

2026 – 2027

COURSE CALENDAR



Innova Academy Upper School

465 Davis Drive, Suite 300A, Newmarket L3Y 7T9

Telephone: (905) 806-1959

Website: www.innovaacademy.ca

Email: office@innovaacademy.ca

Innova Academy
Upper School

Course Calendar

2026 – 2027

TABLE OF CONTENTS

VISION STATEMENT	2
DIPLOMA REQUIREMENTS	3
INTRODUCTORY NOTES	4
COURSE DESCRIPTIONS.....	10

For further information pertaining to
Innova Academy Upper School,
please consult the *Innova Academy Parent
and Student Handbook*.

Vision Statement

1. Purpose and Foundation

Innova Academy was founded by a concerned group of parents and educators to address the need for a school that would partner with parents and local churches to provide a rich academic education, as well as equip children with the tools they need to become the next generation of Christian thinkers and leaders. We believe that the best model of education to meet these goals is Classical Christian Education.

Innova Academy believes the purpose of education is to cultivate the intellect and character of its students. That purpose can be achieved only through integrating a comprehensive Biblical worldview in every area of life. We endeavour to mentor students to develop the virtues, wisdom, knowledge, and skills necessary for further academic study. Our goal is to equip students to discern truth from folly, to communicate clearly and persuasively, and to actively and influentially serve Christ in their communities. Thus, education at Innova calls students to excellence in academic pursuits, godly character, wisdom, and service.

2. Specific Aims and Objectives

The desire of Innova Academy is to produce graduates that reflect Godly character and demonstrate the attributes addressed in our mission statement. Our prayer is that graduates of Innova Academy possess a love of learning, are obedient to the Word of God, and serve Christ with distinction in society. To that end, graduates, through their years at Innova, will have had the opportunity to:

- a) Hear the full Gospel, and be encouraged to grow in a personal faith in Jesus Christ, exemplified by prayer, service, the study of Scripture, and fellowship within a local church
- b) Practice love, grace, respect, encouragement, and humility in relationships through the intentional cultivation of virtue
- c) Experience awe and wonder for creation, with exposure to its beauty, laws, and complexity, for God's glory
- d) Grow in a lifelong love of learning, stemming from inspiration, discipline, and an increasing mastery of core knowledge, and skills
- e) Read deeply and learn to reason wisely, discerning truth from folly, according to the Scriptures
- f) Practice communicating clearly and persuasively with wisdom, eloquence, gentleness, and respect
- g) Work diligently with perseverance, learning the importance of gratefulness and of glorifying God with one's gifts, rather than oneself
- h) Engage in and become equipped to critique and renew culture by communicating about current issues through a biblical worldview, developing in courage and grace
- i) Serve Christ actively in the community by intentional sharing of the Gospel, learning how to practically imitate Christ and to love others first

These foundational statements are summarized by our motto *Soli Deo Gloria*. All things, including the instruction of Innova Academy Christian High School are subject to His rule and authority.

These aims and objectives indicate the importance and value of completing a secondary education. The school and its teachers are committed to helping every student have a successful outcome from their secondary school experience.

DIPLOMA REQUIREMENTS

MINISTRY OF EDUCATION REQUIREMENTS FOR THE GRANTING OF DIPLOMAS AND CERTIFICATES

1. The Requirements for the Ontario Secondary School Diploma (OSSD)

Students must meet the following requirements in order to obtain the Ontario Secondary School Diploma:

If you started Grade 9 in 2023 or in prior years, you must earn:

18 compulsory credits:

4 in English*	1 in the arts
3 in mathematics	1 in health and physical education
2 in science	1 in French as a second language
1 in Canadian history	0.5 in civics
1 in Canadian geography	0.5 in career studies

Plus one credit from each of the following groups:

- Group 1:** one additional credit in English, or French as a second language, or a native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education
- Group 2:** one additional credit in health and physical education, or the arts, or business studies, or French as a second language (if not used as the Group 3 requirement), or cooperative education
- Group 3:** one additional credit in senior science, or technological education, or French as a second language (if not used as the Group 2 requirement), or cooperative education

See Introductory Notes #9 for information regarding substituting compulsory credits.

