



Fieldstone King's College School

Course Calendar

ONLINE ADDENDUM

2022-2023

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FIELDSTONE ONLINE LEARNING ADDENDUM

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Fieldstone Online Learning Introduction

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.

Synchronous/Blended Learning

The Fieldstone Online Learning Platform is an extension of the tools we have used to supplement our classes for the past 4+ years. In response to the circumstances of the COVID-19 Pandemic, Fieldstone will continue classes online using Microsoft 365 and a variety of other online tools.

Our online learning platforms consist of:

- **A text-based conferencing system:**

Using comments and posts is our main method of conferencing between all participants of the classroom. Students can comment on each other's thoughts as well as respond to teachers' prompts. To additionally support this, email, private comments, and virtual meetings are used strategically.

- **Individual and/or group learning activities:**

Daily assignments are posted on the class Moodle. Individual assignments are created often using Office 365. This allows the teacher to collaborate live with the students to see the writing process, offer guidance, and give descriptive feedback. Group Projects are administered using Office 365 as well, wherein group members are able to work on the same document simultaneously. Online meeting platforms allow students to continue to collaborate in a group setting and also allow the teacher to join periodically for feedback and assistance.

- **Synchronous learning activities:**

Fieldstone provides students with synchronous learning activities. The goal of a synchronous class is that students can continue to interact directly with the teacher as well as classmates to ensure social-emotional needs are also being addressed in an uncertain time. Learning materials are interactive with commenting, surveys, entrance

tickets, exit tickets etc. The course is available from many devices, and any location with an internet connection.

- Teachers and students have regular communication throughout the online sessions.

These online tools also allow us to continue instruction, assessment, and evaluation during emergency campus closures such as snow days and provincially-mandated school closures.

Moodle/Microsoft Office 365 - Asynchronous Learning

In some cases, we understand students may be in different time-zones or may require asynchronous learning. Examples of this are:

- Visa application delays
- Extenuating family circumstances that result in a temporary relocation of the student
- Illness
- Travel issues

We have developed an online support system that allows students to continue their studies and continue to communicate with their teachers from anywhere in the world. Students are able to start and finish Fieldstone courses online and earn credits towards their OSSD.

Our online learning platforms consist of:

- **A text-based conferencing system:**

Courses are set-up using our fieldstoneonlinelearning.org domain using the Moodle Learner Management Software. Students access learning modules and are expected to comment and journal on their learning. Teachers respond to the journals and discussion posts. In cases where there are multiple-students, students will also post in response to each other's postings.

- **Individual and/or group learning activities:**

In the Moodle ecosystem, the courses are set up by module. Students cannot move beyond the first module without showing satisfactory achievement in the activities of that module. This will, in turn, unlock the subsequent learning materials.

Individual assignments are created mostly using the Moodle discussion board platform, but can also be integrated into Office 365 apps. For written assignments, teachers give asynchronous feedback by commenting on the assignments. For quizzes and other assessments for/as learning, these will be marked and feedback will be given.

Periodically, students will need to attend either a teacher conference or a full classroom conference. This would occur at least once per unit of study and would utilize online meeting software.

Each course will be 85 minutes study period per day. Students will be expected to spend two and half hours of study time a day per each course, five days a week.

Students are encouraged to finish the courses in-synch with the in-person courses.

- **Asynchronous learning activities:**

Fieldstone's asynchronous learning platform is meant to bridge the time between when the student is able to arrive to Canada and when they are physically on campus.

Attendance records for asynchronous learning activities are based on the learning logs and number of logins, and minutes of online activity. Students will be informed of the number of hours of each unit and are expected to achieve these hours through discussions, independent work, and log-in time. Weekly log-in time reports will be sent to families to keep them informed of the child's progress.

Learning materials are interactive with commenting, surveys, entrance tickets, exit tickets etc. The course is available from many devices, and any location with an internet connection and connection to Canadian Servers and Microsoft Services.

