

FORT ERIE INTERNATIONAL ACADEMY

STUDENT HANDBOOK

2020-2021



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Head Principal: Connie Stella

Vice Principal: Karen Gough

Vice Principal: Robert Ford

This handbook belongs to:

NAME: _____

ADDRESS: _____

CITY/TOWN: _____ POSTAL CODE: _____

PHONE: _____ EMAIL: _____

STUDENT NUMBER: _____

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WELCOME TO FEIA

PRINCIPAL'S WELCOME

I sincerely hope that everyone experienced a safe and enjoyable summer.

Judging by the enthusiasm exhibited by our staff during the Professional Training days, the 2020-21 school year at Fort Erie International Academy will be an exciting school year for our students!

September is always an exciting time of the year. It is a new beginning and a time to establish new goals for academic and personal success. It is also a time to re-establish effective routines that assist students in reaching their full potential. This involves the use of the student handbook, a regular time dedicated for homework and studying, and a commitment to developing individual talents and striving for our personal best. September is a time to develop new friends and relationships, while remembering the importance of caring, kindness, and respect when interacting with others.

Please join me in welcoming and extending a warm 'hello' to all our new students and their families coming to Fort Erie International Academy for the first time. Also, a warm welcome to our teachers, office staff and custodial staff and a huge thank-you to them in preparing for the exciting year ahead!

Remember that the door to my office is always open and the key to success for all students is to have a strong partnership between the home and the school. On behalf of the staff, we look forward to building a strong relationship with all of you, and we wish all our FEIA families a wonderful, exciting and safe start to our school year.

MISSION, VISION, VALUES

In an "East-Meets-West" school environment, students learn about Chinese and western languages and cultures. Students find common ground and appreciate differences as they build relationships and an understanding of China and North America. They establish a perspective that will prepare them as participants and leaders on a global scale.

Mission

We inspire students to realize their academic potential and to develop an understanding of our complex global community. Their learning experience at Fort Erie International Academy will empower them to become change agents, innovators and leaders with an informed worldview.

Vision

Fort Erie International Academy creates the environment for students to develop:

- A growth mindset with the passion to be lifelong learners
- Ownership of their learning and commitment to excellence
- Pride in mastery learning and an enthusiasm for a life of distinction
- A global perspective
- Critical thinking and problem-solving skills
- Innovative and entrepreneurial skills
- Metacognition of learning and working preferences
- Emotional intelligence that fosters empathy, a social conscience and accountability
- Citizenship and responsibility

- Confidence and the belief that their contributions matter: they are important, meaningful, and beneficial to humanity

Values

In order for students to be ready to learn and develop to their highest potential, Fort Erie International Academy (FEIA) is committed to ensuring that students and staff thrive in a safe and welcoming community that embodies mutual respect and inclusivity. We pride ourselves on an equitable and caring environment.

At FEIA, we recognize that each student has a unique learning profile and distinct set of learning requirements. We are committed to providing all students with guidance and support at each stage of their educational journey to ensure their success as learners.

We value innovative instructional teaching strategies and effective use of technology, both within and outside the classroom. Project-based, experiential learning opportunities, designed to engage students, will deepen their appreciation and understanding of collaborative learning and leadership.

FEIA is committed to creating a diversified, multi-cultural environment that builds positive relationships and promotes enthusiasm for learning, to prepare students for post-secondary education and promising career destinations.

Information about FEIA and the Town of Fort Erie

Fort Erie International Academy (FEIA) is located in the Town of Fort Erie, a few hundred meters from the Niagara River and 5 minutes away from the Peace Bridge, an international bridge that serves as a border crossing to the city of Buffalo, USA. FEIA is idyllically nestled in the “location of wonder”, literally minutes from Niagara Falls, one of the seven natural wonders of the world at one end, and a half hour drive from the renowned Crystal Beach at the other end.

