



Fieldstone Day School  
Family Handbook  
2020-2021

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## **FIELDSTONE MISSION STATEMENT**

Fieldstone is founded on a strong and positive belief in our students. Young people, very naturally, exhibit a powerful desire to be successful both socially and academically. It is our responsibility, as a school, to help guide, encourage, and support them to make that desire a reality. We achieve this goal by teaching an enriched curriculum in the context of a caring and supportive environment. At Fieldstone, we see not the students we meet but the adults they'll become.

# COMMUNICATION

## Regular Communication

We believe that it takes a community to educate a child and parents are integral members of our learning community. To keep our families informed of our school and classroom activity, we use a variety of communication tools:

### 1) The Friday File

A long-time family favourite and our most comprehensive account of activities, special events, and initiatives, the Friday File contains all of the school-related information that you and your child/children will need in order to stay current on all that is happening at Fieldstone. Each grade will have an update where classroom activities are summarized and information specific to students in that grade are detailed. The most recent Friday File is available on our website (<https://fieldstonedayschool.org/fridayfiles/>) and when the Friday File has been updated, an email with a direct link is sent to all members of the Fieldstone community.

### 2) The Student Agenda

All students will be given a student agenda for recording homework and test dates. While many students may choose to supplement methods of organization with digital technology, we believe that when students takes the time to physically write down their tasks, they are more likely to remember them. The agenda will also serve as a communication tool between homeroom teacher and parent.

### 3) Facebook and Instagram – Students in Action!

We use Facebook and Instagram to give our community a glimpse into the exciting activities happening at Fieldstone, for example, sports competitions, academic competitions, group projects, and other authentic learning products that we are proud of. We hope you will “like” us on Facebook and “follow” us on Instagram to receive our posts and share them with family members so everyone can celebrate the accomplishments of our students.

### 4) Google Classroom (K-5) and Moodle (Grade 6-8)

Each student will have a Google Classroom or Moodle account. Homework, assignments, upcoming tests, and other important memos/information may be posted on Google Classroom by both Core and Specialty teachers. Google Classroom will complement the student agenda and is a good source to refer to in case of an absence.

We understand that technology and communication practices are changing rapidly. It is our goal to work with you to communicate the information you need in the ways that want to receive it.

## **Parent-School Communication Protocol**

We are committed to a team approach (students, parents, teachers, and administration) to solving any school-related issue. Please send your child's teacher an e-mail if you would like to set up an appointment to speak with him/her. Please understand it may take up to twenty-four hours to receive a response, as teachers have very little time to check their emails during the school day.

If the matter is urgent, please email [administration@fieldstonedayschool.org](mailto:administration@fieldstonedayschool.org), and Ms. Wong or Ms. Martin will make every effort to accommodate you and facilitate a plan to address your concerns as soon as possible.

## **Parent Access to the School**

For the 2020-2021 school year, all members of the Fieldstone community, excluding students, are asked to make an appointment before entering the school. Please email [office@fieldstonedayschool.org](mailto:office@fieldstonedayschool.org). When you arrive for your scheduled appointment, please use the intercom.

## **THE DAILY ROUTINE: ATTENDANCE, DISMISSAL, LUNCH/SNACKS**

Student success at Fieldstone is directly related to consistent and timely attendance at school. With the exception of illness (see below), religious holidays and unavoidable family events, students should be at school, and on time, for every regularly scheduled school day in order to take full advantage of our programming.

### **Prompt Morning Arrival**

School doors will be opened at 8:10 for controlled entry into the building. If you have extenuating circumstances that require an earlier arrival, please notify [office@fieldstonedayschool.org](mailto:office@fieldstonedayschool.org) in advance and we will do our best to accommodate your request. Students will be escorted from the school doors to their locker by a member of our staff. They will be escorted individually to their locker and then to their Homeroom classroom, where they will meet their Homeroom teacher. Classroom doors close for Morning Announcements and O Canada at 8:30 a.m. sharp.

### **Late Arrival**

Students who arrive late to school (after 8:30 a.m.) should use the intercom to let the Main Office know that they have arrived. They will then proceed to their Homeroom classroom. Habitual lateness may result in contact from a student's teacher or school administration.

### **Safe Arrival**

While the vast majority of our students come to school with their parents or are transported directly from home by Fieldstone student transportation, it is still absolutely vital for the school to confirm the whereabouts of each child every morning. PLEASE report all planned or spontaneous absences, including for religious holidays, to the Main Office (416-487-7381 ext. 0) or [office@fieldstonedayschool.org](mailto:office@fieldstonedayschool.org) by 8:30 a.m. Parents of unaccounted-for students will be contacted promptly by Fieldstone.

### **Signing In and Out**

Students who need to leave the school during the day (for appointments, etc.) must sign out at the Main Office, and permission from a parent/guardian/custodian must be provided to the Main Office (phone call or e-mail). Students returning to school from an appointment must sign back in with the Main Office before being admitted to class.

### **Keeping Everyone Healthy**

In order to maintain as healthy an environment as possible, we ask that parents do not send sick children to school. If a child shows signs of illness during the school day, we will call home and ask for him or her to be picked up immediately.

## **Dismissal Details (JK-5)**

All students in Grades JK to 5 will be dismissed in one of the following ways:

- a) Directly from the school doors to one of the individuals listed on the Dismissal Information Form (completed using Google Forms – refer to “Digital Forms” insert).
- b) Directly to the After-care supervisor and subsequently to one of the individuals listed on the Dismissal Information Form.
- c) Directly from a tutorial, club, or other co-curricular activity to one of the individuals listed on the Dismissal Information Form.
- d) To the care of the bus/van driver (students will either be escorted to the school doors where they will meet their driver, or they will be picked up from their classrooms by their driver.)

\*The Dismissal Information Form should list the names (and the relationship to your child) of all individuals (including Fieldstone students in Grades 6 -8, who are allowed to pick up their younger siblings) who are permitted to pick up your child at the end of each day.

## **Dismissal Details (Grades 6 - 8)**

Fieldstone Middle School students will be dismissed from their classrooms at 3:40 p.m., and they will be escorted to the parking lot to meet their parent, if they are not attending a tutorial, club, or other co-curricular activity. Only Middle School students who have explicit permission to do so (“Dismissal Permission”) may leave the school property at 3:40 p.m. in order to walk or take the TTC home.

On the Dismissal Permission Form (completed using Google Forms – refer to “Digital Forms” insert), a student can be given “permission to leave the school property by him/herself in order to walk or take the bus home following his/her school day.” Please note that this self-dismissal option is NOT designed to allow a student to leave and return to the school after visiting the convenience store, etc. Once a child has been dismissed in this manner, the school will consider that he or she has left for the day and is under the care of a parent or guardian.

## **After-care Programme (3:50 p.m. to 5:30 p.m.)**

Fieldstone offers an After-care programme Monday to Friday from 3:50 to 5:30 p.m. No child can be unsupervised in JK-8. At 3:50 p.m., any children that are not with a member of our faculty will be placed into After-care and charged accordingly.

Fees:

Hourly Rate (Ad hoc use):     \$8.75/hour     (billed to the nearest quarter of an hour)

Late pick-up fee:                 Parents picking their children up after the 5:30 p.m. end-time will be charged at a rate of \$1 per minute per child.