- Teachers and students have regular communication throughout each module in an asynchronous manner. Students can receive extra help by booking a meeting during office hours through video conferencing or by submitting questions on Moodle.
- Students and teachers will have at least one video conference each unit of study.
- Once students arrive on campus, they will resume our regular studies in the classroom (when conditions permit it or if applicable to the student's situation).

Moodle/Microsoft Office 365 – Online Learning

Online learning credits that count towards the graduation requirement are earned through courses that rely on communication between students and teachers through the internet or another digital platform. The online coursework is teacher-led. Students complete their online course with the support of the teacher with whom they communicate and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed.

Attendance	100% virtual, no classes	100% virtual, daily live classes
Timing	Work at your own pace	Structured Day Regularly scheduled classes Monday to Friday Live teacher-led classes
Teaching	Self-paced learning	Live teacher-led classes
Access to a teacher	Teacher support and tutorial through Microsoft Teams Meets, Moodle Chat, and e-mail.	Teacher support through virtual live classes. Teachers can also be reached via Moodle Chat and e-mail.
Start Date & Finish Date	Start anytime before April. Finish by June 15.	Start at the beginning of the school year or term (September, November, February, April).

Student Placement and Orientation:

Prior to being enrolled in a course, students must do an online math and language test followed by a meeting with our Guidance team. Students' language levels will be verified through coursework, teacher-student conversations, and online discussions. When there is a discrepancy between the tested level and operational level of a student, retesting and interviewing will be done to ensure proper placement.

While Fieldstone does everything it can to accommodate many different levels of language proficiency, students who score below level 3 on our STEP language continuum may have a very challenging time navigating an online platform in English. Students in these cases will be recommended to focus on ESL credits and not-for-credit literacy support courses.

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).

Community Hours - Process and Procedure

Our school continues to support students as they contribute to their community. We maintain our commitment to ensuring that community service hours have integrity and value to all parties involved.

Students have been provided with a tool for accessing volunteer opportunities remotely: <https://www.volunteerconnector.org/?ro=on&md=10000>. Guidance on using this tool, along with suggestions for other volunteer opportunities is offered by our Head of School and Guidance Counsellor. Students may email our Head of School or Guidance Counsellor to set up an appointment to discuss options and receive any further training they may need on using the suggested search platform.

Our faculty will work together to find service opportunities best suited to our student demographic. Volunteer opportunities will be posted periodically on our "FKCS Volunteer Opportunities" Moodle and via class announcements. These may include sending art to long-term care facilities, peer tutoring online, or otherwise supporting our school and local community.

Once students have completed their hours, they may fill out the Completion of Community Involvement Form from our website, and send it to our Head of School for approval.

Duke of Edinburgh's Award

All Duke of Edinburgh's Award participants already log their hours in an online capacity. The only elements of their participation that change during our campus closure are the way in which they earn hours and the process through which they are mentored and assessed.

Earning Hours Remotely

Students can register and begin working toward their Award in any country. Our Duke of Ed Coordinator will meet with them individually as part of the registration process to make sure that they are off to a successful and supported start.

- Popular student skills include learning a musical instrument, writing, reading, and art. All of these skills are easy to practise in the home environment. Our Award Coordinator provides students with guidance should they need help adapting their chosen skill to a home-based routine.
- For the Fitness category, the Award is accepting online fitness programmes as a qualifying category that students can add to their Award during this time. This allows students to finish earning fitness hours while staying safe at home.
- Should students need to finish their Community Service hours, they refer to the same process as students needing hours to graduate (see above section).
- The Adventurous Journey component can be achieved virtually. In 2020, The Duke of Edinburgh's Award Office introduced an online option for the Adventurous Journey. Our participants piloted this option last year. We will continue to work with the Duke of Edinburgh's Award Office and follow their guidelines as the conditions of the pandemic continue to change.

As always, our Award Coordinator communicates regularly with participants to ensure they feel supported and on track.

Assessment and Mentorship

Our Award Coordinator uses both email and Moodle to keep students motivated and engaged with their Award progress.