The Town of Fort Erie is part of Southern Niagara Region, an amalgamation of 12 municipalities, each one distinctly unique for the historic and geographical attractions. The Niagara Falls region is rich in natural and cultural resources. Fort Erie is one of three nearby USA border crossings in Southern Niagara, with the Peace Bridge boasting the highest volume of cross border traffic to and from the city of Buffalo. This American city has been considered an industrial capital since the early 20th century featuring fine neoclassical, beaux arts and art deco architecture that speaks to its historical background. Buffalo’s features have something to offer to everyone from beautiful art galleries, to vibrant nightlife, to impressive antiques.

Fort Erie International Academy (FEIA) is celebrating its one-year anniversary, having opened in September 2019. FEIA was formerly known as Fort Erie Secondary School, with an average student population of 2000. We intend to match those numbers and establish an exceptional reputation. Between 1918 and 1960, Fort Erie Secondary School was known as the most modern school in southern Ontario. FEIA is honoured to continue this historic legacy.

The educational team at Fort Erie International Academy is excited to welcome students, both new and returning, who will begin classes on September 8th, 2020. FEIA continues to attract local and international students who cultivate a global-mindset and embrace the “East-Meets-West” opportunity to enrich their

life experience. The building and renovation expansion includes a students' residence to fully accommodate our boarding students and will be ready for the students later this fall.

FEIA's inclusive curriculum offers an after-school program of sports, co-operative games, art, music, culture, and Chinese traditions, to mention a few.

FEIA is a certified private school that is authorized to grant credits and the Ontario Secondary School Diploma. Upon graduation, our students will have access to valuable offers from top universities throughout North America and abroad. FEIA provides excellent, dedicated teachers, an outstanding facility, the superb Ontario Curriculum and a rich after school program to ensure that the years studying and learning at FEIA are among the most important, memorable and life-changing years of a young person's life.

IMPORTANT DATES AND SCHEDULES

Important Dates 2020-2021

SCHOOL YEAR - ELEMENTARY AND SECONDARY

The school year begins	September 2, 2020
First day of classes for students	September 8, 2020
The school year ends	June 30, 2021
The number of instructional days for elementary and secondary students	187
The number of professional activity days for elementary and secondary panel	7

SCHOOL HOLIDAYS – ELEMENTARY AND SECONDARY

Labour Day	September 7, 2020
Thanksgiving Day	October 12, 2020
Winter Break (inclusive)	December 21, 2020 - January 1, 2021
Family Day	February 15, 2021
Spring Break (inclusive)	March 15 - March 19, 2021
Good Friday	April 2, 2021
Easter Monday	April 5, 2021
Victoria Day	May 24, 2021

PROFESSIONAL ACTIVITY DAYS – ELEMENTARY (7)

Professional Learning Day – Provincial Education Priorities	September 2, 2020
Professional Learning Day – Provincial Education Priorities	September 3, 2020
Professional Activity Day – Reporting to Parents	November 13, 2020
Professional Activity Day – Assessment, Evaluation and Report Card Writing Day	January 18, 2021
Professional Learning Day – Provincial Education Priorities	February 12, 2021
Professional Activity Day – Assessment, Evaluation and Report Card Writing Day	June 7, 2021
Professional Activity Day – Year-End Reporting, School Closing Activities	June 28, 2021

PROFESSIONAL ACTIVITY DAYS – SECONDARY (5)

Professional Learning Day – Provincial Education Priorities	September 2, 2020
Professional Learning Day – Provincial Education Priorities	September 3, 2020
Professional Activity Day – Semester Turnaround Day (Secondary Only)	February 1, 2021
Professional Learning Day – Provincial Education Priorities	February 12, 2021
Professional Activity Day – Year-End Reporting, Professional and Curriculum Development, School Closing Activities (inclusive)	June 28-30, 2021

EXAMINATION DAYS for SECONDARY STUDENTS (10) – regular classes for elementary students

Semester 1: 5 days	January 25 – January 29, 2021
Semester 2: 5 days	June 21 – June 25, 2021