## **School Closures for Inclement Weather**



In case that the school needs to be closed for any weather-related or other reason, you will be able to confirm a school closure by doing one of the following:

- Checking your e-mail for a message from the school
- Listening or watching major media outlets that announce school closings
- Opt in to receive School Messenger text messages

Note: school-closure decisions will be made before 6:30 a.m. on the morning of a potential school closure.

### **Nut-Aware Policy**

For the protection and peace of mind of any students (and their parents) or staff who suffer from anaphylactic allergies to nuts and tree nuts, Fieldstone has adopted a nut-aware policy such that **all nut and/or nut-derivative products, including peanuts, walnuts, cashews, almonds and all other tree nuts, are prohibited from the school premises.** Although we cannot guarantee that Fieldstone will be completely “nut free,” this policy will help us make our school as safe as possible for everyone. The specific students with allergies are also expected to take precautions (with assistance of their parents and teachers, as appropriate) to ensure their own safety. **Parents of students with allergies must inform the school prior to the first day of school.**

Please note that we ask that any food brought in for larger groups (E.g. class parties, clubs, teams) in which at least one member of the group has a nut allergy, is guaranteed to be nut-free. In these cases, store-bought products must not have “may contain nuts” on the label.

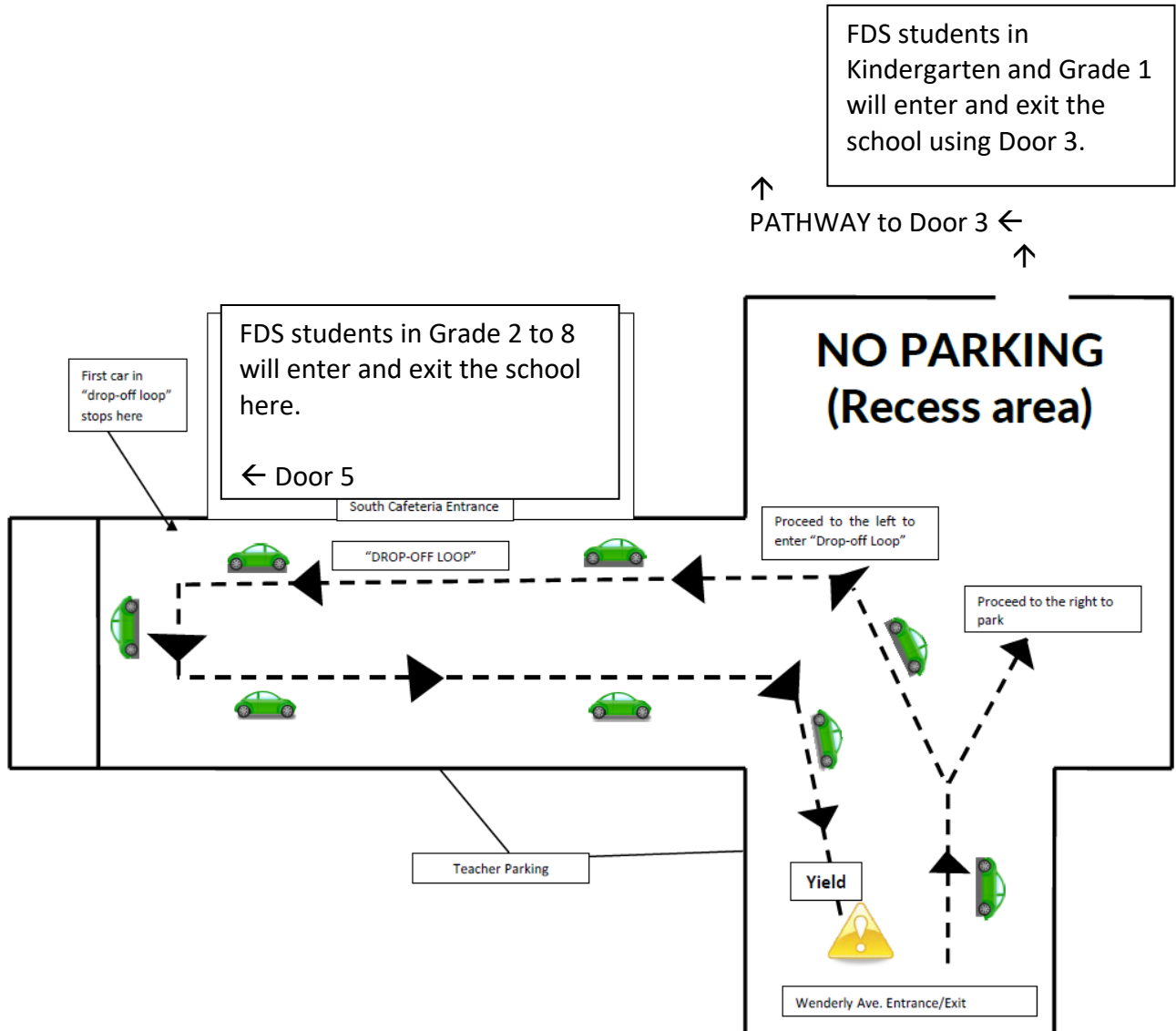
If a child has an anaphylactic allergy to another allergen, the school will deal with it on a case-by-case and class-by-class basis.

Communication is key to ensuring safety and peace of mind with this issue, and it is vital that parents with children with allergies work closely with the teachers and administration.

## Fieldstone Parking Lot - Arrival and Dismissal

A staff member will be at the school doors at 8:10 a.m. and 3:45 p.m. daily to receive and dismiss students. Parents and guardians are not to enter the school during arrival or dismissal without an appointment (scheduled through the Main Office).

Students in Kindergarten and Grade 1 will enter/exit the school using Door 3 and students in Grade 2 to 8 will enter/exit the school using Door 5.



# UNIFORMS

## Guidelines

New uniforms can be purchased at DGN Kilters Uniform Store, 1500 Bonhill Road, Mississauga in-store (thorough booking a retail fitting appointment online), online at [www.dgn-kilters.com](http://www.dgn-kilters.com), or by phone (1-800-437-5872).

Gently used uniform items can be purchased at a discounted price at **Fieldstone’s Used Uniform Shop** (located in the cafeteria) **which directly supports the Fieldstone Parents’ Association.**

## JK to Grade 3 - Physical Education Uniform

Please note that students in JK to Grade 3 are to come to school in their gym uniform on the days they have Health and Physical Education Class (three times a week).

## House Games & Fieldstone Athletics House t-shirts

When House Games are in session, students may come to school in their Fieldstone Athletics House t-shirt (which are available for purchase in the Main Office), gym sweatpants/shorts, and running shoes if their House has a House Game scheduled. The schedule will be shared in the Friday File.

