



## A21 Academy Policies

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# School Policies, Practices and Procedures

## Welcome to A21 Academy

It is the commitment of A21 Academy to ensure all students have access to the Ontario Curriculum and support students to gain a secondary education. It's A21 Academy's commitment to reach every student to help him or her achieve a successful outcome from the secondary school experience. In Ontario, the requirement for all students is to remain in secondary school until the student has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD).

A21 Academy reaches beyond the Ontario Curriculum to also add in relevant programs to ensure each child has the option to obtain an OSSD or OSSC for NCAA opportunities as well as Science Technology Engineering & Math (STEM) programs.

## A21 Academy Philosophy

A21 views the world for its infinite opportunities for human potential. Therefore, we design our academic environment to ensure our students have the 21<sup>st</sup> Century skills necessary to reach their highest potential in all aspects of a balanced life of well-being. Our goal is to have each student leave A21 Academy with a positive self-assessment, zest for life and a quality education to build a foundation for a joyful and successful future.

## A21 Academy Orientation

A21 Academy provides orientation to each student when they arrive at the Academy over two days including a thorough overview of academic supports, co-curricular offerings, Individual Pathway Plans (see page 5), and where necessary ESL/ELL intake assessments (see page 25). Information sessions provide detail to ensure students adjust smoothly into his/her new academic life.

## Academy Calendar & Term Dates

Please find important dates for terms, Holidays, PD days and exams days here;  
<https://www.a21academy.com/parent-portal.html>

## Attendance

Attendance to all classes and school related events is required of all students unless permission has been granted by A21 Administration to be absent. Any absence must be excused by a parent or legal guardian either in person, via email to [Info@A21Academy.com](mailto:Info@A21Academy.com) or attendance line: **519-900-6021**. A21 Academy must be notified by the parent/guardian of an absence before or on the morning of the day it occurs. All course instructors keep track of daily attendance for each course within Canvas our LMS system.

## Absence from School

A21 Academy is governed by the Ontario Education Act which states that “*every child who attains the age of six years after the first school day in September shall attend school each day that school is in session every year from September to June until the child attains the age of 18 or graduates.*”

A student may be absent if he/she is unable to attend by reason of sickness or other unavoidable cause, for religious holidays or designated holy days. For reasons of extended illness of more than four consecutive days, a doctor’s note is required. Faculty of A21 Academy may send work home if the absence extends beyond three days. He/she will then determine the appropriate course of action in combination with academic staff and Principal.

## A21 Academy Code of Conduct

A21 Academy has expectations of all personnel to ensure the values of the program are maintained. Code of Conduct includes all aspects of relationships and use of cell phones which aligns with <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-128>

***All Personnel (Principal, students, faculty and parent/guardians) are expected to uphold the following values:***

- Demonstrate respect, fairness, and kindness in all interactions with the intent to build healthy relationships that are free from discrimination and harassment
- Ensure the safety of all students, teachers and administration at all times
- Ensure lines of communication are always open, easy to access and governed with respect for all involved

**A21 Faculty is expected to:**

- Ensure the quality and content of the program(s) are joyfully presented to students as assigned demonstrating a high level of energy and engagement.
- Ensure and oversee the learning environment, instructional materials, teaching, and assessment strategies to reflect the diversity of all learners.
- Protect the dignity and confidentiality rights of each students, teacher, and parent/guardian as required by law.
- Encourage students to reach his/her highest potential; demonstrating a positive attitude and leading by example.

**A21 Academy students, specifically have the following responsibilities:**

- Maintain his/her school supplies and personal space organized
- Adhere to the uniform requirements
- Respect and uphold the values of the academy when representing A21 Academy in the community.
- Communicate with the teachers and/or administration if he/she needs extra time for assignments or tasks and any other support to achieve goals
- Discover intrinsic motivation, to do his/her best and to set high standards for him/herself
- Demonstrate respect for all A21 Academy equipment and furniture

## **Safe Schools**

A21 Academy provides a safe and joyful place for students to achieve their academic goals. Safety and security in the facilities and classrooms is of the utmost importance to all A21 personnel and many processes are in place to ensure everything is followed. As a student of Ontario Schools, A21 Academy, upholds the *Safe Schools Act* and recognizes that, “A safe, inclusive and accepting school environment is essential for student well-being and achievement” (OME).

