



Parent Handbook

2023–2024



THE STERLING HALL SCHOOL
Where boys belong.

OUR MISSION

To inspire and empower each boy through his formative years.

OUR CORE VALUES

STERLING LEARNING

We value innovative academic practice and boy-focused programming that inspire individual growth, curiosity and passion for learning.

STERLING CHARACTER

We value and develop confidence and resilience, kindness and respect, with the courage to advocate for oneself and for others.

STERLING COMMUNITY

We value an engaged, supportive community that nurtures a sense of belonging and fosters lifelong relationships.

LAND ACKNOWLEDGEMENT

We meet, learn, play and are nourished today on land within the Treaty Lands and Territory of the Mississaugas of the Credit First Nation as well as the traditional territory of the Huron-Wendat and Haudenosaunee peoples.

These lands are specifically referred to in the Toronto Purchase Treaty No.13 of 1805 and in the Government of Canada 2010 settlement with the Mississaugas of the Credit First Nation.

As an educational community, we acknowledge the long-term effects of colonised education and the role settler education communities have played in erasing accurate Indigenous/settler histories.

In alliance with the Truth and Reconciliation Committee's 2015 calls to action, we at SHS name our intent and commitment as a school community to better understand and communicate accurate shared histories and Indigenous knowledge.

SCHOOL SONG

Sterling Hall, O Sterling Hall,
As we tread our hallowed halls.
Through the years our dear old school
Will be remembered by us.

As we stand,
Brave and true,
Sterling Hall will guide us.

Sterling Hall,
The white and blue,
Always there beside us.

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Section A

A Welcome Message

Having just celebrated our 35th birthday, we are grateful for our community and enthusiastic for the upcoming 2023-2024 school year. We have a full complement of engaging events and activities planned for the boys and families to embrace and we are excited for the opportunities to come. As ever, we have a superlative team of dedicated educators, staff and administrators who are eager to inspire and empower each boy under their charge as the year unfolds.

We recognize that the power of the Sterling Hall community is immense and we rely on it to shape and enhance the experiences of each boy. When we build strong partnerships between the school and home, our boys benefit greatly from the potent force of messages, values and expectations that resonate deeply and are reinforced by the many adults who care for them, both at home and at school. It is the best example of a community raising a child and we welcome the collective contributions of so many caring adults to guide and support each boy as he navigates life during these formative years of childhood.

We provide this handbook in the spirit of partnership, in order to make clear expectations and provide a resource to support families with the many aspects of school life, including operational details to support a safe, healthy and vibrant community experience at SHS. This handbook is an important tool to support everyone in understanding and guiding our

community towards a positive learning and community experience for boys, families, employees and school partners, alike.

Thank you to all families for the trust you put in all of us at SHS to help guide, educate, inspire and empower each of the boys who attend The Sterling Hall School. We recognize this immense responsibility and we do not take this for granted. We also relish the opportunity to partner with each family in order to most effectively support and connect with each boy in order to foster the belonging that will allow him to take risks, grow and flourish through both his successes and missteps along the way. Boys either succeed or they learn, and we welcome the warm and collective support that our community fosters to encourage this development to happen as boys explore their own potential, both in the classroom and beyond.

We look forward to welcoming both boys and families back to SHS in September as, together, we strive to help each boy find his footing and confidently leap towards finding his great potential.



Rick Parsons
Principal

Section B

Introduction

The start of a school year is a time of great anticipation as we think about the opportunities ahead, and some trepidation as we acquaint ourselves with a new school or school year. This handbook is divided into the major components of your son's school year, and we hope serves as just the right introduction - giving you enough information to get started with your family's organization and where to go for additional information.

C - Return to School: Actions Required by Parents should give you a clear list of what needs to be filled in and remitted in order for your child to attend school. We also include here our Code of Conduct and Cell Phone policies for your reference, inviting you to review the expectations with your son as needed, as we will as well at the start of the school year.

D - Campus Life shares our daily schedule and how to note absences, how to drop off and pick up your son, how to access Before and After 4 programs should you require them, details of the opt-in Lunch program, and some details on lockers and other sundry matters.

E - Academics shares highlights of our academic program and practices, an annotated section for commonly referred to programs, roles in a strong home-school partnership, and where to go for further information should you be keen on learning more.

F - Student Life outlines our programs and wonderful opportunities beyond our in-class

learning. Visit this section to learn more about co-curriculars, athletics, experiential education trips, assemblies and recesses.

G - Digital Community and Technology summarizes ways we organize ourselves digitally to access relevant information and resources so that our community and learning spaces are supported. Please visit this section to learn more about family access to Veracross, digital learning tools for students, and expectations on acceptable use and how to be safe online.

H - Health & Well-being is an important section as we want each boy and staff member to be healthy and at school. Please visit this section to learn more about when to come to school and when to stay home, how to access our Health Centre and contact our School Nurse, and the roles and responsibilities for healthy school days.

I - School Community celebrates our hopes that families will feel that they belong at our school. We know in addition to popping in at drop-off and pick-up, many families also would like to participate in our Parents Association, and details on the PA and Parent Community Events can be found in this section. The SHS Advancement team leads our partnership with our families and more about their work can be found in this community section.

[J - Contact information](#) - We hope the website and Parent Portal are of further help in answering questions. If you have questions, you will find a list of school administrators in this section who are happy to help.

Finally, upon reviewing these sections and the website if we have neglected to include a topic that would aid families as they begin the new year, please do reach out to communications@sterlinghall.com. Your suggestions will help us improve!

Section C

Return to School: Actions Required by Parents/Guardians

We hope you find this single list of relevant forms we require useful to your organization.

Please complete the following online forms in the Parent Portal as this will help us plan for an effective start to school in September. Should you have a question, please contact Jennifer Colleran, Vice-Principal at jcolleran@sterlinghall.com.

Forms are found on the Parent Portal and need to be completed prior to the start of school.

- Health Forms (Magnus on Parent Portal)
- Student User's Commitment for Technology (Parent Portal)
- Annual Giving (Parent Portal)
- Household Profile Update (Please update your preferences for school communications and your families contact information on the Parent Portal under 'Household Profile Information')
- Parent Volunteer Opportunities (optional)
- Private Music Instruction (optional)

Please support your son in understanding and complying with the [Code of Conduct, Progressive Discipline, Bullying Policy and Banned Articles](#) and with the [SHS Cell Phone Policy](#).

