

ILLUMINATE LEADERSHIP ACADEMY

SECONDARY COURSE CALENDAR 2020–2021



MESSAGE FROM THE PRINCIPAL

I am pleased to introduce the 2020-2021 Course Calendar.

The document provides a glimpse into many of the key program offerings of our District and highlights how we are committed to providing all students with options to pursue subjects that engage, inspire and ultimately broaden their learning. We do this because we believe that every student deserves the opportunity to prosper in post-secondary and personal pursuits. We want our students to engage, explore and discover their own pathways to success.

The Illuminate Leadership Academy teaches courses ranging from leadership, consulting, technology, finance to entrepreneurship and are taught by world-class business leaders. Illuminate teaches the things that matter, by people who have actually done it. The curriculum features a blended-learning style and is directly designed by Corporate 500 executives and Ivy League Professors.

As a proud part of the Ontario Private Education system, our Academy will continue to do its part in identifying and proposing study areas that reflect emerging workforce needs. We do this in order to challenge and stimulate young minds and invest in our collective future.

Our valued stakeholders - students, staff, parents/guardians, trustees and community members - all play a part in helping fulfill this goal.

Please note that we have received BSID (884993) and are fully inspected by the Ministry of Education.

We have the authority to grant credits toward OSSD.

Sincerely,



Alina Huang | Principal

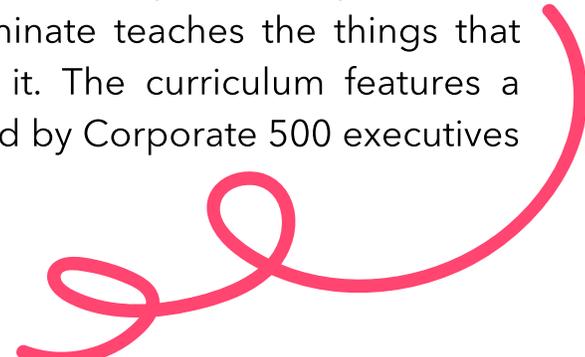


INTRODUCTION



General Information

The Illuminate Leadership Academy teaches courses ranging from leadership, consulting, technology, finance and entrepreneurship, and are taught by world-class business leaders. Illuminate teaches the things that matter, by people who have actually done it. The curriculum features a blended-learning style and is directly designed by Corporate 500 executives and Ivy League Professors.



Mission & Vision Statement

We are fostering the next generation of business leaders who are critical thinkers, demonstrate inclusivity and aspire to make a positive impact in their communities.

We empower the next generation of business leaders through experiential learning, co-created with our premier business partners.



REACHING EVERY STUDENT

Illuminate Leadership Academy believes in the importance and value of completing a secondary education. Our school philosophy includes a commitment to help every student succeed by ensuring that our programming adheres to the principles of Growing Success. Our school offers programming that promotes high standards, while providing students with learning opportunities and support needed for success.

Successful completion of secondary education in Ontario is important and a valuable step toward post-secondary opportunities. We recognize that students require programming that is diverse and prepares them for direct entry to: apprenticeship programs, college, community living, university, or the workplace.

Obtaining a high school diploma has become an increasingly important prerequisite for economic and social mobility in the world. Young people with a high school education are much better equipped for modern life given that having a good education is more highly correlated with better outcomes later in life, such as being permanently employed and/or being admitted to post-secondary institutions to further their education and become active members of our society.

In Ontario, students are required to remain in secondary school until the student has reached the age of eighteen or obtained an Ontario Secondary School Diploma.

Given that Illuminate does not provide full-time programming, we strive to support students in the completion of their diploma by ensuring that our applicants are enrolled full- or part-time in other education programming that will support them in getting their high-school diploma.



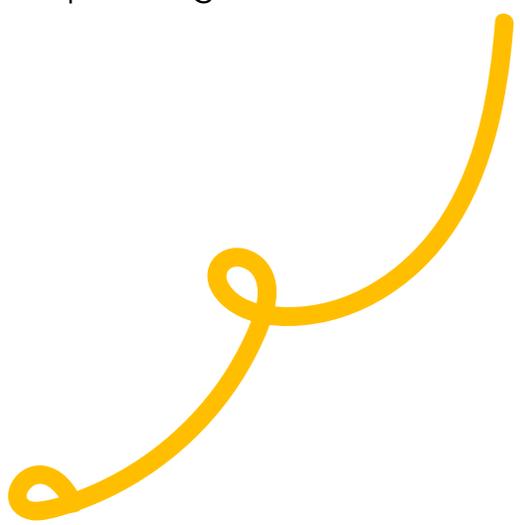
REACHING EVERY STUDENT



As many of our students will be enrolled in publicly funded schools, students would all likely have a developed Program Pathway at their home school. This is his or her educational program and reflects the goals that help motivate him or her to complete secondary school. Illuminate Leadership Academy therefore commits to working collaboratively with students' homeschools to ensure student success.

At Illuminate we recognize that academic success requires planning and is a cooperative effort that involves students, parents/guardians, teachers and guidance counsellors.

Factors we have considered in our program planning include:

- learning styles,
 - strengths and interests,
 - educational needs, and
 - short and long-term goals.
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OUR SCHOOL PROGRAM



Given that Illuminate Universe does not provide all the OSSD credits required for graduation, our expectation is that students are enrolled at another institution as a full- or part-time student. Taking this into account, Illuminate's instructional programming is provided entirely virtually to accommodate for students' different schedules and geographic locations. As such, students are allowed to self-pace their daily schedule; however, they are expected to complete a weekly time commitment which will be monitored to ensure they stay on schedule with their program.



Weekly Time Commitment

Semestered Program (20 weeks) - 6 hours per week

Completion of weekly time commitments will be tracked through a combination of teaching time, estimated time in order to complete assignments and number of times logged into the virtual learning environment measured Monday to Sunday.

Modules and lessons in the courses are developed to meet the time commitments required by students to get the credit - the Ontario standard is 110 hours. Attendance will be measured by tracking completion of instructional content, completion of assessments, frequent check-ins (asynchronous & synchronous), and completion of evaluations.

There may be times during the program that students will be required to attend synchronous sessions for lectures, peer activities, and assessments and evaluations.

