



Home of Academic and Ski Racing Excellence

Dedicated young people enter the doors of the National Ski Academy and with our support and programs, these student athletes become accomplished ski racers, enlightened students, and tomorrow's leaders.

2018-2019

**National Ski Academy
School Course Calendar &
Academic Program Guide**

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THE NSA PROGRAM OVERVIEW

1. ACADEMICS

NSA offers a comprehensive academic program structured not only to prepare and ready student athletes for postsecondary study, it is also designed to encourage the development of a growth mindset, and to acquire critical thinking and problem-solving skills so as to make ethical and reasoned decisions. Of equal importance is to instill an appreciation for essential learning skills and work habits of responsibility, organization, collaboration, initiative, self-regulation and independence in learning. These are all 21st century learning skills that will serve the student athletes throughout their time at the Academy and beyond: wherever their interests, passions and talents take them.

Given the nature and timing of the academic environment at the NSA, and that feedback is essential for student learning, student athletes must submit all course work in a timely fashion. Ability to meet deadlines is a strong indicator of one's learning skills and work habits, as well as individual strengths and areas for growth. Student athletes', who experience difficulty in meeting their academic commitments, may have their ability to participate in dry land training, training camps or race programs suspended so they can focus on the completion of the required work. The NSA Study Hall exists to support student athlete learning.

STUDY HALL

Students are expected to be in evening study hall for the entire 2 hour period, Monday through Thursday.

Requests for an absence can be made to the Study Hall Supervisor who insures that student work is completed. Early dismissal is permitted if all assigned work is completed satisfactorily. Senior students (grade 12) may be given the option after 2 weeks of a semester to study in a location other than the supervised Study Hall. Teachers and/or Study Hall Supervisors will report any concern of significance to the Head of School who may decide to contact parents.

ATTENDANCE/LATES

Arriving to class on time, prepared and ready to learn is a demonstration of respect for the school and the classroom teacher. Any student who is late to class should supply an explanation to the teacher and be admitted to class. The teacher will mark the student late for attendance purposes. Students who miss more than half of the period are marked as absent. If a student has an unexplained late the subject teacher will:

- Counsel the student
- Develop a plan to keep academic work up to date
- Engage in a dialogue with the Head of School
- Administer consequences
- After interventions above, the teacher may refer on-going lateness issues to the Head of School.
- Head of School will involve parents in further addressing the situation
- Subsequent consequences may include one or more of : restricted attendance tracking, behavior agreements, parent/guardian/student meeting, suspension

ACADEMIC TOOLS

All student athletes are required to provide a personal electronic device (e.g. laptop computer or tablet) in good working order that will allow them to access, complete and print academic work.

It is the student athlete's responsibility to ensure they have appropriate software applications to support academic course work. We suggest Microsoft Office (or similar) software that includes, at a minimum, Word, Excel, Powerpoint, and Adobe.

Specific courses may have additional requirements (i.e. graphing or scientific calculator).

The NSA provides wireless internet service that provides connectivity to classroom areas and most bedrooms.

ASSESSMENT AND EVALUATION:

As educators, we are required to adhere to the policies identified in the Ministry of Education's 2010 publication entitled *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. All teachers employed by the NSA will include assessments for, as, and of learning (both formative and summative evaluation). Assessments of learning will provide the basis of the student athlete's grade in each course. 70% of the grade is based on assessment and evaluation conducted throughout the course, and 30% of the grade comes from a final summative evaluation, which is designed to determine achievement of course expectations.

Attendance at evaluations is compulsory. Students who are unable to write or miss an exam at the designated time due to reasons other than illness or legitimate and verified extenuating circumstance, will receive zero for the evaluation. In the case of illness, the student athlete must have medical documentation that clearly outlines the reason for the absence, date student athlete was seen for treatment, and expected duration of absence. In the case of an extenuating circumstance to be considered a legitimate, verified absence, approval must be given by the Head of School. When the evaluation is determined to be required to complete, the Head of School will determine the date and timing of the makeup evaluation.

LATE POLICY

Late or Incomplete course assignments not submitted at the designated time/due date will be subject to a 10% late penalty, applied immediately. For each successive day (24 hour period), to a maximum of five days, an additional 10% deduction per day will be applied. After the fifth day, the teacher is not obligated to mark the work, although formative feedback will be provided, and typically a mark of "zero" will be applied.

Student athletes are reminded it is their responsibility (not a parent's) to discuss (preferably in person) with the teacher *in advance* of a test or an assignment due date if they anticipate a challenge with meeting the timeline. Extenuating circumstances or illness for late work, missed tests will be reviewed on an individual basis.

ACADEMIC RESULTS:

There will be one formal reporting period to parents each semester. Teachers will connect by email to all parents and communicate based on need and request.

An overall academic average of 70% or better is expected in order to qualify for a full racing program and attendance at racing camps.

The Head of School and Board are given anonymous statistical reports on the academic progress of NSA student athletes to ensure that policies and procedures are in place.

Academic achievements are acknowledged at the annual closing banquet and are cited on plaques found in the lower foyer of the building.

ACADEMIC HONESTY

As is in keeping with the Code of Conduct and Guiding Principles, honesty and integrity are fundamental tenets of the NSA, and student athletes are expected to uphold and be held to the highest standards of conduct in all academic endeavours. It is the NSA's responsibility to help student athletes recognize and understand that academic integrity is enduring and a key component to academic success both now and in the future. *At the postsecondary level, committing an academic honesty offense will compromise the individual's grade and academic standing and may lead to expulsion from the institution.*

Cheating, plagiarism and all other forms of academic dishonesty are considered serious violations as they undermine the integrity and spirit of the learning community at the NSA.

