



Fieldstone King's College School

Course Calendar

2020-2021

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Appendices

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Table of Contents

Appendix A: Course Descriptions	5
The Arts	5
Music	5
Visual Arts	6
Business Studies	8
Canadian & World Studies	8
Classical and International Languages	10
English	10
English as a Second Language	11
French as a Second Language	13
Guidance and Career Education	13
Health and Physical Education	14
Mathematics	15
Science	16
Social Sciences and Humanities	18
Technological Education	18
Appendix B: At-Risk Students	20
At-Risk Students and Student Success	20
Student Success Plans	20
Parental Contact	21
Appendix C: Fieldstone School's Code of Conduct	22
Conduct Expected of Fieldstone Students	22
Consequences of Violating the Code of Conduct	23
Self-Explanatory Infractions	24
Other Infractions	25
Bullying	25
Intolerance of Others	25
Public Displays of Affection	25
Spraying of Fragrances	25
Skipping Classes	25
Further Policies to which Fieldstone Students Must Adhere	25
Skateboards, Rollerblades, Bicycles and Other Similar Modes of Transportation	25

Lunchtime and After-School Designated Areas	25
Uniform	26
Illegal Drugs and Alcohol	28
Electronic Devices and Internet Use	28
Cell Phone use in Fieldstone King’s College School	28
Smoke-Free Ontario Act – No Smoking on School Property	28
Appendix D: Fieldstone School Policy on Bullying	29
Our Reporting Process for Students	29
Appendix E: Academic Integrity Policy	30
Plagiarism	30
Plagiarizing Assignments	31
Cheating	31
Cheating on Unit Tests and Exams	32
Petitioning a Plagiarism/Cheating Accusation or Consequence	32
Appendix F: Fieldstone Attendance Policy	33
Sign-In/ Sign-Out Procedures	33
Morning Arrival/Lateness	34
Absence During Course Culminating Tasks	34
Absences and Special Circumstances	35
Appointments	35
Attendance Audit Frequency	35
Appendix G: Homework Policy	36
Appendix H: Missed/Late Evaluation Process and Procedure	37
Consequences	37
Acceptable Reasons	37
Appendix I: Student Report Card Sample	39
Appendix J: School Timetable	40
Appendix K: Ontario Student Transcript Template	42
Appendix L: Notification of Planned Community Involvement Form	43
Appendix M: Completion of Planned Community Involvement Form	44
Appendix N: Duke of Edinburgh’s Award Programme: Steps and Requirements	46

Appendix A: Course Descriptions

The following list of courses may change subject to enrollment and the interests and needs of Fieldstone's King's College School students. Please note that Course outlines can be obtained from the subject teacher, the course's Google Classroom or through a request to the Assistant Head of School. Curriculum documents that these courses are based on can be found on the Ontario Ministry of Education's website (<http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>)

The Arts

Music

Music, Grade 9, Open (AMU10)

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

Prerequisite: None

Music, Grade 10, Open (AMU20)

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

Prerequisite: None

Music, Grade 11, University/College Preparation (AMU3M)

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. This course focuses on Ensemble Music.

Prerequisite: Music, Grade 9 or 10, Open (AMU10 or AMU20)

Music, Grade 12, University/College Preparation (AMU4M)

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. This course focuses on Ensemble Music

Prerequisite: Music, Grade 11, University/College Preparation (AMU3M)

Visual Arts**Visual Arts, Grade 10, Open (AVI2O)**

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

Prerequisite: None

Visual Arts, Grade 11, University/College Preparation (AVI3M)

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

Prerequisite: Visual Arts, Grade 9 or 10, Open (AVI1O or AVI2O)

Visual Arts – Illustration, Grade 11, University/College Preparation (AWK3M)*

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course will be delivered as a program focused on illustration.

Prerequisite: Visual Arts, Grade 9 or 10, Open (AVI1O or AVI2O)

Visual Arts – Photography, Grade 11, University/College Preparation (AWQ3M)*

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using

emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course will be delivered as a program focused on Photography.

Prerequisite: Visual Arts, Grade 9 or 10, Open (AVI10 or AVI20)

Visual Arts, Grade 12, University/College Preparation (AVI4M)

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

Prerequisite: Visual Arts, Grade 11, University/College Preparation (AVI3M)

Visual Arts – Illustration, Grade 12, University/College Preparation (AWK4M)*

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. This course focuses on Illustration.

Prerequisite: Visual Arts, Grade 11, University/College Preparation (AVI3M)

Visual Arts – Photography, Grade 12, University/College Preparation (AWQ4M)*

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. This course focuses on photography.

Prerequisite: Visual Arts, Grade 11, University/College Preparation (AVI3M)

* courses denoted with an asterix (*) are identified as arts focused courses. They follow the same curriculum as the general course, however, are more focused. For example: AWK and AWQ courses both follow the AVI curriculum. Prerequisites for these courses can be from the general course or the specialty course.

Business Studies

Introduction to Business, Grade 10, Open (BBI2O)

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Prerequisite: None

International Business Fundamentals, Grade 12, University/College Preparation (BBB4M)

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

Prerequisite: None

Business Leadership: Management Fundamentals, Grade 12, University/College (BOH4M)

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

Prerequisite: None

Canadian & World Studies

Issues in Canadian Geography, Grade 9 Academic (CGC1D)

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

Prerequisite: None

Canadian History since World War I, Grade 10 Academic (CHC2D)

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

Civics and Citizenship, Grade 10, Open (CHV2O)

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

Prerequisite: None

Classical and International Languages

International Languages (Simplified Chinese) Level 2, University Preparation (LKBCU)

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning

Prerequisite: International Languages (Simplified Chinese), Level 1, Academic

International Languages (Simplified Chinese) Level 3, University Preparation (LKBDU)

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

Prerequisite: International Languages (Simplified Chinese), Level 2, University Preparation

English

English, Grade 9, Academic (ENG1D)

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

Prerequisite: None

English, Grade 10, Academic (ENG2D)

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

Prerequisite: English, Grade 9, Academic (ENG1D) or Applied (ENG1P)

English, Grade 11, University Preparation (ENG3U)

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: English, Grade 10, Academic (ENG2D)

English, Grade 12, University Preparation (ENG4U)

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: English, Grade 11, University Preparation (ENG3U)

English as a Second Language**English as a Second Language ESL Level 1, Open (ESLAO)**

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

Prerequisite: None

English as a Second Language, ESL Level 2, Open (ESLBO)

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country

Prerequisite: English as a Second Language ESL Level 1, Open (ESLAO) or equivalent

English as a Second Language, ESL Level 3, Open (ESLCO)

