



THE
STUDY
ACADEMY

HANDBOOK

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At a Glance

Contact

The Study Academy
416.929.1630

thestudyacademy.ca

hello@thestudyacademy.ca

20 Glebe Road East, Toronto, ON M4S 1N6 (Lower School)

2040 Yonge Street, Suite 300, Toronto, ON M4S 1Z9 (Upper School)

Jason Krell, Principal

Bryan Levy-Young, Founder

Kathleen Clancy, US Administrator

Alison Paterson, LS Administrator

US Attendance

LS Attendance

Teachers

jasonkrell.youcanbook.me

bly@thestudyacademy.ca

kathleen@thestudyacademy.ca

alison@thestudyacademy.ca

usattendance@thestudyacademy.ca

lsattendance@thestudyacademy.ca

<firstname>@thestudyacademy.ca

Key Information

LS Calendar

thestudyacademy.ca/lower-school-calendar

US Calendar

thestudyacademy.ca/upper-school-calendar

LS Daily Schedule

8:50-3:25 (3:30-4:00 Study Hall)

US Daily Schedule

8:55-3:30 (3:30-4:00 Study Hall)

Founded

September 2006

School Colours

Double Blue and White

School Mascot

Husky

Introduction

Core Values

The Study Academy is governed by five central philosophies that help to define the culture and character of our school:

1. Learning is a social activity, influenced by our emotions and motivations
2. Students are the central participants in the learning process
3. Learning environments must be responsive to individual differences
4. Virtuous cycles occur when research informs practice and vice versa
5. Learning requires a disciplined investment of intelligence from learners

Mission

To build and continuously develop a learner-centred community that fosters a culture of engagement and creativity through inclusive and innovative teaching.

Vision

We see a learning environment with a culture of open and authentic reflection, evidence-informed decision-making, and a responsive, whole-student approach to teaching and learning focussed on building adaptive competences through Academic and Essential Skills.

About The Study Academy

The Study Academy was founded on the principle that everybody learns differently. We are a proudly small independent school and offer a collegial environment that supports students in pursuing personalized education tailored to their unique learning styles and capabilities. Our students are challenged and enriched in a supportive environment that focuses on personal growth as well as academic achievement. The Study Academy's vision and core values are deeply embedded in the student's experience, our teaching practice, and our incorporation of the principles of Mind, Brain, and Education.

Student Experience

- Family-sized classes that foster individual learning styles
- Teacher-led focus on academic inquiry, problem-solving, and critical analysis
- Collaborative and feedback-rich environment
- Stimulating extra-curricular activities that provide opportunities for teamwork and development of leadership skills

Pedagogy

- Varied and evidence-based teaching methods to support the development of healthy brain architecture



- Community service learning through our Inspire Week program and ongoing community involvement activities
- Regular feedback on learning skills, executive functions, and self-regulation
- Opportunities for remedial support and enrichment activities

Mind, Brain, and Education

- Neurofeedback training to improve sustained attention and problem solving
- Evidence-based teaching including discussion-based classrooms
- Ongoing participation in applied educational research to inform teaching methods and school policy, and to contribute to the science of learning

Measuring Success

The Study Academy measures student success as the development of a combination of several positive traits, including executive functions, self-efficacy, intellectual curiosity, and self-regulation. These winning traits and habits are firmly embedded in the school's culture, as demonstrated by our featured Learning Skills Month program. Students are guided to develop:

- Healthy self-image
- Strategies to overcome areas of deficit and challenge
- Initiative and engagement in learning activities
- Effective self-regulation
- Intellectual curiosity
- Critical thinking
- Competency in receptive and expressive language
- Consolidated mathematical skills, both conceptually and functionally

Student Profile

Students at The Study Academy are bright, creative, and social children who desire more from their education: more face time with their teachers; more discussion during class; more emphasis on learning skills; and more individualized programming catered to their specific learning profile. Our students have a diverse set of talents and learning styles, and they are eager to develop the skills and acquire the confidence to succeed in Upper School and beyond.

As they progress through The Study Academy, students acquire superior skills in mathematics and language while learning to think critically, anticipate outcomes, and make decisions. They learn to embrace new situations without anxiety, and gain the confidence and independence to explore new ideas and strategies.

Attendance

Classroom discussion and feedback form the fabric of learning and are paramount to academic success and personal development. These opportunities cannot be replicated outside of the classroom, and for this reason we ask that students and their families make attendance the highest priority. Parents and guardians (hereafter referred to as parents) are asked to plan family trips and

medical or professional appointments with our existing holiday schedule in mind so that their child's learning is not limited.

In the event that a student is away, the responsibilities for students, parents, and teachers are outlined below:

Student Responsibilities

- Contact every course teacher to make-up work and obtain class resources missed during the absence
- Meet with the teacher prior to being away (for scheduled absences) to obtain a summary of work to be completed, class notes, and any associated deadlines
- Check Google Classroom to keep up-to-date on resources, homework, and assessments • Supply medical/religious documentation to all teachers for missed assessments to allow rescheduling

Parent Responsibilities

- Inform the school via telephone or email by 8:30 am of a student absence or late arrival
- Provide a written note or email to allow a student to sign-out when leaving during the school day
- Inform the school of any extended absences in advance

Teacher Responsibilities

- Ensure that handouts and resources are made available for absent students
- Facilitate opportunities to discuss make-up deadlines (where appropriate documentation has been provided)
- Identify missed curriculum expectations for absent students
- Support absent students in learning missed curriculum expectations

Chronic absenteeism impacts learning and performance—this effect is accelerated when the student does not fulfil their responsibilities (outlined above). Extreme cases of missed class time may involve loss of credit or failure due to either poor academic performance or insufficient opportunity for assessment of curriculum expectations.

To provide clear guidelines about student attendance we have provided an absenteeism outcome schedule below. This table describes attendance benchmarks (number of absences when coupled with unfulfilled student responsibilities) and the school's corresponding responses.

Absenteeism Outcome Schedule

Benchmark	Upper School*		Lower School		Response
	Absences	Late Arrival (greater than 5 minutes)	Absences	Late Arrival (greater than 5 minutes)	
1	5	10	10	20	Parent/student conference with principal to outline strategies that will be implemented should the next benchmark be met
2	10	20	15	30	Implementation of attendance plan from previous benchmark
3	15	30	20	40	Continued planning, intervention, and potential loss of credit, failure, or grade of "I" due to insufficient evidence of learning

* indicates outcomes for semester courses (year-long and quad courses are similarly scaled)

Missed Assessments

All missed assessments due to student absence require appropriate documentation (i.e., a note from a medical professional or documentation of a religious holiday) upon return in order to reschedule.

Extended Absences

Students who will be gone for extended absences in excess of five class days or have recurring medical issues that limit class attendance and plan to continue their academic program must sign an Extended Absence Contract. Extended Absence Contracts (available from the school administrator)

must be completed before leaving. Terms of the extended absence and ensuing course accommodations will be determined between the student, parent, and principal.

Punctuality

It is expected that students will arrive at school for each class on time and prepared to commence at the start of the scheduled class period. Tardiness may contribute to student course evaluations in the following manner:

- Reporting of learning skills
- Missed assessments
- Severe cases may result in loss of credit or course failure according to the Absenteeism Outcome Schedule

We acknowledge the difference between arrival subsequent to the commencement of class and arrival significantly through the class period. Students who arrive within the first 5 minutes of class will be recorded as late (which will appear on subsequent reporting). However, arrival within the first 5 minutes of class will not be considered toward the Absenteeism Outcome Schedule and will not directly contribute to the loss of credit or course failure (except in cases of repetitive tardiness).

Safe Arrival Policy

Parents of students who will be either attending class late or absent from class are required to call or email the school prior to 8:30 am to inform the school administrator. It is the responsibility of the parent to inform the school of missed class time, to ensure that all students are accounted for and safe. Students who need to leave school before the end of class must present documentation to a school faculty member to obtain permission to do so.

Code of Conduct

The Code of Conduct for The Study Academy was developed in accordance with the Ontario Schools Code of Conduct (2001) and the Accepting Schools Act (Bill 13, 2012). The general aim of these statements is to provide a framework to ensure that the school is a safe, inclusive, and productive learning environment for all. For enrolment at The Study Academy, we require parents and students to read and acknowledge the Code of Conduct to ensure that all parties are familiar with school expectations and procedures.

Introduction

The Study Academy is a school that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment.

All students, parents, teachers, and staff have the right to be safe, and feel safe, in their community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

This Code of Conduct sets clear standards of behaviour. It identifies outcomes for student actions that do not comply with these standards. The standards described in this document apply not only to students, but also to all individuals involved in our school; parents, volunteers, teachers, and other staff members (further referred to as members of the school community) – whether they are on school property, in transit with/for the school, in communication via networking or social media tools, or at school authorized events or activities.

Guiding Principles

- All members of the school community are to be treated with respect and dignity.
- Academic and personal growth involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.
- Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.
- The possession, use, or threatened use of any object to injure another person endangers the safety of oneself and others.
- Alcohol and illegal drugs are addictive and present a health hazard. The Study Academy will work cooperatively with police, drug, and alcohol agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol or illegal drugs.
- Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

Roles and Responsibilities

Roles and Responsibilities of Principal

The principal is designated in a leadership role in the daily operation of the school. Specifically, the principal will provide leadership by:

- Demonstrating care and commitment to academic excellence and a safe teaching and learning environment
- Holding everyone under authority accountable for their behaviour and actions
- Communicating regularly and meaningfully with all members of the school community
- Investigating any incident reported by a member of the school community
- Notifying the parents of students whom have harmed other members of the school community about the incident – including discussion about the supports that will be provided to the offending student
- Inviting the parents of students whom have been harmed to discuss supports that will be provided to the student
- Communicate with members of the school community whom reported an incident

Roles and Responsibilities of Teachers and School Faculty

Teachers and School Faculty maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

- Help students work to their full potential and develop their self-worth
- Communicate regularly and meaningfully with parents
- Maintain consistent standards of behaviour for all students
- Demonstrate respect for all students, staff, and parents

Roles and Responsibilities of Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour.