Physical Education Uniform for Boys and Girls
Gym T-shirt (Crested)
Gym Shorts (Crested)
Gym Sweatshirt (Crested)
Gym Sweatpants (Crested)
Running Shoes

Regular Uniform	
The following items can be worn on regular school days.	
Boys	Girls
Black Leather, Polish-able Shoes (no running shoes)	Black Leather, Polish-able Shoes with a heel no higher than 1.5 inch/3.5cm (no running shoes)
Navy Vest/Cardigan (Crested)	Navy Vest/Cardigan (Crested)
White Turtleneck Shirt (Crested) or White Polo Shirt (Long or short-sleeved, Crested)	White Turtleneck Shirt (Crested) or White Polo Shirt (Long or short-sleeved, Crested)
Grey Dress Pants or Navy/Grey Dress Shorts	Tartan Tunic (K-3) / Tartan Kilt (Gr. 4-8) or Grey Dress Pants or Navy/Grey Dress Shorts
Black, Grey, or Navy Socks	Navy Knee Socks/Tights or Black, Grey, or Navy Socks
<ul style="list-style-type: none"> <li>• Polo Shirts are to be worn with grey pants, navy/grey shorts, or kilt but not with the tunic, preferably. They do not have to be tucked in when worn on their own, but must be tucked in if worn with a Fieldstone Vest or Fieldstone Sweater.</li> <li>• Students may wear a White Dress Shirt on Regular Uniform days, but it must be tucked in and a tie is required.</li> </ul>	

- These shirts must be of an appropriate size for the students (not too tight or too baggy).
- Navy/Grey Dress Shorts are optional (Summer Uniform), worn ideally May 15 to October 1.

<b>Number One Uniform</b>	
<b>The following items are to be worn on designated “Number One Dress Days” and special event days.</b>	
Boys	Girls
Black Leather, Polish-able Shoes (no running shoes)	Black Leather, Polish-able Shoes with a heel no higher than 1.5 inch/3.5cm (no running shoes)
Navy Blazer (Crested)	Navy Blazer (Crested)
White Dress Shirt (Long or short-sleeved)	White Dress Shirt (Long or short-sleeved)
Grey Dress Pants or Navy/Grey Dress Shorts	Tartan Tunic (K-3) / Tartan Kilt (Gr. 4-8) or Grey Dress Pants or Navy/Grey Dress Shorts
Tartan Tie (K-3) / Navy Tie (Gr. 4-8)	Tartan Tie (K-3) / Navy Tie (Gr. 4-8)
Black, Grey, or Navy Socks	Navy Knee Socks/Navy Tights or Black, Grey, or Navy Socks

## **General Appearance**

Beyond adherence to Fieldstone’s uniform policy, all students should maintain a neat and clean appearance appropriate to an academic environment. Students should avoid haircuts and accessories that draw undue attention to their appearance or are a distraction to others.

Hats or head-coverings are not to be worn inside the school at any time, unless for religious reasons.

## **Lost and Found**

Parents and students should ensure that personal belongings (e.g. clothing, footwear, lunch bag, etc.) are labeled with the student’s name. If a lost item is labeled, it can be returned to its owner promptly. Students are asked to check at the Main Office for missing items.

# CURRICULUM

## Overview

Fieldstone is, first and foremost, a place of learning. We teach a content-rich, coherent, cumulative curriculum in a context specific way. The Fieldstone Programme is rooted in the Core Knowledge Sequence assembled by the famous educator E.D. Hirsch Jr. This sequence defines the content in a clear and unambiguous way and provides coherence and a cumulative nature to our curriculum where content transcends subject disciplines and knowledge is built upon past knowledge as our students progress through the programme. The curriculum is delivered through the following education programmes:

### Core Knowledge Language Arts

This comprehensive programme teaches skills in reading, writing, listening and speaking while at the same time building students' knowledge and vocabulary in Literature, History, Geography, and Science.

### Cambridge Math and Science

This programme provides teachers with an active teaching approach using the gradual release of responsibility model, an instructional process of teacher-as-model, to joint responsibility of teacher and learner, to independent practice and application by the learner. Skills in Math and Science are taught explicitly such as graphing, mental math strategies, and the scientific method to investigations. Further, students will engage in the subject matter through real-life applications.

### Cambridge English

Cambridge Primary English enables learners to communicate confidently and effectively and to develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment. Students will engage in the study of classic texts and writings prescribed by the Core Knowledge Sequence.

### Core Knowledge History/Geography, Visual Arts, French, and Music (JK-8)

We agree with the research-based understanding that a broad base of background knowledge is required for reading comprehension. With this in mind, these follows the Core Knowledge Sequence and is designed to supplement the Language Arts, English, Math and Science programmes providing additional context and colour to the knowledge domains under investigation. While French is not a prescribed subject in Core Knowledge, we have adapted our programme to teach the language in context according to the Core Knowledge philosophy.

## Homework

To provide the best possible conditions for learning, it is important that students see their time away from school as part of an integrated learning experience. Homework is one tool that we have to make this possible. Homework is assigned for the following reasons:

- 1) **Completing work that was not completed in class**  
Students are expected to complete work during class time, but this does not always happen for a variety of reasons. To ensure our classes stay on pace, we ask that students complete incomplete class work at home.
- 2) **Independent Practice**  
Reading, writing, violin, arithmetic, and physical conditioning are all examples of skills that only improve with regular and consistent practice. Our teachers will provide the framework for students to continue to practise the skills they learn at school independently. The amount of time each student spends on this type of homework will vary. We will work together to ensure our students are getting the practice they need to improve while balancing other interests and responsibilities.
- 3) **Test Revision**  
Learning how to prepare for an evaluation is an important skill that solidifies learning and gives students the confidence to perform his or her very best. While teachers will conduct review in-class and provide the students with review exercises, it is expected that students spend some time at home preparing for evaluations.
- 4) **At-Home Assignments**  
These are typically authentic learning tasks that can only be done at home, for example, Science and Math investigations. These typically are assigned periodically as end-of-learning assessments.

All students (Kindergarten-Grade 8) are expected to complete any assigned homework to the best of their ability. Failure to put appropriate effort into one's homework is a violation of the school's Code of Conduct ("doing his or her best to achieve appropriate academic, co-curricular, and social success").

Parents of students in Kindergarten to Grade Five who are having difficulty completing their homework should contact the assigning teacher directly. Students in Middle School are solely responsible for the completion of their work and will be asked to attend lunch tutorial or after-school tutorial if not completed.

The amount of time and energy needed for each student to complete his or her work can vary greatly. While important to overall student development, homework should not interfere with or eclipse other childhood and family activities. Parents have an important role to play in the monitoring of the time their children spend on homework. If you feel that your child's homework is excessively interfering with his or her other activities, or is keeping him or her up late in the evening, please contact your child's teacher.

## **Music Programme**

As part of the Fieldstone Day School's Music curriculum, students in Grade One to Grade Eight all learn how to play the violin.

If you need to rent a violin for your child (either because they are new to the instrument, or they have outgrown their previous instrument), Remenyi House of Music offers a rental service that includes coming to the school (often on the first day of school after the Opening Ceremony). Your child must be present in order to be measured for their instrument and you will need to have a credit card. Delivery of the instruments will be within a week's time. You also have the option of renting from a Music store of your choice, such as Long and McQuade.

## **Field Trips**

Field trips are an integral part of the Fieldstone educational experience, as they provide an opportunity for students to extend their learning beyond the classroom and apply what they have learned in a real-world setting.

Parent volunteers are included as often as possible in our field trip programming, and each class parent is assigned the task of ensuring that field trip participation is distributed as fairly as possible among the parent body.

