



KCS Senior School Academic Handbook

2022-2023



Your future expands here.

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Message from

Head of School and Head of Senior School

Building on the foundations of our Bridge Year, another exciting year awaits.

The 2021–2022 school year brought the long-awaited launch of the KCS Senior School. Thanks to the efforts of many, our enriched experiential program is now a reality for students in West Toronto. From our temporary home in the heart of Bloor West Village, our students:

- met and learned from external experts in every course, co-curricular, and most clubs.
- engaged in regular excursions outside the classroom so they could learn about the world by experiencing it first hand.
- received the time, guidance, resources, and access to expertise to independently learn about the topic of their choosing, from a variety of perspectives, as part of our unique KCS Path Program.
- developed leadership skills in our KCS By Design program, choosing to make a difference with the growing problem of water pollution in multiple ways.
- enjoyed walks in High Park and along the Humber, canoe trips, four-day outdoor education trips in both the winter and the spring, rock-climbing, curling, and more.
- helped us build a school experience that honours wellbeing, passion-driven learning, and the ability of students to apply growing knowledge and skills by making a difference in the communities around them.

We're proud of our founding students and look forward to their ongoing leadership as we welcome new students to our grade 9 and 10 classes in 2022–2023. Moving into our new facility and neighbourhood brings fresh opportunities to pursue. Every student joining us, like the founding students who joined last year, will be an active school leader, by design. Every student will play a role in shaping the KCS Senior School, revealing what's possible when students are supported in doing so. It's with much anticipation that we await the new school year. While we can't predict all that's to come, the founding year has made clear the upcoming one will be full of active learning, creativity, community, adventure, impact, and discovery of both oneself and the world, for us all.

– **Derek Logan**
Head of School

– **Andrea Fanjoy**
Head of Senior School



KCS VISION AND MISSION

To be the defining force
in developing lifelong
learners,

By stewarding a learning
environment that inspires
us to reach our ultimate
potential

OUR COMMITMENT TO STUDENTS

This is where secondary school will increasingly reach its own potential.

We've listened to students, parents, educators, and peers from Toronto, across Canada, the US and beyond. We've learned from university presidents, researchers from the Organisation for Economic Cooperation and Development, Harvard University, the Conference Board of Canada, thought leaders from multiple sectors, and more. We acknowledge that the world today, let alone the world to come, is vastly different from what it was when we went to school, and most certainly from when formal schooling was initially developed over 100 years ago. While schools still need to develop core skills and knowledge, they need to do more and they need to do better. The KCS Senior School is heeding this call.

Following years of research and development, we are proud to offer a Senior School which delivers the secondary school experience that students need, want, and deserve. It is connecting students with their community and the infinite array of expertise that is willing to inform and inspire. It is honouring the difference students can make and the leadership potential they possess. It is making room for student passions, interests, voice and choice, and leveraging the greater engagement and learning that are the result. It is preparing students for a world where they need to endlessly lead their own learning, where they need to adapt, where they will benefit from the energy and creativity that their passions will unleash, and where they understand the complexity of the world in which they need to play a meaningful role.

Our students will graduate high school exceptionally prepared to be leaders and learners in their post-secondary lives. They will stand out as applicants for their next phase of learning, both because they have learned more through our distinct framework but also because they have done better thanks to an experience that will have catalyzed their passion and intrinsic motivation to go above and beyond.

Our students will graduate with a distinct sense of who they are, how they can lead their learning, and what they aim to both bring to and get from their post-secondary pursuits. They will have met a wide array of leaders from all sectors and have an uncommon understanding of the world outside of school books and facilities. They will graduate with a personal network of impactful leaders in society, KCS Learning Partners, who have engaged with them in their courses and co-curricular activity.

Our students will graduate inspired to reach their unique potential and equipped with the knowledge, skills, attributes, and track record that allow them to do so.

This is the Senior School where students lead, passions drive, and impact begins.

Learning Framework

Learning at the KCS Senior School is designed to develop students into independent, intrinsically-driven learners and leaders who are ready to thrive in their post-secondary lives and beyond. With this as our goal, the learning experience has been designed to develop students in three fundamental ways.

1. **Capacity.** The foundational capacity all students require is captured by the Ministry of Education curriculum. This curriculum includes the knowledge and understanding that represent the core content in the curriculum, as well as the thinking, communication, and application skills that represent full competence with the curriculum.

Capacity also includes the six Ministry Learning Skills and work habits:

- a. Responsibility
- b. Organization
- c. Independent Work
- d. Initiative
- e. Collaboration
- f. Self-regulation

In addition to the skills above, capacity includes the **KCS Leadership in Learning Skills**, which go beyond those expected by the Ministry of Education to fully capture our school's enriched focus:

- a. **Integrity** – strength of character rooted in honesty, empathy, compassion, kindness, self-discipline, and confidence to do what's right
- b. **Ingenuity** – creative confidence; willingness to take responsible risks; readiness to persist in finding effective solutions to complex problems
- c. **Insight** – Deep understanding, global perspective, cross-discipline connections, driving curiosity, critical thought, constructive doubt, and balanced judgement

Students learn about and regularly reflect on their growth on the KCS Leadership in Learning Skills in the Advisory Program.

2. **Agency.** The KCS Senior School challenges students to apply their growing knowledge and skills in purposeful ways. All courses include students learning from external experts who will introduce students to the challenges and breadth of initiative

that is happening in all sectors, local and global. One or more assignments in every course require students to leverage their learning and find their own way to make a difference, whether to the school community or beyond. Additionally, the KCS Path Program (see Appendix A) gives all students the unique challenge, as well as the time, location, resources, and access to expertise, to exercise agency in their chosen area of interest or passion.

- 3. Impact.** KCS Senior School students are challenged to exercise their growing capacity and sense of agency by leading and engaging in projects that have authentic value in the world, in every course, in KCS By Design, and in their multi-year KCS Path Project. They are supported by all faculty, a community of expert Learning Partners, dedicated time, access to relevant resources and spaces, and a distinctly designed curriculum.

Experiential Learning

Learning becomes real, and unforgettable, when part of a deeply engaging experience. On a regular basis and wherever it is relevant to do so, KCS students engage in experiential learning in all subjects and in co-curriculars. Notable elements of experiential learning at the KCS Senior School include:

Engagement with External Learning Partners

All students engage with external Learning Partners in every course and in their Path Program, by design. KCS is building an extensive and ever-growing roster of experts, the KCS Learning Community, in a limitless array of fields. These individuals, vetted and managed through faculty oversight, have agreed to serve as a Learning Partner in a variety of possible ways, from as small as agreeing to be interviewed by a student, and as large as hosting co-op students. All KCS parents will be invited to join this roster and be available to share, to whatever extent they choose, their knowledge, passions, and areas of expertise. Teachers, as part of their course planning, will reach out to individuals and organizations of all kinds, local and beyond, so these experts can bring their perspective 'from-the-field' to student learning. And our students will be challenged to get to know the world around them, and find their own experts who can help them learn in greater breadth and depth than any textbook could provide.

One type of Learning Partner plays a distinct role in informing and inspiring students. As part of the Path Program, all students are assigned a Mentor in the area of each student's interest or passion. This Mentor is an external expert who can connect with the student a

few times over the year, virtually or in person, to share insights and provide feedback and suggestions as each student pursues their Path Project. The engagement between students and Mentors is overseen by each student's Faculty Advisor.

Off-site, Place-Based Learning

Students and teachers will take advantage of off-site facilities and greenspaces to further enrich learning in all course areas. Where possible, these excursions will focus on authentic engagement with spaces over prepackaged workshops and tours. Unearthing archival data at libraries or the City of Toronto Archives, collaborating on a design project to support local organizations, and participating in citizen science along the lakeshore are examples of the off-site learning possibilities that will be woven into the student experience.

Personalized off-site learning will additionally be a feature of the KCS Path Program, where all students are required to find and engage in at least one off-site learning experience related to their Path topic each year from grade 9 to 11. These experiences can be local, national, or global. A written account and reflection is required to document this learning. A further personalized source of off-site learning is available through the grade 11 co-op course.

Developing the Entrepreneurial Mindset

An entrepreneurial mindset is of undeniable value, not only for the individual who possesses it but for the world at large. The Network for Teaching Entrepreneurship defines this mindset as: "a set of skills that enable people to identify and make the most of opportunities, overcome and learn from setbacks, and succeed in a variety of settings." At KCS, our expectation of this mindset includes the moral commitment to making a positive difference. Exercising this mindset, especially in an educational context, provides deep learning opportunities that can be expected to not only improve knowledge retention and skill development in courses, but also to distinctly prepare them for the independence, resourcefulness, and ability to bring value that will be expected of them in their post-secondary lives.

An introduction to design thinking through the KCS By Design program, starting in grade 9, sets the stage for the entrepreneurial mindset. In grade 10, all students will receive direct instruction and guidance in entrepreneurship by engaging in the launch of the student-led cafe.

The KCS Path Program, with the expectation that students learn about their area of their interest in a way that makes a positive difference, will provide further opportunities for students to exercise their entrepreneurial mindset. Finally, students with a particular drive to pursue a venture will have the support of the KCS StEP Program (Student Entrepreneurship Program) that was established in 2018. Students who reach the stage of a successful pitch will have personal support from a Mentor and access to seed funding.

The KCS Path Program

Students begin grade 9 being formally guided and empowered to pursue learning related to a chosen interest or passion, to connect their passion to their course work in relevant ways, to benefit from an external mentor with expertise in their area of interest, and to lead a creative, impactful application of their learning by the end of grade 11.

