



AI HUDA ELEMENTARY SCHOOL

School Course Calendar 2024 - 2025

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Al Huda Elementary School

School Course Calendar 2024 - 2025

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Al Huda Elementary School

School Course Calendar 2024 - 2025

INTRODUCTION

Al Huda Elementary School's 2024-2025 School Course Calendar aims to provide information to all aspiring and current students and parents about our school. This document contains comprehensive information about who we are, our school's vision, mission, philosophy and goals, along with our current offerings, policies pertaining to students expectations and code of conduct, OSSD requirements, information related to various ways of acquiring credits, as well as other general inquiries.

Al Huda's History

Al Huda has operated an Elementary School within Mississauga for over a decade which started in 2012 and is now a full capacity operational school with over 480 students. In 2023, we decided that it's time to expand our operations beyond elementary schooling.

Our Philosophy and Goals

Our vision is to impart knowledge and values of the Islamic faith along with a strong secular academic curriculum in alignment with Ontario Curriculum standards. We strive to see our students become a beautiful balance of spiritual, intellectual, social, emotional, and physical intelligence through our core values of sincerity, integrity, tolerance, and benevolence.

As an Elementary school, our focus has been to combine traditional academic subjects along with Islamic-related teachings that vary across the different grade levels. While our Kindergarten follows the Montessori approach, our elementary grades (1-8) are taught using a variety of instructional practices to meet the needs of all learners.

As we extend our academic offerings to include Grade 9, we continue to integrate Islamic teachings with a comprehensive and challenging curriculum. Our goal is to provide a seamless transition from elementary to secondary education, ensuring that our students build on their foundational knowledge while preparing for the demands of higher education.

As a school, we are aiming to provide higher and diverse educational opportunities to prospective students, so they are able to acquire secondary level credits and prepare for further education ahead, all the while remaining rooted in faith through the imparted Islamic Knowledge and by acting on its guiding principles.

Commitment to Secondary Education

Our school is committed to hiring experienced teachers, and dedicated staff to ensure that our school is following ministry guidelines, and that the courses are designed to follow ministry’s curriculum requirements. Our Islamic Education focus will allow the students to be a part of an environment where they can continue to attain faith based knowledge alongside successfully completing their secondary education.

Academic Achievement and Extracurricular Activities

We recognize that each child has their own way of learning, interests, and strengths. Our goal at Al Huda is to support students with diverse learning needs to achieve their full potential. Through differentiated instruction and student support, we seek to empower all students.

In addition, we believe that students mature and grow, not just within the classroom but outside of it. In order to help our students become well rounded graduates, we intend to offer a number of different clubs, activities, sports teams and opportunities for our students to contribute to their school and local community. These activities can enhance their abilities, increase self-confidence, and develop social and leadership skills. Our elementary school actively participates in inter-school competitions throughout the year, and we look forward to extending that spirit into the upper grades.

Importance of completing Secondary School

Secondary education is the rightful next step in an elementary student’s journey, and the *Education Amendment Act (Learning to Age 18), 2006 - Bill 52*, mandates that teenagers must remain in school until the age of 18. We emphasize its importance as it serves as a guiding point for each student’s success in their future endeavors. We also believe that it is the school’s responsibility to support students who may be dealing with other life challenges in order to help them complete high school given the critical value high school has on a student's future life outcomes.

School Organization and Reporting Procedures

We are a semestered school with two semesters dated as:

- Semester 1: September 3, 2024 - January 23, 2025
- Semester 2: January 24, 2025 - June 30, 2025

Formal Academic reporting period for each semester we will be issued according to the following timelines (exact dates TBD):

	Semester 1	Semester 2
Midterm	November 2024	March/April 2025
Final	January, 2025	June 2025

Semester timetables will be shared with students who are enrolled in the school. The timetable mentions the subject/course code along with the length of each. Refer to this document for a list of available courses.

Student Expectations

Students are responsible for attending classes on time during scheduled hours, participating in activities and/or discussion, and ensuring the assigned work is completed on time. If, for any reason, circumstances limit them to complete work within the pre-established timelines, then students are responsible for taking initiative to communicate and inform the teacher and/or school where necessary so necessary accommodation(s) can be made, if any. We have a clear code of conduct, which students must adhere to at all times.

Student Code of Conduct

All students at Al Huda must:

1. Follow all applicable Canadian laws,
2. Adhere to Islamic morals and principles,
3. Follow school policies and dress code,
4. Lead with honesty and integrity,
5. Demonstrate respectful behavior which includes, but isn't limited to:
 - Respecting rights of others
 - Respecting differences in people
 - Respecting school property
 - Respecting each other's property
 - Respecting all members of the school community, especially those in a position of authority
 - Respect the need of others to work in an environment that encourages learning and teaching
 - Being respectful with one another during a disagreement
6. Treat others with kindness and fairness,
7. Take the proper steps to help those in need, wherever possible,
8. NOT engage in any form of bullying, whether it is in person or online,
9. Seek help from school staff during a conflict, if necessary, to resolve conflict peacefully.