From time-to-time, and on certain types of trips, a parent may feel that his or her child, due to a special need or physical condition, may require specific adult accompaniment on a trip. In these cases, the parent should contact [administration@fieldstonedayschool.org](mailto:administration@fieldstonedayschool.org) with at least a week's notice in order to ensure that such a circumstance can be communicated to all parents in the class. In these cases, the additional adult will be responsible solely for supervision of the specific child, and would not be included within the schools or the field trip venue's student-to-adult ratio (and may be required to pay an adult admission at the venue).

## **CO-CURRICULAR PROGRAMMES**

### **Clubs**

Fieldstone offers a wide variety of co-curricular clubs, both at lunch-time and after school. These clubs are led by either Fieldstone staff or an outside provider. Information will be released prior to the registration periods (Fall, Winter, Spring). For information about our current clubs, please contact [administration@fieldstonedayschool.org](mailto:administration@fieldstonedayschool.org).

### **Athletics**

Research has shown that physical activity and higher aerobic fitness improve cognitive performance and brain health. At Fieldstone, we deliver a Physical Education and Athletics programme with an objective to engage all students. Our focus is participation, self-improvement, and personal challenge.

Fieldstone provides opportunities for both house league and inter-school athletic participation. As a member of the Small Schools Athletic Federation (SSAF), Fieldstone has the option of participating in both league and one-day tournament sports.

The following is a list of some of the individual and team sports that were offered in the past few years: basketball, volleyball, ice hockey, flag football, indoor and outdoor soccer, cross-country-running, track and field, golf, curling and badminton.

### **The Arts**

While an integral part of our academic programme, there are also several opportunities for students to further pursue their artistic sides other co-curricular opportunities, such as Choir, Strings Ensemble, and the annual Shakespeare production.



# CHARACTER PROGRAMME AND COMMUNITY SERVICE

## Character Counts

In addition to our Code of Conduct, which encourages respect and responsibility among all members of the school community, and our Community Service initiatives that encourage our students to make a positive difference in their world, Fieldstone has a long tradition of using the *Character Counts* programme.

This programme breaks down the concept of “character” into six values that can be taught to and understood by all children. These are known as the “Six Pillars of Character” and include the following:

1. Trustworthiness
2. Respect
3. Responsibility
4. Fairness
5. Caring
6. Citizenship

At Fieldstone, we integrate these values into our programme/academic lessons whenever possible (in both the Morning Arrival programme and in all academic lessons). We are committed to creating a whole-school environment where it is safe to be “of good character” and where teachers support and reward good behaviour. We must ask parents for support and encouragement with this programme if it is to be truly effective. As role models, we must all take advantage of “teachable moments” with regards to character, and continue to value being a good person above all else.

## Character Pins

Students have the opportunity to earn character pins as a component of this programme. The intention of this component is to have students intentionally reflect on their character and to put forth a solid effort into building the foundations of what they believe to be true about themselves, their character, and the world we share with each other.

Earning a character pin is a significant undertaking, and each student who chooses to participate should be commended for his or her effort. The pins are not easy to earn, and students will work on the tasks over a number of months. Students in JK to Grade 5 work on earning bronze pins (JK-3 level or G4-5 level) and students in Grade 6 to 8 work on earning silver pins. When a student in JK-5 has earned all six bronze pins, he/she will begin working on earning silver pins. Character pin tasks can be completed at school and at home. Please email [administration@fieldstonedayschool.org](mailto:administration@fieldstonedayschool.org) if you have any questions.

## Community Service

Whether it is collecting money to support the funding of clean drinking water in South America or collecting winter jackets to help young people in Toronto’s shelters, Fieldstone students are consistently

involved in outreach activities. This involvement teaches them about the wider world and encourages global citizenship.

Whenever possible, we select initiatives that are relevant and meaningful to all our students, and the students are encouraged to actively participate in each project rather than simply bring in money or donated items from their parents.

The Middle School Outreach Club, formed in 2012-2013, participates in some of its own age-appropriate activities and leads the younger students in school-wide projects, such as supporting our sister school in Cameroon, Africa: G.S Marita.

The following initiatives were among those supported by the Fieldstone community over the last few years: Sick Kids Foundation, Free the Children, Covenant House, GS Marita (sister school in Cameroon), Operation Smile, Heart and Stroke Foundation, Canadian Red Cross, and many more.

## STUDENT AWARDS

Throughout the year, the school ensures that all students have an opportunity to shine in the classroom or in the many co-curricular activities that we offer. Positive and appropriate praise is a hallmark of our nurturing environment. We do not shy away from celebrating individual accomplishments, and each year we award outstanding achievement to students in many areas of school life (Public Speaking Showcase, Science Fair, athletics, etc.). Each year, at our Closing Ceremony, held on the last day of school in mid-June, we award the following:

### HOUSE CUP:

Awarded to the House that has accumulated the most House points throughout the year. Points are awarded to the different Houses for a variety of accomplishments, such as earning a Character Pin, winning a House Game, and receiving Teacher Points.

### CLASS AWARDS:

**Top Academic** - Awarded to a student who reached the highest level of academic achievement in his/her class.

**Citizenship** - Awarded to a kind, considerate, and well-rounded student who has initiative and can be depended upon to follow the rules and be a proper role model for his/her peers.

**Most Improved** - Awarded to a student who has shown tremendous growth in developing skills to better him/herself by demonstrating consistent effort, determination, and independence and achieving improved success.

### INDIVIDUAL AWARDS:

**Drama Award** - Awarded to a student who demonstrates outstanding effort, participation, enthusiasm, leadership, growth, and confidence through their commitment and fortitude in the delivery of their role for the annual Shakespeare Production.

**Music Award** - Awarded to a student who demonstrates an outstanding ability in music as well as leadership in our Music Programme.

**Visual Arts Award** - Awarded to a student who has demonstrated outstanding effort, enthusiasm, and leadership in Art Class, and has consistently displayed a positive attitude and a continued interest in attaining and developing their skills.

**Primary Sportsmanship Award** - Awarded to a student in Kindergarten to Grade Three who demonstrates sportsmanship, in and out of the classroom.

**Male and Female Athlete of the Year** - Awarded to a male and female student in Kindergarten to Grade Eight who combines athletic excellence with leadership and sportsmanship.

**Global Leader Award** - Awarded to a student in Kindergarten to Grade Five who demonstrates a strong academic ability, leadership skills and outstanding citizenship.

**Curriculum Award** - Awarded to a student in Grades Six to Eight who demonstrates a keen enthusiasm for learning. This student will demonstrate academic excellence, and possess the ability to motivate other students to learn.

**Character and Citizenship Award** - Awarded to a student in Kindergarten to Grade Five who demonstrates outstanding character and emulates the six pillars of trustworthiness, respect, responsibility, fairness, caring and citizenship.

**Evan Erlick Award** - Awarded to a student in Grades Six to Eight who demonstrates outstanding character and is kind, happy, courageous, cheerful, a hard worker, and has a great sense of humour.

## ASSESSMENT, EVALUATION, AND REPORTING

The school continues to make an important and necessary shift in our assessment, evaluation, and reporting policies and practices (marking, grading, and report cards) such that they are consistent with best practices. Specifically, our assessment and evaluation policy is informed by the Ontario Ministry of Education's *Growing Success* and practices common to Cambridge International Schools.

