



THE STUDY  
ACADEMY

# PROGRESSIVE SCHOOL

VIEWBOOK

HIGHLIGHTS

PERSONAL

Matching comprehensive and progressive teaching to student learning, delivered at an accessible pace.

VIBRANT

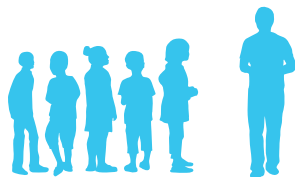
Featuring a rich social environment, extracurricular activities, and overnight trips to crystallize friendships and create memories together.

INNOVATIVE

Our evidence-informed approach includes inquiry and project-based learning, advanced topics of study, and a student-centric learning environment.

4.4:1

Student-to-teacher ratio<sup>1, 2</sup>



7.1

Average class size<sup>1, 2</sup>

3/5

Students participating in extracurricular clubs and community projects<sup>5</sup>



71%

Students participating in neurofeedback training at TSA who benefit with growth in attention<sup>4</sup>



100%

Students with Individual Learning Plans<sup>3</sup>



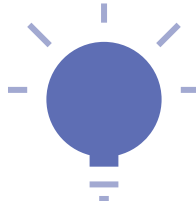
33

Teams and clubs for students to join<sup>5</sup>



55 & 9

Electives for Upper & Lower School students, respectively<sup>1</sup>



1. Data collected for 2023-24 school year.  
2. Fredriksson, P., Öckert, B., & Oosterbeek, H. (2012). Long-term effects of class size. *The Quarterly Journal of Economics*, 128(1), 249-285, <https://doi.org/10.1093/qje/qjs048>.  
3. Hammond-Darling, L. (2018, September). Social, emotional, and academic development: Implications for educational practice. Keynote presented at The International Mind, Brain and Education Society Biennial Conference, Los Angeles, CA.  
4. Krell, J., Dolecki, P. K., & Todd, A. (2023). School-Based Neurofeedback Training for Sustained Attention. *Journal of Attention Disorders*, <https://doi.org/10.1177/10870547231168430>.  
5. Data collected for the 2022-23 school year.



# CELEBRATING LEARNING ONE STUDENT AT A TIME



Middle School  
High School

(416) 929-1630  
thestudyacademy.ca

## PRINCIPAL'S MESSAGE

I am proud to introduce you to The Study Academy — Toronto's premier progressive school. With a coeducational environment spanning grades 3 to 12, we have built a foundation of personalised education tailored to the unique profiles of each of our students. The Study Academy challenges and enriches student learning in a vibrant, supportive community that focuses on personal growth and academic achievement.

Students of The Study Academy experience classroom environments that balance independent and interactive activities with exploration and creation. They learn to build skills through encounters with great ideas and the generative and dedicated exertion of the mind and will.

The Study Academy was established in 2006 by Bryan Levy-Young. Levy-Young's 25-year practice as an educational consultant, family therapist, and director of tutorial services cemented the school's core principles. As such, The Study Academy features a supportive social and academic environment that integrates the pedagogical, emotional, social, and cognitive components of the classroom experience.

Our students' achievements are a great source of pride, and we consider these as testaments to our students' commitment to their personal development. All schools are different, and choosing the right one is not an easy task. At The Study Academy, we understand the need to find a school that best suits your child's unique personality, interests, and learning profile. I hope you will take a moment to read through our Viewbook to see what makes The Study Academy so unique.

We welcome you to visit our facilities and observe our innovative programs first-hand. Frequent and flexible meetings are available for parents and guardians who want to learn more. We encourage you to contact us, and I look forward to discussing our unique approach to education so you can decide whether The Study Academy is the ideal school for your child.

Sincerely,

Jason Krell, MSc, MBA  
Principal





The Study Academy fosters academic excellence and personal growth — supporting, challenging, and empowering students through differentiated learning.

## ABOUT THE STUDY ACADEMY

The Study Academy, founded in 2006, is a coeducational independent school for grades 3-12 students. We enjoy an excellent reputation for our unique focus on twice-exceptional (2e) learners and for students looking for a progressive and personalised learning environment. Our school features a rich and varied program that is dually differentiated, focusing on nurturing talents while supporting and developing strategies to address areas of need. Our teachers emphasise collaborative and inquiry-based teaching, we maintain small classes to facilitate rich topical discussion, and we are keenly interested in the exciting discoveries emerging from the intersection of education and science.

We carefully tailor our program to appeal to positive, motivated students looking for a new approach to education that will nurture and celebrate their unique skills, abilities, and ideas. TSA's founding principles include attention to the social and emotional domains of school and the pedagogical. We excite, inspire, and enrich our differentiated learners who have often not found their homes in traditional classrooms featuring traditional teaching. We achieve a strength-based and talent-centred approach to teaching and learning in small-group instruction focussed on personalised programming and nurturing the gifts of our remarkable students.