Adhering to Discipline

We maintain a respectful learning environment where a high priority is placed on upholding Islamic manners from the entire school student body at all times. These behavioral standards are expected in all areas of the school, such as the classroom, hallways, mosque, etc, and also online.

Dress Code Expectations

Al Huda has school uniforms for all students attending on-site. Our uniform is a

source of pride and school identity, which also expresses our Islamic values in clothing expectations. Students are expected to be well-groomed, and in clean, proper uniforms during school hours. Our uniform includes:

1. A standard uniform which is worn on-site, during school hours, when students do not have gym.
2. Our gym uniform is worn by students when they have their respective gym classes.

Our general dress code follows modest clothing guidelines. See below:

- *Tops:* Long sleeve, loose fit tops where the material isn't see through, and length to mid thigh (for girls).
- *Bottoms:* Loose pants (i.e. no skinny pants or tights), appropriate length (knee length or longer for boys, and ankle length for girls), and isn't see through.
- *Head Covering:* A Hijab (head scarf) must be worn by girls that is big enough to cover hair and top of chest, material is not see through, and it is wrapped securely and properly such that it does not fall off.
- *Jewelry:* Any form of jewelry is not permitted.
- *Make-up:* Any form of makeup, including nail polish are also not permitted at any time.

Additional dress code guidelines that must be followed:

- Non-uniform sweaters such as hoodies and hats are not allowed on Al Huda premises, at any time during school hours.
- *Outdoor winter clothing:* We do not have uniform coats, gloves, boots, hats, mittens, etc. Students involved in outdoor activities must dress appropriate to the weather conditions.

In the case the classes are conducted online, students are required to dress according to our dress code during class time, where cameras will be used to interact with students and teachers. Students will also be expected to adhere to dress code for any off-site meeting, and/or activities, such as for field trips.

Attendance Expectations

Being regular and consistent with attendance is key to student success. We expect that students will try their level best to ensure that they attend all scheduled classes on-time and will take their participation in course(s) seriously, to ensure that they are not missing important learning opportunities and to ensure they do not jeopardize their success in any course(s).

The class teacher will record attendance for each class daily. Students arriving more than 10 minutes late will be marked late, and those missing the first 20 minutes of class will be marked absent. Consistent patterns of tardiness in being late or absent will result in the administrative team contacting the parents in order to help resolve any

issues that affect student attendance.

It is the parent/guardian's responsibility to proactively inform the school of any late or absence by emailing at info@alhudasecondary.ca. Any planned short-term leaves may be reported to the school by filling out [this](#) form.

In case of any absence, the teacher will follow up with any absent student within a day to help them catch up and provide necessary support. All cases of short-term leave will be assessed on a case by case basis to determine the type of support that's necessary to support the student in succeeding. Students are responsible for attending classes on time and putting in the effort to catch up on missed work in due time to avoid falling behind.

In case any class is conducted online, the same expectations of attendance will be applicable.

Academic Expectations

Our teachers are committed and invested in every student's success, however students must show ownership of their own success. This requires that a student maintains a positive attitude and works hard to achieve desired results. We encourage the students to regularly log into the portal, participate in class, ensure they are up to date with any upcoming deadlines and submit work on time for their own success.

A minimum of 65% is expected from students to be able to maintain their performance academically. If a teacher notices that a student is falling behind at any point during the year and failing to meet minimum academic expectations, they will contact the parents and follow up with the student in order to help address the students need and help the student catch up with missed material and/or provide additional academic support to ensure the student is able to meet the specified academic requirements.

Acceptable Use Policy

Every student is responsible for appropriately using any paper or electronic resources provided by the school. Resources include, but are not limited to:

- Textbooks and/or additional reading materials
- Course Outline(s)
- Test(s) and assignment(s)
- Online recordings of course classes
- Library books
- Google Classroom(s) (GCR), Google Meet, and/or G-Suite
- Chromebooks, where applicable

Any inappropriate use of the given resources, such as sharing Al Huda copyrighted items with outside personnel, misusing online classrooms by sharing inappropriate

content, damaging property and/or facility, etc, will constitute a violation of the student code of conduct.

In case the damage to Al Huda property is extreme such as damaged rented chromebook(s), or damaging school property, then the student and/or parent/guardian will be responsible for incurring the cost of the damage, in addition to facing the consequences mentioned below.

Violating the Code of Conduct

Failure to comply with the Code of conduct mentioned above will result in disciplinary action being taken, which will include, but is not limited to:

- In-class action taken by the teacher (removing from class, etc)
- Escalating the student's behavior to administration which may result in requesting a teacher/VP/Principal-student or a parent-teacher meeting
- Putting together a behavioral plan and in school counseling
- Sending the child for detention, where applicable
- Suspension
- De-registration or expulsion

Parental Involvement and Expectations

We welcome and encourage parents to become part of the Al Huda community because having a strong partnership between the school, students, and parents alike brings about success. We would like to work together to create a caring, supportive, and learning environment for students.

