



Kingsway Academy



STUDENTS

HANDBOOK

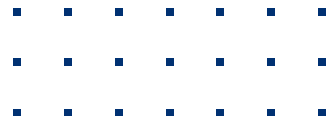
WELCOME TO KINGSWAY ACADEMY

2026 / 2027

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Introduction



Mission Statement

Kingsway Academy is an international university preparatory school with an exclusively international English language learning student population. Consequently, great attention is taken to ensure that each student achieves fluency in the English language while completing the Ontario high school program of study. We take full advantage of our location, on the campus of King's College, Western University, to help students transition to life in Canada and to prepare for their post-secondary experience. It is our mission to have every student reach their full potential and in doing so, gain entrance, then flourish, in the post-secondary institution of their dreams.



Core Values

1. **Curiosity:** a desire to learn
2. **Creativity:** having original ideas that add value.
3. **Integrity:** doing the right thing
4. **Competence:** doing something well
5. **Responsibility:** taking ownership of one's duties and accountability for one's actions
6. **Respect/Tolerance:** accepting others for who they are and seeing value and beauty in diversity.
7. **Kindness:** being friendly, generous, and considerate of others
8. **Resilience/Perseverance:** overcoming setbacks to see challenges completed.



School Philosophies

Kingsway Academy's curricula and school culture are designed around the following educational philosophies:

1. **Student-centered:** Students learn by doing (seminar discussions, projects, independent research, and experiential learning). Students have agency, the freedom to choose their own academic path as they grow more confident and independent.
2. **Language Rich:** Students use English language (reading, writing, listening, speaking, media literacy) in all subject based courses to build the knowledge and skills required for literacy.
3. **Service-based:** students gain empathy towards others and an awareness of diversity by learning about different communities and by making those communities better.
4. **Experiential Learning:** Students learn valuable lessons and develop important skills in our classrooms, our residences, excursions and through interactions with Western University students.



Tetyana Vdovina
"Principal of Kingsway Academy"

Welcome Message

Dear Kingsway Academy Students,

As your Principal, I am excited to welcome you to 2026-2027 academic year and lead you in your education and academic growth. With over 17 years of experience in education with international students, I truly believe that I can make a difference.

As we begin this academic year at Kingsway Academy, several unique opportunities are available to you. Faculty and Student Affairs are committed to supporting your growth and helping you thrive in every aspect of your educational journey.

First, at Kingsway, our goal is improving academic excellence. As students, you will experience a diverse and challenging curriculum focused on improvement in critical thinking and problem-solving skills. Our priority is providing students with personalized support to help you reach your full potential.

Our school community consists of many diverse backgrounds, and that is something we truly value. So, our next priority is to give you the chance to share your own culture, learn from others, and gain a global perspective. Being immersed in an English-speaking environment will help you sharpen your language skills, both in and out of the classroom.

As a school community, we value leadership. You will be encouraged to take an active role in Student Parliament, peer tutoring, and many other leadership opportunities. Taking on leadership roles will help you build confidence, teamwork skills, and a sense of responsibility.

We take great pride in the fact that we are the only boarding school in Canada located on the university campus. You have access to the picturesque campus of King's University College at Western University, a modern state-of-the-art library, comfortable residence, full gym, and a variety of dining facilities. These experiences not only enrich your high school life, but they will help you integrate and eventually transition into university life. Our counseling team is here to help you every step of the way in your university and career preparation - from choosing schools to working on your applications.

We also have a fantastic range of extracurricular activities for you to explore within our after-school clubs, which include sports, arts, music, and much more. Getting involved in these opportunities will help you develop new skills, make new friends, build confidence, take on leadership roles, and show your talents.

Lastly, navigating Canadian culture and a new educational system helps you build resilience and adapt to new environments. These skills are extremely valuable for your future. You have the opportunity to form meaningful relationships, friendships and memories to last a lifetime.

I encourage you to embrace these opportunities with positivity. And remember, your teachers and the whole staff are here to support you.

Here's to a fantastic year ahead!