In addition to the compulsory credits, students must complete

- 12 optional credits
- 40 hours of community involvement activities
- two credits as online credits (beginning with students who entered Grade 9 in 2020-21)**
- the provincial literacy requirement

Students will normally take the compulsory literacy test in Grade 10. It is based on the Ontario curriculum expectations for language and communication – particularly reading and writing – up to and including Grade 9.

If you started Grade 9 in the Fall of 2024 or in later years you must earn:

17 compulsory credits:

4 in English*	1 in the arts
3 in mathematics	1 in health and physical education
2 in science	1 in French as a second language
1 in Canadian history	0.5 in civics
1 in Canadian geography	0.5 in career studies
1 in technological education	1 from the STEM-related course group

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)

NOTE: Starting in September 2026 (updated as of June 27, 2025), you must earn a new financial literacy graduation requirement as part of your compulsory Grade 10 careers course. You will need to achieve a mark of 70% or higher to pass this new requirement and earn your high school diploma.

* A maximum of three credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the four compulsory credits in English, but the fourth must be a credit earned for a *Grade 12* compulsory English course. (Note that our school does not offer ESL or ELD.)

**Innova Academy Upper School has decided to exempt all students from the graduation requirement of two online learning credits as we believe that this requirement strongly conflicts with both the religious and educational mission of the school. This exemption will be included in the Ontario Student Record of each student. On the student transcript it will be recorded as "Online Graduation Requirement- N/A".

2. The Ontario Secondary School Certificate

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

7 compulsory credits:

- 2 in English
- 1 in Canadian geography or Canadian history
- 1 in mathematics
- 1 in science
- 1 in health and physical education
- 1 in the arts or technological education

7 optional credits

The provisions for making substitutions for compulsory credits described in Introductory Notes #9 also apply to the Ontario School Certificate.

3. 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.

INTRODUCTORY NOTES

1. Curriculum Streaming

In grades 11 and 12, courses will be provided at the University level and in some exceptions at the Mixed (University/College) level.

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

University/College-Preparation courses include content that is relevant to both university and college programs.

Open courses are appropriate for all students and are not linked to any post-secondary destination.

1.2. Educational Assistance

At the school's discretion, individual accommodations may be made in the teaching/learning process to allow demonstration of grade level expectations. Accommodations change *how* we teach and assess, not *what* we teach and assess. Examples include using assistive technology, scribing, granting extra time to complete work, etc. Modifications regarding course level or expectations may be considered at the school's discretion and after meeting with parents and teachers.

2. Considerations in Selecting Programs

In selecting their program, students should be guided by such considerations as interest, aptitude, requirements of post-secondary institutions, and career choice.

Success in job application and admission to post-secondary institutions will often be determined by the courses students have taken and the marks they have received. In other words, a high school diploma is not in itself the key that opens the door to acceptable employment or further education. Students should keep this in mind from the start of their high school career. Above all, students should recognize that everyone has been granted talents and given the responsibility to use them to the utmost of his or her ability in obedience to God's Word.

3. Course Codes

Course codes are assigned by the Ministry of Education and are used in all Ontario secondary schools. The characters of the 4- or 5-digit code indicate the following information:

1 – 3 subject area and course

4 grades:

- 1 = 9
- 2 = 10
- 3 = 11
- 4 = 12

5 streams:

- U = University Preparation
- M = University/College Preparation
- O = Open

Example:

MCR3U

MCR = Math

3 = grade 11

U = University level

4. Credits

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. Unless otherwise indicated, all courses listed in this calendar are worth one credit each.

5. Student Evaluation

The following method is used to report student performance.

