



Senior School Academic Handbook 2024-2025

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Message from Head of School and Head of Senior School

Welcome to a new year of learning and leadership. Welcome to a distinctly enriched secondary school experience designed to help students thrive both at high school and beyond.

Thanks to KCS staff, our community of Learning Partners, and the amazing facilities and greenspaces within our reach, our students:

- meet and learn from external experts in every course and co-curricular.
- engage in regular excursions outside the classroom so they could learn about the world by being in it.
- receive 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.
- develop leadership and critical thinking skills in our KCS By Design program, choosing to make a difference within and beyond our school community.
- are introduced to entrepreneurship and supported in authentic ventures, including our student-led café.
- help 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 students and look forward to their ongoing leadership as we welcome new students to our Grade 9 -12 classes in 2024-2025. Every student joining us, like those already here, 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, we know 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, and 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're listening to students, parents, educators, and peers from Toronto, across Canada, the US and beyond. We're learning 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 and discipline of thought 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 judgment

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.

Offsite, Place-Based Learning

Students and teachers will take advantage of offsite 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 offsite 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 offsite learning is available through a 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 Program from grades 9 to 11.
2. A dedicated external Path Mentor who will provide expertise in the student's chosen area of interest.
3. Wednesday mornings with time 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 Path 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 developing authentic leadership 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 multiple areas of interest, as identified by faculty and students. 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 either within the school or in the community beyond our school.

Outdoor Education

Where relevant and as regularly as possible, teachers and students will take advantage of the outdoors to enrich learning. KCS has a rich tradition of outdoor education trips and each year the Senior School students will participate in an annual fall trip. 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 is 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. The 2023-2024 school year included the March Break European Battlefield Trip. A trip that KCS has offered for 20 years, we expect it to be offered once every two years for grade 9 and 10 students. The Dean of Students will work each year with faculty, students, and families to identify additional international learning opportunities to pursue.

The School Year and Timetable

The following are important dates for the 2024-2025 school year:

First day of school	Wednesday, September 4, 2024	
Curriculum Night	Thursday, September 19, 2024	
	Classes end	Classes resume
Thanksgiving	Friday, October 11, 2024*	Tuesday, October 15, 2024
Mid Term break	Thursday, November 7, 2024*	Tuesday, November 12, 2024
Christmas break	Thursday, December 19, 2024	Tuesday, January 7, 2025
End of Semester 1	Friday, January 24, 2025	
Mid Term break	Thursday, February 13, 2025*	Tuesday, February 18, 2025
March break	Friday, March 7, 2025	Monday, March 24, 2025
Easter break	Thursday, April 17, 2025*	Tuesday, April 22, 2025
Victoria Day	Friday, May 16, 2025*	Tuesday, May 20, 2025
Last day of school/ End of Semester 2	Thursday, June 12, 2025	

*indicates Early Dismissal Day

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 instruction 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 two 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.

One Advisor period, a school assembly, KCS By Design, and Homework Help are also embedded in the weekly schedule to support learning, leadership, and community-building.

Week A

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 10:00	A	B	PD - late start	A	B
10:05 - 11:20	A	B	9:30 - 10:45 PATH/PLF40	B	A
11:25 - 12:00	Advisor	Homework Help	10:50 - 12:00 A/B	KCS by Design	Assembly
12:00 - 1:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00 - 2:15	C	C	C	D1	C
2:20 - 3:35	D2	D1	C	D2	D1/D2

Week B

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 10:00	C	D2	PD - late start	D2	D1
10:05 - 11:20	C	D1	9:30 - 10:45 PATH/PLF40	C2	C1
11:25 - 12:00	Advisor	Homework Help	10:50-12:00 C/D	KCS by Design	Assembly

12:00 - 1:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00 -2:15	A	B	B	A	A
2:20 - 3:35	B	A	B	A	B

Earning the Ontario Secondary School Diploma

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
- 1 credit in technological education (starting in 2024)
- 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:

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: ENG2D

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

W = Destreamed

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 **ENG2D** is the course code for **Grade 10 Academic English**.

Course Types

In Grades 9 and 10, course types include Academic (D), Applied (P), Open (O) and De-Streamed (W). 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 Assessment and 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 2024-2025 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. Students interested in pursuing online courses should speak with the Director of Guidance.

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 fall or 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 enroll in the Ontario Secondary School Literacy Course (OLC40). 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
- Effective for all graduates from June 2026, 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. Students joining in those grades who wish to catch up and complete all requirements can qualify for the Diploma of Distinction. Any students who participate in the KCS Path Program but do not complete all requirements above 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 expected to engage in the Path Program.