### Assessment and Evaluation

We will be using the language and methodology of *Growing Success*, developed by the Ontario Ministry of Education, and Cambridge in order to assess, evaluate and report our students' achievement. Our practice is informed by the Seven Fundamental Principles outlined in *Growing Success* and can be summarized as follows:

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;
- 3) are carefully planned to relate to the established learning goals and success criteria;
- 4) are communicated clearly to students and parents throughout the school year;
- 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.<sup>1</sup>

Students are assessed in three main ways throughout the course of their studies<sup>2</sup>:

*Assessment for Learning:* Sometimes described as “formative assessments” assessments of learning are used as a check to see how well a student is progressing in a unit of study. Quizzes, homework checks, in-class question/answer periods are examples of assessments *for* learning.

*Assessment of Learning:* Also called “evaluation”. These are scheduled to take place near the end of a unit of study to determine how well a student met the established learning goals. Prior to an evaluation, students will have had feedback from assessments for learning as preparation. Assessments *of* Learning are the most important source of data that teachers use to arrive at a course/strand mark.

*Assessments as Learning:* This type of assessment requires students to reflect on the learning process. Journal reflections are a good example of assessments as learning. The goal of this type of assessment is for students to take ownership over the learning process by identifying what they can do to improve their own learning experience.

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<sup>1</sup> *Growing Success*, 2010, p.6

<sup>2</sup> *Ibid.* p.31

Finally, there are three fundamental sources of assessments through which the above three assessment types are actualized<sup>3</sup>:

*Products:* These are things that students produce. This is the most familiar form of an assessment and includes things like: written tests; essays; written assignments. Student products tangibles that are static and can be saved for posterity.

*Conversations:* The student and teacher engage in dialogue to assess understanding. This form of assessment is most frequently used as an assessment for learning or assessment as learning although also makes for a high quality assessment of learning.

*Observations:* The student is evaluated as they are completing a performance task. Good examples of observations include science practical examinations where the teacher is evaluating the student on their use of laboratory equipment or in physical education where the teacher is evaluating student as he or she engages in a given sport.

To achieve the most valid and reliable evaluation of student performance, teachers will strive towards employing all three forms of assessment to arrive at a final mark, a process known as *triangulation*.

### **Marks, Rubrics, and Student Performance**

The purpose of an assessment and evaluation is to promote student learning by identifying areas of strengths and weakness to better inform the learning process. The most widespread and commonly understood way of reporting on this is through a performance level or a “mark”. At Fieldstone, we use a variety of assessment tools to come up with a “mark” including: analytic and holistic rubrics, scoring rubrics, and scoring checklists. The final mark should provide meaningful information and not merely summarize what was right or wrong.

### **Cambridge Progression Tests and Checkpoint Examinations**

While tests and examinations have become unfashionable in many education circles, we believe they can be effective tools to both motivate and measure student learning when employed thoughtfully. As a Cambridge School, we are provided with the training and resources to develop and employ assessment tasks according to best practices utilized by Cambridge Schools world-wide. Our students are taught how to review, consolidate and reveal their understanding on formal examinations in a low pressure and highly supportive environment. Our students are taught to view examinations as opportunities to challenge their understandings for feedback on what they spent all year investigating. Students write two major assessments that are provided for by Cambridge International Examinations:

#### **1) Cambridge Progression Tests**

Students will write end-of-year Progression Tests for the following Cambridge stages and subject areas: Stage 4 to 9 Mathematics (Grade 3 to 8), Stage 4 to 9 Science (Grade 3 to 8), and Stage 5 to 9 English (Grade 4 to 8). Tests are marked by teachers and the results are used to identify

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<sup>3</sup> Ibid. p.39

knowledge gaps to be addressed in the final days of the school year. These tests also serve as a diagnostic for the next school year and as a tool for evaluating our programme delivery. Student performance is evaluated as a Bronze, Silver, or Gold level.

## 2) Cambridge Checkpoint Examinations

Cambridge Checkpoint Examinations (written by students in Grade Five and Grade Eight) provide students and teachers with a detailed account of areas of strengths and possible knowledge gaps across the entire Cambridge Primary and Lower Secondary programmes. These tests are written in May and are sent to Cambridge to be evaluated. Student performance is reported on a scale of 0.0 to 6.0. The school receives detailed student specific and school wide summaries of the test performance to guide further learning.

### Report Cards

Report cards are designed to be a comprehensive and holistic summary of student achievement at defined intervals throughout the school year. Student achievement is reported in two distinct categories: Achievement of Curriculum Expectations and Learning Skills and Work Habits.

#### Achievement of Curriculum Expectations

Students assigned one of four levels of achievement <sup>4</sup>-

**Level 1** represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.

**Level 2** represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

**Level 3** represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses

**Level 4** identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness.

Achievement levels are reported for each subject as they are assessed over the course of the academic year. Achievement levels are reported by strands in Grade 1 to 8, with the exception of History/Geography. For example, Grade 3 Mathematics consists of the following strands: Number Sense, Measurement, Geometry, and Data Management. For Junior and Senior Kindergarten, achievement levels are report by strands in Language Arts and French. For example: Junior Kindergarten Language Arts consists of the following strands: Oral Communication, Pre-reading/Reading, Phonics, and Writing.

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<sup>4</sup> Ibid. p.18

Report card marks are ultimately based on the teacher's professional judgment and interpretation of the gathered evidence and will reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.

### **Learning Skills and Work Habits**

The development of learning skills and work habits is an integral part of a student's learning<sup>5</sup>. Learning skills and work habits, which are evaluated separately from a student's achievement of curriculum expectations, include: Responsibility; Organization; Independent Work, Collaboration, Initiative; and Self-Regulation. Learning skills and work habits are evaluated and reported as: Excellent; Good; Satisfactory; Needs Improvement.<sup>6</sup>

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<sup>5</sup> Growing Success 2010 p.10

<sup>6</sup> Ibid. p.45



## **Reporting Schedule**

**SIX-WEEK REPORT (mid-October):** a progress report based on initial observations and assessments only. It represents each teacher's professional judgment based on formal, informal, and observational data collected to date.

**NOVEMBER REPORT (late November):** a more comprehensive, but still relatively early evaluation of our students' achievement. At Fieldstone, this report resembles a "full" or "official" report card, but is still essentially a progress report.

**FEBRUARY REPORT (late February):** a comprehensive official report based on student achievement through the first half of the academic year.

**JUNE REPORT (late June):** a "final" report representing student achievement over the entire academic year with emphasis on the latter.

## **Parent-Teacher Interviews**

Parent-teacher interviews will be held in November, by appointment only, for students in Kindergarten to Grade Eight. (Virtual meetings or on-site meetings is yet to be determined.)

## APPENDIX ONE: FIELDSTONE CODE OF CONDUCT



### FIELDSTONE DAY SCHOOL, JK - 8 CODE OF CONDUCT

**This Code of Conduct shall be effective in all environments and spaces in which the Fieldstone community functions, including on school property, at school-related activities, on school buses, or in any other circumstances (e.g. online learning\*) where members of the school community interact.**

**\*The same behaviour is expected in online classrooms, as they are an extension of the classroom.**

#### 1) INTRODUCTION AND PURPOSE OF *CODE OF CONDUCT*

Fieldstone Day School, JK - 8 (“Fieldstone”) is an educational community of students, teachers, administrators and parents committed to the values espoused in the school’s mission. The pursuit of this mission (specifically, the goals of achieving academic, co-curricular and social success among our students) can best be achieved through a commitment among all community members to a shared and mutually understood *Code of Conduct*. Beyond the mission, the school has adopted a framework and definition of good character that emphasizes the importance of trustworthiness, respect, responsibility, fairness, caring and citizenship (the “Character Counts” programme). The twin pillars of the school’s mission and the Character Counts programme should generally guide the behaviour and conduct of all members of the Fieldstone community, and they form the basis of this *Code of Conduct*. This document is also informed by and has been written in the spirit of the *Ontario Schools Code of Conduct (PPM 128)*.