Percentage Grade Range	Letter Grade	Description
80-100%	A	Level 4: A very high to outstanding achievement above the provincial standard.
70-79%	B	Level 3: A high level of achievement; the provincial standard.
60-69%	C	Level 2: A moderate level of achievement below but

		approaching the provincial standard.
50-59%	D	Level 1: A passable level of achievement below the provincial standard.
Below 50%	E	Insufficient achievement: no credit granted

Starting in 2026, in Grades 11 and 12, a student's final mark will be based on:

- **65%** classroom work completed throughout the course
- **25%** mandatory final evaluations, broken down as described below
- **10%** attendance and participation

At the end of each semester, students will participate in mandatory final evaluationS. Please see the [ministry website](#) for a breakdown by course of the mandatory 25% final evaluation (written exam and culminating task by course), along with courses that are exempt.

All students must write exams in designated courses at the end of both semesters. Exams are 2 or 2.5 hours in length. Students have the opportunity to review their completed exam with their teachers on the exam review day as well as up to three months after the exam date.

6. Daily Schedule

Classes will begin and end according to the following schedule. During the rotation time between, students may visit the washrooms and go to their lockers. The normal schedule is:

Period 1: 8:55 to 10:25
 Period 2: 10:30 to 11:50
 Lunch: 11:50 to 12:45
 Period 3: 12:45 to 2:05
 Period 4: 2:10 to 3:30

Each student will receive a timetable in the summer and at the beginning of each semester.

7. Cancellation of Courses

During any school year, Innova Academy Upper School reserves the right to cancel courses for which enrolment is too low or no instructor is available.

8. Course Transfers, Changes and Substitutions

If students wish to transfer to a course for which they have not earned the prerequisite credit, they need special permission to do so. Students may request to make such a change by contacting the Vice-principal. Approval for such a request will be made after discussion with the relevant teacher, the student's previous teacher(s), the student, and the student's parent. If approval is granted, a "Waiving of a Prerequisite" form will be completed and retained in the student's OSR.

In order to obtain an OSSD, students must earn a minimum of 30 credits, 18 of which are compulsory. The principal may substitute up to three compulsory credits with other credits. Substitutions should be made to promote and enhance student learning or to respond to special needs and interests. The principal's decision to substitute one course for another is made only if the student's

educational interests are best served by such a substitution. The following are limitations on substitutions for compulsory credits:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit.
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet.

If a student (including a student with an Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the midterm report card, the withdrawal is not recorded on their transcript. If a student withdraws from a course after five instructional days following the issue of the first report card, the withdrawal is recorded on the transcript. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column. Withdrawals from Grade 9 or 10 courses are not recorded on the transcript.

9. Student Reporting and Student Records

Each semester is divided into two terms. Students will receive two reports per semester, one at the end of each term. This student evaluation is the result of judging the quality of a student's work based on established achievement criteria following assessment practices described in *Growing Success*. All reports include percentage or letter grades and comments about work habits. At the end of each semester, the number of community involvement hours the student has earned and whether or not the student has successfully completed the provincial literacy test will also be communicated.

The school keeps an Ontario Student Record (OSR) file for each student. This file contains achievement results, credits earned, and diploma requirements completed. Students and their parents (if the student is not an adult) may examine the contents of the OSR. These records are protected by the Education Act and freedom of information legislation.

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school. The OST records all the credits and marks that a student has earned, plus an indication if the requirements for 40 hours of community involvement activities have been completed.

10. Other Course Options: AP, IB, Co-operative Education, ILC, PLAR, Online Requirement

Advanced Placement, International Baccalaureate, & Co-operative Education Courses

The school does not offer Advanced Placement and International Baccalaureate courses are not available at our school. Co-op is also presently not offered. The school may offer co-operative education in special circumstances. Refer to the description on the

last page of this booklet. Work experience for partial credit outside of the existing co-operative education program is not offered by the school.

Independent Learning Centre (ILC)

Students are able to apply for courses from the Independent Learning Centre or another distance education provider with permission from the principal. Normally permission will only be granted if the student requires a course not offered by the school. If the course is a requirement for a student's diploma or post-secondary goals but cannot be offered by the school, the fee for the course will be reimbursed upon successful completion of the course; in all other cases, the school will not pay the fee for the course. See the office for full details. If a Grade 12 student takes an ILC course that is required for graduation, Innova Academy Upper School needs to have confirmation of the final mark in the course by early June.