SECONDARY SCHOOL SEMESTER SUMMARY

SEMESTER	INSTRUCTIONAL	PROFESSIONAL ACTIVITY	TOTAL DAYS	DATES
Semester 1	93	3	96	Sept 8, 2020 – Feb 1, 2021
Semester 2	94	4	98	Feb 2, 2021 - June 30, 2021

DAILY SCHEDULE: GRADES 6 - 12

PERIOD	START AND END TIME	TOTAL MINUTES
HOMEROOM	8:30am – 8:40am	10
1	8:40am – 10:00am	80
2	10:00am – 11:20am	80
LUNCH	11:20am – 12:20pm	60
3	12:20pm – 1:40pm	80
4	1:40pm – 3:00pm	80
5	3:00pm – 4:15pm	75

SUPPORTS AND SERVICES

GUIDANCE DEPARTMENT

Program Planning

The Guidance Department at FEIA supports students with course selection and scheduling as well as helping students develop long-range plans for postsecondary education and career intentions.

Academic Counselling

Counsellors form a partnership with students and their parents/guardians and work together in creating an individual program that matches the students' interests and strengths in order to guide them to reach their potential.

Maintaining Student Records

The Guidance Department oversees the registration process for new students once they are accepted into FEIA. For students within Ontario, the Ontario Student Record is transferred to FEIA from the student's previous school. For students coming from out of province or country, academic information from the

previous school is requested and when the student is registered, an Ontario Student Record is created. This record is maintained according to the Ontario Ministry of Education guidelines.

Wellness Counselling

Mental health and well-being are important factors in a student's success at school. Students will learn how to form healthy relationships, maintain physical health, sustain academic engagement, and reach educational goals. All are impacted by mental health and well-being. The guidance program at FEIA addresses health and well-being through proactive programs such as the mentoring program and through individual counselling as required.

LEARNING SUPPORTS

English Language Learners

English is the language of instruction at FEIA. All students whose first language is not English will be enrolled in the English as a Second Language (ESL) program for English Language Learners (ELLs). A Placement assessment will be done to determine the level of proficiency. This will include oral communication skills, reading comprehension, and writing skills.

Decisions regarding placement will be made by the Principal in consultation with the student, staff and parents/guardians.

Exceptional Students

For students with Special Education needs, accommodations specified in the student's Individualized Education Plan will be made available to the student throughout their academic engagement. For international students and for students not previously identified as a student needing support, a referral will be made to the Special Education Department. Measures to assess the student will then be initiated.

Decisions regarding placement will be made by the Principal in consultation with the student, staff and parents/guardians.

Learning Commons

The aim of the Learning Commons at FEIA is to support literacy and complement classroom instruction.

To achieve these goals, the teacher librarians work in cooperation with curriculum leaders to prepare students to meet the requirements of the curriculum. Students are consistently engaged in research that requires inquiry, deeper assessment, analysis and synthesis. The Learning Commons focuses on a continuum of research skills from grade 9 to grade 12, introducing and reinforcing these skills as the student moves through his/her academic career. We offer a variety of electronic and print resources that students are required to access in various classroom and in independent pursuits.

The Learning Commons is also a place for students to do group study/work sessions, with access to technology and support from the librarian.

Food Services

All students are provided with lunch. Lunch will be eaten at the tables in the gym. Students must ensure that all garbage is disposed of and all dishes and utensils are returned to the kitchen.

Lockers

Lockers are the property of the school and are to be kept clean and in good order. Lockers are loaned to students for the storage of school-related materials. Students should be aware that the administration may inspect any locker at any time it is deemed necessary.

Students will be assigned lockers at the beginning of the school year. Locks will be provided. Students are not to share their combination with anyone. It is the student's responsibility to ensure their locker is locked at all times.

Abuse of locker guidelines will result in a range of consequences determined by the school administration.

Lost and Found

Students are encouraged to keep all valuable items at home/residence. Articles which have been found are to be taken to the main office. The school is not responsible for lost or stolen goods, even from a locker. Students should not bring valuable items to school.