While good policies are essential for the effective administration of any institution, it is important to understand that the professionals who are responsible for upholding this *Code of Conduct*, namely the school’s teachers and administrators, must also be guided by their best professional and informed judgment in the ongoing and daily execution and enforcement of this *Code*. Thus, this *Code of Conduct* does not stand in isolation, nor is it applied without context, and it would be ineffective and incomplete without the addition of the judgment and discretion of the school’s educators.

The fundamental purpose of this *Code of Conduct* is to ensure that all Fieldstone students have an equitable opportunity to build their self-esteem through the achievement of the academic, co-curricular and social successes outlined in the school’s mission.

Adherence to the specifics of this *Code* will ensure that Fieldstone’s teachers and administrators can effectively provide a positive school environment in which the opportunity exists for as many students as possible to achieve build self-esteem through their school-based successes. Conduct by

any member of this community that hinders the cultivation of this positive school environment is in violation of this *Code*.

This *Code of Conduct* shall be effective in all environments and spaces in which the Fieldstone community functions, including on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where members of the school community interact.

At a minimum, Fieldstone expects a standard of behaviour that is set out for all schools in Ontario (as described in the *Ontario Schools Code of Conduct – PPM 128*).

## 2) GENERAL RESPONSIBILITIES OF ALL FIELDSTONE COMMUNITY MEMBERS

### a) General Expectations: All Fieldstone Community Members

All Fieldstone community members, including students, faculty, staff, and parents/guardians, are expected to demonstrate respect, civility, and responsible citizenship towards all other members of the community. Without limiting the generality of the foregoing, all Fieldstone community members shall, at all times:

- 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 race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, disability, or any similar personal characteristic;
- 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 need of others to work in an environment that is conducive to learning and teaching;
- refrain from using profanity when speaking with a teacher or at another person in a position of authority.

### b) Specific Prohibited Conduct

Specifically, and in accordance with the *Ontario Schools Code of Conduct*, no member of the Fieldstone community shall commit any of the following acts, all of which are presumed to jeopardize the physical and emotional safety of the other members of the community:

- engage in bullying behaviours;
- engage in unwanted physical contact;
- engage in threatening actions or use of threatening words;

- engage in verbal abuse;
- commit sexual assault;
- traffic weapons or illegal drugs;
- give alcohol 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 alcohol 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 or to property located on the premises of the school.

### c) General Expectations: Students

Fieldstone, like other schools, is for and about its students, and as such, our students' behaviour and conduct are the keys to ensuring that this Code of Conduct maximizes the potential for a successful school experience for all members of the Fieldstone community. As a minimum standard, every Fieldstone student is expected to demonstrate respect for him or herself, for others, and for the responsibilities of citizenship by fulfilling the following expectations:

- coming to school prepared, on time, and ready to learn;
- doing his or her best to achieve appropriate academic, co-curricular and social success;
- showing respect for himself or herself, for others, and for those in authority;
- refraining from bringing anything to school that may compromise the safety of others;
- following the established rules and take responsibility for his or her own actions.

#### a) General Expectations: Parents and Guardians

Parents at all schools play an important role in the education of their children, and this is especially the case in a small, tight-knit community such as Fieldstone's. As such, parents are expected to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. As a minimum standard, all Fieldstone parents are expected to fulfill the following obligations:

- show an active interest in their children's school work and progress;
- communicate regularly with the school;
- help their children be neat, appropriately dressed, and prepared for school;
- ensure that their children attend school regularly and on time;
- promptly report to the school their children's absence or late arrival;
- show that they are familiar with the school's Code of Conduct;
- encourage and assist their children in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their children.

Fieldstone parents play an essential and positive role in the Fieldstone community. Not only are parents advocates for their children, they also support the faculty and administration through extensive volunteering, fundraising and participation in school activities and events.

Parents can best support our family-like school climate of trust and respect by communicating any concerns openly and constructively to the teacher or administrator closest to the problem. However,

if parents wish to discuss an issue with a teacher, they should do so by making an appointment with that teacher, so as not to disrupt classes, arrival routines, or dismissal routines. Every effort should be made to avoid the raising of adult concerns in front of our students/children.

\*While the school understands that parents may share a common concern over a given issue, the school assumes that each parent speaks only for him or herself and his or her child.

\*While effective and candid communication between Fieldstone faculty and Fieldstone parents is vital to the ongoing success of the school community, it is important for parents to understand that the faculty is only able to speak to each set of parents about the academic achievement, behaviour and overall school experience of their specific child or children.

### 3) SPECIFIC CLASSROOM CONDUCT

#### a) Classroom Rules: To be incorporated into Code of Conduct

Each classroom teacher, in consultation with his/her students when appropriate, shall construct a set of classroom rules consistent with this *Code of Conduct*. All classroom rules which do not specifically contravene this *Code*, and which have been clearly communicated to a specific group of students, their parents, and school administration, shall form part of this *Code of Conduct* for that group of students in a given classroom. Any contravention of classroom rules and/or contravention of this *Code* shall be deemed to be “undesirable behaviour” which may trigger the need for classroom discipline in accordance with subparagraph (b) below.

#### b) Classroom Behaviour Management and Discipline

While it is important to enact proactive policies and to work to cultivate a positive school climate, teachers must be equipped with effective reactive measures in order to correct undesirable behaviour in their classrooms at any given time. Our teachers in Kindergarten to Grade 5 are encouraged to use a discipline programme developed by Dr. Thomas Phelan called 1-2-3-Magic: Effective Discipline for Children 2-12 (our Middle School teachers use similar, age-appropriate techniques, in their classrooms). This programme incorporates specific, gentle techniques to stop undesirable behavior and to encourage positive behavior.

Parents and teachers have used 1-2-3-Magic successfully since 1984. This is an evidence-based programme that is both easy to use and effective.

There are 3 steps to 1-2-3-Magic:

Step 1 involves managing undesirable behavior by counting to 1, 2, or 3. On the count of 3, the student has a consequence such as a five-minute time out. This simple technique is remarkably helpful, but only if the adult using it follows what are known as the No-Talking and No-Emotion rules.

Step 2 involves encouraging good behavior. There are several simple methods for encouraging constructive actions in kids, such as “across the room” and “next door” praise, and other forms of positive reinforcement, charting and timers.

Step 3 involves using some valuable tools for maintaining healthy relationships with children, including active listening, shared fun and class meetings.

These three steps work together and contribute to a positive classroom climate where your child will feel welcome and comfortable, and where he or she will work and learn productively.