### GUIDING PHILOSOPHIES

- Learning is a social activity, informed by our emotions and motivations
- The student is the central participant in the classroom and school
- A learning environment is responsive to the individual differences between students, including their prior knowledge, skills, ideas, and attitudes
- Learning demands a disciplined investment of students' intelligence
- Virtuous cycles of learning arise when schools participate in research that informs teaching and when teaching practice informs research directions

### EDUCATIONAL OBJECTIVES

Our teaching focuses on developing winning habits and skills that students will carry forward into the post-secondary world that awaits after graduation. These learning components include:

- Collaboration
- Meta-cognition
- Reasoning skills
- Connection-making
- Problem-solving
- Self-regulation





# STUDENT PROFILE

Students at The Study Academy are bright, ambitious, creative, and social children who desire more from their education:

- More face time with their teachers
- More discussion and academic dialogue during class
- More emphasis on learning skills
- More differentiated programming catered to their specific learning strengths

Our students have diverse talents and capabilities (including twice exceptional — 2e profiles), and they are eager to learn the skills and acquire the confidence to succeed in post-secondary 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 with decorum and gain confidence and independence to explore new ideas and strategies.

## BUILDING ADAPTIVE COMPETENCES

The Study Academy measures student success by combining several positive traits: self-efficacy, intellectual curiosity, and self-regulation. Our innovative programs, including advanced Learning Strategies courses, Academic Advisors, and Individual Learning Plans for every student, develop these winning habits. Our graduates depart our school with:

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





## STUDENT LIFE

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### CLASSROOM

Collaborative and discussion-based

### COMMUNITY INVOLVEMENT

Inspire Week trip abroad

### ELECTIVE COURSES

High interest topics available from grade three including Outdoor Education, Coding, Spanish, and Computer Engineering Technology

### EXTRA HELP AVAILABILITY

Study Hall (after school)

### EXTRACURRICULAR ACTIVITIES

Dungeons & Dragons, Soccer, Student Council, Basketball, Eco Club, eSports, and more

### FIELD TRIPS AND WORKSHOPS

Frequent to complement classroom learning

## SCHOOL HIGHLIGHTS

With 94% of our graduates receiving an offer of admission to their first choice of University programs, students at TSA are given the guidance and develop the skills to be successful in post-secondary study. Our students benefit from a rich educational environment and an ever-growing sense of self. While embedded within a vibrant social community, our programs offer practices informed by the learning sciences and inspired by key components of the Finnish educational model. The Academic Advisor program connects students with a designated faculty member with whom they may address questions or concerns and receive academic support in organization and planning. Individual Learning Plans offer personalised strategies for every student, and the Principal's List honours the successes of our students, promoting achievement and active participation.

### ACADEMIC ADVISORS

The role of our Academic Advisors is to build a long-term collegial relationship with students based on a foundation of trust and understanding. Students will meet regularly with their advisor, although the nature of the meetings will vary based on age and goals. Students explore and discuss various ideas, including potential topics for inter-disciplinary projects, support strategies for time management, suggestions on which teams and clubs might be a good fit, and general advice on acclimatising to life at TSA as a new student. Advisors serve as liaisons between family and school to foster independence as students start to seek help from their teachers. This platform also ensures that all our students have a voice in advocacy, even if they have yet to develop it.

### INDIVIDUAL LEARNING PLANS

We develop an Individual Learning Plan for each student as a tool to fuel their growth and development. For some students, these plans support the development of learning skills and strategies for success or accessibility of particular learning expectations and methods of participation. For other students, ILPs document strategies for managing deadlines while they miss school time for competitive sports and athletics. For some students, these plans will identify pathways and resources for enriching their learning beyond curricular expectations. ILPs illustrate areas of strength and growth opportunities and provide a tailored set of teaching and learning strategies and academic goals. These strategies are reinforced in our Essential Skills and Learning Strategies classes and are woven cohesively into the fabric of our school.

### PRINCIPAL'S LIST

To acknowledge and encourage achievement, we offer recognition of scholastic merit with our annual achievement program — the Principal's List. Students will be recognised with placement on the list for exhibiting excellence in academics and community and the autonomy and ambition to strive. Additional components for the Principal's List include demonstrating strong learning skills, grades, attendance, and participation in extracurricular activities.





Starting in grade  
three, students  
have elective  
options including  
Coding, Canada &  
Conflict, Music,  
Spanish, and Team  
Sports.