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

Prerequisite: English as a Second Language ESL Level 2, Open (ESLBO) or equivalent

English as a Second Language, ESL Level 4, Open (ESLDO)

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts

Prerequisite: English as a Second Language ESL Level 3, Open (ESLCO) or equivalent

English as a Second Language, ESL Level 5, Open (ESLEO)

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

Prerequisite: English as a Second Language ESL Level 4, Open (ESLDO) or equivalent

French as a Second Language

Core French, Grade 9, Open (FSF10)

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

Prerequisite: None

Guidance and Career Education

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLS10)

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal-management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

Prerequisite: None

Career Studies, Grade 10, Open (GLC20)

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

Prerequisite: None

Health and Physical Education

Healthy Active Living Education, Grade 9, Open (PPL10)

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

Healthy Active Living Education, Grade 10, Open (PPL20)

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

Healthy Active Living Education, Grade 11, Open (PPL30)

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

Healthy Active Living Education, Grade 12, Open (PPL40)

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

Mathematics

Principles of Mathematics, Grade 9, Academic (MPM1D)

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: None

Principles of Mathematics, Grade 10, Academic (MPM2D)

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems

Prerequisite: Principles of Mathematics, Grade 9, Academic (MPM1D)

Functions, Grade 11, University Preparation (MCR3U)

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic (MPM2D)

Advanced Functions, Grade 12, University Preparation (MHF4U)

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: Functions, Grade 11, University Preparation (MCR3U), or Mathematics for College Technology, Grade 12, College Preparation (MCT4C)

Calculus and Vectors, Grade 12, University Preparation (MCV4U)

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Prerequisite: Advanced Functions, Grade 12, University Preparation (MHF4U), must be taken prior to or concurrently with Calculus and Vectors

Mathematics of Data Management, Grade 12, University Preparation (MDM4U)

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Prerequisite: Functions, Grade 11, University Preparation (MCR3U) or Functions and Applications, Grade 11, University/College Preparation (MCF3M)

Science

Science, Grade 9, Academic (SNC1D)

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

Prerequisite: None

Science, Grade 10, Academic (SNC2D)

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation

skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Prerequisite: Science, Grade 9, Academic (SNC1D) or Applied (SNC1P)

Biology, Grade 11, University Preparation (SBI3U)

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: Science, Grade 10, Academic (SNC2D)

Chemistry, Grade 11, University Preparation (SCH3U)

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: Science, Grade 10, Academic (SNC2D)

Physics, Grade 11, University Preparation (SPH3U)

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic (SNC2D)

Biology, Grade 12, University Preparation (SBI4U)

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: Biology, Grade 11, University Preparation (SBI3U)

Chemistry, Grade 12, University Preparation (SCH4U)

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

Prerequisite: Chemistry, Grade 11, University Preparation (SCH3U)

Physics, Grade 12, University Preparation (SPH4U)

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Physics, Grade 11, University Preparation (SPH3U)

Social Sciences and Humanities

Challenge and Change in Society, Grade 12 University Preparation (HSB4U)

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

Technological Education

Communications Technology, Grade 11, University/College (TGJ3M)

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programmes and career opportunities in the various communications technology fields.

Prerequisite: None

Communications Technology, Grade 12, University/College (TGJ4M)

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.

Prerequisite: Communications Technology, Grade 11, University/College Preparation (TGJ3M)

Appendix B: At-Risk Students

At-Risk Students and Student Success

At Fieldstone, we understand that students demonstrate a wide range of strengths and needs. We believe we have a responsibility to help all students learn.

From time to time, students might find themselves at risk of not fully understanding concepts and content of a course, not being able to complete a course or not being able to receive a mark high enough for college or university entrance considerations.

At-risk students are identified and receive support from their classroom teacher, student liaison officer, guidance counsellor and other staff as appropriate.

Students at risk often display the following characteristics:

- Low marks
- Incomplete homework
- Assignments not completed
- Frequent tardiness
- Excessive absences
- Inappropriate attitude
- Pattern of inappropriate behaviour

The use of flexible groupings for instruction and the provision of ongoing assessment are important elements of our programs that accommodate a diversity of learning needs.

Our teachers plan programmes that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process.

Fieldstone develops *Student Success Plans* for students that require accommodations in the classroom. These Student Success Plans are developed by our Assistant Head of School with feedback and evidence from a variety of sources.

These sources may include:

- Parent Feedback
- Student Feedback
- Teacher Feedback
- Psychoeducational Assessments
- Observations in the classroom

Student Success Plans

Our courses are developed and our teaching strategies reflect the belief that:

- All students can succeed.
- Each student has his or her own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.

- Classroom teachers are the key educators for a student’s literacy and numeracy development.
- Fairness is not sameness.

The assessment and evaluation of his or her achievement will be based on the regular course curriculum expectations and the achievement levels outlined in this document.

Teachers and administrators work together to identify and work with students who are in need of special attention and will develop action plans to assist these students.

Student Success Plans are developed which often include the need for accommodations to enhance student learning. Accommodations are sometimes able to help students meet the achievement expected of them in attempting to study a course. Accommodations are re-evaluated on a timely basis by our Assistant Head of School. When a student requires a change in accommodation, revisions are made in consultation with the teacher, family, and other stakeholders.

Three types of accommodations will be considered:

- *Instructional accommodations*: changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- *Environmental accommodations*: changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.
- *Assessment accommodations*: changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Examples of specific accommodations may include:

- Extended time for assessments
- Alternate site for assessments (e.g., separate room, smaller room, etc.)
- Preferential seating
- Oral supplementation
- Scribe for assessments
- Use of laptop
- Planner/Agenda check
- Chunking of assignments
- Frequent check-ins
- Class notes provided
- Use of graphic organizers
- Binder checks
- Mandatory tutorials

Parental Contact

When a student is identified as being at risk, parents will receive a communication from the school to make parents aware of the need for support.

Appendix C: Fieldstone School's Code of Conduct

Conduct Expected of Fieldstone Students

A school's Code of Conduct is a set of expectations for students while they are a student at a school.

The Fieldstone King's College School Code of Conduct is designed to ensure that each and every member of the Fieldstone community is able to experience and benefit from the environment described in the school's mission statement.

Fieldstone expects all students to be:

Trustworthy

This means...

- Be honest.
- Be reliable.
- Avoid plagiarism.

Respectful

This means...

- Cooperate politely with peers and teachers.
- Use good manners.
- Tolerate and celebrate diversity.
- Understand the teachers in the classroom are there to help you.
- Attend all scheduled classes, scheduled exams, and scheduled school events.