Note: Students who have been given a “3” count, and who are having difficulty being a productive member of the class on a given day, may also be asked to visit the Main Office.

c) Plagiarism and Cheating

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned. All Fieldstone teachers will do their best to ensure that our students understand the seriousness of cheating and plagiarism. In cases of cheating and/or plagiarism, a mark of “zero” may be given, and a student will be asked to re-do the given test or assignment, with teacher guidance. Marks for re-submitted work will be assigned at a teacher’s discretion.

For the purposes of this Section, *Plagiarism* shall be defined as an act or instance of using or closely imitating the language and thoughts of another author without authorization, and the representation of that author's work as one's own, as by not crediting the original author. Such work includes, but is not limited to, essays, public speeches, projects and all other assignments submitted to a teacher for assessing or for participation in an academic competition.

For the purposes of this Section, *Cheating* shall be defined as any attempt to give or obtain assistance in a formal academic exercise without due acknowledgment, and shall include, but not be limited to exercises such as quizzes, tests, examination, homework, and other assignments.

4) GENERAL CONDUCT ON SCHOOL PREMISES AND WITHIN THE SCHOOL COMMUNITY

a) Bullying

As of September 2012, Fieldstone has implemented a new *Bullying Prevention and Intervention Policy* developed with reference to, and in order to reflect the spirit of, the *Accepting Schools Act, 2012*. This policy is included as an addendum to this document, and all community members are expected to familiarize themselves with this policy and adhere to its terms at all times while on school property and when taking part in activities associated with the school community.

b) Electronic Devices/Valuables

Over time, we have found that mobile phones, smartphones, MP3 players, electronic games, and similar devices serve only to distract our students and often wind up being lost or broken. Thus, with the exception of calculators and laptops used in class under a teacher’s supervision, all electronic devices are off-limits between 8:30 a.m. and 3:40 p.m., and any that are brought to school must be safely secured in a locker or given to a teacher or administrator for safe-keeping. Any electronic devices being used by a student during the day without teacher permission will be confiscated and returned at the end of the day.

Parents who need to contact their child(ren) through the day (emergencies only, please) may do so by leaving a message at the main office. Students will also be permitted to use the school phone to contact their parents for urgent matters.

The school highly recommends that anything of value that a child or parent would be upset to lose or break should be LEFT AT HOME (this also includes large amounts of money and jewelry).

c) Banned Articles

In addition to the banned items listed in subparagraph 2(b) above (weapons, drugs, alcohol, etc.) and the electronic devices referred to in subparagraph 4(b) above, students are also prohibited from bringing or using any of the following on school property: guns of any kind (cap pistols, water guns, etc.), pea-shooters, catapults, knives, matches or lighters, any incendiary devices (caps, firecrackers, etc.), skateboards\*, scooters\*, and trading cards. The school reserves the right to expand this list to include anything else that is deemed either excessively distracting or dangerous to members of the school community.

\*Students who use skateboards or scooters as transportation to and from school must carry, rather than ride, them on school property.\*

d) Playground Equipment

During recess times, the South side of the larger equipment is for students in JK to Grade 2 only; the North side of the larger equipment is for students in Grades 3-8 only, with the exception of the horizontal ladder (Grade 1-8). The West side of the smaller equipment is for students in Grade 1-3, and the East side of the smaller equipment is for students in Grade 3-8.

The rules for playground use are as follows:

1. Students may use the playground during the school day (8:30AM-3:40PM) only under the direct supervision of a Fieldstone teacher.
2. Any piece of equipment designed for one child (slide, etc.) must be used one at a time.
3. Woodchips must stay on the ground.
4. Aggressive play (any body contact, etc.) and running must be avoided.
5. No eating while using the playground equipment.
6. The fitness area is out of bounds during recess times
7. Slides are to be used feet-first, in a seated position, and are to be slid down, not walked up.

e) Supervised Areas

Students must not be in an unsupervised area of the school or school property for any reason. This definition includes, but is not limited to, the following areas: classrooms, cafeteria, gym, stage, music room, arts hallway, playground and playing field. Students finding themselves in an unsupervised area should leave immediately in order to find the nearest supervised area or proceed to the Main Office.

f) Uniform Infractions

Students must arrive in, and remain in, full school uniform each school day. On designated "Number One Dress Days" and special days, students are expected to be in Number One Uniform (including a blazer). Students who are out of expected uniform will be spoken to by their homeroom teacher and their parents may be contacted. Students who are habitually out of uniform will be considered to be in violation of the *Code of Conduct* and may be disciplined accordingly.

g) Birthday Party Invitations

If you plan to have a birthday party, we ask that you either send your invitations through email or call your friends after school, unless you invite the whole class. Please do not hand out selective invitations at school.

5) CONSEQUENCES FOR BREACHES OF THE CODE OF CONDUCT

a) Community Values

Within a school community, discipline and the consequences for inappropriate behaviour must not be seen as merely corrective or punitive, but must be addressed within the broader context of the school's mission and of educating children, in general. Taking responsibility for one's actions, and being a respectful and responsible member of the school community (and the wider world) are fundamental to what our school teaches and fundamental to this *Code of Conduct*. As such, the consequences imposed for violations of this *Code* must be addressed as "teachable moments" such that not only the given behaviour ceases (and restorative measures are taken when appropriate), but that the student or students involved have a keener understanding of their role within the school community, the potential impact of their behaviour on others, and an appreciation that there are consequences for all their actions, both positive and negative.

The school will do its best to ensure that consequences for infractions or violations of the *Code of Conduct* are best described by one or more of the following:

- Fair (the school will follow due process in all cases and students will be treated with fairness)
- Appropriate (consequences will be applied in order to be consistent with the age of the student(s) involved and with the severity of the behaviour)
- Progressive (consequences will increase in severity for ongoing and repeated infractions)
- Relevant/Meaningful (the relevance and meaning of consequences will be clear to the students involved, or will be explained to them if they are unclear)
- Restorative (in cases in which the well-being of an individual or individuals, or the broader school community, have been negatively affected by another's violation of the Code, consequences may also include restorative actions such as apologies, community service or restitution).

b) Specific Consequences

Consequences for violations of classroom rules and for other minor offences will be assigned by classroom teachers. For repeated infractions and more serious violations of the *Code of Conduct*, the Head of School (or another administrator, in her absence) will become involved. Consequences are determined, using the guiding principles above, on a case-by-case basis, and may include one or more of the following, as appropriate:

- Discussion/Conference (with teachers, administration, and parents, as appropriate)
  - A guidance approach will accompany all consequences as appropriate
- Loss of privileges
- Detention (morning, recess, or after school)
- Verbal or written apologies
- Suspension from co-curricular activities
- Restitution for damage
- Community Service
- Conduct Alert



- Conduct Probation
- Internal Suspension
- External Suspension
- Expulsion
- Police Contact

b) Progressive Discipline for Ongoing Violations of *Code of Conduct*

All violations of The *Code of Conduct* will be tracked by the school in order to identify general patterns of behaviour and to identify repeated problematic behaviour by individual students. Parents will be notified of any significant violation of the *Code of Conduct*. Students who are regularly violating the *Code of Conduct* will be placed on *Conduct Alert*, such that their behaviour will be reviewed in a weekly meeting with their homeroom teacher and/or a school administrator. Students on *Conduct Alert* who do not show significant improvement in their behaviour will be asked to join a meeting among their teachers, an administrator and their parents at which a *Conduct Probation* agreement will be agreed upon. Continued violations at this point may lead to Internal or External Suspension or Expulsion.

c) Exceptional Cases

In the case of specific serious violations of the *Code of Conduct*, school administration reserves the right to bypass the progressive discipline model and implement measures which, in the sole discretion of school administration, are necessary in order to protect the safety and security of the general school community.

d) Suspensions/Expulsions

From time to time, a student will demonstrate, through his or her behaviour, such a profound disregard for the *Code of Conduct* that his or her immediate or ongoing presence poses a risk to the safety and/or the teaching/learning environment of the staff and students of the school. In these cases, at the discretion of the Head of School and consistent with upholding of this *Code of Conduct*, such a student will be suspended, internally or externally, or expelled from the school.