GRADUATION REQUIREMENTS

Ontario Secondary School Diploma Credits

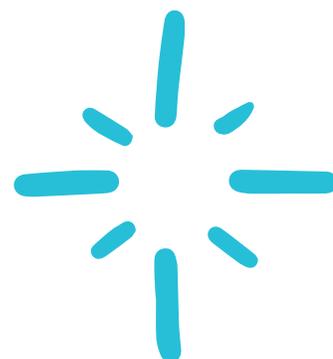
The OSSD is granted, on the recommendation of the Principal of the secondary school last attended, to a student who has successfully fulfilled the following requirements:

- 30 credits, including 18 compulsory credits and 12 optional credits
- 40 hours of community involvement
- Completion of the literacy requirement

Compulsory Credits

Students must earn the following 18 compulsory credits towards their OSSD:

- 4 credits in English (1 credit per grade)*
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.5 credit in Civics
- 0.5 credit in Career Studies



Plus one credit from each of the following groups:

- Group 1: English, or French as a Second Language**, or Classical or International languages, or Native languages, or Canadian and World Studies, or Native Studies, or Social sciences and the Humanities, or Guidance and Career Education, or Cooperative Education***
- Group 2: The Arts, or Business Studies, or Health and Physical Education, or French as a Second Language**, or Cooperative Education***
- Group 3: Science (Grade 11 or 12), or Computer Studies, or Technological Education, or French as a Second Language**, or Cooperative Education***

Notes:

*The Ontario Secondary School Literacy Course (OSSLC) may be used to meet the Grade 11 or 12 English compulsory credit requirement. The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.

**A maximum of 2 credits in French as a Second Language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.

***A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

GRADUATION REQUIREMENTS

Optional Credits

In addition to the 18 compulsory credits, students have to earn 12 optional credits in courses of their choice, selected from the full list of courses available in the school. Optional credits allow students to build an educational program that suits their individual interests and meets university, college, apprenticeship, or work requirements.

Illuminate Leadership Academy does not offer all credits required to obtain the OSSD, as such students' OSRs will remain on file at their home school and Illuminate will collaborate with homeschools by forwarding completed credits to students' home school guidance departments.

Community Involvement

Every student who begins secondary school in Ontario is required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

Each students' homeschool provides a document that outlines information on the community involvement diploma requirements for students and parents, as well as information for individuals and organizations who are asked by students to sponsor a particular community involvement activity. These community involvement hours are credited for volunteer work completed beginning in the summer immediately preceding their entry into grade 9.



GRADUATION REQUIREMENTS

Roles & Responsibilities of Students

In consultation with their parents, students will select an activity or activities from their home school's board's list of approved activities, or choose an activity that is not on the list, provided that it is not an activity specified on the ministry's and the board's lists of ineligible activities. **If the activity is not on their board's list of approved activities, the student must obtain approval from their homeschool principal before beginning the activity.**

The safety of the student is paramount. It should be noted that students shall not be paid, nor should they perform work that is normally paid work, for performing any community involvement activity. As well, these requirements must be met **outside** of regularly scheduled class time.

A "Completion of Community Involvement Activities" document must be completed by the student, the student's parent, and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the principal or other school contact upon completion of the 40 hours or upon completion of a specific activity.

Responsibilities of Parents

Parents should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the homeschool principal if they have any questions or concerns.

A parent must sign the "Completion of Community Involvement Activities" form if the student is under the age of eighteen years.

Responsibilities of Illuminate

Illuminate Leadership Academy will communicate with homeschools to determine how many community hours students have completed. Additionally, Illuminate will collaborate with homeschools to report community involvement hours that have been completed and submitted to Illuminate Leadership Academy.

GRADUATION REQUIREMENTS



Ontario Secondary School Literacy Test (OSSLT)

All students must successfully complete the literacy requirement in order to earn a Secondary School Graduation Diploma. Since Illuminate Leadership Academy does not provide all OSSD credits required for graduation, Illuminate will ensure students enrolled in the program have already met this requirement at their homeschool. For most students this requirement will be met through the administration of the Literacy Test in the spring of Grade 10. The test is based on Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including Grade 9.

The test will identify areas for remediation for students who are unsuccessful in completing the test. Students who write the test but do not succeed may retake the test. There is no limit to the number of times the test may be taken, though it is only offered once per year.

In the event that a student is enrolled at Illuminate Leadership Academy and has not completed their OSSLT, Illuminate will ensure the student fulfills this requirement if the credit(s) they are obtaining are their final credit(s) required for graduation and the student is not enrolled at another institution.





GRADUATION REQUIREMENTS

Ontario Secondary School Literacy Test (OSSLT) (cont.)

Deferrals

Deferral of the test may be considered for students who might benefit. This would include students who have been identified as exceptional and students registered in English as a second language/English Literacy Development courses who have not yet acquired the level of proficiency in reading and writing required for successfully completing the test. The Principal will collaborate with homeschools to determine if a deferral should be granted and time period for the deferral.

Accommodations

Students who are enrolled in and receiving Special Education programs and services at their homeschool, and that have an Individual Education Plan (IEP), may receive the accommodations that are set out in the student's IEP when writing the test.

Exemptions

Students whose IEP indicates that the student is not working towards the attainment of a Secondary School Graduation Diploma may, with parental consent and approval of the Principal, be exempted from participating in the Literacy Test.



GRADUATION REQUIREMENTS

Ontario Secondary School Literacy Course (OSSLC)

To be eligible to take the course, students must have attempted the OSSLT at least once and been unsuccessful in that attempt. This course can also count as the Grade 11 or Grade 12 English compulsory course for the Ontario Secondary School Diploma requirements.

Illuminate Leadership Academy does not offer OSSLC, but will collaborate with homeschools on behalf of the student if it is deemed necessary that a student be enrolled in OSSLC in order to graduate.

Ontario Secondary School Certificate (OSSC)

The OSSC will be granted, on request, to a student who leaves school before earning the OSSD and who has earned a minimum of 14 credits, as follows:

Compulsory Credits (total of 7)

- 2 credits in English
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Canadian Geography or History
- 1 credit in Health and Physical Education
- 1 credit in the Arts or Technological Education.

Optional Credits (total of 7)

- 7 credits selected by the student from available courses.

Illuminate Leadership Academy will collaborate with homeschools to determine whether students are eligible to be granted OSSC.

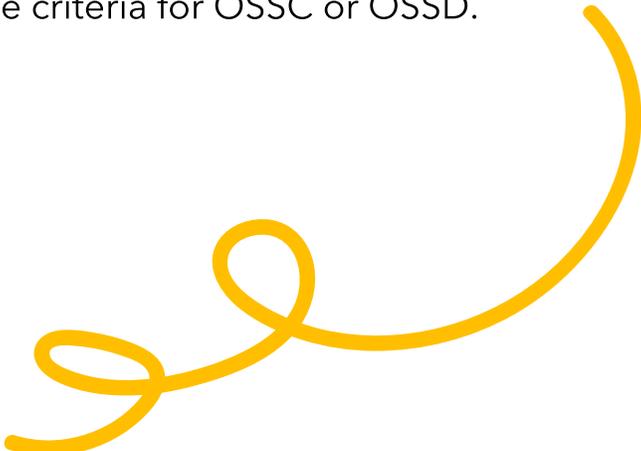


GRADUATION REQUIREMENTS

Certificate of Accomplishment

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

Illuminate Leadership Academy will collaborate with homeschools to determine whether students may be granted a Certificate of Accomplishment if they have not fulfilled the criteria for OSSC or OSSD.