Prior Learning Assessment Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills acquired outside of secondary school. At present, the school grants credits using PLAR only in the case of students joining Innova Academy Upper School after completing Innova Academy (non-inspected private school), after being home schooled, or coming from a different educational jurisdiction.

PLAR Equivalency Process Steps

The principal of Innova Academy Upper School will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned. This determination can be made through the use of internal assessments, report cards, transcripts, student work, etc.

The principal will use as a guide Ontario Schools: Kindergarten to Grade 12, Appendix 2: Guide to Determining Diploma Requirements for Students Transferring into Ontario Secondary Schools to determine the number of credits, including compulsory credits, that the student must earn, as well as other diploma requirements that the student must satisfy, to qualify for the secondary school diploma.

The principal will note OSSD requirements (including completion of the Ontario Secondary School Literacy Test, the Financial Literacy Test, and the completion of 40 hours Christian Service/Community Involvement).

PLAR Challenge Process Steps

The challenge process is an evaluation process and may not be used as a way for the students to improve their mark in a course for which they have already earned a credit, nor as a way to obtain a credit for a course they have previously failed. Students may challenge for credit only for Grade 11, and 12 courses in provincial curriculum policy documents. Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline. Students may challenge for credit for a course only if they can provide reasonable evidence to the principal that they would be likely to be successful in the challenge process.

For more information regarding the PLAR equivalency and challenge processes, please refer to the Ontario Ministry of Education Policy/Program Memorandum 129. Please note that Innova Academy Upper School is not currently offering the PLAR challenge process to its students but may offer this in the future.

Online Requirement

Students in publicly funded schools in Ontario are required to earn two credits through online schooling. Innova Academy Upper School has decided not to require students to participate in this since our school is committed to assisting the parents of our supporting church communities to raise their children in the fear of the Lord. As such, the community supports an in-person educational platform whenever possible where curriculum is infused with a Biblical worldview, taught by teachers who share our core religious values, and experienced in a community of in-person learners. Having a portion of that education provided outside the school setting is not in line with our school's core mission but may be necessary in the early years. Further, having our students taught by instructors who are not members of our church community goes against the founding principles of our school society.

11. Ontario Secondary School Literacy Test and Course

Students will normally write the Ontario Secondary School Literacy Test (OSSLT) during the second semester of their grade 10 year. Students who have an Individual Education Plan may be eligible for accommodations that change the way in which the OSSLT is administered. These accommodations do not alter the content of the test. Such accommodations must be indicated on the student's IEP. Special provisions are made also for English Language Learners. These students will take the OSSLT when they have acquired the level of proficiency in English required for success. This may result in a deferral. Other criteria that may result in a deferral of the test include: a recommendation from an IPRC to defer the test; a situation in which a student has not yet acquired the reading and writing skills appropriate for Grade 9; or an illness or injury for which appropriate accommodations are not available. Finally, an exemption is granted for students who are not working toward an OSSD as indicated on their IEP.

Students who unsuccessfully attempt the OSSLT are eligible to register in the Ontario Secondary School Literacy Course (OSSLC) as long as they have been eligible to write the OSSLT at least twice.

12. Ontario Secondary School Financial Literacy Test and Course

Students who began grade 9 in 2025 or later (current grade 9-11s) must complete the financial literacy graduation requirement to earn their high school diploma.

Students complete the requirement by earning a mark of at least 70% on the financial literacy modules delivered during your Grade 10 Career Studies course. This mark will make up 5% of their final mark in Grade 10 Career Studies. They will have 2 attempts to complete the requirement.

If they do not pass the financial literacy modules during their Grade 10 Career Studies course, there are other ways to meet the

requirement. Students may contact the school principal to learn more about these options.

13. School Support Services

The school has a library/resource centre which is available to students from 8:30 a.m. to 3:45 p.m. Since Innova has a BYOD computer policy, students may use their own computers during lunch in this space or request the day use of a school laptop. Teachers are accessible for support outside of class times.