6) REPORTING ABUSE

Under the *Child and Family Services Act*, “abuse” means “a state or condition of being physically harmed, sexually molested or sexually exploited”. For the purposes of this policy, “abuse” also refers to serious psychological maltreatment, or neglect by a person responsible for a child’s care through the deprivation of necessities. The *Child and Family Services Act* imposes a statutory duty on all persons, including those who perform professional or official duties with respect to children, who have reasonable grounds to suspect child abuse, or the risk of likely child abuse, to forthwith report those suspicions to a children’s aid society.

## APPENDIX TWO: BULLYING AND INTERVENTION POLICY



### FIELDSTONE DAY SCHOOL BULLYING AND INTERVENTION POLICY

This policy has been developed with reference to and in order to reflect the spirit of the Accepting Schools Act, 2012

At Fieldstone, we believe that bullying can have the following negative effects on our school's culture and climate:

- Bullying adversely affects students' ability to learn.
- Bullying adversely affects healthy relationships and the school climate.
- Bullying adversely affects a school's ability to educate its students.
- Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

Within a school environment such as Fieldstone's, bullying is defined as the following:

"Bullying" means aggressive and repeated behaviour by a pupil where,

- a. the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
  - (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
  - (ii) creating a negative environment at a school for another individual, and
- b. the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

A person may also be considered to be participating in bullying if he or she assists or encourages bullying behaviour in any way.

For the purposes of the definition of "bullying", behaviour includes the use of any physical, verbal, electronic ("cyberbullying"), written or other means.

Cyber-bullying is defined as spreading rumours, images, or hurtful comments through the use of e-mail, cellphones, text messaging, Internet websites, or other technology. It also includes, but is not limited to, the following:

- a. creating a web page or a blog in which the creator assumes the identity of another person;
- b. impersonating another person as the author of content or messages posted on the internet; and
- c. communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

#### Bullying Prevention and Awareness-raising strategies

At Fieldstone, we believe that all adults within our school community, including administrators, teachers, support staff, and parents play a role in the prevention of bullying.

It is widely accepted that there is an inverse correlation between bullying and adult supervision. As such, Fieldstone administrators and teachers remain committed to serving as role models for our students and providing active and engaging supervision of our students throughout the school day, putting forth our best efforts and intentions in overseeing a safe and respectful environment. We will regularly check in with the children within our school to ensure that our efforts are achieving success from their perspective. Ultimately, there is no better judge of a school's positive climate than the children within it.

#### Identification and Tracking of Bullying

Fieldstone allows and encourages all students to report bullying incidents safely and in a way that will minimize the possibility of reprisal, through confidential face-to-face or written communications to any and all school staff.

Any student-to-student interaction (whether reported by a child or parent or observed by any employee of the school) that is reasonably felt by a school employee to fit within the definition of bullying as outlined above, will be reported to the Head of School using the prescribed form ("Suspected/Alleged Bullying Incident Reporting Form"). Incidents reported directly to the Head of School by a child or parent will also be recorded by the Head of School using this form. The Head of School will provide a written acknowledgement of receipt for every such form submitted.

#### Intervention Strategies

Incidents of bullying will be addressed with appropriate and timely responses, and intervention will be consistent with a progressive discipline approach (consistent with the school's Code of Conduct). In recognition of the importance of addressing bullying, which can have a significant impact on student safety, learning, and the school climate, suspension and expulsion may be considered in cases of persistent bullying.

## APPENDIX THREE: STUDENT ACCESS CONTRACT



### FIELDSTONE DAY SCHOOL, JK-8 - STUDENT ACCESS CONTRACT For the Responsible Use of Technology & the Internet

We realize that not all of our younger students will understand or appreciate the importance of this document. All teachers will discuss the following issues with their students in an age-appropriate manner.

Each year we inform and remind students, parents and guardians about the appropriate use of technology in our school. These guidelines, and the school's Code of Conduct, will govern the use of technology in our school. These guidelines help direct our students toward safe and effective uses of technology and the Internet.

Access to the Internet and the Fieldstone network is given as a privilege to users who agree to act in a lawful and responsible manner. You are agreeing to follow the rules of this Student Access Contract while using the information resources, services and network of the school. If you violate any of these provisions, your account may be revoked or you may be subject to additional disciplinary action at the discretion of the school Administration.

IT IS EXPECTED: all users will be supervised at all times, will keep the laptops, iPads, Smartboards and adjoining area neat, clean, and in good working order for one another by using the equipment in a responsible manner.

IT IS EXPECTED: all users will use computer facilities for educational school goals and will do so using common sense, good manners, and good judgment. Users will avoid or immediately disconnect from material that is offensive to anyone in the school.

IT IS EXPECTED: information will be evaluated for its credibility and usability, and credit will be given to the author.

#### AS A STUDENT, I AGREE TO:

1. Treat the computer, iPad, or Smartboard I am using with the utmost care.
2. Use only assigned login names and passwords, assigned software, and assigned parts of the network.
3. Access the Internet when necessary to find materials directly related to my schoolwork.
4. Inappropriate sites will be disconnected IMMEDIATELY.
5. Respect copyright laws and the intellectual property of others – no plagiarism.
6. Report damage or markings on equipment or furniture to a teacher at the beginning of the period.

**AS A STUDENT, I AGREE NOT TO:**

1. Play games or consume food and/or drink near the computers, iPads, Smartboards, etc.
2. Access the Internet without supervision.
3. Print long articles from sources (including the Internet) without permission.
4. Try to access accounts, areas, directories, or folders not assigned to me by a teacher.
5. Use email or any other online communication without DIRECT supervision of a teacher.
6. Alter, mark up, move, or change workstations in any way.

*"I understand and will abide by the above terms and conditions in order to obtain an account at Fieldstone. Should I commit any violation, regardless of its magnitude or damage, my privileges may be revoked or restricted. School disciplinary action and/or appropriate legal action may be taken."*

**AS A PARENT OR LEGAL GUARDIAN OF THE STUDENT:**

1. I have read and discussed the guidelines with my son/daughter
2. I understand that my son's/daughter's violation of these guidelines may result in the loss of privilege of using the Internet and Fieldstone network.

\*If you wish to limit or remove your child's access to the Internet or school network, please contact [adminstration@fieldstonedayschool.org](mailto:adminstration@fieldstonedayschool.org).

\*Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.

\*All terms and conditions as stated in this contract are applicable to the Fieldstone Day School network and all other Internet access networks. These terms and conditions reflect the agreement of the undersigned and supersede all prior verbal and written agreements and understanding of the parties.

**FDS Family Handbook Inserts Link:**

[FDS Family Handbook Inserts](#)