Al Huda expects parents to stay up to date with regards to the school's policies and guidelines, and to be aware of the child's involvement and progress in the course. Additionally, Al Huda expects to be informed of any important updates that may relate to their child's health, safety and/or progress at Al Huda. We will try our level best to proactively communicate with parents and keep them informed. We expect that all parents/guardians also take a proactive approach to their child's success by creating a supporting environment for them at home, to ensure the child is able to attend any of our online course(s).

We also welcome any positive and constructive feedback, and encourage parents to attend any related events (such as school/course orientation, where applicable), and an interest in supporting school initiatives to increase the students' confidence in his/her learning environment and community.

Health and Safety

Parents are responsible to ensure Al Huda has up to date information of their child's medical conditions, if any, that may affect his/her safety and/or progress at school. This includes but isn't limited to information related to the child's:

- Allergies
- Medical illness (recent or ongoing), either physical and/or mental
- Disabilities that may hinder the child's performance in any course(s)/programs

Please note that Al Huda is a nut free facility and we request any parent and/or student attending the school facility to abide by this policy.

If a child requires any medication (such as allergy medication, epipens, etc), they must bring it with them as it is the parent/guardian's responsibility. Teachers and staff will not be able to buy or provide any medication that the child needs, however some teachers or staff (only CPR certified) may be able to assist with administering certain medication to children provided that the parents filled out a permission form prior to the school year. The medication includes inhalers and epipens ONLY. Staff will not assist in the administration of any other medication.

Duty to Report

The legal obligation for Al Huda staff is to report suspected child abuse or neglect that is very clear. We reserve the right to report without informing parents or taking their consent.

As stated on the Ministry of Children, Community & Social Services [website](#):

"In Ontario, it is the law to report suspected child abuse or neglect. Everyone, including members of the public and professionals who work closely with children, is required to report suspected cases of child abuse or neglect. If you have reasonable grounds to suspect that a child is or may be in need of protection, you must report it to the Children's Aid Society (CAS). All suspicions of child abuse or neglect must be reported directly to CAS. CASs have the exclusive mandate under the Child and Family Services Act, to investigate allegations of child abuse or neglect and to deliver child protection services."

DIPLOMAS AND CERTIFICATES

Ontario Secondary School Diploma (OSSD)

In order to attain an OSSD the following is required:

- Successful completion of 30 credits earned throughout grades 9 - 12 from an inspected school, either public or private. Of the 30 required credits:
 - 17 credits come from compulsory courses
 - 13 credits are from optional courses
- Successful completion of Ontario Secondary School Literacy Test (OSSLT)
- 40 hours of Community Involvement
- At least 2 online learning credits

The table below shows an overview of **compulsory** credits:

	Grade 9	Grade 10	Grade 11	Grade 12	Total Credits
English	✓	✓	✓	✓	4.0
Mathematics	✓	✓	✓ (in either 11 or 12)		3.0
Science	✓✓ (2 credits)				2.0
Technological Education*	✓ (1 credit in either 9 or 10)				1.0
Canadian History		✓			1.0
Canadian Geography	✓				1.0
Arts	✓ (1 credit)				1.0
Health and PE	✓ (1 credit)				1.0
French	✓ (1 credit)				1.0
Careers		✓ (0.5 credit)			0.5
Civics and Citizenship		✓ (0.5 credit)			0.5
STEM-related course group**	✓ (1 credit)				1.0
Total Compulsory Credits					17.0

***Technological Education**

Students starting high school in September 2024 must earn a Grade 9 or 10 Technological Education credit to graduate. These credit courses now have mandatory learning on the skilled trades and include:

- [Technology and the Skilled Trades – Grade 9](#)
- [Technology and the Skilled Trades – Grade 10](#)
- [Grade 9 and 10 broad-based technology focus courses](#)

Earning a credit in any of these courses will meet the new graduation requirement. This introduces high school students to Technological Education and skilled trades earlier, as they make decisions about apprenticeships, senior level courses, career

path, or college/university. You can [learn more here](#).

****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)

Additionally, students are required to complete 13 **optional** credits by successfully completing courses from your school's program and course calendar.

This information was taken from the Ministry [website](#). Please refer to it for detailed information on graduation requirements *if you started grade 9 in or before fall of 2023*.

In addition to these requirements, Al Huda students are required to take Islamic Studies (HRE13/23/33) throughout grades 9 - 11 which will count towards their optional credits. In addition to this, we encourage our students to complete community service hours beyond the minimum 40. Completion of these additional requirements will provide them with an additional program completion diploma. See further details in the following sections.

Please refer to substitution for compulsory credits for related policy and procedure.

Ontario Literacy Graduation Requirements

Ontario Literacy graduation requirement is a way to measure the minimum standard of literacy of all students across all subjects. It shows if a student has the necessary English skills to successfully navigate the future high school courses and the world as a whole.

There are two ways to complete the Literacy requirement for students in Ontario:

- Completing the Ontario Secondary School Literacy Test (OSSLT) or
- Completing the Ontario Literacy Course (OLC4O or OSSLC)

The OSSLT will be conducted in Grade 10. Any student who does not succeed in the test can re-write it in the following year, and may attempt it twice. In case the student is unsuccessful both times may be required to fulfill the Ontario Literacy requirement by taking an Ontario Literacy Course in grade 12 in order to graduate.