To read FULL Safe Schools Act - <http://www.edu.gov.on.ca/eng/safeschools/code.html>

# Ontario Secondary School Diploma (OSSD)

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma (OSSD):

- 4 credits in English (1 credit per grade)\*
- 3 credits in Mathematics (1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.5 credit in career studies
- 0.5 credit in civics
- Plus one credit from each of the following groups:

<p><b>Group 1:</b></p> <ul style="list-style-type: none"> <li>● English or French as a Second Language</li> <li>● A Native language</li> <li>● A Classical or an International Language</li> <li>● Social Sciences and the Humanities</li> <li>● Canadian and World Studies</li> <li>● Guidance and Career Education</li> <li>● Cooperative Education</li> </ul>	<p><b>Group 2:</b></p> <ul style="list-style-type: none"> <li>● Health and Physical Education</li> <li>● The Arts</li> <li>● Business Studies</li> <li>● French as a Second Language</li> <li>● Cooperative Education</li> </ul>
<p><b>Group 3:</b></p> <ul style="list-style-type: none"> <li>● Science (Grade 11 or 12)</li> <li>● Technological Education</li> <li>● French as a Second Language</li> <li>● Computer Studies</li> <li>● Cooperative Education</li> </ul>	

In addition to the compulsory credits, students must complete:

- 12 optional credits
- The provincial literacy requirement
- A minimum of 40 hours of community involvement activities

## 40 Hours of Community Involvement

The community involvement requirement is designed to provide students with the opportunity to develop awareness and understanding about civic responsibility. A21 Academy students will actively participate in supporting and strengthening their communities. This also provides the opportunity for students to learn more about themselves and possible career opportunities. Students can start accumulating hours in the summer before entering Grade 9. A21 Academy will have a vast array of opportunities for students to gain their 40 hours of Community Involvement over their secondary school career, many of which are located in the WFCU, the same building as the school.

### Community Involvement Activities

#### *Eligible Activities:*

- *An event or activity designed to benefit the community in general.*
- *An event or activity to support a not-for-profit agency, institution or foundation that meets ethical standards of the Board and the Ministry of Education.*
- *Any program that promotes tutoring, mentoring, visiting or coaching, or assists others in need.*
- *Participation in an event or activity that supports ethical work of a global nature or that promotes positive environmental awareness.*
- *Participation in an event or activity that contributes to the health and well-being of others.*
- *That is affiliated with a club, religious or political organization, arts or cultural association that seeks to make a positive and ethical contribution in the community.*

#### *Ineligible Activities:*

- *activities that are a requirement of a class or course in which the student is enrolled*
- *activities that take place during the instructional day (except for during lunch and “spare” periods)*
- *activities in a factory, if the student is under 15 years of age*
- *activities that would normally be performed for wages by a person in the workplace*
- *activities that involve the operation of a vehicle, power tools, or scaffolding*
- *activities that involve the administration of medication or medical procedure to other persons*
- *activities that involve handling of substances classed as “designated substances” under the OHSA*
- *activities that involve banking or handling of securities, or the handling of jewellery, works of art, antiques or other valuables*
- *activities that consist of duties normally performed in the home (i.e. daily chores, caring for siblings)*



- *activities that are part of a court-ordered program (such as community service for young offenders)*

## **Resources at A21 Academy**

A21 Academy faculty are all involved in the guidance of the students. The Advisors routinely meet with students to provide support for each student. A21 Academy provides an extensive range of resources to assist students in meeting the challenges of the academic program. Structure of the year includes courses being taught over four terms with two subjects a term. This offers a commitment to individual attention as well as requirements of the Ontario Ministry of Education and positive education which sets A21 Academy apart. A21 Academy offers an advising system for academic and psychological support, literary resources in a library and access to computing suites including printers, 3D printer, NAO robot and Choreograph robotic programming software. Additionally, outside speakers offer additional learning opportunities and support. Other resources at A21 Academy include a weight room, access to ice rinks and the WFCU pool for extracurriculars. Students have the opportunity to reach out to the community through service initiatives and regularly provide their support to the community which furthers their experience.

## **Gaining Access to Ontario Curriculum Policy Documents**

The courses offered at A21 Academy have been developed according to the requirements of the Ontario Ministry of Education. Information on course outlines and Ontario Curriculum Policy documents may be found at the Ministry website, [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

## **Courses of Study Access**

The Courses of Study for each class are available on the [www.A21Academy.com](http://www.A21Academy.com) website. The page is password protected. Parent/guardian can access password at any time by contacting Administration.

