



POLICIES, PROCEDURES, AND REQUIREMENTS
2024 - 2025

Revised August 30, 2024

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Dress Code

Victus requires that its students remain in clean, neat and modest attire throughout the school day in attire that is reflected in the **Student-Parent Handbook**. Students should keep in mind that the purpose of the dress code is to reflect the discipline and seriousness of purpose associated with academic pursuits and other occasions that require dress code attire. The Principal governs any question about an item of dress deemed inappropriate, but not specifically listed in this code.

Victus staff reserves the right to clarify the code with students from time to time. Clothing should be modest. Necklines should not be revealing. Shoulders should be covered; no spaghetti straps allowed. Clothing should be in good repair. Belt lines for pants should not sag. Students wearing hoodies must keep their hood off their head.

For hygiene purposes, students are not permitted to wear workout or athletic Victus Academy apparel in the classroom.

The table below demonstrates the procedure for Dress Code violations.

Violation	Strength /Ice Session	Classroom
Procedure	Not Permitted to Strength/Ice session Student to go to the office and work on Strength theory tasks. (i.e. meal planning, workout planning, etc.) OR Ice task (counting shots, explaining drills, etc.)	Not Permitted into classroom Students required to change into appropriate clothing
Tracking	Coaches use tracking sheets	Teachers use tracking sheet Office Staff to track infractions
Communication & Follow-Up	Communication home Multiple infractions could lead to formal discipline at the discretion of Principal Furfaro	Communication home Multiple infractions could lead to formal discipline at the discretion of Principal Furfaro

Cell Phone Policy

Cell phones and other mobile devices with recording capabilities, which includes voice recording, still cameras, and video cameras, increase the risk for some forms of abuse or misconduct. As a result, the use of any personal device and its recording capabilities in schools is prohibited. Many institutions and sports organizations have implemented policy and practice on restricting the use of these devices. Victus Academy has adopted similar policy that prohibits the use of any of these devices within its facility. This has been developed and implemented in conjunction with our Ice Staff, Strength Staff and Academic Staff.

Students must put away their cell phones when they enter the facility. Upon arrival at the start of the day, they are to go to their homeroom class and place it into cell phone storage with their teacher as soon as they enter the classroom. The phones are to remain in the classroom as phones are not permitted in the changerooms, washrooms, strength area, etc. If a parent needs to connect with their child, all communication must be facilitated through the office at (519-219-5900) or email info@victusacademy.com.

Our teachers reserve the right to allow their students to use their cell phones in class for educational purposes provided that they are monitored by the teacher and the activity is pre-approved by the principal.

Any visible presence would indicate that they are being used.

Cell phones are not permitted at any time in the changerooms or washrooms. If any member of the Victus team sees a student with a cell phone going into the changerooms or washrooms it will be immediately confiscated and can be picked up at the end of the school day.

Students who do bring electronic items to school are encouraged to leave them in their lockers.

Example of an infraction: a student's cell phone is visible and they are engaged in some form of use. This will result in a cell phone violation.

First offence – phone will be kept with the teacher until the end of class, document the violation, and return the phone to the student

Second offence – phone will be kept at office until the end of the day, the violation will be documented, and the phone will be returned to the student

Third offence – phone will be kept at office and a parent will be asked to come to school to pick up the phone.

Subsequent offence(s)

Formal progressive discipline will be assigned. Any subsequent infractions could result in suspension(s) throughout the semester.

***Refusal to co-operate with any part of this policy could result in a suspension**

Attendance Policy

Attendance at Victus is mandatory and all students are expected to make class and attend all required meetings and appointments punctually. Students are required to fulfil all course expectations as well as the mandatory 110 course hours in order to complete a course. Students who are not in attendance for 110 course hours risk losing credit. As well, the presence of all students is vital to our programs and we know that the student's contributions to class, on the ice and at other events are integral to their learning process and the overall progress of the class.

There are two types of absences: approved and unapproved. Approved absences are for medical reasons and for other reasons that are acceptable to the school and must be approved by the office prior to the scheduled absence; if a student anticipates any absence, please seek approval of the office as soon as possible. Unapproved absences are for reasons that are unacceptable to the school, such as vacations. Students who miss a class or a school event receive an unexcused absence and risk disciplinary action. This will also be counted as an 'occurrence'.