INDIVIDUAL PATHWAYS PLANNER

Upon enrollment, our students are encouraged to use the following chart to track their course selection of each year to ensure they are on track to completing their OSSD requirements:

| Subject | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Additional |
|---------|-----------------------------|-------------------------|-------------|----------|------------|
| 1 | English | English | English | English | |
| 2 | Mathematics | Mathematics | Mathematics | ** | |
| 3 | Science | Science | | | |
| 4 | Canadian Geography | Canadian History | | | |
| 5 | French | Civics & Career Studies | | | |
| 6 | Health & Physical Education | | | | |
| 7 | Arts | | | | |
| 8 | | | | | |

** To keep as many post-secondary options open as possible, students are encouraged to take a Mathematics course in Grade 12 as well.

Checklist for OSSD Requirements

Compulsory Credits:

- 4 English
- 3 Mathematics
- 2 Science
- 1 Canadian Geography
- 1 Canadian History
- 1 French as a Second Language
- 1 The Arts
- 1 Health & Physical Education
- 0.5 Civics
- 0.5 Career Studies

12 Optional Credits

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- 40 Community Involvement Hours
- Successful completion of the provincial literacy requirement (OSSLT or OSSLC)

1 Credit from each of the following groups:

- Group 1 Credit**
English, or French as a Second Language, or Classical or International languages, or Native languages, or Canadian and World Studies, or Native Studies, or Social sciences and the Humanities, or Guidance and Career Education, or Cooperative Education.
- Group 2 Credit**
The Arts, or Business Studies, or Health and Physical Education, or French as a Second Language, or Cooperative Education.
- Group 3 Credit**
Science (Grade 11 or 12), or Computer Studies, or Technological Education, or French as a Second Language, or Cooperative Education

UNDERSTANDING COURSES & COURSE CODES

All courses are identified by a 6-character code common to all secondary schools in Ontario. The following chart explains how to interpret course codes:

| ENG | 1 | D | 1 |
|--|---|---|--|
| The first three characters indicate the course title. These abbreviations are set by the Ministry. | The fourth character indicates the grade level of the course. | The fifth character indicates the type of course. | The sixth character is designated by the school for internal purposes. |
| Major Subject Areas | Grades | Course Type | School-Designated |
| A = The Arts B = Business Studies C = Canadian & World Studies E = English F = French G = Guidance & Career Education H = Social Studies & the Humanities I = Computer Studies I = Interdisciplinary Studies K = Non-Credit Courses L = Classical & International Languages M = Mathematics N = Native Studies O = OSSLC P = Physical & Health Education S = Science T = Technological Education | Grades 1 = Grade 9 2 = Grade 10 3 = Grade 11 4 = Grade 12 Languages A = Level 1 B = Level 2 C = Level 3 D = Level 4 E = Level 5 | Grade 9 & 10 D = Academic L = Locally Developed O = Open P = Applied Grade 11 & 12 C = College E = Workplace M = University/College O = Open U = University | |

Credits

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours, and has been developed from a Ministry of Education curriculum guideline or has been approved by the Ministry. Half credits may also be offered, and the amount of scheduled time will be assigned accordingly (e.g., 55 hours required for a half-credit course).

Prerequisites

A prerequisite is a course that must be completed before being allowed entry into another course. Prerequisite courses help students to gain the knowledge and skills needed in later grade levels. If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter.

UNDERSTANDING COURSES & COURSE CODES

Types of Courses in Grade 9 & 10

Students in Grades 9 and 10 will make the choice between academic, applied and locally developed courses primarily on the basis of their learning styles, interests, levels of support needed and post-secondary goals. The selection of courses for exceptional students should also be guided by information in the student's Individual Education Plan.

Academic Courses

Academic compulsory courses develop students' knowledge and skills through the study of theory and abstract problem-solving. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate. They provide the background for the grade 11 and 12 university preparation courses.

Locally Developed Courses

Locally Developed compulsory courses focus on the knowledge and skills that students need to be well prepared for success in grades 11 and 12 Workplace Preparation Courses. Opportunities to develop, enhance, and practice literacy, and mathematical literacy processes, concepts, skills and strategies are the focus of the expectations in these courses.

Applied Courses

Applied compulsory courses focus on the essential concepts of a subject, and develop students' knowledge and skills through practical applications and concrete examples. They provide the background for college preparation courses. Students are given more opportunities to experience hands-on applications of the concepts and theories they study.

Open Courses

Open courses are designed to prepare students for further study in a subject, and to enrich their education generally. These courses comprise a set of expectations that are appropriate for all students in a given grade and are not tied to a particular post-secondary destination.

UNDERSTANDING COURSES & COURSE CODES

Types of Courses in Grade 11 & 12

Students in grades 11 and 12 will choose from among four destination-related course types: University Preparation, University/College Preparation, College Preparation, and Workplace Preparation. Open courses are also offered in Grades 11 and 12. Students will make their choices based on their post-secondary goals, interests, achievement, and career goals.

It is very important that students choose courses for the appropriate destination in order to ensure their interest and their success. University/College (M) and University (U) courses, for example, emphasize theoretical knowledge and application. Workplace (E) and College (C) courses include more practical, concrete examples and applications.

University Preparation Courses

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. An emphasis is placed on theoretical knowledge and supporting application in the course content as well as the development of independent research and learning skills.

University/College Preparation Courses

University/College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges. These courses place emphasis on both the theoretical aspects of the course content and the practical applications.

UNDERSTANDING COURSES & COURSE CODES

Types of Courses in Grade 11 & 12 (cont'd)

College Preparation Courses

College preparation courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs. These courses focus on concrete applications of the concepts and theories that are studied and help to develop critical thinking and problem solving skills.

Workplace Preparation Courses

Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs. They emphasize practical skills and stress the importance of lifelong learning.

Open Courses

Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

UNDERSTANDING COURSES & COURSE CODES

Additional Considerations for Accumulation of Credits

Substitutions for Compulsory Courses

Up to three substitutions can be made for compulsory courses during a student's high school career. The decision to make a substitution for a compulsory course is done if the student's educational interest is best served.

The principal will make the decision in consultation with the parents or guardians and appropriate staff at the student's homeschool.

Music Credits

A maximum of two credits may be earned by students who present evidence of satisfactory standing in recognized programs offered by conservatories or colleges of music. Please see the principal, guidance counsellor or the Ontario Ministry of Education website for details.

The only courses that Illuminate Leadership Academy will consider the PLAR process for are the courses that Illuminate offers. Students will need to undergo the PLAR process at their homeschool for all other courses. Illuminate Leadership Academy will collaborate with homeschools to ensure this process is smooth and allows students to graduate on time.