## LOWER SCHOOL

Our grade 3-8 timetable divides each school day into three distinct components, separated by 45-minute nutritional breaks. Blocks of English and Math courses are scheduled daily, Science and Social Studies alternate terms throughout the year, and Physical Education, Art, French, Essential Skills, and Electives occur intermittently throughout the week. Classroom teaching is dedicated to building skills related to self-regulation, critical thinking, and collaboration. Students will choose electives, make decisions about their learning in self-managed periods, and explore topics of interest through enrichment projects.

Classes are kept small to personalise learning for every student, allowing for a learning environment rich in feedback, focused on talent development, and encouraging of students to engage in academic risk-taking and personal challenges. To complement our inquiry-based teaching model, we emphasise note-taking and effective study habits, offer opportunities to practice mindfulness, instruct on etiquette, and develop a growth mindset.

### MIDDLE SCHOOL PROGRAM

In preparation for high school, our final two years have been intentionally designed for the transition to more formal structures, homework expectations, and exam writing. Middle School operates with the same ethos as our elementary program (grades 3-6), and layers in additional and progressive planning throughout the final four semesters of student's enrolment in Lower School (September-January grade 7, February-June grade 7, September-January grade 8, and February-June grade 8). Our graduates exit Lower School with a sense of accomplishment and having established effective work habits, experience in test and exam writing, and an understanding of how to show their learning in product-based, observational, and conversational assessments.

### SKILLS PASSPORT

This skills-oriented reporting system measures student development in the Academic and Essential categories. Academic Skills refer to the critical competences that form the foundations of classroom learning: reading, writing, researching, numeric operation, oral communication, and countless more. Reporting on Academic Skills is a reflection of past performance. Essential skills describe effective work habits, including collaboration, organization, decision-making, adaptability, and goal-setting. Reporting on Essential Skills is forward-looking to shape future performance. In distinguishing between these two pillars, we acknowledge that traditionally valued academic skills need to be paired with the learning skills and work habits that constitute our Essential Skills to help our students best prepare for the next stage of their academic careers.





## UPPER SCHOOL

Home to a diverse set of students, academically ambitious in their approach, our Upper School represents the best of two worlds: supportive of students with differences in their learning profile (such as twice exceptional — 2e learners) and achievement-oriented for high-performing students. Collaborative classrooms featuring rich, inquiry-based learning and in-depth descriptive feedback promote teamwork, creative approaches to problem-solving, and self-regulation. Together, these layers in building academic skills and self-efficacy offer significant benefits in post-secondary application.

In addition to classroom learning, students participate in various enriching and engaging activities, including frequent field trips, guest speakers, Inspire Week (a week-long, overnight community involvement project), peer discussion and debate, and extracurricular activities.

Students benefit from highly knowledgeable, warm, empathetic, and dynamic teachers who, rather than simply lecturing, present information as an interactive dialogue. Classes are taught in small groups to ensure no student’s question remains unanswered and no voice goes unheard.

### ADVANCED PLACEMENT®

Offered in conjunction with the College Board, AP® courses offer an internationally-recognised standard of educational excellence and enhance the university application profile of our students while offering opportunities to achieve advanced standing in first year. Students at The Study Academy enrolled in a wide variety of grade 12 courses ranging from English to Calculus to World History may elect to supplement the Ontario curriculum with enriched study in preparation to write AP® examinations in May to achieve this advanced standing.

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## PROGRESSIVE TEACHING

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### ACADEMIC ADVISORS

Dedicated faculty advocate for every student

### NEUROFEEDBACK

Computer-assisted attention training

### PERSONALIZED LEARNING

Education plans for all students

### SMALL CLASS SIZES

7:1 average class size

### STUDENT GOAL SETTING

Frequent to complement classroom learning

### TEACHING METHODS

Inquiry-based and project-based learning

## LEARN. DIFFERENTLY.

School environments significantly influence children's social and emotional competence and well-being. We are privileged to work with our students in curricular, service, and co-curricular learning activities, building respectful, trustful, and collegial relationships in our classes. Academic advisors work with and advocate for students, supporting them academically and in setting personal goals.

TSA has been intentionally designed to feature:

- Small classes
- Discussion-based teaching
- Frequent student conferences
- A proactive Student Success team
- Designated Academic Advisors
- Individual Learning Plans for all students

These layers encourage students through challenges and victories and provide mentorship to help them grow and develop. Our students develop a strong sense of belonging and security, have their dignity and worth affirmed, and work to achieve their full potential socially, intellectually, and emotionally.

Learning differently means embracing this empirically-founded view of schools, subsequently viewing the roles and responsibilities of students and teachers in new ways.