CODE OF CONDUCT

Fort Erie International Academy (FEIA) recognizes that students achieve their best when they feel safe, nurtured, welcomed, respected and included. We are committed to providing a healthy learning and working environment that supports student success by promoting responsibility, respect, civility, academic excellence and good citizenship. Successful learning outcomes are achieved when schools are free of negative factors such as bullying, discrimination, intimidation, hateful words and actions, as well as physical violence in any form.

We believe that parents, the school, and community must all work together to help students learn to become responsible members of society, being sensitive to the diversity, cultural and special needs of individual students. We must clearly demonstrate respect for social justice and human rights and promote the values needed to develop responsible members of a democratic society.

Responsibilities

The FEIA Code of Conduct applies to all members of the school community including students, parents, guardians, volunteers, visitors and school staff, whether they are on school property, on school buses, at school-authorized events or activities, or in any other situation in the community that may impact the school climate. The Code of Conduct aligns with and supports Ontario's Equity and Inclusive Education Strategy, and Antiracism and Ethnocultural Equity policy.

All members of the school community have a responsibility to respect and honour the school Code of Conduct, to demonstrate age and developmentally appropriate social behaviour and to take responsibility for their own actions.

All members of the school community are expected to:

- demonstrate honesty and integrity
- treat one another with dignity, respect and fairness, regardless of their race, ancestry, place of origin, colour, ethnicity, citizenship, religion, gender, gender identity, sexual orientation, age, ability, socioeconomic status, or any other attribute
- take appropriate action to help those in need, seeking assistance to resolve conflict constructively and respectfully
- show proper care and regard for school property and the property of others

Parent and guardian responsibilities include:

- taking an active role in their son/daughter's education by ensuring that he/she is prepared for learning; including punctual and regular attendance, promptly reporting authorized absences and late arrivals, and ongoing communication with the school
- reviewing the school Code of Conduct with their son/daughter and helping him/her follow and understand school rules
- helping their child understand that it is not appropriate to tease or bully others
- monitoring internet use and taking responsibility for his/her behaviour when accessing electronic resources from home

Student responsibilities include:

- demonstrating a commitment to learning through punctual and regular attendance, being prepared and ready to learn
- practicing honesty and integrity including, but not limited to, avoiding plagiarism, misrepresentation of original work, use of unauthorized aids, theft of evaluation instruments, or false representation of identity
- following school rules and taking responsibility for his/her own actions
- refraining from bringing to school, or using anything inappropriately, that may risk the safety of themselves or others
- showing proper care and regard for school and community property, as well as only visiting other schools for authorized school-related activities

Staff responsibilities include:

- helping students to: achieve to the best of their ability, develop self-worth, and be responsible citizens
- maintaining order in the school and holding all to the highest standards of respectful and responsible behaviour
- communicating regularly and meaningfully with parents/guardians
- establishing a range of clear, fair and developmentally appropriate interventions, supports, direct skill instruction and consequences for unacceptable behaviour including but not limited to homophobia, gender-based violence, sexual harassment and inappropriate sexual behaviour
- responding to and reporting behaviours which may have a negative impact on school climate

Progressive Discipline

We encourage, support and recognize acceptable behaviour in our students through a variety of positive practices. Progressive discipline is an approach that makes use of a continuum of interventions, supports and consequences, building upon strategies that promote positive behaviours.

We encourage students to take responsibility for their behaviour and to accept the consequences of their actions. A progressive discipline approach will be used to deal with inappropriate behaviour. This may include: oral reminders, review of expectations, contact with parent(s)/guardian(s), written reflection, volunteer services to the school community, conflict mediation and resolution, peer mentoring, and/or referral for support services.