Assessment for the Award has also smoothly transitioned to a remote capacity. Should a student need to demonstrate a skill or discuss progress with his/her assessor, this is organized by a virtual meeting or by a student submitting a pre-recorded video of him/herself demonstrating the skill in question.

The Duke of Ed Ontario Office supports all participants and Award Leaders by offering flexibility and understanding during challenging times. Our Award Coordinator communicates frequently with the Award Office to ensure our students are meeting provincial expectations and receiving the guidance they need to complete their awards.

Co-Curriculars

Co-Curricular groups provide students with the chance to learn new skills, to hone their talents, and to work with others on shared projects and goals. Students will receive co-curricular updates and news of opportunities regularly so that they feel encouraged to gain experience outside of their classrooms.

Houses enable students to feel like part of a smaller community within the larger Fieldstone family and House Points motivate them and help them to feel like they are actively contributing to this “family within a family.” Students earn points by participating in co-curriculars, by meeting goals within those cocurricular groups, and by demonstrating good character and learning skills. Students earn two House Points for each faculty recognition they receive. House Points are oriented toward group success and shared school spirit. As such, they enable isolated students to feel connected and valued within a larger group.

Events:

We know our students value community celebrations and appreciate the chance to support one another’s talents and interests. We work to find creative ways to celebrate student achievement whether students are on campus or studying remotely.

Specific Clubs Moving Online:

Prefects (Fieldstone’s student government members) plan ways to unite students, lift student spirits, and promote school pride. Prefects will continue to meet weekly, with members being enthusiastic and punctual. Meetings can be held on campus or virtually, and students studying remotely are welcome to join.

Outreach Club is well equipped to meet online to plan projects. The group will focus on finding valuable community service opportunities to promote in the larger school community. Outreach Club is the ideal way for students living remotely to nonetheless contribute to Canadian communities.

DECA Club is an important academically-oriented club for our students. This will continue to function (based on student interest) whether the campus is open or not and will welcome students who wish to contribute remotely. The dynamic of this club can be enriched with students in various countries planning business and diplomacy projects together. Participating in this club will be a valuable experience for our future global leaders.

Please note that club offerings vary year to year and will depend on student interest.

Potential for New Clubs

We are excited about the prospect of adding new clubs to our co-curricular roster. Clubs that may be well suited to the online environment include trivia club, karaoke, and digital art-making.

Minimum Hardware and Software Requirements for Accessing and Viewing Online Course Content

Minimum Requirements:

Hardware

- A PC running Windows 7 or higher
- A Mac running OS X
- 2GB of RAM
- High speed internet connection (need at least 20/20 MBPS download and upload speed. 50 MBPS or higher will give best results). VPNs should NOT be used.
- Working speakers, Headphones and Microphone
- A functional webcam
- A functional microphone

Software

- Google Chrome (latest stable version) or Firefox (latest stable version) or the New Microsoft Edge (chromium based)
- Office365
- Microsoft Teams

A phone camera can sometimes be used to submit handwritten assignments. Some classes may require additional software; please check the course requirements prior to learning. To keep learning accessible, Fieldstone tries to use Open Source Software when possible.

Acceptable Use Policy

Fieldstone uses the internet and technology to enrich curriculum delivery, but also to make what is happening in the classroom more accessible to families and students.

Students from Junior Kindergarten to Grade 5 use the Google Classroom Platform supported with GSUITE. This allows teachers to post daily plans, assignments, and have a daily log of what is happening in the classroom. Parents are able to follow along by logging in.

Students from Grade 6 – 12 use Moodle and Office 365 tools to enhance their learning. This allows teachers to post daily plans and assignments, and to have a daily log of what is happening in the classroom. Students can use this platform to submit their assignments, receive feedback, as well as organize all of their course material in one place.

The internet is used also to give students and teachers access to the most up-to-date and current materials available. Textbooks are static, whereas the internet is an everchanging resource. In a world where everyone is becoming more connected and information is easier to access, it is important that students understand and use skills to evaluate what they are reading. This critical thinking will help them to become responsible global citizens.