UNDERSTANDING COURSES & COURSE CODES

Additional Considerations for Accumulation of Credits (cont'd)

Prior Learning Assessment and Recognition Process (PLAR)

Students may obtain up to 4 credits for knowledge and skills they have acquired outside of school. This prior learning is assessed and evaluated to determine whether the student has met the provincial course expectations. See Illuminate Leadership Academy's PLAR Policy.

Students may “challenge” a specific course for credit if they can provide evidence indicating achievement of the overall expectations and a likelihood of success. Since Grade 9 is viewed as a foundation year for all Ontario students, the PLAR process does **not** apply to Grade 9 credits.

A student who believes that she or he possesses the full range of knowledge and skills for a Grade 10 to 12 course in the school course calendar should refer to the Student Services Department for information about completing the application and other necessary documentation.

The student should be prepared to provide reasonable substantive evidence for success in the challenge process (e.g. a portfolio, documentation of related course-work, recommendation from a teacher, etc.). Furthermore, the student may be required to demonstrate achievement of the overall course expectations, as outlined in the curriculum documents, through formal tests, including exams and assignments, and other assessment strategies appropriate for the particular course.

Students who are successful in the challenge assessment will receive a final percentage grade and a credit for the course. A maximum of four credits may be challenged through the PLAR process.

GENERAL INFORMATION

Ontario Student Record

The Ontario Student Record (OSR) is the official school record for a student. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned, diploma requirements completed and other information important to the education of the student. Students and their parents (if the student is not an adult) may examine the contents of the OSR.

The Education Act and Freedom of Information Legislation protect these records. The Ontario Ministry of Education, under the authority of the Education Act of the province of Ontario, requires that each school maintain a record of basic information for each student registered in the school. The information will be used for the purposes of the proper education and well-being of the student and for necessary statistical purposes. Personal information on this form is collected under the authority of the Education Act, R.S.O. 1990 c.E.2, as amended, and will be used for the OSR and for administrative purposes.

Questions about collection may be directed to the school principal.

GENERAL INFORMATION

Ontario Student Transcript

At the conclusion of each year, a summary of courses attempted and credits gained will be maintained in each student's Ontario Student Transcript. Courses will be entered under the common course code and the percentage obtained will be reported. This very important document is available for students and their parents or guardians to see on request.

When a student receives his/her diploma or decides to terminate his/her formal schooling, an Ontario Student Transcript will be issued on request.

Full Disclosure

Full disclosure applies to all Grade 11 and 12 courses and means that if a student withdraws from, repeats or fails a Grade 11 or 12 course, it must be recorded on the OST.

Repeated Grade 11 and 12 courses will both show on the transcript with their recorded mark, however only one credit will be granted and the lower mark will have an "R" in the credit column.

Failed Grade 11 and 12 courses will show on the OST.

Withdrawals from Grade 11 and 12 courses will show on the OST, if they are dropped 5 instructional days after the first report card of the semester or later. They do not show if they are dropped before the 5 instructional days following the first report card.

GENERAL INFORMATION

Full Disclosure (cont'd)

The OST will include the following:

- all Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;
- all Grade 11 and 12 courses completed successfully or attempted by the student, with percentage grades obtained and credits earned;
- all equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under Ontario Schools (OS);
- all Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- all Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the Ministry as diploma requirements;
- confirmation that the student has completed the 40 hours of community involvement;
- confirmation that the student has successfully completed the Ontario Secondary School Literacy Test (OSSLT).

GENERAL INFORMATION

Course Cancellation and Closure

Courses may be cancelled due to insufficient enrollment and staffing considerations. A course may be closed due to class size limitations. If a cancellation or closure were to occur, students will be notified and asked to select an alternate course or an alternate time period (e.g. next semester).

Course Changes

Course change requests will only be considered for a valid reason. The school may consider a course change request for reasons including:

- changes in level of difficulty
- timetable errors
- changes in career plans
- post-secondary admission requirements
- medical accommodations
- summer school results

All requests for course changes are subject to approval and space available in courses.

GENERAL INFORMATION

Semester System

The school year is divided into two equal parts: SEMESTER 1 runs from September to the end of January; SEMESTER 2 runs from February to the end of June.

Students enrolled in the semestered program will be provided with two reporting periods:

Midterm reports - issued in November (semester 1) and April (semester 2)

Final reports - issued in February (semester 1) and June (semester 2)

In each semester, full-time students have the opportunity to take four courses and obtain four credits for a total of eight credits per year.

Illuminate's courses should be timetabled carefully by students, their parents and guidance counsellors, to ensure students can fulfill their obligations to courses at their homeschool and in their online program.

Final evaluations are administered near the end of each semester. **Students should make every effort to attend daily for the last two to three weeks of a semester as this period allows students to demonstrate comprehensive achievement of the overall expectations of the course, which determines 30% of the student's final grade.**

GENERAL INFORMATION

Assessment and Evaluation

Student achievement is evaluated in relation to provincially determined performance standards outlined in the achievement chart. “The primary purpose of assessment and evaluation is to improve student learning.”

Students will be evaluated based on the overall expectations of the course through the achievement charts in the Provincial Curriculum Policy Documents for the courses in which they are enrolled. Evaluation is based on the level of achievement the student demonstrates on the overall expectations of a course.

Seventy percent (70%) of the evaluation is based on daily classroom work and will be determined through a variety of methods, such as ongoing class conversations, demonstrations, teacher observations, and classroom tests and quizzes.

Teachers will use “Assessment for Learning” and “Assessment as Learning” practices to help students identify: where they are in relation to the learning goals and what next steps they need to take to achieve the goals.

This ongoing feedback will help prepare students for “Assessment of Learning”, the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality.

Thirty percent (30%) of the evaluation occurs at or near the end of the course. This evaluation will be based on evidence from one or more often a combination of performance tasks, writing tasks or other methods of evaluation suitable to the course expectations. This final evaluation allows the student the opportunity to demonstrate comprehensive achievement of the overall expectations of the course.

GENERAL INFORMATION

Assessment and Evaluation (cont'd)

Assignments

Assignments for our courses are carefully designed to help students apply concepts and skills learned throughout course modules. Students will be allowed some flexibility regarding deadlines since the majority of course programming is asynchronous. No “late” mark penalties will be given for these asynchronous assessments. Strict deadlines will only be enforced on assignments that are synchronous and require the input of other students, partners, and staff.

Test & Quizzes

At Illuminate Leadership Academy we believe that students must be given the opportunity to achieve and demonstrate a complete understanding of course expectations. Students will be allowed to demonstrate this understanding through completing quizzes for each of their modules.

Examinations

At Illuminate Leadership Academy we believe in creating authentic learning experiences. As such our examinations do not follow a traditional written format. Students will be examined through a formal thesis presentation before a panel of judges.