CHEATING

Any form of deceit in one's academic work is considered cheating and consists of (but not necessarily limited to):

- Using unauthorized notes or other aids in a test or exam, or copying from or be influenced by another individual's work during an assessment or evaluation of any format;
- Giving unauthorized aid to another individual;
- Gaining excessive aid or assistance from another individual(s) for any course related work, including take-home tests;
- Allowing another individual to copy or use one's homework, assignment, exam, test, or quiz;
- Misuse of technology, including, but not limited to, smart phones, iPods, calculators, laptops, tablets;
- Submitting the same work for credit in more than one course without prior permission from the teacher(s);
- Use of translation of texts studied in class or translation software without the permission of the teacher.

PLAGIARISM

Plagiarism is the unacknowledged use of another's words, research, ideas or arguments. It is a form of theft and consists of (but not necessarily limited to):

- Paraphrasing and/or summarizing material, research or ideas from any source without appropriate acknowledgement and citation; quoting material without proper quotation marks
- Submitting work as one's own, for which any portion was written and/or created by someone else;
- Translating material from one language to another without citation.

Note: The evolution of technology has led to readily available access to information, data, articles, etc. via the Internet. It is vital that student athletes recognize that these sources must be fact checked, referenced and cited in the same way as would be expected from traditional sources such as written texts.

All student athletes are responsible for being familiar with and conforming to the NSA's expectations for Academic Honesty. These principles are in place to support the academic integrity of learning and the development of academic responsibility and work habits. Academic indiscretion or violation of academic honesty will trigger a disciplinary response. Appropriate sanctions will be determined and applied after careful review of the nature and severity of the offense by the Head of School. Parents will always be notified.

Sanctions will include receiving "zero" on the evaluated work but being afforded the opportunity to redo for formative feedback to support learning, in addition to being placed on a step(s) from the NSA's Discipline Response.

If a student is placed on Conduct Probation, Suspended or Expelled, the NSA is responsible for, and will provide, full disclosure reporting to any further academic institutions, including at the postsecondary level. The Head of School reserves the right to dismiss a student athlete at her discretion.

2. ATHLETICS

The NSA High Performance Development Program (HPDP) also recognizes that the athletic component is not the only key to developing and retaining promising and committed student athletes. This is reflected in the Academy's initial mission statement and remains unchanged. By incorporating program elements that integrate and address the broader needs of the student athlete including academics, fitness, psychological training, and a home base that includes a gym and boarding, the Academy experience is designed to develop the whole person to maximize and realize on his or her potential and to sustain performance in a highly competitive and challenging environment.

Academic course delivery is integrated with the NSA's supervised fitness and injury prevention program, training and racing program. The specific year-round fitness programs are designed to develop the student athlete and address individual needs as well as to provide nutrition education. Even when out-of town for races, arrangements are made for scheduled physical training. The program includes biomechanical assessments delivered through affiliate associations and sports psychology sessions on and off the hill.

DAILY ATHLETIC SCHEDULE:

Attendance at NSA conditioning sessions is **MANDATORY** for all NSA student athletes. It is the responsibility of each student athlete to participate in this program component to ensure optimal on-hill performance and injury prevention.

For NSA Boarders, the daily athletic schedule calls for a warmup activation every morning before breakfast.

Pre/Post Competition Seasons

All high school student athletes have 2x 45 minute conditioning blocks scheduled Monday to Friday unless otherwise posted in advance.

Competition Season

Conditioning sessions will be determined and scheduled by respective team coaches.

NSA PROGRAM PARTICIPATION

All NSA student athletes are required to be in full attendance *from the beginning of their first athletic or academic morning commitment until the conclusion of their final commitment* (e.g. end of the academic, training or race day).

MISSED PROGRAM PARTICIPATION/ATTENDANCE:

On time attendance is required at all times for any NSA program: class, training, race, or other activity required of NSA student athletes. It is inherent to a student athlete's performance, and to meet their obligations and requirements, that attendance is necessary to fulfill NSA commitments.

Parents are expected to support the school at all times through ensuring that their children attend all NSA classes and commitments. From time to time, there may arise acceptable reasons for absence, which may include illness, injury, religious holidays and appointments. If a student athlete will miss any NSA activity, it is the parent's responsibility to report this in a timely and proper fashion before the activity to:

- The Head Coach and conditioning coach on schedule (if athletic activity);
- The NSA office and Head of School about missed classes;
- The House Supervisor or Office Staff (during the day) for any other activity and if the Head of School is unavailable.

Family trips or holidays scheduled during academic blocks are not considered an acceptable reason for absence.

Student athletes may not excuse their own absences.

In the case of NSA Boarders, the Coach, House Supervisor, or Head of School may excuse a student athlete - the absence must be reported to the NSA office each day it occurs.

For Day Student Athletes, only the parents or legal guardian may report the absence on the day it occurs.

SCHOOL YEAR:

The NSA schedules are developed and implemented with the goal of optimizing each student athlete's academic and ski racing development. To that end, one subject is completed exclusively during the ski season Quad 3

Quad 1 - August 20 – September 28, 2018

Quad 2 – October 10 – December 14, 2018

Quad 3 – January 3 – March 29, 2019 (OSSLT March 27, 2019)

Quad 4 – April 8 – June 17, 2019

TYPICAL COURSE FLOW CHART FOR THE NSA++

Postsecondary career counseling and development of a four-year plan of course completion that begins in grade 9 and is refined in subsequent years to graduation.