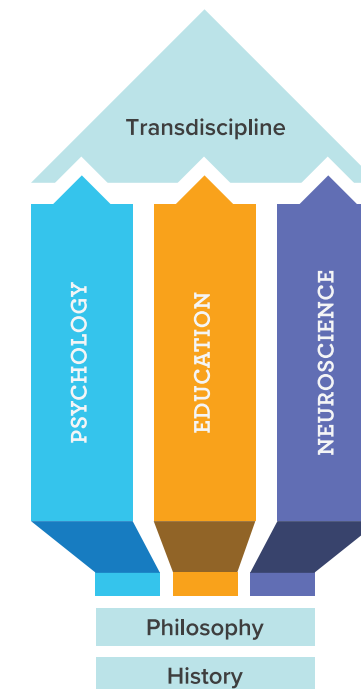
# TSA is Toronto's premier school for twice exceptional (2e) students.

## MIND, BRAIN, AND EDUCATION

A slow revolution has been brewing as educational theory catches up with various discoveries from the learning sciences. One groundbreaking change is the idea of “neuroplasticity” — the “brain that changes itself,” to borrow Dr. Norman Doidge’s term. It turns out that the brain is not just a static bunch of circuits and fixed abilities like a computer. Instead, the brain is organic and alive in the fullest sense of the word, something that grows and evolves. That developmental growth is the very essence of what we call learning. When we learn, we are not downloading a new program — we are growing our living brains in new ways. But even more amazingly, it turns out that giving the brain a way to see itself allows it to change in ways that have never been possible before.

The Study Academy derives inspiration from the emergent field of Mind, Brain, and Education as the basis for our innovative programs and progressive educational philosophy.

### MIND, BRAIN, AND EDUCATION



Mind, Brain, and Education is a transdisciplinary field emergent from the intersection of science and education. It informs teaching practice, encourages research in the classroom and the implementation of evidence-informed teaching practice, and provides a space where scientists and educators may collaborate.



ALUMS

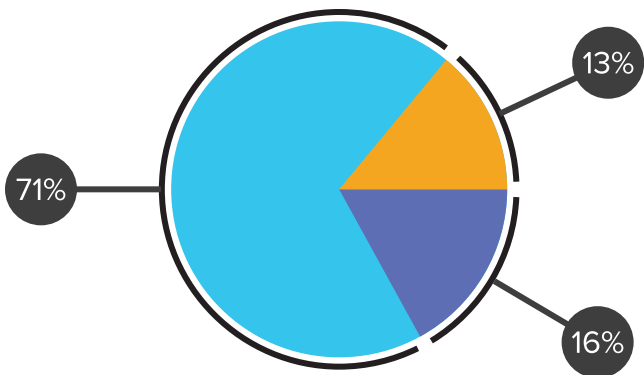
Graduates from The Study Academy have successfully transitioned to the next levels of their academic careers, carrying forward with them the academic skills and work habits to proceed confidently. We maintain strong relationships with our alums, who provide feedback on how they are doing and what components of our programs best prepared them to take their next step. Look at where our alums have attended in transitioning into post-secondary programs.



94%

Percentage of TSA graduates who receive an offer of admission from their first choice of post-secondary programs

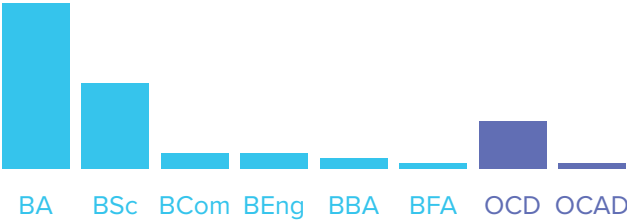
ALUM ATTENDANCE



Universities  
College and Bridging Programs  
Gap-Year Programs

Most Frequently Attended Schools

- Dalhousie University
- Toronto Metropolitan University
- University of Toronto
- Wilfred Laurier University
- Western University



Degree and Diploma Placement







**THE STUDY**  
ACADEMY

## AT A GLANCE

### LOWER SCHOOL

Grades 3-8

### UPPER SCHOOL

Grades 9-12

### Average Class Size

7.1 students

### ESTABLISHED

September 2006

### PRINCIPAL

Bradley Gunter, OCT, MED

### PRINCIPAL

Jason Krell, MSc, MBA

### FOUNDER, DIRECTOR OF ADMISSIONS

Bryan Levy-Young, MA

### HEAD OF STUDENT SUCCESS

Lauren Commeford, MA

Contact us today to learn more about how The Study Academy can make a difference in your child's education!

Both campuses conveniently located three blocks north of Davisville Station.

### LOWER SCHOOL



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### UPPER SCHOOL



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