



Fieldstone King's College School

Course Calendar

2022-2023

Revised June 2022

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Section One: Secondary School Education

Introduction

Fieldstone King's College School is committed to reaching every student to help them reach their potential through their experience at Fieldstone.

The Fieldstone King's College School calendar has been developed for students, parents, and representatives of colleges and universities, to better understand Fieldstone. The school calendar is comprised of nine sections plus appendices.

The main body of the calendar provides information designed to provide an understanding of our Ontario Secondary School Diploma programme, in general, and Fieldstone, in particular.

Appendices appear at the end of the calendar including a list and description of the Courses of Study offered in **2022 – 2023** and important policies and procedures that we believe are of interest to parents and students.

Fieldstone School is a co-educational school, situated in Toronto Ontario, offering an academic school programme from Junior Kindergarten to Grade Twelve. The secondary school offers a dual diploma programme to a local and international student body, featuring the Ontario Secondary School Diploma (OSSD) and the British Cambridge International General Certificate of Secondary Education (IGCSE), the Advanced Subsidiary Level (AS Level), and the Advanced Level (A level).

This School Calendar outlines the Ontario secondary school programme – Grades Nine to Twelve.

Note:

Fieldstone King's College School is registered with the Ontario Ministry of Education and is authorized to grant credits toward the Ontario Secondary School Diploma.

Reference is made, within this document, to adult students. The Ontario Ministry of Education considers any student, an adult student, upon reaching the age of eighteen. As adult students, the students have the right to make their own academic decisions.

School Philosophy

Fieldstone School is situated on a 6.4-acre site, was established in 1997 to provide a high-level academic programme by preparing students for entrance into college or university. At Fieldstone, we believe that our students are the future leaders of tomorrow and must be well adjusted to the emerging globalized community. At Fieldstone we do not just challenge the individual but individualize the challenge. To do that, we offer a dual diploma programme through our dynamic Ontario Secondary School Diploma (OSSD) and the world renowned International General Certificate of Secondary Education (IGCSE), the Advanced Subsidiary Level (AS Level), and the Advanced Level (A Level) qualifications from the United Kingdom. It is expected that students attending Fieldstone School have the ability to succeed at the post-secondary level and all of the courses selected are designed to prepare students along a pre-university pathway.

School Mission Statement and Values

Fieldstone's mission reflects a strong and positive belief in children. Children, very naturally, exhibit a powerful desire to be successful. It is our responsibility, as a school, to guide, encourage, and support them to make that desire a reality. We achieve this goal by teaching a challenging and content-rich curriculum in the context of a caring and supportive environment. At Fieldstone, we see not the child we meet, but rather who that child will become.

Students understand that values determine character of a person. There are six core values that are demonstrated daily, in our behaviours and our interactions, that we believe form the basis of a character that is worthy of trust and admiration. These six core values are trustworthy, respectful, responsible, fair, caring, and being a community citizen. These are further described in the student code of conduct.

Secondary Education in Ontario

While in some jurisdictions, secondary education is designed to include five years of study from Grade 8 to Grade 12 and others include three years from Grade 10 to Grade 12, in Ontario, secondary school includes four years, Grade 9 to Grade 12.

The Importance of Secondary Education

The importance of secondary education is described in three ways:

- Secondary education plays a fundamental but complex role in preparing students for the labour market, especially for people who leave secondary education for a job.
- Secondary education plays a vital role as the prerequisite for continuing onto post-secondary education at college or university.
- Secondary education is vital for students to make the transition into adulthood and provides an essential foundation from which one can join the global community as a self-sufficient and contributing member.

As such, Fieldstone is committed to ensuring that all students have the academic, social, and emotional supports needed to achieve this milestone.

Requirement to Remain in Secondary School

Ontario government regulations require all students to remain in secondary school until the student has reached the age of eighteen or has obtained an Ontario Secondary School Diploma, or equivalent Diploma, from another Canadian province or jurisdiction outside of Canada. This applies to all students. Canadian citizens and permanent residents must comply. International students must also comply as long as they reside in Ontario.

School Organization

Our school day consists of four instructional periods of **85-minutes** with a **45-minute** lunch period. Student timetables are the same every day of the school week (Monday to Friday). Students enrolled in half-credit courses (e.g. CHV20 and GLC20) will take CHV20 prior to taking GLC20 during the semester in which they take the courses.

The school year is organized into two semesters: September to January and February to June with a midterm report halfway through the semester and a final examination at the end of the semester. In Semester 1, we offer double-period ESL classes to provide extra language support for English Language Learners. These courses are split between two terms and are 170 minutes in length. Term 1 spans from September to November, and Term 2 spans from November to January. Students generally take 4 courses per semester.

Periodically throughout the semester are Wellness Wednesdays. These Wednesdays are half a day (8:30 – 12:00) of instruction and half a day of rest. Wellness Wednesdays were introduced to help ease the stress of the unpredictability that COVID-19 has placed on students. These will be a time for students to consolidate their learning through independent study, or rest if needed. Please see the Important Dates for when Wellness Wednesdays are.

A summer school programme is also available for students who wish to reach ahead, take a needed prerequisite, or improve a mark in a course, if desired.

After-school tutorials are held after Period 4 (Monday to Friday). Tutorials are not included in the course instructional time. Tutorials are available to all students and tutorial attendance is a mandatory to students who require extra help.

Cooperative Education and Experiential Learning:

Fieldstone does not offer COOP Education Opportunities.

Fieldstone students engage in Experiential Learning during our Horizons week Camping trip as well as during the Fieldtrips associated with our courses. During these trips, students can apply the knowledge and skills they have acquired in the classroom to a real-world setting.

Section Two: Diplomas and Certificates

The Ontario Ministry of Education allows for three different diplomas or certificates at the secondary level.

Diploma # 1: The Ontario Secondary School Diploma (OSSD)

The Ontario Secondary School Diploma is the most common diploma earned in Ontario and is the **only Ontario diploma** accepted by colleges and universities around the world. To obtain the OSSD, students must complete a total of **30 courses for credit**, pass **the Ontario Secondary School Literacy Test** (or Ontario Secondary School Literacy Course – special conditions apply), and perform at least **40 hours of community service**.

Each course is accorded one credit, or half credit. Among the 30 credits, students must earn a total of 18 compulsory credits and 12 elective credits. Courses are grouped into Grade 9, Grade 10, Grade 11, and Grade 12 courses. Only English as a Second Language courses and International Languages courses do not have a particular grade attached.