Specifically, the Path Program includes the following elements:

1. A dedicated Faculty Advisor who will oversee each students' Path Project from grades 9 to 11.
2. A dedicated external Mentor who will provide expertise in the student's chosen area of interest.
3. Wednesday afternoons dedicated for Advisory and Path for all students – While some of this time will be structured and teacher-led, significant time will be provided for student-led learning and initiatives related to their Path portfolio and culminating project.
4. An e-portfolio where students will capture learning about their interest from an academic, artistic, athletic, and citizenship perspective; observations from related offsite learning; and reflections on their learning journey
5. Annual Presentations of learning to an audience including faculty, students, parents, and Learning Partners
6. A creative and impactful application of their learning as a capstone project in grade 11
7. An extended essay describing how the student's creative journey in Path led to their capstone project

A sample student experience in Path is shared in Appendix A.

Student Leadership and KCS By Design

KCS is committed to authentic leadership being developed in all students. As such, multiple opportunities will be available to students, some optional and others not. Path is one source of what is expected to be multiple experiences in leadership, subject to student choice and initiative. One example would be students who initiate and host opportunities for others, such as arranging a workshop with an invited expert in one's area of interest that other students are invited to join. Another example would be students who choose to establish a new club or a business related to their interest.

KCS is also committed to involving students in the effort to design the Senior School experience. Called KCS By Design, all students will join a leadership committee in one of the following areas:

1. Academics
2. Arts
3. Athletics
4. Citizenship
5. Community Spirit

Each committee will meet weekly and have the support of a faculty member. Each committee will follow a design thinking process that will guide efforts to make a positive difference in their aspect of school life.

Outdoor Education

Where relevant and as regularly as possible, teachers and students will take advantage of the outdoors to enrich learning. An annual Outdoor Education trip is expected to be a tradition that continues from the KCS Junior School. Regular excursions along the lakeshore, to High Park, up the Humber River, and in the plethora of additional greenspaces in the GTA will be the source of lessons in science, physical education, art, language, geography, and more. Reflecting the growing issue of environmental unhealth, the school will have a particular commitment to understanding and supporting positive environmental stewardship. Given the initiative of our founding students and our campus location along the shores of Lake Ontario, freshwater health and sustainability is expected to continue as a particular focus.

Community Building and Contribution

Relationships, kindness, and contribution to the community have long been hallmarks of KCS. The Senior School will be no exception. In fact, it will honour the independence and abilities of the Senior School students by giving them the time, location, resources,

and support they need to play a lead role in building community and in contributing, not only for the benefit of Senior School students and staff, but also for the Junior School community, west Toronto, and beyond. Both KCS By Design and the Path Program's citizenship expectations will challenge students to make good things happen for others. With faculty guidance, they will be encouraged to collaborate with other students with similar interests so initiatives can grow in impact. They will be encouraged to organize events, bring in speakers, spearhead or deliver workshops, and more. They will be supported in engaging with the Junior School, whether through club support, a learning buddy initiative, or endless other ideas that offer value and connection.

External Service and Global Leadership Programs

The KCS Senior School will offer opportunities supported by external organizations where students engage in global learning, collaboration, and leadership. We are currently exploring multiple programs, including the [Duke of Edinburgh Award](#), [Round Square](#), the [Global Citizen Diploma](#), and others. An update on these offerings will be shared in the 2022–2023 school year.

THE SCHOOL YEAR AND TIMETABLE

The following are important dates for the 2022–2023 school year:

| | |
|---------------------------------------|-------------------------------------|
| Senior School Curriculum Night | September 1, 2022 |
| The first day of school | September 7, 2022 |
| Thanksgiving | October 10, 2022 |
| Fall Mid-term Break | November 11 - 14, 2022 |
| Christmas Holiday | December 23, 2022 - January 9, 2023 |
| First day in January | January 10, 2023 |
| End of Semester 1 | January 20, 2023 |
| Family Day | February 20, 2023 |
| Winter Mid-Term Break | February 17 - 20, 2023 |
| March Break | March 13 - 24, 2023 |
| Easter | April 7 - 10, 2023 |
| Victoria Day | May 22, 2023 |
| Last Day of School, End of Semester 2 | June 15, 2023 |

Parents and students are advised to regularly check the online KCS Senior School calendar for additional important dates. Parents and students will also be notified through newsletters, assemblies, and other means.

Timetable

The KCS Senior School will use a timetable that includes classes that run all year long (September-June) as well as classes that last for a semester (September-January, January-June). In grade 9, Math and Physical and Health Education will run all year long. In grade 10, Math is the full year course. All other courses will be scheduled by semester. Secondary School courses earn one full credit and have a minimum of 110 hours of dedicated class time. The exception to this is grade 10 Civics and Careers which are each a ½ credit course.

First period will typically begin at 8:45 a.m. and last period will end at 3:35 p.m. Wednesday morning classes will begin at 9:30 a.m. for students.

The timetable consists of a four week cycle that allows for each class to have a mix of both standard 75 minute periods and extended periods. This is critical as it will allow for each course to extend learning out into the community in an authentic, regular and ongoing manner. Each week will be named by the block that falls on Wednesday morning.



| Week A | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|---------------|----------|-----------------------|---------------|------------------------|
| 8:45 – 9:30 | A | A | PD – late start | A | B 8:45 to 11:45 |
| 9:30 – 10:00 | | | A | | |
| 10:00 – 10:30 | Homework Help | Assembly | | KCS by Design | |
| 10:40 – 11:55 | B | B | | B | |
| 12:00 – 1:00 | LUNCH | LUNCH | LUNCH 12:00 – 1:15 | LUNCH | LUNCH 11:45 – 12:35 |
| 1:00 -2:15 | C | C | ADVISOR and PATH | D | D 12:35 -3:35 |
| 2:20- 3:35 | | D | | C | |

| Week B | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|---------------|----------|-----------------------|---------------|------------------------|
| 8:45 – 9:30 | A | A | PD – late start | A | A 8:45 to 11:45 |
| 9:30 – 10:00 | | | B | | |
| 10:00 – 10:30 | Homework Help | Assembly | | KCS by Design | |
| 10:40 – 11:55 | B | B | | B | |
| 12:00 – 1:00 | LUNCH | LUNCH | LUNCH 12:00 – 1:15 | LUNCH | LUNCH 11:45 – 12:35 |
| 1:00 -2:15 | D | C | ADVISOR and PATH | D | C 12:35 -3:35 |
| 2:20- 3:35 | | D | | C | |

| Week C | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|---------------|----------|-----------------------|---------------|------------------------|
| 8:45 – 9:30 | A | A | PD – late start | A | B 8:45 to 11:45 |
| 9:30 – 10:00 | | | C | | |
| 10:00 – 10:30 | Homework Help | Assembly | | KCS by Design | |
| 10:40 – 11:55 | B | B | | B | |
| 12:00 – 1:00 | LUNCH | LUNCH | LUNCH 12:00 – 1:15 | LUNCH | LUNCH 11:45 – 12:35 |
| 1:00 -2:15 | C | C | ADVISOR and PATH | D | D 12:35 -3:35 |
| 2:20- 3:35 | | D | | C | |

| Week D | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|---------------|----------|-----------------------|---------------|------------------------|
| 8:45 – 9:30 | A | A | PD – late start | A | A 8:45 to 11:45 |
| 9:30 – 10:00 | | | D | | |
| 10:00 – 10:30 | Homework Help | Assembly | | KCS by Design | |
| 10:40 – 11:55 | B | B | | B | |
| 12:00 – 1:00 | LUNCH | LUNCH | LUNCH 12:00 – 1:15 | LUNCH | LUNCH 11:45 – 12:35 |
| 1:00 -2:15 | D | C | ADVISOR and PATH | D | C 12:35 -3:35 |
| 2:20- 3:35 | | D | | C | |

EARNING THE ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

All students in Ontario are required to stay in school until they have reached the age of 18 or obtained an Ontario Secondary School Diploma (OSSD).

Requirements

To earn the OSSD, all students must complete 18 compulsory credits, 12 optional credits, 40 hours of community service, and successfully pass either the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course. While the Ontario Ministry of Education has stated that students earning the OSSD must also take a minimum of two online courses, the Head of Senior School has decided to exempt students from this requirement since it strongly conflicts with our place-based school model. Individual students who wish to earn online credits may still do so.

Compulsory and Optional Credits

Having met requirements established by the Ministry of Education, credits are granted by the Head of Senior School on behalf of the Ministry. A full credit is granted following completion of a recognized course lasting 110 hours. Certain courses, considered half-credit courses, are granted following 55 hours of instruction.

The following compulsory credits are required in order to earn the OSSD:

- 4 credits in English, with one from each grade
- 3 credits in mathematics, with at least one from grade 11 or 12
- 2 credits in science
- 1 credit in French as a second language
- 1 grade 10 credit in Canadian history
- 1 grade 9 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- 0.5 credits in civics and citizenship
- 0.5 credits in career studies

Additionally, one credit from each of the three following areas must be included:

Additionally, one credit from each of the three following areas must be included:

Group 1: one additional credit in English, or French as a Second Language, or a Native language, or a Classical or an International language, or Social Sciences and

the Humanities, or Canadian and World Studies, or Guidance and Career Education, or Cooperative Education

Group 2: one additional credit in Health and Physical Education, or the Arts, or Business Studies, or French as a Second Language, or Cooperative Education

Group 3: one additional credit in Science (Grade 11 or 12), or Technological Education, or French as a Second Language, or Computer Studies, or Cooperative Education

(Note: In groups 1, 2 and 3, a maximum of two credits in French as a Second Language can count as compulsory credits, one from group 1 and one from either group 2 or group 3. A maximum of two credits in Cooperative Education can count as compulsory credits, selected from any of Groups 1, 2 or 3.)

