non-credit)
L = Classical, International and Native Languages
M = Mathematics
N = Native Studies
P = Health and Physical Education
S = Science
T = Technological Education

COURSES OFFERED AT THE SCHOOL

ESL CREDIT COURSES

These courses are designed to give the students a very thorough language preparation to help them to succeed in their high school courses.

ESL Level 1 ESLAO
ESL Level 2 ESLBO *(Prerequisite: ESLAO or Equivalent)*
ESL Level 3 ESLCO *(Prerequisite: ESLBO or Equivalent)*
ESL Level 4 ESLDO *(Prerequisite: ESLCO or Equivalent)*
ESL Level 5 ESLEO *(Prerequisite: ESLDO or Equivalent)*

COURSE	Course Type	Course Code	Credit Value	Prerequisite
ESL Level 1	Open	ESLAO	1	
ESL Level 2	Open	ESLBO	1	ESL Level 1 or equivalent*
ESL Level 3	Open	ESLCO	1	ESL Level 2 or equivalent*
ESL Level 4	Open	ESLDO	1	ESL Level 3 or equivalent*
ESL Level 5	Open	ESLEO	1	ESL Level 4 or equivalent*

GRADE 9 - COURSE SELECTION

❯ Compulsory Courses
1. English 9 (ENL1W)
   (Or ESLAO, ESLBO, ESLCO, ESLDO, ESLEO)
2. French as a Second Language, FSF1D
3. Science 9 (SNC1W)
4. Healthy Active Living 9 (PPL1O)
5. Principles of Mathematics, (MTH1W)
6. Issues in Canadian Geography, (CGC1W)
7 . Visual Arts, (AVI1O)

GRADE 10 - COURSE SELECTION

❯ Compulsory Courses
1. English 10 (ENG2D) - Prerequisite: English 9
   (Or ESLAO, ESLBO, ESLCO, ESLDO, ESLEO)
2. Principles of Mathematics 10 (MPM2D) - Prerequisite: MTH1W
3. Science 10 (SNC2D) (Prerequisite: Science 9)
4. Canadian History Since World War I (CHC2D)
5. Career Studies, (GLC2O - 0.5 credit)
6. Civics and Citizenship, (CHV2O - 0.5 credit)

❯ Elective Courses
Students in Grade 10 are required to select 3 of the following elective courses:
- **The Arts (Group 2)**
  - *Visual Art 10 (AVI2O)*
- **Computer Studies (Group 3)**
  - *Digital Technology and Innovations in the Changing World, (ICD2O)*
- **Technological Education (Group 3)**
  - *Technological Design and the Skilled Trades, (TDG2O)*

GRADE 11 - COURSE SELECTION

❯ Compulsory Courses
Students in Grade 11 are required to take the following

COMPULSORY courses:
1. English 11 (ENG3U / ENG3C) - Prerequisite: English 10 or Equivalent
2. Functions 11 or Functions and Applications 11 (MCR3U / MCF3M) - Prerequisite: Principles of Mathematics, Grade 10

❯ Elective Courses
- **Science (Group 3) Prerequisite: Science 10**
  - *Biology 11 (SBI3U)*
  - *Chemistry 11 (SCH3U)*
  - *Physics 11 (SPH3U)*

GRADE 12 - COURSE SELECTION

❯ Compulsory Courses
Students in Grade 12 are required to take the following compulsory course:
1. English 12 (ENG4U/ENG4C) - Prerequisite: English 11

❯ Elective Courses
Students in Grade 12 are required to select up to seven of the following elective courses:
- **Mathematics**
  - *Calculus & Vectors 12 (MCV4U) Prerequisite: Functions, Grade 11*
  - *Data Management 12 (MDM4U) Prerequisite: Functions, Grade 11*
  - *Advanced Functions 12 (MHF4U) Prerequisite: Functions, Grade 11*
  - *Foundation for College Mathematics (MAP4C)*
- **Science (Group 3)**
  - *Biology 12 (SBI4U) - Prerequisite: Biology , Grade 11 , University Preparation*
  - *Chemistry 12 (SCH4U) - Prerequisite: Chemistry, Grade 11 , University Preparation*
  - *Physics 12 (SPH4U) - Prerequisite: Physics, Grade 11 , University Preparation*
- **Canadian and World Studies (Group 1)**
  - *Analyzing Current Economic Issues 12 (CIA4U)*