We recognize that each student is a unique individual and that every situation that requires disciplinary action has its own set of extenuating circumstances. All factors that may have affected the student's behaviour will be considered before progressive discipline is applied. Students who behave inappropriately will receive an age and developmentally appropriate consequence. For a student with

Special Education or disability-related needs, all progressive discipline approaches will be consistent with his/her Individual Education Plan and his/her demonstrated abilities.

Suspension and Expulsion

FEIA also supports the use of suspension and expulsion for serious incidents. Before considering whether to impose a suspension or make a recommendation for an expulsion, a principal must consider mitigating and other factors.

The behaviours for which a principal may consider suspending a student include but are not limited to:

- academic dishonesty
- swearing (written or verbal) at a teacher or at another person in a position of authority,
- bullying,
- uttering a threat to inflict serious bodily harm on another person,
- damaging or destroying school property,
- improper/unethical use of technology including computer hacking and cyber bullying
- possessing alcohol or restricted drugs,
- being under the influence of alcohol and/or restricted drugs
- committing any act, considered by the principal to:
 - have a negative impact on the moral tone of the school
 - have a negative impact on the physical or mental well-being of one or more school community members
 - be contrary to FEIA's Code of Conduct

Incidents for which a principal will consider recommending to the Discipline Committee that a student be expelled include:

- physically assaulting another person causing bodily harm that requires medical treatment,
- possessing a weapon or using a weapon to threaten or frighten another person,
- trafficking in restricted drugs or weapons,
- giving alcohol to a minor,
- committing robbery,
- committing sexual assault,
- behaviour that:
 - is significantly detrimental to the school climate and/or to the physical or mental well-being of others
 - causes extensive damage to school property
 - causes his/her continued presence at the school to pose an unacceptable risk to other members of the school community
 - a pattern of behaviour so inappropriate the student's continued presence is detrimental to the effective learning or working environment of others
 - demonstrates a persistent resistance to changes in behaviour that would enable him/her to be successful
 - is a serious violation of FEIA's Code of Conduct

Bullying Prevention and Intervention

We are teaching students to identify bullying behaviours and giving them strategies to both deal with, and prevent it from happening.

Bullying is typically a form of repeated, persistent and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear, distress and/or harm to another person's body, feelings, self-esteem or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

When someone experiences or observes bullying behaviour, he/she is expected to report it to a teacher, teaching assistant or school administrator immediately. Bullying behaviour will be dealt with using a progressive discipline approach.

Prohibited Use of Drugs, Smoking and Vaping

The school recognizes the benefits of a smoke-free environment for all persons. The *Smoke-Free Ontario Act* prohibits smoking or vaping on school property. The smoking or vaping prohibition applies to students, parents, visitors and staff as well as "after hours" groups who use the property.

Violations are as follows: The *minimum* fine is \$305 for smoking or vaping on school property. Repeat offences result in a higher fine. It is illegal to sell or supply tobacco to any person under the age of 19; the *minimum* fine for selling, supplying or sharing cigarettes to anyone under 19 is \$365.

Alcohol and restricted drugs: Possessing, using, trafficking in, or providing others with restricted drugs and/or alcohol will not be condoned at FEIA, on FEIA property or at any school-related event or activity at any time. Drug-related paraphernalia that can be used for substance abuse are not permitted on school property.

Prohibited Use of Weapons

Possessing or displaying weapons of any kind, real, toy or replica, and all other objects that are intended to be used as weapons are prohibited at FEIA, or at any school-related event or activity at any time.

Plagiarism/Academic Dishonesty

PLAGIARISM is using another's words, ideas, images or music that is not your own, passing them off as original and as your own, without giving credit to the original creator or using proper citation(s).

Plagiarism is a serious Scholastic Offence

FEIA, along with many other educational institutions, recognizes that plagiarism and other forms of academic dishonesty have been made easier since the advent of the internet and the availability of electronic texts.

FEIA subscribes to the service at www.turnitin.com to help teachers and students identify internet plagiarism and help students maintain academic integrity. Tutorials are available at www.turnitin.com for further understanding.

