

Course Calendar & Student Handbook



Innovative Academy of Dramatic Arts

2023-2024

Updated August 18, 2023

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Innovative Academy of Dramatic Arts

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Why IADA?

“Nathan and I were both so positively shaped by attending art schools growing up. We met at Etobicoke School of the Arts (ESA), which holds a really special place in our hearts, as it had a huge impact on us as Artists, Educators, and Performers. ESA unfortunately is no longer accepting students from the Halton region, leaving students in Oakville without the opportunity to gain music theatre-specific accreditation. ESA was a catalyst for local young performers to develop the skills needed to attend institutions like Sheridan College, Randolph, National Theatre School, George Brown, and other international programs. With no place for high-level students to gain this kind of learning experience in the Halton Region, we felt called to step up.

Innovative Arts was born out of the need to find more effective and positive ways to inspire and educate youth in the performing arts. So many students leave musical theatre programs discouraged and frustrated, so we decided to reinvent the process, always keep it positive, and provide meaningful opportunities that allow our students to discover their fullest potential.

Over the past few years, we have made it our mission to empower students to be passionate, confident, and curious about the musical theatre, theatre, and the film/television industry.”

-Nathan and Sophie McLeod (Owners)

Student Testimonials

“LADA has created such a safe community for me. I got to improve my acting skills without judgment and with my favourite peers and staff hyping me up! I learned so much and truly saw a difference in my art skills overall. I’ll remember LADA forever.”

-Rhys Newmarch (LADA Student)

“For a person who loves performing, the LADA program really allowed me to express myself and build a lot more technical skills. I thought I knew everything I was getting into. Nope! There was so much more that I never thought that I would learn. The LADA community is the best! I will forever cherish the friends and memories I made. I loved getting to work (and geek around) with people who are just as passionate about theatre as I am.”

-Braya Williams (LADA Student)

“I love LADA so much! I have made so many friends through this program. It’s a great place to learn about the arts from being (an) actor in the show to being on the crew backstage. There are so many fun projects you get to do throughout the term like writing your own play and song! The best part is everyone there loves theatre and they all want to learn just like you. Everyone is so hard working and the shows always turn out spectacular!”

-Kaitlyn Hales (LADA Student)

Section One: School Information

This **Student Handbook** will provide you with important information which will be of use to you throughout your time at IADA. Please be aware of our expectations concerning attendance, school procedures, code of conduct, assessments, etc. Our staff will do their part to help you have a successful year. Your contribution of hard work and cooperation is crucial to your success.

The Importance of a Secondary School Diploma

The Ontario Ministry of Education highlights the importance and value of completing a secondary education. IADA is committed to the Ministry's goal of reaching every student to help them achieve a successful outcome through a secondary school experience. It is expected that every Ontario student remains in school until they reach the age of eighteen or upon completing an Ontario Secondary School Diploma (OSSD). IADA's goal is to highlight the significance of the arts in developing the whole person.

IADA Mission and Values

Our goal is to equip students with the skills and confidence to pursue their passions. We want to inspire youth to analyze and create within the Music Theatre realm, and to become artists, advocates, and technicians.

IADA aims to create artists and practitioners and fosters students who are:

Dedicated	Passionate	Curious	Committed
Dedicated individuals who are driven to manage their time and put their best effort forward.	IADA can teach you skills and technique, but passion comes from you. Passion is the raw material from which talent can be molded.	Students require an interest in exploring the arts to push boundaries and break through personal barriers.	Students will get out of IADA what they put in. If you are eager and committed to the arts, you will soar.

INCLUSIVITY MATTERS

IADA is a safe space for all and is always open to making accommodations in pursuit of balancing societal inequities. All IADA students and faculty are expected to enter the space without judgment and are encouraged to compassionately consider non-normative points of view. IADA celebrates individuality, authenticity, and diversity.

Scholarships that cover up to 80% of the tuition for IADA are available for all students to apply for in order to remove any financial barriers that may prevent students from having access to high quality, engaging, and joyful arts education.

The scholarship application process involves an application form and an audition.

The Innovative Academy of Dramatic Arts Credit Program

Course Selection

Curriculum documents which describe course expectations can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary>. All **IADA Courses of Study** (Course Outlines) listed in this handbook are available to parents and students from the Principal and on our school website: <https://www.iadasecondary.com/>.

Understanding Course Codes

Excerpted from *The Ontario Student Transcript (2013)*.

The *first three characters* of the course codes are those assigned by the Ministry of Education. For example, in ADB, the *first* character **A** represents the discipline (Arts), the *second* character **D** represents a Dramatic Arts Course, and the *third* character represents a specific ‘arts focus’, in this case a **B** for Musical Theatre.

The *fourth character* indicates the grade of a course, as follows: **1** (Grade 9), **2** (Grade 10), **3** (Grade 11), **4** (Grade 12).

The *fifth character* indicates the type of course, as follows: **D** (academic), **P** (applied), **O** (open), **U** (university preparation), **M** (university/college preparation), **C** (college preparation), **E** (workplace preparation), **T** (college-delivered dual credit), **Y** (college-delivered apprenticeship dual credit), and **Z** (university-delivered dual credit).

A *sixth character* is assigned by the school in cases where there are multiple sections of the same class, or for use in a locally developed course that requires specific coding, in this case we use **a**, **b**.

All IADA course codes are taken from the *Ontario Arts Curriculum* for grades 9-12 documents. Within that document, courses are drawn from Drama, Vocal Music and Dance learning expectations, with a focus on Musical Theatre.

Note: Students registered in a publicly funded school may **concurrently obtain credits** granted through an inspected private school. In these cases, the principal of the publicly funded school will record the credit with the notation “P” in the “Notes” column on the student’s [*Ontario Student Transcript*](#).

Course Calendar

Music Theatre Drama

Annual 2023-2024 Term - Course Code: ADB-10

At a grade 9 level, students in the Music Theatre course will explore the pillars of music theatre by studying Drama, Voice, Movement, and Performance. They will develop the skills to work as an ensemble, develop foundational and technical skills in acting, and focus on creation and collaboration while making statements about issues that are important to them.

Annual 2023-2024 Term - Course Code: ADB-3M

At a grade 11 level, students in the Music Theatre course will apply their knowledge within the pillars of musical theatre to develop their personal artistic style and performance techniques. They will begin exploring career opportunities in theatre, develop the skills and techniques needed to consider studying theatre at a post secondary level, and take on creative and production roles within theatre and dance to create and produce their own dramatic and movement pieces.

Music Theatre Voice

Annual 2023-2024 Term - Course Code: AMT-10

At the grade 9 level, students will explore musicality within choral singing, solo singing, writing, theory and performance. They will be inspired to create, explore, and perform works with confidence and intelligent musical interpretation. Students will learn to compose music while understanding the historical and theoretical elements of music and an introduction to keyboarding.

Annual 2023-2024 term - Course Code: AMT-3M

At the grade 11 level, students will develop their unique artistic voice, begin to explore different musical styles within the Musical Theatre genre, and demonstrate the skills and techniques needed to perform within the styles of those genres. Students will learn to create, write, and direct their own performances that will showcase themselves as solo performers. They will explore career opportunities and post secondary institutions that align with their interests in the field, continue their understanding of music history and theoretical concepts, and advance in keyboarding.