Regular visits from pastors from supporting churches allow for opportunities for counselling and guidance for the students of Innova Academy Upper School.

14. Evaluation and Examinations

Evaluation is based on the document *Growing Success*. As such, evaluation is fair, transparent and equitable for all students. Accommodations are provided for students with unique learning needs. Evaluation will provide students with a variety of opportunities to demonstrate their mastery of the curriculum expectations.

(Referenced above in section 5, Student Evaluation)

Starting in 2026, in Grades 11 and 12, a student's final mark will be based on:

- **65%** classroom work completed throughout the course
- **25%** mandatory final evaluations, broken down as described below
- **10%** attendance and participation

At the end of each semester, students will participate in a mandatory final evaluations. Please see the [ministry website](#) for a breakdown by course of the mandatory 25% final evaluation breakdown (written exam and culminating task by course), along with courses that are exempt.

All written exams will be written during the exam week. All examinations are at most 2.5 hours long.

During instruction and evaluation, the unique needs of English Language Learners will be accommodated.

15. Community Service Hours

All students must complete a minimum of 40 hours of volunteer community service before they graduate as a requirement to earn the Ontario Secondary School Diploma. The main responsibility for organizing the program and making the required contact lies with the student and the parents. The purpose of this government-initiated program is to encourage students to develop awareness and understanding of civic responsibility and the role they can play in strengthening their local communities. Full details of the program (including suggestions of possible activities, a list of ineligible activities and recording forms) are available from the vice-principal.

Note that doing unpaid work for a for-profit organization is not eligible. Further, community service hours may not be completed during hours of the day that a student is to be in class. In other words, students may not take time off school to complete community service hours.

Eligible Activities

An eligible activity is an activity similar to the following list (and not on the ineligible list):

- Elementary Schools – assist with school events, school councils, activities for children;
- Secondary Schools – organization and leadership of school activities or clubs that benefit the school and/or community;
- Animal Care – volunteering in a zoo, animal shelter, or on a farm;
- Community Spaces and Events – volunteering in galleries, libraries, arts & cultural events, community productions or opportunities (outside of credit courses) for time spent learning about traditional cultures such as language, cooking, knowledge, skills, and stories;
- Charitable Organizations – assisting with special events, programs, clerical tasks;
- Children/Youth Programs – assisting with children/youth programs, volunteering in a childcare centre or camp;
- Community Organizations – assisting with special events, food banks, community support services, shelters, clerical tasks;
- Environment, Conservation and Sustainability Projects or Initiatives – planting flowers/trees, recycling projects, recycling depot;
- Health Agencies – volunteering in hospitals, hospices, Canadian Blood Services (volunteering to organize or assist with a blood donor clinic
- Public Service Agencies – volunteering for activities sponsored by the police or fire department;
- Religious Organizations – assisting with programs, special events;
- Senior Citizens – assisting in seniors' residences, providing services for seniors in the projects/events;
- Sports and Recreation – coaching, managing, organizing special events, assisting with projects/events;
- Service Focused Community Club Activities – those activities that expand community service to others beyond the school day (holiday dinner participation, environmental action activities, etc.)

Ineligible Activities

An ineligible activity is an activity that:

- Is a requirement of a class, course, or program in which the student is enrolled (e.g. cooperative education course, experiential learning activities).
- Takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible.
- 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.
- Would normally be performed for wages by a person in the workplace.
- Involves the operation of a vehicle, power tools, or scaffolding.

- Takes place in a logging or mining environment, if the student is under sixteen years of age.
- Takes place in a factory if the student is under fifteen years of age.
- Takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult.
- Involves handling of substances classed as “designated substances” under the Occupational Health and Safety Act.
- Requires the knowledge of a tradesperson whose trade is regulated by the provincial government.
- Involves banking, the handling of securities, or the handling of valuable items such as jewellery, works of art, or antiques.
- Consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities).
- Involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program)
- Involves activities that promote discrimination, harassment, or puts the safety of the student or others at risk.