Warmest regards,

Tetyana Vdovina, Ph.D., M.A, B.A., OCELT, OCT
Principal of Kingsway Academy

Student Responsibilities

Being a Responsible Student

Being a responsible student means more than following your teacher's directions and receiving high marks on your class assignments. It means showing respect to others, even if you don't agree with their ideas. It means treating people as you would like to be treated. It means taking the personal responsibility to be honest and

ethical with all that you do. Kingsway Academy encourages all students to:

- Arrive to class on time and prepared to engage/contribute to lessons.
- Always produce your best work.
- Thoroughly prepare for presentations, tests and examinations.
- Be diligent and approach studies seriously.
- Hand in all homework and assignments on time.
- Check grades when published and take advantage of 'Make Up' opportunities.
- Treat other students, faculty and staff members politely and with respect.
- Be active listeners when others are speaking.
- Use mobile devices responsibly (not as a distraction).
- Be honest when studying, taking tests, writing, and conducting research.
- Maintain appropriate relations with peers and behave in a mature and responsible manner.
- Respond to email and other electronic communications from faculty in a timely manner.
- Keep food and drink in the cafeteria or other designated eating spaces.
- Keep study and living spaces clean and healthy.

The timing of lessons and activities through the day:

Class period	Time
1	8:30 – 10:00
Recess	10:00 – 10:10
2	10:10 – 11:40
Lunch	11:40 – 13:10

3	13:10-14:40
Recess	14:40-14:50
4	14:50-16:20
Recess	16:20-16:30
Activity	16:30-18:00
Recess	18:00-18:10
Dinner	18:10-19:40
Free Time	19:40-22:00
Self-Study	22:00-24:00
Lights Out	24:00

Classroom Expectations

Arrive on time and be prepared. Punctuality is important – students arriving late disrupt the flow of the class and the learning of others. Arriving prepared for the lesson is also important. If a student does not prepare for the lesson, by doing the pre-reading or pre-writing, then the student cannot fully participate in the activities and will result in a loss of participation grades. **To achieve maximum GPA, students must arrive to class on time and ready to participate in and contribute to the lesson.**

Students are expected to behave in class in accordance with the guidelines established by their teacher at the start of the course. This may include restrictions on the use of laptops and other electronic devices. Students are expected to be attentive in the classroom. They should be active and respectful participants. No food or drink (except for water) may be brought into the classroom. Students must clean up their own messes when they leave the classroom.

Electronic devices

Electronic devices must be off during class and put away. Please arrange for any phone calls to be made during breaks or after class. Electronic devices may be used at the discretion of the teacher.

Behavior in Open Spaces

Students should be respectful of the classroom and open spaces when not in class. When studying in these spaces, students must abide by all posted regulations. Students are only permitted to eat in designated food spaces. They must clean up after themselves, putting their garbage and recycling in their appropriate places. Students must conduct themselves in a respectful and professional manner when on campus. They must recognize that their behavior reflects on the image of the school as a whole.

Time Management

Finding the time to get everything done can be a challenge. Students are encouraged to use a scheduling system (like a digital planner or a date book) to help organize and schedule their study time and other commitments.

Weekly preview and review of course concepts are important ways for students to maintain a steady pace, and to avoid getting bogged down during busy times in the semester. Students who are having a hard time managing their time should speak with their counselor to about how they can better manage their time.

Dress Code

Students are expected to dress in a respectful manner that does not distract others from their teaching and learning. Students are expected to wear shirts that completely cover their shoulders and stomachs. Shorts and skirts must be no shorter than 2 inches above the knee. Students must wear proper shoes, rather than sandals, flip-flops, or Crocs. No pajamas or clothing that otherwise looks like sleepwear is allowed outside of the dormitory. Finally, any logos, images, or text on clothing must be appropriate and non-offensive. Ultimately, faculty and administration reserve the right to determine if a clothing item is inappropriate or not.

Dormitory Life

Students are expected to wake up and leave the dormitory in time for their first class of the day and must return to their dormitory every night before 10:00 pm. The curfew check will be done by Residence Assistant at 11:00 pm Sunday to Thursday. Students may return to their dorm during the day, but cannot invite visitors into residence rooms. Students are expected to keep their public and private dormitory space clean. They are expected to follow all rules and treat the Residence Assistant with kindness and respect.

Students who are unable to follow the dormitory regulations will no longer be allowed to live on campus.