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 judgment 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 that 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 judgment 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 communication 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 depending on the type of course. (Full year vs Semestered courses)

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. There will also be an informal progress update between February and 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 eight 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 feedback, 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 Director of Guidance or another senior administrator in overseeing a successful student growth plan
5. Possible removal from extra-curricular engagement, and in particular any engagement which would include the student missing class and extra help time

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 or an AI generated response and turning it 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
- Using AI to complete work without express permission from the teacher and/or not properly referencing it when used.
- 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 extracurriculars 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 prioritize 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

Since the very first KCS assembly in 1989, there have been 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 the KCS Senior School, we have taken those rules and extended them to include our Leadership in Learning Skills of Integrity, Insight, and Ingenuity. We have also created a message that greets every person upon entering our school:

Welcome to KCS Senior School

In our community, you can expect to be:

Accepted and celebrated for your individuality.
Appreciated for your ideas and questions.
Free from bullying and comfortable in our company.

We're glad you're here.

At KCS, we strive to model and establish the founding school rules, Leadership in Learning Skills, and our community commitments as habits. The partnership between home and school in assisting students to embrace and live these habits 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 them. 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
- 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, religion, gender, gender identification or expression, sexual orientation, age 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
- 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
- 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, or provide others with cigarettes (including e-cigarettes or other vaping devices), alcohol, cannabis or illegal drugs
- 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. Please ensure all buttons are sewn on blazers.

Hoodies: Students can wear KCS or solid navy blue hoodies or sweaters without a logo, or KCS sweatshirts in class.

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, and must reach the bottom of fingers when arms are extended downward.

Dress Down Days: When a Dress Down Day is designated, casual attire may be worn. Students are expected to comply with the general uniform expectations of cleanliness and suitability for school activities that day. Slogans on clothing cannot be demeaning to any individual or group or suggestive of actions inappropriate to school-age children.

KCS Senior School Uniform

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

KCS Senior School Uniform (daily wear)	<ol style="list-style-type: none">1. Short sleeve KCS or no-logo white or navy polo shirt, KCS blue rugby shirt, white button-up shirt2. KCS branded hoodie
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	<ol style="list-style-type: none"> 3. Navy blue sweater (no logos or additional colours) 4. Grey (light or dark) dress pants with a belt 5. Navy shorts/skirt/skort with plain grey, black or navy socks or tights 6. KCS kilt with pin and navy/black tights, leggings or grey/navy/black socks and modesty shorts 7. All-black footwear (canvas, leather, suede). Must have a closed toe and heel, with the heel no bigger than one inch. 8. Kilts, shorts, skorts, and skirts must reach or extend below the bottom of the student's fingers
KCS Senior School Physical Education Uniform (as needed)	<ol style="list-style-type: none"> 1. Short sleeve house shirt 2. Short or long sleeve white or navy gym shirt 3. Plain white or navy dri-fit shirts 4. KCS hoodie may be worn over the gym/house shirts for warmth 5. Navy sweatpants/athletic pants, with or without KCS logo 6. Navy gym shorts, with or without KCS logo 7. Sneakers
KCS Senior School Formal Uniform (special occasions)	<ol style="list-style-type: none"> 1. White dress shirt (buttons and collar) 2. KCS Senior School tie (given to new students at the Senior School Tie Ceremony early fall) 3. Navy crested blazer 4. Grey (light or dark) dress pants with a belt 5. KCS kilt with pin and with navy/black tights or grey/navy/black socks and modesty shorts 6. All-black footwear (canvas, leather, suede). Must have a closed toe and heel, with the heel no bigger than one inch. 7. Kilts must reach the bottom of the student's fingers

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

Showroom: Toronto Location 170 Brockport Drive, Unit 60

Online store: www.mccarthyuniforms.ca/shop

Call center: GTA: 416-593-6900

5. Non-Branded Clothing: Please note that any Senior School uniform items that do not require KCS branding may be purchased from any supplier, as long as they meet the style/colour requirements and are logo-free. A KCS crest is available at Reception should a student purchase a non-KCS blazer.

6. 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.

7. 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).

8. 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, Counseling, 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 may remain together from grades 9 to 12. Advisory is scheduled to meet twice/week in the timetable. 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; etc.
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 Support Specialist 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 Advisory periods 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 'Schoolology' 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.