Respect and responsibility are demonstrated when a student:

- Comes to school prepared, on time, and ready to learn
- Shows respect for themselves, for their peers, and for those in authority
- Refrains from bringing anything to school that may compromise the safety of others
- Follows the established rules and takes responsibility for his or her own action
- Is provided with an opportunity to form school group(s) promoting inclusivity, and raise awareness on topics of inequality (e.g., anti-racism and gender equity)

Roles and Responsibilities of Parents

Parents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students.

Parents fulfil this responsibility when they:

- Show an active interest in their child's school work and progress
- Communicate regularly with the school
- Help their child be neat, appropriately dressed and prepared for school
- Ensure that their child attends school regularly and on time
- Promptly report to the school their child's absence or late arrival
- Become familiar with the Code of Conduct and school rules
- Encourage and assist their child in following the rules of behaviour
- Assist school staff in dealing with disciplinary issues

Roles and Responsibilities of Police and Community Members

Police are essential partners in making the school and our communities safer. Community members need to support and respect the rules of The Study Academy. Police investigate incidents in

accordance with the protocol developed by The Study Academy. These protocols are based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

Standards of Behaviour

Respect, Civility and Responsible Citizenship

All members of the school community must:

- Respect and comply with all applicable federal, provincial, and municipal laws
- Demonstrate honesty and integrity
- 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 the rights of others regardless of their ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability
- Show proper care and regard for school property and the property of others
- Take appropriate measures to help those in need
- Respect persons who are in a position of authority
- Respect the need of others to work in an environment of learning and teaching

Physical Safety

Weapons

All school members must not:

- Be in possession of any weapon, including but not limited to firearms
- Use any object (real or virtual) to threaten or intimidate another person
- Cause injury to any person with an object

Alcohol and Drugs

All school members must not:

- Be in possession of, or under the influence of, or provide others with alcohol, marijuana (including marijuana derivatives), or illegal drugs
- Smoke or vape anywhere on the school property (including parking lot), nor on the municipal property surrounding the property (sidewalk and street), nor within visual contact of the school, nor smoke or vape while in attendance on any authorized school event or activity

Physical Aggression

All school members must:

- Not inflict, threaten to inflict, or encourage others to inflict bodily harm on another person
- Seek staff assistance (if necessary) to resolve conflict peacefully

Mandatory Consequences

Police will be involved, as indicated by the police/school protocol, and the student will be immediately suspended and proceed to an expulsion hearing for the following:

- Possession of a weapon, including, but not limited to firearms
- Communication or distribution of illicit content
- Trafficking in drugs or weapons
- Robbery
- Use of a weapon to cause bodily harm, or to threaten serious harm
- Physical assault causing bodily harm requiring professional medical treatment
- Sexual assault
- Providing alcohol to minors

Immediate Suspension will be the minimum penalty faced by a student for:

- Participating in or threatening an act of violence
- Possession or use of illegal drugs or alcohol
- Acts of vandalism causing damage to school property or property located on school premises

In these instances, police will be involved, as required, and conditions to return to school (where appropriate) will be specified by the principal.

A student will be immediately suspended* for:

- Disrespect through use of acrid or conflict-escalating language towards a teacher, or other person in authority, or a fellow student
- Being in possession of alcohol or any mind-altering narcotic
- Being under the influence of alcohol or any mind altering narcotic
- Smoking in a prohibited area or while representing the school on an event or activity

* Note: the principal may choose in-school suspension as appropriate substitute for out of school suspension

Behavioural Plans

In circumstances where students demonstrate behaviours that oppose the guiding principles of this Code of Conduct or the school, a behaviour plan may be created for that student to help provide feedback, identify behavioural supports, and delineate a series of predictable and defined steps of escalating outcomes. Behaviour plans are constituents of this code of conduct such that defined consequences and outcomes will be imposed by the school. These outcomes may include:

- Removal from particular classes for short periods of time, defined periods of time, or indefinite periods of time
- Removal of the student from the school for the remainder of the school day
- In-school short-term suspensions
- Suspension from school

- Creating a transition plan by identifying particular resources that may benefit the student and recommending enrolment in school(s) that offer resources to better support the needs of the student (the transition plan may make a recommendation for immediate transfer, or short-term or long-term planning)
- Expulsion from school

The Study Academy reserves the right to expel students for repeated failure to abide by the Code of Conduct without refund of tuition.

Bullying

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and 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.

- Definition of bullying from Policy/Program Memorandum 144 (Ontario Ministry of Education)

Bullying can take several forms, including but not limited to:

- Physical – hitting, shoving, stealing, or damaging property
- Verbal – Name calling, mocking, or making sexist, racist, or homophobic comments
- Social – excluding others from a group or spreading gossip or rumours about them
- Electronic (i.e. cyberbullying) – spreading rumours or hurtful comments through the use of email, mobile communication devices, or social media

The Study Academy has a NO TOLERANCE policy against bullying.

Consequences:

- All bullying activities are subject to the aforementioned standards of behaviour and mandatory consequences in addition to discretionary consequences of the principal (based on the severity of the bullying behaviour) which may include immediate expulsion, suspension, or prolonged or permanent withdrawal from particular classes
- Students identified in first offence bullying activities will (at minimum) be immediately removed from class for the remainder of the school day and will be required to review the school code of conduct and engage in planning with the principal to intervene in behaviour changing activities. At this stage, the principal will send a follow-up communication to the parents of all involved parties
- Additional bullying offences will result in immediate and indefinite suspension from school.

Reinstatement in school is contingent upon several factors, including, level of remorse, participation in extra-curricular therapeutic activities, impact on victim and class dynamics, and severity of bullying activities. Most frequently, students will not be readmitted back to school after repeat offences.

Supports for Suspended Students

Students who have been suspended by the school will be afforded the opportunity for academic support and remediation according to a plan orchestrated by the principal in conjunction with the student and the student's family.

School Policies and Procedures

Academic Assistance

Teachers at The Study Academy are available for extra help upon request, as specified by the teacher and during Study Hall periods. Students who have difficulty in a subject area or have a Learning Plan indicating accommodations that may be required will be identified prior to the commencement of a course of study. In such cases, the school, together with both the parents and students, may schedule skill remediation and/or tutorial services to ensure that the student has the resources available to promote academic success. Students are encouraged to take ownership for their education and to ensure that teachers are alerted to any difficulties that may arise.

Academic Integrity

Academic integrity is expected from all students. It is imperative that an honest, personal, and diligent effort be expended in all scholastic areas, including test writing, assignment and homework completion, independent research, and essay writing. As identified in our Viewbook, The Study Academy views the development of independent research skills as being critical for long-term academic success. To this end, the school is dedicated to teaching students when, where, and how to cite, with some grade-appropriate guidelines and expectations.

Grades	Expectations and Guidelines
3-6	Includes information from vetted sources referenced by citations
7-8	Begins to paraphrase, aggregate, analyze, and include information from a variety of credible sources referenced by citations
9-10	Paraphrases, aggregates, analyses, and includes information from a variety of academic sources referenced by citation with an emerging understanding of different citation styles
11-12	Fluently paraphrases, aggregates, analyses, and includes information from a variety of academic and peer-reviewed sources referenced by citation in any of a list of common citation styles

Circumstances of cheating or plagiarism will be identified as belonging to one of three categories:

- Accidentally or unknowingly
- Knowingly with admission
- Wilfully without admission or with planning

Teachers will be tasked with monitoring academic integrity by use of tools including strategic room settings in test/exam taking situations to ensure the independence of answers, pairing observational and conversational assessments with product-based assessments to ensure that student submissions are their own original work, and google search to check discrete passages from student work to ensure appropriate citation use.

In instances where a student's work is falsely submitted as their own or where they have completed a test/exam with the use of unauthorized aids, the teacher will confer with the head of student success and will collectively use their professional judgment based on the grade/age of the student, circumstances of the incident (including the number of previous incidents and nature of the violation), and will interpret evidence of the violation to assign it to one of the three categories identified above. After this process, the team will identify the outcome and notify the student and parent(s)/guardian(s) of the violation and outcome. Outcomes will be chosen from the progressive list identified below and will be paired with lessons about academic integrity.

- Resubmission of the section/passage or question
- Resubmission of the assessment activity
- A grade of 0 on the activity
- A grade of 0 in the course
- Suspension/expulsion from school

Access to Courses of Study

The Study Academy's teachers work from course outlines based on curriculum expectations defined by the Ministry of Education. These curriculum documents are subject to inspection by the Ministry of Education. These documents are all kept on file at the school, and are available to parents and students for review. Review of course documents can be achieved by scheduling an appointment with the principal. The underlying curriculum documents from which these outlines have been created may be found at ontario.ca/curriculum.