Students can see a full set of residence policies in the Residence Handbook.

Disciplinary Action

Students who repeatedly demonstrate an inability to behave responsibly, may find themselves facing disciplinary action. Students will be asked to meet with the Principal to discuss the situation. The student's parents may also be asked to join the conversation, to help facilitate communication. Depending on the nature and severity of the situation, the student may be placed on a Behavior Contract or Academic Probation. The purpose of disciplinary action is not to punish students, but to help empower them to be better members of the Kingsway Academy community.

Regulations for Student Behavior

Students are expected to adhere to the following behavioral guidelines while on campus. Restricted behaviors are placed into two categories, Red Line behaviors and Yellow Line behaviors. Red Line infractions are extremely serious. Students' parents will be notified, and students may face suspension or expulsion, depending on the severity of the infraction. Some infractions may require, by law, the involvement of Police.

Red Line offenses include:

- Possession of a weapon or a non-antique replica firearm.
- Sexual assault.
- Drinking, being under the influence of alcohol, providing/selling alcohol to others.
- Being in possession of, or under the influence of, providing/selling legal or illegal drugs.
- Smoking (including e-cigarettes) on school grounds.
- Intentionally causing harm to another student, faculty member, or staff member.
- Vandalism of school property, including setting off the fire alarm.
- Harassment or bullying includes the use of social media for this purpose.
- Theft and blackmail.
- Other acts of violence, sabotage and illegal activities.
- Any conduct that may compromise the school.
- Multiple violations of Yellow Line offenses.

Violation of the Yellow Line regulations will result in detention. If the student commits multiple violations they may face parent meetings, suspension or expulsion.

Yellow Line offenses include:

- Academic dishonesty
- Malicious gossip
- Playing electronic games during class
- Class disruption
- Absenteeism
- Tardiness

- Leaving school without permission
- Leaving residence after 22:00 without permission
- Showing disrespect to faculty or staff
- Violations of the dress code
- Inappropriate intimate behavior with other students
- Accessing inappropriate websites
- Other misconduct

Counselors will work with students on restitution and/or remedial behavior plans.

Attendance

Attendance Procedure

Classroom teachers will take and record attendance in each of their classes daily via PowerSchool and student affairs will be immediately informed of absences and lates after 15 minutes of class time.

Absence and Late Policy

Justified absence- for illness (need a doctor's note or note from residence advisor), maths competitions, language tests etc. A justified absence will **NOT** be penalised and does not count as an absence for the purpose of credit denial. Three lates are equivalent to (≡) one absence. Persistent sleeping or inattention ≡ absence from class. More than 15 minutes late without justification ≡ absence.

4 (2 in short semester) unjustified absences – Verbal warning to student from teacher.

8 (4 in a short semester) unjustified absences – Verbal warning to student from teacher and Student Affairs (Guidance). Email to parents.

10 (5 in a short semester) unjustified absences – Seen by Guidance. "Final" written warning to student signed by Guidance, principal, and student; copy scanned and sent to parents; phone call to parents. Final warning letter will be delivered by residence advisor if the student does not respond to requests for interview. Expulsion warning to be issued if appropriate.

More than 12 (6 in a short semester) unjustified absences – Student forced to drop credit course automatically - removed by principal without further warning – student and parents informed. If removal is later than 5 instructional days after midterm the teacher will enter mark at time of removal as the final grade for the student. "W" for withdrawn will be entered on the student's OSTranscript and be counted as a failure. Expulsion warning re-issued if appropriate.

Expulsion from School and Residence – If a student is removed from all classes, then the student will be removed from residence and school since they are in violation of the conditions of the study permit. The Canadian authorities will be informed. The school will relinquish custodianship on expulsion.

Absence Equivalents:

3 lates ≡ 1 absence.

Persistent sleeping or inattention after warning(s) ≡ 1 absence.

Health and Medical Appointments

Students should apply for leave for all medical appointments in advance. After the appointment, students should submit a copy of any supporting documents to their counselor.

Medical Emergency or Illness

Students with a medical emergency or illness may seek leave approval within a week for returning to school. Students will be required to submit documentation of their illness. Students must submit either a dated receipt or note from a hospital/doctor, or a note from their parents with their parent’s contact information.