Review [2023-24 Student User's Commitment for Technology](#) policy in an age-appropriate way with your son prior to the start of school. **Please ensure you and your son have signed and submitted the online form.**

Please note the following inappropriate use of technology:

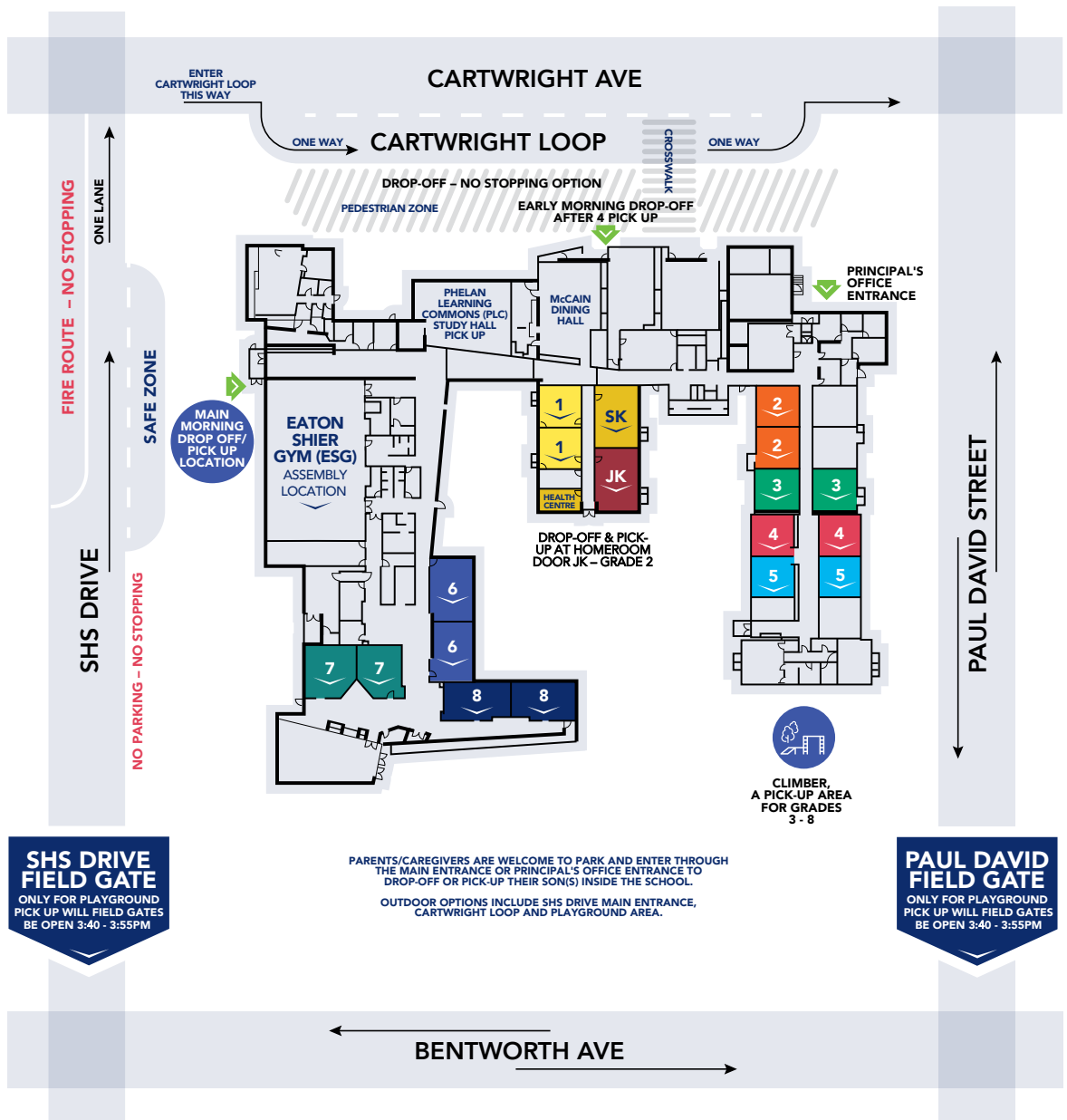
Recording, streaming, capturing, sharing of in-person or online discussions or images in any way of other students and teachers. This will be understood as a purposeful breach of school values. Any such breach of trust and respect may well lead to suspension or expulsion.

Section D

Campus Life

MAP

Please find a map of drop-off and pick-up procedures and Homeroom locations for the 2023-2024 school year.



ARRIVAL & DISMISSAL SCHEDULE AT A GLANCE

7-8AM

EARLY MORNING PROGRAM ([SEE BELOW](#))

All students may be dropped off at the McCain Dining Hall entrance to participate in the Early Morning Program or to attend team activities and clubs.

8AM

SCHOOL DAY SUPERVISION BEGINS.

Students may be dropped off at the SHS Drive Main Entrance or the Cartwright Loop.

Parents/Caregivers may also choose to park on neighbouring streets and walk their son(s) to their classroom inside the school.

Students will drop off backpacks and head outside. There is teacher supervision on the school fields from 8AM – 8:30AM.

On days of inclement weather, supervision will be provided inside.

Please note that there is no outdoor supervision prior to 8AM, except for clubs or team activities.

Should you wish to drop off your son prior to 8AM, please use the Early Morning Program (see below).

8:30AM

SCHOOL DAY BEGINS AND ALL STUDENTS ARE IN THEIR CLASSROOMS

Late Arrivals:

Students who arrive after 8:30AM must be signed in by a parent or caregiver at the Main Entrance Reception area and they will receive an admit slip for their Homeroom teacher. Please do not drop your child at Cartwright Loop after 8:30, or if there is not a supervision teacher.

3:40PM

SCHOOL DISMISSAL OR PARTICIPATION IN CLUBS, ATHLETICS, AFTER FOUR PROGRAM OR STUDY HALL

Note: If a student in JK – Grade 2 is not picked up by 3:45PM or a student in Grades 3 – 6 is not picked up by 3:55PM, he is enrolled in the After Four Program, with subsequent charges.

3:45 – 4:30PM

STUDY HALL (OPTIONAL, SEE BELOW) FOR GRADES 3 – 8.

3:45 – 5:45PM

AFTER FOUR PROGRAM (SEE BELOW), FOR WHICH THERE IS A DAILY CHARGE

5:45PM

SCHOOL CLOSSES.

Please note: All students, including Grade 7 and 8, will remain on the school grounds throughout the day unless permission to leave has been granted by the Principal. A parent or caregiver must sign a student out (and back in if on the same day) at Reception if removing the student from school during school hours.