<i>1st Year Choices (Grade 9)</i>			<i>2nd Year Choices (Grade 10)</i>	
OSSD category	Customary		OSSD category	Customary
compulsory	English 9		compulsory	English 10
compulsory	Math 9		compulsory	Math 10
compulsory	Science 9		compulsory	Science 10
compulsory	Canadian History or Geography		compulsory	Canadian History or Geography
compulsory	French 9		recommended	French 10
compulsory	Health & Physical Education 9		automatic	Health & Physical Education 10
compulsory	Art 9		compulsory	Civics/Career Studies
elective			elective	

<i>3rd Year Choices (Grade 11)</i>			<i>4th Year Choices (Grade 12)</i>	
OSSD category	Customary		OSSD category	Customary
compulsory	English 11		compulsory	English 12
compulsory	Math 11		recommended	Math 12 Advanced Functions
compulsory	*1 of biology 11, chemistry 11 or physics 11		elective	*
recommended	*1 additional gr 11 science		elective	*
recommended	Social Science, Can. & World Studies or Business		elective	*
automatic	Health & Physical Education 11		automatic	Health & Physical Education 12
elective	*		elective	*
elective (rare)			elective (rare)	

* Choices based on Postsecondary Program prerequisite requirements

++While the NSA will strive to provide students with their choice of academic program; however, due to insufficient enrolment interests, staffing considerations or scheduling constraints, some course offerings may not be possible.

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

The Ontario Secondary School Program is designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives in the 20th century. The program will prepare students for further education and work, and will help them to become independent, productive, and responsible members of society. It is a requirement of the Ministry of Education that students remain in secondary school until the student has reached the age of eighteen or has earned an Ontario Secondary School Diploma (OSSD).

The graduation requirements emphasize a challenging and high-quality curriculum and the achievement by students of measurable results. In keeping with the emphasis of high standards, students are required to successfully complete the provincial secondary school literacy test to graduate. To ensure

the students develop awareness of civic responsibility they must also fulfill a community involvement requirement of 40 hours to qualify for the Secondary School diploma.

Ontario Secondary Schools, Grades 9 – 12: Program and Diploma Requirements, 1999 (OSS) sets out the policies and requirements that govern the program in English-language secondary schools in Ontario. It outlines the policies of the Ministry of Education for programs in Grades 9 to 12, including the requirements for the awarding of the Ontario Secondary School Diploma (OSSD).

The Minister of Education, on the recommendation of the Head of School, awards the Ontario Secondary School Diploma to a student who has earned a minimum of 30 credits as outlined below.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA

In order to earn the Ontario Secondary School Diploma, a student must successfully complete:

- 18 compulsory credits
- 12 optional credits
- 40 hours of community involvement activities
- The Ontario Secondary School Literacy Test (OSSLT)

COMPULSORY CREDITS:

Students must earn the following 18 compulsory credits in order to obtain the OSSD

4 credits	English (1 credit per grade)
1 credit	French as a second language
3 credits	Mathematics (at least 1 credit in (Grade 11 or 12)
2 credits	Science
1 credit	Canadian Geography
1 credit	Canadian History
1 credit	Arts
1 credit	Health and Physical Education
.5 credit	Civics
.5 credit	Career Studies

AND one additional credit from each of the following three groups:

Group 1

English OR French as a Second Language**, or a Native language, OR a Classical or and international language OR Social Science and the Humanities, OR Canadian and World Studies OR Guidance and Career Education, OR Co-operative Education*

Group 2

Health and Physical Education, OR the Arts OR Business Studies, OR French as a Second Language**, OR Co-operative Education*

Group 3

Science (Grade 11 or 12,) OR Technological Education (grade 9-12) OR Computer Studies (Grade 11 or 12), OR French as a Second Language**, OR Co-operative Education*

OPTIONAL CREDITS:

In addition to the 18 compulsory credits, students must earn **12 optional credits** selected from the courses listed in the school course calendar.

* A maximum of 2 credits in cooperative education can count as compulsory credits.

** In groups 1, 2, and 3 a maximum of 2 credits in French as a second language can count as compulsory credits; one from group 1 and one from group 2 **or** group 3.

Information on *What do you need to graduate?* can be accessed from the Ministry of Education website at: <http://www.edu.gov.on.ca/extra/eng/ppm/graduate.html>

The Ontario Secondary School Certificate

The Ontario Secondary School Certificate (OSSC) will be granted on request to students who leave school before earning the Ontario Secondary School Diploma and who have earned a minimum of 14 (7 compulsory and 7 optional):

COMPULSORY CREDITS (7)

2 credits in English

1 credit in Mathematics

1 credit in Science

1 credit in Canadian Geography or History

1 credit in the Art (Art, Music or Drama) or Technological Education

Optional Credits (7)

7 credits by the students

The Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or Certificate may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing the 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 will have their transcript updated accordingly, but will not be issued a Certificate of Accomplishment.

CREDIT DEFINITION

A credit is granted to a student in recognition of successful completion of a course for which a minimum of 110 hours has been scheduled. Credits are granted by a Head of School on behalf of the Minister of Education and Training for courses that have been developed or approved by the ministry. For the purpose of granting a credit, "scheduled time" is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom instruction and activities and/or through community placements related to work experience and cooperative education.

THE ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

All students are required to meet the secondary school literacy graduation requirements in order to earn an Ontario Secondary School Diploma. The OSSLT is the usual method for assessing the literacy skills of students in Ontario. The test is based on the Ontario Curriculum expectations for language and communication, particularly reading and writing, up to and including Grade 9.

