

2025 – 2026

COURSE CALENDAR



Innova Academy Upper School

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Innova Academy
Upper School

Course Calendar

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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 mathematics 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

At the end of each semester, students will participate in a culminating experience in each course that consolidates material learned for each semester. Culminating activities account for 30% of the final mark. These activities may consist of some combination of exams and/or other culminating activities.

All students must write exams in designated courses at the end of both semesters. Exams are 2 or 2.4 hours in length. Students have the opportunity to review their completed exam with their teachers on the first instructional day following the exam period 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:

Morning Meeting: 8:45 – 9:05
 Period 1: 9:05 to 10:25
 Period 2: 10:25 to 11:41
 Lunch: 11:45 to 12:45
 Period 4: 12:45 to 2:01
 Period 5: 2:05 to 3:21

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 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 10, 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. 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.

13. 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.

All courses end with a culminating task that comprises 30% of the final grade of the course. Thus, final examinations are weighted up to 30%. If a course has a written, formal examination, it 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.

14. 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.

15. Guidance and Career Education Programs

All students must complete the Grade 10 Careers Course. Students in grade 9 will have a conference with the vice-principal or designate regarding their current performance and future plans. Students in grades 10 to 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.

16. 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.

17. Attendance

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

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 offence 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

- c. 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.
- d. 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

CHW3M – World History to the End of the Fifteenth Century Grade 11, University/College Preparation

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

Prerequisite: Canadian History since World War I, Grade 10

CHT3O – World History since 1900: Global and Regional Interactions Grade 11, Open

This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts, the impact of significant individuals and social movements, and the effects of social, economic, and political developments around the world. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating interactions within and between nations and other historical developments and events, including those that continue to affect people in various parts of the world.

Prerequisite: Canadian History since World War I, Grade 10

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.

LVV4U—Classical Civilization. See CLASSICAL STUDIES.

MATHEMATICS

MCR3U – Functions

Grade 11, University Preparation

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. (*Recommended prerequisite:* a minimum of 65% in MPM2D.)

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.

MCV4U – Calculus and Vectors

Grade 12, University Preparation

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships.

Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Prerequisite: Note: Advanced Functions, Grade 12, University Preparation, must be taken prior to or concurrently with Calculus and Vectors.

MDM4U – Mathematics of Data Management

Grade 12, University Preparation

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

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

THE ARTS

Exploring and Creating in the Arts

AEA30/40 – Exploring and Creating in the Arts

Grade 11 or 12, Open

This course offers students the opportunity to explore connections between dance, drama, media arts, music, and/or visual arts. Students will use the creative process individually and/or collaboratively to produce integrated art works that draw on various disciplines, and they will critically analyse art works and determine how interpreting these works affects their own development. Students will develop responsible practices that are transferable beyond the classroom. They will explore solutions to integrated arts challenges and discover that art is everywhere, influencing and reflecting society.

Prerequisite: Any Grade 9 or 10 arts course.

Media Arts

ASM30 – Media Arts

Grade 11, Open

This course enables student to create media art works using available and emerging technologies such as computer animation, digital imaging, and video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works.

Prerequisite: None

Music

AMV30/40 – Vocal/Choral

Grade 11 or 12, Open

This course is designed for students interested in developing their vocal technique, music appreciation, and ensemble music making in a choral context. Students can expect to participate in choral exercises, learn to develop good tone, and practice sight singing, rhythm reading, and part singing. They will develop music literacy through theory instruction and study important choral repertoire. They will engage in performance regularly through leading assemblies and performing in concerts. Students will also have the opportunity to present in small ensembles, write lyrics and melodies, and develop conducting skills.

Prerequisite: None

BUSINESS AND COMPUTER STUDIES

Information Technology

BTA30 – Information Technology Applications in Business

Grade 11, Open

This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or post-secondary studies.