Assessment and Evaluation

Assessment is the systematic process of collecting information or evidence about student learning. Evaluation is the judgment made about the assessments of student learning based on established criteria. The purpose of assessment and evaluation is to improve student learning. Assessment is embedded within the instructional process throughout each unit rather than being an isolated event at the end. Assessment involves gathering information from a variety of sources throughout the term that reflect achievement of the curriculum expectations. In turn, teachers provide students with feedback to guide their effort towards improvement and tailor their course delivery to meet students' needs. Student work is evaluated on the basis of established criteria, as outlined in the learning expectations of the course outline and represented in the form of rubrics that are distributed to students prior to evaluation. To establish a valid and reliable approach to evaluation, a set of strategies is implemented that:

- Address both what students learn and how well they learn
- Are varied in nature and designed to provide opportunities for students to demonstrate the full range of their learning
- Accommodate the needs of exceptional students, consistent with the strategies in their Learning Plan
- Are appropriate to the learning activities
- Promote students' ability to assess their own learning and to set goals
- Triangulate between student product, conversation, and teacher observation of student achievement of learning goals

Assessments will be completed for two purposes:

1. To improve student learning (assessments for and as learning)
2. To report on student achievement and progress (assessment of learning)

Assessment for learning involves teacher provision of descriptive feedback and coaching for improvement. Assessment as learning involves teacher support for student goal setting, self-monitoring, and reflection. Assessment of learning represents the process of evaluating and recording student performance for the purpose of reporting.

Upper School Evaluation

Level of achievement is determined according to the following weighting:

- Seventy percent (70%) of the grade will be based on evaluation conducted throughout the course. Final evaluation will take into account the student's most recent and most consistent performance. Further, teachers will use their professional judgement in weighting between student product, observational, and conversational assessments.
- Thirty percent (30%) of the grade will be based on a final examination and the independent study unit.

Categories of Knowledge and Skills

Student evaluations will be conducted in four distinct categories of knowledge and skills.

- Knowledge
- Inquiry/Thinking
- Application
- Communication

Category weightings will be equally balanced throughout all courses of study.

Reporting

The report card will focus on two distinct but related aspects of student achievement; the achievement of curriculum expectations and the development of learning skills. The report card will contain separate sections for the reporting of these two aspects.

A Summary Description of Achievement in Each Percentage Grade Range and Corresponding Level of Achievement		
Percentage Grade Range	Achievement Level	Summary Description
80-100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70-79%	Level 3	Achievement is at the provincial standard.
60-69%	Level 2	Achievement is below, but approaching, the provincial standard.
50-59%	Level 1	Achievement is below the provincial standard.
Belo 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted.

Charter of Rights

Lower School students will spend a component of the first week of school democratically creating a charter of rights and freedoms, which will be used to help determine a set of classroom expectations for the students. This charter will span the entire school year, but may be revisited at the discretion of the teacher. This charter does not supersede the Code of Conduct, nor is it intended to define school policy. In spirit, the charter is developed to govern the behaviours and ethics of acceptable classroom behaviour.

Communications

Communication about your child's learning is an integral part of the feedback-based system of education. To this end, The Study Academy employs several avenues of communication with parents and students, each with a distinct functionality. We welcome all members of the school community including the principal, teachers, students and parents to be active communicators and to inquire whenever a questions or concern arises.

Information will be communicated through the following:

Internet

The Study Academy's web site provides program specific information, calendars and registration information, details about our faculty and frequently updated school news in our blog.

- thestudyacademy.ca – School Homepage

- youtube.com/thestudyacademy – Youtube channel
- thestudyacademy.ca/lower-school-calendar – Lower School calendar
- thestudyacademy.ca/upper-school-calendar – Upper School calendar
- thestudyacademy.ca/contact – Contact information
- thestudyacademy.ca/resources/Handbook.pdf – School handbook
- thestudyacademy.ca/forms-and-documents – Various school forms and documents for students and families

Google Classroom

The school uses a web-based platform for managing student learning activities, assessment posting, student communications, and student calendar. The address for this platform is classroom.google.com. Students will receive registration information from their teachers and will be able to join using their school email address. Parents will also receive invitations to join the google classroom community such that they may receive timely updates on student achievement.

Email

Parents can most efficiently communicate with teachers through email. Teachers will regularly check their school email addresses, typically at the beginning and end of the school days. This is the preferred and default method for sending student updates and intermediate assessment and evaluation information. Teacher email addresses will be provided at the beginning of each semester and are suffixed with the address “@thestudyacademy.ca”. We encourage all urgent matters to be communicated more directly through phone or personal visitation.

Telephone

Parents can call the school directly for any inquiry and are encouraged to do so for all urgent matters. With the school focus on teaching and student involvement, you may be required to leave a voicemail, which will be returned in short order. Teachers will return voicemails at the end of the school day, once their classes are complete for the day.

Completion of Work

In all courses, teachers provide students with opportunities to demonstrate the full extent of their achievement of the learning goals of the course. It is the responsibility of the student to seek assistance from the teacher when he/she is unable to complete a task due to insufficient knowledge or skill.

It is expected that students will submit assessments on time, by the medium specified by the teacher. Further, we understand that time management is a critically important factor in determining long-term academic success and we encourage students to take ownership of their academic performance. Students may, at the discretion of the teacher, negotiate extensions for particular assignments and

evaluations that are providing extensive challenge to complete in a timely manner. These extensions must be discussed appropriately with the teacher in advance of the assigned due date.

Computer and Internet Use

Computing technology can be an integral tool to assist in student learning and as a teaching aid. Our philosophy is that computer access is valuable, up to an optimal level, above which, extended use results in diminishing returns. To support our philosophy, we expect students to bring personal computing devices to school to be used upon teacher request, excepting special circumstances which involve previous teacher and parent agreement. Students will not have access to printing facilities at school, and should be mindful of this consideration for all hard copy format submissions. Computers used at school for inappropriate purposes (including gaming, personal messaging and social networking) may be confiscated temporarily and in extreme cases, banned from the school. To use the Internet, parents and students are required to read and sign the Computer and Internet Use Agreement. First violations of the computer and Internet use agreement will result in loss of computing and Internet privileges for a week;

second violations will result in loss of computing and Internet privileges for a month; and third violations will result in loss of computing privileges. Where students have lost computing privileges and require access to word processing technology as specified by their Learning Profile, the school will arrange with the family for use of a word processor as a substitute technology.

Course Selection (Upper School)

After a family has completed registration for the upcoming school year, they will be sent a course selection package, complete with the current Master Course List, Course Selection Form, and an invitation to consult with our guidance team. Students are required to prepare for guidance meetings by completing the header of the Course Selection Form and viewing the Master Course List. Students entering grade 12 are also encouraged to research potential schools and programs of interest. We recommend schoolfinder.com and ontariouniversitiesinfo.ca as starting points.

Timetables are built during March Break of each school year, so students registering after the break may find course availability more limited.

Concussion Management

Definition and Diagnosis

A concussion is a brain injury that causes changes in the way in which the brain functions and may lead to physical symptoms (e.g., headache, dizziness), cognitive symptoms (e.g., difficulty in concentrating or remembering), emotional or behavioural symptoms (e.g., depression, irritability), and sleep-related symptoms (e.g., drowsiness, difficulty in sleeping).

Concussion diagnosis may only be made by physicians and nurse practitioners, but TSA faculty may advise parents and their families who are suspected of having a concussion to seek a medical assessment.

Concussion Awareness Strategies

At the beginning of each corresponding cycle of participation, students, faculty, and external community partners who are involved in participating in and leading physical education activities and sports will review student health documentation and plan according to student needs. Any students who have had a concussion will scale back participation in classes (particularly physical education activity based classes) and extracurricular activities in accordance with medical advice from the student's physician or medical team. Current best practices allow a period of rest before return and a scaling of participation (without risk of head contact or injury) based on student comfort level.

Emergency Procedures

Fire Drills

The school will periodically, and upon direction from the Fire Department, conduct fire drills. All students and school personnel must evacuate the building in such instances and be prepared for real emergencies.

Each room in the school has been assigned a specific evacuation route and directions that are posted in each classroom and are to be used during a fire drill. In addition to the assigned exit, the following procedures are to be followed:

1. On fire signal, wait for teacher dismissal, leaving books and all supplies on desks.
2. Walk at a regular pace to assigned exits; speed is essential, but exiting in an orderly fashion is equally important.
3. If you are first to reach the exits, hold the doors open.
4. Students are to move completely away from the building to the designated areas.
5. Teachers will take attendance outside of the building.
6. Wait for recall before returning to the building.

Final Course Examinations/Evaluations

Examinations/evaluations are held at the end of each semester. Whenever examinations/evaluations are scheduled in a course, all students enrolled in the course will be required to write the examination/evaluation. Before writing final examinations, all term academic requirements must be completed and submitted, or will result in a grade of "0". Further, completion of final examination/evaluation is required for credit earning eligibility – students who do not attend or complete the final evaluation may not pass/earn the course credit. Students enrolled in grades 9-10 will write one and one half hour examinations and students in grades 11 -12 will write two-hour

examinations. The only exemptions are for medical or legal reasons, which must be supported by a doctor's certificate or a court subpoena. Students suspected of cheating on an examination will immediately be removed from the exam room.

If it is determined by the administration that cheating has occurred the student will be assigned a mark of "0" on the exam component of the final mark. Final course evaluations are compulsory. Students absent from final exams/evaluations will receive "0" and will not be eligible to earn the credit (or pass the non-credit course). Please note that students who arrive more than 20 minutes late for a final examination/evaluation will not be permitted to attend and thus will not earn their credit.

Grade Reporting

Parents will receive student reporting at the midterm and conclusion of courses of study. Additionally, students performing below expectations may receive subject-counselling notices, as a means of targeting strategies for improvement.

1. **Notices of Academic Advising & Support.** In cases where a teacher has detected early and serious problems, a parent meeting will be scheduled to discuss options to improve the chances for success. The purpose of these notices is to serve as an early warning device in order to give sufficient time for corrective measures to be taken.
2. **Interim Grade Cards.** A Midterm Report Card is sent home with each student. This report provides the interim mark for each course. School copies of the Midterm Report are included (for Lower School students), and are required by parents to be signed and returned to the school.
3. **Final Reports.** At the completion of each course, a Final Report Card is distributed. This report gives the final mark in each subject completed and an overall description of the learning skills demonstrated by the student throughout the term. Notices regarding diploma and summer school recommendations are included where applicable. School copies of the Final Report are included, and are required by parents to be signed and returned to the school.
4. **Parent-Teacher Interviews.** Upon reaching the midterm of each semester/term, The Study Academy will hold parent-teacher interviews. These meetings provide an opportunity for parents to discuss student progress with teachers.