Family or Personal Emergencies

Family or personal emergencies can be approved afterwards. Students should apply for leave within a week of returning to school.



Academic Honesty

Academic integrity is vital to the pursuit of knowledge. Students are expected to submit their own work based on factual and clearly identified sources or data. Students should understand that tests, papers, projects, and other types of assessment are primarily designed to track their progress in skill building and engaging with the main topics discussed in their classes. Therefore, it is essential students rely on their own efforts and do their best to ensure the integrity of all assessments.

Violation of the Academic Honesty Code is a serious offense. No student shall lie, cheat or seek unfair advantage in connection with his or her schoolwork, nor shall he or she tolerate other students who do so.

Academically honest work should value the following principles:

1. **Originality:** students should submit original work that they have created themselves. References to the work of others needs to use a proper citation system. Students should submit new work for each class or project.
2. **Inclusivity:** all participants should be acknowledged when doing group work.

3. **Accuracy:** Information from other sources or a student's own research needs to be evidence-based, not falsified or fabricated.

4. **Examination Integrity:** Students must follow the rules teachers set related to exam procedures.

The use of artificial intelligence tools does not automatically constitute academic dishonesty. It depends how the tools are used. Using an AI tool to write an essay and then submitting it as your own work is considered academic dishonesty. It is up to educators and students to ensure that AI is used ethically and responsibly to promote academic integrity and improve the quality of education.

If a student violates any one of the four principles, **Academic Dishonesty Procedure** will follow:

The teacher will:

1. Report the student to the principal so the student's academic log can be updated to incorporate the offence(s)
2. The teacher will then apply the appropriate punishment to the offending student(s).

Progressive Consequences of Academic Dishonesty:

1. First Offence: The student will be allowed to resubmit the work and partial marks will be awarded.
2. Second Offence: Zero marks awarded for the whole assignment or exam.
3. Third Offence; The Principal will decide on whether or not to remove the student from the appropriate credit(s).
4. If a student has been removed from a credit by the principal and then the student re-offends the principal will decide whether or not to expel the student from the school. In the case of expulsion any unused credit fees will be forfeit.

Repeated, serious offenses or deliberate, egregious offenses that undermine the integrity of education and

evaluation of students at Kingsway Academy will lead to dismissal from the school. Teachers in each class must provide guidance on what criteria need to be met in their classes to uphold Academic honesty.

Academic Program



Overview

Learning at Kingsway Academy is a unique high school experience. Students should always strive to improve themselves. We encourage our students to demonstrate:

- Curiosity and a love of exploration
- Commitment to creativity and innovation
- Willingness to take intellectual and emotional risks
- Resilience in the face of challenge
- Sense of personal responsibility to one's community and the environment
- Kindness toward others
- Commitment to the highest academic standards
- Respect to those in within our community and without
- Academic honesty and personal integrity

Important Dates (2026-2027)

Semester 1 FALL TERM	Semester 2 WINTER TERM
Students arrive Pearson International Airport (Toronto): August 26/27/28	Students arrive Pearson International Airport (Toronto): December 27
Semester 1 Orientation: Monday August 26 – August 28.	Semester 2 Orientation: January 4.
Labor Day Holiday: September 2	First Day of Semester 2: January 7
First Day of Semester 1: September 4	Mid-Term Exam: February 27
Thanksgiving Day: October 14	Classes resume on March 4
Mid-Term Exam: October 25	Easter Holidays: April 18-April 21

Final Exam: April 23	Final Exam: April 23
Last Day of Semester 1: December 19	Graduation Ceremony: April 24
Winter Break: Friday December 17 –January 4	Last Day of Semester April 25
Semester 3 SPRING TERM	Semester 4 SUMMER TERM
Students arrive Pearson International Airport (Toronto) : April 25	Mid-TermFirst Day of Semester 4 Classes: July 2 Exam: February 27
First Day of Semester 3 Classes: April 29	Mid-Term Exams: Friday July 18
Victoria Day: May 19	Civic Holiday: August 4
Mid-Term Report: May 23	Final Exam: August 20
Final Exams: June 17	Last Day of Semester 4: August 22
Last Day of Semester 3: June 19	

Graduation Requirements

The Ontario Ministry of Education requires all students to complete specific courses before receiving a diploma. Kingsway Academy makes recommendations to assist in creating a competitive application for university, and to develop the academic, thinking, and communication skills for success in university and beyond.