Responsible

This means...

- Plan ahead.
- Complete assignments to the best of your ability and to make sure all assignments are handed in on time.
- Use Google Classroom regularly to stay on top of deadlines.
- Organize your time.
- Use self-control and self-discipline.
- Make healthy lifestyle choices (e.g. Make healthy sleep habits a priority).
- Be in class to learn.

Fair

This means...

- Behave according to classroom rules and agreements.
- Be open minded and mindful of others' needs.

Caring

This means...

- Be compassionate.
- Express gratitude.
- Serve the wider community.

Community Citizen

This means...

- Participate in school and community projects.
- Respect community standards and policies (eg. Uniform Policy).
- Comply with staff members' requests and policies.
- Attend all scheduled events planned to enhance the learning experience or cultural experiences for the students.
- Honour the school's Code of Conduct. Fieldstone expects students conduct to be positive, hardworking, and of good character.

All students must carefully read the Code of Conduct and sign the attached form that confirms their promise to abide by the policies herein. Parents/guardians of students under the age of eighteen must also sign the attached form confirming knowledge and understanding of the Code of Conduct.

By promising to adhere to the Code of Conduct, all students take the responsibility of being productive, contributing members of the Fieldstone community.

The school expects that students will choose to follow this Code of Conduct while they are off school property and insists that students do so while they are representing Fieldstone in the greater community (at lunch, co-curricular events, community service activities, etc.).

Consequences of Violating the Code of Conduct

Signing the Code of Conduct is a promise to meet the expectations found in the Code. A promise is a serious statement and one that defines a student's character. Fieldstone believes that all of its students are honourable and take their promises seriously.

We feel that appropriate consequences and guidance play a major role in correcting misbehaviour to help students correct the mistake and avoid making it again in the future.

Students who do not live up to their promise negatively impact the school community, and they embarrass both themselves and their families. One or more of the following consequences will result from a violation of the Code of Conduct (some specific infractions may have additional related consequences).

Each incident will be reviewed on a case-by-case basis and will result in:

- Student meeting with teacher.
- Parent/guardian contacted.
- Student meeting with Assistant Head of Fieldstone King's College School.
- Loss of school privileges (outside lunch, co-curricular activities, etc.)

The consequences and steps are as follows:

1. **Conduct Alert** (Behaviour Report) - On first warning, a behaviour report is sent to the Assistant Head of Fieldstone King's College School.

2. **Conduct Report** - On subsequent incidents, a letter will be sent home to parents indicating the seriousness of the behaviour and what steps need to occur for the behaviour to improve.

3. **Conduct Probation** – This will entail a suspension or detentions followed by a period of time that the student is watched carefully for improved behaviour.

Self-Explanatory Infractions

The following self-explanatory infractions are all considered violations of the school's Code of Conduct and are subject to the consequences listed above (listed in alphabetical order, not in order of severity):

- Disrupting a class
- Violating the school Parking Policy
- Violating the school's Academic Integrity Policy
- Violating the school's policies for electronic devices
- Not adhering to the Fieldstone Dress code
- Failing to comply with requests made by Fieldstone faculty
- Contributing to a negative environment in the classroom, hallway or elsewhere on school property (using foul language, spraying fragrance, littering etc.)
- Using inappropriate or offensive language or gestures (swearing, etc.)
- Putting forth an unsatisfactory academic effort
- Entering a restricted room or area without permission
- Leaving school property without permission
- Running in the halls/rough-housing
- Lying, being dishonest
- Showing disrespect toward a member of the Fieldstone community
- Throwing ice or snowballs
- Smoking on school property
- Underage possession of tobacco or other restricted substances
- Fighting (punching, kicking, etc.)
- Touching another student inappropriately
- Misusing/mistreating other people's property (restitution for damage caused)
- Possessing a dangerous weapon
- Possessing and/or using fireworks, etc.
- Stealing
- Vandalizing/purposefully damaging school property (restitution for damage caused)
- Breaking a law
- Committing any act dangerous to the safety of a member of the Fieldstone community

Other Infractions

Bullying

Bullying, in any form, is not tolerated in the Fieldstone community. Please see Fieldstone's **bullying policy** (Appendix D).

Intolerance of Others

In a multicultural city like Toronto, and in a diverse school community such as Fieldstone, there is no place, whatsoever, for intolerance towards others based on ethnic, racial, religious or national background. Any negative verbal, non-verbal or written expression that demonstrates intolerance is not acceptable at Fieldstone. This policy also includes negative comments or actions based on someone's gender or sexuality. *The excuse "I was only joking" is not an acceptable one with regard to this policy.*

Public Displays of Affection

As Fieldstone is a unique community of people from the ages of four (JK students) to ninety-plus (grandparents), it is important for all Fieldstone King's College School students to appreciate the importance of avoiding certain inappropriate behaviours. In this regard, *any* intimate public displays of affection are not permitted on school property.

Spraying of Fragrances

Because we all want to breathe fresh air, students are asked not to spray perfume or deodorant in the hallways.

Skiping Classes

Students' attendance in each class will be tracked and monitored by the Office. Families will be notified immediately of unexplained absences and tardiness.

Students are expected to sign out (with parental permission) when leaving school property. Students are expected to sign in when they arrive after Period 1. Students can submit a form stating that they have permission to leave property during lunch and examinations. Students who have submitted this form will not need to sign out during lunch or examinations.

Further Policies to which Fieldstone Students Must Adhere

Skateboards, Rollerblades, Bicycles and Other Similar Modes of Transportation

For the safety of all students at Fieldstone, students must NOT use skateboards, rollerblades, scooters or other similar modes of transportation on school property. If a student brings one of the above or similar to school (i.e. as transportation from home), it must be carried, not ridden, once the student arrives on school property and locked up in an appropriate manner.

Students who are in violation of this rule will have their skateboard, etc. confiscated and returned as deemed appropriate by Fieldstone faculty.

Lunchtime and After-School Designated Areas

Fieldstone King's College School lunch period runs from 11:30 until 12:20. At 11:30, Period 2 ends.

Students may be in the following locations during lunchtime:

11:40: All students must be in the cafeteria, participating in a club or be off school property (if they have permission to be off school property). The duty teacher will announce dismissal at the end of the period. There is no supervision if students go off school property for lunch.

12:30: All Fieldstone King's College School lunchtime activities end and students are to proceed to their lockers to prepare for Period 4 classes.

Students who have left school property will be let in at door 5 (the Dufferin facing door closest to the parking lot) at 12:30. Students are expected to continue to respect physical distancing.

To ensure the safety and care of each student, Fieldstone has dismissal and supervision policies for after-school care.