Students will be supported by their Faculty Advisor and our Director of Guidance in managing their choices so they qualify for courses in subsequent years and for the OSSD, and so they have the credits they need to earn entry into their desired post-secondary programs.

Understanding Course Codes and Types

Assigned by the Ministry of Education, Course Codes at the KCS Senior School will have five or six alphanumeric characters.

Course code example: ENG1D

1. The first letter represents the major subject area. In the above example, E stands for English. Here are the first letters for all courses:

- A = Arts
- B = Business Studies
- C = Canadian and World Studies
- E = English, English Literacy Development, and English as a Second Language
- F = French as a Second language
- G = Guidance and Career Education
- H = Social Sciences and the Humanities
- I = Computer Studies and Interdisciplinary Studies
- K = Alternative (Non-Credit)
- L = Classical and International Languages
- M = Mathematics
- P = Health and Physical Education
- S = Science
- T = Technological Education

2. The second and third letters are specific to the course within each subject area. For example, **ENG** refers to an English course, **CGC** refers to the Geography of Canada course, and **MPM** refers to the Principles of Mathematics course.

3. The fourth character is usually a number and refers to the grade level of the course.

1 = Grade 9

2 = Grade 10

3 = Grade 11

4 = Grade 12

An exception to the above applies to Classical Studies and International Languages, where either a number or letter in the fourth position can be used to indicate the level of language.

4. The fifth character applies to course type. It can include any of the following letters:

C = College

D = Academic

M = College or University

O = Open

P = Applied

U = University

W = De-streamed

5. In certain circumstances, a sixth character can indicate further differentiation. The grade 9 PE course with a rowing focus, PPL1OR, has six characters.

6. Finally, all courses will include a hyphen followed by a number 1 or 2, indicating the section of the course.

Our example of **ENG1D** is the course code for **Grade 9 Academic English**.

Course Types

In grades 9 and 10, course types include Academic (D), Applied (P), and Open (O). Where the option of both Academic and Applied courses for a given subject is available, our core offering will be Academic. Applied courses may be available on a case-by-case basis, following approval from the Assistant Head of Senior School.

In grades 11 and 12, course types include University (U), College or University (M), College (C), and Open (O). Each student's Faculty Advisor and our Director of Guidance will assist students in choosing their courses to maximize future options for post-secondary plans.

Process for Selecting and Switching Courses

Students will receive direct guidance from their Faculty Advisor, Director of Guidance, and/or the Assistant Head of Senior School is selecting courses for the upcoming year. Student choices will also be shared with parents for their approval.

Students who wish to change courses or course types once requested must do so according to a clear process. Students should immediately speak with their Faculty Advisor to learn about this process and related steps and restrictions. Once the requested course has started, switching courses must happen no later than the fifth period into that course. Prerequisites will be required, as per usual practice. The student will also be expected to catch up on any work missed from the first periods of the course. Additional recommendations may be made by the Faculty Advisor, Director of Guidance, or Assistant Head of Senior School to set students up for success in their new course.

Recognizing External Music with Credits

Students may earn up to two music credits, one for grade 11 and one for grade 12, for qualifying music programs completed outside of school. The granting of credits requires approval from the Head of Senior School.

Prior Learning and Assessment Recognition (PLAR) Process

Students who have engaged in homeschooling, transferred from a non-inspected private school, or have moved from an out-of-province school, may follow a process to have their learning recognized for placement purposes, and potentially as equivalency credits that count toward their OSSD. The **PLAR** process, as outlined by the Ministry of Education, consists of a challenge and equivalency process. For students with credits earned from other jurisdictions, those credits will be assessed, possibly with help from an external agency such as [World Education Services](#). For students who were homeschooled or who transferred from a non-inspected private school, students will be required to demonstrate their acquisition of the required knowledge and skills in a comprehensive assessment designed for that purpose. Specifics of the challenge process will be determined by the Assistant Head of Senior School. Equivalency will be granted, and total credit equivalency determined, by the Head of Senior School. The equivalency assessment will be kept in the student's Ontario Student Record (OSR).

Compulsory Course Substitution Policy

A maximum of one credit earned for a learning strategies course may be used through substitution to meet a compulsory credit requirement. According to Ministry of Education policy, up to three courses can be used to substitute for compulsory courses. In future years, credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements. Substitutions will be made following consultation that includes the student, parents, and the Assistant Head of Senior School. Documentation of compulsory course substitutions will include documented approval of the Head of Senior School and be stored in the student's Ontario Student Record (OSR).

Withdrawal from Courses in Grades 11 and 12

Significant effort will be made to support students in making sound course selection choices from grades 9 to 12. Should circumstances prompt a student to withdraw from a course when in grades 11 or 12, this must be initiated by the student no later than five instructional days following the issuing of the Mid-Year Report Card. Withdrawals must include consultation with parents and the Assistant Head of Senior School. Students in grades 11 and 12 withdrawing from a course after this period will have this course withdrawal and the mark at the time of withdrawal included in the Ontario Student Transcript (OST), as per OST guidelines.

Reach Ahead Credits

Reach Ahead Credits will not be granted in the 2022-2023 school year.

Credits Earned Outside the KCS Senior School

Given the integrated nature of the KCS Senior School model, students are strongly encouraged to complete their credits at the KCS Senior School. Exceptions that affect a student's full-time enrollment at KCS must be discussed with and are subject to the approval of the Assistant Head of Senior School. Accommodations for students with significant external responsibilities, such as those for elite athletes and performers, will be made to the extent that it is feasible for the school and responsible for the student.

The KCS Senior School intends to be a partner in the [eLearning Consortium Canada](https://www.elearningconsortium.ca/) as of September 2022. As such, KCS Senior School students will be able to access an array of online courses delivered by independent school educators from across Canada.

In most circumstances a course taken outside of KCS will be noted on the student transcript.

The Ontario Secondary School Literacy Requirement

The Ontario Secondary School Literacy Test (OSSLT) will be written by students in the spring of their grade 10 year. The test is based on the Ontario curriculum expectations for reading and writing up to and including grade 9. A standardized province-wide test, it is designed to ensure all Ontario graduates have the language skills that will allow them to participate fully and confidently in society and the workplace. Students have up to three opportunities to pass the test. Students who try and don't pass the test up to two times can enrol in the Ontario Secondary School Literacy Course (OLC4O). Passing this course will provide students with a grade 12 credit and will satisfy the graduation requirement. It does not count as a university or college prerequisite, however. Students with an Individualized Education Plan (IEP) can have multiple accommodations in place for the OSSLT. Specific accommodations for students with an IEP will be discussed with the student and parents in advance of taking the test.

Community Service Requirement

KCS students are required to engage in at least 40 hours of community service. With support from parents and their Faculty Advisor, students are expected to play a lead role in determining how they will complete their community service hours. While not required, students will be encouraged to engage in eligible community service activities that also connect with the Path topic and program expectations. The accumulation of qualifying hours can begin the summer before grade 9 and must be completed by the end of May of their grade 12 year.

Sample qualifying community service activities include volunteer work with registered not-for-profits, charities, or public institutions; time devoted to charity fundraisers; or the provision of a qualifying no-fee service for a community in need, such as initiating and running an after-school homework club for a school seeking support. Activities for which students are paid, completed as part of a course, or completed during the regular school day do not qualify for community service hours. Students will be notified of additional ineligible activities through their Advisory program.

Provided at the outset of grade 9, students must complete a "Notification of Planned Community Involvement Activities" form and submit it to their Faculty Advisor to ensure in advance that a planned act of service will qualify. Following completion of the act of service, the student will be responsible for

updating their "Completion of Community Involvement Activities" form, including confirmation via signature from the community supervisor. Upon completion of the 40 hours, this form, plus signatures from the student and their parent/guardian, must be submitted for final approval to their Faculty Advisor.

Online Learning Requirements

All students at the KCS Senior School are exempt from the Ministry requirement for two full online credits before graduation. As an experiential school that embraces place-based learning and the regular connection of students with KCS Learning Partners, fully online courses are not aligned with our school model. All students have significant opportunities to develop skill and experience leveraging technology for learning. Students who wish to take one or more credits online will be assisted by the Director of Guidance in doing so.

Ontario Secondary School Certificate (OSSC)

The OSSC is available to students, on request, who choose to leave secondary schooling once they have met the required age of eighteen and without meeting the requirements to receive the Ontario Secondary School Diploma. To earn the OSSC, students must have successfully earned a minimum of 14 credits, seven of which include the following:

- 2 credits in English
- 1 credit in mathematics
- 1 credit in science
- 1 credit in Canadian history or geography
- 1 credit in health and physical education
- 1 credit in arts, computer studies, or technological education

The seven remaining credits can represent other available courses. The Compulsory Course Substitution Policy described above applies for students earning the OSSC.

Ontario Certificate of Accomplishment

Students leaving secondary school without earning the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate, having reached the age of 18, may do so with an Ontario Certificate of Accomplishment. This Certificate, accompanied by the Ontario Student Transcript and, if applicable, a student Individual Education Plan, may support student access to further training or work opportunities.