COURSE OUTLINES & COURSE DESCRIPTIONS

Course outlines are on file in the Principal's office and may be viewed by parents. A convenient viewing time should be arranged by appointment. Below, please find the descriptions of the courses offered at ILAC.

Ontario curriculum policy documents can be found at the following website: http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html

> ## The Arts, 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.

> ## Visual Arts, 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.

> ## Canadian History Since World War I, 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.

> ## Career Studies, 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.

> ## Civics and Citizenship, 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.

> ## Issues in Canadian Geography, CGC1W
This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

> **Analysing Current Economic Issues, CIA4U**

This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of microeconomics and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyse current economic issues, make informed judgments, and present their findings.

> **English, ENL1W**

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

> **English, ENG2D**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. *(Prerequisite: ENL1W)*

> **English, ENG3C**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.*(Prerequisite: English Grade 10 Applied)*

> **English, ENG3U**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course. *(Prerequisite: English Grade 10 Academic)*

> **English, ENG4C**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace. *(Prerequisite: English, Grade 11 College Preparation)*

> **English, ENG4U**

This course emphasizes the consolidation of the literacy, communication, and critical thinking 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: ENG3U)*

> **English as a Second Language Level 1, ESLAO**

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

> **English as a Second Language Level 2, ESLBO**
This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country. *(Prerequisite: ESLBO or Equivalent)*

> **English as a Second Language Level 3, ESLCO**
This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues. *(Prerequisite: ESLBO or Equivalent)*

> **English as a Second Language Level 4, ESLDO**
This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts. *(Prerequisite: ESLCO or Equivalent)*

> **English as a Second Language Level 5, ESLEO**
This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to

respond critically to print and media texts. *(Prerequisite: ESLDO or Equivalent)*

> **Core French, FSF1D**
This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, including French Africa and Asia, and will develop skills necessary for lifelong language learning.

> **Career Studies, 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.

> **Digital Technology and Innovations in the Changing World, ICD2O**
This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies.

> **Principles of Mathematics, MTH1W**

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

> **Principles of Mathematics, MPM2D**

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems. *(Prerequisite: MTH1W).*

> **Functions and Applications, MCF3M**

MCF3M course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. *(Prerequisite: MPM2D)*

> **Functions, 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 with a minimum grade of 65% is strongly recommended).*

> **Foundations for College Mathematics, MAP4C**

MAP4C course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

> **Advanced Functions, MHF4U**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.
(Prerequisite: Functions and Relations, Grade 11 with a minimum grade of 65% is strongly recommended).

> **Calculus and Vectors, MCV4U**

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

> **Mathematics of Data Management, 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 with a minimum grade of 65% is strongly recommended).*

> **Healthy Active Living Education, 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.

> **Science, SNC1W**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth's environment, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.

> **Science, 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 9, SNC1W)*

> **Biology, SBI3U**

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. *(Prerequisite: Science 10, SNC2D)*

> **Chemistry, SCH3U**

This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviours of solids, liquids, gases, and solutions; investigate changes and relationships in chemical systems; and explore how chemistry is used in developing new products and processes that affect our lives and our environment. Emphasis will also be placed on the importance of chemistry in other branches of science. This profile offers one set of suggestions for achieving the learning expectations of the SCH3U. Teachers must adapt the profile to suit their circumstances and to match the students' needs while ensuring that all learning expectations of the course are addressed fully. *(Prerequisite: Science 10, SNC2D)*

> **Physics, 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 10, SNC2D)*

> **Physics, SPH4U**

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. *(Prerequisite: Physics, Grade 11, University Preparation with a minimum grade of 65% is strongly recommended).*

› Chemistry, SCH4U

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment. *(Prerequisite: Chemistry, Grade 11 , University Preparation)*

› Biology, SBI4U

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

› Technological Design, TDJ2O

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/ or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary education and training leading to careers in the field.