SCHOOL DISMISSAL

Regular 3:40PM dismissal procedures:

JK – GRADE 2

Students are picked up at 3:40PM at their classroom doors by parents/caregivers.

GRADES 3-8

Students in Grades 3-8 are dismissed to clubs, teams, Study Hall, After Four, or to wait for parents/caregiver at the designated pick-up spot. Usually, Grade 3-5 families prefer picking up their sons at the Cartwright Entrance, and Grades 6-8 leave through SHS Main Entrance. For families with multiple boys or carpools, we defer to the pick up location of the youngest student unless families indicate otherwise to the Homeroom Teachers of each student affected.

Please be sure your son knows from where he is being picked up:

- a. Principal's Entrance at the Cartwright Loop
- b. Main Entrance on SHS Drive
- c. In the playground area. Parents/caregiver choosing to pick up from the playground area can enter through Paul David Field Gate or SHS Field Gate to pick up their son.

Should your pick-up plans change after your son has left for the day, please call Reception. Should your son be entrusted to someone other than a parent, please also email the Homeroom teacher and Reception with your written permission. We will not release a student to another adult without this permission.

GRADE 6 - 8 INTERMEDIATE BOYS

(when packed up and ready to go), who ask a teacher for permission, proceed through the SHS Main Entrance to meet parents. Alternatively, they may call or text (under supervision) their parent/caregiver to pick them up. Parents parking on Paul David Street, Bentworth Avenue, Cartwright Avenue or adjacent streets may find this a very helpful strategy as they can then drive onto the property, locating their son at the agreed-upon exit. Please note students are to maintain Code of Conduct and Cell Phone expectations until under their parents/caregivers supervision.

- Grade 7 – 8 students are permitted to leave the school property on their own, provided that their parents have signed a self-dismissal form and they are leaving for the day. Note, they may not re-enter the site once they have left.
- No student in JK to Grade 6 is permitted to wait for a ride and exit the external doorways adjacent to the Principal's Office without an adult.

ARRIVAL/DEPARTURE PROCEDURES & PARKING

ARRIVAL

As a community, adhering to arrival and departure guidelines will ensure a safe and smooth start to each day. We are thankful for the helpful and cheerful support of our families as we navigate arrival and personal schedules.

Thank you in advance for modelling kindness and respect towards everyone in our SHS community!

General Notes:

- Cars waiting in driveways will be asked to move at 3:40PM unless your son is getting into your car at that time. Please do not arrive early to secure a space in these areas.
- Please park or stop only on the side of the streets adjacent to the school property. These streets are: Cartwright Avenue (eastbound only), Bentworth Avenue and Paul David Street (southbound).
- Students should never be dropped off or waited for on the opposite side of the street as they would have to cross traffic to access the school or the car.
- Please plan your route so that you do not need to make three-point turns.
- Please do not use the driveways of the houses in the community for parking or turning around.
- Do not park in the Lighting Originals parking lot or in any of the parking lots of our neighbouring businesses on the north side of Cartwright Avenue; you may be towed.
- Do not park or drive on the lawns.
- Do not idle your car for more than 1-2 minutes.

If you are early and parked on the street in a parking spot, you are very welcome to wait inside the school. We enjoy these moments to see one another and have our parents/caregivers in our wonderful school!

RESPECT EACH OTHER AND OUR NEIGHBOURS

Please remember to drive cautiously and exercise the patience and courtesy we wish to model for all of our boys when navigating drop-off and pick-up each day.

ENTRY/EXIT AT CARTWRIGHT LOOP:

Cartwright Loop (north end of the property)

No parking on the Cartwright Loop **anytime**.

■ 7-8:30AM

- Pull up and have boys exit on the 'south' side of the car into the Pedestrian Zone. Adults stay in the car.
- Between 7-8AM boys enter through the McCain Dining Hall entrance.
- Between 8-8:30AM boys enter through the Principal's Office entrance. Walk-in families park on Paul David Street, Cartwright Avenue, Bentworth Avenue or adjacent side streets. Do not park in the Cartwright Loop and leave your car, even for a short amount of time.

■ 3:40-4PM

- Boys exit by the Principal's Office entrance and stand with the teacher in the Pedestrian Zone.
- Cars may pull in close to the Crosswalk and load students from the Pedestrian Zone.
- The teacher will ask cars that are obstructing

others to move along if other cars are ready to leave.

- Walk-in families park on Paul David Street, Cartwright Avenue, Bentworth Avenue, or adjacent side streets. Do not park in the Cartwright Loop and leave your car, even for a short amount of time.
- The teacher will bring boys in at 4PM and take them to Study Hall or After Four.

SHS DRIVE (WEST SIDE OF PROPERTY)

No parking along SHS Drive except in designated parking spots.

8-8:30AM DROP-OFF

- Directly in front of the main entrance, there is an indentation that may be used for drop-off only. Please pull up as far north as possible.
- Walk-in families park on Paul David Street, Cartwright Avenue, Bentworth Avenue, parking spots or adjacent side streets.

3:40-5:30PM PICK-UP

- Directly in front of the main entrance, there is an indentation that may be used for pick-up only. Please pull up as far north as possible.
- At 3:40PM, staff will be outside the main entrance asking stopped cars in the indentation to circle around if their son is not immediately getting into the car.
- Boys begin to arrive at the main entrance to wait for pick-up.
- Note that no parking is permitted along the fire route or in the driveway, except in designated parking spots on the south end of the drive, and of course the accessible spot which should be saved for community

members who have the designation posted on their car.

- Students not picked up by 4PM will be taken to Study Hall or After Four.
- All pick-up and parking expectations and restrictions are in place throughout the afternoon, regardless of a staff or faculty member being in attendance.

Thank you for your attention to these directives; the cumulative effect of everyone following them will be greater safety, community care and respect—certainly worth the effort!

Should you have any questions or comments, please feel free to contact Jennifer Colleran, Vice-Principal.

BUS COMPANY INFORMATION

Walter Lopez from Fun Bus will be providing bus service to interested Sterling Hall families to pick-up and drop-off your son at home beginning in September 2023. Arrangements must be made directly with [Fun Bus](#) at 416-677-1196 or walter@funbusinc.co. Should you be interested in this external bus service, please connect with them directly in order to complete an application and make arrangements.

BEFORE & AFTER SCHOOL PROGRAMS

EARLY MORNING PROGRAM

The Early Morning Program provides a supervised environment from 7-8AM in the McCain Dining Hall. This program is intended to provide parents with the flexibility to drop off their sons early in the morning whenever they need to. There is no charge to attend the Early Morning Program.