Teachers must report all absences to the office. A teacher may not excuse a student from any part of a scheduled class. Lates, which are reported at the teacher's discretion, are also counted as an 'occurrence'. Students who are ill and unable to perform their regular school duties must report to the office, which alone can give excuses from school classes/events.

The principal will deal with **occurrences** in the following fashion:

- at 5 unapproved occurrences, the parent will be notified;
- at 10 unapproved occurrences, a mandatory meeting will be held with the parent and student;
- at 15 unapproved occurrences, notifications will be provided to the student that the credit could be withheld; and
- at 20 or more unapproved occurrences, the credit could be withheld.

In addition to the above, once a student experiences attendance difficulty, other disciplinary actions may be undertaken, including the possibility of a requirement to withdraw.

Late Arrivals and Leaving During the Day. If a student arrives after the start of homeroom, he or she must proceed to the office and sign in, including the time and reason for lateness. Parents who are picking up their children for an appointment or have granted their children permission to leave for other reasons, must notify the school by calling the office ahead of time. All students will remain in their classroom until the parent comes in to sign them out at which time office staff will notify the teacher to send the student to the office. At no time should a parent call the student on their cell phone to let them know that they have arrived at the school.

Extended Holiday

Parents who choose to remove their adolescent from school for extended holidays **MUST** complete and submit an "**Intent to be Absent**" form available at the Office at least **one week prior** to the intended absence. Students are responsible for making arrangements regarding missed work with their teachers and submit assignments due during the scheduled absence before departure.

Academic Dishonesty Policy

Victus expects academic honesty from all of its students; engaging in any form of academic dishonesty or misconduct in order to obtain an academic credit or advantage of any kind is a breach under this policy. Students who have questions about plagiarism or any other form of academic dishonesty should always ask their teachers for guidance. Incidents of academic dishonesty include plagiarism, cheating or an intent to cheat on exams, tests or assignments.

Plagiarism includes copying or paraphrasing the work of others without citation; misrepresenting someone else's work as one's own; copying another student's work or using the same piece of work in separate courses or for two separate assignments.

Cheating includes viewing or using tests or examinations without permission of the teacher; bringing and using notes, electronic or unauthorized aids in an evaluation or examination, giving unauthorized aid to another student, sharing or allowing another student to copy or use one's test, exam, essay or homework; theft of the test or examination; receiving excessive help with homework, take home assignments, essays, etc. from a tutor, parent or fellow student.

Any faculty member who suspects cases of academic dishonesty must report their suspicions to the principal. If it is determined that academic dishonesty has occurred, the principal will take appropriate action.

Acceptable Use of Social Media / Technology

Although we acknowledge the many benefits afforded by technology and certainly respect the right of students to use social media networks, personal websites and blogs (“Social Media”). However, there are risks associated with internet use and we urge all students to manage their on-line privacy carefully and in compliance with our rules and policies and also keeping in mind the following concerns:

1. Information posted on Social Media sites can potentially be viewed by anyone and is never truly deleted; accordingly, students should make sure to review privacy settings on Social Media sites and exercise care and good judgment when posting content.
2. Be careful not to post personal information about yourself or other students which can enable identity theft or put you or others at risk.
3. Others have varying degrees of comfort with their words and images being posted on-line; as such, consider the privacy of others, and seek permission before posting information and photos on Social Media.
4. As otherwise noted in these policies, nothing that constitutes bullying, harassment, discrimination or sexting may be posted on Social Media sites.
5. Unless a student has our permission to do so, they may not use Victus’ name (including any derivation or shortening of the name) or logo in any way that could be interpreted to suggest that we endorse your Social Media activity. If a student’s activity on the internet or Social Media violates any of our rules or policies, the student will be required to cease such activity. Depending on the circumstances, the student may be subject to disciplinary action.

All students must also comply with the City of Kitchener Wi-Fi policies when at Sportsworld.

Late Work Guidelines

Victus Academy follows the Ontario Ministry of Education Guidelines for late work, outlined in *Growing Success*. However, students who struggle with handing in work on time may be assigned to complete any late work in the “After School Support” program with their respective teachers to ensure they do not fall behind.