## **Experiential Learning at A21 Academy**

A21 Academy has an array of experiential learning opportunities that make the school completely unique. From the furniture in the classrooms of varying styles and sizes to the facility that has a pool, gymnasium and fitness centre, A21 allows for a variety of learning experiences and role play relating to the curriculum. Students also have the opportunity to visit various businesses in the field as well as witness a variety of speakers to learn

hands on. Job shadowing is available, and previous businesses include: manufacturing plants, mechanics, medical offices, hospitals and visits from Firefighters and Police Officers.

## Course Changes

Provided that class size and the existing timetable make a change possible, a student may transfer from one course to another prior to the beginning of the school year. Students wishing to change courses must have written permission from a parent or guardian and must have met any required course prerequisites. Once a term has started, students who wish to change a course are permitted to do so as follows:

- All students may request a course change up until the last day of the first two weeks of classes in each term.
- Students will work closely with A21 Academy Advisors to design their course choices to best suit them. At times, students will want to change a course, and if they wish to do so, the Principal can decide if the change is warranted and serves the students academic goals.

## Prior Learning Assessment and Recognition (PLAR)

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 an Ontario secondary school. Members have their prior knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn Ontario credits. These credits may contribute towards the secondary school diploma (OSSD).

## The Equivalent Credit and Substitution Credit

A credit taken in a school setting or work place can be placed before the Principal of A21 Academy. Under the compliance with PLAR, an equivalent credit will be recorded in the OSR and on the Transcript. There are some restrictions for granting it. The EQV credit may or may not be a prerequisite to another credit.

The Principal will review the submitted documents and may also consult with the subject advisors(s) and/or other professional colleagues so qualified (if applicable).

# Assessment, Evaluation and Achievement

A21 Academy's assessment of student performance is consistent with both the provincial diploma requirements.

Assessment of student performance is a continuous process in all courses taught at A21 Academy. Achievement in a course is based on marks that are divided between term work (regular assignments, tests, essays and term projects) and examinations.

Breakdown of courses are as follows:

70%	evaluation conducted throughout the course
30%	based on a final evaluation in the form of an examination, performance, essay and/or other method of evaluation suitable to the course content

Assessment and evaluation are carried out according to the principles and practices outlined in *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools* (2010). In addition to using *assessment of learning* (collecting evidence of student achievement with respect to established performance standards), courses also include *assessment for learning* (descriptive feedback and coaching for improvement) as well as *assessment as learning* (in which students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning) (*Growing Success*, p. 28; 39).

A21 Academy is committed to communicating and providing regular feedback to students, faculty and parents to ensure every student is provided support to evaluate their learning path and flourish.

Ontario Report Card reports will be generated after each Term is complete. Reports will be available for viewing at any time after each term, and a final report card will be sent to parents at the end of Term 4.

## Assessment Chart

The following is the chart used by A21 Academy for assessments:

Level	Percent Grade	Letter Grade
4+	95%-100%	A+
4	87%-94%	A
4-	80%-86%	A-
3+	77%-79%	B+
3	73%-76%	B
3-	70%-72%	B-
2+	67%-69%	C+
2	63%-66%	C
2-	60%-62%	C-
1+	57%-59%	D+
1	53%-56%	D
1-	50%-52%	D-
R	0%-49%	R "R" indicates that remediation/individual education plan is required.

## Examinations and Graduation

Students are promoted by subject rather than by grade. Students repeat courses on an individual basis when necessary. Methods of assessment/evaluation vary according to subject area, and may include assignments, projects, term tests, and formal examinations. It is important to stress the necessity of regular attendance and daily work in order to

maintain a high level of achievement. A student can earn a credit in any subject in which a final mark of 50 percent or more is achieved.

Exams will occur at the end of each term. A21 Academy expects all students to write examinations on campus at the scheduled time. Requests for exceptions must be submitted in writing to administration. Each case will be considered individually.

Graduation means that a student has completed 30 credits (18 compulsory and 12 electives), 40 community involvement hours, and successfully passed the grade 10 Literacy Test or the Ontario Literacy Course. Members who have completed all requirements will receive a certificate of completion (a Graduation Diploma). Once all requirements are met, the school automatically issues the diploma.