All students may be dropped off at the McCain Dining Hall entrance to participate in the Early Morning Program or to attend team activities and clubs.

Program Details:

- ▶ Boys are supervised by a qualified teacher in the McCain Dining Hall from 7- 8AM, at which time they will be escorted to the Ian Robinson Quad for supervised outdoor play. (In the case of inclement weather, boys will remain in the McCain Dining Hall until 8:15AM.)
- ▶ Boys may use this time to complete homework, read and play games. Computer use is discouraged during this time.
- ▶ Pre-registration is not required. Bring your son to the McCain Dining Hall entrance (exterior door) off the Cartwright Loop. Boys will sign in as they arrive.
- ▶ Blue Window breakfast options are available, including bagels, cold cereal, assorted muffins, fresh fruit, juice and milk. Blue Window purchases will be charged to your student account. Boys may bring a nut-free breakfast from home. A microwave is available. The Blue Window does not serve food after 7:50AM.
- ▶ Boys entering the school building for early morning scheduled activities (e.g. athletics practices) will enter through the McCain Dining Hall entrance. They will also sign in,

indicating that they are attending an activity/practice.

- ▶ Please note: All students leave the McCain Dining Hall at 8AM as it is no longer supervised.

AFTER FOUR PROGRAM

The After Four Program operates from 3:45–5:45PM, Monday through Friday, unless otherwise noted in the Parent Portal online calendar or Friday Memo. On days of early dismissal, it begins at the conclusion of the dismissal time.

The charge for the After Four Program is \$15 per day. Please understand that 5:45PM should be the latest that your son leaves the school. On days of early dismissal, the charge is \$15 up to 4PM and an additional \$15 after that.

Please note that if your son is not in a club, team activity or Study Hall by 3:55PM, he will be entered automatically in the After Four Program, with subsequent charges. JK–Grade 2 boys are entered into the After Four Program at 3:45PM. The only exceptions are Grade 7 and 8 students, who may make different arrangements with their teachers.

After Four Program students can be picked up at the McCain Dining Hall door. Families can call **(647) 629-8709** to give notice when they are 5 minutes away.

If you should encounter a situation where:

- a. you are unable to pick your son up at the designated time, or
 - b. you have made alternate after-school arrangements for your son,
- it is imperative that you call or email the school and advise Reception and the Homeroom teacher of your plans for your son.

STUDY HALL

Study Hall is offered for Grades 3-8 at no charge. Students arrive at Study Hall, located in the Phelan Learning Commons (PLC), prepared to work. If they are not prepared, they will be sent to After Four, where charges will apply.

Students not picked up from Study Hall at 4:30PM will automatically join the After Four Program and families will be charged accordingly. After 3:55PM, students who have not joined Study Hall and are still at SHS will join the After Four Program. (Students in Grades 7 and 8 who have permission to self-dismiss will do so).

Please note that although Grade 7 and 8 students may attend Study Hall voluntarily, they will be required to attend in certain situations. For example, if a student fails to submit an assignment on the due date, he may be required to attend Study Hall until the assignment is submitted. Attendance at this Study Hall takes priority over all other activities in such a situation.

There is no Study Hall on Faculty & Staff meeting days, Parent/Teacher Conference and Student-Led Conference days, or the last day of a calendar term as indicated on the online calendar.

Parents come to the Phelan Learning Commons (PLC) to sign their son out of Study Hall. Students not picked up by 4:30PM will go to After Four and will have a charge added to their account.

ATTENDANCE & SAFE ARRIVAL

It is important for the safety and security of all students that the school knows where your son is during school hours. You can help by following our policy for absenteeism and late arrival.

Main Phone Number/Reception **416-785-3410**

Email attendance@sterlinghall.com

ABSENCE

When a boy is to be absent from school, parents are requested to notify Reception as soon as possible. This can be done by phone or by email to attendance@sterlinghall.com.

Reception will pass this information on to the Homeroom teacher. Messages should be left on the SHS voicemail before 8AM. If your son is to be absent for a planned event, Reception and the Homeroom teacher need to be notified in advance by email.

Your son's safe arrival at school is confirmed on a daily basis. If he is not accounted for through a note, an email or a call to Reception re: late arrival or illness, you will be contacted at home or at work until his whereabouts are verified. It is therefore important to let the school know, in advance, of upcoming appointments or absences.

If your son develops an illness during school hours, he will be assessed by his teachers or the Nurse. If possible, he will be treated at school. If he needs to be sent home for further treatment, you will be contacted immediately. Please pick up your son promptly.

If you receive a call from your son requesting that you pick him up because he is sick, please contact the school, as it is the school's responsibility to call you and all students are instructed not to call home in such cases.

LATE ARRIVAL

Punctuality is one of the many life skills we aim to instill in our students. Boys not in their classes by 8:30AM will be considered late. If for any reason (illness, doctor/dentist appointment, etc.) a boy is going to be absent or late, please notify Reception. A note or email to Reception and the Homeroom teacher prior to an appointment is most helpful.

Please note: All absences and late arrivals are tracked, with the totals noted on your son's report cards.

LEAVING SCHOOL PROPERTY

When a boy leaves the school for an appointment he must be signed out and, when he returns, be signed in with Reception, at which time he will receive an admit slip to give to his supervising teacher. No student is permitted to leave the school during school hours unless accompanied by a parent, guardian or teacher. Students in Grade 7 and 8 can self-dismiss at the end of the school day if their parents have signed the Self-Dismissal form. Self-dismissal, like regular dismissal, means a student has left for the day and can only occur at 3:40PM. If a student who usually self-dismisses at the end of the day is required to leave school for a midday appointment, he still requires a note or email in advance signed by a parent. The Vice-Principal or Principal must clear any exceptions to this protocol.

FAMILY TRIPS THROUGH THE SCHOOL YEAR

Trips or extended absences by choice of the family while school is in session require the permission of the Vice-Principal. If a family is intending to withdraw their son for an extended period, they need to contact the Vice-Principal in writing as far in advance of the absence as

possible. On a rare occasion, the Vice-Principal may elect to have faculty send some work home, acknowledging that such work can never replace the curriculum experienced within school. Please understand that this is rare. The focus of the faculty's efforts and time will remain with the students who are attending school.

PLAY & RECREATION - RECESS!