Guidance and Counselling Services

A full range of counselling services is available to students of The Study Academy. These services form an essential part of the school's academic mandate. Students are encouraged to seek guidance services from their teacher or the school principal. They are available for educational, vocational, or personal counselling, and for general information. Any student may at his/her discretion make an appointment with any member of the faculty for mentorship. Some areas in which students will find academic mentors most helpful are: peer relationships, university selection, adult relationships, testing and interpretation, school achievement, Upper School curriculum, course selection and vocational/occupational planning. Resource materials will be available from the school's guidance

counsellor including books, pamphlets, and catalogues for college and universities. Parents may make appointments to discuss their child's academic performance, subject selection, or career choices with the principal.

University and College academic calendars are readily available along with other important sources of information. University/College officials will be invited to speak to students about post-secondary program and career opportunities.

Health and Nutrition

The relationship between healthy and active bodies and academic performance has been well established and supported. To encourage strong physical and cognitive health, we offer physical education throughout the entire school year, support healthy eating habits and will periodically host guest speakers on the topic of health. To this end, we have a concise set of rules governing healthy eating practices.

1. Students are not permitted to consume caffeinated or “energy” food products or beverages, or pop in class
2. The Study Academy supports the use of Canada's Food Guide as a resource for making healthy eating choices ([Canada's Food Guide](#)), particularly recommending that students consume a significant portion of the recommended 6-8 daily Vegetables and Fruit servings during lunch and snack
3. Students are strongly discouraged from consuming foods rich in refined carbohydrates, added sugars, or lipids (particularly palm kernel oil)
4. Peanuts are not permitted anywhere on school property, nor on field trips and school events
5. The Study Academy faculty reserve the right to initiate parental discussion regarding dietary changes if students demonstrate consistent patterns of unhealthy eating practices

Homework

Independent work is an integral part of a student's program, and teachers expect assignments to be completed on a daily basis. The purpose of independent work is three-fold:

1. To consolidate classroom learning
2. To provide opportunities to practice and apply learned skills
3. To develop executive function competences, including self-management, organization, and scheduling

It is the responsibility of the student to meet the requirements of independent work on a regular basis. Independent work constitutes a critical component to student evaluation in terms of both the learning skills component of the Student Report, and the performance achieved by students based on skill mastery. If a student is unable to complete work independently, the school will notify the parents and schedule a meeting to address the issue.



We acknowledge that for some of our students, completing independent work at home can be especially challenging. For such students, we require parents to initiate this discussion during the enrolment meeting, so that the school can plan for individualized support. The Study Academy may provide a scheduled Study Hall and the opportunity to schedule further Homework Periods, which offer supervised independent work throughout the school day. Homework Periods will be coordinated with our Study Hall program, which allows for students to develop independent work skills with a long-term view to autonomous completion at home. Parents should note that scheduled Homework Periods might result in replacement of class time and thus the attainment of fewer credits (classes) throughout the school year for the student.

Inspire Week

Inspire week is a community-based developmental trip that occurs for one week each school year. It is a unique opportunity for students to learn outside of the context of classroom environment, and to investigate interesting phenomenon in the world from a community service approach. Participation is optional but encouraged for students as the opportunities for learning are rich.

Late Submissions and Missed Assessments

In all courses, teachers provide students with opportunities to demonstrate the full extent of their achievement of the learning goals of the course through varied assessments, which provide multiple opportunities for students. It is the responsibility of the teacher to ensure that deadlines are set and shared sufficiently far in advance that all students have the opportunity to complete the corresponding assessments. Teachers will post Assignment entries for all assessments of learning using Google Classroom, such that the information is openly accessible to students (and parents where they have chosen to participate). It is the responsibility of the student to seek assistance from the teacher when they are unable to complete a task due to insufficient knowledge or skills. Teachers will complete ongoing diagnostic and meta-cognitive assessments in class and where appropriate will use intermediate deadlines, class time, and extracurricular supports such as Study Hall to support student learning and to help clarify which skills are sufficient for successful completion and which skills may be lagging if any.

It is expected that students will submit assessments on time and in the medium specified by the teacher. Further, we understand that time management is a critically important factor in determining long-term academic success, and we encourage students to take ownership of their academic performance. Students may, at the discretion of the teacher, negotiate extensions for particular assignments and evaluations that provide extensive challenges to complete in a timely manner. These extensions must be discussed appropriately with the teacher in advance of the assigned due date. Failure to request an extension means that the student loses their voice in the negotiation process and the teacher will be free to decide the length of a prospective extension if one is provided.

Marks shall not be deducted for missed assessments, as this process may entangle Learning Skills and performance evaluation in a complicated and opaque manner. Assessments that are not

submitted by a final deadline (as determined through the process outlined above) will receive a grade of 0. Students who have received one or more grades of 0 on assessments shall have their final grade determined using the principles of recency and consistency (i.e., a single missed assessment will be deweighted as an outlier and a set of missed assessments will be considered part of the consistent performance for the student).

Learning Community

School itself represents just one component of a student's education. The Study Academy believes that creating a nurturing and effective learning community involves a committed partnership between teachers, students, and parents. The Study Academy has outlined the role that each member of the learning community will play:

Division of Responsibilities

Teacher Expectations:

- Come to class each day prepared
- Offer a supportive, enriching, and safe academic environment
- Provide objective, critical, and goal-oriented feedback in a timely manner
- Model inquiry, problem solving, effective work habits, and learning skills

Student Expectations:

- Attend school regularly, and arrive to class ready to learn and prepared to work
- Participate in learning activities and demonstrate a commitment to regular scholarly work
- Contribute positively to the school community and classroom environment
- Self-advocate

Parent Expectations:

- Facilitate family time daily for academically enriching activities
- Emphasize the importance of process over production
- Provide emotional support by encouraging respect and gratitude, and allowing students the independence to own their successes
- Provide healthy lifestyle choices including diet and adequate sleep

English Language Learners

International students attending school in Ontario may require additional supports in acquiring the language skills necessary to successfully complete their OSSD. Included among these additional resources provided by The Study Academy is English as a Second Language course offerings,

summer language programs, support in TOEFL test writing prior to graduation, and after-school clubs to support immersion in the culture of Toronto and the English language.

Lunchtime

To ensure the safety of our staff and students, The Study Academy is a peanut-free facility. Any lunch or snack containing peanuts is not permitted on school grounds or on field trips or excursions from the school building. We ask parents packing home lunches to be mindful of this restriction and students purchasing lunches to attend to potential peanut inclusions in their meals. Because the lunchroom is a shared space among the students in the school, it is the responsibility of each student to clean up after themselves by washing used dishes and depositing refuse into the appropriate receptacle, wiping any spills or crumbs that may be left behind.

Lower School

Students require parental permission to leave school grounds during break periods. Students that elect to stay at school for lunch for any reason will be required to participate in a fifteen-minute eating break followed by physical activity directed by the lunchroom supervisor.

These activities may include walks to nearby green spaces, low organizational activities in the school gymnasium or outdoor activities. While the weather is appropriate, students can expect most frequently to be outside, and thus parents should ensure that students are appropriately dressed for the conditions. Students are not permitted to participate in video game play during break periods.

Upper School

Students are permitted to eat lunch in the lunchroom, leave school grounds, or request gymnasium access during lunch. Students wishing to participate in physical activity may request use of the gymnasium from the principal in advance.

Program Planning for Exceptional Students

Recognizing the needs of exceptional students and designing programs that respond effectively to these needs are important and challenging aspects of program planning for individual students. After a student has been identified as exceptional (through a psychoeducational assessment or other appropriate documentation), a Learning Plan will be developed and maintained for that student. The Learning Plan must be developed and shared with the parents and the student.

Developing the Student's Learning Plan

A Learning Plan illustrates a student's profile over the cognitive, academic, affective, and conative domains and provides specific teaching and learning strategies tailored to the student's profile in

addition to delineating accommodations (where appropriate) to the classroom teaching environment, assessment procedures, and access to assistive technology. The purpose of the plan is to build meta-cognitive awareness of the student, support the student in developing competences in areas of relative weakness, and to enrich learning for the student. The plan is not designed to remove challenges altogether nor does it designate modifications or alternatives to curriculum expectations.

Teaching Approaches

A variety of teaching approaches may need to be used to help exceptional students achieve the learning expectations of their courses. Examples of such approaches may include:

- Using special resources, such as reading material consistent with students' reading levels and learning styles; audiotapes of difficult chapters or units (to help students understand material and answer questions on it); videotapes, audiotapes, and other audio-visual materials (to give breadth and depth to learning experiences); learning resources that provide direct experiences of seeing and touching (i.e., tactile materials); a variety of learning tools (e.g., calculators, adapted computers); enrichment units, additional readings, and other opportunities (e.g., problems to solve) that extend learning.
- Using a variety of teaching-learning strategies, such as team teaching; special interest groupings for research projects, peer partners, collaborative groups, and cross-age tutoring; mentorship programs; and independent study plans.
- Using the resource room as an alternative to the classroom – collaborating with resource teachers and other professionals.
- Using different areas of the classroom for different purposes (e.g., independent learning, group work).
- Consulting with parents about providing appropriate study conditions at home. • Providing for those students who may need more or less time to complete assignments or achieve the learning expectations.
- Providing alternative ways of completing tasks or presenting information (e.g., through taped answers, demonstrations, dramatizations, role play).
- Simplifying the language of instruction.
- Providing opportunities for performance in areas of special talent.
- Providing all students with strategies for understanding and accepting exceptional students and integrating them into the regular classroom.