Subjects	Graduation Requirements
English	4 credits. (1 credit per year)
Mathematics	3 credits. (1 credit in Grade 11 or 12)
Sciences: (Physics, Chemistry, and Biology)	2 credits

Social Studies/Humanities 1 credit Canadian Geography (Grade 9) 1 credit Canadian History (Grade 10)	2 credits
Group 1,2 and 3 Compulsory Credits Group 1: English (including OSSLC) or Humanities Group 2: Arts, Business Studies or PE Group 3: Science (Grade 11 or 12) or Computer Studies	3 credits Group 1: 1 credit Group 2: 1 credit Group 3: 1 credit
Arts	1 credit
PE	1 credit
French Second Language	1 credit
Career Studies	0.5 credit
Civics and Citizenship	0.5 credit
COMPULSORY CREDITS	18 credits
Additional Elective Credits	12 credits
TOTAL CREDITS FOR GRADUATION	30 credits
+ Community Involvement	40 hours
+ Literacy Graduation Requirement	OSSLT (test or course)

Graduation Recommendations

GRADE	ENGINEERING	LIFE SCIENCE (MEDICINE)	BUSINESS	HUMANITIES
Grade 10	EPS30 EMS30 MPM2D ASM20 PPL20 GLE20 SNC2D CHV20	EPS30 EMS30 MPM2D ASM20 PPL20 GLE20 SNC2D CHV20	EPS30 EMS30 MPM2D ASM20 PPL20 GLE20 SNC2D CHV20	EPS30 EMS30 MPM2D ASM20 PPL20 GLE20 SNC2D CHV20

Grade 11	ENG3U MCR3U SPH3U SCH3U EPS3O BBB4M PPL3O	ENG3U MCR3U SBI3U SCH3U EPS3O BOH4M PPL3O	ENG3U MCR3U SBI3U TGJ3M EPS3O BOH4M PPL3O	ENG3U MCR3U SBI3U TGJ3M EPS3O BOH4M PPL3O
Grade 12	ENG4U MHF4U MCV4U MDM4U SPH4U SCH4U	ENG4U MHF4U MCV4U MDM4U SBI4U SCH4U	ENG4U MHF4U MCV4U CIA4U BBB4M ADA4M	ENG4U MHF4U MDM4U HSB4U SBI4U ADA4M

Course descriptions are available in the Course Calendar 2024-2025.

Curriculum: Subject Areas:

English as a Second Language: The ESL curriculum is designed to help English language learners develop proficiency in everyday English and, most especially, the proficiency in academic English that will allow them to integrate successfully into the mainstream school program. The ESL program integrates academic language and literacy skills with subject-matter concepts and critical-thinking skills so that students progress to full participation in mainstream classes in the various subjects.

Learning Strategies, Presentation and Speaking Skills: This compulsory program helps students become more confident, more motivated, and more effective learners and speakers of English. Students identify and assess their own competencies, characteristics, and aspirations. They identify and develop essential skills and work habits that are required for success, as well as skills needed for effective communication, presentation, teamwork, and leadership.

English: The English curriculum is based on the belief that language learning is critical to responsible and productive citizenship, and that all students can become successful language learners. The curriculum is designed to provide students with the knowledge and skills that they need to achieve this goal. It aims to help students become successful language learners.

The English curriculum focuses on comprehension strategies for listening, viewing, and reading; on the most effective reading and writing processes; on skills and techniques for effective oral and written communication and for the creation of effective media texts; and on the language conventions needed for clear and coherent communication. In addition, it emphasizes the use of higher-level thinking skills, including critical literacy skills, to enable students to understand, appreciate, and evaluate what they read and view at a deeper level, and to help them become reflective, critical, and independent learners.