Earning the KCS Diploma of Distinction

To earn the KCS Diploma of Distinction, students must complete the requirements for the OSSD and must also complete the KCS Path Program requirements:

- An e-portfolio of learning in the area of one's chosen interest reflecting an academic, athletic, artistic, and citizenship perspective in each year from grades 9 to 11 that a student is enrolled in the KCS Senior School
- A documented off site learning experience in the area of one's chosen interest in each year from grades 9 to 11 that a student is enrolled in the KCS Senior School
- Annual Presentations of Learning in the area of one's chosen interest and demonstrating reflection on their journey and growth in their KCS Leadership in Learning Skills, each year from grades 9 to 11 that a student is enrolled in the KCS Senior School
- A culminating Creative Impact Project in grade 11 in the area of one's chosen topic such that the student applies their learning in a creative way of value to others
- Successful completion of an extended essay on the creative journey that led to their Creative Impact Project

Students who join the KCS Senior School in grades 10 or 11 will fully participate in the KCS Path Program and will earn a KCS Certificate of Distinction upon completion of the same grade-based requirements of their peers. Students who join in grade 12 will not be required to engage in Path extensions of learning.

ASSESSMENT AND EVALUATION

Guiding Principles

The KCS Senior School faculty will follow the following guiding principles as outlined in [Growing Success, 2010](#).

The Seven Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

1. *are fair, transparent, and equitable for all students;*
2. *support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;*
3. *are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;*

4. *are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;*
5. *are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;*
6. *provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;*
7. *develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.*

(from the Ontario Ministry of Education, Growing Success, 2010)

In alignment with Ministry guidelines, our Assessment and Evaluation practices will be grounded in Standards-Based Assessment. Sometimes also called Criterion-Based Assessment, student success will be measured against the overall expectations of the curriculum (standards) and not by comparing students to each other. These standards will be transparent and commonly understood by students, parents and teachers. This practice will allow for most efficient and effective teaching and learning, support student agency, and encourage targeted academic support for each individual student.

Mid term and final grades will be determined by a triangulation of data (observations, conversations and products) and will also reflect consideration for the most recent and most consistent level of student achievement.

Types of Assessment and Evaluation

Assessment and evaluation at the KCS Senior School will be carried out according to the guidelines outlined in *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools* (2010).

The primary purpose of assessment and evaluation is to improve student learning. Information that is gathered as assessment will inform the teacher about students' strengths and weaknesses and how well a student is meeting curriculum expectations in a course. In order for students to develop an awareness of their achievement and guide their efforts towards improvement, frequent and descriptive feedback from the teacher will be given.

Assessment is the ongoing process of gathering evidence for three purposes:

1. assessment of learning, which is the practice of collecting evidence of student achievement of overall expectations with respect to established performance standards
2. assessment for learning, which is the practice of providing descriptive feedback and coaching for improvement
3. assessment as learning, in which students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning (Growing Success, p. 28; 39).

Students will have the opportunity to demonstrate their learning frequently, in a variety of ways, at a variety of different times, and through a variety of evaluation strategies. Teachers will intentionally gather evidence of learning through observation, conversation, and student products. Common forms of assessment and evaluation will be:

1. Projects
2. Quizzes
3. Assignments
4. Student reflections
5. Conferencing
6. Tests
7. Exams
8. Performance Tasks

Teachers will exercise their professional judgement in determining the various forms of assessment and evaluation that best suit their courses, basing decisions on what forms best allow students to demonstrate achievement of the course expectations. When appropriate, teachers will also invite and consider student input on their assessment and evaluation, providing student suggestions are in line with the Fundamental Principles and Growing Success guidelines.

Students will receive ongoing feedback from their teacher to develop a clear understanding of their growth as a learner. The feedback will help students set specific goals and understand what is required for their own improvement. Assessment and evaluation will be fair to all students, accommodate the needs of exceptional students, and will accommodate the needs of students who are English language learners.

Evaluation is the process of making a judgement regarding student demonstration of learning. This is the process that leads to a final grade in a course. Teachers

will take into consideration all assessments of learning within their course, with particular attention to the most consistent and recent evidence of learning.

Reporting Periods and Report Cards

Parents will receive a call from their child's Faculty Advisor no later than the end of September to share initial observations and answer parent questions. Formal interviews will be scheduled following Progress reports in each semester and for full year courses. Other meetings and phone calls will be scheduled as needed.

The reporting periods will vary by type of course. There will be two types of courses in the 2022–2023 school year.

Full-year courses will have three formal reporting periods. The first report card will be a Progress Report and will be shared with parents in early Fall. The second report card will be a Mid-Year Report and will be shared in February. The final report card will be issued in June.

Semestered courses also have three reporting periods. The first report card will be a Progress Report that will be shared in early Fall. The second will be a mid-year report and will be issued after approximately 8 weeks of classes. The final report card will be issued in February for Semester 1 and June for Semester 2.

Progress Reports will include brief teacher comments for each course, Learning Skills marks, number of absences, and number of lates. The information on the Progress Report will not reappear on the Mid and Final Reports. Mid and Final Report Cards will include teacher comments, percentage grades, Learning Skills levels, number of absences, and number of lates for each course. Final reports will include comments from the Advisor.

The KCS Path Program will include an update to parents, with the first scheduled mid-year and the second toward the end of the year. The Path Program is not subject to formal grading so is not an official part of student report cards, though it may be mentioned in the Faculty Advisor comment.

Ontario Student Transcript (OST)

The OST is an official and consistent record of the Ontario Secondary School courses successfully completed by a student, and includes the percentage grades, credits earned, confirmation that the student has completed the community service and provincial secondary school literacy requirements, in addition to other pertinent details related to their courses. It also includes any grade 11 and 12 courses attempted unsuccessfully including course withdrawals that take place following five instructional days after issuing the Mid-Year Report Card. The OST is maintained and kept

current according to the guidelines outlined in the Ministry of Education [Ontario Student Transcript Manual](#) (2013).

Ontario Scholar Designation

Students in grade 12 who earn an overall average of 80% or higher on any six grade 12 courses are eligible for an Ontario Scholar Award. This award is granted by the Ontario Ministry of Education.

Policy for Late Assignments and Missed Assessments

Teachers and Faculty Advisors will work with students to help them develop the necessary time management skills expected of them. Regular communication between students and teachers will help ensure assignment deadlines and assessment dates are clear. Communication will also be clear among students, teachers, and parents when late assignments and missed assessments require intervention.

Students who face exceptional circumstances and who know in advance they cannot meet assignment deadlines or prepare properly for assessments are strongly advised to speak with their teachers or Faculty Advisor in advance. While it is considered the responsibility of students to manage their time and meet their responsibilities, teachers and Faculty Advisors will provide support in this area as needed. After missing a deadline or assessment, students will be asked to clarify the reason for the late assignment or missed assessment. In the case of a significant deadline or assessment and/or the student has a pattern of missing important dates, parents will be notified and then will join faculty and the student on co-developing a plan so that the student can meet their responsibilities. Teachers will use their discretion to make adjustments in deadlines. Expected steps will include the student attending all available before and after school study periods to complete the missing work.

Students who persist in not submitting assignments or completing missed assessments, despite multiple efforts on the part of the teacher and despite parent notification, can expect additional consequences such as:

1. Required in-school completion of the assignment or assessment, before or after school, until complete
2. A mark of 'satisfactory' or 'needs improvement' for the Learning Skill of 'Responsibility' on the following report card



3. An 'incomplete' recorded for the assignment. The student's final grade could be impacted if they do not submit evidence of the curriculum expectations that were being measured in the assignment.
4. Engagement of the Assistant Head of Senior School

Academic Honesty Policy

Academic honesty means completing work to the best of one's ability in the manner expected by the teacher. KCS teachers are committed to helping all students succeed. They will teach students the skills necessary for this success and will provide extra support to any student who needs it. Cheating and plagiarism are examples of academic dishonesty and are unacceptable at KCS.

Specifically, the following are examples of cheating and plagiarism:

- Copying assignments from someone else and turning them in as original work
- Copying during a test, either from someone else's paper or from another inadmissible source (cheat notes, websites, cell phones, email etc.)
- Using the published work of others and not properly referencing it (plagiarism)
- Using websites that help in inadmissible ways, such as translator sites for French assignments
- Allowing others to copy your work
- Sharing answers after a test without permission from the teacher (it should be assumed that the test may be used with more than one class, or that absent students may write the test the next day)

In the case of cheating or plagiarism, teachers and the Assistant Head of Senior School will work with any students who have breached these expectations to ensure they learn from their actions. Parents will be notified and a written report of the transgression will be kept by the student's Adviser and the Assistant Head of Senior School.

One or more of the following consequences will apply in cases of academic dishonesty:

- Renewed completion of the assignment/test or completion of an entirely new but comparable assignment/test
- A mark of Needs Improvement for the Learning Skill Responsibility on the report card
- Removal from extra-curriculars to ensure student has enough time to complete homework and prepare for tests
- Suspension

STUDENT RESPONSIBILITIES

Engagement

The KCS Senior School is designed to deeply engage students. Hands-on learning, engagement with experts, community-based projects, student-driven inquiry, and authentic leadership will be woven into each day. Flexibility and active listening on the part of teachers and administrators will allow students to engage in ways that are meaningful to them.

Contribution

Students have tremendous abilities to contribute to the school community and beyond. Doing so will develop the knowledge and skills that directly link to their success at school and beyond. The KCS Senior School is designed to ignite and support authentic opportunities to make a difference.

Best Effort

Real learning is challenging and begins with mistakes and failures. We want students to be challenged to put forth their best effort, which means they have applied all they know to the best of their ability. The Ministry Learning Skills have been exercised throughout elementary school. Best effort includes bringing them to each new experience, opportunity, and task.

Homework

Homework, assigned on a regular basis, will support the kind of knowledge and skill development that is best done independently, such as reading, note-taking, studying, solo creative work, 'flipped instruction' (for example, watching assigned instructional videos in advance), and independent practice. School time will prioritise teaching and learning that is best done at school in the presence of the teacher and students. Collaborative projects, off-site activities, engaging with KCS Learning Partners, and hands-on application of learning will be regular features of the school day.