Assessment Procedures and Strategies

Assessment procedures and strategies may also need to be altered to assess the extent to which exceptional students are achieving the learning expectations of their courses. Examples of such alterations to procedures and strategies may include:

- Changing the time requirements for completing assignments or assessment task.
- Changing the format of the assessment materials.
- Providing a quiet environment in which assessment may take place.
- Simplifying test instructions and the language of questions.

- Providing for the use of scribes, tape recorders, word processors, or allowing oral responses.
- Providing alternative homework assignments.
- Basing classroom assessment on the full range of students' work (e.g., portfolios, interviews, demonstrations, dramatizations, journals, peer evaluations, self-evaluations, teacher observations, and conversations).

Requirements and Expectations

Students in Ontario are required to attend school until the age of 18 or until they obtain their OSSD. In attending The Study Academy, students are taking steps to maximize their opportunities for successful admission into post-secondary programs. It is the school's responsibility to ensure that each student is attended to and supported in their pursuit of personal and academic development.

Smoking and Vaping

Students are not permitted to smoke or vape on the school property (building, parking lot and land), nor on the municipal property surrounding the school (sidewalk and street). Students are also not permitted to smoke on trips or activities while they are representatives of the school.

Student Promotion

In grades 9-12, a credit will be earned in a subject with a minimum mark of 50% on the Final Report, where the student has participated in the final culminating assessment, and has not been removed from credit eligibility based on progressions identified in the Absenteeism Outcome Schedule. Less than 50% in any subject on the Final Report, failure to participate in the final culminating activity, or removal from credit eligibility in the course due to absenteeism or Code of Conduct violations will result in loss of credit without refund. Failure to earn a credit will require consultation between the student, parent, teacher, and principal to determine the appropriate course of action and necessary next steps for the student.

In the interest of transparency, The Study Academy will report all results for grade 11 and 12 courses. These results include failure to obtain credit, dropped courses (after the appropriate withdrawal date, as indicated on the school calendar), and all final grades.

Telephones

For all students, mobile communication devices must either be turned off and securely stored away in their student bag or submitted to the phone box located in the principal's office (or classroom) upon arrival at school. Possession and use of a mobile communication device is strictly prohibited throughout all class time during the day, also including Study Hall periods. The school will confiscate communications devices that are used for telephone, messaging or any other purposes. Repeated offences will be followed up in earnest and may result in disciplinary action. The school will not accept

responsibility for the loss, theft or damage of these items. School telephones are available for student use as required.

Test Writing

Teachers will inform students of test dates well in advance. It is the student's responsibility to know the test dates, to prepare for them, and to write the test on the set date. If a test is missed due to valid absence (as given above), it is the responsibility of the student to provide a note from his/her physician to the subject teacher indicating the reason for the absence and the awareness that the test was missed. There are times when previously approved commitments conflict with scheduled tests. It is the responsibility of the student to make alternate test date arrangements prior to the test with the subject teacher. If a test is missed without appropriate documentation, the subject teacher will use discretion to allow either the student to reschedule, or record a mark of "0" for the test.

Textbooks

The Study Academy will provide book and supply lists to students and parents preceding the start of each course. A specific book supplier will also be identified. It is the responsibility of the student to purchase all texts and to bring appropriate texts and materials to class.

Ontario Secondary School Diploma Requirements

Our Upper School program is based on a credit acquisition system. Students must earn a total of 30 credits to obtain an Ontario Secondary School Diploma (OSSD). Eighteen of the credits are compulsory, earned in a specified number of courses from a list of subjects that every student must take. The remaining 12 credits are optional, earned in courses that the student may select from the full range of courses offered. Additionally, students must complete 40 hours of community involvement activities, must pass the Secondary School Literacy Graduation Requirement (which is taken in Grade 10), and earn two online learning credits in order to earn their OSSD.

Every adolescent in Ontario is required to remain in secondary school until the age of eighteen or until having obtained an Ontario Secondary School Diploma. Not only is school one of the most prominent features of an adolescent's life, it is a key opportunity to develop skills and competences that will carry forward in providing success and satisfaction throughout the remainder of the student's post-secondary career.

Checklist of OSSD Requirements (Students Starting Secondary School Prior to September 2024)

Compulsory Credits		
Course	Required Credits	Achieved
English (one per grade)* **	4.00	
Mathematics (at least one credit in grade 11 or 12)	3.00	
Science	2.00	
French as a second language	1.00	
Canadian history	1.00	
Canadian geography	1.00	
The arts***	1.00	
Health and physical education	1.00	
Civics and citizenship	0.50	
Career studies	0.50	
Plus One of Each of the Following Groups		
<p>Group 1</p> <ul style="list-style-type: none"> English (including the Ontario Secondary School Literacy Course) or French as a second language**** Native languages First Nations, Métis, and Inuit studies Classical studies and international languages Social sciences and the humanities 	1.00	



<ul style="list-style-type: none"> • Canadian and world studies • Guidance and career education • Cooperative education***** • American Sign Language as a second language • Langue des signes québécoise langue seconde 		
<p>Group 2</p> <ul style="list-style-type: none"> • Health and physical education • The arts • Business studies • French as a second language**** • Cooperative education***** • American Sign Language as a second language • Langue des signes québécoise langue seconde 	1.00	
<p>Group 3</p> <ul style="list-style-type: none"> • Science (Grade 11 or 12) • Technological education • French as a second language**** • Computer studies • Cooperative education***** • American Sign Language as a second language 	1.00	

<ul style="list-style-type: none"> Langue des signes québécoise langue seconde 		
Optional Credits		
Electives	12.00	
Total Credits	30.00	
Completion of 40 hours of Community Involvement Activities	40 hours	
Literacy graduation requirement		
Online learning graduation requirement		

* Students who are English language learners may count up to three credits in ESL or ELD towards the four compulsory credits in English. The fourth credit must be a Grade 12 compulsory English course.

** The Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course may be used to meet the Grade 11 English compulsory credit requirement.

*** The Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course may be used to meet the compulsory credit requirement in the arts.

**** In groups 1, 2, and 3, a maximum of two credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3. 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 languages course to meet the compulsory credit requirement for French as a second language.

***** A maximum of two credits in cooperative education can count as compulsory credits, selected from any of the above three groups.

Checklist of OSSD Requirements (Students Starting Secondary School in September 2024 or After)

Compulsory Credits		
Course	Required Credits	Achieved
English (one per grade)* **	4.00	
Mathematics (at least one credit in grade 11 or 12)	3.00	
Science	2.00	
French as a second language	1.00	
Canadian history	1.00	
Canadian geography	1.00	
The arts***	1.00	
Health and physical education	1.00	
Civics and citizenship	0.50	
Career studies	0.50	
Technological Education (Grade 9 or 10)	1.0	
STEM-related course group****	1.0	
Optional Credits		
Electives	13.00	
Total Credits	30.00	
Completion of 40 hours of Community Involvement Activities	40 hours	

Literacy graduation requirement		
Online learning graduation requirement		

* Students who are English language learners may count up to three credits in ESL or ELD towards the four compulsory credits in English. The fourth credit must be a Grade 12 compulsory English course.

** The Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course may be used to meet the Grade 11 English compulsory credit requirement.

*** The Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course may be used to meet the compulsory credit requirement in the arts.

**** Of the 17 compulsory credits, you must complete 1 from the following STEM-related group:

- Business studies
- Computer studies
- Cooperative education
- Mathematics (in addition to the 3 compulsory credits currently required)
- Science (in addition to the 2 compulsory credits currently required)
- Technological education (in addition to the 1 compulsory credit required)

Alternative Certificates

The Ontario Secondary School Certificate

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

Compulsory Credits (total of 7)

- 2 credits in English
- 1 credit in Canadian geography or Canadian History
- 1 credit in mathematics
- 1 credit science
- 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

The provisions for making substitutions for compulsory credits also apply to the Ontario Secondary School Certificate

The Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. 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.

The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

Alternative Method for Earning Credits

Introduction

The majority of students attending school will earn their credits towards the OSSD by enrolling in full-time or part-time studies. However, a number will wish to consider an alternative method of

earning the required credits. The alternative option available to such students is correspondence courses offered by the Independent Learning Centre (ILC).

Correspondence Courses

The ILC offers secondary school credit courses designed primarily for individuals who wish to work autonomously towards the secondary school diploma. Students may enrol in ILC courses for a variety of reasons including medical limitations on attendance, academic need for remediation and personalized learning style and pace.

Information concerning eligibility, enrolment procedures, and course offerings is available from the ILC; visit www.ilc.org for more information. The Study Academy will provide teaching of the course expectations, and a rich learning environment to facilitate comprehension including direct instruction, demonstration, provision of support materials and final examination preparation. All administration and evaluation of course materials will be completed by the ILC, including the final examination. The Independent Learning Centre will grant credits for students enrolled at the ILC.

Changing Course Type

Some students, after successfully completing a certain type of course, may change their educational goals and, as a consequence, may need to take compulsory and optional credit courses of a different type from those they initially chose. Although students enrolled in one type of course may enrol in a different type of course in a subsequent year, changing course types becomes more difficult as students advance through the system, or in situations involving courses that have prerequisites. Nevertheless, a variety of options exist to enable students to make the transition. When a student plans to switch from one course type in Grade 9 to the other in Grade 10 in the same subject, the principal must inform the student and his or her parents that the student will be strongly encouraged to successfully complete additional course work of up to 30 hours and as defined by the ministry in order to demonstrate achievement of the learning expectations that are included in the one Grade 9 course but not the other. This additional course work can be taken in summer school or in a program outside the regular school hours or during the school day.