School Year Calendar



COURSE CALENDAR 2023 - 2024

SEPT 4, 2023	HOLIDAY-LABOUR DAY
SEPT 12, 2023	FIRST DAY OF CLASSES
OCT 9, 2023	HOLIDAY - THANKSGIVING
NOV 23, 2023	PROGRESS REPORTS
DEC 12, 2023	PERFORMANCE SHOWCASE
DEC 16 2023 - JAN 7, 2024	WINTER BREAK
JAN 25, 2024	MIDTERM REPORTS
FEB 7-8, 2024	GALA REHEARSAL & PERFORMANCE
FEB 19, 2024	HOLIDAY - FAMILY DAY
MAR 9-24, 2024	MARCH BREAK
MAR 29&APR 1, 2024	HOLIDAY - GOOD FRIDAY & EASTER MONDAY
MAY 2, 2024	LAST DAY OF CLASSES
MAY 6-25, 2024	EXAMS/INTO THE WOODS PERFORMANCES
JUNE 13, 2024	FINAL REPORTS

Student Timetable

After School Credit Classes - ADB 10

Students who take part in the Grade Nine Musical Theatre Drama course will attend class on Tuesdays from 4:30 pm - 5:45 pm and Thursdays from 3:30 pm - 8:45 pm. Students will focus on (up to) three disciplines including Drama, Movement, and Performance/Rehearsal.

ADB 10: Drama, Dance, & Performance

Students will attend Musical Theatre Drama classes twice a week resulting in 110 hours of instruction, plus additional weekly Musical Theatre rehearsals.

- **Day 1: Tuesdays**
 - Dance - 1.25 Hours
- **Day 2: Thursdays**
 - Drama - 1.25 hours
 - Performance - 3.5 Hours

After School Credit Classes - ADB 3M

Students who take part in the Grade Eleven Musical Theatre Drama course will attend class on Tuesdays from 4:30 pm - 7:15 pm and Thursdays from 5:15 pm - 8:45 pm. Students will focus on (up to) three disciplines including Drama, Movement, and Performance/Rehearsal.

ADB 3M: Drama, Dance, & Performance

Students will attend Musical Theatre Drama classes twice a week resulting in 110 hours of instruction, plus additional weekly Musical Theatre rehearsals.

- **Day 1: Tuesdays**
 - Dance - 1.25 Hours
 - Drama - 1.25 Hours
- **Day 2: Thursdays**
 - Performance - 3.5 Hours

After School Evening Credit Classes - AMT 10

Students who take part in the Grade Nine Musical Theatre Voice course will attend class on Tuesdays from 6:00 pm - 8:45 pm and Thursdays from 5:15 pm - 8:45 pm. Students will focus on (up to) three disciplines including Voice, Theory, and Performance/Rehearsal.

AMT 1O: Voice, Theory, & Performance

Students will attend Musical Theatre Voice classes twice a week resulting in 110 hours of instruction, plus additional weekly Musical Theatre rehearsals.

- **Day 1: Tuesdays**
 - Voice - 1.25 Hours
 - Theory - 1.25 Hours
- **Day 2: Thursdays**
 - Performance - 3.5 Hours

After School Credit Classes - AMT 3M



Students who take part in the Grade Eleven Musical Theatre Voice course will attend class on Tuesdays from 7:30 pm - 8:45 pm and Thursdays from 3:30 pm- 8:45 pm. Students will focus on (up to) three disciplines including Voice, Theory, and Performance/Rehearsal.



AMT 3M: Voice, Theory, & Performance

Students will attend Musical Theatre Voice classes twice a week resulting in 110 hours of instruction, plus additional weekly Musical Theatre rehearsals.

- **Day 1: Tuesdays**
 - Voice - 1.25 Hours
- **Day 2: Thursdays**
 - Theory - 1.25 Hours
 - Performance - 3.5 Hours

Innovative Academy of Dramatic Arts

 Innovative Academy of the Dramatic Arts 2023/2024 GRADE 9	MON	TUES	WED	THURS
		<p>DANCE - ADB 10 Teacher: Sophie Lea McLeod 1.25 Hours 4:30PM-5:45PM</p> <p>BREAK - 15 MIN</p> <p>MUSIC - AMT 10 Teacher: Megan Miceli 1.25 Hours 6:00PM-7:15PM</p> <p>BREAK - 15 MIN</p> <p>MUSIC - AMT 10 Teacher: Megan Miceli 1.25 Hours 7:30PM-8:45PM</p>		<p>DRAMA - ADB 10 Teacher: Samantha Holland 1.25 Hours 3:30PM-4:45PM</p> <p>BREAK - 30 MIN</p> <p>REHEARSAL - ADB 10/AMT 10 3.5 Hours  5:15PM-8:45PM</p>

 Innovative Academy of the Dramatic Arts 2023/2024 GRADE 11	MON	TUES	WED	THURS
		<p>DANCE - ADB 3M Teacher: Sophie Lea McLeod 1.25 Hours 4:30PM-5:45PM</p> <p>BREAK - 15 MIN</p> <p>DRAMA - ADB 3M Teacher: Samantha Holland 1.25 Hours 6:00PM-7:15PM</p> <p>BREAK - 15 MIN</p> <p>MUSIC - AMT 3M Teacher: Megan Miceli 1.25 Hours 7:30PM-8:45PM</p>		<p>MUSIC - AMT 3M Teacher: Megan Micelli 1.25 Hours 3:30PM-4:45PM</p> <p>BREAK - 30 MIN</p> <p>REHEARSAL - ADB 3M/AMT 3M 3.5 Hours  5:15PM-8:45PM</p>

Reach-Ahead Opportunities for Elementary School Students:

Invitations to Grade 8 Students

In certain circumstances, a Grade 8 student with parental consent may be granted permission by the principal of a secondary school to “[reach ahead](#)” by enrolling in secondary school courses, either during the school year or in the summer prior to entering Grade 9. The principal of the elementary school and the principal of the secondary school will decide, on a case-by-case basis, whether “reaching ahead” to take a secondary school course is in the best interest of the student. The principal of the secondary school will assume responsibility for evaluating the student’s achievement and for granting and recording the credit. Students in Grade 8 also have the opportunity to reach ahead to start earning community involvement hours prior to entering Grade 9.

IADA will share all reporting information with both the elementary *home school* and the secondary *home school*, as well as maintain all records until the student has enrolled and commenced grade 9 at their secondary *home school*, to ensure the supervision of the credit achievement.

See [IADA’s Reach Ahead Application Form](#).

IADA Credit Granting Status

IADA has obtained a BSID (885160) through the validation process and has the authority to grant OSSD credits, upon annual or bi-annual inspection from the Ministry of Ontario.

IADA is designed to be a specialized supplemental program for a student to participate in while attending their home school. A ‘*home school*’ is the school of record that a student will be graduating from. It is the school that will maintain and update the student’s Ontario Student Record (OSR) and issue a diploma upon completion of all requirements. Similar to an online course offered through other school boards or independent organizations, IADA will ensure that a student’s IADA report card is forwarded to the school of record. Every effort will be made to ensure consistent and clear communication with a student’s *home school*.

Students that are not attending a school anywhere else in Ontario must notify IADA Secondary so we can request the OSR and operate as the *home school*. Students who have never attended an Ontario school will have an OSR created for them.

Waiving a Prerequisite

The policy regarding prerequisites is stated as follows in [Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 \(section 7.2.3\)](#). Courses in Grades 10, 11, and 12 may have *prerequisites* for enrolment. All prerequisite courses are identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites.

At IADA, we recognize that learning is not exclusive to the classroom and as such we are dedicated to assisting students in being appropriately placed with consideration to prior life experiences and learning. In certain circumstances, a student can apply to waive a prerequisite for a course if the student can demonstrate to the Principal that the necessary learning to succeed in the course has been sufficiently achieved. The student and their parents (if the student is under 18) must request the waiving of a prerequisite in writing to the Principal. An equivalency process will be created by the Principal in cooperation with the subject teacher. Please speak with the IADA Principal to find out more information on waiving a prerequisite credit. This is not recommended and will only be considered in special circumstances and by completing an equivalency assessment.