Your assignments must be original work unless clearly referenced as the work of another author. Sources which must be cited may include but are not limited to journal articles from the internet, texts, Ministry Guidelines, or handouts received during a class. Work submitted for credit in one course cannot be submitted for credit in another course without the express and written permission of your teachers in both courses in question.

**Consequences for plagiarism or academic dishonesty may result in
a loss of credit and school suspension.**

Use of Technology

Students will demonstrate appropriate online conduct and manners and refrain from improper/unethical use of technology, including computer hacking and cyber-bullying. The internet must not be used for any purpose that is contrary to the intent of the FEIA Code of Conduct. This applies to school, work and home internet use.

When using computers at FEIA, students will:

- Use school computers only for approved educational purposes, using only FEIA approved software.
- Use all computer equipment with care, and respect the rights of others using the lab. No food or drink will be permitted in the labs.
- Be responsible for the computer that they are using and protect it from theft, damage, or misuse. Students must report any hardware or software problem to the supervisor immediately.
- Not engage in any activities that will damage or interfere with the operation of the FEIA network / individual computers such as entering, viewing, or changing any elements of the operating or networking systems, interfering with the service provider's network, or any network that can be accessed through the Internet.
- Save only to USB keys or an authorized network space.
- Not use the computer to copy or plagiarize another's work.
- Be reasonable in the use of computer time. If you need longer than one period, obtain permission.
- Not enter a computer lab or use a computer if the area is unsupervised.
- Not engage in the following behaviours:
 - playing games unless authorized for educational purposes
 - using the computers for any activity that is rude, racist, profane, criminal, harassing or offensive to others
 - copying software illegally or using illegal software
 - creating or spreading computer viruses
 - making unauthorized attempts to gain access to any account other than their own, sharing passwords, accessing or altering the files of others
 - downloading and/or installing any software or hardware onto any computer or the network.

**Network Administrators can view files at any time without consent to ensure that users are
using the systems responsibly.**

**Students who violate the above rules will be subject to loss of school computer access, removal from
a related course, suspension from school, legal prosecution, or other punishment deemed appropriate
by the principal.**

Any PEDs (Personal Electronic Devices such as laptops, netbooks, tablets, graphing calculators and e-readers, phones) may be used in the classroom with the teacher's permission for *curriculum-based learning*.

- If PEDs are improperly used, they will be confiscated and students will face progressive discipline:

- First Offence - confiscated for a day. Student picks up the PED at the end of the school day
- Second Offence - parent/guardian contacted by VP
- Third Offence - parent/guardian to pick-up from VP

While students are permitted use of PEDs, they are the sole responsibility of the student. The school and staff will NOT be responsible for PEDs that are lost, stolen or damaged.

E-Mail Guidelines for Students

FEIA recognizes that e-mail is a valuable communication tool that is widely used across our society. As a result, the school encourages staff and students to use e-mail to improve the efficiency and effectiveness of communication both within the organization and with the broader community.

The following guidelines should be adhered to when using e-mail:

- E-mail written by students for school purposes should be treated as any other student writing, i.e. appropriate attention must be paid to spelling, grammar, presentation and plagiarism.
- E-mail cannot contain identifying information about the sender or any other students. This includes addresses, pictures and other personal information.
- Students are responsible for all e-mail sent from their account and must take care to protect access to the account by keeping their password secret and by logging off when they leave the workstation.
- The board has the right to access and disclose the contents of a student's e-mail messages.

The following is acceptable *student to staff member* e-mail communication:

- Discussions specifically related to class activities – curriculum, homework, tests, special events

The following is unacceptable *student to staff member* e-mail communication:

- Any discussion related to other students
- Personal information about other students
- Discussion about the personal life of the staff member or student

On-Line Posting and Social Media

Students who post on-line statements, photos, videos, etc. that are rude, profane, criminal, harassing and/or offensive to any member of the FEIA community may be subject to suspension from school, legal prosecution, or other disciplinary measures deemed appropriate by the Principal.