A student wishing to change course types between Grades 10 and 11 and/or Grades 11 and 12 may, for example:

- Take a transfer course that will bridge the gap between course types (if one exists)
- Take a course of another type (e.g., academic) that will satisfy the prerequisites for a course in a higher grade (e.g., a university preparation course) that the student wishes to take
- Apply to have the prerequisite course waived
- Take a summer course or undertake independent study to achieve the uncompleted expectations that are required to enter the new program

Credit Definition

A credit is granted in identification of the successful completion of a course that has been scheduled for at minimum 110 class hours. Credits are granted by the principal, on the authority of the Ontario Ministry of Education for courses that have been developed or approved by the Ministry. Half-credits may be granted for successful completion of courses scheduled for at minimum 55 class hours. Half-credit courses must comply with Ministry requirements as outlined in the curriculum documents.

Courses are coded using a unique identifying system. All course codes are 5 characters in length and have specific meanings/mappings associated with each character.

Sample code: MCR3U

- Character 1: Course discipline (M for Mathematics)
- Characters 2-3: Course identifier (CR for Functions)
- Character 4: Grade level (1 for grade 9, 2 for grade 10, 3 for grade 11, and 4 for grade 12)
- Character 5: Course type
 - W for De-streamed
 - D for Academic
 - P for Applied
 - O for Open
 - E for Workplace Preparation
 - U for University Preparation
 - C for College Preparation
 - M for University/College Preparation

Online Learning Graduation Requirement

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

Online Learning Definition

- Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform.
- Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for:
 - Examinations and other final evaluations

- Occasional meetings with educators and other school staff, and
- Access to internet connectivity, learning devices, or other supports (for example, guidance, special education and mental health and well-being supports, and required initial assessment and in-person learning for English language learners and students of Actualisation linguistique en français (ALF) or Programme d'appui aux nouveaux arrivants (PANA) at their early stages of language acquisition)
- In online learning courses, coursework is teacher-led.
- Students from the same online class may follow different timetables.
- Students complete their online coursework with the support of a teacher from The Study Academy with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, including implementing any accommodations and/or modifications identified in the student's Individual Learning Plan.

In-person courses that use digital learning tools in a physical classroom do not count towards the online graduation requirement, nor do remote learning courses that rely on a minimum requirement for synchronous learning. The exception to this rule is for up to one secondary school credit that was completed by students who were in Grade 9 during the province-wide school closures (from April 2021 to June 2021), which may be counted towards the graduation requirement, in recognition of the extraordinary circumstances of the COVID-19 pandemic.

Selection of courses should consider future pathways, the ability and interests of the student to learn in a fully online environment and any potential supports that may be needed. Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the supports they need, (e.g., guidance, nutrition programs, extra-curricular activities and services for English-language learners). Individual Learning Plans must be shared with online teachers to ensure continuity of teaching and care for the student.

Parents/guardians may choose to opt their children out of the mandatory online learning credits required for graduation. To opt out, a parent/guardian must submit an opt-out form to the school. Students 18 years of age or older can also opt out of the graduation requirement by submitting an opt-out form to the school. Please note that students may opt back into the online learning graduation requirement if they choose. Contact the school for further information on this process.

Prior Learning Assessment and Recognition

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in course outline documents in order to earn credits towards the OSSD. The PLAR process involves two components: "challenge" and "equivalency". Students applying for PLAR credits may do so prior to:

- October 1 for Fall Semester
- February 1 for Winter Semester

- July 1 for Summer Semester

The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 courses. Assessment instruments for this process include formal tests (70 percent of the final mark) and a variety of other assessment strategies appropriate to the particular course (30 percent of the final mark). Such strategies may include the evaluation of student work, including written assignments and laboratory work, and observation of student performance. The "equivalency" process is the process of assessing credentials from other jurisdictions. Equivalency credits are granted exclusively in determining student placement.

Requirements of the PLAR Challenge Process

Policies and Procedures Governing the Challenge Process

- The challenge process is an evaluation process and may not be used as a way for students to improve their mark in a course for which they have already earned a credit, nor as a way to obtain a credit for a course they have previously failed.
- Students may challenge for credit only for Grade 10, 11, and 12 courses offered by the school. • Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline.
- Students are responsible for initiating the challenge process and for satisfying all of the requirements.
- Students who are under the age of eighteen require parental approval before applying to challenge for credit for a course.
- Students may challenge for credit for a course only if they can provide reasonable evidence to the principal that they would be likely to be successful in the challenge process.
- PLAR applicants are required to fill out the application package and to review the curriculum expectations for the course in which the challenge is being initiated, both of which are provided by the principal.
- Students may use certificates or other records of accomplishment earned outside Ontario classrooms as reasonable evidence of eligibility to challenge for credit for a related course, if they wish to earn credit for the course without taking the course. Students with music certificates that are accepted for credits, however, are not required to challenge for credit for the appropriate music courses, but are granted credits in accordance with this document.
- A student must challenge for credit for an entire course, whether it is a full-credit or a partial-credit course.
- Credit will be granted only for the specific course for which the student has successfully challenged for credit.
- Students cannot be granted credits through the challenge process for any of the following courses:
 - A course in any subject if a credit has already been granted for a course in that subject in a later grade either as a single credit or as part of a block equivalency
 - A course for which credit has already been granted or for which there is significant overlap with a course for which credit has been granted (e.g., a student cannot challenge

for credit for an academic course if he or she has already earned a credit for the applied course at the same grade level, and vice versa)

- A transfer course
- A locally developed course
- A cooperative education course
- A student will be permitted to challenge for credit for a specific course a second time after a reasonable interval if the student can provide reasonable evidence to the principal that he or she is likely to be successful after having benefited from additional study and experience during the interval.
- The PLAR challenge process requires that students complete formal tests and varied appropriate assessment strategies and will result in formalized evaluation and reporting of student performance.

Assessment and Evaluation

Assessment and evaluation through the PLAR process will be based on the curriculum expectations and the achievement charts included in the course outline document. Assessment and evaluation is based on all the strands in a course and on all categories of knowledge and skills appropriate to the course. A student's level of achievement will be recorded as a percentage grade on the OST in the same way as achievement in other courses.

Assessment and evaluation strategies for the challenge process include formal tests (70 per cent of the final mark) and a variety of other assessment strategies appropriate for the particular course (30 per cent of the final mark).

The formal tests must have a balance between written work and practical demonstration that is appropriate for the subject/discipline. Other assessment strategies may include evaluation of written assignments, demonstrations/performances, laboratory work, and quizzes, and observation of student work. The principal is responsible for developing and administering the formal tests and for determining which assessment strategies are most appropriate for each course for which a student is challenging for credit.

Record Keeping

The Study Academy will maintain and include a "PLAR Challenge for Credit: Cumulative Tracking Record" form in the student's OSR. This form tracks the number of credits earned and the disciplines in which credits have been earned through the challenge process, as well as failures and withdrawals.

A "PLAR Challenge for Credit: Interim Tracking Record" form will be maintained for credits earned through the challenge process at The Study Academy, where The Study Academy is not the student's regular school (the regular school is the school that maintains the student's OSR). The principal will use the "Interim Tracking Record" form to communicate the results of the student's challenges for credit to the school that maintains the OSR. The principal of the student's regular school will enter this information onto the "Cumulative Tracking Record" form in the student's OSR. Only the "Cumulative Tracking Record" form will be maintained in the student's OSR. If it is necessary to use more than one

"Cumulative Tracking Record" form to record a student's attempts to challenge for credit, the additional form(s) will be attached to the original form.

The following entries must be made on the student's "Cumulative Tracking Record" form and the "Interim Tracking Record" form, as applicable:

- For challenges for credit for Grade 10, 11, or 12 courses: The student's passing percentage grade, failing percentage grade, or withdrawal from the challenge process must be entered on the appropriate tracking record form(s).
- The following entries must be made on the student's OST (using common course titles and codes):
 - For challenges for credit for Grade 10 courses: Only passing percentage grades will be entered on the OST. If the student subsequently takes the Grade 10 course, only the higher percentage grade will be recorded on the OST. No notation will be entered on the student's OST if the student withdraws from or receives a failing grade in the challenge process.
 - For challenges for credit for Grade 11 and 12 courses: Passing and failing percentage grades will be entered on the student's OST. No notation will be entered on the OST if the student withdraws from the challenge process.

Requirements for the PLAR Equivalency Process

Responsibilities of School Principals

Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The principal will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

To ensure consistency in establishing equivalency for students for placement purposes, the principal will use as a guide the table below entitled "Requirements for the OSSD Under OSS", to determine the number of credits, including compulsory credits, that the student must earn, as well as other diploma requirements that the student must satisfy, in order to qualify for the secondary school diploma.

Situation in Which the Student Has Normally Completed					
Requirements for the OSSD under OSS	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Number of years successfully completed in a secondary program	0	1	2	3	More than 3

Minimum number of credits still to be earned towards the OSSD	30	22	14	7	4
Number of compulsory credits to be earned and requirements to be met					
English ¹	4	3	2	1	1
Mathematics	3	2	1	0	0
Science ²	2	1	0	0	0
Literacy Graduation Requirement	Required	Required	Required	Required	Required
Community Involvement ³	40 hours	40 hours			

1. The compulsory English credit for Grade 12 is required if its equivalent has not already been earned.
2. Two science credits are required, as is one additional credit in Grade 11 or 12 science or in Grade 9, 10, 11, or 12 technological education.
3. The principal will determine the number of hours of community involvement required.