Teachers will monitor homework demands so that students can manage expectations along with other responsibilities outside of school as well as their need for personal time. Faculty Advisors will help students learn to manage their time so they develop a reliable routine for independent work.

Students experiencing difficulty with homework demands are expected to let their Faculty Advisor and/or individual teachers know so they can discuss and support a positive strategy.

Problem-Solving and Advocacy

The KCS Senior School students will be encouraged to exercise independence in managing the challenges that come with growing up and meeting responsibilities. Independent efforts, successful or not, coupled with the right intentions and done in ways that are respectful, reflect best effort, and demonstrate integrity, will be positively received and supported. Students who have concerns are encouraged to bring them to the attention of faculty and/or administration at any time.

The weekly KCS By Design period is a regular opportunity for all students to engage in making the KCS Senior School the best it can be. Faculty and administration will be part of KCS By Design and will actively listen and support student efforts to improve the school experience.

Attendance

Students are expected to attend school each day, all day, unless excused for necessary reasons, such as illness. Students who must occasionally miss school for external commitments, such as competitive sports or performance, are responsible for notifying their teachers in advance and ensuring they catch up on missed work. Unless otherwise arranged, due dates will remain the same for all students, whether an individual misses class or not.

When students have external commitments that mean they will regularly miss certain school days, a meeting with the student, their parent(s), and the Assistant Head of Senior School will allow for development of a case-specific plan.

The number of lates and absences in each course, whether excused or not, will be reported on each report card. Students who attend class remotely will be counted as present.

Behaviour

The KCS Senior School is designed to honour students as capable, well-meaning individuals who wish to be their best selves, be recognized for their strengths, and be respected for their efforts to navigate the challenges of this stage of life. They will receive guidance and support so that choices behind their behaviour will help them achieve their goals. When mistakes happen, teachers will treat the situation as an opportunity for learning. If a poor choice in behaviour affects others, the student will be guided by their Faculty Advisor or Teacher in accepting responsibility for their mistake and acting to make amends.

As part of our school program, Senior School students will regularly venture out into the local community,

across the GTA and, when more extensive travel is permitted, beyond. Students will also be allowed to leave the school at lunch and exercise their independence during the lunch break. How to be respectful neighbours and citizens will be an area of focus at the start of grade 9 and will be regularly exercised and, if needed, reviewed so our school builds a broad network of positive relationships beyond our walls.

It is expected that students will learn from their mistakes. Students who persist in making poor choices with their behaviour can expect increasing attention from their teacher, Faculty Advisor, and/or the Assistant Head of Senior School. Likewise, consequences for persistent challenging behaviour would increase in seriousness. Decisions on appropriate consequences will be made by the teacher, faculty advisor, and/or the Assistant Head of Senior School; they will take into consideration the details of each situation; and they will always have student learning, in this case learning to make better choices, as the intended outcome.

The KCS School Code of Conduct, below, provides more detail on the expectations and procedures that will govern our efforts.

School Code of Conduct

At KCS, there are three main rules which all members of our KCS community (students, parents and guardians, volunteers, faculty, and staff) are expected to follow:

1. Respect
2. Manners
3. Try Your Best

At KCS, we strive to live by these rules, and our community models and reinforces them. The partnership between home and school in assisting students to embrace and live these rules is essential. KCS parents and guardians are asked to talk about these expectations at home with their children and to work with the school to instill these values. A positive school climate exists when all members of the KCS community feel safe, included, comfortable, and accepted. KCS recognizes that a whole-school approach is required, and that everyone – educators, school staff, parents or guardians, students, and the wider community – has a role to play in creating a positive school climate and preventing inappropriate behaviours.

Under the Ontario Human Rights Code, every person has a right to equal treatment with respect to services, goods and facilities, without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender expression, gender identity, age, marital status, family

status, or disability. KCS recognizes that inappropriate and unacceptable behaviour towards another member of the community requires a serious response.

In addition, as outlined specifically in the Education Act, all members of the school community must:

- Respect and comply with all applicable federal, provincial, and municipal laws
- Comply with the *KCS Code of Conduct*
- Demonstrate honesty and integrity
- Respect differences in people, their ideas, and their opinions
- Treat one another with dignity and respect at all times, and especially when there is disagreement
- Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability
- Respect the rights of others
- Show proper care and regard for school property and the property of others
- Take appropriate measures to help those in need
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- Respect all members of the school community, especially persons in positions of authority
- Respect the needs of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile/electronic devices are only used during instructional time for the educational and other permitted purposes outlined herein and in the Family Handbook and KCS Acceptable Use Policy
- Not swear at a teacher or at another person in a position of authority

Also, all members of the school community, according to the Education Act, must not:

- Engage in bullying behaviours, including cyber-bullying
- Commit physical or sexual assault
- Traffic weapons or illegal drugs
- Give alcohol or cannabis to a minor
- Commit robbery
- Be in possession of any weapon, including firearms
- Use any object to threaten or intimidate another person

- Cause injury to any person with an object
- Be in possession of, or be under the influence of, cigarettes (including e-cigarettes or other vaping devices), alcohol, cannabis or illegal drugs
- Provide others with cigarettes (including electronic cigarettes or other vaping devices), alcohol, illegal drugs, or cannabis
- Inflict or encourage others to inflict bodily harm on another person
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias
- Commit an act of vandalism that causes extensive damage to school property and/or to property located on the premises of the school, or to property while visiting an off-site location for a school-related activity

The KCS Code of Conduct recognizes that all members of the school community, including the Head of School, senior administrators, faculty, staff, students, and parents/guardians have an obligation to comply with the standards of behaviour as outlined in the policy. A full copy of the KCS Code of Conduct is available upon request.

HARASSMENT AND VIOLENCE

KCS is committed to providing a working environment in which all employees are treated with respect and dignity. Workplace harassment and workplace violence is prohibited by Ontario legislation. In keeping with its values and legal responsibilities as an employer, the school will treat any complaint of harassment or violence as a serious matter. The policies KCS has in place in support of these matters are intended to provide greater awareness of the value of establishing and maintaining respectful working and learning environments and of responsiveness to the damaging effects of harassment and violence in the workplace.

KCS also has a sexual harassment policy in place which supports our commitment and determination to act promptly against any incident of sexual harassment and to create an environment where sexual harassment will not be tolerated. Copies of these policies are available, upon request.

Additionally, KCS is committed to ensuring the safety of all our students. Should any employee suspect that a student is a victim of child abuse, they will follow the procedures outlined in the Duty to Report provided by the Ontario College of Teachers. A full copy of this document is available upon request.

KCS School Uniform Expectations

How one dresses reflects pride in KCS. Dressing appropriately sends a message to others and aims to

encourage a safer and more respectful learning and teaching environment. Additionally, uniforms play a positive role in schools. They help build community and school pride, they remove social pressures and other complications around daily clothing choices, and they allow our students to confidently represent themselves and the school when engaged with external experts and in offsite activities

Consequently, students are expected to wear their uniforms correctly. The Dress Code does not restrict, in any way, a student's right to dress in a manner that is prescribed by religious, cultural, ethnic, or similar tenets and customs.

Cleanliness and State of Repair

Uniform items are expected to be clean and in a good state of repair. Shoes are to be polished and tied. Please ensure all buttons are sewn on blazers.

Hoodies

Students can wear KCS hoodies or KCS sweatshirts in class. Non-KCS sweatshirts are not to be worn in the school.

Nail Polish

Nail polish is permitted; however, students are encouraged to ensure the nail polish is kept neat and tidy. Nails are to be kept modest in length.

Cresting

Students are required to wear official Kingsway College School crested clothing, which is designated in the uniform list.

Hair

Students are expected to keep their hair clean and neat at all times. Hair should not hang in a child's face.

Jewelry

Jewelry should be kept appropriate for the school day.

Belts and Kilts

Students are expected to wear a belt and keep their pants and shorts at waist level. Kilts must be worn with a kilt pin and modesty shorts.

Dress Down Days

When a Dress Down Day is designated, casual attire may be worn. Students, however, still need to dress appropriately for school and what is worn should comply with the general uniform expectations of cleanliness and appropriateness for school activities as outlined above. Slogans on T-shirts cannot be demeaning to any individual or group or suggestive of actions inappropriate to school-age children. Spaghetti strap or strapless tank tops are not permitted; tank top

straps should cover the majority of the shoulder. Shirt length must be such that it reaches the waistband of the pants/shorts/skirt being worn. Short and skirt lengths should be in alignment with the uniform policy.

KCS Senior School Uniform

1. The Senior School will have physical education (phys. ed.), informal, and formal uniform expectations.
2. Senior School students will have choice embedded in the phys. ed., informal, and formal uniforms, as described below.
3. The uniform will consist of the following items:

Informal Uniform

Students are allowed to wear the informal uniform most days, if they choose. Otherwise, they may wear the formal uniform except when the phys. ed. uniform is required. For the informal uniform, students can choose which of the following they wish to wear:

- White and/or navy short-sleeve golf shirts with KCS logo
- Navy rugby shirt with KCS logo
- Plain grey pants with a black belt
- Plain navy walking shorts
- Plain navy skirt with navy modesty shorts
- KCS Hoodie
- Socks (see details below), nylons, or tights
- Black polishable shoes

Phys. Ed. Uniform

- Navy gym shorts with KCS logo
- Navy track pants
- Navy sweatpants with KCS logo
- KCS T-shirts (KCS dry-fit long-sleeved shirts and House T-shirts)
- KCS Hoodie and other KCS outerwear
- Athletic socks
- Sneakers

Formal Uniform

- Plain white dress shirt
 - KCS Senior School tie (gift from KCS)
 - Navy blazer
 - Plain grey pants (to be worn with a black belt)
 - KCS Kilt (to be worn with kilt pin and modesty shorts)
 - Socks (see details below), nylons, or navy tights
 - Black polishable shoes
4. When wearing pants, socks can include patterns and designs, if desired and respectful, but the background must be either navy blue, grey, or black. When wearing the gym uniform, athletic socks of choice are permitted. Walking shorts,

skirts, and the kilt should be worn with simple navy blue, grey, or black socks. Navy blue or grey tights and plain or navy nylons are also acceptable with the skirt and kilt.