Mathematics: The secondary Mathematics curriculum adopts a strong focus on the processes that best enable students to understand mathematical concepts and learn related skills. Attention to the mathematical processes is considered to be essential to a balanced mathematics program. The seven mathematical processes identified in this curriculum are: problem solving, reasoning and proving, reflecting, selecting tools and computational strategies, connecting, representing, and communicating. A balanced mathematics program at the secondary level also includes the development of algebraic skills. This curriculum has been designed to equip students with the algebraic skills they need to understand other aspects of mathematics that they are learning, to solve meaningful problems, and to continue to meet with success as they study mathematics in the future.

Science: The fundamental concepts in science provide a framework for the development of scientific knowledge. They also help students to integrate scientific knowledge with knowledge in other subject areas, such as technological education, mathematics, geography, and the arts. The fundamental concepts that are addressed in the Ontario science curriculum are matter, energy, systems and interactions, structure and function, sustainability and stewardship, and change and continuity. Developing an understanding of the big ideas requires students to consider and apply STEM skills as they engage in investigative processes and make connections between related scientific concepts, between science and other disciplines, and between science and everyday life.

Social Science and Humanities: The discipline of social sciences and humanities systematically explores the ways in which individuals influence and are influenced by families, communities, cultures, institutions, and societies, and by ideas, norms, and values. Students are exposed to social theories, specialized concepts, and research findings, as well as a range of tools related to investigation and analysis, to help them understand themselves, their families, their communities, and society as they strive to find meaning in the world around them. Through practical experience, discussion, debate, research, reflection, and the development of critical and creative thinking skills, social sciences and humanities courses help students become self-motivated problem solvers equipped with the skills and knowledge that will enable them to face their changing world with confidence.

Business Studies and Technology: The business studies program will build a strong foundation for those who wish to move on to further study and training in specialized areas such as management, international business, marketing, accounting, information and communication technology, or entrepreneurship. It will also provide practical skills for those who wish to move directly into the workplace. Business studies provide students with a new, practical context for many of the subjects they studied at the elementary level, including mathematics, science and technology, language, and social studies. It helps students to recognize the relevance of these subjects as they are applied in the world of business – for example, in the study of individuals and diverse communities; in helping people with their needs, challenges, and problems; and in creating products and services that help to improve the quality of life.

Healthy Living and Physical Education: The knowledge and skills acquired in health education and physical education form an integrated whole that relates to the everyday experiences of students and provides them with the physical literacy and health literacy they need to lead healthy, active lives.

The Arts: The arts curriculum is based on four central ideas – developing creativity, communicating, understanding culture and making connections. Through participation in the arts, students can develop their creativity, learn about their own identity, and develop self-awareness, self-confidence, and a sense of well-being. Students experience a sense of wonder and joy when learning through the arts. The arts nourish the imagination and develop a sense of beauty, while providing unique ways for students to gain insights into the world around them.

Experiential Learning Program (ELP)

Teachers use experiential learning pedagogy daily, in Kingsway lessons. We believe that students learn best by ‘doing’ along with guided reflection about their experience.

In addition to these experiential learning opportunities, students are provided the opportunity to participate in after-class activities according to their interests. These activities are teacher-led. After-class activities are language rich and contribute to English Language fluency.

Grading Standards

How are students graded?

Kingsway Academy places importance on learning outcomes and the learning process. Students are graded on the outcomes of their learning, such as how well they understand and can apply concepts from class. They are also graded on how they reach those outcomes. Participation, self-reflection, and academic honesty are central to a student’s learning journey. Students are graded based on individual performance, not through comparison with other students. The method each teacher uses to evaluate will be outlined clearly in each class syllabus.

Achievement Level	Description	Report Card Grade
Level 4	<i>Achievement exceeds the provincial standard.</i> The student has demonstrated the required knowledge and skills with a high degree of effectiveness.	80-100%
Level 3	<i>Achievement meets the provincial standard.</i> The student has demonstrated the specified knowledge and skills with considerable effectiveness.	70-79%
Level 2	<i>Achievement approaches the provincial standard.</i> The student has demonstrated the required knowledge and skills with some effectiveness.	60-69%
Level 1	<i>Achievement is limited – far below the provincial standard.</i> The student has demonstrated the required knowledge and skills with limited effectiveness.	50-59%
	<i>Insufficient evidence to determine the required knowledge or skills.</i> No credit is granted.	Below 50%

Grading Appeals Process

Kingsway Academy has its own process for students unhappy with their grades. It is important for students to take responsibility for their own learning; and it is therefore important they oversee this process. When studying at higher education, students will not have the opportunity to have their parents speak with teachers on their behalf, so it is vital that Kingsway students learn a respectful and appropriate way to appeal their grades.