In case our school does not offer the Ontario Literacy Course (OLC4O or OSSLC), the student may need to complete this course online through an alternative credit.

Accommodations, Special Provisions, Deferrals, Exemptions

Accommodations or special provisions are available for students with special needs to ensure that they have a fair and equal opportunity to successfully complete the OSSLT or the OSSLC. They will be made on an individual basis, after consultation with the student, parents/guardian, appropriate staff, and the principal prior to taking the OSSLT or enrolling in the OSSLC.

All students who have an IEP can receive accommodations. Other students may send a request for special consideration if accommodation or special provisions are necessary. Please see below for a list of permitted accommodations/special provisions.

- Adjustments to the environment in which the test is administered
- Adjustments in the time allowed for the test
- Changes/adjustments to the format of the test (e.g., alternative forms of print)
- Changes/adjustments to the format of responses.

Deferrals are available for students who are working towards an OSSD as per valid request. These requests include:

- Lack of proficiency required to successfully complete the test (as identified by the teacher)
- Illness, injury or other extenuating circumstances that prevent the student from taking the test at its scheduled time

Exemptions are available for a student who is NOT working towards an OSSD. This request must be included within the students IEP with clear documentations, and approvals from parent(s)/guardian(s), teacher and principal given in writing prior to the test.

All requests related to accommodations, special provisions, deferrals or exemptions can be made by email to the school at info@alhudasecondary.ca at least a week prior to the scheduled test. In case of deferral due to sudden changes in circumstances, school must be informed within 2 days of the scheduled test along with the reason for the deferral.

Community Involvement

In order to receive the Ontario Secondary School Diploma, students must complete a minimum of 40 hours of community service by volunteering at their own time. This is to encourage students to:

- develop awareness and understanding of civic responsibility
- understand the role they can play in strengthening communities
- help develop transferable skills that can support potential career opportunities

The school will offer guided opportunities for students to select community activities

appropriate for their age, maturity, and ability. Volunteer hours must be completed within the 4 years of secondary schooling. Please note that any hours earned before starting grade 9 will not be counted.

Students must record their activity and hours on this given [form](#). Please print this form and have it signed by supervisors of volunteer activity. Students must submit the form annually, in order for us to have an up to date record. All submitted forms will be held within the student's OSR and the number of completed hours will be reflected on the student's OST.

We encourage students to participate in diverse opportunities rather than selecting one place to complete all hours at.

Ineligible Community Involvement Activities

According to the ministry, there are a list of activities that may not be chosen as community involvement activities. See list below:

- A requirement of a class, course, or program in which the student is enrolled (e.g., cooperative education course, experiential learning activities)
- Activity that takes place during class time on a school day (except lunch breaks or "spare" period)
- Any activity that contravenes the minimum age requirements to work in or visit a workplace stated in regulations made under the Occupational Health and Safety Act
- Any activity that contravenes any other applicable legislation, regulation or policy
- Any activity that contravenes the policies and procedures of the organization that is supervising the student's community involvement activities
- Any work related activity that you are paid for or is done for a wage
- Any activity that involves the operation of a vehicle, power tools, or scaffolding
- Any activity that involves the administration of any type or form of medication or medical procedure to other persons
- Any activity that involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act
- Any activity that requires the knowledge of a tradesperson whose trade is regulated by the provincial government

Online learning credits graduation requirement

Starting from the 2020 school year, all students that entered Grade 9 must earn at least two online learning credits to get their OSSD. This requirement is to introduced to allow students to:

- access a wider variety of courses based on their individual needs and goals
- learn in engaging new ways
- increase in their knowledge of digital literacy and gain transferable skills

Any in-person courses that use digital learning tools in a physical classroom or remote learning courses that rely on a minimum requirement for synchronous learning do not count towards the online graduation requirement.

Please refer to [Opting out of Online Learning Credit Requirements](#) for more information about exemption from this requirement.

Religious Education and Completion Diploma

Al Huda's vision, Qur'an for all, in every hand, in every heart extends to our secondary schooling. We have specially designed a program "Journey through the Qur'an" that focuses on instilling Qur'anic understanding through a study of *Tafsir* (exegesis), learning the foundations of Arabic through study of morphology and building leadership through built-in character education. Learn more about this program [here](#).

This program is an integrated program where the students can earn their secondary education credits along with completing Qur'anic Education. This program will be taught through the Islamic Studies credit courses over grades 9-11. Upon successfully completing this program, students will be able to attain an additional Program Completion Diploma, along with their OSSD.

Program requirements include:

- Successfully completing HRE13, HRE23, HRE33
- Completing additional community service (350 hours over 4 years)
- Completion of ARK Modules (Arabic Recognition and Keys)

We highly encourage students to complete these requirements in order to review the Program Completion Diploma, along with its added benefits.

Please Note: This program is still under development and will be amended and revised in the coming years as Al Huda sees fit. Any amendments to this program will be proactively communicated with the current and prospective students through our various communication channels.

Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) is granted to certain students upon request, those who choose to leave school before earning the Ontario Secondary School Diploma (OSSD). The minimum requirement to earn an OSSC is 14 credits.

The table below shows the distribution of credits:

7 required compulsory credits	7 required optional credits
<ul style="list-style-type: none">● 2 credits in English● 1 credit in mathematics	<ul style="list-style-type: none">● 7 credits selected by the student from available courses

<ul style="list-style-type: none"> ● 1 credit in science ● 1 credit in Canadian history or Canadian geography ● 1 credit in health and physical education ● 1 credit in the arts, computer studies, or technological education 	
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As a private school, we encourage students to complete their OSSD, and highly discourage our students from making OSSC their final aim.

The provisions for making substitutions for compulsory credits also apply to the OSSC.

Please refer to substitution for compulsory credits for related policy and procedure.

The Certificate Of Accomplishment

Students who leave school before fulfilling the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment. The Certificate of Accomplishment is a means of recognizing achievement for students who plan to take certain vocational programs, any kind of further training, or those who plan to find employment after leaving school.

The Certificate of Accomplishment will be accompanied by the student’s Ontario Student Transcript (OST), or an Individualized Education Plan (IEP) for those students who have one.

If the student decides to return to school to complete additional credit and non-credit courses, will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

Please note that Al Huda does not issue a Certificate of Accomplishment.

CURRICULUM, COURSES & RELATED INFORMATION

Definition of a Credit

The Ontario Ministry of Education uses a credit system to measure the completion of course requirements for OSSD. A credit is granted by the Principal of a school offering secondary school courses after the successful completion of a course which has been:

- Developed as per the Ontario Ministry of Education Guidelines

- Scheduled for a minimum of 110 hours of instructional time that involves participation in planned activities including synchronous and/or asynchronous learning.

Types of Courses and Definitions

Courses are categorized at various levels according to what is being offered and they vary at each grade level.

Either of the following two levels are used for categorizing grades 9-10 courses:

- Academic Level (D): These types of courses focus on the essential concepts of the discipline along with additional concepts related to the discipline. They are designed to develop students' knowledge and skills by emphasizing theoretical and abstract applications of the essential concepts. Practical applications are also incorporated as appropriate.
- Applied Level (P): These types of courses focus on the essential concepts of the discipline. They are designed to develop students' knowledge and skills by emphasizing practical and concrete applications of the essential concepts. Theoretical applications are also incorporated as appropriate.
- De-streamed (W): These types of courses replace the applied and academic options with one course code. The instructional strategies and assignments that are used support a range of student skills and interests for equitable outcomes achieved for every learner. These courses are designed through culturally Relevant and Responsive Pedagogy to develop and enhance real world content and skills.

Either of the following four levels are used for categorizing grades 11-12 courses. These categories are assigned according to the post-secondary destination of the course.

- University Course (U): These courses are designed to prepare students for entrance to university programs following secondary school.
- University/College Course (M): These courses are designed to prepare students for entrance either into college or university programs following secondary school.
- College Course (C): These courses are designed to prepare students for entrance into college programs following secondary school.
- Workplace Course (E): These courses are designed for students planning to enter the workplace directly following secondary school.

The following two categories of courses are offered at all grade levels:

- Open Level (O): These types of courses have one set of expectations for the subject being offered and are appropriate for all students because they don't require prerequisites. They are offered for optional subjects and do not have a specific prescribed post-secondary destination, however they can help prepare for studies in higher grades or education

- Locally Developed Level (L): Locally Developed courses are designed 'in house' and focus on the most essential concepts of a discipline. These courses are offered to provide support to students who wish to enhance the knowledge and skill related to the subject to allow them to be successful at secondary and post-secondary level.

How to read a course code

A course codes consist of five characters:

- The first three characters identify the subject
- The fourth character identifies the grade
 - Grade 9 courses are represented by 1
 - Grade 10 courses are represented by 2
 - Grade 11 courses are represented by 3
 - Grade 12 courses are represented by 4
- The fifth character identifies the type of course
 - W refers to "de-streamed"
 - P refers to "applied"
 - D refers to "academic"
 - U refers to "university"
 - M refers to "university/college"
 - C refers to "college"
 - E refers to "workplace" and
 - O refers to "open"

For example: BBI1O (BBI = Introduction to Business, 1 = grade 9, O = Open)

Courses at Al Huda Elementary

Types of Courses

- On-site Course(s): At the moment, Al Huda does not offer any on-site courses.
- Online Course(s): Online course(s) at Al Huda are designed to help students get their secondary level credits virtually, outside of regular school hours. They are taught synchronously, with a live teacher. Currently, they are only offered in the evening to allow for:
 - Current grade 8 students at Al Huda Elementary to 'reach ahead' in their secondary credits, and
 - Prospective students (alumni or external applicants) to be able to fulfill their online learning, and/or optional or compulsory credit requirement for their OSSD.