Play is found in all domains of the school, between people of all ages:

- Relationships & learning
- Collaborations
- Co-curriculars and downtime
- Lunches & recesses

It is a well-known saying that 'play is the work of children'. Picturing a young child at play, it is easy to see how the social, emotional, physical, cognitive and metaphysical domains are fluidly accessed and exercised. Imagination, and playing within the imaginary space, allows people to experience the impossible, to stretch the possibilities of the known, to iterate and reiterate exercising the disposition of a growth mindset. People do this collaboratively with others in play as we explain and listen, follow and lead, problematize and resolve, risk and reflect. There can be joy and disappointment in quick succession. Children's imaginations create space and places that are richer than anything we could provide. This facility found in free-play is important to the developing critical, creative and collaborative mind while fulfilling emotional and social needs. Play helps build relationships of trust, respect and optimism while developing creative, critical and collaborative thinking.

RECESS* SCHEDULE BY DIVISION

	Primary JK-Grade 2	Junior Grades 3-5	Intermediate Grades 6-8
Early Recess (if dropped off prior to 8:30am)	8:00-8:25	8:00-8:25	8:00-8:25
Classes begin	8:30	8:30	8:30
Morning Recess	9:30-10:00 *except G2 who has PE	*all classes have PE in the AM	10:30-11:00
Lunch	11:30-12:00	12:00-12:30	12:30-1:00
Lunch Recess	12:00-12:30 *except JK-G1	12:30-1:00	1:00-1:30
Afternoon Recess	1:30-2:00	2:00-2:30	*each grade has PE in the PM most days
Homerrom	3:30-3:40	3:30-3:40	3:30-3:40
Dismissal	3:40	3:40	3:40

- All students will enjoy 3 half-hour outdoor recesses every day. Additionally, students JK-5 have daily Physical Education classes, and Grades 6-8 have PE classes almost every day, the exceptions allowing time for additional specialized programming (see Academics).
- Dress your son according to forecasted weather conditions. We will go outside during most weather conditions.
- When the temperature or wind-chill factor indicates -20° to -28° , recess will be shortened at the discretion of the school Nurse and/or the teachers. At -28° and below, recess will be indoors due to frostbite risk.

*Teachers will share class timetables at *Meet the Teacher Night* in September. Questions regarding your son's timetable can be directed to your son's Homerom Teacher.

LUNCH & DINING HALL

All menus are created to bring the freshest and most nutritious ingredients to the table each day. We provide a wide range of wholesome ingredients while creating child-friendly and understandable foods. New menus are created for each part of the growing season in order to allow the students to experience the rich diversity of flavours available throughout the year. New tastes and textures will be highlighted throughout the school year alongside student favourites.

We understand that each child may have a specific tolerance to flavours and textures, and for that reason we create menus that bridge as many age requirements as possible. It is understood that in many cases students may be nervous to try new items. As with many new situations, once the unknown has been tried it is usually well-received.

DAILY SNACKS JK–GRADE 2

Students are provided two snacks for each school day. Each snack is prepared on-site and consists of fresh-cut fruits, vegetables and house-made spreads, dips and cereal bars.

HOT LUNCH PROGRAM JK–GRADE 8

An optional Hot Lunch (HL) program is available for all students. Sign up is offered on a term-by-term basis. Students enrolled in Hot Lunch will be provided with the hot lunch option of their choosing from our menu, as written in the seasonal menu calendar. Milk and water are provided to all students on the Hot Lunch program. For families in JK–Grade 2 who are not participating in the lunch program, our Annual Milk Program is available to those who wish to provide their child with daily cold milk. Students are also given the opportunity to request “seconds” of their favourite meal items and self-serve options. Please note, menus are not personalized for individual student preferences.

Hot Lunch menus will be updated three times per year and communicated to parents via email and available on the Parent Portal.

1. Fall Menu
2. Winter Menu
3. Spring Menu

BLUE WINDOW RETAIL SERVICE – GRADES 3–8

In addition to the Hot Lunch menu calendar, students have the option of a retail-based service at the Blue Window (BW), allowing boys more flexibility in what they may purchase. Purchases are billed to student accounts. Menu items in this area include additional daily hot food specials and promotions, pre-made vegetable and fruit snacks, pre-made sandwiches and salad

selections, as well as a rotating assortment of single-serve beverages and packaged snacks.

Most boys adopt a very responsible approach to their purchases. However, some may spend more on student accounts than you might have anticipated. We ask that you review your expectations with your son and agree together on his use of the Blue Window service. If you require additional information about specific purchases, you are welcome to call our Food Services Manager at extension 241.

HOT LUNCH MISSED MEALS, REIMBURSEMENTS AND LAST MINUTE REGISTRATION

All participation will be billed to your account based on your selection at the beginning of each semester. Due to purchasing, stocking and production requirements, reimbursements will only be made for the following events:

1. School-scheduled trips.
2. Illness lasting over five (5) school days. Notification to the food service of your son’s absence from the Hot Lunch program is required in writing. Please provide us with a date of return in order to allow for his meal production when he is well enough to attend.
3. Vacation absence lasting over five (5) days. Notification to the food service of your son’s absence from the Hot Lunch program is required in writing no later than three (3) full business days before vacation start date. Please provide us with the start and end date of the vacation.
4. No reimbursements will be provided for same-day absences. In cases where less than three (3) business days notice are available, it may be possible to move the scheduled Hot Lunch meal to another day of the meal calendar. Please speak with our Food Services Manager at extension 241 if you require assistance.

5. Over the course of each semester, for reasons outside of a family's control, there may be instances where Hot Lunch is required for your son on days that were not previously registered. All unregistered food service orders must be received by email to Emma Lailey, Administrative Services Manager, at elailey@sterlinghall.com. Orders will be received for same-day service up to 9:30am for emergency reasons.

All previously unregistered meals and manager-approved reimbursements will be charged to your account at the end of each semester.

NUTRITION GUIDELINES

These guidelines are designed to provide guidance to the entire Sterling Hall School community—faculty, staff, students and families—all of whom at one time or another provide nourishment within the school. Through learning and practice, it is our goal to encourage healthy eating habits in all members of the SHS Community. We also strive to develop in our students the beginnings of a life-long habit of appreciation and preference for healthy foods.

PACKED LUNCHES/SNACKS/ENERGY DRINKS

The main purpose of providing a snack is to re-fuel our boys and to ensure that they maintain an appropriate energy level throughout the day. Candies, chocolate and sugary or caffeinated drinks are not appropriate snack or lunch items. We would appreciate your cooperation in not sending sweets, junk foods and inappropriate drinks to school. In our experience, fruits, vegetables, high protein foods and foods made from whole grains are ideal snacks to support learning.