Substitutions for Compulsory Credit Requirements

In accordance with [Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements](#), Section 6.2, principals may *substitute* up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3) to provide the flexibility to tailor an individual student's program to the student's needs. Substitutions should be made to promote and enhance student learning or to respond to special needs and interests.

- Two half-credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution);
- one full-credit course may be used through substitution to meet the two compulsory half-credit requirements of civics and career studies (also counted as one substitution).

The decision to substitute one course for another should be made only if the student's educational interests are best served by such a substitution. The principal will make their decision in consultation with the student's parent(s) and appropriate school staff.

The following are **limitations** on substitutions for **compulsory credits**:

- English as a second language and English literacy development courses may not be used (may be used to meet the compulsory credit requirements for 3 English credits)
- No more than 1 Learning Strategies course, (guidance and career education curriculum policy document) may be used
- Credits earned for cooperative education courses may not be used
- A locally developed compulsory credit (LDCC) course may not be used; it may be used only to meet the compulsory credit requirement that it was designed to meet (section 7.3.1).

Each substitution will be noted on the student's Ontario Student Transcript by the *home school* principal. **Currently, IADA is not offering substitutions for credits to graduate.**

Summer Programs

IADA offers summer programs to allow students continuity in developing their skills. Please see our website for summer offerings that may include summer camp, credit-granting courses, intensive focused courses (non-credit granting).

Want to Attend IADA?

Follow three easy steps to attend IADA:

- 1) Prepare a written essay or video presentation that answers the following question: "What excites you about attending a Music Theatre School?"
- 2) Create a video audition performance showcasing 2-3 minutes of musical theatre performance
- 3) Complete the application form in full and upload your essay/video components

- 4) Wait for an offer of admission
- 5) Complete the registration form, provide the required documentation, and secure method of payment for tuition

FAQ's

Do IADA courses count as compulsory courses for my OSSD?

If you do not have your arts credit, then YES, IADA courses can count for a maximum of two compulsory OSSD courses (arts credit & Group 1 additional credit).

How is IADA different from what I would be taking at my regular high school in drama or music?

IADA is focused on Musical Theatre. While a regular high school drama program concentrates on acting or a music program focuses on playing an instrument, IADA focuses on singing, dancing and acting. Both our drama and music courses involve a culminating musical theatre performance and the composition of an original musical work!

How do I make sure that the credit I take shows up on my transcript?

By providing your OEN (Ontario Education Number) upon registration, IADA administration will ensure that your report cards and earned credits are sent to your *home school*, where your transcript and OSSD will be issued.

Can I get other credits towards my OSSD at IADA?

Yes, absolutely. If you already have your arts credit and a Group 1 credit, any other courses you take at IADA can count as electives towards your OSSD.

What are the requirements to be accepted into IADA?

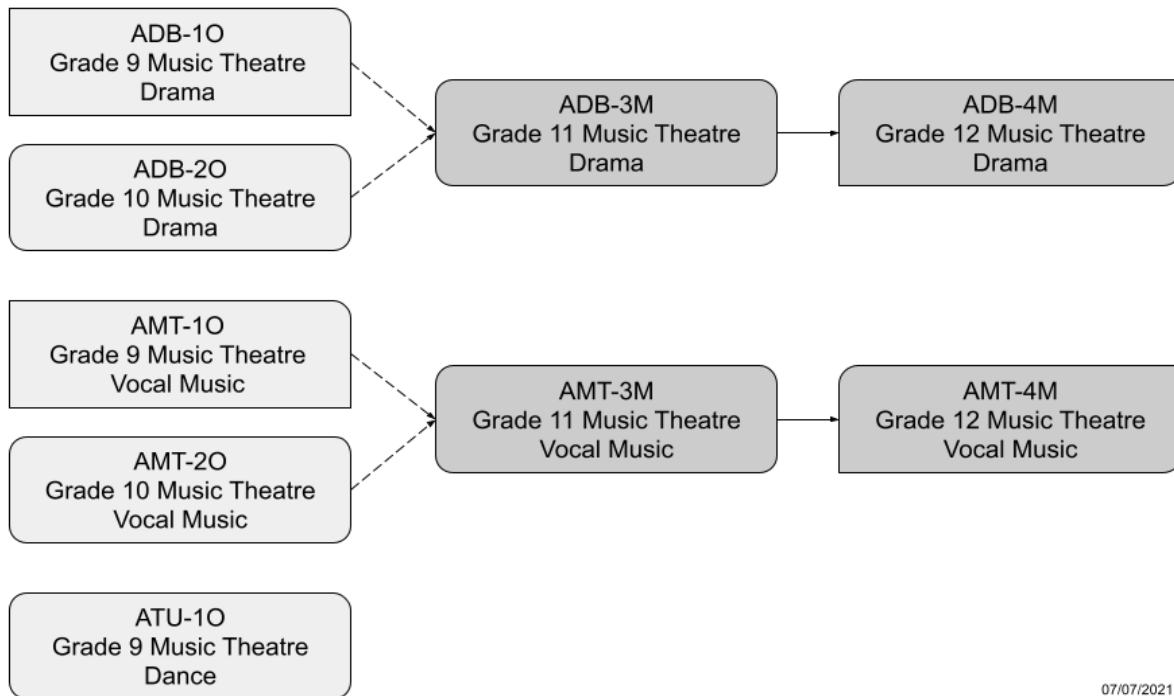
It is very simple to apply to IADA. Students must follow the steps outlined on the IADA website to submit the application package. For students who are already attending secondary school, a copy of an up-to-date transcript is required.

Where can I access IADA Courses of Study to see if the course is right for me?

All **IADA Courses of Study** are available on our school website: <https://www.iadasecondary.com/>

Section Two: Program Planning and Course Selection

IADA Pathways



Graduation Requirements

Excerpted from [Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements](#)

In Ontario, the Ministry of Education highlights the importance and value of completing secondary education. It is expected that every Ontario student remains in school until they reach the age of eighteen or upon completing an Ontario Secondary School Diploma (OSSD), an Ontario Secondary School Certificate (OSSC) or Certificate of Accomplishment.

Ontario Secondary School Diploma

Students need to complete the following criteria to earn their graduation diploma (OSSD), regardless of where they attend secondary school.

- 18 compulsory courses
- 12 electives
- 40 hours of Community Involvement (20 hours for 2021)
- Successful completion of the Ontario Secondary School Literacy Test (OSSLT)

Ontario Secondary School Diploma (OSSD) Compulsory Requirements, *Ontario Schools, K-12*, p. 16.

COMPULSORY CREDITS (TOTAL OF 18)
4 credits in English (1 credit per grade)
<ul style="list-style-type: none"> • The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement. • The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement. • For English language learners, the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.
3 credits in mathematics (at least 1 credit in Grade 11 or 12)
2 credits in science
1 credit in the arts
<ul style="list-style-type: none"> • The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.
1 credit in Canadian geography (Grade 9)
1 credit in Canadian history (Grade 10)
1 credit in French as a second language
<ul style="list-style-type: none"> • Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.
1 credit in health and physical education
0.5 credit in career studies
0.5 credit in civics
3 additional credits, consisting of 1 credit from each of the following groups:
<p>Group 1: English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education</p> <p>Group 2: French as a second language, the arts, business studies, health and physical education, cooperative education</p> <p>Group 3: French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education</p> <p>Note: The following conditions apply to selections from the above three groups:</p> <ul style="list-style-type: none"> • 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.

The Ontario Secondary School Certificate (OSSC)

[Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements](#). Section 6.3

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

7 required compulsory credits 2 credits in English 1 credit in mathematics 1 credit in science 1 credit in Canadian history or Canadian geography 1 credit in health and physical education 1 credit in the arts, computer studies, or technological education	7 required optional credits 7 credits selected by the student from available courses
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The provisions for making substitutions for compulsory credits described in section 6.2 also apply to the Ontario Secondary School Certificate.