Cellphones are not required at school, though they are helpful for certain aspects of our place-based learning program. In alignment with the 2024 Ontario Ministry of Education directive on cellphones at school, students will not have their phones in class unless directly asked by the teacher to use them. Additional steps to optimize learning and student well-being, and to face the challenge cellphones bring to these goals, will be explored with students in September and may lead to additional steps beyond what the Ministry directive requires. Updates will be shared in assemblies and newsletters. Any personal requirements for a phone during instruction or other times when the school has designated no phone use must be discussed and subsequently approved by the Director of Guidance or Dean of Students.

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 2024/2025 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 organizations, 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

Grade 9 Course Offerings:

Exploring Canadian Geography, Grade 9, De-streamed (CGC1W)

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

Prerequisite: None

1.0 credit

English, Grade 9, De-streamed (ENL1W)

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

Prerequisite: None

1.0 credit

Core French, Grade 9, Academic (FSF1D)

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Minimum of 600 hours of French instruction, or equivalent

1.0 credit

Fitness Healthy Active Living, Grade 9, Open (PAF1O)

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

build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

1.0 credit

Fitness Healthy Active Living- Rowing Focus, Grade 9, Open (PAF1OR)

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

Prerequisite: None

1.0 credit

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 concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

Prerequisite: None

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. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to

communications technology, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

Prerequisite: None

1.0 credit

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLE10)

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 and is intended for students with Individual Education Plans.

Prerequisite: None

1.0 credit

Music, Grade 9, Open (AMU10)

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

Prerequisite: None

1.0 credit

Visual Arts, Grade 9, Open (AVI10)

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study.

Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Prerequisite: None

1.0 credit

Drama, Grade 9, Open (ADA10)

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

Prerequisite: None

1.0 credit

Grade 10 Course Offerings:

Canadian History, Grade 10, Academic (CHC2D)

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

Prerequisite: None

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. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

Prerequisite: None

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

Prerequisite: None

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. Students will analyze literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

Prerequisite: 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. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FSF1D

1.0 credit

Principles of Mathematics, Grade 10, Academic (MPM2D)

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

Prerequisite: MTH1W

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

Prerequisite: SNC1W

1.0 credit

Launching and Leading a Business, Grade 10, Open (BEP2O)

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will

explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

Prerequisite: None

1.0 credit

Healthy Living and Personal Fitness Activities, Grade 10, Open (PAF2O)

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

Prerequisite: None

1.0 credit

Fitness Healthy Active Living- Rowing Focus, Grade 10, Open (PAF2OR)

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

Prerequisite: None

1.0 credit

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

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

Prerequisite: None

1.0 credit

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

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

will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

Prerequisite: Visual Arts, Grade 9 or 10, Open
1.0 credit

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

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

Prerequisite: Music, Grade 9 or 10, Open
1.0 credit

Digital Technology and Innovations in the Changing World, Open (ICD20)

This course will help students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies.

Prerequisite: None
1.0 credit

Learning Strategies 1: Skills for Success in Secondary School, Grade 10, Open (GLE20)

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 and is intended for students with Individual Education Plans.

Prerequisite: None
1.0 credit

Grade 11 Course Offerings:

English, Grade 11, University Preparation (ENG3U)

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

Preparation course.
Prerequisite: English, Grade 10, Academic
1.0 credit

Functions, Grade 11, University Preparation (MCR3U)

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

Preparation course.
Prerequisite: Principles of Mathematics, Grade 10, Academic
1.0 credit

Functions and Applications, University/College Preparation (MCF3M)

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Preparation course.
Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied
1.0 credit

Communications Technology, University/College Preparation (TGJ4M)

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

Prerequisite: Communications Technology, Grade 11, University/College Preparation
1.0 credit

Introduction to Computer Science, University Preparation (ICS3U)

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

Prerequisite: None
1.0 credit

Core French, University Preparation (FSF3U)

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 10, Academic
1.0 credit

Biology, University Preparation (SBI3U)

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

Prerequisite: Science, Grade 10, Academic
1.0 credit

Chemistry, University Preparation (SCH3U)

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

Prerequisite: Science, Grade 10, Academic
1.0 credit

Physics, University Preparation (SPH3U)

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

Prerequisite: Science, Grade 10, Academic

1.0 credit

Entrepreneurship: The Venture, College Preparation (BDI3C)

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

Prerequisite: None

1.0 credit

Food and Culture, University/College Preparation (HFC3M)

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

Prerequisite: None

1.0 credit

Introduction to Sociology, Anthropology and Psychology, University Preparation (HSP3U)

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

1.0 credit

Understanding Canadian Law, University/College Preparation (CLU3M)

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills

and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied
1.0 credit

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

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

Prerequisite: Visual Arts, Grade 9 or 10, Open
1.0 credit

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

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

Prerequisite: Music, Grade 9 or 10, Open
1.0 credit

Healthy Living and Personal Fitness Activities, Grade 11, Open (PAF3O)

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

Prerequisite: None
1.0 credit

Advanced Learning Strategies: Skills for Success after Secondary School, Grade 11, Open (GLE3O)

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and

personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

Enrollment in this course requires approval from the Head of Senior School and is intended for students with Individual Education Plans.