No one will be allowed to receive a diploma who does not meet the above requirements for graduation. (For example, a Student who is leaving high school short one credit for graduation and intends to take a summer school course to get that credit may go through the graduation ceremony, but will not be issued a diploma until he or she has that missing credit.) Graduation eligibility lists will be published after final examinations each January and June.

## A21 Academy Achievement Reporting & Records

### **Student Records (OSR)**

A21 Academy students will have records included in the Ontario Student Record (OSR), Ontario Student Transcript (OST), and the student Report card.

The OSR contains copies of student report cards from each grade and other important information that is related to the student's education.

The OSR may also contain an "OSR Documentation File" in which academic and non-academic items will be stored. The contents of that documentation file are only those that are deemed to assist in the student's academic program for success. This OSR folder is retained for 55 years at the final school attended from which a student graduates or retires. For more information, visit <http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.pdf>

The Ontario Student Transcript (OST) is for Canadian Citizen Students Only and provides full disclosure\* of a student's credit history. More information: <http://edu.gov.on.ca/eng/general/elemsec/ost/ost2013.pdf>

## **Reporting Periods**

Ontario Report Card reports will be generated after each Term is complete. Reports will be available for viewing at any time after each term, and a final report card will be sent to parents at the end of Term 4.

## **A21 Supports & Resources**

### **Individual Pathways Plan**

With reference *Creating Pathways to Success, 2013*, A21 Academy meets with each student to devise their individual pathways plan (IPP), based on their previous education regardless of grade enrolled in A21. Administration goes through the course selection to ensure their choices align with their IPP. This IPP serves as a record of student learning and an effective resource for facilitating parent interviews and student-led conferences, illustrating where students have been and where they are going. In addition, the IPP helps students develop a fuller understanding of the education and career/life planning inquiry process and the value the process will have for them in their postsecondary planning and throughout their lives.

## **Reach-Ahead Opportunities for Elementary School Students**

A21 Principal under exceptional circumstances can allow a Grade 8 student with parental consent the opportunity to “reach ahead” and take secondary school courses, either during the school year or in the summer prior to entering Grade 9.

This is particularly easy to administer at A21 Academy with the elementary and secondary schools. The choice has to be in the best interest of the student. Students in Grade 8 may also have the opportunity to reach ahead to start earning community involvement hours prior to entering Grade 9 (2.5.2.1, Ontario Schools K-12).

## **Progressive Discipline**

Progressive discipline at A21 is a whole Academy approach that utilizes a continuum of interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. When inappropriate

behaviour occurs, disciplinary measures will be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

## Academic Integrity: Cheating & Plagiarism

A21 Academy has a strict policy on cheating and plagiarism in alignment with the guidelines of *Growing Success, Cheating and Plagiarism*: “All tests/exams completed and the assignments [submitted] for evaluation must be [a student’s] own work and cheating and plagiarism will not be condoned” (p42-43). Students at A21 Academy are expected to behave and work with integrity and therefore submit work which is self-created while providing proper documentation of content which is not their own including research.

Plagiarism is defined as:

- turning in someone else’s work as your own.
- copying words or ideas from someone else without giving credit.
- failing to put a quotation in quotation marks.
- giving incorrect information about the source of a quotation.

All students will be explicitly instructed as to what constitutes plagiarism within each course and in which manner they should cite sources. Students will be asked to sign an acknowledgement that they received instruction and understand the consequences of plagiarism.

*Consequences:*

Should a student submit work that is plagiarized, the student will receive zero on the assignment. Where the student is found to submit 2 or more plagiarized assignments in a given course, the student will be placed on academic review whereby consequences are specific to each student.

### **Academic Integrity: Late/Missed Assignments:**

Under the guidelines of *Growing Success, Evaluation-Late and Missed Assignments*: “[Students] are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher” (p.43).

*Consequences:*

A21 Academy faculty will work closely with students to use several strategies to help prevent and/or address late and missed assignments. These strategies include/ are not limited to:

- conferencing with students in regard to why the assignment was not submitted on time and working towards a resolution which considers individual factors
- revise timelines and/or adjust assignments

- providing students with steps necessary to complete assignments on time
- teaching appropriate time management skills

Students are aware that it is his/her responsibility to plan with the Instructor and take responsibility for the course requirements.