Prerequisite: None

BBB4M – International Business Fundamentals

Grade 12 – University/College Preparation

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

Prerequisite: None

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

ETS4U – Studies in Literature

Grade 12, University Preparation

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project. *(This is an optional course. It may be taken in addition to ENG4U but not instead of it. ENG3U is the prerequisite.) EWC4U and ETS4U are offered in alternate years.*

EWC4U – The Writer's Craft

Grade 12, University Preparation

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. *(This is an optional course. It may be taken in addition to ENG4U but not instead of it. ENG3U is the prerequisite.) EWC4U and ETS4U are offered in alternate years.*

GUIDANCE AND CAREER EDUCATION

GPP30 – Leadership and Peer Support

Grade 11, Open

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

Prerequisite: None

CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

Classical Studies

LVLCU – Classical Latin

Grade 11, University

This course provides students with opportunities to continue their exploration of the achievements of the classical world through the study of Latin or ancient Greek. Students will expand their vocabulary and consolidate their knowledge of grammatical concepts by reading and translating moderately complex adapted selections in the classical language. English is the language of instruction, and students will further improve their ability to use their oral communication, reading, and writing skills in both English and the classical language. Students will also explore diverse aspects of classical culture, including science and technology, architecture, politics and military campaigns, geography and the environment, and religion, while developing their ability to think critically and to make connections across the curriculum between the classical world and the world around them.

Prerequisite: Classical Languages, Level 1, Academic

LVV4U—Classical Civilization

Grade 12, University Preparation

This course introduces students to the rich cultural legacy of the classical world. Students will investigate aspects of classical culture, including mythology, literature, art, architecture, philosophy, science, and technology, as well as elements of the ancient Greek and Latin languages. Students will develop creative and critical thinking skills through exploring and responding to works by classical authors in English translation and examining material culture brought to light through archaeology. They will also increase their communication and research skills by working both collaboratively and independently, and will acquire an understanding and appreciation of the interconnectedness of ancient and modern societies.

Prerequisite: English, Grade 10, Academic

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.

PPL40 – Healthy Active Living

Grade 12, Open (Co-ed)

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can 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.

Destination Courses

PSK4U – Introductory Kinesiology

Grade 12, University

This course focuses on the study of human movement and of systems, factors and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

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

PLF4M – Recreation and Healthy Active Living Leadership

Grade 12, University/College

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

Prerequisite: Any health and physical education course.

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

SCH4U – Chemistry

Grade 12, University Preparation

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

Prerequisite: Grade 11 Chemistry, University Preparation

Physics

SPH3U – Physics

Grade 11, University Preparation

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

Prerequisite: Grade 10 Science, Academic or De-streamed

SPH4U – Physics

Grade 12, University Preparation

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Grade 11 Physics, University Preparation

SOCIAL SCIENCES AND HUMANITIES

Food and Nutrition

HFC3M – Food and Culture

Grade 11, University/College

This course focuses on the favours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

Prerequisite: None

HFA4U – Nutrition and Health

Grade 11, University

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

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

Philosophy

HZT4U – Philosophy: Questions and Theories

Grade 12, University Preparation

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to

a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

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

Religion

HRT3M – World Religions and Belief Traditions: Perspectives, Issues, and Challenges

Grade 11, University/College Preparation

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

Prerequisite: None

CO-OPERATIVE EDUCATION

The Co-operative education program (“co-op”) offers Grade 11 and 12 students with the opportunity to earn credits through on-the-job experience. Co-op allows students to develop a greater understanding of their talents and so can help them make responsible decisions regarding further study or career options.

A cooperative education course is linked to a related course (or courses) from the Ontario curriculum. The course consists of a community-connected experience, the cooperative education curriculum, and a set of expectations from the related course. Students will learn about safety and well-being throughout the experience, and will create, implement, and reflect on, a learning plan that meets their interests and needs and supports education and career/life planning. Through the experience, students will apply and extend their learning from the related course and make connections with other aspects of their lives. For policy relating to co-operative education, see the section on cooperative education in the document *Community-Connected Experiential Learning*.

The daily out-of-school component of co-op is approximately 3 hours in length (or approximately 6 hours in the case of all-day co-op). Students earn 2 credits for a half-day co-op or 4 credits for an all-day co-op. For each two credits earned, the out-of-school component must be linked to an in-school component. These links must involve a course that the student has previously successfully completed.

Further information about the co-op program may be obtained from the co-op teacher.