The Certificate of Accomplishment

[Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirement](#) - Section 6.4

Students who are leaving secondary school upon reaching the age of eighteen without having met 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 further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

34 Credit Threshold

In 2013, the Ministry of Education implemented a 34-credit threshold for school board funding for students who are in their 5th year or beyond in high school. It is important to note that this is not a "cap" and that students may continue to enroll in credits beyond 34 in number. **As of 2021 this change in Ministry policy does not translate into any limitations for students enrolling in courses or costs for students or their families.**

Community Involvement

Students must complete **40 hours** of community involvement outside of their normal instructional hours in order to be granted their diplomas. Hours may be completed over the course of their high school years. Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 are able to start accumulating community involvement hours in the summer before they enter Grade 9. ([PPM No. 124a.](#))

All secondary students in the province of Ontario are required to complete a minimum of 40 hours of community service in order to graduate with an OSSD. The purpose of this requirement is to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. Students will plan and select their community involvement activities in consultation with their parents and as part of the Individual Pathways Plan process. For mature students, principals will determine the number of hours of community involvement activities required.

Inquire with the IADA Principal about suggested community involvement opportunities.

Please note: All community service hours must be recorded with Student Services of the home school for OSSD graduation requirements.

ELIGIBLE Community Involvement Activities

The Ministry of Education and Training's list of ELIGIBLE activities include events/activities:

- designed to be of benefit to the community
- that support not-for-profit agencies, institutions or foundations
- that are structured to promote tutoring, mentoring, visiting, coaching
- whose purpose is to assist others
- that supports work of a global nature
- that promotes environmental awareness
- that promotes and contributes to the health and wellbeing of any group, including school-based activities
- That are affiliated with a club, religious organization, arts or cultural association, or political organization that seeks to make a positive contribution in the community

The Ministry of Education and Training's list of INELIGIBLE activities include:

- activities that displace paid workers
- activities where you are normally paid (i.e. babysitting)
- 'Take Our Kids to Work Day'
- experiential learning (i.e. job shadow, work experience, Co-op education)
- required activities of a course where you earn a credit
- playing on school sports team
- regular family responsibilities (i.e. chores)
- court ordered community service programs, alternative measure programs or any diversionary program that uses community service
- activities involving the operation of a vehicle, power tools or scaffolding
- activities where you might administer medication or medical procedure
- any student under 15 involved in a factory environment
- any student under 14 involved in any working environment (except health and residential care environments)
- handling of substances classed as "designated substances" under the OHSA
- requiring the knowledge of a tradesperson whose trade is regulated by the provincial government.
- activities involving banking, securities or other valuables

- ❑ activities that take place during the time allotted for the instructional program on a school day

In addition to those that the Ministry has listed INELIGIBLE, the following are also included:

- ❑ any activity that provides direct financial revenue or gain to the student or to the student's immediate family
- ❑ any association with an organization or an organizational activity that does not comply with the policies, procedures and regulations of both the Ministry of Education and Human Rights Legislation.
- ❑ an activity that 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 break or 'spare' period is permissible.

IADA Community Service Hours Opportunities

At IADA, we have a number of ways that students can explore greater involvement in the arts and their community. Speak to our principal about how to get involved in the following:

- ★ Ushering for theatre performances
- ★ Assisting with production elements by building props, organizing costumes, and painting set pieces
- ★ Assisting with summer camp
- ★ Assisting with Innovative Arts auditions
- ★ Assisting with junior classes
- ★ Assisting with IADA events, auditions, and programming
- ★ Co-operative education placements through HCDSB, HDSB, etc.

EDUCATION AND CAREER/LIFE PLANNING

As students progress through courses, teachers are available to help the student prepare for post-secondary opportunities. With faculty assistance, students will:

- learn about the educational and career opportunities available to them
- explore and evaluate a variety of opportunities
- learn to set/achieve goals and gain experiences to make educated decisions concerning career choices
- relate learning to potential career choices

A Career/Education framework is a four-step inquiry process based on four areas of learning as developed by the Ministry of Education to develop a student's Individual Educational Pathway Plan.

Framework	Question
Knowing yourself	Who am I?
Exploring opportunities	What are my opportunities?
Making decisions and setting goals	Who do I want to become?
Achieving goals and making transitions	What is my plan for achieving my goals?

Please reach out to the IADA faculty to receive resource counseling for the arts.

Programs Currently Unavailable at IADA

To inquire about any of the following programs, options, or requirements for graduation, we ask that you please contact your home school that issues the OSSD. More information can be found in [*Ontario Schools, K-12, Policy and Program Requirements \(2016\)*](#). Currently, IADA does not offer any of the programs listed in this section.

- The Ontario Secondary School Literacy Test (OSSLT) (*graduation requirement)
- Changing Course Types
- Experiential Learning/Co-operative Education Credits, Job Shadowing
- Compulsory Courses towards the OSSD and/or a substitution policy for Compulsory Credits
- Prior Learning Assessments (PLAR)

The Ontario Secondary School Literacy Test (OSSLT)

Excerpted From: Ontario Schools, K-12

All students must meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). This is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in life.

To meet this requirement, students are expected to successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10 in accordance with section 6.1.3.1 of [*Ontario Schools, K-12*](#). The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once annually. Once students successfully complete the OSSLT, they may not retake it. Students who **do not** successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement, the Ontario Secondary School Literacy Course (OSSLC) (see section 6.1.3.2), or the adjudication process (see section 6.1.3.3). Mature students can enrol directly in the OSSLC without first attempting the OSSLT or choose to meet the literacy requirement by successfully completing the OSSLT.

Deferrals are granted in accordance with the policies described in Appendix 3, Section 3. Students who are not successful will have opportunities to retake the test in subsequent years, as scheduled by the EQAO. Special provisions are available for English language learners and students with special education needs (see Appendix 3, Section 1). Students who required accommodations that were not available on the day the OSSLT was administered, should refer to section 6.1.3.2. Remedial assistance is required for students who do not complete the test successfully. This remedial

assistance should be designed to help students improve their skills so that they are better prepared to retake the literacy test.

The Ontario Secondary School Literacy Course (OSSLC)

Policy requirements for taking the Ontario Secondary School Literacy Course (OSSLC) are contained in the curriculum policy document [*The Ontario Curriculum: English – The Ontario Secondary School Literacy Course \(OSSLC\), Grade 12*](#). Students who pass the course are considered to have met the literacy graduation requirement. The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT. Students who have had two opportunities to take the OSSLT and have failed at least once, are eligible to enrol in the OSSLC. Principals have the discretion to allow a student to enrol in the OSSLC before they have had a second opportunity to take the OSSLT. Students who were receiving special education programs and/or services and had an IEP documenting accommodations required during the taking of the OSSLT may be eligible to enrol directly in the OSSLC if the accommodations were not available when the OSSLT was administered.

The Adjudication Process

Adjudication panels can be provided to students for an additional opportunity to meet the literacy graduation requirement. This is designed for students who, through no fault of their own, have not been able to take advantage of the normal opportunities to write the OSSLT and/or students who have not been able to enrol in or complete the OSSLC because of unforeseen circumstances. Each spring, the ministry outlines procedures and timelines for that school year.

The OSSLT graduation requirement is conducted by the *home school* and not at IADA.

Procedures for Students Who Wish to Change Course Types

Excerpted From Ontario Schools, K-12 - Section: 7.2.4

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, schools must make provisions to allow students to make such changes of direction, clearly describing these provisions and the prerequisites required.