5. All uniform items, other than shoes, can be ordered online through McCarthy's Uniforms.

Showroom: Toronto Location 360 Evans Ave.

Online store: www.mccarthyuniforms.ca/shop

Call center: GTA: 416-593-6900

A dedicated KCS Senior School page on the McCarthy's website is available to assist families.

6. The following items can also be purchased from a student's supplier of choice as long as the items are of matching colour, similar in style and fabric, and have no visible logo:
 - a. White Oxford dress shirt
 - b. Navy blue blazer (a KCS crest is available and to be sewn on the blazer)
 - c. Grey dress pants
 - d. Phys. Ed. track pants
 - e. Black belt
 - f. Socks
 - g. Black polishable dress shoes (ex. penny loafers, Oxfords, docksiders) and sneakers
7. As part of the KCS Senior School program, students will frequently engage with adults from a variety of sectors, both in school and at external facilities. Students will receive instruction on dress in the workplace and be expected to make decisions according to what would be appropriate for the adults they will engage with and the facilities they will visit.
8. At all times, the uniform is to reflect the KCS commitment to respect, manners, and trying one's best.
9. Formal uniforms will be required on specified days. These days will include special events and ceremonies, as well as any offsite trips where formal attire would be expected (such as visits to offices and presentations to external experts).
10. The KCS Senior School has a gender-neutral uniform policy. Students can make their own choices among listed items within each category, based on what is most comfortable and feels right for them.

SUPPORT, COUNSELLING, AND ADVISORY

Advisory

All KCS Senior School students will be assigned to an Advisory class, a small group of students (on average 12) and dedicated Faculty Advisor, who will remain together from grades 9 to 12. Advisory is scheduled to meet every Wednesday afternoon at 1:15 p.m. The Advisory Program is designed to achieve the following:

1. Establish core relationships that will carry students and their Advisor from grades 9 to 12
2. Provide time for students and their Faculty Advisor to focus on student well-being and growth as leaders in learning (through instruction, discussion, conferencing, collaborative problem-solving, etc.)
3. Provide time for Faculty Advisors to guide and monitor student progress with the Path Program
4. Support students in exercising leadership in their learning, monitoring course-related progress, working on their Path Project, and pursuing related initiatives. This time will include helping students make connections between their Path topic and their courses' overall expectations and assignments
5. Provide guidance-related learning and activity, including creation and regular reflection on one's Individual Pathways Plan in the My Blueprint online resource; course selection; post-secondary planning; documenting community service; and Duke of Ed documentation
6. Provide students and parents a steady contact and source of support who can help students navigate challenges related to their secondary school experience

Well-Being Support

Student and community well-being are priorities at KCS. Under the guidance of our Director of Student and Community Well-Being, who is a certified counsellor, the KCS Senior School program has been designed with this priority in mind. Physical, social, and emotional well-being will be supported both directly and indirectly, through dedicated instruction and activities, as well as a learning experience that honours student strengths and passions and provides distinct opportunities for personalized learning. Individual support will be available through each student's Faculty

Advisor, the Director of Guidance, and the Director of Student and Community Well-Being. The Student Leadership Program will be a means of inviting student engagement in building a school experience that honours well-being. In addition, mandatory training in Mental Health First Aid is a requirement for all Senior School staff.

Academic Support

Academic Support is a commitment that involves all academic staff. The Head and Assistant Head of Senior School will oversee a faculty culture that supports student success in all aspects of school. Regular grade-level meetings among faculty will be scheduled to review student success and identify any students who require further support. When students demonstrate a pattern of difficulty in one or more subjects or areas of school life, faculty will create and oversee a Learning Support Plan as an intervention that is customized to help the student get on top of their difficulties. The Faculty Advisor will be informed and engaged in the development of all Learning Support Plans for their students. Elements of these plans would likely include the student meeting with the teacher for extra help. It could also include the use of supplementary instructional resources/programs, alternative ways for students to practice and demonstrate their skills, as well as consideration of a tutor.

Regular collaboration among faculty and ongoing professional development will nurture creative lesson planning to engage and develop skills in all students. A broad collection of resources will also be made available so students have what they need to learn. Differentiated instruction and assessment will be employed to support student success. Extra help times will be available for all courses.

A Learning Strategies teacher will provide extra oversight for students with an Individual Education Plan (IEP). Students with an IEP and who are exempt from taking grade 9 French will have that credit substituted with the Learning Strategies credit GLE10. Curriculum expectations for this course are designed to provide students with support in core language, math, and learning skills.

Course and Post-Secondary Planning Support

Students will receive support in course and post-secondary planning as part of their Advisory program. Beginning in grade 9, students will be introduced to the My Blueprint online resource for course and post-secondary planning. Under the direction of the Director of Guidance and with added support from

their Faculty Advisor, students will be made aware of the different courses and pathways available to them in their secondary school experience and how they lead to various options for post-secondary and beyond. The nature of the KCS Senior School's enriched experiential program will also help students regularly learn about the many post-secondary and career pathways that are available for consideration. Guidance on course and post-secondary planning will earn increasing attention from grades 9 to 12, with Wednesday afternoons in grade 12 including direct support in post-secondary and scholarship applications.

Technology and Other Resources

All KCS Senior School students will be assigned a Microsoft Office 365 account. This includes a KCS email address, access to OneDrive to store files, and access to various Microsoft Office web applications such as: Word, Excel, PowerPoint, and more. Students will be able to access all of these resources from various browsers on Mac OS or Windows 10.

KCS recommends using Google Chrome, Mozilla Firefox, or Microsoft Edge browsers for the best experience with Office 365. Students have the option (but are not required) to purchase Microsoft Office desktop applications for Mac OS or Windows 10 for a more feature-rich experience. These applications will work with their Office 365 account resources.

Students will also be assigned a Google G-suite for Education account which provides access to Google Drive to store files, and Google web apps such as: Docs, Sheets, Slides, Classroom, Meets, and more. KCS email accounts powered by Gmail are not available. KCS uses Office 365 to provide email services to staff and students. The Google Chrome browser is required for virtual meetings using Google Meet, and recommended for all other Google resources.

The KCS Senior School faculty and students will make generous use of the Learning Management System 'Schoology' to facilitate communication related to student learning. Additionally, faculty and students will use a wide array of online tools and resources to support learning.

KCS Senior School students will be responsible for bringing their own laptop, power cord, and headset to school for use each day. Important details related to student devices can be found [here](#). Students and parents are responsible for the maintenance and repair of the laptop and headset, as needed. Loaner laptops will be available for use at school should there be an unforeseen technical problem with one's laptop.

Students are allowed to bring their cellphones to school. It is expected that the camera and video features of their device will be used to document learning when off site. That said, a cellphone is not required. An alternate strategy will be found for any students who don't have their own mobile device.

Protocols to ensure phones are not a distraction when not being used for learning will be discussed with students in September.

An electronic form with the Student Acceptable Use Policy will be sent to parents and students prior to the start of the school year. It will need to be read and agreed to before students can use KCS technology including access to KCS WiFi. The 2022/2023 Senior School Student Acceptable Use Policy (AUP) is shared in Appendix B.

Community Resources

The KCS Senior School is designed to intentionally leverage community resources for enriched, experiential learning. Students will regularly engage with KCS Learning Partners, adults who have joined the [KCS Learning Community](#) and are willing to share their knowledge and expertise with curious students and faculty. Learning Partners will include individuals and organisations, charities and private businesses. Engagement among students, faculty, and Learning Partners will be both virtual and in-person.

All students will use their Toronto Public Library (TPL) cards to regularly access print and/or online materials, including the many databases available for card-holders. Additional access to online books and databases will be available through subscriptions secured by the KCS Teacher-Librarians. Students will receive guidance in use of both KCS and TPL resources so they can use them as desired.

English Language Learner (ELL) Support

Students joining the KCS Senior School will have demonstrated through the admissions assessment process that their English language skills are sufficient to succeed in their courses. ELL students requiring extra help will be encouraged to attend extra help sessions. Their Faculty Advisor and one or more teachers may also choose to develop a Learning Support plan that is customized to provide any additional support that would be beneficial.

COURSE OFFERINGS AND DESCRIPTIONS

The KCS Senior School will offer all mandatory courses and a wide array of elective courses to support current and post-secondary plans for all students.

Course Prerequisites

In accordance with Ministry curriculum documents, courses in grades 10 to 12 may have prerequisites. Faculty Advisors and the Director of Guidance will support students in their choice of courses so that they have the necessary prerequisites for future courses of interest. Parents and students who wish to request that a prerequisite be waived must meet with the Assistant Head of Senior School. Approval for waiving the prerequisite requirement will be made by the Head of Senior School and only if there is evidence to support the student's ability to be successful in the course without it. The request for waiving prerequisites, the evidence supporting the decision, and documentation of the final decision will be kept in the student's OSR.