List of Available Courses

Course Code	Course Title	Grade Level
ENL1W	English	9
MTH1W	Mathematics	9
SNC1W	Science	9
CGC1W	Geography	9
FSF1O	French	9
PPL1O	Healthy Active Living Education	9
HRE13	Religious Education (Islamic Studies)	9
One of the following electives		
BEM1O	Building an Entrepreneurial Mindset	9
GLS1O	Learning Strategies	9

Description of Available Courses

English (De-streamed) - ENL1W

The Grade 9 English curriculum is designed as the foundational prerequisite course for further studies in mastering the Language and Liberal Arts. It's curated to instill a passion for the English language and an appreciation of its mastery. This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

Prerequisite: None

Mathematics (De-streamed) - MTH1W

Mathematics becomes the foundation of not just the applied sciences offered later in the High School tenure but becomes pivotal for developing critical thinking and abstraction required for intellectual growth. This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and

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

Prerequisite: None

Science (De-streamed) - SNC1W

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

Prerequisite: None

Geography (De-streamed) - CGC1W

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

Prerequisite: None

French (Open) - FSF1O

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily

lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

Prerequisite: None

Healthy Active Living Education (Open) - PPL10

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.

Prerequisite: None

Religious Education (Islamic Studies) (Open) - HRE13

The Religious Education (Islamic studies) course is predicated on instilling a thorough study of the Qur'an since it is the text which serves as the authoritative medium of understanding the religion of Islam. The course is designed to allow the students to grow their knowledge of the Qur'anic paradigm on belief, legislation and ethics, comportment, leadership, and service to family, community and humanity at large. By emphasizing rational thinking and employing research and analytical skills, students will be encouraged to arrive at conclusions that help them better comprehend Islam as a total way of life.

Prerequisite: None

Building an Entrepreneurial Mindset (Open) - BEM10

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

Prerequisite: None

Learning Strategies (Open) - GLS10

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

Prerequisite: None

Applying for Our School

Our application process is online. Anyone eligible can apply to our school [here](#). We only accept:

- Canadian residents living within the GTA
- Graduating grade 8 students enrolled in any Ontario Secondary School (full-time, part-time) or are being homeschooled
- Grade 8 students enrolled in Al Huda Elementary School for Reach Ahead program

We accept applicants on a rolling basis after admissions have opened, until the class is full. The minimum number of required students to run a course is five, while the maximum number is 24 students/class or section. If we don't get enough students before the intended start date, we will not run the course.

Reach Ahead Program

Our reach ahead program is only offered to Al Huda Elementary School grade 8 students. The program allows for our current grade 8 students to take secondary school course(s), where permissible, either during the school year or in the summer prior to entering Grade 9. For any individual student to be eligible for this program they require:

- Written consent from the Parent or Guardian
- Written consent from the Principal of Al Huda Elementary School

Reach Ahead program consent form can be found [here](#).

Please note that we're not offering any reach ahead courses for the year 2024-2025.

Prerequisite(s)

Prerequisite courses are those that are required in order to take the succeeding course. The required prerequisites for each course are mentioned in the curriculum policy document, and also in the School Course Calendar.

Waiving Prerequisite(s)

While in most cases, students will only be able to take a course once they have the necessary prerequisite (proof required), in some cases exceptions can be granted.

Exceptional cases are mentioned below:

- In case a parent feels that the student can do well in a given course without having the prerequisite credit.
- In case there is a transfer credit course that has been completed. Transfer course is one that is equal in value to the prerequisite course.
- Mature students that do not have the prerequisite can also apply for an exemption.

A student and/or guardian is required to submit a letter requesting exemption, explaining personal circumstances where needed. Below is the information that needs to be included:

- Student Name:
- Contact information: Address, phone and email address
- Date of Birth:
- Last school attended and Year attended:
- Reason for Request:
- Special Circumstances:
- Signed by: Parent/Guardian/Student

The letter can be emailed to info@alhudasecondary.ca. The Principal will make a decision after having consulted the relevant teacher(s), parent(s), and student.

Unfortunately, exemptions can not be granted to waive required courses or listed optional courses that are a part of graduation requirements.

In case a request to waive a course prerequisite isn't accepted, please refer to alternative means to acquire necessary credits: Online school, evening school, weekend or summer school. If a student decides to take a course elsewhere, they must inform the home school, confirming their enrollment, and also getting the record of completion forwarded to home school.

Substitution for Compulsory Credits

Al Huda has the flexibility to support a student's needs and progress through their secondary course(s). Where needed, we 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). Please note the following:

- Two half-credit courses may be substituted for one compulsory credit requirement counting as one substitution
- One full-credit course may be substituted to meet the two compulsory half-credit requirements counting as one substitution

Substitutions are only made to promote and enhance student learning or to respond to special needs and interests, hence a substitution can be suggested by the Principal where needed, or it can also be requested by a parent/guardian or a student who is 18+ by submitting a letter of request. For details about requested information and submission process, refer to the waiving prerequisites section in this document.

Please note that substitutions are only granted considering what's best for the student's educational interests. Therefore, the decision to substitute a course for another lies with the Principal and substitutions will be granted after consultation with teacher(s), and or related parties.