GENERAL INFORMATION

Assessment and Evaluation (cont'd)

Obligations of Teachers and Students

Teachers and students work in learning partnerships when students are engaged and have opportunities to:

- create clearly stated criteria;
- assess their own progress;
- make adjustments;
- reflect on their learning; and
- set individual goals for learning.

Teachers involve students in their learning as they provide opportunities to identify and clarify learning goals and success criteria;

- gather information about student learning through listening to classroom discussions and other active learning tasks;
- provide specific and timely feedback during the learning that helps students succeed;
- engage students as learning resources for one another; and
- help students to be active learners who problem-solve, think critically, celebrate growth and build upon strengths during their ongoing learning.

GENERAL INFORMATION

Assessment and Evaluation (cont'd)

Obligations of Teachers and Students

Parental guidance, encouragement, and support have a positive effect on student learning. Here are some strategies you may wish to consider when supporting your child.

- Invite your child to share what he/she is learning and what criteria will be used to assess his/her progress.
- Encourage your child to share his/her school work with you and explain how he/she is using teacher and peer feedback to improve and set individual learning goals.
- Take advantage of opportunities to communicate and/or meet with your child's teacher(s) to learn about your child's progress, the curriculum, and become involved in the school.
- Encourage a regular homework time with limited distractions.
- Establish appropriate times for phone calls, and leisure time on computers and electronic games.

E-LEARNING

A yellow abstract graphic consisting of several overlapping, curved lines that resemble a stylized flame or a series of connected loops, positioned to the right of the main title.

Online learning has become an important part of education in all pathways, including college, university and in the workplace. At Illuminate Leadership Academy we recognize that eLearning courses may allow for more flexibility in a student's timetable and may allow students to access courses that will complement their timetables but that are not available in their school. These courses provide students with the opportunity to build independent learning skills, which will help them be successful in any post-secondary pathway.

Our programming is fully virtual, using a blended learning approach.

Students who demonstrate high achievement in the Learning Skills (Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation) are ideal candidates for eLearning.

Our eLearning programming requires the same time commitment as a traditional day-school class. However, the method of delivery allows for flexibility in the schedule, and students may choose to complete the course work outside of the traditional school day or traditional school environment. It is not required that the students and teacher are working on the course at the same time. However, the course will follow the same semester start and end dates as a traditional face-to-face class, and there will be timelines for completing tasks, assignments and other assessments within the course.

PATHWAYS TO SUCCESS

Student Success

The goal of Student Success is to reach every student in need and provide an opportunity to assure success. At Illuminate the Student Success Team includes the Principal, the Program Director, the Illuminate Course Instructor, the student's Special Education Teacher, and the student's homeschool Guidance Counsellor.

Together the Student Success Team members:

- identify and instruct struggling students in their courses,
- direct student advocacy,
- provide more options for learning and work completion,
- monitor student progress,
- facilitate transition from elementary to secondary and secondary to work/post-secondary education,
- provide credit rescue, an intervention for students that are struggling in a specific credit course. It can provide a variety of supports to assist with classroom instruction, organization and assessment for struggling students.
- may recommend credit recovery, an intervention to recover a credit after an unsuccessful initial attempt. Credit Recovery is just one of several options for any student who fails, but the final determination of Credit Recovery Placement is made by the school's Credit Recovery Team

The Student Success Team works with school staff, students, parents, and the community to ensure more students earn the credits necessary to graduate.

PATHWAYS TO SUCCESS

Experiential Learning

Planned learning experiences that take place in the community include job shadowing, job twinning, work experience and virtual work experience, and cooperative education. They provide students who are enrolled in courses of all types and in all disciplines with the opportunity to enhance their school programs.

Experiential learning can assist all students, including exceptional students, who are bound for university, college, apprenticeship, or the workplace, in making career decisions as well as in developing the knowledge, skills, and attitudes that are essential in today's society.

All forms of experiential learning are a valuable complement to students' academic experience and preparation for the future. When organized in a sequential fashion that meets career development needs, experiential learning can maximize student growth and development, and should be encouraged.

See the following chart for a summary of each potential learning experience students may encounter during their secondary educational programming. Students are encouraged to reach out to the Illuminate Leadership Academy administrative team to see which options are available for the semester they are enrolled in.

PATHWAYS TO SUCCESS

Experiential Learning (cont'd)

Forms of Experiential Learning and Related Programs

| Length | Credit Value | Description | Key Elements |
|--|---|---|--|
| Job Shadowing (e.g., Take Our Kids to Work) | | | |
| ½ to 1 day (in some cases, up to 3 days) | None | One-on-one observation of a worker at a place of employment. | <ul style="list-style-type: none"> • Involves the pairing of a student with a worker in a specific occupation. • May be integrated with a credit course. • May be part of a student's school-work transition program. |
| Job Twinning | | | |
| ½ to 1 day | None | One-on-one observation of a cooperative education student at his or her placement. | <ul style="list-style-type: none"> • Involves the pairing of a student with a cooperative education student. • May be integrated with a credit course. • May be part of a student's school-work transition program. |
| Virtual Work Experience | | | |
| The equivalent of 1-4 weeks | None | A simulated work experience, within any credit course, that allows students, including students who receive a special education program or services and students in rural areas, to take advantage of a greater variety of experiences than those available in the local economy. | <ul style="list-style-type: none"> • Involves a short-term, subject-related virtual work placement facilitated through the use of computer software and the Internet. • Forms an integral part of a specific credit course. • Requires pre-placement orientation. • Requires a learning plan. |
| Cooperative Education | | | |
| Full term (year or semester) | 1 credit per Cooperative Education credit course successfully completed | A planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course. | <ul style="list-style-type: none"> • Requires a written application process. • Requires a personalized placement learning plan. • Requires pre-placement orientation. • Integrates classroom and workplace learning. • Is monitored by the cooperative education teacher. • Involves student assessment. • Involves the earning of credits. |

Other Opportunities

Several specialized opportunities are available to secondary students, including summer eLearning courses, summer school, and summer co-op, to support students. Please make an appointment with the Admin team to discuss any of these options.



ENGLISH AS A SECOND LANGUAGE (ESL)



Students are usually enrolled in a full program of mainstream courses and may receive tutorial support from an ESL instructor or peer tutor.

At Illuminate Leadership Academy, the school principal will determine whether or not a student requires extra assistance based on data gathered when a new student registers, or on a recommendation received from the student's homeschool classroom teachers. The school principal will obtain a suitable instructor to facilitate the necessary learning accommodations ESL/ELL students may need in order to be successful. The principal and classroom teacher will evaluate the need for continuing ESL support at least twice per year.



SPECIAL EDUCATION

The Role of the Special Education Department

All students require support from teachers, classmates, family and friends to thrive and benefit from their school experience. Some students have special needs that require additional supports beyond those in a classroom setting. Students requiring a special education class placement are formally identified through the Identification, Placement and Review Process and have an Individual Education Plan that guides their programming. Others may have an Individual Education Plan in the regular class setting without formal identification.