Ontario Secondary School Diploma Graduation Requirements

Part One: Course (Credit) Requirements

Compulsory: Students must complete the following compulsory credits:

- | | |
|--|---|
| - 4 credits in English (1 credit per grade) * | - 1 credit in the arts** |
| - 3 credits in mathematics (1 must be in Grade 11 or 12) | - 1 credit in health and physical education |
| - 2 credits in science | - 1 credit in French as a second language |
| - 1 credit in Canadian History | - 0.5 credits in careers studies |
| - 1 credit in Canadian Geography | - 0.5 credits in civics and careers |

Plus:

Group 1

1 credit from Group 1 (choose 1 of the following):

- English or French as a second language***
- a Native language
- a classical or international language
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education ****

Group 2

1 credit from Group 2 (choose 1 of the following):

- health and physical education
- the arts
- business studies
- French as a second language***
- cooperative education ****

Group 3

1 credit from Group 3 (choose 1 of the following)

- science (Grade 11 or 12)
- technological education
- French as a second language***
- computer studies
- cooperative education****

Note:

- Each credit course is developed from Ontario Ministry of Education curriculum guidelines relevant to the category of courses involved.
- * The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement. Please note that Fieldstone does not offer the Grade 11 Contemporary Aboriginal Voices course in 2022-2023.
For English language learners, the requirement may be met through earning a maximum of 3 credits in English as a Second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.
- ** The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts. Please note that Fieldstone does not offer the Grade 9 Expressing Aboriginal Cultures course in 2022-2023.
- *** A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- ****A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

Optional: Students must also complete 12 *optional credits* of their choice.

Optional Credits may be chosen from the additional courses outlined in the Courses of Study Section (Appendix A). In choosing optional courses, students are assisted by our Guidance Counsellor to ensure that the courses chosen are ones that will support each student's postsecondary goals. Students must consult with the Fieldstone Guidance Office for further details and assistance in choosing these courses.

The following also apply to optional courses:

- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement or be considered an **optional course**.
- A maximum of 2 credits in French as a second language may count as additional compulsory credits or **optional courses** - 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, or **optional courses** selected from any of Groups 1, 2, or 3.

Alternative Ways to Earn Credits

If a course is included in the Ministry of Education list of approved credits but not offered at Fieldstone, a student may take the course through the Independent Learning Centre, the Continuing Education Department of another institution, or through online study. Students must consult with the Fieldstone Guidance Office for further details and assistance in choosing these courses to ensure that their course load is well balanced and will support their success.

Online Learning Graduation Requirement

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

Definition of "online learning" for this graduation requirement

- Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform.
- Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for:
 - examinations and other final evaluations
 - occasional meetings with educators and other school staff, and
 - access to internet connectivity, learning devices, or other supports (for example, guidance, special education and mental health and well-being supports, and required initial assessment and in-person learning for English language learners and students of Actualisation Linguistique en Français (ALF) or Programme d'appui aux nouveaux arrivants (PANA) at their early stages of language acquisition)
- In online learning courses, coursework is teacher-led.

- Students from the same online class may follow different timetables and be from different schools or school boards.
- Students complete their online coursework with the support of a teacher with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, including implementing any accommodations and/or modifications identified in the student’s Individual Education Plan.

In-person courses that use digital learning tools in a physical classroom do not count towards the online graduation requirement, nor do remote learning courses that rely on a minimum requirement for synchronous learning.

There is one exception: **Up to one** secondary school credit that was completed by students who were in Grade 9 during the province-wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement, in recognition of the extraordinary circumstances of the COVID-19 pandemic.

Selection of courses should consider future pathways, the ability and interests of the student to learn in a fully online environment and any potential supports that may be needed. Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the supports they need through their school, (e.g., guidance, nutrition programs, extra-curricular activities and services for English-language learners). If a student has a Student Success Plan, the plan should be shared, when appropriate, with an educator instructing an online course, with the necessary consent.

Parents/guardians may choose to opt their children out of the mandatory online learning credits required for graduation. To opt out, a parent/guardian must submit an opt-out form to the school. See Appendix L: Online Learning Graduation Requirement Opt-Out Form. Students 18 years of age or older, or who are 16 or 17 years of age and have withdrawn from parental control, can also opt out of the graduation requirement by submitting an opt-out form to the school. Students and parents/guardians are allowed to opt back into the online learning graduation requirement should their decision change.

Please see our Online Addendum for minimum hardware and software requirements, attendance policies, and community involvement.

Policies Related to OSSD Credit Requirements

Prerequisite Courses

Some courses in Grades 10, 11 and 12 require students to have studied and successfully completed prerequisite courses before enrolling in the course they would like to study. All prerequisite course requirements are identified in the section **Course Description (Appendix A)**.

Students, who wish to take a course where a prerequisite course is required, must take the prerequisite course before enrolling in the course desired.

Waiver of prerequisite courses

A parent or an adult student (over the age of 18) may, however, request that a prerequisite be waived. The Principal/Head of School will then determine whether the prerequisite should be waived.

The Fieldstone Principal/Head of School may also initiate consideration of whether a prerequisite should be waived. The Principal/Head of School will make his or her decision in consultation with the parent/guardian or adult student and appropriate school staff.

Prerequisite waivers may be considered under, but not limited to, the following circumstances:

- A homeschooled student wishes to earn OSSD credits.
- An individual (mature student) has been in the workforce for some time, plans to attend a post-secondary institution, and is required to complete certain courses for admission.
- A student has acquired the knowledge and skills that are usually acquired through prerequisite courses through other means such as through private lessons or related out-of-school experiences. This case typically applies, but is not limited to, international languages, information technology, and arts courses where out-of-school experience most directly relates to knowledge and skills developed through prerequisite courses.

Substitutions for Compulsory Credit Requirements

In order to provide the flexibility to tailor an individual student's programme to the student's needs and to support his or her progress through secondary school, the Fieldstone Principal/Head of School may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3). Substitutions may be made to promote and enhance student learning or to respond to special needs and interests.

Two half-credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution) and one full-credit course may be used through substitution to meet the two compulsory half-credit requirements of Civics and Career Studies (also counted as one substitution).

The decision to substitute one course for another for a student will be made only if the student's educational interests are best served by such a substitution. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the Principal/Head of School will determine whether the substitution should be made. The Principal/Head of School may also initiate consideration of whether a substitution should be made. The Principal/Head of School will make his or her decision in consultation with the parent or the adult student and appropriate school staff.

The following are limitations on substitutions for compulsory credits:

- (i) English as a Second Language and English Literacy Development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits.)
- (ii) No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.