In case a student fails a course, they can choose to repeat it, complete it elsewhere or take an alternative course that fulfills the compulsory credit requirements.

Each substitution will be noted on the student's Ontario Student Transcript (OST). Where a substitution is requested, the letter will be filed in the Ontario Student Record (OSR).

Opting out of Online Learning Credit Requirements

Any student who wishes to opt out from the online graduation requirement must complete the [opt-out form](#). Exemption requests from the online learning graduation requirements may be requested by:

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

Changing a Course or Course Type

If a student wishes to change a course, or change the course type (i.e. from applied to academic, or college level to University, etc) they must email info@alhudasecondary.ca with the information mentioned in the waiving prerequisite(s) section of this document, along with the name of the course they wish to switch out of and the alternative course they wish to take.

The request must include consent from the current teacher, guidance counselor, and/or Principal. The change must be requested within the first two weeks of the school semester to ensure that no or little work is missed.

Each change request will be assessed on a case by case basis, and request may be granted based on:

- Availability of the course
- Availability of spots with the course

If changing the course reduces the enrollment of the course below the minimum required number of students (5), then the change will not be granted if the course is already running.

Withdrawing from a Course

A student may also submit a request to drop a course halfway through the semester, within 5 days of the midterm report cards being issued in order to ensure the course grade isn't reflected on their OST. Dropping a course after this date will result in:

- No grade being recorded for grade 9-10 students
- A failing grade being recorded for grade 11-12 students

As per the full disclosure policy, we are required to record grades of any grade 11 or 12 students if he/she decides to drop the course after 60% of the class has been completed. These grades will show up and will be reflected on student transcripts.

In order to submit a withdrawal request, follow the steps mentioned in the previous section 'Changing a Course or Course Type'.

Prior Learning Assessment and Recognition (PLAR)

In case a student has a considerable amount of skill and knowledge attained from prior learning whether formally or informally, they may be able to receive a credit without taking a course as long as the course expectations set in the provincial curriculum document are met, and they have the ability to demonstrate it.

The PLAR process involves two components: "challenge" and "equivalency".

- Challenge process: Where the students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later. A student through this process may:
 - Earn a maximum of 4 credits
 - Earn a maximum of 2 credits in any one discipline
- Equivalency process: Assessing credentials from other jurisdictions (i.e. from home schooling, non-inspected private schools, or schools outside of Ontario).

More information related to the PLAR process can be found [here](#).

Please note that Al Huda does not accept PLAR credits at this time.

Accessing Outlines of the Course(s) of Study

Course outlines consist of course descriptions, overview of units, mark breakdown and expectations from each course. They are available to registered students only and will be emailed to students once they are enrolled as a part of the welcome package. They will also be available on Google Classrooms to access any time throughout the course.

Accessing Ontario Curriculum Policy Documents

All courses offered at Al Huda have been developed according to the requirements of the Ontario Ministry of Education as mentioned in the Ontario Curriculum Policy document. This document is available on the Ministry website and can be accessed [here](#).

Experiential Learning

Al Huda recognizes that there is a lot of value in job shadowing and learning 'on the job' through cooperative education programs as it allows to learn and apply knowledge and skills through hands-on experiences.

Please note that Al Huda does not offer co-op based courses at this time.

Other Ways Of Earning Credits

There are many ways a student may be able to earn credits such as evening schools, weekend schools, summer school, etc. If a full time student at Al Huda decides to register for a course outside of the school, they require approval from the guidance department prior to enrolling in the course.

Evaluations and Assessments

All Al Huda students are expected to:

- Demonstrate academic integrity and honesty in all submitted work
- Submit all required coursework within the given deadline

Academic dishonesty

Every student must ensure the work submitted by them:

- Is their own (neither copied, nor plagiarized)
- Acknowledges or gives credit to the original source, if facts are taken from other sources
- Is not their previous work recycled

Maintaining academic integrity at all cost is imperative and any form of cheating and/or plagiarism is considered unacceptable. Any students caught while cheating or submitting someone else's work, will have to face the consequence that could be any of the following:

- Receiving a mark of zero for the given test or assignment
- Removal of the student from the course, depending on the severity and frequency of the action.
- Suspension or expulsion, in case of repeated behavior

Late & Missed Assignments

Submitting all evaluations and assessments on time is the general expectation from all students, however in the case the students are unable to submit their work on time, they must provide clarification as to not completing the assignment. Any genuine reasons for delay related to health, family, and/or emergency situations will be considered on a case by case basis.

All students must understand that there may be consequences for not completing assignments or assessments on time such as getting a mark of zero. Consistent patterns of failing to hand in work on time may result in failing the course, or removal from the school.

Examination Policy

The final exam for all our courses will be conducted in person at Al Huda Elementary School location located on 1135 Central Pkwy W, Mississauga, ON L5C 3J2. All exams are conducted at the end of the semester, with predetermined dates and timings for each course exam.

The final exam will be invigilated by a suitable adult who will supervise the students writing the final exam on the scheduled date. This is to ensure the security and integrity of the exam isn't compromised.