Prerequisite: None

1.0 credit

Grade 12 Course Offerings 2024-2025:

English, Grade 12, University Preparation (ENG4U)

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

Prerequisite: English, Grade 11, University Preparation

1.0 credit

Advanced Functions, Grade 12, University Preparation (MHF4U)

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

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

1.0 credit

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

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who

choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Prerequisite: Advanced Functions (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

1.0 credit

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

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

Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

1.0 credit

Communications Technology, University/College Preparation, (TGJ4M)

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

Prerequisite: Communications Technology, Grade 11, University/College Preparation

1.0 credit

Communications Technology: Interactive New Media and Animation, University/College Preparation, (TGI4M)

This course enables students to produce original work in the areas of interactive media and animation. Emphasis is placed on 2D and 3D production skills within game design, architecture, motion design, AR/VR experiences, and traditional animated storytelling. Students may also develop knowledge working in a 3D environment, further expanding skills related to modelling, animating/rigging, texturing, and lighting, while also gaining the opportunity to demonstrate the process of preparing original 3D printed work. Students will explore post-secondary & career opportunities and examine the ever-growing impact of this technology in a variety of industries and on an environmental and societal level.

Prerequisite: Communications Technology, Grade 11, University/College Preparation

1.0 credit

Computer Science, Grade 12, University Preparation (ICS4U)

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

1.0 credit

Core French, Grade 12, University Preparation (FSF4U)

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 11, University Preparation

1.0 credit

Biology, Grade 12, University Preparation (SBI4U)

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

Prerequisite: Biology, Grade 11, University Preparation

1.0 credit

Chemistry, Grade 12, University Preparation (SCH4U)

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

Prerequisite: Chemistry, Grade 11, University Preparation

1.0 credit

Physics, Grade 12, University Preparation (SPH4U)

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate

electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Physics Grade 11, University Preparation
1.0 credit

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

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

Prerequisite: None
1.0 credit

World Issues: A Geographic Analysis, Grade 12, University Preparation (CGW4U)

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

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

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

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

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

Canadian and International Law, Grade 12, University Preparation (CLN4U)

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and

workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

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

1.0 credit

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

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

Prerequisite: Visual Arts, Grade 11, University/College Preparation

1.0 credit

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

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

Prerequisite: Music, Grade 11, University/College Preparation

1.0 credit

Recreation and Healthy Living Leadership, Grade 12, University/College Preparation (PLF4M)

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership. This course will be run through our Grade 12 advisor program and will involve commitment to leadership outside of the classroom.

Prerequisite: Any health and physical education course

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.

<p>Grade 9 Path</p>	<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>
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<p>Grade 10 Path</p>	<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>
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<p>Grade 11 Path</p>	<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, exceeding requirements 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, exceeding requirements for 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>
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<p>Culminating project</p>	<p>A creative application of student 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.</p> <p>Examples:</p> <ol style="list-style-type: none"> 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 	<p>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.</p> <p>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.</p>
<p>Culminating presentation and extended essay</p>	<p>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.</p>	<p>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 create hard-working, value-creating innovators.</p>

Appendix B: KCS Senior School Student Acceptable Use Policy (AUP) 2024-2025

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 and productive 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 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 offense 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);
- uses that violate any federal or provincial laws, including the Ontario *Human Rights Code*, copyright, or privacy laws;
- purchasing, advertising or soliciting for alcohol, drugs, or drug (including cannabis) related products or services;
- impersonating an online profile or misrepresenting themselves online;
- making deliberate attempts to damage, disable and/or compromise any KCS owned equipment or the security of the KCS Network and Technology. Unauthorized access of accounts, files or programs, or deliberately infecting any computer with malware.
- malicious, unethical, or any other action 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 mobile device (“**laptop**”). The installation of unlicensed software, downloaded music, games or videos is strictly prohibited. The family of a student who damages a KCS laptop may be obligated to pay a repair fee.