Attendance and Achievement

Frequent absences interrupt the learning process and thus negatively affect student achievement. Missed formative assessments may also affect the student's ability to be successful on the summative evaluations. Students are expected to attend all classes.

Arrival at School and Lates

Students should arrive to school at 8:15. The day begins with "O CANADA" at 8:30 a.m. Students are expected to be in class before the national anthem begins. Those who are not will be marked late.

Students are expected to be in all classes on time each day. Arriving late to class disrupts the class, the learning of other students, and impacts on a student's own achievement in a class. Progressive measures (including Attendance Contract, meeting with Counsellor and/or Vice-Principal) will be put in place if perpetual lateness occurs.

Absences from Classes

- **Only** a parent or guardian can call the school when you are absent. Please call after 7:45 a.m. otherwise a note is required explaining and excusing the absence.
- After every absence (unless a parent or guardian called the school) you are to bring a note to the office explaining the absence.
- If you need to be excused from classes during the day, you **MUST** sign out at the main office. **School authorities are responsible to know the whereabouts of students during scheduled class time.**

Illness

Students who become ill during the day must report to the attendance secretary where arrangements for assistance and home contact will be made.

Sent from Class

Students sent from class are to report immediately to the main office. Failure or refusal to do so may result in further disciplinary measures.

ONTARIO SECONDARY SCHOOL GRADUATION REQUIREMENTS

OSSD Requirements

To graduate and obtain the Ontario Secondary School Diploma (OSSD), you must:

- Earn a minimum 30 credits (18 compulsory, 12 elective)
- Pass the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy course
- Complete 40 hours of community involvement

For more information please refer to the FEIA Course Calendar and the Ontario Ministry of Education Website: <http://www.edu.gov.on.ca/extra/eng/ppm/graduate.html>

Ontario Secondary School Literacy Test (OSSLT)

The Ontario Secondary School Literacy Test (OSSLT) measures whether students are meeting the minimum standard for literacy across all subjects up to the end of Grade 9. Successful completion of the literacy test is one of the requirements to earn an Ontario Secondary School Diploma. All students across the province write this test on the same date, usually in late March each year. For more information please refer to the website: www.eqao.com

40 Hours of Community Service

All students must complete 40 hours of community involvement to graduate with the Ontario Secondary School Diploma. You can start accumulating hours in the summer before grade 9. Try to complete your 40 hours by the end of grade 10.

Think of volunteering as an opportunity to learn more about yourself and possible career opportunities. Gain self-confidence and work experience that will help you get jobs in the future.

The Ontario Ministry of Education guidelines have established eligible and ineligible activities for the community involvement requirement.

Before beginning an activity, you must have it approved by your guidance counselor.

ASSESSMENT AND EVALUATION

Criterion-referenced Assessment and Evaluation

FEIA will be following the guidelines set out in the Ontario Ministry of Education document *Growing Success*. Students will be assessed on a *criterion-referenced* assessment and evaluation plan. This means that teachers assess and evaluate student work with reference to established criteria for four levels of achievement that are standard across the province, rather than by comparison with work done by other students, or through the ranking of student performance, or with reference to performance standards developed by individual teachers for their own classrooms.

Performance Standards – The Achievement Chart

Students will be assessed in four categories of knowledge and skills that are consistent in all grade and subject areas.

Knowledge and Understanding: Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)

Thinking: The use of critical and creative thinking skills and/or processes

Communication: The conveying of meaning through various forms

Application: The use of knowledge and skills to make connections within and between various contexts

Achievement Levels

The following chart shows the distribution of percentage grades in the four levels.

Percentage Grade Range	Achievement Level	Summary Description
80-100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70-79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60-69%	Level 2	A moderate level of Achievement. Achievement is below, but approaching, the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

Learning Skills

Provincial report cards provide a record of the learning skills and work habits demonstrated by students in the following six categories:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Reporting

Semestered schools will use the Provincial Report Card, Grades 9–12, for formal written reports to parents two times a semester.