Students and staff are reminded that using the internet and computer networks is a privilege - not a right. Connected devices (including cellular phones) should only be used for educational purposes. It is important that everyone recognizes that we are sharing bandwidth, so we should only use what we need.

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

Contacting Teachers, Online Help and Other Student Supports

Students who are online can get supports through:

- Requesting help on the course website
- Emailing the instructor
- Requesting a video conferencing session for a face-to-face meeting with the teacher.
- Requesting a video conferencing session for a face-to-face meeting with the Guidance Counsellor

Parent Access and Communications

Families receive regular communications for all of our programmes including:

- Friday Files
- Quarterly Academic Reports

Families can request to see students' work and aspects of the courses by emailing the teachers or admin@fieldstonekcschool.org.

Parents and guardians can also view their child's attendance record on Parent Portal.

Attendance Policies:

Synchronous/Blended Learning

For our Blended Learning programme, online learning is only used during times where the school needs to be closed such as during a pandemic or other emergencies.

When we are in the physical classrooms, we follow the attendance policy as per Appendix F of the **Fieldstone King's College School Course Calendar Appendices**.

When/if we move to online learning, the following "Online Learning" attendance protocols will be in place:

- Students are expected to complete assigned work virtually and to attend online classes on time.
- Students are expected to submit assignments in a timely fashion.
- Students are expected to log a required number of hours in class each week.
- Entrance and exit tickets

The spirit of our attendance policy (Appendix F of the Student Academic Calendar Appendices) remains in effect with modifications (e.g. no sign-in and sign-out protocol) to promote student success and support engagement.

Parents and guardians will receive emails regarding attendance issues. Teachers will notify families and students in regards to any overdue assignments.

Asynchronous Learning

Students on the asynchronous platform are expected to maintain the pace of class that is occurring live, so that when they are able to join the physical classroom, they will be on the same lessons as their peers.

Students are expected to complete 85 minutes of classwork per day plus homework. This is tracked via log-in time, learning logs, activity completion, and discussion forums. When a student starts a module, the instructor will have the minimum amount of log-in time required as well as the tasks that need to be completed and recorded in the learning log.

If a student is not progressing at an appropriate pace in the online course, the student and their family will be notified by our teachers, Guidance Counsellor and Head of School. Students who are missing a significant amount of class will be subject to our progressive attendance protocol. For Asynchronous Learning, the following evidence will be considered to determine if a student is absent from a course:

- The student is falling behind in the class
- The student is not regularly logging in and being active
- The student is not participating on the discussion forms

- The student is not completing the required assignments
- The student is not filling out their learning logs

Families will be notified of attendance and course progression concerns by our teachers, Guidance Counsellor and Head of School. With asynchronous learning, it is understood that students may work at different paces compared to the traditional classroom. Online classes are set-up so that activities are very similar to what is being taught in the traditional classroom. As long as a student is keeping up pace with the course and is regularly interacting with the forums and teacher, the student will be considered present. In the case of absences – they will be addressed as follows:

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 classwork and catch up on the missed forum discussions.

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 classwork and catch up on the missed forum discussions.

Third offense – If attendance continues to be a severe problem after warnings, a meeting with the student and guardian 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.

Synchronous Learning

Students who are synchronous online learners, they follow the attendance policy as per Appendix F of the **Fieldstone King’s College School Course Calendar Appendices**.

Assessment of Learning Proctoring

Assessment and Evaluation on our Virtual Platform:

Our protocol is designed to ensure academic integrity as well as ensure students are receiving feedback on their achievement in the class.

Our assessment and evaluation platforms are run using Moodle and Microsoft 365 applications.

- We recommend students use the Google Chrome Browser (<https://www.google.com/chrome/>) or Firefox (<https://www.mozilla.org/en-CA/firefox/>)

We will continue to follow our assessment and evaluation protocols and procedures outlined in Appendix H of the **Student Academic Calendar Appendices**.