Students borrowing KCS owned equipment (such as a laptop, power adapter, peripheral, etc) must not modify that equipment in any way, and are responsible for keeping the equipment in the condition it was received.

Passwords and Information Security

The use of passwords is intended to ensure that only authorized individuals have access to the KCS Network and Technology. Students shall not share and or 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 accounts.

Students must promptly report any known or suspected misuse or security breach of the KCS Network or Technology to the school administration or teachers.

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 but are not limited to:

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

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 license agreements relating to the Technology and Network. A student who fails to comply with the terms of license 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.

Cellphone Use

Cellphones are not required at school, though they are helpful for certain aspects of our place-based learning program. In alignment with the 2024 Ontario Ministry of Education directive on cellphones at school, students will not have their phones in class unless directly asked by the teacher to use them. Additional steps to optimize learning and student well-being, and to face the challenge cellphones bring to these goals, will be explored with students in September and may lead to additional steps beyond what the Ministry directive requires. Updates will be shared in assemblies and newsletters. Any personal requirements for a phone during instruction or other times when the school has designated no phone use must first be discussed and subsequently approved by the Director of Guidance or Dean of Students.

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 offenses or possible offenses under the Criminal Code or other applicable statutes.

Generative Artificial Intelligence (GAI)

Generative AI systems are not a substitute for academic rigour or professional ethics and judgment, and using AI-generated information requires evaluation of accuracy and bias identification. Like with any tool, GAI can

support or harm the learning process depending on how students use it. Students must be able to demonstrate their knowledge and comprehension in situations where GAI is not available to them.

Nonetheless, it is unrealistic to expect students to completely isolate themselves from a popular, transformative, and potentially useful new technology. This policy outlines how GAI can be used responsibly and practically at KCS, in certain circumstances.

1. Definition

- **“GAI”** means any foundational computer model or algorithmic tool that can create writing, computer code, and/or images using minimal human prompting. Examples include writing assistant programs like ChatGPT, GPT-4, Microsoft Bing, Google Gemini, Jasper, Notion AI, and Cactus ai, image creation programs like DALL-E 2, Midjourney, and Stable Diffusion, and computer coding assistants, like GitHub Copilot.

2. General Principles

- **GAI Requires Teacher Approval** – KCS expects students to complete assignments on their own, without any outside assistance, including from GAI, unless otherwise specified.

Teachers must give explicit permission, instruction, and guidance, whether in oral form, written form or otherwise, before GAI may be used for an assignment.

If a teacher does not initially provide this explicit permission, instruction and guidance, students must always seek and receive such permission before using GAI. Using GAI for any assignment without this explicit permission is an academic offence, as is failing to follow a teacher’s instructions on GAI use.

- **GAI is Your Assistant, Not Your Replacement** - GAI is best used as an assistant or consultant, or used only as a derivative or background source to assist and support learning and communications. Its use must be limited to aid in a task, rather than doing the task entirely. It is a starting point, not the final product.
- **No GAI in Secret (Disclosure, Citation, Meaningful Explanation)** - GAI use must be transparent, responsible, and appropriately cited. A meaningful explanation of how and why GAI was used must also be provided (additional details available in section 5 of this policy).
- **GAI Must be Used Ethically** - GAI must be used in a way that respects and complies with the KCS Code of Conduct, the KCS Family Handbook, all applicable federal, provincial, and municipal laws, the rule of law, human rights, civil liberties, and democratic values. These include dignity, autonomy, privacy, data protection, copyright and other intellectual property rights, non-discrimination, equality, and fairness.

Note that some members of the KCS Community may oppose the use of GAI on ethical or other grounds. These views should be respected and accommodated.

- **GAI Requires Human Agency and Oversight** - Content created by GAI must be understood and overseen by humans. There must always be a “human-in-the-loop,” meaning the AI must be subject to human review and intervention.

- **GAI Has Limitations** - GAI lacks the capacity, understanding, and accuracy of a human expert. Further, citations created by GAI are often fabricated, and inaccurate prompts are sometimes taken as fact.
- **GAI Has Biases** - Despite its seemingly neutral nature, since GAI systems are trained on materials which are available online, there is a risk that they may perpetuate biases inherent in these online materials. GAI outputs must always be scrutinized for bias or discrimination on the grounds protected by the *Human Rights Code*, being race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability.