- (iii) Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.

Each substitution will be noted on the student's Ontario Student Transcript.

Withdrawing from Courses in Grades 11 and 12

In a **typical school year** - If a student withdraws from a Grade 11 or 12 course within five instructional days following the issue of the midterm report card, the withdrawal is not recorded on the Ontario Student Transcript (OST).

In a **typical school year** - If a student withdraws from a Grade 11 or 12 course after five instructional days following the issue of the midterm report card, the withdrawal is recorded as a "W" in the credit column on the student's transcript, and the student's percentage grade at the time of the withdrawal is recorded in the percentage column on the Ontario School Transcript.

Withdrawals from Grade 9 or 10 courses are not recorded on the Ontario Student Transcript neither in a **typical school year**.

Reach-Ahead Credit Opportunities

Fieldstone offers opportunities for qualified students in Gr. 8 to "reach ahead" and take secondary school credits, in courses for which the student qualifies. The Principal/Head of School of the elementary school and the Principal/Head of School of the secondary school will decide, on a case-by-case basis, whether "reaching ahead" to take a secondary school course is in the best interest of the student.

Parents of elementary school students who wish to take advantage of reach-ahead credits should contact the Principal/Head of School of Fieldstone secondary school.

Assessment and Evaluation at Fieldstone

The Ontario Ministry of Education defines the policies and practices for assessment, evaluation, and reporting in Ontario schools as described in the Ministry document, *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*. All secondary schools in Ontario must follow the guidelines included in this policy document.

The primary purpose of assessment and evaluation at Fieldstone is to improve student learning.

Each course has a list of curriculum expectations (content standards) and an achievement chart outlining levels of achievement (performance standards) for each course.

Assessment includes gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well the student is achieving the curriculum expectations. Teachers gather evidence of student achievement from observations, conversations, and student products.

Assessment and evaluation are based upon the categories of knowledge and skills and on the achievement level descriptions found in the Achievement Chart for each course. Students are evaluated on knowledge, inquiry, communication, and application.

The final percentage grade for Grade 9 - 12 courses will be derived as follows:

- **70% of the grade** will be based upon evaluations undertaken **throughout the course**. This portion of the grade shall represent the student's most consistent level of achievement, with special consideration given to the more recent evidence of achievement.
- **30% of the grade** will be based upon a **final evaluation** in the form of one or a combination of the following: an examination, a performance, an essay, or another method of evaluation suitable to the course content and expectations. The final evaluation is administered at or towards the end of the course. There will be no exemptions from the final evaluation.

The levels of achievement are associated with percentage grades, and are defined as follows:

- **Level 4 (80 – 100%)** identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. *However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.*
- **Level 3 (70 – 79%)** represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.
- **Level 2 (60 – 69%)** represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
- **Level 1 (50 – 59%)** represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.
- **Below Level 1 (40%):** insufficient achievement of the curriculum expectations. The student will not receive a credit for the course.

Part Two: The Secondary School Literacy Graduation Requirement

In addition to successfully completing 30 courses of study, all students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life.

To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10. Once students have successfully completed the OSSLT, they may not retake it. Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement in accordance with the policies pertaining to the Ontario Secondary School Literacy Test and the Ontario Secondary School Literacy Course (OSSLC).

Mature students have the option to enrol directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.

Note: A mature student is a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD.

The Ontario Secondary School Literacy Test (OSSLT)

The Ontario Secondary School Literacy Test (OSSLT) is the method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to complete further English language study. The test identifies the specific areas in which these latter students need remediation.

The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring. Students will usually take the OSSLT in the school year following the school year in which they enter Grade 10 unless a deferral is granted by the Fieldstone Principal/Head of School.

Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it.

Students who are English language learners may be entitled to special provisions, as outlined below.

Fieldstone provides support and assistance for students who might be eligible to participate in the Ontario Secondary School Literacy Test (OSSLT). In English as a Second Language classes (ESLDO and

ESLEO) and English classes (ENG2D, ENG3U and ENG4U), teachers provide additional support and resources to help students better prepare for the Ontario Secondary School Literacy Test. For example:

- Prepare for the Ontario Secondary School Literacy Test (OSSLT).
- Work on fundamental English skills.
- Work on more advanced reading and writing skills such as how to navigate primary literature.

Deferral of the OSSLT- General Policy

Students who are expected to move beyond the English as a Second Language classes into the mainstream English classes will participate in a mock OSSLT experience. The mock tests will be based on released question papers from the EQAO website. Students will write the booklets in test conditions in a 75-minute blocks.

Tests will be marked, and students will be placed in one of three categories in terms of OSSLT registration:

- Registered for the OSSLT
- Deferred – but will be re-evaluated in February
- Deferred – literacy exercises will focus on basic literacy and language acquisition.

Additional tests will occur in November and in February. Students must participate and demonstrate readiness for the test in order to be registered for the real OSSLT. This would include:

- Participation in after-school tutorials.
- Demonstrating improvement over the course of the three mock tests.
- Demonstrate literacy skills at the provincial level through other means such as observation and conversation in the class.

Students who achieve a grade of 70% or higher on the reading and writing sections and have approval from their English/ESL teacher will be registered for the spring writing of the OSSLT.

Students who achieve a 60-69% on the Mock OSSLT in reading and/or writing will continue to study specific skills to bring them to the provincial standard through literacy exercises with their ESL or English teacher. The student's English or ESL teacher will need to also recommend that the student is ready for writing. Students must demonstrate active improvement in their literacy skills in order to be eligible to write the real tests.

Students who achieve below 60% on reading and/or writing will be deferred to next year for the OSSLT. Extenuating circumstances and individual circumstances will be considered when making these decisions on deferrals and some exceptions may apply.

Students, their parents, and/or guardians will be informed of how the student did on each mock test and the OSSLT registration status at that time.

Note: Students who are currently in the ESL Programme without any mainstream English courses on their timetables will automatically be put on the deferral list. Parents, students, and teachers will all be a part of this process as well to ensure we have enough input and data from multiple sources.

OSSLT Deferral Appeal Process

Students and families can appeal Fieldstone's OSSLT Deferral decision to the Principal/Head of School or his or her designate. The final decision regarding eligibility remains with the Principal/Head of School.

The appeal process consists of:

- i) The student will arrange a meeting with the Principal/Head of School. In the meeting the student will explain their situation (e.g. medical or compassionate circumstances).
- ii) The Principal/Head of School will re-evaluate the evidence and may collect additional literacy evidence (e.g. another mock test, projects that demonstrate literacy skills). This additional evidence may be evaluated, and a new decision will be made.
- iii) Additional factors may be considered such as personal circumstances, family circumstances, or future occupational goals.