The test will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy. The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation.

The test is scheduled once a year by the Ministry of Education and is typically in the spring of a student's grade 10 year. Students who are English language learners may be entitled to special provisions. The Head of School may grant a deferral of the OSSLT. Deferrals are intended for students who are working towards the completion of the OSSD and have not yet acquired a level of proficiency in English that would allow for successful completion of the test. Deferrals will be considered in individual circumstances. Criteria for deferral as articulated in the EQAO Guide for Accommodations, Special Provisions, deferrals and Exemptions and Ontario Kindergarten to grade 12, Policy and Program Requirements 2011. The consideration for a deferral may be initiated by a parent or by the Head of School. The Head of School will decide, in consultation with the student's parent/guardians and appropriate school staff. A letter outlining the reason for the deferral will be sent home with the student for the parent/guardian signature in advance of the test. A student who is deferred must successfully complete the literacy test requirement in order to earn an OSSD.

A student may only be exempted from the test if he/she is not working towards an OSSD.

Successful completion is noted on the student's OST and the official record is maintained in their OSR. Parents will receive written notification of test results. In the event of an unsuccessful result, remedial support will be made available for students to prepare for the next literacy test.

If a student has had two opportunities to take the OSSLT and is unsuccessful, the student is eligible to enroll in the Ontario Secondary School Literacy Course (OSSLC). Students who pass the course are considered to have met the literacy graduation requirement. This course will not be offered the NSA.

40 – HOUR COMMUNITY INVOLVEMENT

Every student who began secondary school during or after the 1999-2000 school year must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD).

PURPOSE

We envision student athletes who pursue academic and athletic excellence, demonstrate a global perspective and community responsibility. The purpose of the student community involvement requirement is to encourage students to:

- develop a generous and compassionate response to the local community and to the world
- foster an awareness and understanding of social and civic responsibility
- experience and celebrate the contributions they can make in supporting and strengthening their communities

The student community involvement activities must total a minimum of 40 hours and must be completed to be eligible for the OSSD

- As of July 2011, a student can begin to fulfill this requirement in the summer he/she is entering grade 9
- The activities must not be part of a credit course
- Student community involvement activity must be completed outside of scheduled class time
- The activities must be unpaid
- “Volunteer” is not necessarily “community service”
- Volunteer work conducted in a commercial setting does not qualify as community service
- Students cannot volunteer at a place of business by working for “free”
- A single forty-hour activity or a series of shorter-term activities may be undertaken. However, students are encouraged to participate in the community involvement component over the course of their secondary school career
- Students must submit updated records of their completed activities as they are done, or by the date requested at the NSA

ELIGIBLE COMMUNITY INVOLVEMENT ACTIVITIES:

The following guiding principles, read in conjunction with the list of the ineligible activities, are intended to assist the student athletes and the parent(s)/guardian(s) to determine whether a planned activity is acceptable for the completion of the community involvement requirement.

GENERAL PRINCIPLES:

- Fundraising – includes canvassing and assisting with the organization of events for the benefit of the community, such as walkathons, celebrity games, gala events, bazaars, etc.
- Sports/recreation – includes coaching and helping to organize tournaments, sporting events, track meets and summer games or volunteering as a leisure buddy or pool assistant
- Community Events – includes helping to organize winter carnivals, parades, and summer fairs
- Community Projects – includes participating in organized food drives; or support services for community groups
- Environmental Projects – includes participating in community clean-up, flower/tree planting, recycling, and general beautification projects and activities
- Volunteer Work with Seniors – includes assisting in a seniors' residence, e.g. – serving snacks, helping with activities, portering, or participating in visiting and reading programs
- Committee Work – includes participation on advisory boards, neighbourhood associations, and regional associations
- Religious Activities – includes participation as a volunteer in church classes, children's programs, and special events
- Youth Programs – includes volunteer assistance in the operation of youth programs such as Scouts, Guides, recreation centre activities, breakfast programs, March Break programs, summer playground activities
- Office/Clerical Work – includes volunteer activity in reception, computer work, and mailing for individuals or groups providing charitable or general community benefit
- Work with Animals – includes volunteer involvement with animal care or volunteer assistance at a local zoo or petting farm
- Arts and Culture – includes volunteer assistance at a gallery, performing arts production or program, or in a community library program
- Activities for Individuals – includes any volunteer activity that assists someone who requires the assistance with shopping, tutoring, snow removal, housekeeping, writing letters or transcribing, or involves hospital visitation, voluntary involvement with chronic care, or service as a volunteer reading buddy
- School Community Service – may include service within the school community that provides benefit to others that takes place outside the regular school day

INELIGIBLE ACTIVITIES:

The Ministry of Education and Training (Policy/Program Memorandum No.124A – April 27, 1999) 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., co-operative education portion of a course, job shadowing, work experience);

- takes place during the time allotted for the instructional program on a school day; an activity that takes place during the student’s lunch breaks or “spare” period 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 trades person whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables;
- consists of duties in the home (i.e. daily chores) or personal recreational activities;
- involves a court-ordered program (e.g., community-service program for young offenders, probationary program).
- The NSA has determined that the following are also ineligible activities, in addition to those that the Ministry has listed as ineligible:

1. Any activity that provides direct financial benefit or gain to the student or to the student’s immediate family;
2. Any association with an organization or an organizational activity that does not comply with the ethical standards, policies, procedures and regulations of both the Ministry of Education & the NSA Code of Conduct.