Recess, Lunch, and Leaving School Campus

1. During recess or lunch, students are not permitted to be present in either the Spectator or Practice Rinks.
2. All students will be supervised during the lunch break
3. In order to maintain an “environmentally friendly” environment, when any lunches are served, each student must bring a reuseable, resealable dish and cutlery. This can either be cleaned at school or brought home at the end of the day.
4. Students must eat their main lunch at lunch time and not in class. Students will not be permitted to reheat food during class time.
5. Only silent snacks are allowed to be eaten in class.
6. Students in Grades 5 and 6 are not permitted to leave the premises for lunch.
7. Students in Grades 7 and 8 are permitted to leave the premises for lunch with written permission or an email from the parents. Parents of Grade 7 or 8 students will have to submit written permission or an email each time the student is wanting to go out for lunch. Parents of Grade 8 students may give permission for students to go out for lunch on any day without daily requests.
8. All students must sign out and then back in when leaving for lunch. The sign out/in sheet is located in the office.
9. All high school students, Grades 9 through 12, are permitted to go out for lunch as long as they sign out and then back in again
10. Going out for lunch is a privilege and not a right. Should students fail to follow the sign out/in procedures, exhibit tardiness upon return from lunch, or misuse this privilege, Principal Furfaro may revoke this privilege.

Behaviour Expectations

Victus staff continues to review strategies to encourage positive behaviour in the school and on the ice. The goal continues to be to find ways for the school and home to work together to support students in making positive choices.

Each person is responsible for his/her conduct.

If the conduct is:

- negative,
- demeaning,
- degrading or
- disrespectful of self/others, school rules, and surroundings, one can expect a consequence.

All school members must:

- respect and comply with all applicable federal, provincial and municipal laws;
- refrain from any behaviour that could be construed as bullying (bullying being a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause or should be known to cause fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation;(bullying occurs in a context where there is a real or perceived power imbalance);
- demonstrate honesty, integrity, and healthy living;
- respect differences in people and their ideas and opinions;
- treat one another with dignity and respect at all times, especially when there is a disagreement;
- respect the dignity, rights, and fair treatment of others, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- demonstrate citizenship and acceptable strategies for resolving conflict;
- show proper care and regard for school property and the property of others;
- demonstrate honesty in achieving academic expectations;
- respect persons who are in a position of authority;
- demonstrate regular attendance;
- respect the need of others to work in an environment of learning and teaching;
- respect and honour the appropriate dress code of the school community;
- demonstrate appropriate and ethical use of technology;
- respect guidelines regarding use of personal items (e.g., cell phones, iPods, etc.).

Bullying

A student is bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one student or more. Students who bully other students will face appropriate consequences. School authorities will contact parents to address the issue. Every student has the right to feel safe attending school. Bullying can be verbal, physical, and/or emotional. Staff will continue to make sure that the issues and the consequences are shared with parents.

Consequences

Consequences may include some or all the following:

- an informal talk,
- a detention,
- parental involvement,
- loss of privileges,
- community service,
- restitution,
- administration involvement,
- suspension,
- expulsion.

A consequence is dependent on many factors:

- The act itself
- Previous behaviour
- Intention
- Knowledge
- Degree of effect on others and property
- Mitigating circumstances

Dressing Rooms

To avoid issues of messy dressing rooms, and unwarranted disciplinary actions, on-ice dressing rooms will be assigned by grade levels.

This allocation of dressing rooms will provide Victus Academy students with the opportunity to be responsible for the cleanliness of their assigned dressing room.

Each grade will be responsible for keeping their dressing room clean and can be efficiently held accountable for their room, as per policy expectations of the City of Kitchener.

Showers are adequate enough within one dressing room.

Should students misuse their privilege of their dressing room or leave it in a condition that is unsuitable, their privilege will be limited at the discretion of the Victus Academy staff and a further consequence may be applied.

No food will be permitted in the dressing rooms.

It is expected that no students will be late for class after practise.

Discipline Policy

In a private school, the discipline system may differ from public schools. Our goals are to enlighten our students and to treat them as fairly as possible when rules are broken.

Disruption in the classroom and any other behaviour that impacts the learning of others will not be tolerated. Our campus must be a safe, welcoming, respectful environment to allow for the greatest possible environment for student success.

During any disciplinary process, the principal has the right to place a student on probation or leave, or require the withdrawal from Victus. The principal may also withhold student records.