- In most cases, a student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal.
- In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course **specified as a prerequisite for that course**. If the student has not done so, he or she may take one of the specified prerequisite courses

through summer school, night school, e-learning, the Independent Learning Centre, or independent study.

- If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, **the principal may waive the prerequisite.**

Prior Learning Assessment and Recognition (PLAR)

Excerpted From Ontario Schools, K-12 - Section: 7.2.5

Prior learning includes the knowledge and skills that students have acquired, formally/informally, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario private schools that choose to implement PLAR, may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits. The PLAR process involves two components: challenge and equivalency. The *challenge process* is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The *equivalency process* involves the assessment of credentials from other jurisdictions. [PPM No. 129, "Prior Learning Assessment and Recognition \(PLAR\): Implementation in Ontario Secondary Schools" \(July 6, 2001\)](#) provides more details.

Currently, IADA does not offer PLAR. Please contact your *home school* for more information.

The only exception would be a student who has been exclusively '*homeschooled*' and does not have a *home school* issuing compulsory credits. In this case, IADA would need to contact ONSIS to obtain an OEN # and could be responsible for administering PLAR credits only for the arts.

Experiential Learning Programs

Experiential learning programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allows them to explore a career of interest as they plan a pathway to their post-secondary destination. Experiential learning programs include work experience and cooperative education, and job shadowing/job twinning which is offered in secondary school.

Cooperative Education

Excerpted From: Ontario Schools, K-12 - Section: 8.1

Cooperative education programs (Co-op) allows students to earn secondary school credits while completing a community work placement. These programs complement students' academic programs and provide added value for all students. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course may serve as the related course for a

Co-op credit. Students may earn 1-2 Co-op credits for each related course (full- or half-credit). For multiple-credit courses, a student may earn a maximum of 2 co-op credits for each credit earned in the related course.

Cooperative education courses consist of a classroom and placement component. The classroom component includes pre-placement and classroom integration sessions to prepare students for the workplace, include instruction in key areas, (i.e. health & safety) and opportunities for students to reflect on and reinforce their learning in the workplace. A personalized placement learning plan (PPLP) must be developed for all students in a co-op program. This progress is assessed and evaluated by a teacher through a regular workplace placement component. All cooperative education programs must be developed and implemented in accordance with ministry policy as outlined in [*Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools \(2018\)*](#).

Currently, IADA does not offer cooperative education courses for credit.

Work Experience

Excerpted From: Ontario Schools, K-12 Section: 8.2

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

Student preparation must include instruction related to job-readiness skills, health and safety procedures in the workplace, and school and placement expectations. Students should be provided with opportunities to analyse their work experience and integrate it with their in-school learning.

Work experience placements must comply with the placement assessment criteria outlined in [*Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools \(2018\)*](#).

Currently, work experience programs are not available at IADA.

Job Shadowing and Job Twinning

Excerpted From: Ontario Schools, K-12 Section: 8.3

Job shadowing and job twinning may be offered to students from Grade 7 to Grade 12 as part of curriculum delivery and as part of the career development program. *Job shadowing* allows a student to spend one-half to one day (or, in some cases, up to three days) observing a worker in a specific occupation. *Job twinning* provides the opportunity for the student to observe a cooperative education student at his or her placement for one-half to one day.

Preparing students for job shadowing and job twinning should include instruction related to workplace expectations and health and safety requirements. Students should be given the opportunity to reflect on their experience and the learning that has occurred.

Schools are responsible for ensuring the selection of appropriate placements in safe work environments. A Work Education Agreement form must be completed for a job shadowing or job twinning experience that lasts for more than one day if the student is fourteen years of age or older. If the student is under fourteen years of age or if the job shadowing or job twinning experience lasts one day or less, these experiences should be treated as field trips.

While this is currently not available at IADA, this may be offered as a course extension in the future.

Course Descriptions

Students require 1 arts credit and can use a second arts credit to satisfy Group 1 as they work toward obtaining their OSSD. All other arts credits taken through IADA or the student's *home school* will be deemed electives. All secondary school credits **require 110 hours** to satisfy Ministry of Education requirements.

Musical Theatre Drama Courses (ADB)

ADB10

Pre-requisite/Co-requisite: None

Course Description/Rationale: This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them. Students will be introduced to the conventions and disciplines of American Musical Theatre and will explore Movement, Voice, and Performance to complement their dramatic understanding and scope. Students will use all areas of focus; Drama, Movement, Voice/Music, and Performance, to explore theatrical elements, dramatic culture, influences and impact, and build their own creative processes as well-rounded artists, performers and collaborators.

ADB20

Ministry Prerequisite: None

IADA Suggested Prerequisite: ADB10

Course Description/Rationale: This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them. Students will reflect on the conventions and disciplines

of American Musical Theatre and will build Movement, Voice, and Performance techniques to complement their dramatic understanding and scope. Students will apply their learning to understand the range of opportunities outside of the classroom to explore the dramatic arts as a student as well as explore learning opportunities and careers that exist within the Musical Theatre and Dramatic industry. Students will use all 4 areas of focus; Drama, Movement, Voice/Music and Performance to explore theatrical elements, dramatic culture, influences and impact, and build their own creative processes as well-rounded artists, performers and collaborators.

ADB3M

Ministry Prerequisite: Drama, Grade 9 or 10, Open

IADA Suggested Prerequisite: ADB2O

Course Description/Rationale: This course provides opportunities for students to build on their understanding of the dramatic forms and techniques using material from a wide range of sources. Students will use the elements of drama to examine situations and issues that are relevant to their lives, and that reflect society and history. Students will create, perform, discuss, and analyze drama, and then reflect on their experiences to develop an understanding of themselves, the art form, and the world around them. Students will analyze the conventions and disciplines of American Musical Theatre and will create using Movement, Voice and Performance techniques to complement their dramatic understanding and scope. Students will apply their learning to understand the range of opportunities outside of the classroom to explore the dramatic arts as a student as well as in career contexts and will understand the options for them to pursue a career in Canadian Musical Theatre. Students will use all 4 areas of focus; Drama, Movement, Voice/Music and Performance to explore theatrical elements, dramatic culture, influences and impact, and build their own creative processes as well-rounded artists, performers and collaborators.

ADB4M

Prerequisite: Drama, Grade 11, University/College Preparation

IADA Suggested Prerequisite: ADB3M

Course Description/Rationale: This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures and will analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school. Students will analyze the conventions and disciplines of American Musical Theatre and will apply their Movement, Voice and Performance techniques to develop their own unique artistry within creation, analysis and production. Students will apply their learning to prepare for opportunities outside of the classroom to showcase the skills needed to pursue a career in Canadian Musical Theatre. Students will use all 4 areas of focus; Drama, Movement, Voice/Music and Performance to explore theatrical elements, dramatic culture, influences and impact, and showcase their own creative processes as well-rounded artists, performers, and collaborators.

Musical Theatre Voice Courses (AMT)

AMT10

Pre-requisite/Co-requisite: None

Course Description/Rationale: This course emphasizes the creation and performance of music within Musical Theatre at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, musical theatre, and performance, and will develop a variety of skills transferable to other areas of theatre performance and their personal lives.

AMT20

Ministry Prerequisite: None

IADA Suggested Prerequisite: AMT10

Course Description/Rationale: This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures. Students will learn the creative process of choosing and developing performance material, will explore audition techniques, and use technologies to create and explore careers and learning opportunities within the arts, music, and musical theatre realm.

AMT3M

Ministry Prerequisite: Music, Grade 9 or 10, Open

IADA Suggested Prerequisite: AMT20

Course Description/Rationale: This course emphasizes the creation and performance of music using voice within the scope of Musical Theatre at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and safe practices related to music, musical theatre and performance, and will develop a variety of skills transferable to other areas of theatre performance and their personal lives. Students will explore the professional industry of musical theatre vocal performance, creation, production, and education to expand on career opportunities within the scope of musical theatre voice.