ROLES & RESPONSIBILITIES:

Parents/Guardians:

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

Students Athletes:

Student Athletes will, in consultation with their parents, select an appropriate activity from the list of eligible activities. If the student wishes to be involved in an activity which is not on the list of approved activities, the student must obtain written permission from the Head of School prior to beginning the activity. The student athlete is responsible for the completion and submission of the Student Community Involvement Activity form within the time frame given by the NSA.

At all times, the student is expected to complete the community involvement in a manner consistent with the National Ski Academy's Code of Conduct and expectations outlined in the NSA Family Handbook. The following is a list of recommended behaviours:

- showing respect for the community sponsors and their workplaces
- punctuality
- appropriate dress and grooming
- good manners
- a willingness to listen and follow instructions
- a willingness to clarify instructions when in doubt
- the ability to maintain confidentiality

ONTARIO STUDENT RECORD (OSR):

The OSR is an official file which is created for each student upon entering an Ontario school. It contains all academic records, health and special instructional information that are relevant to this particular student. The file will follow the student to any school he attends in Ontario up to graduation. The final school attended must maintain the components of the OSR as follows:

For five years after the student retires from school:

- Report cards
- The documentation file, where applicable
- Additional information that is identified (by the school board) as appropriate for retention

For 55 years after the student retires from school:

- The OSR folder
- The OST
- The office index card

The NSA has formal procedures for requesting, reviewing, maintaining/securing and releasing OSR's that respect the importance and confidentiality of the contents.

Access to the OSR is restricted. If you wish to review the information contained in the OSR, you may contact the Head of School. The student and/or the student's parent if the student is under the age of eighteen – is entitled to access the OSR.

ONTARIO STUDENT TRANSCRIPT

The Ontario Student Transcript (OST) is the official record of a student's secondary school credit courses and diploma requirements. In accordance with Ontario Ministry of Education policy, the OST will include:

- All Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;

- All Grade 11 and 12 courses completed successfully or attempted unsuccessfully by the student, with percentage grades obtained and credits earned;
- All equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OS/OSS or through the equivalency process under OSIS;
- All Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- All Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- Identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements;
- Confirmation that the student has completed the forty hours of community involvement;
- Confirmation that the student has successfully completed the provincial secondary school literacy requirement.

FULL DISCLOSURE- OST

In accordance with Ontario Ministry of Education policy, schools are required to provide the following on a student's OST:

- Provide an entry **only** for grade 9 and 10 courses that the student has *successfully completed*.
- Provide an entry for **ALL** grade 11 and 12 courses that the student has *completed or attempted* – this includes courses successfully completed, courses failed or repeated, and courses from which the student has withdrawn.

Grade 11 and 12 Courses:

With respect to grade 11 and 12 credit courses, all those coded with a 3, 4, U, M, C or O designation are subject to *full disclosure*. All such courses in which a student is registered will be recorded on a student's transcript 5 days after the issue of the First Full Report Card (per semester).

Repeated Courses:

Students who repeat a Grade 11 or 12 course that they have previously completed successfully earn only one credit for the course. However, each attempt, with the percentage grade obtained, is recorded on the OST, and an "R" is entered in the credit column beside the attempt with the lower grade.

Withdrawals:

If a student withdraws from a Grade 11 or 12 course **within five** instructional days *following the issue* of the first report card in a semestered school the withdrawal is *not recorded* on the OST.

If a student withdraws from a Grade 11 or 12 course **after five** instructional days *following the issue* of the first report card in a semestered school, the withdrawal *is recorded* on the OST by entering a “W” in the “Credit” column. The student’s grade at the time of the withdrawal is also recorded.

ASSESSMENT AND EVALUATION:

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation is the process of judging the quality of a student’s work based on established achievement criteria, and assigning a value to represent that quality.

As educators, we are required to adhere to the policies identified in the Ministry of Education’s 2010 publication entitled *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. All teachers employed by the NSA will include assessments for, as, and of learning (both formative and summative evaluation). Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the secondary curriculum policy documents.

The students’ learning is assessed and evaluated in a balanced manner with respect to the four categories (Knowledge/Understanding, Communication, Application and Thinking). Evaluation is based on the assessment of learning and collected over time through observations, conversations and student product. Assessment for learning and assessment as learning help students to understand what the success criterial looks like which can be shown using assessment wools like checklists, rubrics and exit cards. The assessment, evaluation and reporting is ongoing during the course.

Assessments of learning will provide the basis of the student athlete’s grade in each course. 70% of the grade is based on assessment and evaluation conducted throughout the course, and 30% of the grade comes from a final summative evaluation, which is designed to determine achievement of course expectations.

Levels of achievement are defined as follows:

- 80–100% – Level 4: A very high to outstanding level of achievement. Achievement is above the provincial standard.
- 70–79% – Level 3: A high level of achievement. Achievement is at the provincial standard.
- 60–69% – Level 2: A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
- 50–59% – Level 1: A passable level of achievement. Achievement is below the provincial standard.

- Below 50%: Insufficient achievement of the curriculum expectations. The student will not receive a credit for the course.

Level 3 is defined as the provincial standard. A student achieving at this level is well prepared for work in the next grade or the next course.

Students will be evaluated on their Learning Skills and Work Habits (Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation) but these evaluations will not be part of the student’s final grade. They will be reported separately on the Ontario Provincial Report Card.