Students must:

- Go straight home.
- Go to tutorial classes and remain with their teacher until 4:30 p.m.
- Go to an after-school club.

There is an administrative staff member on site, at all times, for emergencies.

At no time, may students be in any classrooms, the gymnasium or on the stage unless they are **directly** supervised by a Fieldstone staff member.

Students are not allowed to stay in the hallways or common areas due to COVID-19 precautions. Physical distancing must be adhered to at all times.

Uniform

Fieldstone is a uniform-wearing school. Wearing the uniform is a symbol of membership in the Fieldstone community. The uniform articles give students examples of what it looks like to dress for a professional environment and allows students to focus on learning instead of fashion statements.

Fieldstone students are serious about academic success, and this is demonstrated by how we present ourselves to the community. We demonstrate responsibility by wearing appropriate clothing and respecting the school community by adhering to our dress code.

Regular School Days	#1 Dress Days (TBD)
<ul style="list-style-type: none"> • Black Dress Shoes (that can be polished) • A Fieldstone Shirt (with the Fieldstone Logo) or plain white polo or dress shirt. • A Fieldstone Tie (Optional) • A Fieldstone Blazer (Optional) • Grey or Black Dress Pants or a Fieldstone Kilt (no shorter than the student’s fingertips when arms are at sides) with optional black tights or leggings. 	<ul style="list-style-type: none"> • Black Dress Shoes (that can be polished) • A Fieldstone Button-Down Shirt (with the Fieldstone Logo) or a white dress shirt without logo. • A Fieldstone Tie • A Fieldstone Blazer • Grey or Black Dress Pants or a Fieldstone Kilt (no shorter than the student’s fingertips when arms are at sides) with optional black tights or leggings.

Uniform issues will first be dealt with between the teacher and the student. Students who demonstrate a pattern of uniform non-compliance will be sent to the office and meet with the Assistant Head of School to work through solutions to the issue at hand. If the solutions discussed do not result in uniform compliance – the student will be considered in breach of the student code of conduct and disciplinary action will be carried out.

Personal Hygiene and Appearance Policy:

Fieldstone students respect themselves, the community and their environment. Fieldstone community members ensure they keep up their personal hygiene to ensure they stay healthy and present themselves in a respectful manner. Fieldstone members respect each other by ensuring their personal appearance, matches the values of the community and themselves. Fieldstone members respect their environment by ensuring they are wearing clean and crisp clothes, shower regularly and aware that how they carry themselves can affect the community at large.

*** NEW***

Fieldstone community members must wear masks and face shields (worn together) during the COVID-19 pandemic, for as long as health authorities advise it to be necessary. Masks can be any colour and pattern, as long as they do not display profanity or offensive imagery.

Spirit Day Policies:

Sometimes students will be eligible to participate in Spirit Days. These are days to celebrate as a community and choose clothing that represents the chosen theme of the day. Students are expected to show responsible decision making when they choose what clothes to wear on these days.

Illegal Drugs and Alcohol

Possessing, consuming or being under the influence of alcohol, illegal drugs or any banned substances by a student during the school day (on or off the school property) or during school-sponsored events is strictly forbidden.

Any discussion during the school day (or during school-sponsored events) of the use or procurement of alcohol, illegal drugs or any banned substances is also forbidden.

Electronic Devices and Internet Use

Cell Phone use in Fieldstone King's College School

We feel it is important that students are not distracted by cell phones during class and free time. It is important that in the hallways and in class students are "connected" to their school environment and contribute to the environment in a positive way. Using a cell phone during this time distracts students and creates an uninviting atmosphere.

Structured use of cell phones will be permitted at times during classes for research or other class-related purposes. Students must use their cell phones responsibly at these times.

Students are asked not to receive or place calls during school time. They are encouraged to make arrangements prior to school for lunches and pick up times. Teachers and administrators will temporarily confiscate cell phones, where it is deemed that these will be a distraction to the learning environment.

Cellphones are expected to be checked in or locked in classrooms before assemblies.

Social Media

Students are in school to attend to their studies. Students are expected to avoid being on any social media websites while in the school building. Electronic communication and social media encompass software, applications (including those running on mobile devices), e-mail and web sites, which enable users to interact, create and exchange information online. Examples include, but are not limited to, sites such as Facebook, Twitter, Instagram, Youtube, WeChat, and QQ.

Communication with Faculty

Please note that it is Fieldstone's policy that teachers do not communicate personally with students on non-school matters. Students should avoid communicating with teachers without including students' parents in the communication.

Smoke-Free Ontario Act – No Smoking on School Property

In accordance with this act (2017), smoking and/or vaping is not allowed in public and private schools, including the grounds associated with the school, and public areas within 20 metres of any point on the perimeter of the grounds of the school.

An individual who violates the prohibition on smoking and vaping in schools or on and around school grounds may be charged and if convicted, face a maximum fine of \$1,000 (for a first offence) or \$5,000 (for any further offence). Any individual convicted of selling or supplying tobacco or vapour products on

school grounds could face a fine ranging from \$2,000 to \$50,000, depending on the individual's number of prior convictions.

Appendix D: Fieldstone School Policy on Bullying

Bullying, in any form, is not tolerated in the Fieldstone community.

Bullying can be described as, but is not limited to, the following forms:

- Verbal (name-calling).
- Physical (punching, pushing, etc.).
- Relational/Exclusional (intentionally leaving someone out of an activity).
- Extortion.
- Cyber-bullying (using computers, the Internet, e-mail, chat rooms, mobile phones, etc. to bully others).

Should bullying occur at Fieldstone, we ensure that we:

- Investigate every incident of bullying reported by a parent, guardian, host family member, staff member or student.
- Notify the parents/guardians of students who have harmed another student about the incident.
- Notify the parents/guardians of the student being bullied to discuss the supports that will be provided to their child.
- Create an action plan to address each incident of bullying.

Our Reporting Process for Students

The school administration will conduct a prompt investigation into the incident, speaking with all involved parties, and will invite parents/guardians of all affected students into the school to discuss appropriate supports and next steps. Teachers will be informed about the investigation as soon as the incident has been reported.

Appendix E: Academic Integrity Policy

The most important characteristic in a school is academic integrity. The general rule is that a school with academic integrity produces good students. A school without academic Integrity produces cheaters. Fieldstone produces good students.

Academic integrity means students must understand that assignments and test/exams they complete and the assessments for evaluation **must be their own work**. Cheating and plagiarism will not be accepted and are both taken very seriously at Fieldstone.

Students are expected to adhere to the **Academic Integrity Policy** outlined below. It is the student's responsibility to be honest in all aspects of academic work.