AMT4M

Prerequisite: Music, Grade 11 University/College Preparation

IADA Suggested Program Prerequisite: AMT3M

This course provides students with the fundamental knowledge and skills needed to succeed in the music and musical theatre workplace. Students will, at a level consistent with previous experience, perform appropriate musical works. Independently and collaboratively, students will use current technology and the creative and

critical analysis processes to plan, produce, and market music and musical theatre presentations that reflect a broad spectrum of workplace contexts. In addition, students will explore ethical and safe practices related to music and musical theatre. Students will collaborate on a self-written and directed musical revue as well as develop a final musical performance showcase directed by program heads.

Course Withdrawal

Excerpted From [The Ontario Student Transcript, 2013](#), p.15

Grade 9 and 10

Withdrawals from Grade 9 and 10 courses are **not recorded** on the OST. Only successfully completed courses are recorded on the OST.

Grades 11 and 12

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 first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, **the withdrawal is not recorded on the OST.**

If a student withdraws from a course **after five instructional days** following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, **the withdrawal is recorded on the OST by entering a “W” in the “Credit” column. The student’s percentage grade at the time of the withdrawal is recorded in the “Percentage Grade” column.**

Section Three: Student Handbook

IADA Student Expectations

1. Students are expected to attend all classes regularly and punctually.
2. Students are to wear appropriate clothing for classes.
3. Students are expected to use appropriate language and avoid altercations of any kind with other students and school staff.
4. Students are expected to complete assessments to the best of their ability and hand in all assigned work on time.
5. Students are expected to know and follow the expectations as outlined in the Student Code of Conduct.

Assessment and Evaluation of Student Performance

Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits is done separately, apart from when learning skills and work habits may be included as part of a curriculum expectation. All curriculum expectations are accounted for in instruction and assessment. Evidence of student achievement for assessment is collected over time from three different sources: **observations, conversations, and products.**

ASSESSMENT FOR/AS LEARNING

Assessment is the process of gathering information from a variety of sources that accurately reflects how well a student is achieving both specific and overall curriculum expectations in a course. As part of assessment, teachers and peers will provide students with descriptive feedback that guides their efforts towards improvement (assessment for learning) as well as guides them in assessing their own progress (assessment as learning).

ASSESSMENT OF LEARNING

Evaluation is based on assessment of learning and focuses on students' achievement of the overall expectations. A single assessment of learning may include one or more of the four knowledge and skills categories. Assessment of learning in this course will be continuous throughout the year, will follow opportunities for students to improve their understanding, and will include a variety of assessment methods. Assessment of each student's learning is done independently and by the teacher.

Evaluation will be based on four categories of the Achievement Chart for the course and of expectations from all units of the course. Thirty percent of the grade will be based on a final evaluation administered at the end of the course.

Equity and Inclusive Education

In an environment based on principles of inclusive education, all students, caregivers, and other members of the school community - regardless of ancestry, culture, ethnicity, sex, physical or

intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors - are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the IADA community must feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a learning culture of high expectations. Our aim is that all IADA students see themselves reflected in the curriculum, their physical surroundings, and the broader environment so that they can feel engaged in and empowered by their learning experiences. Anti-discrimination education is an important, integral component of this strategy.

Teaching and Learning Strategies

The teaching and learning strategies used in all courses are varied to meet student needs and the range of learning styles encountered. IADA differentiates instruction and assessment strategies, taking into account background, experiences, and the interests and learning needs of all students.

The Achievement Chart for The Arts, Grade 9-12

The achievement chart identifies four categories of broad knowledge and skills within which to organize subject expectations. These categories are interrelated, reflecting on the wholeness and interconnectedness of learning. **The teacher will ensure that all student learning is assessed and evaluated in a balanced manner.** Students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of curricular expectations across all four categories of knowledge and skills.

The categories of knowledge and skills are as follows:

- **Knowledge and Understanding:** Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).
- **Thinking:** The use of critical and creative thinking skills and/or processes.
- **Communication:** The conveying of meaning and expression through various art forms.
- **Application:** The use of knowledge and skills to make connections within and between various contexts.

Knowledge and Understanding	25%	Thinking/Inquiry	25%
Communication	25%	Application	25%

Seventy percent of the final grade will be based on assessments and evaluations conducted throughout the course. This portion of the grade will reflect the student's **most consistent level** of achievement throughout the course, although special consideration will be given to **recent evidence** of achievement.

A **final grade** is recorded for this course, and a credit is granted and recorded for this course if the student's grade is 50% or higher. The final grade will be determined as follows:

Term Work: 70% of the overall grade (from all term evaluations)

Final Evaluation(s): 30% of the overall grade (includes a culminating activity and/or final evaluation)

Culminating Evaluations

Culminating evaluations occur at or near the end of a course and address all *overall expectations*. They form part of the final 30% of a student's mark. If a student is absent from a culminating activity, they must provide a doctor's note. The culminating activity will not normally be rescheduled. For this course, the culminating evaluation will occur over a specified time period near the end of the course.

Learning Skills & Work Habits

The development, assessment, and evaluation of learning skills and work habits will occur in the following areas: responsibility, organization, independent work, collaboration, initiative, and self-regulation. Learning skills and work habits, apart from when learning skills and work habits may be included as part of a curriculum expectation, will not be considered in the determination of a student's grade. These will be reported on twice during a course (midterm and final).

Reporting Periods

Interim (Progress) Report: Written feedback will be done at the school level to reflect how well the student is progressing in the interim portion of the course.

Midterm Report: This will be a percentage mark shared with the student and family and sent to the Home School.

Final Report: This will be a percentage mark, shared with the student and family, submitted through ONSIS and sent to the *home school* to be added to the OSR.

Credit: IADA has been validated, has acquired a BSID, and has the authority to issue credits.

Late and Missed Assignments

IADA policies on late and missed assignments are founded upon the principles set forth by the Ministry of Education in *Growing Success* (2010). This involves communication between the student, parent/guardian, and teacher to clarify reasons for missed assignments. Most often, the expectation is that staff and students will resolve any issues themselves.

Responses to late or missed assignments may include, but are not limited to:

- A negotiated extension
- An alternate opportunity for the student to demonstrate the same expectations
- A phone call/email home to the parent/guardian for out-of-school support
- A discussion with the school principal

An assignment may only receive a mark with no deduction. A zero will only be assigned for any missed assignments after all opportunities for success have been missed and the reporting period is complete. A student's provincial report card, *Learning Skills and Work Habits* may be used to reflect late/missed assignments.

Tests and Presentations/Performances

If you know in advance you will be absent on a test/performance day, please make alternate arrangements with the teacher to complete the work. If you are absent on the test/performance day please be prepared to do the work on the day that you return to class, at a time deemed appropriate by the teacher. If this communication has not occurred, there may or may not be an opportunity to complete the work.

Please note: a large percentage of this course involves collaboration and group performances. Therefore, a commitment is required not only for your success but for the success of your peers. *If you miss a performance, your mark **may** be comprised of other performances, dress rehearsals, and experiences that have been graded.

Final Evaluation Attendance Procedures

- Final evaluations are compulsory. Parents are encouraged to avoid booking family vacations or appointments during our 'exam' period. Students and parents who require exams to be rescheduled because of emergencies and other critical situations may request consideration in writing from the Principal. Teachers are not authorized to reschedule final evaluations. Please note that in most cases IADA final evaluations are incorporated into an audience-based performance.
- Parents are to notify the school immediately if a student will be absent from a final evaluation. A doctor's note may be required for an illness. Alternative arrangements may be difficult due to performance restrictions. Decisions will be based on each individual case.
- In the case of IADA final evaluations, this comprises the dates of technical rehearsals, dress rehearsals, and performances of productions.