A student may be dismissed from Victus at any time for violating any of our policies or procedures and in particular, in respect of the following serious matters:

1. bullying, hazing and harassing other students;
2. sexual misconduct;
3. dishonest acts of any kind, including academic dishonesty;
4. any drug or alcohol use;
5. violence of any kind; and
6. disrespecting any member of the Victus team either by verbal or physical abuse, or any other dangerous or injurious conduct.
7. any conduct injurious to the moral tone of the school or to the physical or mental well-being of others.

Students who choose to remain present while these actions are taking place may also be subject to disciplinary action.

Each student is responsible for fully understanding this handbook and for complying with all of our rules and procedures. Failure to be aware of and understand them is not a defence to disciplinary action.

Students who are away from campus are required to behave as they are required to on campus. Victus may hold students accountable for their off-campus and online conduct in appropriate ways, including a disciplinary response. Disciplinary decisions will be made in off-campus programs by the faculty member in charge.

The principal may, for any reason deemed appropriate, require a student to leave campus temporarily, or not enter upon the Victus premises. The length and conditions of such leave will be set by the principal.

In imposing punishment for violation of any rule, the principal or the applicable faculty member has broad discretion in determining and imposing appropriate sanctions.

Under no circumstances is bullying, hazing or harassment of other students permitted. This is essential to provide a safe, secure and civil environment upon which all of us can depend. It is not our goal nor is it possible to legislate every possible infraction, nor can we demand kindness and respect. However, our goal is to encourage the development of leadership, character and good judgment and although most students do possess these qualities, when they do not, we must step in for the benefit of all other students and take disciplinary action.

<https://www.ontario.ca/page/bullying-we-can-all-help-stop-it>

For obvious reasons (i) harassment or ridicule, such as the use of an offending nickname, (ii) disparaging remarks about racial, sexual, religious, physical or other characteristics, (iii) bullying of any kind, including cyber-bullying which harm a student, cause emotional distress, or interfere with a student's activities or otherwise create a hostile environment, are always inappropriate.

Requirements for the Ontario Secondary School Certificate and the Certificate of Education

All Ontario students must remain in secondary school until the student has reached the age of eighteen or has obtained an Ontario Secondary School Diploma (OSSD).

Ontario Secondary School Diploma (OSSD) Requirements

What you need to earn an Ontario Secondary School Diploma depends on the year you started Grade 9.

If you started Grade 9 in 2023 or in prior years, you must earn:

18 compulsory credits
12 optional credits
the literacy requirement
at least 2 online learning credits

If you started Grade 9 in 2024 or in later years you must earn:

17 compulsory credits
13 optional credits
the literacy requirement
at least 2 online learning credits

* Everyone needs 40 hours of community involvement activities (volunteering) to get their high school diploma.

Specific Diploma Requirements

If you started Grade 9 in 2023 or earlier, you need the following to get your OSSD.

Compulsory credits

You need the following 18 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 3 credits for [group 1, 2 and 3 courses](#) (1 credit in each group)
- 2 credits in science
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship

The following also apply to compulsory credit selections.

Group 1, 2 and 3 compulsory credits

Of the 18 compulsory credits, you must complete 1 from each of the following groups:

Group 1

- English (including the Ontario Secondary School Literacy Course) or French as a second language
- Native languages
- First Nations, Métis, and Inuit studies
- classical studies and international languages
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 2

- health and physical education
- the arts
- business studies
- French as a second language
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 3

- science (Grade 11 or 12)
- technological education
- French as a second language
- computer studies
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Optional credits

You must earn 12 optional credits by successfully completing courses from your school's program and course calendar.

Optional credits may include up to 4 credits earned through approved [dual credit programs](#).

If you started Grade 9 in 2024 or in later years, you need the following to get your OSSD.

Compulsory credits

You need the following 17 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in technological education (Grade 9 or Grade 10)
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship
- 1 credit from the [STEM-related course group](#)

STEM-related course group

Of the 17 compulsory credits, you must complete 1 from the following group:

- business studies
- computer studies
- cooperative education
- mathematics (in addition to the 3 compulsory credits currently required)
- science (in addition to the 2 compulsory credits currently required)
- technological education (in addition to the 1 compulsory credit required)

Optional credits

You must earn 13 optional credits by successfully completing courses from your school's program and course calendar.