Students' assignments are to be completed by the students themselves unless the teacher specifies otherwise. (In presenting homework, the student is stating: *"This is my own work."*)

Plagiarism

It is understandable that students who are continuing to develop their English language skills will want to use language they have found on the internet, or in print, that reflect what they want to say. When preparing assignments, it is important that students use their own words no matter whether they believe the language they have found is better.

Plagiarism is an act or instance of using or closely imitating the language and thoughts of another author, without crediting the original author. Plagiarism commonly occurs in schools when students copy text from the internet and submit it as their own work.

Plagiarism also occurs when one allows other people to do an assignment for them and then submits it as their own. This also includes situations where someone edits a person's work in a manner that the original voice is lost. Editors can suggest changes, but should not rewrite the author's work.

Most times, Fieldstone expects that students will use their own words. If there are times, however, that that students believe they need to copy wording that would express what they want to say or they want to cite other people's work, **they must also give credit to the author from whom they have chosen a quotation**. Not to credit the author is considered plagiarism and is wrong.

Students who speak English fluently also understand the importance of crediting an author from whom they wish to quote.

All sources cited for assignments must be translatable or in English.

We use turnitin.com as a resource for verifying that students' work is in their own words.

Plagiarizing Assignments

Students who are found to be plagiarizing an assignment can expect the following consequences:

- | | |
|------------------------|--|
| 1st offence | The student must attend a session with a teacher to review how to credit the author of the work they have copied. The student will then be asked to re-submit the assignment in his/her OWN words. The work will be submitted at a date set by the teacher and no marks will be deducted. If grades are to be reported prior to the re-evaluation of the assignment in question, the grade will be determined based on all other evaluations and will not be adversely affected by the incident of plagiarism. If the work is not submitted at this time, the student will follow the procedure outlined in the <i>late assignment policy</i> . |
| 2nd offence | The student must attend a second session with a teacher to review how to credit the author of the work they have copied. The student will receive a 'Below Level 1' evaluation on the assignment and the Assistant Head of School will be notified. The student may re-submit such that the assignment is no longer classified as plagiarized; however, all work must be done under the supervision of the course teacher during tutorial hours. A due date will be set by the course instructor and late assignments will be dealt with in accordance to the <i>late assignment policy</i> . |
| Three or more offences | The student will receive a 'Below Level 1' evaluation on the assignment and will meet with the Assistant Head of School to be placed under Conduct Probation. The probationary contract will outline the student's violations of the Fieldstone Code of Conduct, up to and including plagiarism, and the consequences that follow should the student be found in violation of this contract. Should a student already be placed on Conduct Probation, this incident would be considered a serious violation of the Student Code of Conduct and will result in disciplinary action. The student may correct the assignment(s) in the same manner outlined in the 2nd offense. |

Cheating

Cheating is when students understand that what they are doing is wrong but do it anyway in order to gain an advantage academically. There are many forms of cheating and are too numerous to mention here. At Fieldstone, all forms of cheating are taken very seriously.

The most common forms of cheating take place when students:

- understand that what they are doing is wrong and either plagiarizes or copies other student's work and submits it as their own.
- work with other students or on their own to gain access to examination questions prior to the exam being given.
- understand the concept of plagiarism and plagiarize anyway in the hope of fooling the teacher marking the evaluation or assessment.

Cheating on Unit Tests and Exams

Students caught cheating on unit tests and exams will automatically receive a 'Below Level 1' evaluation on the assessment in question and will meet with the Assistant Head of School, who will consider the individual circumstances of the student, including grade level and maturity. If deemed appropriate after such consideration, the student will be placed on Conduct Probation.

Petitioning a Plagiarism/Cheating Accusation or Consequence

Students may petition an accusation or consequence of plagiarism or cheating if they believe to be falsely accused or believe there to be exceptional circumstances that have been overlooked. Students may first petition an accusation to the Assistant Head of School. Upon meeting, with the Assistant Head of School, if the student does not agree with the Assistant Head of School's decision he/she may appeal it to the Head of School.

***** Please note, in ALL instances of conduct probation, a copy of the probationary contract will be placed in the student's OSR, documenting the offense.***

Appendix F: Fieldstone Attendance Policy

Attendance in all classes is compulsory for all students. The Ontario government mandates that all students under 18 years of age, are required to be in attendance at school by law unless they have already graduated or are otherwise excused from attendance at school.

If a student must be absent due to illness or family responsibility, a note from a parent (and/or doctor) is to be submitted to the Office. It is the student’s responsibility (with the assistance of his or her teacher) to catch up on missed course material. Our expectation of our students is for them to be engaging in learning. Even excused absences make this expectation difficult to achieve and will be addressed.

Families are urged to phone or email the office the morning of absences before 8:00 a.m. Each week, an attendance report is sent to parents informing them of their child’s attendance records. Students who are chronically absent will be dealt with in the following manner:

First offense- An attendance notice will be sent to the student, custodian and parent outlining the concerns we have with the student’s attendance behaviours. The student is expected to make up the missed time in afterschool tutorials and arrangements with the classroom teacher.

Second offense- At this point, a warning notice is sent to notify parents/guardian of this issue. The student is still expected to make up the missed time in afterschool tutorials and arrangements with the classroom teacher. Additional issues will lead to potential course removal.

Third offense- If attendance continues to be a severe problem after warnings, a meeting with the student and custodian will be required. A plan of action will be made to allow for students to make up for the missed learning hours. Students may receive a reduced course load or be placed on audit status to allow for them to focus their efforts on obtaining credits in some courses.

This policy is in place to help work with students to develop healthy habits and be active members of the Fieldstone learning community.

Sign-In/ Sign-Out Procedures

Per.1, IGCSEc IGCSE- ESL
 Administration Date: Friday, August 17, 2018 (Day 1, Normal Day)
 Attendance Taken:

Save Save & Go Back Cancel

Student	Office	Teacher		
		A	P	L
E. H. *	A Absent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. Y. *	Not Entered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M. M. *	Late	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M. K. *	Absent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M. Y. *	Not Entered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Y. H. *	Not Entered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Save Save & Go Back Cancel

As a faculty and school community, we are responsible for keeping each other safe and accountable. It is important that the school knows where students are throughout the school day in order to maintain a safe environment for learning.

When a student is marked absent – they must sign in at the main office prior to returning to class. If a student has not signed-in, please send them to the office and notify the front desk that they are on their way.

Morning Arrival/Lateness

All students are expected to arrive at school by 8:20 a.m. to give themselves ample time to get organized for classes. First period starts promptly at 8:30. Students who are habitually late to school will be put on conduct probation until the behaviour improves. Administration will work with parents, custodians, homestays and the student to help address the issues that are leading to lateness.