Attendance

a) Regular attendance and punctuality are critical to your success at school. Teachers and the

administration will monitor attendance closely.

- b) If you are planning to be absent due to illness, etc., please phone the school and leave a message or email the school secretary.
- c) If you have been absent from school, bring a note or have an email sent from your parent/guardian stating the date(s) and reason(s) to the office.
- d) Parents/guardians may be called when the cause of absence is unknown or needs substantiation.
- e) Upon reaching the age of 18, attendance is the responsibility of the student. A valid reason is still required for absence from school. Being 18 does not mean that you can leave school at any time.
- f) Students leaving early for an appointment must provide a note from parent to the office administrator. The student is expected to sign out at the office before leaving for the appointment. Please avoid making appointments during class hours.
- g) A student who becomes ill is to report to the office. The parent/guardian will be called to give permission to leave school and to sign out.
- h) Students must report to class promptly. If they arrive late for school, they may go to the class directly if they arrive within 10 minutes of the class starting. After that, students must report to the office to sign in. In those cases, the student should report to the attendance office upon arrival.
- i) If attendance or lates become an area of concern, the administration will contact the parent/guardian to discuss next steps.

Legitimate absences include:

Illness, medical/specialist appointments that are unavoidable, emergencies, religious days, bereavement, and court.

Electronic Devices/Computers/Cell Phones

Students are to use cell phones outside of instructional time during the school day unless under the supervision of a person of authority in the school. Students are encouraged to keep their cell phones in their bags. Earbuds are not to be worn in class. The school is not responsible for lost, damaged, or stolen electronic devices. Teachers may utilize these devices for lesson purposes.

Our school will provide students access to wi-fi when required for course work. *It is our expectation that the internet will be used appropriately for coursework only during designed work periods.*

Behaviour Code of Conduct

[PPM No. 128, “The Provincial Code of Conduct and School Board Codes of Conduct” \(December 5, 2012\)](#) outlines the provincial *Code of Conduct*. The code sets clear standards of behaviour that apply not only to students but to all individuals involved in the publicly funded school system – parents, volunteers, teachers, other school staff, community partners, and the police – whether they are on school property, on school buses, or at school-related events or activities, or in other circumstances where engaging in the activity will have an impact on the school climate. The provincial Code of Conduct promotes respect within the learning environment and the teaching environment and sets clear provincial standards for behaviour. This code of conduct is supported by IADA.

A code of conduct encourages a positive learning atmosphere which assists students in developing feelings of self-worth, self-discipline and respect for others. All students, parents, teachers, and administration have the right to be safe and feel safe in their school community. To support this objective, clearly defined IADA student expectations are written down for the benefit of students, staff and parents.

Progressive Discipline

We do not anticipate any discipline issues at our school. Disciplinary actions **may involve, but are not limited to:** a warning, a referral, a call home, removal from class (short term or permanently), removal from a school activity, and/or an out-of-school suspension. **Decisions regarding disciplinary action are at the discretion of administration.**

Respect for Peers and Others

All students are entitled to an environment that is safe, welcoming, and free of violence. This means acts such as intimidation are not to be part of school life. Students are expected to be courteous and considerate in dealings with others. Physical, verbal, sexual, or psychological abuse, bullying, cyberbullying, or discrimination based on race, culture, religion, gender, language, disability, sexual orientation, or any other attribute, is unacceptable and will not be tolerated. Involvement in a fight or provoking/encouraging a fight may result in a suspension. Continued involvement in fights will result in increased length of suspensions.

Respect for Property

Students are expected to treat the school grounds, the building, and everything in the school with respect. The community, school staff, and the student body take much pride in this school. Therefore, all students are expected to help keep it tidy, in good repair, and thereby share in this pride. Students who destroy or deface school property, or property belonging to others, will be required to pay the cost of repair or replacement. Destruction of school property may result in

suspension or expulsion and possible police action. Students who lose or damage school equipment or resources must cover the cost of replacement or repair.

Smoking/Vaping

[The Smoke-Free Ontario Act, 2017](#) prohibits the smoking of tobacco, the use of electronic-cigarettes (e-cigarettes) to vape any substance, and the smoke of cannabis (medical and recreational) in enclosed workplaces and enclosed public spaces, as well as other designated places in Ontario, to protect workers and the public from secondhand smoke and vapour. Smoking refers to the smoking or holding of lighted tobacco or cannabis (medical or recreational). Vaping refers to inhaling or exhaling vapour from an electronic cigarette or holding an activated electronic cigarette, whether or not the vapour contains nicotine.

Public School and Private School Property Smoking and vaping is not allowed in public and private schools, including the grounds associated with the school, and public areas within 20 metres of any point on the perimeter of the grounds of the school. Where a private school is not the only occupant of the premises, then the grounds designated for the school (e.g., a playground) and public areas within 20 meters of any point on the perimeter of those grounds are affected. It is also illegal to sell tobacco and vapour products in public schools and private schools.

An individual who violates the prohibition on smoking and vaping in schools or on and around school grounds may be charged and if convicted, face a maximum fine of \$1,000 (for a first offense) or \$5,000 (for any further offense).

Respect for Yourself: Drugs and Alcohol

Under the **Safe Schools Act** (2000) and the Education Amendment Act ([Keeping our Kids Safe at School](#)) (2009) any student who is in possession of alcohol or drugs, under the influence or suspected of being under the influence of alcohol or drugs while that student is at school or engaged in a school related activity may face a suspension. Drugs, drug paraphernalia, and alcohol will be confiscated, and it may become a police matter. Personal belongings can be searched. If you are in possession of drugs for the purpose of distribution, you may face expulsion from school. School administrators operate under the Safe Schools Act of Ontario.

Plagiarism and Cheating

Students are responsible for being academically honest in all aspects of their schoolwork. Academic dishonesty includes a variety of behaviours including cheating, plagiarism, forgery, and facilitating or aiding academic dishonesty. Such behaviours impede the learning process and threaten the educational environment for all students.

Students must understand that the tests/exams/assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned. It is important that students and parents understand the gravity of such behaviour and the importance of acknowledging the work of others.

Plagiarism may take many forms, including the following:

- Copying word for word from any outside source without proper acknowledgment.
- Paraphrasing ideas from any outside source without proper acknowledgment.
- Submitting in whole or in part work completed by another student.
- Allowing one's essay, assignment and/or test answers to be copied by another student.

In the “Arts” plagiarism takes many forms, including the following:

- Theft- Copying a piece of artwork and presenting/sharing it as ‘your own’, including but not limited to using; songs, scripts, choreography, design
- Tracing- Copying composition and structure of a work with little alteration, claiming the by-product as your own “motions of reproducing” a piece, dance, song or dramatic work
- Art Paraphrasing- Taking basic composition of a piece of theatre and using that as the basis to make your own piece, very similar to literary plagiarism (scripts, story/plot, choreography)
- All Art works in ANY medium are protected by an understood copyright. Unlike inventions where creators file patents to protect royalties, the patent in ART is understood because the artwork exists.
- Referencing art is not wrong. It is okay to look at a body of work to understand how something works, or to gain inspiration, but the minute you USE anything that the artist has created, you must have ‘explicit permission’ from the artist to reproduce, replicate, or reference the work to use it in ANY WAY that you can claim as your own work.