Referrals and Identification

Students who may have special needs are referred to the Special Education Department at their homeschool. These referrals may be made by feeder school principals, parents, teachers, or the students themselves. Formal and informal assessments are carried out to determine student need for special programs. Parental input and approval are both encouraged and essential at all points of the process to ensure that the best interests of the student are being met.

Illuminate Leadership Academy will collaborate with homeschool Special Education departments to ensure students' needs are met during their enrollment in our programming.

SPECIAL EDUCATION

Accommodations & Modifications

In the planning, facilitation, and evaluation of this course, the teacher will pay particular attention to the following guidelines:

- All students have the ability to succeed
- Each student has his or her own unique patterns of learning
- Successful instructional practices are founded on evidence-based research, tempered by experience
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students
- Classroom teachers are the key educators for a student's literacy and numeracy development
- Classroom teachers need the support of the larger school community to create a learning environment that supports students with special education needs
- Fairness is not sameness

The administrative team will ensure the teacher has access to each student's Individual Education Plan (IEP), which describes his or her educational program and any accommodations that may be required. The IEP will specify whether the student requires:

- accommodations only; or
- modified learning expectations, with the possibility of accommodations.

Accommodations Only

For a student with special education needs who requires "accommodations only", as described in his or her IEP, assessment and evaluation of achievement will be based on the Business Studies curriculum expectations and the achievement levels outlined in the Business Studies curriculum document.

SPECIAL EDUCATION

Accommodations & Modifications (cont.)

The following shall be granted to students who require “accommodations only”:

- Instructional accommodations such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- Environmental accommodations such as changes that the student may require in the classroom and/or school environment, e.g. preferential seating or special lighting.
- Assessment accommodations such as changes in assessment procedures that enable the student to demonstrate his or her learning, e.g. allowing additional time to complete tests or assignments or permitting oral responses to test questions

Modified Expectations

Some students who require modified expectations will have expectations that differ from the regular course expectations. When a student is expected to achieve most of the curriculum expectations for the course, the modified expectations, developed collaboratively by the administrative team and teacher, should identify how they differ from the course expectations. For most students, modified expectations will be based on the regular course curriculum, with changes in the number and/or complexity of the expectations. It is important for the teacher and administrative team to monitor, and to reflect clearly in the student’s IEP, the extent to which expectations have been modified. Based on the planned modifications, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision will be communicated to the parents and the student by the administrative team.

SPECIAL EDUCATION

Accommodations & Modifications (cont.)

Teachers working with students who have special education needs will use assessment and evaluation strategies to:

- specify and verify the student's needs;
- support accurate decisions about the student's program;
- support a range of other decisions, such as those relating to referrals, screening, classification, instructional planning, and determining next steps;
- help determine particular interventions that may be necessary to enable the student to demonstrate achievement

OTHER SUPPORTS & RESOURCES FOR STUDENTS

Guidance

The Guidance Department at each secondary school offers a program of activities and services that facilitates the personal, social, educational, and career development of students at all grade levels. The school counsellors provide individual counselling, group instruction, consultations, and referrals to assist students and their families in making informed decisions and responsible plans.

Some of the services offered through students' homeschool Guidance departments include:

- Personal Counselling: Available to every student on an individual basis.
- Educational-Vocational Counselling: Help in choosing courses to satisfy the requirements for the high school graduation diploma and planning your high school program to satisfy post-secondary admission requirements.
- Information: Students are provided with print materials or internet sites relative to post-secondary planning or other topics.
- Home-School Liaison: Parents and guardians are encouraged to call the Guidance Department to discuss student progress, plans, and post-secondary opportunities.
- Community Liaison: With various agencies, service clubs, elementary schools.
- University-College Liaison: Through University Day, Community College Day and individual school visits.
- Student Decision-Making: A wide range of resources are available to help students make informed choices on their future.
- Peer Tutoring: Students who require academic assistance can request a peer tutor.

OTHER SUPPORTS & RESOURCES FOR STUDENTS

Guidance (cont.)

Illuminate Leadership Academy, although not possessing its own Guidance office, does offer students similar counselling services since we want to see our students succeed. Illuminate Leadership Academy will liaise with homeschool Guidance departments to ensure the best outcomes for students.

Students are encouraged to utilize the Guidance resources at their homeschool in addition to services offered at Illuminate.

Additional e-Resources are available for students and parents at the Ontario School Counsellors' Association website: <https://osca.ca/>

Library

Illuminate Leadership Academy does not have a formal library or learning commons. Students are encouraged to use the library at their homeschool or their public library if their homeschool does not have a library either. Students will be provided with an introductory module in each course to cover academic research skills, plagiarism, and digital resources that they will have available to them.

All materials necessary for success in our courses will be available to students through our VLE.

CODE OF CONDUCT AND EXPECTATIONS OF STUDENTS

Code of Conduct

As part of Illuminate Leadership Academy's commitment to safe, caring and respectful schools, we strive to establish a positive learning and working environment that recognizes the dignity and worth of every member of the district community. We work diligently to provide secure surroundings where all members are safe and feel safe.

Respect, Civility and Responsible Citizenship

All school members must:

- Comply with all applicable federal, provincial and municipal laws;
- Demonstrate honesty and integrity (i.e. avoidance of plagiarism);
- Respect differences in people, their ideas and opinions;
- Treat one another with dignity and respect at all times, and especially when there is disagreement;
- Respect and treat others fairly, regardless of ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status;
- Respect the rights of others;
- Employ non-violent means to resolve conflicts;
- Show proper care and regard for property of the school and of others
- Adhere to administrative procedures when using technology;
- Take appropriate measures to help those in need;
- Respect all members of the school community, especially persons in positions of authority;
- Respect the need of others to work in an environment that is conducive to learning and teaching; and
- Attend to responsibilities in a punctual manner.

CODE OF CONDUCT AND EXPECTATIONS OF STUDENTS



Safety

All members of the school community must not:

- Engage in bullying behaviours;
- Commit sexual assault;
- Traffic in weapons or illegal drugs;
- Give alcohol to a minor;
- Commit robbery;
- Be in possession of any weapon, including firearms;
- Use any object to threaten or intimidate another person;
- Cause injury to any person with an object;
- Be in possession of, or under the influence of, or provide others with alcohol or illegal drugs;
- Smoke on school premises; on school buses or in taxis; or on school outings, trips or excursions;
- Inflict or encourage others to inflict bodily harm on another person;
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias; or
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Harrassment

Harassment is behaviour that is unwelcome, one-sided and makes the receiver feel uncomfortable or offended. It may be comments about someone's appearance or lifestyle, or it may be behaviour that causes a person to feel embarrassed or inadequate. Usually, harassment is repeated behaviour. At its worst, harassment may be threats, intimidation, or assault.