Changing Course Types

Students will be supported from grade 9 to 12 in choosing the course type that is best aligned with their secondary and post-secondary goals. Students may change their minds and seek to change courses or course types (for example, changing from a University level course to an Open course) as long as they have the required prerequisites. Changes made after a course has started must be discussed with the Assistant Head of Senior School and the change made by the fifth instructional period of the course.

Course Change Procedures

Timetable change requests should be made to support the students academic plan. If changes are required, students are to complete a timetable change request form and will meet with an Academic Counsellor to discuss options. Students may change a semester class during the first 2 weeks of classes, and a full year course during the first 3 weeks of classes. In either semester or full year courses, the last day a student may drop a course, without it being registered on the OST, is the 5th instructional day of class after the mid-semester report card.

Note: If a student in Grade 11 or 12 receives permission from the Head of Senior School to withdraw from a course after this time, the student's percentage grade at the time of the withdrawal will be entered in the OST and a "W" will appear in the "credit earned" column of the OST, in accordance with provincial guidelines

Grade 9 and 10 Courses

The following courses will make up the grade 9 and 10 year. Outlines and Ministry of Education curriculum documents will be available throughout the 2022–2023 school year in the course files on our Schoology Learning Management System.

Geography of Canada, Grade 9, Academic (CGC1D)

Students will explore Canada's geographical systems and the human relationships that both shape and are shaped by it and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings.

Prerequisite: None | 1.0 credit

English, Grade 9, Academic (ENG1D)

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

Prerequisite: None | 1.0 credit

Core French, Grade 9, Academic (FSF1D)

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

Prerequisite: Minimum of 600 hours of French instruction, or equivalent | 1.0 credit

Fitness Healthy Active Living, Grade 9, Open (PAF 1O)

This course enables students to develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living.

Prerequisite: None | 1.0 credit

Fitness Healthy Active Living- Rowing Focus, Grade 9, Open (PAF 1O)

This course enables students to develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives. Through participation in physical activities related to rowing, students develop knowledge and skills in movement competence and personal fitness that provide a foundation for active living.

Mathematics, Grade 9, De-streamed (MTH1W)

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

Prerequisite: None | 1.0 credit

Science, Grade 9, De-streamed (SNC1W)

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

Prerequisite: None | 1.0 credit

Exploring Technologies, Grade 9, Open (TGJ1O)

This exploratory course introduces students to concepts and skills in communications technology, which encompasses television/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

Prerequisite: None | 1.0 credit

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLE1O)

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

Enrollment in this course requires approval from the Head of Senior School.

Prerequisite: None | 1.0 credit

Music, Grade 10, Open, (AMU2O)

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities.

Prerequisite: None | 1.0 credit

Visual Arts, Grade 10, Open, (AVI2O)

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation.

Prerequisite: None | 1.0 credit

Introduction to Business, Grade 10, Open, (BBI2O)

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility.

Prerequisite: None | 1.0 credit

Canadian History, Grade 10, Academic, (CHC2D)

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914.

Prerequisite: None | 1.0 credit

Civics and Citizenship, Grade 10, Open (CHV2O)

This course explores rights and responsibilities associated with being an active citizen in a democratic society.

Prerequisite: None | 0.5 credit

English, Grade 10, Academic, (ENG2D)

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives.

Prerequisite: ENG 1D | 1.0 credit

Core French, Grade 10, Academic, (FSF2D)

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence.

Prerequisite: FSF1D | 1.0 credit



Career Studies, Grade 10, Open, (GLC2O)

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning.

Prerequisite: None | 0.5 credit

Mathematics, Grade 10, Academic (MPM2D)

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning.

Prerequisite: MTH1W | 1.0 credit

Healthy Living and Personal Fitness Activities, Grade 10, Open, (PAF 2O)

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living.

Prerequisite: None | 1.0 credit

Science, Grade 10, Academic, (SNC2D)

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment.

Prerequisite: SNC1D | 1.0 credit

Communication Technology, Grade 10, Open, (TGJ2O)

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation.

Prerequisite: None | 1.0 credit

APPENDIX A: SAMPLE STUDENT PATH PROGRAM

Each student's experience with Path will be unique. It will begin when students identify their area(s) of greatest interest. Honouring this interest, the Faculty Advisor will support their students in building an e-portfolio of their student-driven learning in that chosen area. The e-portfolio will include learning from an academic, artistic, athletic, and citizenship perspective. It will also include learning and reflections related to their interest that stem from an off-site activity. Examples of relevant off-site learning would include related field placements, job shadowing, volunteer work, a job, engagement in a community organization, a language or cultural immersion, and travel that includes relevant learning and engagement. Annual presentations plus a culminating extended essay and Creative Impact Project in grade 11 are additional features of Path. Where relevant, elements of a student's Path may count for course assignments if they are consistent with assessment expectations.

Successful completion of the KCS Path Program will lead to students earning the KCS Diploma of Distinction (for grade 9 to 11 participation) or the KCS Certificate of Distinction (for less than three full years of participation, including at least grade 11) when graduating in grade 12.

Here's an example of how Path might unfold for a student, Catrina, with a passion for hockey and interest in sports medicine.

| STEPS | DESCRIPTION | EXAMPLES |
|---------------------|--|--|
| Launch | Students are asked to identify a topic of particular interest or passion. This topic can change if desired. Students receive a full orientation to Path and begin. | Catrina identifies hockey as her passion as well as a growing interest in sports medicine. With assistance from her Faculty Advisor, Catrina finds a mentor in the area of sports medicine. |
| Grade 9 Path | <p>Students begin building a portfolio of learning in the area of their passion, demonstrating deep learning from the perspective of each of the following: academics, arts, athletics and citizenship.</p> <p>Following a process, and only where applicable, students are invited to enhance a course assignment by adding a dimension that would count for their Path portfolio.</p> <p>Offsite study related to their topic is secured by the student.</p> <p>The year concludes with a presentation on their learning and related reflection.</p> | <p>Items added to Catrina's portfolio include:</p> <ol style="list-style-type: none"> 1. A persuasive essay on the urgency to change the rules of football to prevent lifelong brain injury, meeting requirements for an English class assignment (academics) 2. A mixed-media artwork representing persistence in sport, meeting requirements for an art assignment (arts) 3. A "Year in the Life" documentary of her life as an elite athlete (athletics) 4. Photos and text to capture her engagement with Right to Play International (citizenship) <p>Catrina's offsite study was her service with Right to Play, working with children and educators to promote play as a healthy part of lifelong learning.</p> <p>Catrina's presentation captured her reflections on all the learning she initiated, the partners she engaged, the challenges she faced, and the attributes she exercised.</p> |

| | | |
|----------------------|---|---|
| Grade 10 Path | <p>Students continue building a portfolio of learning in the area of their passion, demonstrating deep learning from the perspective of each of the following: academics, arts, athletics and citizenship.</p> <p>Following a process, and only where applicable, students are invited to enhance a course assignment by adding a dimension that would count for their Path portfolio.</p> <p>Offsite study related to their topic is secured by the student.</p> <p>The year concludes with a presentation on their learning and related reflection.</p> | <p>Items added to her portfolio include:</p> <ol style="list-style-type: none"> 1 After co-organising a panel on business and sport, Catrina wrote a report capturing what she learned, exceeding requirements for a business assignment (academics) 2. Catrina assembled a portfolio of hockey photos, taken by her following guidance from a professional sport photographer, exceeding requirements for an art assignment (arts) 3. Catrina created a video report of a “Welcome to Skating” event she co-led for newly arrived immigrants to Canada (athletics and citizenship) <p>Catrina’s offsite study included a field placement at a private health centre for sports rehab. She was tasked to identify creative new ways to reach and support young athletes.</p> <p>Catrina gave a presentation capturing reflections on all the learning she initiated, the partners she engaged, the challenges she faced, and the attributes she exercised.</p> |
| Grade 11 Path | <p>Students continue building a portfolio of learning in the area of their passion, demonstrating deep learning from the perspective of each of the following: academics, arts, athletics and citizenship.</p> <p>Following a process, and only where applicable, students are invited to enhance a course assignment by adding a dimension that would count for their Path portfolio.</p> <p>Offsite study related to their topic is secured by the student.</p> <p>Students plan and complete their culminating Path project, a creative project of value in the area of their interest.</p> <p>Students write their extended essay, an account of their learning journey and “biography” of their creative project.</p> <p>Students give their final presentation.</p> | <p>Items added to Catrina’s portfolio include:</p> <ol style="list-style-type: none"> 1. A report Catrina wrote on a design thinking process she engaged in with interested others seeking potential innovations in sport, earning a strong mark for an entrepreneurship assignment (academics). 2. Catrina took a brief course in sketching, received feedback and tips from an artist, and created sketches of the body systems that were included in a biology assignment (arts). 3. Catrina co-led an expanded and improved “Welcome to Skating” opportunity. She raised funds and collected skates for newly arrived immigrants (athletics and citizenship). <p>Catrina completed a co-op placement at a private health centre for sports rehab. She was tasked with delivering on one of her ideas for engaging youth that was approved during her field placement the previous year.</p> |

Culminating Project

A **creative** application of their learning, addressing a real problem and/or of demonstrable benefit to others, along with a written report describing the biography of the idea, justifying its value, and reflecting on it after completion.

Examples:

1. an entrepreneurial venture
2. a service learning initiative
3. an artistic exhibit
4. a new athletic activity that is taught to others
5. a scientific inquiry or innovation
6. A book written for publication

Catrina will take the idea she developed for the health centre and make it available to the public: a gamified app “I Am Power” directed at youth so they can learn about sources of injury, training to avoid injury, what to do if injured, and how to advocate for oneself as an athlete.