The Literacy Approval - Deferral Form will be updated and the appeal will be noted. In the case of English Language Learners, students must have completed ESLDO by the end of Semester 1 to be eligible to participate in the approval process. This is congruent with Section 2.9.3 of the Ministry of Education's *English Language Learners* document. Appeals will not be accepted by students or families until the student's English proficiency level is predicted to be a level of proficiency required for success in the OSSLT.

The Ontario Secondary School Literacy Course (OSSLC)

Only students who have tried twice and have not been successful in passing the Ontario Secondary School Literacy Test may enrol in the Ontario Secondary School Literacy Course. Successful completion of the OSSLC will fulfill the literacy requirement to receive the Ontario Secondary School Diploma.

The Fieldstone Principal/Head of School has the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the Principal/Head of School determines that it is in the best educational interest of the student.

The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT.

The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process outlined in the Prior Learning Assessment and Recognition policy.

Ontario Secondary School Literacy Test Dates

The test usually occurs between the last week of March and the first week of April.

Part Three: The Community Service Requirement

Students must complete a minimum of 40 hours of community service in order to receive an Ontario Secondary School Diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play as a member of a community and to help them develop a greater sense of belonging within the community.

Please see the Online Addendum for online considerations for Community Service.

Students will select one or more community service activities in consultation with the Guidance Counsellor, and parents/guardians. Selection of activities will take into account the age, maturity, and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment, and preparation. The safety of the student is paramount.

It should be noted that students cannot not be paid for performing any community service activity.

Parents/guardians are not required to sign a form or to be consulted if the student is eighteen years of age or older.

Key Factors:

Community involvement must:

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

Fieldstone Roles and Responsibilities

Fieldstone will facilitate students finding placements for their volunteer hours. The Ministry of Education has a list of ineligible activities. Fieldstone will not approve student participation in any activities that are on the ministry's list of ineligible activities. A list of ineligible activities may be obtained from the Guidance office.

It is our procedure to retain documents, outlining a student's community service and keep a record of their hours once submitted, in the student's Ontario School Record (OSR).

Roles and Responsibilities of Students

In consultation with the Guidance Counsellor/parents/guardians, students will select an activity.

More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

A "Completion of Community Involvement Activities" form must be completed by the student, the student's parent/guardian (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community service opportunity for the student). The student must submit the form to the Principal/Head of School upon completion of the 40 hours or at appropriate intervals determined by the Principal/Head of School.

More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

Please note: Students may NOT be taking time class time to complete their community service hours. These hours are to be fulfilled outside of regularly scheduled school time.

Roles and Responsibilities of Parents and Guardians

Parents and/or Guardians should provide assistance to the student in the selection of their community service activities. Parents are also encouraged to communicate with the Head of School, Guidance Counsellor, or community sponsor, when possible, if they have any questions or concerns. A parent/guardian must sign the school's "Notification of Planned Community Involvement Activities" form and the sponsor's "Completion of Community Involvement Activities" form if the student is under the age of eighteen years.

*See forms in Appendices "L" and "M" of this document.

Roles and Responsibilities of Sponsors in the Community

One of the purposes of the community service requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Persons and organizations within the community may be asked, by the student, to sponsor a community service activity. Any training, equipment, or special preparation that is required for the activity must be provided by the person or organization. It is crucial that students are able to fulfill their community service requirement in a safe environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the "Completion of Community Involvement Activities" form.

Diploma #2: The Ontario Secondary School Certificate (OSSC) – *Not offered at Fieldstone*

List of Diploma Requirements

The Ontario Secondary School Certificate (OSSC) will be granted to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows. The OSSC will not be accepted for admission to colleges and universities.

Credits

Students must complete the following courses:

Seven required **compulsory** credits:

- 2 credits in English
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Canadian History or Canadian Geography
- 1 credit in Health and Physical Education
- 1 credit in the arts, computer studies, or technological education

Seven required **optional** credits:

- Seven credits selected by the student from available courses.
- Students are not required to pass the Ontario Secondary School Literacy Test nor complete the community service requirements.

Diploma #3: The Certificate of Accomplishment – *Not offered at Fieldstone*

List of Diploma Requirements

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school.

The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have a Student Success Plan (SSP), a copy of the SSP may be included.

Students who return to school to complete additional credit and non-credit courses will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

Section Three: Credit Courses/Curriculum

Curriculum

The Ontario Ministry of Education has developed courses of study related to specific disciplines. Ministry courses have been developed in The Arts (Music, Drama, Visual Arts), Canadian and World Studies, Classical and International Languages, Computer Studies, English, French, Guidance and Career Studies, Health and Physical Education, Mathematics, Science, Social Sciences and Humanities, and Technological Studies. The curriculum at Fieldstone is developed from the curriculum guidelines provided by the Ontario Ministry of Education from each of these categories. Each course of study has been approved by the Ministry of Education.

Curriculum documents may be obtained at

<http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>

Copies of Courses of Study may be obtained from our website www.fieldstonekcschool.org or the online learning platform (Moodle) of each course.

Definition of a Credit

A credit is granted in recognition of the successful completion of a course of study that has been scheduled for a minimum of 110 hours of instruction. Successful completion means a course with a final percentage mark of 50 per cent or higher.

Credits are granted by a Principal/Head of School on behalf of the Minister of Education for courses that have been developed or authorized by the ministry. Some courses, such as technological education, interdisciplinary studies, and cooperative education courses, may be offered as multiple-credit courses. For the purpose of granting a credit, *scheduled time* is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom instruction.

Course Types

Grade 9 and 10 Courses

The following three types of courses are offered in Grades 9 and 10 at Fieldstone:

Academic

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate. Successful completion of courses at the Academic level will lead to students being able to take courses in Grades 11 and 12 at the university or college entrance levels.

Open

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind. In Grades 9 and 10, students, at Fieldstone, will select an appropriate combination of academic and open courses in order to add to their knowledge and skills, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular educational pathway.

De-streamed

De-streamed courses provide all students with the same learning experience and help prepare students for a wide variety of career pathways. This is a part of Ontario's plan to modernize curriculum to ensure that all students have the foundational and transferable skills they will need in a rapidly changing world. Grade 9 Mathematics (MTH1W, De-streamed) and Grade 9 Science (SNC1W, De-streamed) are compulsory courses. The two de-streamed courses will prepare students for university, college, apprenticeship, and workplace pathways.