We understand that there are some circumstances that cannot be avoided and students will not be penalized for those situations. Email messages will be sent out to parents or custodians between 9:00 and 10:00 to report any student who was NOT in period 1 by 9:00 A.M.

Students are expected to be in class wearing their uniform and with all of their required learning materials before the bell rings. Punctual students demonstrate trustworthiness, respect, responsibility, caring, and citizenship by ensuring that they are not distracting other's learning.

1. When the bell rings, the teacher promptly begins class on time.
2. At the 5-minute mark after the bell, students can be admitted at this time by the teacher (they are still late and will be marked as such).
3. After the 5-minute mark, students must go to the office to sign in prior to being admitted.
4. If a student is more than 30 minutes late (without a valid reason such as a known appointment), they will follow the same procedure but will be marked absent. The student will be admitted to class when the teacher has an appropriate break in class.
5. Students are expected to work with the teacher to make up the learning time lost from being late. They are also expected to make the classroom a better place to make amends for being disrespectful of other people's time.
6. Students who demonstrate a pattern of tardiness will:
 - a. Meet with a teacher or administrator to work on the skills required to show up to class on time.
 - b. If tardiness continues despite the skills development, students will be considered in breach of the student code of conduct.
7. Being late puts the safety of the community at stake. Students are to respect the community by ensuring they are punctual and able to adhere to all social distancing protocols.

Absence During Course Culminating Tasks

Ongoing Course Culminating Tasks in all courses take place during the months of December & January (Semester 1) and May and June (Semester 2). These tasks are worth 30% of the final mark and are a mandatory component of the course. Planned vacation time is not a valid reason for missing course culminating tasks.

Students must write their examinations according to the exam schedule and cannot leave the country before a scheduled exam is to take place. Course Culminating Tasks will not be rescheduled unless extenuating circumstances were discussed with both the course teacher and the Assistant Head of Schools prior to the absence.

- Students who do not complete a significant portion of Course Culminating Task will not earn the course credit.

- Students who do not complete a significant portion of the Course work will not earn the course credit.

Absences and Special Circumstances

Some students may have special circumstances, such as extenuating life events, special events or sport competition. For special permission to be granted for these events, please speak with the Head of School.

Appointments

Whenever possible, medical and other appointments should be scheduled outside school hours. If a student must leave school for an appointment during the day, he or she must sign out and in (with parental note) with the office.

Attendance Audit Frequency

In addition to the policy outlined above, a week prior to each report (quarterly, midterm, and final) the Assistant Head of School and Guidance Counselor will monitor students who have missed a significant amount of a given course through absences or lates. At this point, the administration will make a decision based on the student's individual situation, as to the best course of action for that student's success which may include (removal from courses, auditing courses, mandatory tutorial and study hall or additional language and learning supports). A letter will be sent to the student and the student's parents outlining the situation and a procedure for appealing if the student has extenuating circumstances.

Furthermore, the Assistant Head of School and Guidance Counselor will complete periodic attendance audits to identify students with chronic attendance issues. Emails will be sent to the student, their custodian, and their family to make them aware of the problem and the consequences of further absenteeism.

Students who continue to miss school following administrative intervention will have their parents and custodians called in for a remediation meeting to look at options of how we can ensure the student is learning. These options may include counseling the student out of the school in certain circumstances.

Appendix G: Homework Policy

Homework may be assigned for one of the following reasons:

1. *Completing work that was not completed in class*
Students are expected to complete work during class time but this does not always happen for a variety of reasons. To ensure our classes stay on pace, we ask that students complete incomplete class work at home.
2. *Independent Practice*
Reading, writing, violin, arithmetic and physical conditioning are all examples of skills that only improve with regular and consistent practice. Our teachers will provide the framework for students to continue to practice the skills they learn at school independently. The amount of time each student spends on this type of homework will vary. We will work together to ensure our students are getting the practice they need to improve while balancing other interests and responsibilities.
3. *Test Revision*
Learning how to prepare for an evaluation is an important skill that solidifies learning and gives students the confidence to perform his or her very best. While teachers will conduct review in-class and provide the students with review exercises, it is expected that students spend some time at home preparing for evaluations.
4. *At Home Assignments*
These are typically authentic learning tasks that can only be done at home, for example, science and math investigations. These typically are assigned periodically as end-of-learning assessments. Typically, students enjoy these!

Assigned homework will be given daily and is posted in the course's Google Classroom. Students are expected to check and interact with the Google Classroom on a daily/nightly basis.

It is expected that assigned homework will be completed on time. Regularly failing to complete homework may result in one or more of the following:

- Mandatory tutorials.
- Parental/Guardian contact.
- Weekly report.
- Loss of privileges (i.e. athletics, co-curricular activities)

At times, portions of assessments of learning assignments will also be part of the homework. These aspects will be research or processing aspects which will be later checked by the teacher.

Appendix H: Missed/Late Evaluation Process and Procedure

All Students are expected to submit assignments on time.

1. Teachers will track each assignment and test submission in their mark book and on Google Classroom.
2. Students who miss assignments will automatically be recorded as a earning Below Level One for the assignment in question until it is received. A note must be put in the markbook as a record of what was discussed with the student.
3. The teacher will email the parents and cc admin and students to inform them of the missed assignment when patterns emerge that create concern about the student's progress in the class. Infractions will be recorded on a "Missed Evaluation Spreadsheet".

We understand that a common reason for handing in late assignments is illness. It is expected that if illness is preventing a student from completing an assignment, the student will consult a doctor to help them get better.

Missing an assignment or handing it in late, hinders a student's personal success, and may also affect the success of his/her peers. Without a valid reason discussed with the teacher and administration, this assignment will be recorded as a Below Level 1 until it is received.

Late penalties may apply with a penalty of up to the loss of a full level on the assignment at the discretion of the Assistant Head of Schools and the teacher. Any assignments not submitted by one week prior to the commencement of final exams, unless under extenuating circumstances authorized by the teacher and administration, will no longer be accepted and will be recorded as Below Level 1.

Course Culminating Tasks and Examinations will not be accepted after the due date/examination date unless arrangements were made with the Assistant Head of School and the teacher prior to the absence.

Continuously missing assignment submission deadlines will result in a student meeting with the Assistant Head of School.

Consequences

Consequences, for missed or late assignments, may include but are not limited to:

- Mandatory tutorials to catch up on missed work.
- Time management workshops to help the student meet future deadlines.
- Not accepting the assignment for marks.
- Academic Probation.
- A reduction of course load (e.g. removal from the course).