Before challenging a grade, students should be mindful of the grading standards. They also need to review their course syllabus, so that they can speak intelligently about the grading standards for the particular course they are seeking to appeal. When speaking with teachers about their grades, students need to be polite and respectful. Students with poor attitudes will not be allowed to complete this process. Grades can be appealed on a Review day (one day after the exam day).

Students unhappy with a grade may follow a specific process for challenging their grade:

1. Communicate with teacher about class performance to receive feedback.
2. If still unhappy after meeting with teacher, then complete a Grading Appeal Form (Appendix)
3. A completed Grading Appeal Form is given to the Principal.
4. A meeting will be arranged with the student and the Principal to discuss the situation.

Student Support Services

Health and Safety

Emergency

If students are in class and experience an emergency, they should inform their teacher immediately. Once the teacher is aware of the situation, students should listen carefully to the teacher's instructions and follow them carefully. If students experience an emergency outside of class, or if their teacher is otherwise unavailable, they should immediately contact the nearest staff member or Residence Assistant. In the case of a fire, students should quietly and quickly make their way through the emergency exit and into the school courtyard to await further instructions. Students should not leave campus, unless told to do so by a teacher.

Illness and Injury

If students are ill, injured or otherwise unable to attend classes, they must see a doctor. A doctor's note is required to excuse any absences. If students are at school and become ill, they must contact their teacher before being excused. They can then contact their Counselor and/or the Residence Assistant for permission to rest in the dormitory.

Stress and Depression

High school can be a challenging time for many students. The pressure from managing a busy schedule and expectations for success can create stress. New identities and relationships with other students, teachers, or parents can also lead to depression. Students who are having a hard time are encouraged to speak with any of their teachers, or counselor about any difficulties they may be having. Finally, we encourage students with any medical or psychological conditions that might affect their studies, to communicate this information to your Counselor or a teacher you trust. This information will be kept private and only used to help students with their studies.

Bullying

Name-calling, physical abuse, aggressiveness, isolation, or other forms of mistreatment are all examples of bullying. Such acts are strongly discouraged. Students should treat their peers with kindness and respect, and refrain from negative treatment. Students who mistreat or bully other students, will be disciplined. Depending on the severity of the incident, students may be suspended from their classes or expelled from the school.

College/ University Counseling

College/ University counselling services are provided throughout the three years at Kingsway to support our students that plan on studying at higher education (university or college). Every year, different senior classes will have different focuses. Services include an online component, a variety of our workshops such as Common Application and more! These presentations are usually hosted by counselors and/or faculty members as well as representatives from visiting universities.

Many university and organization visits are hosted throughout the year to provide students an opportunity to learn about institutions, seasonal programs, research/extra-curricular opportunities, application processes, portfolio assistance and so on. Sometimes, university fairs are shared with our neighboring high schools and in that case, we may offer transportation depending on interested students.

Other meetings include panel talks with current students, alumni, and other professionals who share their experiences with our current students and promote networking opportunities. The Counselor provides individual meetings, advice in a variety of areas (such as improving the student profile, extra-curricular activities, college list preparation, etc), communication with universities, submission of documents and providing resources to students.

Appendix 1: Medical Excused Form:

Once the following form is complete, students should bring it to the Counselor for approval.

Please ensure the appropriate documentation is submitted with this form, including doctor's note.

Name :	Name (English):	ID#:

What date(s) are you requesting to be absent?

Why have you requested to be absent?

Class	Teacher's Signature	Teacher's Comments

Student Signature: _____

Date: _____

Admin Signature: _____

Date: _____

Appendix 2: Grading Appeal Form

Please complete the following information honestly and accurately. A completed form can be submitted to the Head of School.

Name :	Name (English):	Student ID#:

Class	Section	Teacher

Current GPA	What GPA do you think you deserve?

How many absences do you have?	What are the reason(s) for these absences?

Why do you believe your grade should be raised?

Student Signature: _____ Date: _____