Note: Fieldstone's focus is on preparing students for college or university entrance. It offers Academic and a select number of Open courses at the grades 9 and 10 levels but does not offer Applied courses.

Grade 11 and 12 Courses

The following four types of courses are offered in Grades 11 and 12 at Fieldstone:

College Preparation

College Preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.

University Preparation

University Preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

University/College Preparation

University/College Preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

Open

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind. In Grades 11 and 12, students will focus increasingly on their individual interests and will identify and prepare for their respective postsecondary pathways.

Note: Fieldstone's focus is on preparing students for college or university acceptance. It offers courses leading to acceptance at colleges, universities and courses accepted by both colleges and universities. It also offers a select number of Open courses at the grades 11 and 12 levels but does not offer workplace directed courses.

Changing Course Type:

Students must meet the pre-requisite in order to switch course types (for example Applied to Academic or College Preparation to University Preparation). Guidance works closely with the students and families to ensure their plans match their destination. Since Fieldstone primarily offers academic and University Preparation courses, this is not usually an issue unless a student is transferring from another school.

Course Coding System

All courses that count towards the achievement of the OSSD follow the same five-digit coding system:

First Letter – Refers to the discipline (e.g. M for Math, S for Science, A for Arts).

Second and Third Letters – Refers to the discipline and the subject and course (e.g. ENG for English, AMU for Arts – Music)

S (Science) PH (Physics) 3U identifies the course SPH3U as a Physics Science course.

Fourth Character/Number – Refers to the grade level: Levels 1, 2, 3, 4 correspond to grades 9, 10, 11, 12 respectively.

S (Science) PH (Physics) 3 (Grade 11) U identifies the course as a Grade 11, Physics Science course.

Fifth Letter – refers to the type of course: D – Academic; P – Applied (Grades 9 and 10); L – Locally Developed; O – Open; W – De-streamed; C – College; M – University/College; U – University.

S (Science) PH (Physics) 3 (Grade 11) U (University preparation) identifies the course as a Grade 11, Physics Science course at the University Preparation level.

For International Languages the code refers to language level: B, C, and D for levels 1, 2 and 3. Each language course has its own unique code that doesn't follow the above coding: (i.e.: Simplified Mandarin course – LKM3U is Mandarin Level 3 using the simplified script at the university preparation level).

For ESL Courses, the courses follow a coding that refers to the level of English language fluency not the grade level. There are five levels of ESL: (A, B, C, D, E). A student earning the ESLAO credit would be at the beginning stage of fluency while the student completing the ESLEO credit would now be ready to advance to mainstream English credits.

A list of the Fieldstone courses of study is found in Appendix A.

Section Four: Enrolling at Fieldstone: Secondary Section

Grade Nine

Students enrolling in Fieldstone in Grade 9 will follow a prescribed set of courses designed to meet the first eight compulsory courses required as part of the Ontario Secondary School graduation requirements. All grade 9 courses are taught at the “Academic”, “De-streamed”, or “Open” levels.

Grades Ten – Twelve

Students enrolling in Fieldstone, in grades 10, 11, or 12, will have their previous schooling evaluated for the possibility of offering equivalent credit towards the earning of an Ontario Secondary School Diploma.

Evaluation of Transcripts from Previous Schools

Prior Learning Assessment (PLAR): Equivalency (EQV) and Challenge Procedures

Prior Learning Assessment Recognition (PLAR) – *Not applicable at Fieldstone*

Fieldstone students arrive from schools all over the world. They come to us with prior learning that may be recognized for credit toward the Ontario Secondary School Diploma. This prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Fieldstone may have their skills and knowledge evaluated against the overall expectations outlined in each course of study, in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the Fieldstone Principal/Head of School, who grants the credits.

The PLAR process was developed by Fieldstone in compliance with ministry policy and involves two components: challenge and equivalency.

Challenge – *Not applicable at Fieldstone*

The challenge process is the process whereby students’ prior learning is assessed for the purpose of granting credit for a course developed from an Ontario provincial curriculum policy document.

The challenge process may not be used as a way for students to improve their mark in a course for which they have already earned a credit or, as a way to obtain a credit for a course they have previously failed. Students may challenge for credit only for Grade 10, 11, and 12 courses or for Levels 1, 2, and 3 in classical languages and international languages courses.

It should be noted that Levels 2 and 3 in both classical languages and international languages are equivalent to Grades 11 and 12, respectively.

Assessment instruments for this process will include formal tests (70% of the final mark) and a variety of other assessment strategies appropriate to the particular course (30% of the final mark). These other assessment strategies may include evaluation of student work, including written assignments and laboratory work, and observation of student performance. For students who are under the age of eighteen, or are eighteen or over but have never left high school for a year or more, a maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two in one subject area.

Students may also use certificates or other records of accomplishment earned outside Ontario classrooms as reasonable evidence of eligibility to challenge for credit for a related course within the Ontario curriculum, if students wish to earn credit for the course without taking the course. A student must challenge for credit for an entire course, whether it is a full-credit or a partial-credit course.

A student will be permitted to challenge for credit for a specific course a second time after a reasonable interval, if the student can provide reasonable evidence to the Principal/Head of School that he or she is likely to be successful after having benefited from additional study and experience during the interval.

Equivalency

Students arriving at Fieldstone from homeschooling, from non-inspected private schools, or from schools outside Ontario, will have their transcripts assessed for the purpose of granting credit for a course developed from a curriculum policy document. Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The Fieldstone Principal/Head of School will, in the process of deciding where the student should be placed, will determine as equitably as possible the total credit equivalency from the student's previous learning, and the number of compulsory and optional credits still to be earned.

Note: All credits granted through either the challenge or equivalency process must represent the same standards of achievement as credits granted to students who have taken the courses.

PLAR procedures are also available to exceptional students. Assessment strategies will be adapted for these students in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities.

Prior Learning Assessment and Recognition (PLAR) for Mature Students

Because of the broader life experience of mature students, the requirements concerning the application of PLAR procedures are different for them than for regular day school students. At the discretion of the Principal/Head of School, equivalent credits may be granted recognizing those life experiences following an individual assessment. The Fieldstone Principal/Head of School will determine the number of credits, including compulsory credits that a mature student needs in order to meet the credit requirements for the Ontario Secondary School Diploma (OSSD).

Section Five: Reporting/Recording Procedures

Report Card

At Fieldstone, student achievement in semestered courses is reported four times in a semester, one in each quarter.