Acceptable Reasons

Fieldstone understands that there are situations where even the best of intentioned students are unable to meet a deadline for a variety of reasons. The Missed/Late Evaluation Process will not be followed for

matters beyond their control. Our objective is to ensure that students respect and prepare to meet deadlines. We do not wish to merely punish students who are unable to meet deadlines.

Students who are not able to meet deadlines are expected to follow some or all of the following such that teachers are able to make appropriate accommodations:

- Meet with their teacher to discuss their circumstances well before the assessment date.
- Propose an alternative deadline that is reasonable considering the circumstances.
- Show a genuine desire to meet expectations (for example: attend tutorials and actively seek help during class).
- Provide evidence to corroborate their circumstance (for example: a doctor's note).
- Should a student follow the above steps, the incident may not be recorded under Late/Missed Assessment process, at the discretion of the teacher.

Students must notify the office of any valid absences and provide evidence prior to missing an evaluation.

Appendix I: Student Report Card Sample



Semester 1 Midterm Report

OEN

Grade 12

November 09, 2017

Advanced Functions

... has shown considerable understanding of the concepts covered in the Polynomial and Rational Functions Unit. On his Polynomial Functions Test, he thoroughly determined and interpreted average rates of change and instantaneous rates of change. He modeled the reciprocal of a rational function with a considerable degree of proficiency on his Rational Functions Test. ... needs to use his time effectively in class and consistently complete homework to ensure his success in this course.

MHF4U

L. Mao

Mark: 79

Lates: 0 / 41

Absences: 0 / 41

Responsibility

Good

Organization

Satisfactory

Independent Work

Good

Collaboration

Satisfactory

Initiative

Satisfactory

Self-Regulation

Satisfactory

International Business Fundamentals

... is achieving a high degree of success in Grade Twelve International Business. He achieved a high degree of success on The Major Trading Partners Project where he demonstrated an understanding of the concepts and basic communication practices related to international business. He has achieved a high degree of success in presenting a chart on the history of trade; where he explained how international business relationships have evolved over time. ... participates in classroom discussions and is well informed on the current events in Business.

BBB4M

R. Philip

Mark: 89

Lates: 0 / 41

Absences: 0 / 41

Responsibility

Excellent

Organization

Good

Independent Work

Excellent

Collaboration

Excellent

Initiative

Good

Self-Regulation

Good

Head/Assistant Head of School

This copy of the report card should be kept for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five (5) years after the student leaves the school.

Student Number: [REDACTED]



Sample Online Report

[REDACTED]

OEN [REDACTED]

Grade 12

August 06, 2020

This report is for e-learning courses

Visual Arts

AVI4M

J. Gordon

Credit: 1.00

Mark: 83

[REDACTED] achieved a high degree of success in the Grade Twelve Visual Arts course. On his CCT Art Assignment, [REDACTED] achieved a high degree of success in demonstrating that he could explore and experiment with media to create original works of art. Through work on the Portfolio, [REDACTED] showed that he could review and reflect on his artwork with a high degree of effectiveness. [REDACTED] is encouraged to continue to monitor, assess, and revise plans to achieve success in future Visual Arts courses. I wish him all the best in his future studies.

Responsibility

Good

Organization

Good

Independent Work

Good

Collaboration

Good

Initiative

Excellent

Self-Regulation

Excellent

Head/Assistant Head of School

This copy of the report card should be kept for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five (5) years after the student leaves the school.

Appendix J: School Timetable

September - June (Monday - Friday) - Regular Day

Period 1 – 8:10 – 8:30 (morning arrival)

Period 2 - 8:30 - 10:00 (90 minutes – 5 minute extension for morning announcements)

Transition – 10:00 – 10:15

Period 3 - 10:15 - 11:40 (85 minutes)

Lunch - 11:40 - 12:30 (50 minutes)

Transition – 12:30 – 12:35

Period 5 - 12:35 – 2:00 (85 minutes)

Transition – 2:00 – 2:15

Period 6 – 2:15 - 3:45 (90 minutes – 5 minute extension for literacy activities)

Tutorial – 4:00 - 4:30 (Tutorial Schedules will be released the second week of school)

September - June (Monday - Friday) - Wellness Wednesday

Period 1 – 8:10 – 8:30 (morning arrival)

Period 2 - 8:30 - 9:15

Transition – 9:15 – 9:25

Period 3 – 9:25 – 10:10

Transition - 10:10 - 10:25

Period 5 - 10:25 - 11:10

Transition - 11:10 - 11:20

Period 6 - 11:20- 12:05

Study hall is available from 12:10 – 4:00 for independent study. Location is to be confirmed

Summer School – June 28 – August 5 (Monday - Friday)


AM Session:

8:00 a.m. - 12:00 p.m.

PM Session:

1:00 p.m. – 5:00 p.m.

Appendix K: Ontario Student Transcript Template

		ONTARIO STUDENT TRANSCRIPT				Date of Issue	Page	of	
Surname		Given Names		CENMIN	Student Number	Gender	Date of Birth Year Month Day		
Name of District School Board / School Authority			Number	Name of School		Number	Date of Entry Year Month Day		
Date Year Month	Course Grade/Level	Course Title			Course Code	Percentage Grade	Credit	Compulsory	Note
sample									
SUMMARY OF CREDITS ➔									
Community Involvement <input type="checkbox"/> Completed <input type="checkbox"/> N/A		Provincial Secondary School Literacy Requirement <input type="checkbox"/> Successfully Completed <input type="checkbox"/> N/A			Specialized Program				
Diploma or Certificate				Date of Issue Year Month		Authorization			
<small>The collection and maintenance of this information are authorized under the Education Act, R.S.O., 1990, c. E.2, s. 286. Users of this information are supervisory officers and the principal and teachers of the school. This is the official record of the student's educational history. The contact person regarding the collection of this information is the principal of the school.</small>									
<small>07-02675 (2013/09) © Queen's Printer for Ontario, 2013</small>									

Appendix L: Notification of Planned Community Involvement Form



Notification of Planned Community Involvement Activities Outside of Fieldstone

Student Name: First, Last	Head of School's Signature
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For all non-Fieldstone activities, a **letter** from the organization explaining the **nature of the activity** must be submitted to the Head of School for approval.

*Please see the back of this form for the list of Eligible and Ineligible activities.

Please provide the information requested below about the community involvement activities in which you plan to participate.

Activity	Estimated Number of Hours	Estimated Date of Completion	Location and Telephone Number	Supervisor's Name	Principal's signature (if required)

Is each activity identified on the Fieldstone Day school's list of approved activities?