Optional credits may include up to 4 credits earned through approved [dual credit programs](#).

Literacy Graduation Requirement

All students must meet the literacy graduation requirement to earn your high school diploma.

For most students, this means passing the [Ontario Secondary School Literacy Test \(OSSLT\)](#).

If you do not pass the OSSLT, there are other ways to meet the literacy graduation requirement. Contact your school principal to find out about these options.

The Ontario Secondary School Literacy Test

All students who enter Grade 9 in September 2000 or in subsequent years must successfully complete this test in order to earn a secondary school diploma. The test measures how well students are meeting the reading and writing expectations across subjects in the provincial curriculum up to the end of Grade 9. Students will normally take the test in Grade 10. Students who are unsuccessful at their first attempt will have opportunities to rewrite the test. Any necessary accommodations will be made to ensure that students who are receiving special education and have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the test. Students who might benefit from a deferral of the test may include students who have an IEP and English as a Second Language students who have not yet acquired the level of proficiency in English required for successfully completing the test. Students whose IEP indicates that the student is not working towards an OSSD may, with parental consent and the approval of the principal, be exempt from participating in the secondary school literacy test.

OSSLT Accommodations, Special Provisions, Deferrals, and Exemptions

Victus provides accommodations that enable students with special education needs to participate in the educational setting. Necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the OSSLT or the OSSLC. As explained in Part One, section 3.3.1, an accommodation is a support given to a student to assist him or her in achieving the learning expectations set out in the Ontario curriculum. Accommodations change only the way in which the OSSLT is administered or the OSSLC is taught, or the way in which the student responds to the components of the test or the course. They do not alter the content of the test or the expectations of the course or affect the validity or reliability of the test or the evaluation of student learning in the course. Accommodations needed for the test or course may be challenging to implement; consequently, careful planning will be required on the part of the principal. To qualify for accommodations during the test or the course, a student must have an IEP that outlines accommodations to be provided during the test or course that are also necessary for and consistent with regular classroom practices and that are provided for all assessments. (The student may be, but does not have to be, formally identified as an exceptional student by an IPRC in order to have an IEP.)

Procedures for Making Accommodations

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

Decisions about accommodations must:

- Always be made on an individual student basis
- Be made by the principal in consultation with the student, parents (if the student is under the age of eighteen), and appropriate staff (including special education and professional support services staff, where appropriate)
- Be made prior to the taking of the OSSLT or enrolling in the OSSLC
- Take into consideration all accommodations included in the student's IEP that are also permitted in accordance with this appendix and with the EQAO document entitled guide for accommodations, special provisions, deferrals, and exemptions (see the subsection "permitted accommodations", below)
- Be consistent with regular classroom practice, including assessments
- Be clearly communicated in writing to the parents, or directly to the adult student in advance of the writing of the test or enrolment in the course
- Be recorded, with all pertinent details, on the student data collection system provided by the EQAO for students writing the OSSLT. An adult student is a student who is eighteen years of age or older.

Permitted Accommodations

The accommodations that may be necessary in order to give students with special education needs the best possible opportunity to successfully complete the OSSLT or the OSSLC may take several forms. In each case, the accommodation used must normally be specified in the student's IEP. Details about the accommodations that may be provided for the OSSLT and the process for seeking accommodations are outlined in the EQAO Guide for Accommodations, Special Provisions, Deferrals, and Exemptions.

Accommodations that are permitted by the EQAO for the OSSLT include the following:

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

Note that clarification of instructions for both the reading and the writing components of the OSSLT is permitted for all students before the commencement of the test. Such clarification is not considered to be an accommodation. If an accommodation that is described in a student's IEP is also one that is permitted in accordance with the EQAO Guide for Accommodations, Special Provisions, Deferrals, and Exemptions, the principal must ensure that the accommodation is available to the student during the OSSLT.

If an accommodation that might be necessary is not included in the student's IEP, or if the student doesn't have an IEP but the provision of an accommodation might be necessary, a request for special consideration may be submitted as described in the following subsection, "Requests for Special Consideration of Accommodations". Accommodations other than those listed in the EQAO Guide for Accommodations, Special Provisions, Deferrals, and Exemptions will be given consideration by the EQAO upon receipt of a request, as outlined in the following subsection. See

also, below, the subsection “Human Resources Required for the Implementation of Accommodations during Administration of the OSSLT”.