Her app was developed with guidance from a KCS Learning Partner in the game development industry. She is applying for a seed grant from the Ontario government.

Culminating presentation and extended essay

The presentation would follow submission of the culminating extended essay. A panel including faculty, at least one related expert, and potentially a grade 12 peer would ask questions and probe the depth of learning.

Catrina will report on her learning journey and the process that led to her creative project. Her presentation will include how her Path Project has not only allowed her to pursue something she loves, it has helped her excel in her academics, connected her with multiple experts, made her confident in her ability to engage with them, affirmed her passions, and made her ready to embrace the university of her choosing, one that is ready to develop hard-working, value-creating innovators.

APPENDIX B: KCS SENIOR SCHOOL STUDENT ACCEPTABLE USE POLICY (AUP) 2022-2023

The purpose of this policy is to set out conditions for student use of Kingsway College School's (KCS) technology including (i) all school-owned or controlled databases / records systems, networks, cabling, cloud services, email, intranet and internet (collectively called the "**KCS Network**") and (ii) all school-owned or controlled computers, mobile or portable devices, hardware and software (collectively called "**KCS Technology**").

Students may use the KCS Network and Technology in accordance with this policy. Access to these resources is a privilege, not a right, and brings with it the need for responsible behaviour. Each student shall use the KCS Network and Technology in a responsible, productive and professional manner. They are expected to become familiar with the policy and to adhere to it at all times.

Appropriateness

The KCS Code of Conduct applies to online behaviour just as much as it does in personal interactions. No profane, abusive, or impolite language should be used to communicate, nor should materials be accessed or distributed which are not in line with the rules of school behaviour as set out in the Code of Conduct.

Cyber-bullying violates the basic tenet that all students are entitled to feel comfortable and safe. Cyber-bullying is a criminal offence and will not be tolerated. This includes the use of e-mail, text messages, instant messaging, tweets, social media posts, and defamatory content on web sites to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others, or that has the reasonably foreseeable result of harming others.

In addition, students must not use the KCS Network and Technology for:

- creating, distributing or accessing illegal, offensive, pornographic or inappropriate materials;
- creating, accessing, downloading, storing, or sharing defamatory, abusive, racist, obscene, profane, homophobic, discriminatory, threatening or racially offensive messages, content or data (including audio and visual media files);
- attempting to or actually violating or infringing any other person's intellectual property and related rights (including copyright);
- uses that violate any federal or provincial laws, including the Ontario Human Rights Code, copyright, intellectual property or other laws, guidelines or agreements;
- purchasing, advertising or soliciting for alcohol or drug (including cannabis) related products or services;
- impersonating any other person's online profile or presence or misrepresenting themselves online;
- vandalizing or making deliberate attempts to damage, disable and/or compromise the security of information on the KCS Network and Technology. Vandalism also includes attempts to access or otherwise violate the integrity of private accounts, files or programs, the deliberate infecting of the network with a computer "virus," and attempts at "hacking" into any of the computers using any method.
- uses that are malicious, unethical or in violation of KCS guidelines and policies;

KCS Mobile Device Use and Care

Only software provided by the school may be installed on any KCS-supplied laptop or other mobile device ("**laptop**"). The installation of unlicensed software, downloaded music, games or videos is strictly prohibited. If a student corrupts the hard drive of KCS laptop through improper usage, the student or their parent/guardians will be obligated to pay a damage fine.

The KCS identification label on the back of the laptop is the only item that may be on the laptop. While in use by the student, they are responsible for the safe-keeping of the laptop. The student is solely responsible for any damage to the laptop caused by abuse or neglect on the part of the student.

When the student is issued the laptop, the student may also receive other items (i.e., drives, power cords, cables, etc.) that have recorded serial numbers. The student is responsible for these items in the same way that they are responsible for the laptop.

Students must treat all KCS equipment with care and make all reasonable efforts to keep equipment in good condition.

Passwords and Information Security

The use of passwords is intended to ensure that only authorized individuals have access to the KCS Network and Technology and the private and confidential information they contain. Students shall not disclose passwords to any other person and shall keep their passwords confidential. Sharing login credentials with others is strictly prohibited.

Students must guard against misuse of KCS's technology resources, and will be responsible for all activities arising from the use of their KCS-issued password and account.

Students must promptly report any known or suspected misuse of the KCS Network Technology and any security concerns or problems to the school administration or teachers/authorities.

Privacy

KCS endeavours to protect each student's reasonable expectation of privacy; however, students shall not have an expectation of complete privacy. The use of hardware, software and technology, such as workstations, peripherals, wireless networks, mobile devices and web sites may be monitored and logged. The school may also access data stored on the KCS Network and Technology for its legitimate purposes. These purposes include:

- technical maintenance and repair;
- meeting a legal production requirement;
- preserving the continuity of KCS operations; and
- preventing or investigating misconduct or ensuring compliance with the law.

Personal Safety

Students must not disclose personal contact information about students, staff members or other members of the KCS community. Personal contact information includes physical or electronic addresses, social media account information, identities, links or "handles", pseudonyms, telephone numbers and other such personal information.

Publication of pictures of individuals or a group requires the informed permission of all the individuals involved. In the interests of safety and security, publication of information about field trips (including dates, times, and locations) must not be communicated to people who are not directly entitled to such information, or on public forums where unknown persons might access the information. This does not apply to publication of such information through private or access-controlled password-protected email or KCS Intranet.

Each student is responsible for the content of all text, audio or images that they access or send using the KCS Network and Technology, and for ensuring that the communications and messages conform in all respects to this Policy, the KCS's Code of Conduct, and the school's mission and values.

All students must respect and comply with all federal, provincial, and municipal laws, including the *Criminal Code* and *Copyright Act*.

Software use and installation on KCS Network and Technology

The KCS Network and Technology must not be used for illegal access, downloading, storage or sharing of software, media, books or any other materials. Students are not permitted to copy, transfer, rename, add or to delete information or programs belonging to others, unless given the express written permission to do so by the owner.

Students shall, at all times, respect the rights of copyright owners, including software manufacturers, and abide by the terms of all licence agreements relating to the Technology and Network. A student who fails to comply with the terms of licence agreements or engages in other conduct that fails to respect the rights of copyright owners or violates this policy may be subject to disciplinary action.

Examples of copyright violations include, but are not limited to, copying a picture, making illegal copies of software or music and reproducing part of a third-party text and claiming credit for authoring that work.

In addition, students shall not:

- attempt to interfere with or delete data or applications, unplug cables, or install any new software on KCS equipment;
- attempt to circumvent any form of security, be it to log into a wireless network, access a blocked web site, or to access any computer resources they are not permitted to use;

- intentionally install or transmit any kind of malicious software, which is a serious offense, both within the KCS and under Canadian law;
- mistreat, abuse, vandalize or destroy KCS equipment, including hardware or software to which they are granted access.

Personal Mobile Devices

Students who require a private means of accessing or communicating data should use personal devices that are not connected to the KCS Network. However, such use may be governed by other KCS policies and guidelines. Please read these policies carefully before using your personal devices on KCS premises or elsewhere during KCS time, such as on field trips or other excursions.

Personal devices are permitted during instructional time under the following circumstances:

1. For educational purposes as directed by teachers and administrators.
2. For health and medical purposes: Students may use personal mobile devices during instructional time if necessary to support, monitor, or regulate their health or medical conditions.

Students may use their personal devices outside of instructional time (such as during lunch), subject to the school's other applicable policies. Such use should be kept to a minimum and not interfere with the security or operation of the KCS Network and Technology. The KCS Network and Technology is not a substitute for personal technology.

Efficient and Considerate Use

Computing resources at KCS are for school-related purposes only. Use and access of the KCS Technology and the KCS Network, including computers, printers, data storage equipment and facilities, Internet and network access are all limited resources and should be treated as such.

Students must adhere to the following when using and accessing the KCS Network and Technology:

- If you are no longer working on KCS-related tasks, end your use of the KCS Network and KCS Technology.
- When using KCS printers, print only pages that are needed. Avoid printing in colour whenever possible.
- Avoid downloading any large files unnecessarily.
- Avoid streaming video at higher quality than needed; 480p is usually sufficient for most purposes.
- Using peer-to-peer software or websites can render even a very high-speed Internet connection unusable for others. Use of such tools should be done with care and consideration. If they have negative implications for others, they may be disallowed until a better time is found.
- Do not share your phone or mobile device's data connection (known as creating a Portable Hotspot) via WiFi or Bluetooth. This can strongly interfere with other users' connections to the KCS's wireless networks.
- Turn off WiFi and Bluetooth radios when they are not in use to help to improve WiFi reception for others and improve the device's battery life.

Students should not intentionally view another user's documents, email, or other private materials without their consent. If you find a public computer that was left logged in by another user, please log that computer out.

Third Party Terms of Service

By accessing certain third party services, the student is deemed to consent to the terms of service of the third party. The school does not have any control over third party terms of service. KCS subscribes to a variety of online educational resources, which may require the use of a student's first name, last name and KCS email address, in order to access the educational resource.

Consequences for Infringement of this AUP

KCS students are expected to maintain the school's values and the integrity of the KCS Network and Technology at all times. Failure to comply with the terms of this policy will result in the loss of KCS Network and Technology privileges and may include other consequences, as outlined in the Developing Self-Discipline section of the KCS Family Handbook. KCS also reserves the right to inform appropriate law enforcement authorities or other officials of any offences or possible offences under the Criminal Code or other applicable statutes.



**KCS Senior School
Academic Handbook**
2022-2023