SPECIAL CONSIDERATION FOR ONLINE CLASSES

In addition to following all the policies and procedures above, students enrolled in online or partially online courses must be

A. Minimum Hardware and Software Requirements

- A computer running Windows 7 or higher or Mac OSX 10.7 or higher with all of the features listed below (mobile devices and operating systems are not recommended)
- A reliable broadband internet connection (256Kbit/s or faster)
- One of the following internet browsers: Google Chrome 30 or later; Safari 6 or later; Mozilla Firefox 15 or later; Microsoft Internet Explorer 9 or later; Opera 9 or later.
- Keeping your browsers up to date is strongly recommended
- Settings: Enable Cookies; Enable Pop-Ups; Enable Javascript
- The latest version of Adobe Flash Player
- The latest version of Adobe Acrobat Reader (for pdf's)
- Microsoft Office (Word, Excel, PowerPoint) or equivalent (e.g. Open Office) for viewing documents, presentations, etc.
- Recommended: a webcam and/or microphone for online communication, and for use in video or audio-based assignments.

B. Attendance in Online Courses

Attendance in online classes is mandatory and is as important as attendance in physical classes. Students must log in to the online learning platform regularly, ensuring that they follow all guidelines laid out in the specific course outline regarding expected duration of login time, and activities to be completed in each unit or segment. Students must also keep a detailed log of all offline work completed, as laid out in the course outlines, and on the online course page.

Students are also responsible for joining in any real-time activities scheduled during the online class, such as live chats, webcam chats, phone conversations, and timed tests or assignments. The schedule of these activities will be made clear in advance.

As per the regular school attendance policy, students who fail to log in for the expected time (or properly document their offline work time), may not be able to meet the Ministry of Education curriculum expectations or 110 hours of class time expectation. As such, students may earn a lower grade, or even lose the credit.

In cases where the student's attendance record is such that it may negatively impact their achievement, parents will be notified.

C. Academic Honesty and Plagiarism

Please see the paragraph entitled, "Academic Ethics" under the section "Academics" for details on the school's Academic Ethics policy. This is particularly important in an online school environment. Please be aware that any text, video or other media, or articles that are available online are the work of others, and may be subject to copyright laws. Students must be careful to properly link to or reference any online material they post as part of their online class work.

In assignments for evaluation, the student is responsible to ensure that their work is entirely their own, and to properly cite any material created by others.

D. Acceptable Use Policy

Please see your orientation package, or the ILAC website for our Acceptable Use Policy. This policy applies to anyone using computers or an internet connection at ILAC, as well as students using any of ILAC's websites, social media sites, and online platforms.

E. Reporting to Parents

Parents will be informed promptly for any attendance or behavioural concerns that may negatively affect student's grades, credit achievements, or the ILAC community as a whole. This extends to online courses particularly in relation to attendance and login time, and the meeting of task and assignment deadlines.

DESCRIPTION OF STUDENT'S SUPPORT AND SERVICES

A. Guidance and Career Education

The Guidance Advisor focuses on the individual needs of each student. ILAC offers one to one information sessions, and counseling services that promote self management and solid decision-making. ILAC provides individual guidance for every student to provide information and assistance when completing their university/college application process. Students are encouraged to explore many post-secondary options, and are given the information they need regarding prerequisite courses and admission averages for the programs they are interested in. We also have several university representatives visit our school each year to provide information for the students. Remedial help and

tutoring are available at lunch time and after school for any students who require extra help in any of the courses they are enrolled in. Students are encouraged to develop an Individual Pathways Plan (IPP) that they will review and revise twice each year. The program emphasizes the importance of careful planning as students make their way through school. Components of the IPP include assessments for skills and learning styles, career research, post-secondary research, scholarships and financial aid, course selection, goal setting, activities and experiences, assignments and a journal. Having a good understanding of yourself is important when making school, career, and life choices. Students should look for opportunities at school or in their community to build on their existing skills or help develop new skills.