CODE OF CONDUCT AND EXPECTATIONS OF STUDENTS

Harassment (cont.)

In adherence with the Ontario Human Rights code every teacher, staff member, parent or guardian, volunteer, and student has a right to freedom from harassment in the workplace and school system because of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, age, gender, sexual orientation, record of offences, marital status, employment status or disability. Incidents of harassment should be reported to any staff member or directly to the school administration.

Bullying

Bullying is not accepted at Illuminate Leadership Academy. Bullying, as defined by the Province, is typically a form of repeated, persistent, aggressive behaviour that is directed at an individual(s) and intended to cause (or known to cause) fear, distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context, where there is a real or perceived power imbalance. Incidents of bullying should be reported to any staff member or directly to school administration.

Violent Threat Risk Assessment Protocol

When students' behaviours pose a potential threat to safety or serious harm, the Community Violence Threat Risk Assessment Protocol (VTRA) helps principals take further steps to protect students' well-being. The protocol helps schools respond quickly to threatening incidents such as: possession of a weapon or replica weapon, bomb threat or plan, verbal, written or electronic (Internet, text) threats to kill or injure oneself or others or other threats of violence, fire setting.

CODE OF CONDUCT AND EXPECTATIONS OF STUDENTS

Violent Threat Risk Assessment Protocol (cont.)

Parents and guardians will be notified if their child will be discussed through the Community Threat Assessment Protocol. If parents/guardians cannot be reached, or if they choose not to provide consent, but a concern for safety still exists due to threatening behaviour, the threat assessment may still proceed. Personal information shared throughout this process will respect and balance each individual's right to privacy with the need to ensure the safety of all.

Alcohol and Restricted Drugs

Illuminate Leadership Academy recognizes that the use of alcohol and illicit drugs is detrimental to education and harmful to the health of students.

Attendance and Punctuality

Given that Illuminate Universe does not provide all the OSSD credits required for graduation, our expectation is that students are enrolled at another institution as full- or part-time students. Taking into account that our students are enrolled at other schools, Illuminate's instructional programming is provided fully virtual to accommodate students' different schedules and geographic locations. As such, students are allowed to self-pace their daily schedule, however, they are expected to complete a weekly time commitment which will be monitored to ensure they stay on schedule with their program.

CODE OF CONDUCT AND EXPECTATIONS OF STUDENTS

Attendance and Punctuality (cont.)

Weekly time commitments per course:

- Semestered Program (20 weeks) - 6 hours per week

Completion of weekly time commitments will be tracked through the virtual learning environment and measured Monday to Sunday.

Modules and lessons in the courses are developed to meet the time commitments required by students to get the credit - the Ontario standard is 110 hours. Attendance will be measured by tracking completion of instructional content, completion of assessments, frequent check-ins (asynchronous & synchronous), and completion of evaluations.

There may be times during the program that students will be required to attend synchronous sessions for lectures, peer activities, and assessments and evaluations.

When a student will be absent from school (in this case non-attending for a full week), a parent or guardian (if the student is under 18) must phone the school. If no telephone contact is made before the student returns to school, the student should have a note from the parent or guardian (if the student is under 18) that explains the absence.

After a week of non-attendance parents/guardians will be contacted by the administrative team. Prolonged absences must be excused by parents through our [Extended Absence Form](#).

CODE OF CONDUCT AND EXPECTATIONS OF STUDENTS

Plagiarism

Accountability Measures: The Course Instructor will notify the administrative team via email if they encounter a suspected case of plagiarism. This notification should only occur after the Instructor has spoken privately with the student to gain insight and feedback from the student in question. Once all of the facts have been obtained, the Instructor will refer the student to the Principal and Program Director for a meeting. The Instructor will provide a copy of the plagiarized assignment, highlighting the areas of dishonesty and a copy of the work from which the student plagiarized. The admin team will then meet with the student to discuss the matter. Following this meeting, the admin team will review all the information gathered and determine whether the student has been involved in an act of plagiarism.

If the student has been academically dishonest, the admin team will communicate with the student's parents/guardians in writing, explaining the incident and outlining the consequences. Should the same student be caught with repeated academic dishonesty, the situation will be managed as a "Major Infraction of School Rules", formally involving parents/guardians and imposing consequences that may include suspension.

Academic Consequences for Plagiarism: The student is to receive an automatic zero (0) on the plagiarized assignment. The student must redo the assignment or complete a modified version of that assignment on his or her own merits to demonstrate to the teacher that they have grasped the learning expectations being assessed via the particular assignment. Based upon her or his professional judgment, the teacher can then award up to 50% of the original assignment mark for the redone assignment.

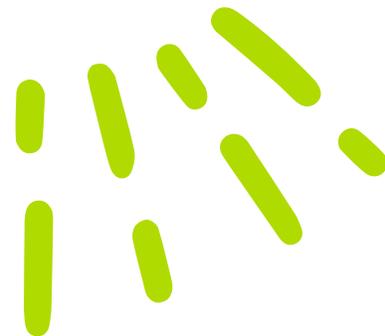


ELEARNING

Online learning is quickly becoming an important part of education in all pathways, including college, university and in the workplace. The program at Illuminate Leadership Academy relies on blended eLearning to allow for more flexibility in a student's timetable and to allow students to access our courses from anywhere at any time.

Current course offerings online:

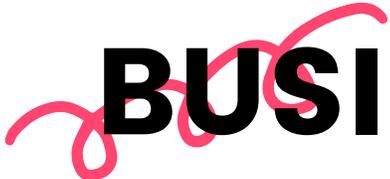
| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|------------|-------------|-------------|-------------|
| Business Studies | | | | |
| Business Leadership | | | | BOH4M |
| Cooperative Education | | | | |
| Cooperative Education Related to a Specific Course (Business Leadership) | | | | COP40 |



COURSE DESCRIPTIONS AND PREREQUISITE CHARTS

The following descriptions apply to courses offered by Illuminate Leadership Academy and have been developed according to the requirements of the Ontario Ministry of Education. Curriculum documents detailing each course are available from the [Ministry of Education website](#).

Course of study outlines are available at the school for examination by parents and students. The course outlines will provide more information than can be included in the brief description in the course calendar. Information such as the expectations of the course, the core content of the course and the assessment and evaluation practices to be used in the course will be included in these outlines.