Should your son forget his packed lunch, please notify Reception or his homeroom teacher to

arrange joining the Hot Lunch program for the day (with billing). While these moments should be few and far between, we do want to make a solution handy and helpful to you.

We will not be accepting food deliveries from various outside providers including Uber.

These items will be received by the Vice-Principal and disposed of, and your son will be added to the Hot Lunch program for the day (with billing). We thank you in advance for your understanding and cooperation.

NUT-FREE FOOD

In all cases, please remember to read the labels of pre-packaged foods to make sure that you know what you are buying and that the food does not include peanut or nut products. Any food item that "may contain traces" of nuts or has come from a restaurant that is not nut-free (i.e., Tim Hortons, Starbucks) may not be brought into the school.

REDUCE, REUSE, RECYCLE

Teaching our students the merits of reducing waste, reusing containers and recycling helps to instill in them a better awareness of our environment. We encourage students to develop attitudes which, we hope, will result in them being committed to conserving and preserving the earth.

When students bring their own lunches, please ensure that they:

- bring a reusable lunch bag or food container
- bring reusable containers for food and drink
- be conscious of and avoid purchasing over-packaged foods

Occasionally, House points are awarded for completely litterless lunches.

LOCKERS & SCHOOL SUPPLIES

JK-Grade 3 students have cubbies or coat hooks in the hallways outside their rooms to organize their outerwear and knapsacks. Please do not send a rolling knapsack with your son as we cannot accommodate its storage. Also, please ensure knapsacks JK - Grade 8 are full-sized (not child-sized) to accommodate work and folders that are regularly sent home.

We happily provide the necessary school supplies for at-school learning and creativity.

UNIFORMS

The SHS uniform has been updated for the 2023-2024 school year and you will notice some changes from previous school years. Of note, please ensure your son has a pair of all-black polishable dress shoes for use with #1 uniform.

All boys JK - Grade 8 will require one set of #1 dress, our formal uniform and a pair of all-black polishable dress shoes for Friday Assembly and special events.

Boys in Grade 6 - 8 will change for Physical Education and athletic activities and should have clean gym clothes available throughout the week.

SHS students maintain a high standard of appearance, whether in school or while travelling on school trips or with school teams. Hair should not interfere with vision or activities. Hair must be neat and clean.

Please note: Necklaces must not be visible and neither jewelry nor watches may be worn during PE, team or athletic activities.

THE SHARK SHOP

The online Shark Shop is available on the Parent Portal and the on-campus Shark Shop is open for uniform needs throughout the school year. Once school begins the Shark Shop is open on campus at drop-off in the morning from 8-9AM and during afternoon pick-up from 3-4PM from Monday through Thursday. Appointments are not necessary.

Proceeds from the Shark Shop contribute to The Sterling Hall School. When you make a purchase at the Shark Shop, you are supporting the school and the boys' education.

LOST & FOUND

To prevent the need for Lost & Found, we ask that student names are clearly marked on all clothing and other items. Should your son have lost an item, he or a parent can check the Lost & Found located near the Eaton Shier Gymnasium.

Labels can be purchased at www.mabelslabels.ca. A portion of all sales are donated to the Parents Association.

Section E



Sterling Character | Sterling Learning

STERLING CHARACTER

- ▶ Our focus on developing each boy's character strengths, using the **VIA Character** framework, informs and deepens his learning and experiences in our community. Visit our website [page](#) for further information.
- ▶ Boys are **relational learners**, and our teachers are experts at creating strong and effective relationships with each student. Read a more in-depth overview on our site [here](#).
- ▶ **Social-Emotional Literacy (SEL)** is central to respectful, caring relationships and a healthy life. Learn how we begin each day focusing on SEL and VIA in our [Health & Community program](#).

STERLING LEARNING

- ▶ SHS has a strong focus on the **foundational literacies** of reading, writing, math, science and more, as well as specialty subjects such as music, art, drama, and information-communication technologies throughout each grade level. View [this](#) website page for more information regarding key curricular subjects.
- ▶ **Specialty subjects by Grade:** We are fortunate to have a highly specialized faculty, each member with deep knowledge and experience in different subject disciplines and

pedagogy. We are so proud of what each person brings to our collective whole, and how that expertise translates into the best learning environment in the country for JK-Grade 8 boys.

In the 2023-24 school year, our students will have the specialist subjects listed below. Note, H&C represents Health and Community, our Health, Social-Emotional Learning and Classroom Circles program:

JK—H&C, French, PE, Library, Visual Arts, Music, Science, Outdoor Education

SK—H&C, French, PE, Library, Visual Arts, Drama, Music, Science, Outdoor Education

G1—H&C, French, PE, Library, Visual Arts, Drama, Music, Science, Outdoor Education

G2—H&C, French, PE, Library, Visual Arts, Drama, Music, ICT (end of year), Science, Outdoor Education

G3—H&C, French, PE, Library, Visual Arts, Drama, Music, ICT, Science, SLP, Outdoor Education

G4—H&C, French, PE, Library, Visual Arts, Drama, Music, Science, SLP, Outdoor Education

G5—H&C, French, PE, Visual Arts, Drama, Music, Science, SLP, Outdoor Education

G6—H&C, French, PE, Visual Arts, Drama, Music, Science (with Outdoor Ed integration), Electives/SLP, Advisory

G7—H&C, French, PE, Visual Arts, Drama, Music, Science (with Outdoor Ed integration), Electives/SLP, Advisory

G8—H&C, French, PE, Visual Arts, Drama, Music, Science (with Outdoor Ed integration), Electives/SLP, Advisory, Mentorship, Leadership

- We also focus on [Inquiry](#) and **interdisciplinary learning**, the combining of subject concepts and learning to extend each boy's thinking and his desire to take action in life and community. Student choice and agency, while throughout the curriculum, is most apparent in the opportunity for self-directed learning in our Student-Led Projects, a component of each boy's school year.
- We know families have different approaches to **homework** for their son. We have endeavoured to provide choice and a framework for understanding the role of homework for your family. Read our homework guidelines and how to choose for your son [here](#).
- Concepts, perspectives and relationships related to justice, equity, diversity and inclusion (**JEDI**) are integral components of a future-ready education. We are working to make JEDI thinking and learning a central focus of our curriculum. Visit this [page](#) to learn more about our approach.
- Should you have questions about academic support available should a boy require extra assistance, we have further expertise in our Academic Success Team (**AST**). Please see this [resource](#) for more information.
- To learn more, make sure to attend our **Meet the Teacher Night** in September to find out more about our curriculum and programs.