Learning Skills and Work Habits	E - Excellent G - Good S - Satisfactory N - Needs Improvement
Responsibility <ul style="list-style-type: none"> • Fulfils responsibilities and commitments within the learning environment. • Completes and submits class work and homework according to agreed upon timelines. • Takes responsibility for and manages own behaviour. 	Organization <ul style="list-style-type: none"> • Devises and follows a plan and process for completing work and tasks. • Establishes priorities and manages time to complete tasks and achieve goals. • Identifies, gathers, evaluates, and uses information technology and resources to complete tasks.
Independent Work <ul style="list-style-type: none"> • Independently monitors, assesses, and revises plans to complete tasks and meet goals. • Uses class time appropriately to complete tasks. • Follows instructions with minimal supervision. 	Collaboration <ul style="list-style-type: none"> • Accepts various roles and an equitable share of work in a group. • Responds positively to the ideas, opinions, values, and traditions of others. • Builds healthy peer-to-peer relationships through personal and media-assisted interactions. • Works with others to resolve conflicts and build consensus to achieve group goals. • Shares information, resources and expertise, and promotes critical thinking to solve problems and make decisions.
Initiative <ul style="list-style-type: none"> • Looks for and acts on new ideas and opportunities for learning. • Demonstrates the capacity of innovation and a willingness to take risks. • Demonstrates curiosity and interest in learning. • Approaches new tasks with a positive attitude. • Recognizes and advocates appropriately for the rights of self and others. 	Self-Regulation <ul style="list-style-type: none"> • Sets own individual goals and monitors progress towards achieving them. • Seeks clarification or assistance when needed. • Assesses and reflects critically on own strengths, needs, and interests. • Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. • Perseveres and makes an effort when responding to challenges.

NSA Report Cards are issued:

Report Card Issued	QUAD 1	QUAD 2	QUAD 3	QUAD 4
Mid Term	Mid September	Early November	Mid February	Early May
Final	Late October	Mid December	Early April	End June

THE ORGANIZATION OF SECONDARY SCHOOL COURSES

The provision of different types of courses in the secondary school program is designed to provide all students with the essential knowledge and skills they will need in any area of endeavour, as well as the opportunity to specialize in areas that are related to their postsecondary goals. The types of courses offered and their organization provide for a graduated streaming of courses in Grades 9 to 12 that will keep options open for all students in the earlier grades and prepare students in senior grades for their future destinations.

In Grades 9 and 10 at the NSA, three types of courses may be 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 are described below.

In Grades 11 and 12 at the NSA, 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. Open courses are also offered in Grades 11 and 12.

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.

At the National Ski Academy, most courses offered are Academic, University Preparatory, or University/College Preparatory. (See below for the applicable codes.)

COURSE CODES

The Ministry of Education has assigned codes for each course offered. Each course has a prescribed five digit code (e.g., MPM2D; PPL1O).

The first three letters indicate the subject discipline (e.g., SNC – science; ENG – English; MPM – Principles of Mathematics).

The fourth digit/letter indicates the year during which the course is normally taken (e.g. 1/A = Grade 9; 2/B = Grade 10; 3/C = Grade 11; 4/D = Grade 12).

The fifth letter indicates the type of course. In Grades 9 and 10, courses are designated as D (Academic), P (Applied), or O (Open). In Grades 11 and 12, courses are designated as U (University preparatory), M (University/College preparatory), C (College preparatory), or E (Workplace preparation).

COURSE PREREQUISITES

A course is designated as a prerequisite if it provides essential background for the successful understanding of the subsequent course. Prerequisite courses are established only by Ministry of Education curriculum policy documents. If a course has a prerequisite, it will be noted at the end of the course description. If a student has obtained the necessary background for a course in some other way, the student may seek approval to have the prerequisite requirement waived.

WAIVING PREREQUISITES

The Head of School may permit students to take courses without completing the associated prerequisite. Request may be initiated by the Head of School, adult student or parent/guardian with signatures and arguments completed on the “Wave of Prerequisite” request form available from the NSA office.

The Head of School’s decision will be focused on optimizing student success and made after consultation with all parties including the appropriate school staff.

Wave of Prerequisite Form will be filed in the OSR.

Awarding External Music Credits

A maximum of two external credits may be awarded to students taking music programs outside the school. External credits that pertain to the Royal Conservatory of Music (RCM) are as follows:

- Grade 7 Practical and Intermediate Rudiments (Grade 1 Theory): = AMX3M (1 credit)
- Grade 8 Practical and Advanced Rudiments (Grade 2 Theory): = AMX4M (1 credit)

Note: these credits may not be used to meet the OSSD compulsory Arts credit or the additional Group 2 credit requirement.

Upon receipt of required official RCM examination documents, the Head of School will award the appropriate credit and record it on an official letter that will be maintained in the OSR along with copies of the documentation. The mark assigned is the average of the RCM practical and RCM rudiments marks.

The course will be recorded on the students OST as an “external credit” with the value of one full credit.

SUBSTITUTIONS FOR COMPULSORY COURSES

To meet individual student needs the Head of School may substitute for up to three compulsory courses. Substitutions will only be made to promote and enhance student learning or to meet special needs and interests.

Request for substitution may be made by parent/guardian, adult student or Head of School. After consultation with all parties and completion of appropriate form, available in the NSA office, the Head of School will decide to grant or deny the request. Applicant has the right to appeal the Head of School’s decision to a supervisory officer.

The substitution course will be identified on the OST and credited with satisfying a diploma requirement.

Completed forms will be maintained in the OSR.

REACH AHEAD CREDITS

As outlined in the *Ontario Schools: Policy and Program Requirements* Section 2.5.2.1, Students are typically eligible for Reach Ahead during the school year or the summer before grade 9.