There are two types of reports that are issued:

Progress reports – These are unofficial reports with teacher comments directed primarily on the student’s development of learning skills. However, an achievement level is also reported if there has been sufficient evaluation conducted at this point in time. These reports are not filed in the students’ Ontario School Record (OSR).

Midterm/Final Reports

- These are official reports issued at approximately the 55-hour mark of the course (Midterm Report) and after the examination period has concluded (Final Report). Student achievement is reported as a percentage grade. Teacher comments are directed on student achievement and the assessments of evaluation that have informed the grade determination. Both Midterm and Final Reports are filed in the students’ Ontario School Record.
- Students registered in the 100% virtual (no classes) programme will be issued a Midterm Report (at approximately the 55-hour mark of the course) and a Final Report (upon completion of the course).

A copy of the Fieldstone Report card is found in Appendix: “I”.

Double-period term courses have 2 reports of student achievement: A Midterm Report and a Final Report.

Ontario Student Transcript (OST)

The OST is the official record of a student’s scholastic achievement in the secondary school years (9-12) in Ontario. The transcript contains a record of all grade 9 and 10 courses that are successfully completed by the student and the percentage grades obtained (i.e. failed grade 9 and 10 courses are not recorded). The transcript also contains a record of all grade 11 and 12 courses completed **or attempted** by the student. All failed courses and those dropped after the official ‘drop date’ (see below) will be recorded. The transcript also identifies compulsory credits (or their substitutions), completion of 40 hours of community service, and successful completion of the Secondary School Literacy Test.

Fieldstone issues, stores, and maintains an OST for every student. An official copy of the OST is filed in the Ontario School Record upon:

- graduation
- retirement from the school
- transfer to another school

At all other times, the OST will be maintained as an electronic file. Students may request a copy of their Ontario Student Transcript (OST) upon:

- transferring to another secondary school
- applying to a private post-secondary training program, a college or university

- transferring to a school outside of Ontario
- graduating
- leaving school
- applying for a scholarship or bursary
- applying for a job

OSTs will be provided to parents and students upon request.

Transcript Request

Current Fieldstone students may receive two free copies of their Ontario Student Transcript each academic year. A fee of \$20 per transcript will be charged for each additional transcript. Students must fill out a Transcript Request Form each time they request a transcript.

Former Fieldstone students may request for additional transcripts via our website www.fieldstonekcschool.org. There will be a \$20 charge for each transcript requested.

Ontario School Record (OSR)

At Fieldstone an Ontario School Record is also established for each student enrolled.

The student and parent/guardian of a student under the age of 18 are informed of the purpose and content of the OSR at the time of enrolment.

An Ontario Student Record (OSR) is a cumulative record of a student's academic career in Ontario and is kept in an official Ontario School Record folder, on file in the Academic Data Management Office (Room 310). This folder contains report cards, standardized test results, a record of credits and diploma requirements earned, and other information relevant to the education of the student. Within each folder is found a separate documentation file. The OSRs are kept in accordance with the policies of the Ministry of Education. Students and their parents may examine the contents of the OSR by making a request to the Principal/Head of School.

All Fieldstone's policies and procedures for the establishment, maintenance, use, retention, transfer, and disposal of the OSR are in accordance with the *Ontario Student Record Guideline, 2000*.

Note: From time to time, there may be information of a personal nature that if, in the Principal/Head of School's opinion, is conducive to the improvement of the instruction of the student, is placed in a documentation file which is then placed in the Ontario Student Record folder.

An OSR will consist of the following components:

- an OSR folder
- previous documentation regarding schooling prior to arriving at Fieldstone as part of our admission process (if applicable)
- placement tests at time of enrolment (if applicable)
- report cards (midterm and final report cards)
- an Ontario Student Transcript, where applicable
- a documentation file, where applicable
- additional information identified as being conducive to the improvement of the instruction of the student
- Student Success Plan (if applicable)

Ontario School Record (OSR) – Policies and Procedures

Regular Review

The OSR is reviewed by the Principal/Head of School:

- upon providing an educational or academic assessment of the student
- when a student transfers into the school
- when a student transfers out of the school
- when a student retires from school
- at the beginning of each school year

School OSR Access Policy

Access to an OSR is restricted to the adult student, the parent/guardian of a student under the age of 18, Principal/Head of School, Guidance Counsellor, and the teachers of the school for the purpose of improving instruction of the student.

Every other person who wishes access to examine the OSR must provide written authorization from the parent, guardian, or adult student (if the student is 18 years of age and older).

Procedures for Transferring an OSR

Student Transferring Out of the School:

The Principal/Head of School must receive a written request (transfer form) for the OSR record signed by the receiving Principal/Head of School and the parent/guardian of the non-adult student, or the adult student.

Students Transferring into the School from Ontario:

The Principal/Head of School or designate will forward a written request to the sending school, if the school is in Ontario, signed by the Principal/Head of School, parent of non-adult student, or adult student requesting the student's OSR record.

Once the OSR arrives, it will be reviewed by the Principal/Head of School or designate, and a new Office Index Card will be set up and filed in the Active Office Index file of the school.

Students Transferring into the School from outside Ontario:

The Principal/Head of School shall authorize the creation of a new OSR folder for the new student.

Students Transferring Outside Ontario Only

An exact copy of the OSR may be transferred to a school outside the province upon receiving a written request from the Principal/Head of School and written consent from the parent of the non-adult student or the adult student.

Retention, Storage, and Destruction of information in the OSR

Please note: The following components will be kept for 5 years after a student retires from school:

- Report cards
- Documentation file
- Additional information deemed appropriate by Fieldstone

The following components will be kept for 55 years after a student retires from school:

- OSR folder
- OST
- Office index card

The destruction for all or any part of the OSR when its retention is no longer needed will be confidential and completely destroyed.

A student retires from school when he or she ceases to be enrolled in school. A student is not considered to have retired if he or she:

- withdraws for a temporary period with the written consent of the Principal/Head of School, or
- transfers to another school in Ontario

Section Six: Support Services

Welcome Centre

Fieldstone has developed the **Fieldstone Welcome Centre** to ensure students receive an orientation to our school, and for some students, Toronto, and Canada. Students feel welcomed to our school and properly assessed and placed within our academic programme.