As well, your son's teachers are happy to answer any further questions about the curriculum.

ASSESSMENT & EVALUATION

Assessment and evaluation of student learning are integral to supporting and improving the educational experience for each boy at Sterling Hall. We recognize that there are numerous stakeholders in assessment and evaluation—the most important of whom is the boy. Our assessment practices provide boys, their parents and teachers with the understanding of learning goals, clear achievement markers, as well as learning skills and work habits required for sustained success. Our approach enables teachers to effectively guide, assess, evaluate and report on a boy's progress, and to help each boy be his own assessment expert, able to reflect, set goals and work towards their realization - agency in action.

ASSESSMENT

Assessment is a measurement of learning conducted by the student and teacher at various points in the learning process. It requires that a student and teacher consider the achievement goals and success criteria for the task ahead, and make judgments about the student's own progress and next steps. The teacher observes the student in a variety of ways, namely how he understands, what he can do, and what he knows, and provides descriptive feedback and support for growth. Learning can be assessed in multiple ways. For example, boys may demonstrate learning through discussion, written work, computation of math problems, a lab report or presentation, or in the form of a quiz, test or assignment. Assessment may be conducted at any point in the learning process.

EVALUATION

This is the process of determining a student's overall achievement in all areas of learning, and generating clear feedback for both student and parent on where the learning stands at the completion of a unit or term. The most recent, most consistent evidence of learning is evaluated. Teachers use descriptive feedback and sometimes levels to communicate achievement. We know from research that focusing on descriptive feedback, rather than marks or levels, contributes to a growth mindset and further achievement. While we provide levels on reports and on summative assessments, we highly recommend boys and families focus on descriptive feedback for learning.

REPORTING

Communication with each boy's family is an essential element of our ongoing partnership with parents regarding their son's growth and development. While families can presume work samples being sent home for reflection throughout the school year, we have six reporting events throughout the year.

Mid-Late October

Parent-Teacher Conferences: An opportunity for parents and each teacher to sit down and discuss the student's achievement and goals

December

December Report Card: An electronic report written by each student's teachers, communicating achievements and goals anecdotally and in levels.

Early February

Student-Led Conferences: A wonderful opportunity for each student to meet with his parents to share his learning and his next steps.

Early April

Parent-Teacher Conferences: An opportunity for parents and each teacher to sit down and discuss the student's achievement and goals for the remainder of the year.

June

End-of-Year Report Card: An electronic report written by each student's teachers communicating achievements for the year anecdotally and in levels.

In general, people start with limited skills and knowledge in an area and progress to mastery. While the learning is underway, measurement needs to service the learning, as opposed to weighing equally toward a final result for the term.

Subjects are not designed to be measured in their entirety by a single mark, as the latter can misrepresent important strengths or areas for growth. When reporting, we assign levels to articulated achievement goals that belong to one of four broad categories of knowledge and skill common to all subject areas:

- **Knowledge & 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 learning through various forms.
- **Application:** The use of knowledge and skills to make connections within and between various contexts.

Each category is important; however, the deeper thinking applications will be found in work that focuses on thinking, application and communication. Often, knowledge and understanding can be formatively assessed

through in-class work, conversations and the occasional quiz or short test. Authentic assessment pieces with significant audiences and real-world applications are also formatively and summatively assessed and put knowledge to good use through a greater focus on evidence of thinking through application.

ACHIEVEMENT & LEVEL INDICATORS

Students need a clear indication of the difference in levels of achievement across these four categories of knowledge and skill. Descriptions of sampled work, illuminating the differences between levels, in combination with teacher and peer feedback help students self-assess and understand the assessment of others as they goal set.

Our current Level Indicators marking scheme is:

Grades 1 – 5

- 4*** Consistently exceeds curricular expectations
- 4** Often exceeds curricular expectations
- 3** Meets curricular expectations
- 2** Approaches curricular expectations
- 1** Does not yet meet curricular expectations

In **Grades 6 – 8**, a [-] or [+] indicator may be used to further define achievement within a level.

JK & SK

Progress and achievement is represented differently in these early years. As children are very much developing on a continuum, it is more appropriate to describe their progress rather than rate their achievement. To that end, parents will see descriptors on the report card and some larger assessments of knowledge and skill areas in literacy and mathematics. This will include descriptors of the progress students have

made instead of levels. In the other areas there are anecdotal comments and Learning Skills frequencies (see below). The descriptors are:

- S - area of strength
- P - progressing well
- A - progressing with assistance
- R - requires attention

LEARNING SKILLS

The strengthening of Learning Skills serves a person through life, enabling them to propel forward, reach goals, achieve aspirations and collaborate honestly and respectfully. As such, they are considered foundational and we practise aspects of them under achievement markers aligning with the Ontario Ministry's Growing Success guidelines. Their relationship to achievement may again develop over time (i.e. with a student's added attention to "responsibility" or "organization" will come improved achievement in one or several areas). Students are measured according to a frequency model (rarely/sometimes/ often/consistently) or how often they exhibit the following Learning Skills:

Responsibility

- fulfills responsibilities within the learning environment
- works with care and attention to detail
- takes responsibility for and manages own behaviour

Organization

- devises and follows a process for completing work
- establishes priorities and manages time
- identifies resources to assist with and complete tasks

Independence

- completes tasks independently and meets goals
- follows instructions with minimal supervision
- demonstrates initiative, curiosity, and interest in learning

Collaboration

- accepts roles and equitable work in a group
- responds positively to ideas and opinions of others
- solves problems and makes decisions alongside others

For Grades 6 – 8, two additional Learning Skills have been developed.

Engagement

- participates in classroom activities and discussions
- takes initiative with regard to his own learning
- embraces new tasks and sustains interest

Citizenship

- demonstrates respect for self and others
- represents self and school with pride
- cares for classroom/school environment and property

ACADEMIC AWARDS & RECOGNITION

THE PRINCIPAL'S HONOUR ROLL OF ACADEMIC ACHIEVEMENT

A student's inclusion on the Principal's Honour Roll of Academic Achievement is by decision of the Principal, advised by the Vice-Principal, the Director of Curriculum and teachers. A student

needs to have shown excellence in his term report*, strong Sterling Character and citizenship in and out of the classroom. Current Grades 6-8 students and graduates are considered. Students must have all but two subjects with Overall Achievement levels of 4+, 4 or 4-. The remaining two subjects should have Overall Achievement levels of 3 or greater.