Requests for Special Consideration of Accommodations

Accommodations That Are Listed in the EQAO Guide

When a parent, adult student, or principal identifies the need for an accommodation that is listed in the EQAO Guide for Accommodations, Special Provisions, Deferrals, and Exemptions, one of the following procedures applies, as appropriate: If the accommodation is not described in the student’s IEP, the parent, adult student, or principal may submit a request for consideration to the appropriate supervisory officer. The decision of the supervisory officer is final. If the student does not have an IEP because he or she recently transferred into the school from another jurisdiction, the parent, adult student, or principal may make a request for accommodations to the appropriate supervisory officer. The decision of the supervisory officer is final. If, owing to temporary circumstances, a student who would not normally require accommodations requires one or more in order to take the test or the course, the principal may grant permission for use of any appropriate accommodations that are permitted in the EQAO Guide for Accommodations, Special Provisions, Deferrals, and Exemptions. If the principal determines that it is not possible to provide an accommodation that will allow the student to take the test, a deferral should be considered.

Where the parent or adult student disagrees with the decision of the principal, he or she may make an appeal to the appropriate supervisory officer. The decision of the supervisory officer is final. For students in Provincial and Demonstration Schools, the request must be made to the appropriate superintendent. The decision of the superintendent is final. For students in approved education programs in care and/or treatment, custody, and correctional facilities, the request must be made to the appropriate supervisory officer. The decision of the supervisory officer is final. For students in ministry-inspected private schools and Native schools, the request must be made to the Chief Assessment Officer of the EQAO. The decision of the Chief Assessment Officer is final.

Accommodations That Are NOT Listed in the EQAO Guide

When a parent, adult student, or principal identifies a need for an accommodation: that is not listed in the EQAO Guide for Accommodations, Special Provisions, Deferrals, and Exemptions or that involves more than double the time allowed for the test, that conforms to the definition of accommodations in the guide, and that is described in the student’s IEP, then the parent, adult student, or principal must submit the request for consideration to the Chief Assessment Officer of the EQAO. The decision of the Chief Assessment Officer is final.

Online Learning Graduation Requirement

If you started Grade 9 in the 2020-21 school year or later, you must earn at least 2 online learning credits to get your high school diploma.

Opting Out

If you want to opt out of the online graduation requirement you must be:

- 18 years of age or older
- 16 or 17 years of age and have withdrawn from your parent or guardian's control

If you meet this requirement, you can complete the exemption form available from your school board.

Otherwise, your parent or guardian needs to ask for this exemption by completing the form for you.

Community involvement activities

You need to have at least **40 hours** of community involvement activities (volunteering) to graduate and earn your OSSD.

You can start collecting volunteer hours in the summer before you begin Grade 9.

When looking for volunteer opportunities:

- make sure you know [which activities qualify in your school board and meet the Ministry of Education's guidelines](#)
- check your school board's website for:
 - eligible and ineligible activities
 - tools to help you record hours and find volunteer activities
- ask your principal or guidance counsellor for more information

If you're under 18, ask your parents to help you plan and select your activities. Talk with your guidance counsellor or principal about other ways your school can help you earn community involvement hours.

Volunteering in your community helps you learn about civic engagement and understand your role as a citizen. By being involved in your community and serving others, you:

- develop transferable skills
- explore different sectors and potential career opportunities
- understand more about yourself and your role in society

[Learn more about getting your high school volunteer hours.](#)

(as per Ministry of Education:

<https://www.ontario.ca/page/high-school-graduation-requirements>)

Evaluation and Examination Policies

Examinations are given at the end of each semester. All attempts are made to allow for only one examination each day of the exam week and all examinations are scheduled in the morning. Exam accommodations for individual students are considered on a student-by-student basis. No accommodations will be permitted for university courses. The primary purpose of assessment, evaluation, grading, and reporting is to improve student learning.