The goals of the education and career/life planning program are to:
- ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process;
- provide opportunities for this learning both in and outside the classroom;
- engage parents and the broader community in the development, implementation, and evaluation of the program to support students in their learning.

B. Student Support Services

At ILAC our Student Success Team works to support students who are struggling with their secondary school program and are at risk of not graduating. The responsibilities of the Student Success team for students considered to be at risk in secondary school include:
- monitoring and tracking individual students' progress;
- providing direct support for differentiated instruction to meet the learning needs of students and to improve their achievement, promote their retention, and support significant transitions;
- ensuring that students have opportunities to engage meaningfully in their own learning;
- supporting students in their education and career/life planning;
- supporting school-wide efforts to improve outcomes for students struggling with their secondary school program;
- re-engaging early school leavers;
- working with parents and the community to support student success.

C. Support for ESL Students

English As a Second Language Students from a variety of linguistic and cultural backgrounds may need special programs to help them achieve the level of proficiency in English required for success at school. At ILAC International High School, we enrich the Ontario curriculum with ESL courses that are designed for young adult learners. Students enrolled in ESL A, ESL B, and ESL C courses will have access to supplementary, non-credit English classes to enhance core learning objectives and improve students' English language skills.

Students placed in the beginner to high-Intermediate levels start with General English before moving on to more advanced courses, such as exam preparation (Cambridge, IELTS, CELPIP), business English, and University Pathways (English for Academic Purposes). Through a communicative, integrated-skills approach, students develop all four (4) language skills (speaking, listening, reading, and writing) while improving their grammar, pronunciation, and vocabulary. At ILAC High School, students in all classes write a practice test every second week to measure their progress. Students' progress to the next level once they have achieved the required coursework and proficiency test scores. Level progression is tailored to the individual needs of the student.

ILAC International High School takes immense pride in the talent, diversity and dedication of our staff and teachers who speak multiple languages and who can support students in their first language and allowing them to master learning both in English and in their entire academic high school journey. We also offer comprehensive student support and co-curricular events that expose students to learning about Canadian life and develop their English skills.

D. Guidance Advisor

The guidance advisor will maintain regular contact with students throughout the school year in order to monitor their progress in course work and in other aspects of school life, as well as provide educational planning and assistance in course selection so that students can meet their post-secondary goals. Our advisor works directly with students to help them achieve their educational goals. With in depth experience of working with international students, the advisor works closely with the student to solve issues, monitor progress, and raises issues to teachers or school administration.

The students will meet with the advisor during scheduled times for personalized guidance and support for academic success, health, and wellness. Our counsellors and advisors will maintain contact with students' parents as the need arises. At ILAC International High School, academic advising begins from initial application, orientation and throughout the life cycle of each student journey as students are guided to build their academic pathway, achieve their academic goals foster lifelong learning and personal development.

E. Computers

Information Technology fosters the spirit of innovation through technology and provides the resources and infrastructure to connect ILAC International High School students to their goals. ILAC International High School IT services include:

> *Email*
ILAC International High School offers students and alumni email and calendar tools powered by Microsoft Office 365.
> *Network Access*
ILAC International High School offers secure wireless access points on campus, and in public space, that provide mobile users with convenient and easy access to the campus network and the Internet.
> *Security*
ILAC International High School is committed to providing users with a safe and secure computing environment that protects ILAC International High School 's electronic resources and the privacy of individuals.
> *Software*
ILAC International High School students can enjoy access to a variety of productivity and collaboration software, including free access to Microsoft Office 365.