16. Guidance and Career Education Programs

Students in grades 11 and 12 will have conferences with the school’s head. Grade 12 students will receive extra support in making choices about post-secondary options and applying to college and university. Scholarship information will be made available as it is known, or in special assemblies.

Meetings with the faculty advisor will help ensure that students are meeting requirements for their pathway and, where that is not happening, assistance is available to find alternate pathways to success.

In October, parents with students in grade 12 can meet to receive more information about post-secondary options.

17. Code of Student Behaviour

Innova Academy Upper School recognizes that all people are created in the image of God. Thus, we promote a safe school environment by encouraging all students to show love and respect within the school community. IA aims to ensure that all students feel valued, respected and connected within the school community.

.1 Expectations for Students

Students will

- show honour and respect to all staff members and be obedient to their instructions.
- cooperate with and address their peers in a positive manner, and so promote freedom from physical, verbal, and sexual harassment.
- maintain proper uniform dress and decorum at all times
- enter classrooms at the correct time in a proper manner and be properly prepared for each class.
- confine themselves to designated areas and demonstrate acceptable and courteous behaviour at all times.
- work diligently to complete their required courses to the maximum of their potential.

- show due respect and care for school property and the property of all staff members and fellow students.

.2 Teachers’ and School Office’s Roles

Teachers’ Role: Teachers have the most important role in implementing the school’s discipline policy. They will use the following steps.

Counselling

This is the first step in dealing with misbehaviour. Such counselling of a student by a teacher can be immediate and informal.

Class Detentions

Teachers may impose detentions if students fail to complete their work or are inattentive or disruptive in class. The main purpose of the class detention is for the student and teacher to review the reason and solution for the student’s misbehaviour.

Parent Contact

Parents or guardians need to be involved in the corrective discipline initiated by the teacher.

School Office’s Role: Repeated misbehaviour in class, serious offences, and any breaking of general school rules are to be brought to the attention of the principal or vice-principal by means of a written report. The office has the following options in dealing with discipline.

Counselling

This first step could be used if the problem can be quickly resolved or if there is a misunderstanding between a student and a teacher.

Parent Contact

The office will contact the parents if there has been a serious infraction, or when a less serious infraction is repeated. Parents are also contacted by phone and letter if a student is accumulating too many office detentions.

Detentions

Office detentions can be assigned for lateness, truancy, breaking of general school rules, and major or repeated disruptions in class. Office detentions have precedence over all other school activities. A detention is intended to inconvenience the student and to deter him from future actions that might result in additional detentions.

Personal Reflection

If a student continues to demonstrate inappropriate behavior, a student reflection form will be sent home, completed, signed by the parents and returned to the homeroom teacher. The reflection form will be reviewed with the student by the homeroom teacher or vice-principal.

Behaviour Log

If a student has repeatedly demonstrated inappropriate behaviour, his teachers will record their daily observations of his behaviour and performance in a three-day

behaviour log. At the end of the three days, the recorded information is examined by the vice-principal, who then reviews it with the student, if necessary. A contract may be established that specifies the required behaviour and the consequences of suitable and unsuitable behaviour.

Financial Compensation

If a student damages school property, he will be required to pay for its repair or replacement. If a student denies involvement and is later found to be guilty, a suspension may also be added.

Withdrawal of Privileges

Unacceptable behaviour may result in a student's losing, for a specified length of time, his privilege in taking part in intramurals, school teams, clubs, and school trips. Students involved in these activities are expected to be positive role models in the school and the community.

Removal from Class

A student may temporarily lose the privilege of attending a specific class for failing to cooperate with the teacher. A student may also lose the privilege of attending all his classes for an extended period of time. The principal may suspend a student for one to five days for showing disrespect to a teacher, verbal and physical abuse, major disruption, repeated office detentions or repeated smoking on school property.

Students are responsible for all work missed during a suspension and will be allowed to complete tests or hand in assignments on the first day back from a suspension.