Assessment and evaluation is based on the student's achievement of course expectations related to the four categories of knowledge and skills in the Ontario Curriculum Grades 9-12:

- Knowledge/ Understanding
- Thinking and Inquiry
- Communication
- Application

Teachers will use subject specific "Level of Achievement Charts" found in the Ontario Curriculum as the basis for all assessment and evaluation. Achievement is reflected as a percentage grade using the provincial guidelines:

80 - 100%	(Level 4) a very high to outstanding level of achievement which is above provincial standard
70 - 79%	(Level 3) a high level of achievement. This is the provincial standard.
60 - 69%	(Level 2) a moderate level of achievement which is below the provincial standard.
51 - 59%	(Level 1) a passable level of achievement which is below the provincial standard.
50%	a granted level of achievement which is below the provincial standard; below 50% insufficient achievement of curriculum expectations. A credit will not be earned

A final grade for each course is calculated using 70% of the grade based on the assessment and evaluation of the student throughout the course, and 30% based on final, course summative evaluation. This summative evaluation may be in the form of an examination, performance, essay, and/or other method suitable to the content of the course and according to the school's policy. All students must be present for the final evaluation. There are no exemptions.

Ontario Student Records - Personal information is collected under the authority of the Education Act and will be used for the establishment and maintenance of the Ontario Student Record in accordance with the (OSR) Guideline 2000. Access to OSR Records may be obtained by the parents/guardians of students under the age of 18, or by the students over 18, by contacting the principal.

An Ontario School Record (OSR) is on file for each student attending the school. This record contains the academic history of the student in Ontario schools from kindergarten on. This file

is the property of the Provincial Ministry of Education and is kept at the school according to Ministry requirements. Students and parents may have access to these records according to prescribed Ministry guidelines. The Ontario Student Transcript is the record of all secondary school courses successfully completed by a student, and indicates the credits a student has earned towards the requirements of the Ontario Secondary School Diploma (OSSD). The marks a student has achieved for a completed course are annually recorded as a percentage in numerical figures. A credit is granted in recognition of the successful completion of a course (at the Grade 9-12) that has been scheduled, for a minimum of 110 hours. The credit system in Ontario secondary schools allows a student to pass or fail on the basis of courses rather than grades. Students are permitted to set individual timetables by choosing courses from among those offered, that meet Ministry requirements, interests and academic ability. In order to help students qualify for the OSSD, the principal may substitute among the compulsory credits in the following way: A maximum of three compulsory credits may be replaced by additional courses from the remainder of those listed as compulsory. Parental approval of such a substitution shall be provided in writing. Each substitution shall be noted on the Ontario Student Transcript. Students who qualify under this substitute credit arrangement are those whose educational interests, in the opinion of the student, their parents or guardians, the principal, and the school inspector, are best served by such substitution. All courses of study offered from Grades 1 to 12 have been developed according to the requirements of the Ontario Ministry of Education and are annually approved for credit by the Ministry of Education. These detailed courses of study, and the guidelines on which they are based, are available for parents' perusal in the school office.

Full Disclosure - The Ministry of Education and Training has required all secondary schools in Ontario to implement a policy of full disclosure for courses taught in Grades 11 and 12. Grade 11 and 12 courses dropped prior to one week after the mid-point of a semester will not be recorded on the transcript. Course dropped after this point in a semester will be recorded with the mark earned at the time of withdrawal from the course. Only successfully completed credits at Grade 9 and 10 levels are recorded on transcripts.

Ontario Student Transcript (OST)

The OST is the student's official record of credits earned and other graduation requirements completed. It is part of the Ontario Student Record. Copies of the transcript are available to students and graduates. In Grades 9 and 10, only successfully completed will be recorded on the student transcript. If a student withdraws from or fails to successfully complete a Grade 9 or 10 course, no entry will be made on the transcript. In Grades 11 and 12, all courses taken by the student, whether successfully completed or not, will be recorded on the transcript. If a student withdraws from a Grade 11 or 12 course before a specified time, the withdrawal will not be recorded. A student's final result on the Ontario Secondary School Literacy Test (to be taken in Grade 10), as well as confirmation that the student has completed the community involvement requirement, will also be included in the student transcript.

Photography Policy

Victus periodically captures photos and live or taped video of its students, employees and visitors to campus and we use these images on our website and social media channels for advertisements and student publications. Victus reserves the right to reproduce these images and files. By attending Victus you individual acknowledge agree to our rights in this regard.