F. IT Support Services

The IT Service Desk is the primary point of contact for incident reporting/resolution, requests for IT services and tech support.

G. Labs & Learning Spaces

Computers in the school will allow students to access various learning sites via the internet to pursue their studies as directed by the teachers. Students can take advantage of the open-access computer labs and study spaces found across ILAC International High School's campus, as well as reservable group study rooms for private collaborative work.

H. Library

ILAC International High School offers a Learning Resource Centre where students can drop in to access learning resources. This learning space will allow students the oportunity to research subjects using online/virtual library and in-house resources. Students will have access to supplementaty educational resources for study, assignments, and research. The Library is suported by a Learning Resource Coordinator with experience in library services and creating a learning space where students can connect and explore. Additionally, ILAC International High School is located in the heart of Toronto, near the Toronto Public Library, one of the largest public libraries in the North America. The Toronto Library offers a range of information and educational resources for all ages and provides access to books, digital media resources, programs and services. Students will be provided with assitance to obtain a Toronto Public Library card to explore personal and educational interests while fostering their passion for learning.

I. Student Accommodation Services

ILAC International High School offers top-quality homestay accommodations for students. Host families are being carefully selected and provide a warm and welcoming environment, ensuring that students feel at home while away from home. Each homestay is thoroughly vetted to meet our high standards of safety, comfort, and cultural enrichment. Students have the opportunity to immerse themselves in the local culture, practice language skills, and form lifelong connections with their host families. ILAC International school homestay coordinators are available to provide support and assistance, ensuring a smooth transition and a rewarding experience for our students throughout their stay.

J. School Health Services

Health and wellbeing are of paramount importance at ILAC International School, where a comprehensive holistic approach to healthcare is provided. ILAC International School offers students the opportunity to access a variety of resources both on campus and online with ease. These supports include:
- Health Care
- Mental Health and Wellness Support

Healthcare:
The Health Centre caters to ILAC International High School students, offering services such as first aid, triage, and health education promoting healthy lifestyles and activities. Managed by a registered nurse available throughout the week, appointments are not necessary. The Health Centre team also arranges or supports medical care required outside the school. Students and their parents/guardians are required to update the health center about any new or significant health changes throughout the school year.

Mental Health and Wellness:
Mental health is crucial for coping with stress, focusing on strengths, and making positive societal contributions, and is directly linked to student success, strengthening resilience and confidence. ILAC International High School fosters a sense of belonging, safety, and a robust support system to address mental health challenges. Whether students need guidance from advisors, teachers, counselors, or support via email, the school is dedicated to assisting them with daily or occasional demands. Encouraging students to seek balance in their lives by prioritizing adequate sleep, nutritious eating, regular exercise, and both social connections and introspection, our wellness team equips students with tools for self-awareness and emotional intelligence. Our student life team offers a diverse array of arts, sports, clubs, and activities to cater to every student's interest, supporting their personal growth.

K. Accommodations for Students with Special Education Needs

Students who have behavioural, communicational, intellectual, physical, or multiple exceptionalities may require a special education program and/or services to benefit fully from their school experience. Such students may be referred to an IPRC set up by the school. Students identified by an IPRC must be provided with appropriate special education programs and/or services designed to build on their strengths and meet their needs. In addition, the principal must ensure that an Individual Education Plan (IEP) is prepared and maintained for these students. Students with special education needs should be given every opportunity to achieve the curriculum expectations set out in the Ontario curriculum policy documents. This may require that the student be provided with accommodations (such as specific teaching strategies and assistive technology) to allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

REFERENCES

• *Ontario Schools: Kindergarten to Grade 12. Policy and Program Requirements. 2016.*

• *The Ontario Curriculum, Grades 9 to 12: Course Descriptions and Prerequisites. 2018.*

• *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools. First Edition, Covering Grade 11 to 12, 2010.*

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