Consequences for a student who cheats or plagiarizes:

- The teacher will conference with the student to explain the situation.
- The teacher will use professional judgment and work with the student to determine the course of action on an **individual** basis.
- Subsequent incidents will be reported to the Principal and will be tracked.
- Where the integrity of an evaluation activity has been compromised, the student is still responsible for meeting the missed expectations. For a first offense, the teacher should provide an opportunity for the student to re-submit the evaluation activity or an alternate assignment with no penalty. At the teacher's discretion, the student may be required to complete the evaluation activity under supervised conditions.
- In those instances where a student demonstrates a pattern of behaviour, the school principal may determine an appropriate consequence.
- Choosing not to complete the alternate evaluation activity or losing the opportunity due to repeated offences, will result in a mark of 0 being assigned.

This is not a definitive list — any action which implies that someone else's work is your own can be considered plagiarism. Consequences will be based on the individual circumstances of the student.

Parent/Guardian Responsibilities

Encourage and support your child and contact the classroom teacher to discuss any questions or concerns.

1. **CALL/EMAIL** the school secretary if your child will be absent. Please refrain from emailing the teacher.
2. Discourage your child from working long hours, for example, at a part-time job, or competitive activity that prevents students from coming to class actively engaged and ready to work. Students should not request to miss school in order to work, except under emergency circumstances.
3. Make sure that the school has your **correct phone number (including cell and a number at work** where you can be reached) and **email address**.
4. Please schedule appointments (dental, medical, personal business) outside of class time whenever possible.
5. Make vacation plans in accordance with the school calendar. Students on vacation during class time will miss a significant amount of work.
6. Communicate religious/other holidays that may fall on a school days in advance..

Student Support and Resources

Special Education Policies

Students are active participants who can and should be taught to advocate for their own needs so that they have the opportunity to achieve their maximum potential. Parents should make IADA aware of any exceptionalities that would/could impact their child's learning. If a student has an IEP, we ask that it be shared with the Principal in order for us to provide individualized support through program delivery in the regular classroom. An annual IPRC is conducted through the home school. IADA faculty are willing to provide any observational/anecdotal information for upcoming IPRC's.

Accommodations and Modifications

Accommodation refers to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade or course.

Modifications are changes made in the grade-level expectations for a subject or course in order to meet a student's learning needs. In most secondary school courses, modifications typically involve changing the number and/or complexity of the regular grade-level overall curriculum expectations. In situations where modifications have been extensive, the principal will determine whether a credit can be granted.

Program Supports

Special Education support is available to students who have been identified with a learning exceptionality through the Individual Placement and Review Committee (IPRC) process. In addition, we also support students who have not been identified with a learning exceptionality through the IPRC process, but still benefit from receiving specialized learning support. Our teachers work closely with school administration, parents, and the *home school's* student success counselors, if required.

Some examples of additional supports include (but are not limited to) the following:

- ✓ Resources for classroom teachers to provide accommodations for students within the regular classroom
- ✓ Ongoing monitoring of students' progress
- ✓ Scheduled support time outside of regular class hours; tutorial classes are available
- ✓ Supporting students' program accommodations (e.g. providing an alternative setting and/or extra time, culminating activities, facilitating assistive technology support, etc.)
- ✓ Providing support to classroom teachers with program modifications
- ✓ Facilitating home/school communication
- ✓ Counseling and referral to community and/or board services

English Language Learners (ELL)

English Language Learners [ELL] are students whose first language is a language other than English and who may require focused educational support to assist them in attaining proficiency in English. With parental support, our staff at IADA are eager to help these students develop artistic talents.

Glossary

Adolescent Student: An adolescent student is defined as a student under 18 years of age.

Challenge Process: The Challenge Process is used by a student to obtain credits for prior learning or experience and is assessed through a variety of assessment strategies, including formal tests and assignments.

Credit: Every 110-hour subject a student takes during high school in Ontario is counted as one credit. Students require 30 credits to graduate with an OSSD.

English Language Learners [ELL] are students whose first language is a language other than English and who may require focused educational support to assist them in attaining proficiency in English.

Equivalency: Equivalency credits can be granted to students who have completed secondary school in an educational system comparable to that in Ontario, have appropriate transcripts, and if the curriculum expectations and standards of achievement are similar to the curriculum expectations and standards granted to students who have taken the course.

Home School: A *'home school'* is the school of record that a student will be graduating from. It is the school that will maintain and update the student's OSR and issue the OSSD upon completion of all requirements.

Homeschooling is the process of teaching one's children in the home instead of sending them to a school. Homeschooling provides learning outside of the public or private school environment.

IEP: An Individual Education Plan (IEP) identifies the student's specific learning expectations and outlines how the school will address these expectations through appropriate accommodations, program modifications and/or alternative programs as well as specific instructional and assessment strategies.

Mature Student: A mature student is one who is 18 years of age and has been out of school for ten months following his/her 18th birthday.

Ontario Secondary School Diploma (OSSD): The diploma issued by the Ministry of Education for successful completion of 30 credits, consisting of compulsory and elective credits, a literacy test and community service hours.

Ontario Secondary School Literacy Test (OSSLT): This literacy assessment is a graduation requirement in Ontario. Upon completion of Grade 9, students must successfully complete a literacy test, administered annually by EQAO . See OSSLT for a more detailed description of ways to fulfill this requirement.

Ontario Student Transcript (OST) The Ontario Student Transcript (O.S.T.) is a provincially standardized document which is the student's official record of credits earned. This transcript is issued by the home school.

Overall and Specific Expectations: Overall expectations describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade. Specific expectations describe the expected knowledge and skills in greater detail.

Prerequisite- All prerequisite courses are identified in ministry curriculum policy documents, and no other courses may be identified as prerequisites. A prerequisite is a course that a student must complete prior to beginning a specific course.

Prior Learning Assessment and Recognition (PLAR): The formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school.

Resources

[The Ontario Curriculum, The Arts, Grades 9 & 10, 2010](#)

[The Ontario Curriculum, The Arts, Grades 11 & 12, 2010](#)

[Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, Grades 1 to 12, 2010](#)

[The Ontario Student Transcript \(2013\), Toronto, Ministry of Education.](#)

[Ontario Schools: Kindergarten to Grade 12: Policy and Program Requirements \(2016\), 2.5.2.1](#)

[Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools \(2018\).](#)

[The Smoke-Free Ontario Act, 2017](#)

Ontario Ministry of Education, (1990). *The Education Act*, 181/98: Identification and Placement of Exceptional Pupils. <https://www.ontario.ca/laws/regulation/980181>

Ontario Ministry of Education, (2013). *K-12 School Effectiveness Framework*. Toronto, ON: The Institute for Educational Leadership. <http://www.edu.gov.on.ca/eng/literacynumeracy/SEF2013.pdf>

Ontario Ministry of Education, (2013). *Learning for All*. A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12. Toronto, ON: Queen's Printer for Ontario. <http://www.edu.gov.on.ca/eng/general/elemsec/speced/learningforall2013.pdf>

Ontario Ministry of Education, (2009). *Ontario's Equity and Inclusive Education Strategy*, Toronto, ON: Queen's Printer for Ontario. <http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf>

Ontario Ministry of Education, (2017) *Special Education in Ontario K-12 Policy and Resource Guide*. Toronto, ON: The Institute for Educational Leadership. http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf

Ontario Ministry of Education. (2010). *Caring and Safe Schools in Ontario*. Toronto. http://www.edu.gov.on.ca/eng/general/elemsec/speced/caring_safe_school.pdf

Ontario Ministry of Education. (2010). *Parents in Partnership: A Parent Engagement Policy*. http://www.edu.gov.on.ca/eng/parents/involvement/pe_policy2010.pdf

Ontario Ministry of Education. (2008). *Reach Every Student - Energizing Ontario Education*. Toronto. <https://michaelfullan.ca/wp-content/uploads/2016/06/13396078200.pdf>