Our welcome programme includes:

Culturally Sensitive Staff: Our teachers and staff members are trained to be sensitive to the cultural differences that students from abroad experience. We regularly revisit teachable behaviours and skills with which students from other education systems may not be familiar. This allows us to approach our pedagogy and student support in a culturally sensitive way. Some of the teachable behaviours and skills include:

- How to avoid plagiarism
- Self-assessment and reflection
- Writing assignments
- Homework practice
- Writing notes
- Doing research
- Volunteering answers in the class
- Discussing topics
- Debating topics
- Working in a group
- Learning by doing – showing how you arrived at an answer
- The Canadian marketplace
- The importance of coursework

Toronto is considered the most multicultural city in the world. When we have a need to speak with a student in a language not spoken in the school, we have access to educators, who speak almost every language in the world.

On staff, we have members to support students who speak:

- Arabic
- Bolinao
- Cantonese
- Farsi
- French
- Gujarati
- Hindi
- Ilocano
- Italian
- Japanese
- Korean
- Mandarin
- Pangasinense
- Persian

- Spanish
- Taiwanese
- Tagalog

Speaking to students in their native language, where appropriate, allows students to properly express themselves and feel supported. Our staff's diversity allows us to serve the interests of many cultural backgrounds. The perspectives of these staff members are important to share when focusing on student issues and developing supports for them.

When new students arrive, our Orientation Programme includes information about school routines, programs and activities; explanation of school policies, (including assessment, evaluation, reporting policies and homework policies); explanation of the overall school structure; and information about community activities and supports.

Fieldstone's Orientation Programme provides new students with a chance to:

- connect with current Fieldstone students and staff
- meet with Fieldstone's Homestay Coordinator
- meet our International Student Liaison Officers
- submit all academic, medical and identification documents
- become familiar with the school and the neighbourhood
- write the Fieldstone placement assessment tests discuss course selection with Fieldstone's Guidance Counsellor
- visit Toronto's artistic, cultural, and postsecondary institutions
- collect the student uniform
- obtain WI-FI and locker access

English Language Learners

English language learners are students whose first language is a language other than English or is a dialect of English that is significantly different from the dialect used for instruction in Ontario's schools. Many of these students may require focused educational supports to assist them in attaining proficiency in English.

These students may be Canadian born or recently arrived from other countries. They come from diverse backgrounds and school experiences and have a wide variety of strengths and needs.

Support for English Language Learners

The Initial Assessment

New students will be given an initial assessment of the student's English language skills in reading, writing, speaking, and listening, and an assessment of the student's ability, in Mathematics during their orientation period immediately upon arrival. The assessment of English language skills is designed to provide teachers and support staff with information required to provide a starting point for instruction and support for programming for identified English language learners. The assessment will determine academic placement; provide a starting point for instruction and supports for programming for identified English language learners; identify potential special learning needs; and provide students and parents with an accurate indication of the student's level of English language acquisition and literacy development.

Ongoing Support

The initial English language assessment will determine whether English Language Learners will need to receive additional supports as they begin their study at Fieldstone. Ongoing support will include systematic evaluation of a student's English language skills leading to a transfer to mainstream English language courses.

Native Language Assessment:

Students who appear to be encountering difficulties in their studies or adapting with Canadian culture will be assessed again in their native language. This is often as a result of teacher feedback from the classroom. The native language assessment procedure will include a **first language interview** by our International Student Liaison Officers.

The first language interview is used to develop a profile of the student (cultural background, family background, educational background, interests, and reasons they chose to study in Canada); to determine the student's reading, writing, speaking and listening skills in their native language; and to provide the student a chance to demonstrate their ability to translate from English to their native language and from their native language to English. This data allows us to identify potential barriers the student is encountering and to offer solutions to move past these obstacles.

ESL Programme

Attaining native-like English language fluency is one of Fieldstone's goals. Our English language support is provided along a continuum of five levels (English as a Second Language A, B, C, D, and E.). These levels may be found in the appendix outlining our courses of studies (appendix "A"). During the initial assessment, students will be placed along the ESL continuum according to their needs as identified during the initial assessment.

Our ESL teachers use the STEP Observable behaviours in Reading, Writing and Oral skills. These observable behaviours are used to build a STEP profile in our ESL Classes to give students more direct descriptive feedback on how to improve their language. These profiles are shared with other staff members when other subject teachers need more information on how to help a student.

Ontario Secondary School Literacy Test

English language learners must take the Ontario Secondary School Literacy Test. At Fieldstone, our teachers provide additional support through tutorials, ESL and English classes, and individual support when necessary. Students will write the test when they have acquired the level of proficiency, in English, required for success. Please note that English Language Learners must finish the ESL courses prior to being enrolled in the OSSLT. *Students who have completed ESLDO may be considered.

Additional Support – International Student Liaison Officer

Our International Student Liaison Officer acts as a support for all of our students. She also acts as a liaison for our students in our ESL programme, to ensure parents, guardians, and teachers are well informed about how to best assist our students.

Many new students meet challenges with a new curriculum and schooling environment. Our liaison officer also assists teachers to respond to the specific kinds of cultural challenges that students and teachers can experience in the classroom.

In addition, since many students live with a host family in Canada, their parents are not here. Our liaison officer works with both students and host families to ensure students have a positive experience living in Canada.

Additional Support – Homestay Coordinator

Our Homestay Coordinator ensures that students enrolled in our Homestay Programme are safe, supported, and successful in their new homes. The role of this coordinator includes and not limited to the following duties and responsibilities:

- Interviewing and approving new homestay families
- Coordinating homestay events
- Soliciting regular feedback from students and homestay families
- Mediating any issues or disputes that may arise in a homestay environment

At-Risk Students and Student Success Plans

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 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.

Our teachers plan program support for at-risk students that recognize student diversity and give students a pathway that respects their abilities so that all students can derive the greatest possible benefit from the teaching and learning process.

Under the leadership of our Head of School, Fieldstone develops *Student Success Plans* for students that may require accommodations in the classroom. Feedback and evidence from a variety of sources are used in the development of these plans.

A description of Fieldstone policy for at-risk students is found in Appendix B.

Extra-curricular Activities

The Duke of Edinburgh's Award

This international award for young people operates in 140 countries. Through Fieldstone's engaging and exciting co-curricular programmes, students work on the four components of the award: community service, skill-building, fitness, and adventure. Each participant chooses the area on which they want to spend the greatest number of hours - this area is called a "major".

Award participants have the chance to:

- design their own enriching and exciting programme.
- set their own goals and record progress (with mentorship and support).
- become community leaders through service projects.
- learn valuable practical and social skills for career development.
- immerse themselves in Ontario's wilderness (even if this is done virtually) during their "Adventurous Journey."

Please refer to Appendix N for details on Award requirements.