If, in spite of all the above measures, the student continues to demonstrate chronic disruption of classes, disrespect for teachers, a threat to students and teachers, or consumption or possession of drugs or alcohol at school, on buses, or at activities sponsored by the school, then the principal will suspend the student until the subsequent Board meeting. The Board will make the final decision about the expulsion. During the time of the expulsion, the student will not be permitted to be on school property or attend school functions without prior permission from the principal.

If a student is expelled by the Board, they cannot seek readmission until the current and subsequent semester has been completed. Requests for readmission are reviewed by the Board.

18. Attendance

Starting in the 2026-2027 school year, final student grades in high school will reflect attendance and participation. This includes 10% for Grades 11 and 12. Excused absences do not negatively affect a student's mark.

Regular and punctual attendance on the part of students is vital to the process of learning and essential for success in a course. If attendance is irregular, the student suffers a loss of experience that cannot be entirely regained. To increase the likelihood of students' successfully completing all courses, attendance is checked on a regular basis as follows:

- a. If a student is reported absent from school and the parents have not called, the school will call home to confirm the reason for the absence.
- b. Skipping of classes during the school day will result in office detentions.
- c. If a student is absent for 8 to 10 days in any semester, the principal will contact the home. A further interview with the parents may also be arranged.
- d. At 15 absences, a student will be in jeopardy of losing his credits.

Parents or guardians are asked to inform the school before 9:15 a.m. why their son or daughter is absent. Studying for a test, completing an assignment, etc. is not considered a valid reason for being absent, and could result in zero being assigned in any form of evaluation during the absence.

Students planning to be absent for more than three days for reasons other than illness are to have their parents contact the principal. Students are responsible for catching up on their work and must arrange with the teachers to complete tests and assignments within one week of their return to school. Days of absence will be counted towards the maximum of 15 days that could place a student's credits in jeopardy.

If a student is ill and cannot write a final examination, his parents should immediately inform the school and obtain a medical certificate. The student may be given permission to write the exam at some other time within the exam week.

Punctuality is critical to the successful start of each class. Students are expected to be in their appropriate classrooms by the start the class.

Students arriving late for school must sign in. A note or a phone call from their parents is required to explain the reason for the lateness.

Students in Ontario are required to remain in secondary school until the age of eighteen or until they have obtained an OSSD.

18. Student Dress Code

School uniforms play an important role in creating a school culture conducive to learning and an environment that reflects a high standard of excellence. It is well established that school uniforms help raise academic performance, reduce absenteeism, and improve student behaviour. Uniforms also foster a strong sense of unity and belonging. Our uniform provides Innova students with a distinct and visible identity within our community. Chapel day is a dress uniform day. All other days are regular uniform days. Occasionally, students will wear their dress uniforms for special events, such as performances or certain field trips. Uniforms may not be required on certain field trips. All students must wear the approved uniform as outlined in the Parent and Student Handbook.

19. Plagiarism Policy

Plagiarism is using others' ideas and words without clearly acknowledging the source of the information. Specifically, plagiarism includes -

- a. copying published materials without giving credit;

- b. copying parts or all of another student's assignment or sharing answers via a calculator or other electronic devices;
- c. lending an assignment for another student to copy.
- d. using electronic translating tools
- e. purchasing essays
- f. Using any form of AI to create material, organize, or edit content

Whether this happens unintentionally or deliberately, these practices are unacceptable.

When the ideas of another are paraphrased or interpreted and are therefore presented without quotation marks, the source must nevertheless be fully and accurately identified. Each instructor who assigns a paper or report may direct students to a particular style for footnote and bibliographic documentation.

Teachers are to teach proper methods of documenting sources, particularly in Grade 9. Further suggestions to prevent plagiarism are detailed in the Teacher's Field Guide.

Teachers will be diligent to detect incidents of cheating and plagiarism to maintain academic standards. Use of on-line sources, knowledge of the writing styles of their students, and careful reading of submitted material will be used to prevent academic dishonesty.