Record Keeping

Regular day school students who transfer to The Study Academy from a school outside Ontario or from a non- inspected private school may be granted equivalent credits through the PLAR equivalency process based on the principal's evaluation of their previous learning. The total number of equivalent credits and the corresponding number of compulsory credits are recorded on the OST. The equivalent credits are entered as a total, and the required items of information appear as follows: "Equivalent Credits" entered in the "Course Title" column; "PLE" in the "Course Code" column; "EQV" in the "Percentage Grade" column; the total number of credits in the "Credit" column, and the total number of compulsory credits in the "Compulsory" column.

Programs in Music Taken Outside the School

A maximum of two credits may be awarded to students taking music programs outside the school through the following processes combined:

- For music programs completed by students outside the school, the principal may award a maximum of two university preparation credits towards the Ontario Secondary School Diploma. The credits will be awarded upon presentation of the official examination result forms or certificates.
- Additional music credits earned in school may be counted towards the secondary school graduation diploma. Of these in-school music credits, a maximum of one Grade 12 credit may be awarded as a university preparation credit.

- Students may be awarded a maximum of two Grade 10 to 12 music credits through the PLAR challenge process.

A student who has successfully completed the requirements for one of the following may count a maximum of one non-Grade 12 university preparation credit towards the OSSD in addition to any other non-Grade 12 university preparation music credits earned in the school:

- Grade VIII Practical and Grade II Rudiments of the Royal Conservatory of Music, Toronto
- Grade VIII Practical and Grade IV Theory of Conservatory Canada, London
- Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec
- Grade VII Practical and Grade V Theory of Trinity College of Music, London, England
- Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, England

A student who has successfully completed the requirements for one of the following may count a maximum of one Grade 12 university preparation credit towards the OSSD in addition to a maximum of one other Grade 12 university preparation credit in music earned in the school:

- Grade IX Practical and Grade III Harmony of the Royal Conservatory of Music, Toronto
- Grade IX Practical and Grade V Theory of Conservatory Canada, London
- Collegial II Practical and Collegial II Theory of any conservatory of music in the province of Quebec
- Grade VIII Practical and Grade VI Theory of Trinity College of Music, London, England
- Grade VIII Practical and Grade VIII Theory of the Royal Schools of Music, London, England

Reach Ahead Credits

Grade eight students, under certain conditions, may “reach ahead” to take secondary school courses. The principal of the student’s elementary school and the principal of The Study Academy may decide, with parental consent, that it is appropriate for the student to enrol in one or more secondary courses. In such a case, the principal of The Study Academy assumes responsibility for evaluating the student’s achievement and for granting and recording credits.

Students will be considered for reach ahead credits based upon on three criteria:

1. Demonstrating skills that exceed minimum performance levels in the given area of study
2. Accumulating sufficient class time to consolidate classroom learning
3. Perceived level of success in the given course(s)

Student records are kept in the Ontario Student Record Documentation file indicating the Reach Ahead course(s) that the student is enrolled in. These credits count toward the OSSD and are recorded on the OST.

Reporting

The school operates on a hybrid semester and non-semester schedule. Strategic courses have been designated for full-year schedule including Physical Education, and Grades 9 and 10 Mathematics and English and others are run on a semester schedule. Please refer to student timetable for delineation of course scheduling and length of periods as well as start and end dates of semester/term. School reporting is scheduled for November, February, April, and June of each year. The November and April reports are designated interim reports for full-year courses and midterm reports for semester courses. February and June reports are designated midterm (and final) reports for full year courses and final reports for semester classes. Grades are not provided for the first set of interim reporting for full-year courses because an insufficient amount of evaluation has been completed for teachers to interpret performance level.

Secondary School Literacy Graduation Requirement

Introduction

Students will take the Secondary School Literacy Graduation Requirement (SSLGR) in Grade 10. Students must complete this requisite in order to graduate (in addition to the 30 credit requirement), and the result is recorded on their student transcript. Most students will meet the requirement by successfully completing the Ontario Secondary School Literacy Test (OSSLT) and others will meet the requirement by completing the Ontario Secondary School Literacy Course (OSSLC).

The secondary school literacy graduation requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. Its purpose is to determine whether students have the skills in reading and writing that they will need to succeed at school, at work, and in daily life.

The following students are not required to meet the secondary school literacy graduation requirement:

- Students who have a Learning Plan that indicates that they are not working towards the OSSD, and who are granted an exemption
- Students who are working towards the OSSD under Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements, rev. ed., 1989 (OSIS)
- Students who are working towards an earlier diploma, such as the Secondary School Graduation Diploma

Methods of Meeting the Secondary School Literacy Graduation Requirement

Ontario Secondary School Literacy Test

The OSSLT is the standard method for assessing the literacy skills of students in Ontario for the purpose of determining whether students meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these students need remediation.

Students who are working towards the OSSD will normally take the OSSLT when they are in Grade 10. Those who do not take the test in the year following the year in which they enter Grade 9 will require a deferral. Deferrals must be granted in accordance with the policies delineated in this document.

Students who are working towards an OSSD and who do not successfully complete the OSSLT will have opportunities to retake the test. Once students have successfully completed the literacy test, they may not retake it.

The Study Academy will provide remedial assistance 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 Study Academy will provide suitable accommodations for persons with special needs. To qualify for accommodations for taking the test, a student must have a Learning Plan that describes the required accommodations. Accommodations needed for the literacy test may be challenging to implement, and consequently careful planning will be required on the part of the principal.

Ontario Secondary School Literacy Course

The reading and writing competencies required by the 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 pass the course are considered to have met the literacy graduation requirement.

For students who have failed the OSSLT, the principal of The Study Academy holds discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student.

Accommodations specified in a student's Learning Plan must be available to the student throughout the course. However, because achievement of the expectations in this course represents fulfilment of the literacy requirement for graduation, no modifications of the expectations are permitted.

Recording of Results on the Ontario Student Transcript

A student's results on the OSSLT or in the OSSLC will be recorded on the Ontario Student Transcript (OST). An "X" will be entered in the "Successfully Completed in English" box if the student has

successfully completed the test or the course. "N/A" applies to students whose Learning Plan indicates that they are not working towards the OSSD; to students who are working towards the OSSD under OSIS; and to students who are working towards an earlier diploma, such as the Secondary School Graduation Diploma.

Procedures for Making Accommodations

It is important that certain basic procedures be followed in planning and making accommodations so that these may be of maximum benefit to the student. Decisions about accommodations must:

- Always be made on an individual student basis
- Be made by the principal in consultation with the student, parents, and appropriate faculty
- Be made prior to the taking of the OSSLT or OSSLC
- Take into consideration all accommodations included in the student's Learning Plan that are also permitted in accordance with this document
- Be clearly communicated in writing to the parents or adult student in advance of the writing of the test

Permitted Accommodations

The accommodations that may be necessary in order to give students with special needs the best possible opportunity to successfully complete the OSSLT or OSSLC may take several forms. In each case, the accommodation used must be specified in the student's Learning Plan.

Accommodations that will be permitted include the following:

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

For example, reading aloud of the questions in the writing component of the test is a permitted accommodation for students who have this specified as an accommodation in their Learning Plan. However, reading aloud of the questions in the reading component of the test is not permitted as an accommodation, because the ability to read questions unassisted is an integral part of what is being measured in the reading component.

Such forms of support as the following are also not permitted as accommodations, since they would affect the validity of the test: clarifying test questions for students by rewording or explaining them; answering students' questions during the test or providing additional information; and allowing discussion prior to the performance of writing tasks.

Note that clarification of instructions for both the reading and the writing components of the test is permitted for all students before the commencement of the test. Such clarification is not considered to be an accommodation.

If an accommodation that is described in a student's Learning Plan is also one that is permitted in accordance with this document the principal will ensure that the accommodation is available to the student during the test or course. Accommodations other than those listed in this document will be given consideration by the principal upon receipt of a request, as outlined in the section below.

Deferrals of the Test

Deferrals are intended for students who have not yet acquired a level of proficiency in English to successfully complete the test. Students included in this group have either been identified as exceptional or unsuccessful in acquiring the reading and writing skills appropriate to Grade 9. Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances.

Documentation must be submitted to the principal of the school in such cases.

Deferrals are to be granted to students on an individual basis according to the following procedure:

- A parent or an adult student may make a request for a deferral. Such requests are made in writing to the principal. The principal may grant the deferral.
- A principal may also initiate consideration of a deferral with the parent or adult student
- The principal's decision will be made in consultation with the parent or adult student and members of the faculty.
- The writing of the test may be deferred only to the time of the next scheduled test. Students who are granted a deferral will write the test at the next scheduled sitting.
- If an additional deferral is required, the principal will review the request again. While there is no limit on the number of deferrals that may be granted, deferral will result in fewer opportunities to retake the test. Students are encouraged to write the test so that the school may have an indication of their strengths and needs and be able to develop an appropriate program and/or appropriate forms of support to prepare them for their next attempt.
- All documentation related to the decision to grant a deferral will be maintained in the student's OSR.

Exemptions from the Test

To be eligible for an exemption, a student must have a Learning Plan identifying the exemption. The Learning Plan must include documentation to support an exemption from the SSLGR and clear indication that the student is not working towards an OSSD. Both parental consent and the approval of the principal are required for an exemption. If a student does not successfully complete the SSLGR, he or she will not be eligible to receive the OSSD.

Exemptions are to be provided to students on an individual basis according to the following procedure:

- The principal will ensure that a Learning Plan is developed for the student.
- The Learning Plan will identify the student's learning expectations, which will indicate whether the student is working towards the OSSD.