The following amendments are made to ensure fairness, security and integrity of our assessments on the online platform:

Assessments at any time may be checked on our plagiarism checker - turnitin.com. Faculty and administration reserve the right to

For Written Assignments (e.g. essays, stories, lab reports):

- Students must regularly conference with the teacher and share with the teacher their original office document through Office 365 or through Moodle. This is used to authenticate that the work submitted was created and submitted by the student.
- Document history and changes must be available to the teacher, so that the teacher can see how their feedback has been incorporated into the assignment. This is accomplished by using the Online Word Documents that you create through your student portfolio.
- Students must submit all work in terms of planning, editing, outlining, and publishing of their final product. The teacher must approve the student to move to the next stage prior to the student moving to the next stage.
- Student-teacher conferences may be used at any time in the process. The teacher will ask questions not only about the content, but the word choice, structure, or any other part of the assignment to verify its authenticity.
- Turnitin.com may be used to verify the assignment has not been plagiarized.

*Note: Having someone write an assignment or heavily edit your assignment is considered academic dishonesty and will be treated the same as cheating on Unit Test and Exams outlined in **Appendix E** of the student **Student Academic Calendar Appendices**. It is also a breach of the Student Code of Conduct and will be treated under the **Student Code of Conduct's** policies and procedures.

Failure to adhere to these guidelines may result in your assignment not being accepted and being marked as below level 1 as per our Cheating and Plagiarism Guidelines.

For Practicals and Written Tests/Exams:

- Students will be asked to do a 360-degree sweep of their room with their webcam prior to starting the test.
- Students must be using a device that can share their screen and their camera.
- Their device must be connected only to one monitor
- The only programmes and windows that are authorized to be open during an evaluation are:
 - Internet browser
 - Video Conferencing Software- with your class meeting.
 - the test/assignment that the teacher has assigned.
 - any other application that is explicitly stated by your teacher and on the test paper.
- Teachers will monitor the students' progress through the web camera and the screen cast.
- Students who disable their screencasts or cameras may have their results disqualified and receive below level 1.
- Students who have unauthorized applications running or more than one monitor may have their results disqualified and receive below level 1.
- Students who experience network or technical difficulties should email their instructor as well as admin@fieldstonekcschool.org **immediately** with:
 - the course the test was in.
 - the teacher of the course.
 - the date and time of the assessment.
 - the date and time of the network or computer difficulty.
 - a copy of everything they got completed up to that point.
 - an explanation of the problem they experienced.
- Tests that are submitted outside of the test window due to technical difficulties will be looked at by the teacher and a follow-up conversation or possible follow-up quiz will occur to verify its authenticity.
- Students must submit their tests prior to the end time – or the test may not be accepted. In the case a student submits early but then requests more time, the student must immediately inform the teacher of:
 - what questions they need more time on.
 - any relevant information as to why they need more time.
- Turnitin.com may be used to verify the test is not plagiarised.

Final Examinations

Final examinations are conducted under even more stringent conditions to ensure test security.

Final examinations are conducted with the following security features:

1. Examinations have a preclearance stage. In this stage - the proctor asks the student to do a quick 360-degree sweep of their exam room with their web camera.
2. Each examination has multiple versions. Each version will be still evaluating the same expectations; however, the questions will be slightly different.
3. Examinations are hidden from Moodle. This prevents early access or unauthorized access. Once a student or group of students has finished writing the evaluation, the examination papers are removed or hidden to prevent additional access.
4. IP logging may be used to track student activity on the Moodle Site. In the case an IP address is showing an inconsistency in location, an investigation will be opened on the authenticity of the test.
5. Video Conferencing Software is used for the student to share their screen and their camera.
6. The invigilator:student ratio will be at least 1:20 to ensure security and the ability for proctors to go through each student's screen and cameras.
7. Students' microphones stay on to monitor ambient noise as requested by the invigilator.