The principal of the student's elementary school together with the Head of School at the NSA and the student's parents, will decide if it is appropriate for the student to enroll in high school courses. The NSA will evaluate the student's likelihood of meeting the expectations of the high school course and is responsible for issuing the credit. The NSA adheres to all standard school practices in accommodating Reach Ahead student by recording and granting achievement as necessary. Copies of the reach ahead student's mid-term and final report cards will be sent to the NSA as they enter grade 9 to ensure that the credit is included on the student's transcript and counts towards their OSSD.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

As per Ontario Ministry of Education policy, Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process where 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. The PLAR process involves two components: "challenge" and "equivalency".

Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents to earn credits towards the secondary school diploma.

CHALLENGE:

Students may enter the challenge process where the student's prior learning can be assessed for the purposes of granting a credit for a Grade 10, 11 or 12 course developed from the Ontario Curriculum. The student, with parent consent, will fill out the Application to Challenge for a Credit for a Course form. The assessment instrument used in the challenge process will include formal tests and practical work worth 70% of the final mark with the other 30% being a variety of other assessment strategies related to the course being challenged. No more than four credits, may be granted from the challenge process, with a maximum of 2 credits in any one discipline. Full disclosure will apply to the grade 11 and 12 courses.

EQUIVALENCY:

Students who have transferred to the NSA for high school studies from a school outside of Ontario are eligible for equivalency credits. The Head of School may assess a student's educational background and grant appropriate elective and compulsory courses for placement

purposes. The student must provide sufficient documentation / indicators that the Head of School can responsibly assess their placement. The Head of School may determine what number of elective and compulsory credits the student must earn to qualify for the OSSD.

Placement decision will be noted in detail on a "Credit Equivalency" form and maintained in the OSR along with associated documents. Under the title "equivalent credits" the OST will reflect the total credit value of the granted courses and the number of compulsory courses allotted. Specific course codes will not be used. Community hours may also be assessed.

Students Who Wish to Change Course Types

A student in Grade 10 -12 may change to a different type of course in a given subject provided that the student has taken the appropriate prerequisites for that course. The Head of School and the student, with parent consent, will meet to discuss the change of the type of course in a given subject area. In some cases the Head of School may strongly recommend that the student work on additional preparation. The course type change will be recorded on a Change of Course Information form signed by the parent or adult student and the Head of School. This form will be stored in the student's OSR.

Alternative Means of Earning Credits

The NSA makes every effort to offer a diverse and engaging curriculum that supports each students' academic goals and interests. Given the size of the student population, on the rare occasion, it may not be possible to offer a particular course. In these circumstances, in consultation with the Head of School, the student and their parent, a decision may be made to allow the student to pursue a correspondence course offered by the Independent Learning Centre or a distance education provider. Students who pursue this avenue will predetermine, with the Head of School, the academic timeline to complete the course. Academic support for any course taken through these alternative means is the sole responsibility of the student and the parent.

SPECIAL EDUCATION

Special education programming is provided to students requiring Special education supports based on the student's identification (where appropriate) and their placement of service. Students on an Individual Education Plan (IEP) (Exceptional and Non-Exceptional): Regular Class with Resources Assistance; & Regular Class with Indirect Support.

Programs and services for students for student with special needs are available at the NSA> Accommodations and alternative expectations are outlined in the student's IEP. Teachers assist students with accessing the curriculum expectations in accordance with the learning goals outlined in the IEP. Support is provided based on the identified student's needs as expressed

through the existing supporting documentation and during the exchange of information/in-take process in preparation for the transition to the NSA.

Supports for Learners

Supports for exceptional students may include the following:

- Support for literacy and numeracy development
- Support with student-provided assistive technologies which support student learning and assessment
- Time extensions for assignments and assessments
- Instructional accommodations, eg. prompting, visual cueing, organization supports, etc.
- Alternative methods for assessment
- Some curriculum modifications as permitted under the Ontario Secondary School Policy and supported by the student's Individual Education Plan (IEP)

Accessing Community Resources

The National Ski Academy is fortunate to be within walking distance of two centres for academic support. The Collingwood Youth Centre, located at 76 First Street and the Collingwood Public Library, located at 55 Ste. Marie Street, are

ENGLISH LANGUAGE LEARNERS

Our school strives to provide students from non-English speaking countries with language programming that ensures all students develop a level of proficiency in English for success in secondary school and beyond. Courses in ESL are designated according to levels of proficiency in English, not by grade. ESL courses vary, depending upon enrolment and student need.

PATHWAYS TO STUDENT SUCCESS AND SUPPORT

The National Ski Academy has partnered with **myBlueprint** to provide all of our student-athletes with an engaging and interactive online post-secondary education and career planning program.



With an inquiry based approach **myBlueprint** follows a comprehensive education and career planning process designed to meet the learning needs, interests, and aspirations of all students. Students can document what they discover about themselves in pictures, videos and journals.

myBlueprint Education Planner (grades 7-12) includes a number of beneficial resources to support the student as they progress through high school, including:

- ✓ **Who Am I** – 6 unique assessments for self-exploration and discovery (including Learning Styles, Myers-Briggs Personality, Holland Interests, Knowledge, Motivations, and Compatibility)
- ✓ **High School** – A tool to visually plan courses, track progress toward graduation, and instantly identify post-secondary eligibility for opportunities in all pathways
- ✓ **Post-Secondary** – A database to explore post-secondary opportunities and compare detailed information on apprenticeships, college programs, university programs and workplace sectors across Canada
- ✓ **Goals** – An interactive goal setting tool to set S.M.A.R.T. goals and action plans
- ✓ **Occupations** – A database of over 500 occupations to compare comprehensive information on jobs
- ✓ **Resumes & Cover Letters** – Interactive tools to record personal experiences, build resumes and write cover letters
- ✓ **Money** – An engaging budget-making tool to help students track income and expenses and develop financial literacy
- ✓ **Job Search** – A tool to explore real-world job postings that relate to occupations of interest
- ✓ **Portfolios** – A portfolio builder to create multiple portfolios and share it with parents, teachers, or future employers

If parents wish to explore the features of **myBlueprint**, a Parent Account can be created with a link to the child’s account. With direct access from home, they can get more informed and involved with their child’s education, and support their child in making the most informed decisions for their future.