BUSINESS STUDIES

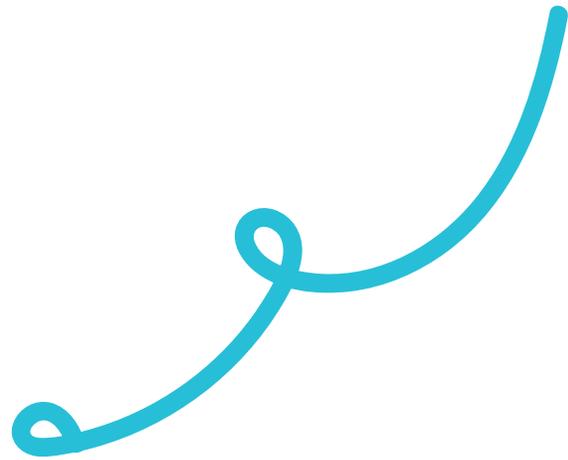
Business Leadership

BOH4M

The Art of Business Leadership
Business Leadership: Management Fundamentals
(Grade 12 University/College)

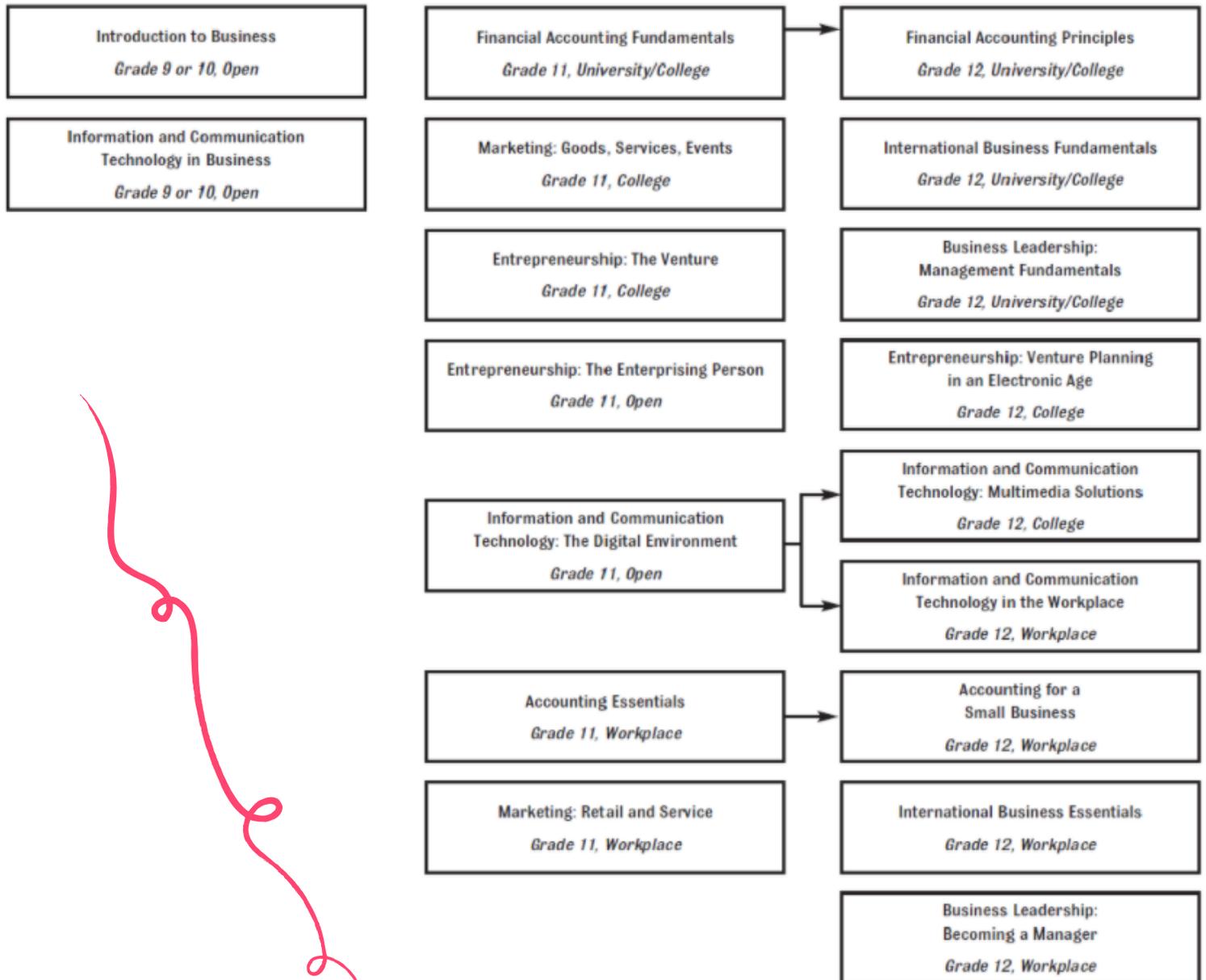
This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business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

Prerequisite: None



BUSINESS STUDIES

Prerequisite Chart for Business Studies, Grades 9–12





BUSINESS STUDIES

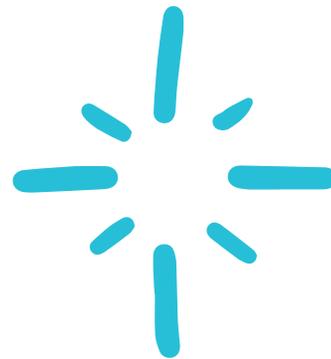
Cooperative Education

COP30 and COP40

Consulting and Business Leadership COOP
Cooperative Education Linked to a Related Course

This course consists of a community-connected experience and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community-connected experience, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

Prerequisite: None



ADDITIONAL RESOURCES

ONTARIO MINISTRY OF EDUCATION AND TRAINING

www.edu.gov.on.ca

A gateway to Ontario Education policies, curriculum and standards.

ONTARIO SECONDARY SCHOOL PROGRAM

www.edu.gov.on.ca

A set of comprehensive details and descriptions of the four year secondary school program and courses of study.

ONTARIO UNIVERSITIES' APPLICATION CENTRE

www.ouac.on.ca

A central location for information pertaining to the university admissions process and procedures.

ONTARIO COLLEGES

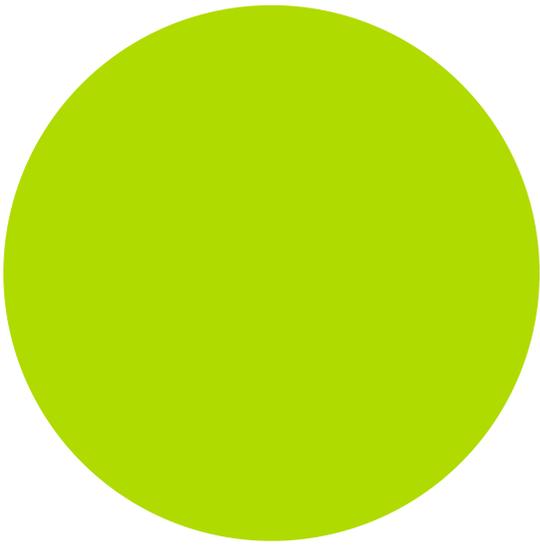
www.ontariocolleges.ca

To investigate applied degrees granted by Colleges in Ontario.

CAREER CRUISING

www.careercruising.com

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