- Yes
- No

If you checked "No", you must obtain written approval from the principal (the principal's signature above) before starting the activity.

Student's signature

Date

Parent's/Guardian's signature

Date

Appendix M: Completion of Planned Community Involvement Form



COMPLETION OF COMMUNITY INVOLVEMENT HOURS

(FIELDSTONE-RELATED)

Please submit this form to the Office on a regular basis, so your hours can be updated on the school database.

Student Name (First name, Last name)

Activity	Date	Hours	Location & Phone number	Supervisor's Name	Supervisor's Signature	Principal's initial	Data Entered (Administrator's Initial)

Key Elements

Students may choose to help their community, their neighbours, or their school. Community involvement

- must be completed outside scheduled class time
- must not be part of a credit course
- must be an unpaid activity
- must total 40 hours
- must be completed after completing grade 8
- must not displace paid workers

Eligible Activities

The activities listed below are approved by Fieldstone for completion of the community involvement requirement:

Fieldstone in-house activities:

- Parent-Teacher Interview ambassador
- Open House ambassador
- Peer tutoring
- Sports score-keeping
- Cultural Day leader and ticketing
- Picture-taking for Fieldstone events
- Crew (sound, lighting, screen)
- Back-drops
- Maria Lopez Soccerfest volunteering
- Pizza Bingo Night volunteering
- Textbook delivery
- Event setup

Remember — you must discuss with the Head of Upper School any activities not listed above before they are started in order for them to count toward the 40 hour total.

For all non-Fieldstone activities, a letter from the organization explaining the nature of the activity must be submitted to the Head of Upper School for approval

Ministry of Education List of Ineligible Activities

Ineligible activities are activities that:

- already a requirement of a class or course in which the student is enrolled (e.g. cooperative education, job shadowing, or work experience)
- take place during class time; however during lunch breaks or "spare" periods is allowed
- would normally be performed for wages by a person in the workplace
- take place in a logging or mining environment, if the student is under 16 years of age
- take place in a factory, if the student is under 15 years of age
- take place in a workplace, other than a factory, if the student is under 14 years of age and is not accompanied by an adult
- involve the operation of a vehicle, power tools, or scaffolding
- involve the administration of any type or form of medication or medical procedure to other persons
- involve handling substances classed as "designated substances" under the Occupational Health and Safety Act
- require the knowledge of a trades person whose trade is regulated by the provincial government
- involve banking or the handling of securities (stocks/bonds), or the handling of jewelry, works of art, antiques, or other valuable
- consist of duties normally performed by the student in the home (i.e. daily chores) or personal recreational activities
- involved a court-ordered program (e.g. community-service program for young offenders, probationary program)

Appendix N: Duke of Edinburgh's Award Programme: Steps and Requirements

- Please note, during the COVID-19 Pandemic, virtual options for the Adventurous Journey will be provided.

Award Requirements (Summary of Conditions)

Award Level & Age Requirements	Service	Skills <small>(activity must be passive and/or non-athletic in nature)</small>	Physical Recreation <small>(activity must be active and/or athletic in nature)</small>	Adventurous Journey <small>(For other Adventurous Journeys you must be 18 or older and project must be preapproved in advance)</small>
	To understand the value of giving service to others in participants' communities	To encourage the development of personal interests, creativity of practical skills	To encourage participation in sport and physical recreation for the improvement of health and fitness	To encourage a spirit of adventure and discovery while undertaking a journey in a group
BRONZE Minimum start age 14. Complete 4 sections as indicated.	13 weeks Average of one hour per week dedicated to each activity over the time period Plus an additional 13 weeks in either: Service, Skills or Physical Recreation. Participants select which section the extra weeks will be dedicated towards.	13 weeks Average of one hour per week dedicated to each activity over the time period Plus an additional 13 weeks in either: Service, Skills or Physical Recreation. Participants select which section the extra weeks will be dedicated towards.	13 weeks Average of one hour per week dedicated to each activity over the time period Plus an additional 13 weeks in either: Service, Skills or Physical Recreation. Participants select which section the extra weeks will be dedicated towards.	Preliminary training: Practice Journey 1 day Qualifying Journey: 2 days + 1 night 6 hours of purposeful effort per day
SILVER Minimum start age 15. Complete 4 sections as indicated.	26 weeks Average of one hour per week dedicated to each activity over the time period If a Direct Entrant to the Award (have not achieved Bronze) then an extra 26 weeks is required in either: Service, Skills or Physical Recreation. Participants select which section the extra weeks will be dedicated towards.	26 weeks Average of one hour per week dedicated to each activity over the time period If a Direct Entrant to the Award (have not achieved Bronze) then an extra 26 weeks is required in either: Service, Skills or Physical Recreation. Participants select which section the extra weeks will be dedicated towards.	26 weeks Average of one hour per week dedicated to each activity over the time period If a Direct Entrant to the Award (have not achieved Bronze) then an extra 26 weeks is required in either: Service, Skills or Physical Recreation. Participants select which section the extra weeks will be dedicated towards.	Preliminary training: Practice Journey 2 days + 1 night Qualifying Journey 3 days + 2 nights 7 hours of purposeful effort per day
GOLD Minimum start age 16. Complete 5 sections as indicated.	52 weeks Average of one hour per week dedicated to each activity over the time period If a Direct Entrant to the Award (have not achieved Silver) then an extra 26 weeks is required in either: Service, Skills or Physical Recreation. Participants select which section the extra weeks will be dedicated towards.	52 weeks Average of one hour per week dedicated to each activity over the time period If a Direct Entrant to the Award (have not achieved Silver) then an extra 26 weeks is required in either: Service, Skills or Physical Recreation. Participants select which section the extra weeks will be dedicated towards.	52 weeks Average of one hour per week dedicated to each activity over the time period If a Direct Entrant to the Award (have not achieved Silver) then an extra 26 weeks is required in either: Service, Skills or Physical Recreation. Participants select which section the extra weeks will be dedicated towards.	Preliminary training: Practice Journey 2 days + 1 night Qualifying Journey 4 days + 3 nights 8 hours of purposeful effort per day
Examples	Voluntary work with seniors, challenged youth, homeless groups etc. School activities with peers, student council, year book, etc.	Music, computer programming, crafts, graphic arts, life skills, collections, etc. Must be a passive rather than active undertaking.	Individual or team activities such as soccer, karate, fencing, swimming, hockey, basketball, ballet, dance, skiing, yoga, cycling, badminton, etc. *If you break a sweat it counts!	Expedition: bicycle, canoe, kayak, hike, horseback snowshoe, etc. Exploration: should be of an environmental or historic nature