At the NSA staff will work with the students as they develop their **Individual Pathways Plan (IPP)** each year. Using an inquiry-based process



KNOWING YOURSELF Who am I?	EXPLORING POSSIBILITIES What are my opportunities?	ACHIEVING GOALS & MAKING TRANSITIONS What is my plan for achieving my goals?	MAKING DECISIONS & SETTING GOALS Who do I want to become?
What are my interests?	At school?	What are the steps necessary to achieve my goal?	A leader?
What are my strengths?	In the classroom?	What goals do I need to set that reflect my growth and potential?	A volunteer?
What are my skills?	Through volunteering?		An engaged citizen?
What are my values?	For apprenticeships, internships and potential careers?		What do I need to make informed decisions?

ACADEMIC COUNSELLING AND SUPPORT

Academic advising is an essential component of the educational program at the NSA. The Head of School in collaboration with other NSA academic and coaching staff oversee the academic, athletic extra-curricular and social development of each student athlete. In addition, the NSA House Supervisor is a key contact between the school and students' families. Students are encouraged to refer any problems or concerns to a caring adult on staff at the NSA. As necessary, the caring adult will draw the student's teachers and the Head of School in to the discussion.

The NSA is committed to supporting the student athletes as they identify and develop their individual passions and strengths and explore how these will shape their post-secondary studies and future careers. Together with the myBlueprint and IPP, the Head of School works closely with the students in offering individual support for course selection counselling as well as with post-secondary planning, applications and scholarships. Students from all grade levels and their parents are welcome to obtain information about postsecondary and career preparation and to receive advice about the postsecondary application/admission process.

Ontario Ministry of Education, OSSD Course Codes and Course Descriptions

The Ontario Curriculum: Secondary Curriculum Documents can be accessed via this link: <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html> Documents are organized by grade.

A list of Policy and Resource Documents for the secondary curriculum can be found at this link: <http://www.edu.gov.on.ca/eng/curriculum/secondary/commontwo.html>

Specific National Ski Academy Courses of Study, that are based on the Ontario Curriculum Documents, can be examined in hard copy in the main office at the Academy.

2018-19 SCHOOL CALENDAR: CLASS CALENDAR OF HOURS OVERVIEW

Quad 1		
COURSE	DATE	Hours
English, Grades 11, 12	August 20 – September 28, 2018	110
French, Grades 9, 10	August 20 – September 28, 2018	110
Writer's Craft, Grade 12	August 20 – September 28, 2018	110
English as a Second Language, Level 5	August 20 – September 28, 2018	110

Quads 1 - 4		
Health and Physical Education, Grades 9 - 12	August 20, 2018 – June 17, 2019	110

Quad 2		
Careers, Grade 10	October 10 – December 14, 2018	55
Science, Grades 9, 10	October 10 – December 14, 2018	110
English, Grades 9, 10	October 10 – December 14, 2018	110
Math, Functions & Relations Grade 11	October 10 – December 14, 2018	110
Math, Foundations for College Grade 11	October 10 – December 14, 2018	110
Biology, Grade 11, 12	October 10 – December 14, 2018	110
French, Grades 11, 12	October 10 – December 14, 2018	110
Math, Data Management, Grade 12	October 10 – December 14, 2018	110
Math, Advanced Functions, Grade 12	October 10 – December 14, 2018	110

Quad 3		
Intro to Anthro, Psych, Soc, Grade 11	January 3 – March 29, 2019	110
Math, Calculus & Vectors, Grade 12	January 3 – March 29, 2019	110
World issues: A Geographic Analysis, Grade 12	January 3 – March 29, 2019	110
Geography, Grade 9	January 3 – March 29, 2019	110

Quad 4		
Math, Grades 9, 10	April 8 – June 18, 2019	110
Physics, Grades 11, 12	April 8 – June 18, 2019	110
Chemistry, Grades 11, 12	April 8 – June 18, 2019	110
Visual Arts, Grades 10, 11, 12	April 8 – June 18, 2019	110
Civics & Citizenship, Grade 10	April 8 – May 31, 2019	55
Business Leadership, Grade 12	April 8 – June 18, 2019	110
International Business, Grade 12	April 8 – June 18, 2019	110
Earth & Space Science, Grade 12	April 8 – June 18, 2019	110
Kinesiology, Grade 12	April 8 – June 18, 2019	110

No Classes will be held on the following Dates:

Labour Day - September 3, 2018
 Thanksgiving – October 8, 2018
 Christmas Break – December 21 – January 2, 2019
 Family Day – February 18, 2019
 Spring Break – March 30 – April 7, 2019
 Easter – April 19 – 22, 2019
 Victoria Day – May 20, 2019
 Cross-Fit Games – June 5 & 6, 2019
 Last Day of School – June 18, 2019

Please note that course offerings vary from year-to-year depending upon student interest and class size.

Course selection is completed in the spring for the following academic year.