- Where the Learning Plan indicates that the student is not working towards the OSSD, the student may be granted an exemption from the SSLGR by the school principal.
- In cases of disagreement, where the principal decides that the student should be exempted from writing the test, but the parent or adult student disagrees with this decision, the student must be allowed to write the test.
- Where it is determined that an exemption does not apply and that the student who has a Learning Plan, the principal will ensure that the student has a fair and equal opportunity to successfully complete the test.
- If the learning expectations contained in the student's Learning Plan are revised at some point, and the student begins to work towards the OSSD, he or she must successfully complete the SSLGR in order to be eligible to receive the diploma.

All documentation related to the decision to grant an exemption from taking the test will be maintained in the student's OSR.

Community Involvement Activities

Introduction

All students must complete a minimum of 40 hours of unpaid community involvement activities before graduating from Upper School. This requirement is additional to the 30 credits needed for a secondary school diploma. Students will be able to choose their own community involvement activities, within guidelines that will be provided by The Study Academy. Students will be responsible for fulfilling this requirement on their own time, and for keeping a record of their activities on a form supplied by the school (Community Involvement Activities Tracking Form, CIATF).

Students will select one or more community involvement activities in consultation with their parents. A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older. The selection of activities should take into account the age, maturity, and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment, and preparation. The safety of the student is paramount.

Roles and Responsibilities of The Study Academy

The Study Academy is responsible for the implementation, management, and record-keeping of community involvement activities for all enrolled secondary school students. We have developed a non-inclusive list of approved community involvement activities. This list is included in the proceeding section (List of Eligible Activities) in addition to a list of activities that are ineligible. The Study Academy will not approve student participation in any activities that are on the list of ineligible activities; however, students may participate in activities not included on the list of approved activities pending approval by the principal. The Study Academy is not responsible for the actions of participants in the community involvement activity.

The Study Academy is required to provide information about the community involvement requirement to parents, students and community sponsors. The principal is also required to provide students with the information and forms they will need to complete the community involvement requirement, including the list of approved activities from which to choose. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the principal will decide whether the student has met the community involvement requirement and, if achieved, will record it as completed on the student's official transcript.

Roles and Responsibilities of Students

In consultation with their parents, students will select an activity or activities from the list of approved activities or choose an activity that is not on the list, provided that it is not an activity specified on the list of ineligible activities. If the activity is not on the list of approved activities, the student must obtain written approval from the principal before beginning the activity.

Before beginning any activity, students will provide the principal with a CIATF indicating the activity or activities that they plan to participate in. This form must be signed by the student, and by his or her parent if the student is under eighteen years of age. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

Students must submit a completed CIATF to the principal or other school contact upon completion of the 40 hours or at appropriate intervals determined by the principal. For students from schools outside Ontario who do not have Ontario credits and who have completed Grades 10, 11, or more than Grade 11, the principal determines the number of hours of community involvement required.

Roles and Responsibilities of Parents

Parents should assist their children in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns. A parent must sign the CIATF if the student is under the age of eighteen years. Because The Study Academy is not involved in the selection process of activities nor of community sponsors, parents are required to screen community involvement activities for appropriateness and safety for their child.

Roles and Responsibilities of Sponsors in the Community

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. The person or organization should provide any training, equipment, or special preparation that is required for the activity. It is crucial that students are able to fulfil their community involvement requirements in a safe environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the CIATF.

List of Eligible Activities

The Study Academy approves the activities listed below for the completion of the community involvement requirement (students are not required to choose from this list):

- Assistance to seniors
- Environmental projects
- Working with charitable and service organizations
- Community sports and recreation activities
- Specific school-related activities
- Community activities
- Working in health facilities

List of Ineligible Activities

The Study Academy has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities. An ineligible activity is an activity that:

- Is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience)
- Takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible
- Takes place in a logging or mining environment, if the student is under sixteen years of age
- Takes place in a factory, if the student is under fifteen years of age
- Takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult
- Would normally be performed for wages by a person in the workplace
- Involves the operation of a vehicle, power tools, or scaffolding
- Involves the administration of any type or form of medication or medical procedure to other persons
- Involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act
- Requires the knowledge of a tradesperson whose trade is regulated by the provincial government
- Involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables
- Consists of duties normally performed in the home (i.e., daily chores) or recreational activities
- Involves a court-ordered program (e.g., community-service program for young offenders, probationary program)

Ontario Student Record Statement of Policy

The Study Academy and its staff are responsible under the Ontario Education Act and Regulations and the Ministry of Education Guidelines to maintain and establish an Ontario Student Record (OSR) for all students enrolled in the school.

This policy allows faculty to determine the type of information, its relevance and its uses that could be conducive to the improvement of the instruction of the student.

1. The following statement regarding the purpose of the OSR will be clearly printed on both Elementary and Secondary School pupil registration forms: Section 265 (d) of the Education Act requires a principal of a school “to collect information for the inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer, and dispose of the record.”
2. Reference to OSR records will also be included in the following forms and documents:
 - a. Elementary and Secondary Registration Form
 - b. Consent Forms
 - c. Secondary School Course Calendars
 - d. Report Cards
 - e. Student Handbooks
3. Where appropriate, the following electronically generated components in whole or in part, will be deemed acceptable as a segment of the OSR.
 - a. Elementary and Secondary Registration Form
 - b. Ontario Student Transcript
 - c. School Report Cards
 - d. Individualized Education Plan
 - e. Individual Learning Plan
 - f. Electronically converted document
4. The following school staff is responsible for performing clerical functions with respect to the establishment and maintenance of the OSR:
 - a. Administrators of the school
 - b. Principal of the school
5. Assessment reports viz., Developmental Reading Assessment (DRA), PM Benchmarks and EQAO reports will be stored in the OSR. The Student Information Sheet that follows Grade 8 students to Grade 9 will also be stored in the OSR. All of these documents will be stored in the documentation file within the OSR.
6. The principal or designate will ensure that the OSR in either hard copy or electronic format is stored in a secure location that provides confidentiality, security, and authorized accessibility to the record. An OSR record will not be left unattended and if removed from the storage area will be kept secure. It will never be taken out of the school building.
7. All materials purged from the OSR must be destroyed so that no identifiable information can be discerned. The principal will ensure that designated staff destroys the contents of the OSR by shredding hard copies, and/or deleting appropriate electronic files.

8. Special Health Information that has been disclosed to the principal and deemed to be conducive to the improvement of the instruction of the student will be stored in the OSR.
9. Current photographs (digital or printed) must be kept on file in the main office and on the OSR index card. It is not necessary for them to be placed on the OSR folder.
10. PLAR information will be stored in the OSR.
11. Parents or adult students, who require access to their child's or their own OSR, must submit a request in writing to the principal at least one week prior to accessing the OSR. The principal or a designate must be present while the contents of the OSR are being examined.
12. Upon school closures, the OSR will be forwarded to the schools to which the students have been relocated. The Study Academy will maintain retired OSR's in secured archive
13. All or parts of the OSR may be converted to an electronic format at the discretion of the principal.

Substitutions for Compulsory Courses

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses. To meet individual students' needs, the principal may replace up to three of these courses (or the equivalent in half courses). In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the OSSD and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate. Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

The decision to make a substitution for a student will be made only if the student's educational interests are best served by such substitution. If a parent or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. The principal may also initiate consideration of whether a substitution should be made. The principal will make the decision in consultation with the parent or adult student and appropriate school faculty.

Each substitution will be noted on the student's Ontario Student Transcript.

Eligible Substitutions for Compulsory Credit Requirements

The range of courses that may be used through substitution to meet a compulsory credit requirement are as follows:

- Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLS10, GLE10, GLE20)
- Discovering the Workplace, Grade 10, Open (GLD20)
- Designing Your Future, Grade 11, Open (GWL30)
- Leadership and Peer Support, Grade 11, Open (GPP30)
- Advanced Learning Strategies: Skills for Success After Secondary School, Grade 12, Open (GLS40, GLE40, GLE30)
- Navigating the Workplace, Grade 12, Open (GLN40)

A maximum of one credit earned for a learning strategies course may be used through substitution to meet a compulsory credit requirement. The limit of three substitutions remains in effect Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.

Types of Courses

The types of courses available in the secondary school program are described as follows:

- In Grades 9 and 10, three types of courses are offered: academic courses, applied courses, and open courses. Academic courses emphasize theory and abstract problems. Applied courses focus on practical applications and concrete examples. Both types of courses set high expectations for students while preparing them for studies in the senior grades. Open courses, offered in all secondary school grades, are designed to prepare students for further study in certain subjects and to enrich their education generally. Like the other types of courses, open courses are credit-based and are counted towards the 30 credits required to meet diploma requirements.
- In Grades 11 and 12, courses offered to prepare students for their postsecondary destinations include: university preparation courses, developed in close collaboration with universities; university/college preparation courses, developed in close collaboration with both universities and colleges; college preparation courses, developed in close collaboration with colleges; and workplace preparation courses, developed in close collaboration with representatives from a variety of workplaces. Open courses are also offered in Grades 11 and 12.

Waiving a Prerequisite

A prerequisite course is one that must be completed before a student can successfully understand or have the skills required in studying the next course in a related subject area. In special cases, the principal may waive a prerequisite. All prerequisites are shown with the course descriptions.

The process of prerequisite waiving will be initiated by request of parent or adult student. The request must be submitted in writing to the principal and will describe the student's readiness for enrolment based on the student's background, experience and related abilities. The principal will consult with the course instructor in deciding whether to grant the request.

Withdrawal from a Course in Grades 11 and 12

Students may withdraw from senior courses (grades 11 and 12) without demarcation on their transcript provided that they withdraw from the course prior to (or on) the designated withdrawal date. These dates are listed on the school calendar for each semester and full-year scheduled course. Any courses dropped or withdrawn from after the designated withdrawal date will have the course recorded on their transcript.