## **Suspension**

The Principal will consider whether to suspend a student if she, after investigation, determines that the student has engaged in any of the following activities while at school, at a school-related activity, or in any other circumstances where engaging in the activity will have an impact on A21 Academy climate. She will take into account any mitigating and other factors that might be applicable in the circumstances. A suspension may be imposed by the Principal if considered to be contrary to the policies of A21 Academy as well as the *Safe School's Act*.

Infractions may include:

- Uttering a threat to inflict serious bodily harm on another student/advisor
- Possessing or being under the influence of alcohol or restricted drugs
- Cursing at an Advisor or at another person in a position of authority
- Committing an act of vandalism that causes extensive damage to school property
- Bullying
- Any act considered by the Principal to be injurious to the physical or mental well-being of students of the academic community; or the professional tone of the Academy

A student may be suspended only once for an infraction and may be suspended for a minimum of (1) school day and a maximum of twenty (20) school days. Note that suspensions include restriction from Academy property and ALL activities (including athletics) for the duration of the suspension.

### **Suspension Pending Expulsion**

To ensure the safety of all personnel, infractions by students which could result in expulsion include but are not limited to:

- Possessing a weapon, alcohol or drugs
- Threatening or committing physical assault on another person that causes bodily harm
- Activities that causes the student's continuing presence at the Academy to create an unacceptable risk to the physical or mental well-being of other person(s) in the Academy
- The Student has demonstrated through a pattern of behaviour that she/he has not prospered by the instruction available to him or her and that she/he is persistently



resistant to making changes in behaviour which would enable him or her to A21 Academy policies.

\*Note that certain infractions may require police involvement. They will be contacted as required.

### **Safe Schools- Long-Term Suspensions**

The Ministry of Education is committed to ensuring that all on long-term suspension have the opportunity to continue their education. A long-term suspension is greater than 5 days.

### **A21 Long-Term Suspension Policy**

A Student Action Plan (SAP) must be developed for every Student on a long-term suspension who makes a commitment to attend the A21 Academy program for suspended students.

The program provided for in the SAP will consist of both an academic and a non-academic component to support the Student on a long-term suspension of eleven to twenty school days in continuing his or her education. A21 Academy will also consider continuing any types of support that may have been in place for the Student prior to the suspension. In the case of students with special education needs, A21 Academy is required to provide appropriate support consistent with the student's IEP.

### **Academic**

A21 Academy must provide students with the opportunity to continue or complete programs of study, including assignments, homework, and any other work evaluated in their regular classes.

### **Non-Academic**

The purpose of the non-academic component is to assist students on a long-term suspension of more than ten school days in the development of positive attitudes and behaviours. Identifying and addressing the underlying causes of the student's behaviour will help reduce the risk that the Student might be given a suspension or expulsion in the future.

For those students on a suspension of six to ten school days, A21 Academy will consider what types of support, if any, the Student may require during the suspension and upon his or her return to school.

An SAP must be developed for every Student on long-term suspension who makes a commitment to attend the A21 Academy program. The SAP will outline the objectives for students and be tailored to meet the specific needs of the student.

The Student and/or his or her parent(s) must notify the Principal in writing that the Student is committed to attending the program. Once the Principal has received this notification, development of the SAP must begin immediately. The SAP must be implemented as soon as possible.

### **The Planning Meeting**

Once the Student and/or his or her parent(s) have indicated that the Student is committed to attending the program, the Principal shall hold a planning meeting. The planning meeting should be a collaborative process and must include the Principal, the Advisor and the student. Where possible, the student's parent(s) or other significant family students), as well as the student's advisor(s), should also be present at the meeting. The Principal will make reasonable efforts to include parents in this meeting. If the parents cannot be present, the planning meeting should proceed nevertheless, and the Principal will attempt to follow up with the parent(s) of the Student as soon after the meeting as possible. In addition, where appropriate, community agency staff and any other relevant persons or professionals should also be included in the planning meeting.

The purpose of the planning meeting is to:

- identify the needs of the student;
- identify the student's risk factors and protective factors;
- clearly identify any types of support that the Student may need to continue his or her learning;
- establish the objectives of the SAP.

### **The Re-entry Meeting**

The Principal shall hold a meeting with the advisor(s), the student, and, where possible, the student's parent(s) before the Student returns to school. The purpose of this meeting is to facilitate the student's transition back to A21 Academy by, for example, identifying and providing for any additional academic and non-academic support that the student may require upon returning to A21 Academy. Where appropriate, community agency staff and any other significant persons or professionals may be involved in the re-entry planning.



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