Student Clubs

Fieldstone expects students to join a wide variety of clubs, enabling them to develop new skills, bond with their peers and gain experience that can help them to build impressive university applications. Popular clubs include DECA Club, Photography Club, Yearbook Club, Math Club, Outreach Club, Cards Club, and Prefects (student government).

Field Trips

Our students enjoy many opportunities to take their learning "on the road" - participating in exciting educational travel both within Toronto and further afield. Whether visiting Toronto's City Hall or building a school in Costa Rica, our students value these exceptional opportunities for growth and exploration.

Sports

Fieldstone has over six acres of outdoor fields and an indoor gymnasium. Between physical education classes, team practice and after school open gym, students have countless opportunities to enjoy physical activity at Fieldstone. We are a member of the Small Schools Athletic Federation, wherein we compete with other schools in a variety of sports including Basketball, Volleyball, Badminton, Flag Football, and Ultimate Frisbee.

Guidance

Fieldstone's Guidance Counsellor provides support to assist students with:

- course selection
- career planning
- university faculty choices
- university/college applications

It is the mission of Fieldstone to prepare students for the university or college of their choice. Fieldstone's Guidance Programme focuses on the pathways to post-secondary education. This process begins with the introduction of a Grade 10 Career Studies course (GLC20). In grades 11 and 12, students work closely with Guidance counsellors, to focus on their post-secondary choices. Guidance meetings are supplemented by in-school visits by university representatives, visits to local universities and attendance at university fairs and information nights. Students and parents are welcome to make an appointment to meet with the school Guidance Counsellor for education planning or assistance with the course selection process.

Weekly Messages from the Guidance Office

The Guidance Office includes messages during the regular school year through our community newsletters.

Although other guidance-related information will be included in these messages, much of the content is post-secondary application related. All parents and students are encouraged to read these messages; however, Grade 12 students and parents are *very strongly* encouraged to read these, as much of the content is geared specifically towards this group of students.

Creating Pathways to Success: Education, Career and Life Planning

Fieldstone has developed a *Creating Pathways to Success: Education, Career and Life Planning Mentorship Programme*. It allows students to develop a plan, to help them succeed through high school, post-secondary school, and in their future careers.

The three objectives are:

- To ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process.
- To provide opportunities for learning both in and outside the classroom.
- To engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

During Mentorship time, classes will focus on careers and post-secondary pathways related to the class subject matter. During Mentorship time, students research careers of interest to them and discuss, with the support of teachers and peers, their plans to achieve their postsecondary and career goals.

Through this program, we introduce resources developed by the Government of Ontario to help students navigate through the vocational landscape and help reflect on course choices and courses of future study:

- The Ministry of Training, Colleges and Universities:
<http://www.tcu.gov.on.ca/eng/postsecondary/careerplanning/program/wizard.html>
- Service Canada – Career Explorer by Education Programme

- Ministry of Education – Career Planning Guide: <http://www.edu.gov.on.ca/eng/prospects/>
- e-info – An Ontario University Programme Explorer <http://www.electronicinfo.ca/>
- Ontario Colleges – An Ontario College Programme Explorer <http://www.ontariocolleges.ca/FindProgram>

Post-Secondary Transitions

Our Guidance Counsellor helps to facilitate each student’s university or college application by providing resources, one-on-one meetings, and technical application assistance. Our Guidance Counsellor serves to assist students during the university application process by providing programme information, assisting students in selecting appropriate programmes based on future goals and academic performance, and working with parents to ensure each student’s transition to college or university happens as smoothly as possible.

If parents/guardians have any questions regarding the university application process or post-secondary destinations in general, please feel free to contact the Guidance Office at any time.

University and College Visits

Every year, Fieldstone hosts university and college representatives to provide our students with an opportunity to ask questions and learn more about the many opportunities at university. Presentations will be made during the lunch hour, during class time or after school.

The Ontario University Fair (OUF)

All Grade 11 and 12 students are encouraged to attend the virtual Ontario University Fair. For more information about the OUF visit <http://www.ouf.ca/>

The Ontario College Information Fair (OCIF)

All Grade 11 and 12 students considering college as a post-secondary option will attend the Ontario College Information Fair. <http://ocif.ca/>

Ontario University Applications

Students who wish to apply to post-secondary schools in Ontario will do so through the Ontario University Application Centre (OUAC) under the supervision and guidance of the Guidance Counsellor. Application forms will be filled out and submitted online. Students will be given access codes to their online application in mid-late November. Once these codes have been issued, Guidance counsellors will be meeting with all Grade 12 students to help them get started. Grade 12 students must submit their application before leaving for the Winter Holidays.

Students may visit the OUAC website for more information and important dates:

<http://www.ouac.ca/ouac-101/>

International/Other Provincial University Applications

Students who wish to apply to universities outside of Ontario must meet with the Guidance Counsellor as soon as possible to discuss procedures for application and deadlines. If students wish to apply to universities in the United States, they may need to write the Scholastic Achievement Test (SAT) or the **American College Testing Program (ACT)**.

Useful links are listed below for international applications:

- For US Applications - <https://www.commonapp.org/>
- For UK Applications - <https://www.ucas.com>

Section Seven: School Resources

Textbooks

Students will receive their textbooks after the last day to switch classes for a semester. Textbooks and course books are automatically ordered for students and are paid for through the student Textbook and Resource Fee.

Online students will be provided instructions on how to access e-books. Please note that some regional restrictions may require additional measures to access or purchase your books. If you are experiencing issues with accessing the required resources – please contact office@fieldstoneschool.org

Library

Students have access to the Fieldstone Library and may sign out library materials for research or leisure reading. Students are also encouraged to visit the extensive system of libraries in the Toronto Public Library network. Field trips to centres such as the Toronto Reference Library help promote students' understanding and regular use of these local resources.

Electronic Dictionaries

Electronic dictionaries are available in Main Office for classroom use. Students may sign out the dictionary and return it after class.

Printing

Assignments should be submitted via Moodle. Printing should not be required. If you have a question, please ask your classroom teacher.

Computer Lab

Students are asked to bring their own computer to school. Students use their computer to make notes and to do research, in class.

Fieldstone also has a computer lab that teachers may use with their classes as part of their instructional period.

The computer labs are also available for the classes in Technological Education and for our Photography lessons.

Please refer to Appendix P in the Fieldstone King's College School Course Calendar Appendices for the Acceptable Use Policy.

Volunteer - Community Resources

Fieldstone works with community partners such as the Business Improvement Association and the Columbus Centre. This gives students wonderful opportunities to build connections and gain volunteer experience in the local community.