All incidents of plagiarism will be reported to the vice-principal in charge of discipline. In each case, parents will also be notified. The vice-principal, with input from the teacher, will determine the consequences. In general, the following will be taken into consideration:

- a. The extent of the plagiarism (could range from carelessly missing a citation to deliberately trying to use the work of others and passing it off as one's own.)
- b. The grade level and maturity of the student
- c. The individual circumstances of the student.

A progression of penalties will adhere to the following guidelines:

- a. First Offence: An offense of a Grade 9 or 10 student will result in an opportunity to re-do the assignment, fixing plagiarism errors without any further academic penalty. An offense of a Grade 11 or 12 student will result in an opportunity to re-do the assignment. Academic penalties may be applied. Professional judgement will be used in determining where the offense lies on a continuum of offenses.

- b. Second Offence: A second offense will result in academic penalty of at least 10% and up to 100% and an opportunity to re-do the assignment, fixing plagiarism errors, may be given. These penalties will be made at the discretion of the teacher in consultation with the vice-principal. Professional judgement will be used in determining the extent of the penalties. In any case, the student will be expected to meet with an administrator for an information session where the full implications of cheating will be made clear.
- c. Third Offence: A third offence could result in a suspension of the student. This suspension will be treated as a regular disciplinary infraction. Other penalties will be in line with second offence penalties described above.

20. Late and Missed Assignment Policy

Assignments are an integral part of student evaluation that gives students an opportunity to provide evidence of their achievement of course expectations within the time frame specified by the teacher. Students must take responsibility to complete assignments on time. Teachers must ensure that students have a clear understanding of the assignment and have the prerequisite skills and knowledge that will ensure successful completion of the assignment. Parents should be contacted if students require assistance to complete their work on time.

As outlined in *Growing Success* (page 43), there are many strategies that teachers can and do use to help students submit assignments in a timely way.

- a. Teachers will provide students with their departmental late assignment policy in writing at the beginning of each semester.
- b. All assignments must be submitted by the stated deadline unless an extension has been granted.
- c. Students who have a legitimate absence on the day the assignment is due must submit their assignment without penalty when they return to school. This excludes students staying home with the purpose of completing assignments even if parental permission was granted.
- d. At the discretion of the teacher, deductions for overdue assignments can be made. This can include assigning a mark of zero to any assignment not received in a timely manner.
- e. Before receiving a final mark for the course, students must submit all assignments identified by the department as essential to the course. These assignments must be communicated in writing to the students as stated in point "a" above.

COURSE DESCRIPTIONS

Course sequencing and prerequisites are listed at the end of each course description. Further details are available on the school website and the Ontario Ministry of Education website (<http://www.edu.gov.on.ca/eng/secondary.html>). Outlines of the courses of study will be distributed by teachers at the commencement of each course.

CANADIAN AND WORLD STUDIES

History

CHY4U – World History since the Fifteenth Century
Grade 12, University Preparation

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

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

MATHEMATICS

MHF4U – Advanced Functions
Grade 12, University Preparation

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

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation.

THE ARTS

Exploring and Creating in the Arts

AVI30- Visual Arts
Grade 11, Open

This course is exploratory in nature, offering an overview of

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

Prerequisite: None

TECHNOLOGICAL EDUCATION

Communications Technology

TGP3M – Communications Technology- Photography and Digital Imaging

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.

Prerequisite: None

ENGLISH

ENG3U – English
Grade 11, University Preparation

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: Grade 10 English, Academic

ENG4U – English
Grade 12, University Preparation

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and

create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: Grade 11 English, University

HEALTH AND PHYSICAL EDUCATION

Healthy Active Living Education

PPL30 – Healthy Active Living Education

Grade 11, Open

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

Prerequisite: None

SCIENCE

Biology

SBI3U – Biology

Grade 11, University Preparation

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

Prerequisite: Grade 10 Science, Academic or De-streamed

SBI4U – Biology

Grade 12, University Preparation

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

(Recommended prerequisite: SCH3U– Chemistry)

Chemistry

SCH3U – Chemistry

Grade 11, University Preparation

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

Prerequisite: Grade 10 Science, Academic or De-streamed