Any special accommodations needed due to health and/or special circumstances arising suddenly must be informed to the administration to make prior arrangements. We will not be able to accommodate last minute requests. Please refer to the accommodation(s) section of this document to be aware of what we're able to accommodate. Please contact the office if you have any questions or special requests at info@alhudasecondary.ca.

Ontario Student Record (OSR)

The record of a student's educational progress through Ontario schools is called an Ontario Student Record (OSR). The Education Act requires each school Principal to collect relevant student information, and to establish, maintain, retain, transfer and dispose of the record, as needed.

As per [Ontario Student Record Guideline, 2000 \(Revised 2020\)](#), the components of an OSR are:

- an OSR folder
- report cards
- Ontario Student Transcript (OST), where applicable
- a documentation file, where applicable
- an office index card
- additional information identified as being conducive to the improvement of

the instruction of the student such as community involvement documents, substitution course request(s), etc.

All OSR are kept according to Al Huda's OSR Internal Management Policy. For a student who is enrolled in our online course, but is a full-time student elsewhere, the student's full time Ontario secondary school will continue to hold their OSR where the student is taking the most courses.

Ontario Student Transcript (OST)

The official document issued by all public or private schools in Ontario that contains a list of the student's courses completed (successfully or unsuccessfully) from grades 9 through 12 is called the Ontario Student Transcript (OST). It is stored within the student's OSR for several years.

As per the [Ontario Student Transcript Manual, 2013](#), the school that maintains the OSR is also responsible for updating and maintaining the OST.

After completion of the student's course, Al Huda Secondary is responsible for assisting the student's full time school in keeping records up to date by notifying the student's school of the course and final achievement.

After a student completes the course, they can pick up their report card or transcript from Al Huda Elementary Location. The student's will be notified when their report cards are ready. In cases where they are unable to pick up, the student must notify the school of their address where the report card and OST can be mailed. In addition, the student is also responsible for informing Al Huda regarding where they will be going to school so Al Huda can either mail or email a copy of the OST to the student's respective school.

All communication related to OSTs can be sent to the Al Huda Secondary administrative team at info@alhudasecondary.ca.

STUDENT SUPPORTS AND RESOURCES

Guidance and Education for Career Planning

Students are encouraged to think about the career pathways they wish to take. The tools available in section 3.1 and 3.2 of Ontario's "[Creating Pathways to Success, 2013](#)" can be used to think and reflect upon their own skills and competencies to plan ahead.

Student Support for Education Planning

Al Huda offers parents and students:

- Orientation sessions to explain the credit selection process
- Supporting Documentation to assist with career planning and course selection

- Guidance Support tailored to the individual needs of families as they make decisions about their education pathway in secondary school and beyond

Supports and intervention strategies for student at risk

We realize that each student has different ways of learning. As such, if a student gets to a point where he/she is not able to perform well academically and is evidently struggling, we may be able to provide an individualized performance plan after consulting with the teacher, the student, the parent/guardian and Principal. Please note support resources are allocated on a case by case basis.

Computer Resources

Students are expected to bring their own chromebooks. Students who are not able to bring their own, may have one provisioned by the school.

- Access to a working computer, and/or laptop (with a webcam, as required) to be able to attend class online at the scheduled time, for tests, midterms, and or assignments.
- Internet access to attend live classes and/or office hours
- Access to Google Classrooms (GCR), Google Meet, G-Suite

If students do not have their own laptop and/or computer, they may be able to sign out a chromebook from Al Huda Elementary before the start of the semester. Please refer to [this waiver](#) for more information.

Library Resources

Al Huda Elementary School has a library on site and allows their students to borrow books if needed, for a duration of 2 weeks. This resource will also be available for Grade 9 students.

Community Resources

We recognize that using Al Huda Elementary resources may be an inconvenience for students and/or parents/guardians considering the hours and timings of the school may not coincide with the students' availability. If this is the case, the student can use the public libraries and the resources they have available for their use, as needed.

Support for English Language Learners

Al Huda Secondary does not currently offer ESL classes or individualized classes available for students who are new to the country and/or city and English is not their primary language. Our admissions process is in place to briefly assess each student's abilities and communications skills so that we can identify if the student will be able to succeed in the course. We encourage students to look at other available resources such as public ESL classes, and/or tutoring to get the necessary support they may need.

ACCOMODATION(S)

Special Needs Students

Al Huda Secondary recognizes that the needs of children may differ based on their abilities. We can facilitate basic accommodations such as providing extra time or relocating during exams, frequent breaks as long as class isn't disrupted, and use of assistive technology (i.e. mobility aids), where required, provided that a medical note is provided prior to.

Please note that all 'need for accommodations' are required to be disclosed by the students, parent(s) and/or guardian's at the time of admission to ensure that admission is granted after taking this into consideration. Al Huda Secondary administrative staff reserves the right to make suitable decisions related to acceptance or denial of admissions considering the availability of resources. We will do our best to advise alternatives that may be better suited for that student's needs.

Disclaimer: Al Huda reserves the right to review/change/remove any applicable policies as deemed necessary to benefit the program. Any changes in policy during the term will be communicated to parents via email.