Any student who deliberately uses GAI in a discriminatory manner, such as using GAI to intentionally produce discriminatory content, will be disciplined in accordance with the KCS Code of Conduct, the KCS Family Handbook, and other relevant laws and policies.

3. **Potential Uses of GAI**

Potential uses of GAI include, but are not limited to:

- Brainstorming ideas and topics;
- Preparing an outline, skeleton, agenda, or list for an essay, paper, or other written task;
- As a memory jogger or refresher;
- Creating bullet points and graphics for slides;
- Rudimentary translation;
- Summarizing longer articles or texts;
- Explaining concepts or summarizing basic background information on a topic, so long as the information is verified to be accurate;
- Receiving feedback on grammar, readability, or strength of a thesis and arguments;
- Debugging and otherwise assisting with writing code; and
- Assisting users with formulas inside applications such as Microsoft Excel.

Whether or not GAI is used, students must take full responsibility for their work, including both the process used and the final product.

4. **Prohibited Uses of GAI**

Prohibited uses of GAI include, but are not limited to:

- Using GAI to take a test, write an essay or research paper, wholly or substantially complete any course assignment, cheat, plagiarize, or otherwise commit an academic offence (additional details in section 6 of this policy). For example, it is prohibited to use GAI to create computer code for a computer programming class, or to create visual art for an art class, where AI-generated art is not the focus of the assignment.
- Logging into a GAI system using KCS credentials, unless KCS credentials are required to access the system (e.g. GAI software under license to the School). Unauthorized use of KCS credentials creates data security and reputational risks.
- Inputting any data, personal information, or images of a student, staff member, other member of the KCS Community, KCS itself, or any entity related to or doing business with KCS, into a GAI system. Such conduct may constitute a breach of the KCS Code of Conduct or other relevant laws and policies.

Data submitted into a GAI system is not kept confidential, and such data can become part of the AI's public training data or data model. Thus, this data may inadvertently resurface in response to other prompts, compromising confidentiality.

- Using output from GAI without first disclosing, citing, and meaningfully explaining its (additional details in section 5 of this policy).
- Using output from GAI without first verifying the accuracy of the information and performing due diligence to ensure there is no copyright infringement.
- Using GAI as a vehicle for bullying, harassment, or other behaviour contrary to the KCS Code of Conduct, the KCS Family Handbook, the *Human Rights Code*, or other relevant laws and policies.

5. **Disclosing, Citing, and Explaining Content Produced by GAI**

Students must transparently and responsibly disclose, appropriately cite, and meaningfully explain their use of GAI. For assignments where the use of GAI is permitted, students can fulfill this requirement by submitting an appendix with their assignment which states:

- which GAI tool(s) were used;
- how they were used, including the prompts used to generate the content; and
- how the results were incorporated into the submitted work, including a full reproduction and citation of any GAI content which was directly incorporated.

Any content produced by GAI must be cited appropriately. Many organizations which publish standard citation formats are now providing information on citing Generative AI.

- MLA: <https://style.mla.org/citing-generative-ai/>
- APA: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>
- ChicagoStyle: <https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html>

6. **Academic Misconduct Involving GAI**

The following section shall be read in conjunction with the KCS academic integrity policy.

It is an academic offence to:

- represent GAI -generated ideas or content as one's own ideas or content;
- use GAI to complete an assignment wholly or substantially; or
- use GAI to partially complete or to help complete an assignment, unless:
- the teacher has given explicit permission, whether written, oral, or otherwise, to use GAI to help complete the assignment; and
- the student's use of GAI falls within the range of acceptable uses the teacher permitted for the assignment; and
- the use of GAI is transparently and responsibly disclosed by the student, using appropriate citations, and the student provides a meaningful explanation of why and how the GAI was used.



Senior School

2024-2025 At-a-glance Calendar

2024/25 KCS Senior School Calendar

September 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
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22	23	24	25	26	27	28
29	30					

October 2024						
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November 2024						
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December 2024						
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January 2025						
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February 2025						
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March 2025						
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April 2025						
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May 2025						
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June 2025						
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July 2025						
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August 2025						
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31						

- First Day of School
- School Breaks and Holidays
- Early Dismissal Days
- Onandaga Camp
- Culminating Assessments and Exams
- Photo Day
- Parent Teacher Interviews
- End of Semester 1
- First Day of Semester 2
- Last Day of School



Junior School (JK - Grade 8)
4600 Dundas Street West
Etobicoke ON M9A 1A5

Senior School (Grade 9-12)
2183 Lake Shore Blvd. West
Etobicoke ON M8V 0J2

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