Honour Roll pin awarding: White pins will be given for the first time on Honour Roll, blue pins for the second, and silver for the third and successive times. (That means a boy who has been on Honour Roll since Grade 6 would have a white, a blue, and three silvers.)

THE PRINCIPAL'S AWARD FOR ACADEMIC PROGRESS

A student's inclusion in the Principal's Award for Academic Progress is by decision of the Principal, advised by the Vice-Principal, the Director of Curriculum, and teachers. Up to 8 students per grade included are those who best show a combination of the following: clear improvement between the January and June reports*, strong Sterling Character and citizenship in and out of the classroom. Current Grade 6-8 students and graduates are considered. Students on the June Honour Roll are exempt.

*Numerous improvements within any subject's Learning Skills and/or Learning Goals need to be clearly evident. The improvements must occur in two or more different subjects.

Honour Roll and Academic Progress awards for the previous June will be announced at an assembly in the first six weeks of school the following school year. Families of boys being awarded will receive an email a week or so in advance communicating the date of the assembly. Graduates will receive certificates and pins through the mail. Honour Roll for Term I will be awarded in an assembly near the end

of February. Again, families will be notified in advance.

Certificates will be given for Honour Roll and for Academic Progress. Boys with two households will receive certificates for both households. However, only one pin will be awarded.

GRADUATION & CLOSING CEREMONIES

At the end of the school year in June, we celebrate the year's learning, community and school-life experiences.

June 12

- **8:40AM** JK-G1 Closing Ceremony and refreshments
- **11:00AM** Grades 2-4 Closing Ceremony and refreshments

June 13

- **9:30AM** Grades 5-7 Closing Ceremony and refreshments
- **1:00PM** Grade 8 Graduation and reception

Section F

Student Life

HOUSES

There are four Houses at The Sterling Hall School named after four of our founding Board Members. They are Howard House (the late Dick Howard), McClintock House (Bill McClintock), Morrison House (Don Morrison) and Plumb House (Helga Plumb). Every student is assigned membership in a House upon entering SHS and each House is composed of approximately the same number of students from JK–Grade 8. Each boy retains his membership in his House for as long as he is at SHS and even after he leaves. Siblings traditionally belong to the same House, as do sons of faculty or staff associated with a particular House. With the exception of the Principal and Vice-Principal, all faculty & staff are also members of one of the Houses.

House	Mascot	Primary Colour
Howard	Hound	Blue
Morrison	Knight	Black
McClintock	Mustang	White
Plumb	Pirate	Red

HOUSE COMPETITION & POINTS

The SHS House system is used to foster a sense of camaraderie in students, encourage healthy competition, develop school spirit and give students a tangible sense of achievement from their positive actions. It also facilitates each boy's adoption into the Sterling Hall community.

House points may be earned on a collective or individual basis. On a collective basis, students earn House points through participation in House Events and through inter-House competition in House Leagues.

On an individual basis, House points may be earned for a student's participation in and contribution to extra-curricular activities. All the points are recorded for the entire SHS career of each student. In September we share our plans for awarding House Points for co-curriculars. Awards are presented at the end of each school year to students who have earned the required number of House points, including

SHS School Letter, earned by students in Grades 3–8 who during the year have been part of four or more extra-curricular clubs or teams and earned 12 or more House points through participation in extra-curricular activities.

HOUSE EVENTS

The following are the major House events, that take place each school year:

- ▶ House Games/Leagues (throughout the year)
- ▶ Shark Spirit Assemblies (throughout the year)
- ▶ Founder's Day Terry Fox Run (October)
- ▶ House Colours Days (December & May)
- ▶ Winter Olympics (February)
- ▶ SHS Olympics (June)

CO-CURRICULARS AND ATHLETICS

Opportunities to learn, create and play in areas of passion or interest are memory-making aspects of school life. Co-curriculars (clubs) and Athletic teams help boys develop new skills, connect with their peers, gain leadership opportunities and learn more about their interests. Early opportunities to play and work as part of a group or team provide lessons on interconnectedness, respect for others, humility, confidence and respect. Athletic teams offer non-catastrophic competition as well as exhilaration and risk-taking, developing the character as much as physical health.

In the early years, we offer development programming for boys in the primary grades. In order to help to prepare our Junior Kindergarten through Grade 2 boys for later participation on a team, we have organized games, skills development and teamwork opportunities. From Grade 3 and up, boys may join competitive and cooperative teams in soccer, basketball, volleyball, cross-country running, skating and hockey, softball, swimming, badminton, tennis, track and field and more.

We offer three terms of Club and Teams - fall, winter and spring. Club and team offerings and additional information will be shared with families before each term.

CISAA CODES: CODE OF SPORTSMANSHIP AND CODE FOR SPECTATORS

The Sterling Hall School teaches and supports the following Conference of Independent School Athletic Association (CISAA) Codes including the Code of Sportsmanship and the Code for Spectators.

Code of Sportsmanship

1. The rules of any game must be regarded as mutual agreements, the spirit or letter of

which no one should try to evade or break.

2. No advantages are to be sought over others, except the advantage of superior skill.
3. Officials and opponents must be regarded and treated as honest in intention.
4. Decisions of officials, no matter how unfair they may seem, must be accepted absolutely by players and coaches.
5. Visiting teams and spectators are honoured guests, and should be treated as such. They should also behave as such.
6. To win is always desirable; but to win at any cost utterly defeats the purpose of the game.
7. Every team must learn that losing can be a triumph, when the best has been given.
8. Coaches, players, or spectators who do not fully support this code have no place in our representative matches.

CODE FOR SPECTATORS

Spectators are encouraged to attend school athletic activities as guests of the home school, and accordingly must comply with the host school's rules and policies. Spectators will not interfere with the enjoyment of the participating students, other spectators, or with the responsibilities of the coaches and officials supervising the school activity.

Spectator Expectations

1. Spectators are to adhere to the same standard of sportsmanship conduct that is expected of all CISAA athletes and coaches.
2. Treat the premise, students, staff and players of the participating schools and the officials with respect and courtesy.
3. Abide by the decisions of the officials whether or not they are in favour of your team.
4. Respond politely to the requests of the officials.

5. Remain seated in the areas designated for spectators and leave the playing surface clear at all times.
6. Have no presence in the bench areas or in the proximity of the players and coaches.
7. Be polite and courteous and use only appropriate language
8. Refrain from any behaviour or verbal comment that might distract the athletes or interfere with the progress of the game.
9. Applaud good plays for both teams and refrain from any derogatory remarks concerning officials, players and coaches of either team.

Recourse

If a spectator is not respectful of the Spectator Expectations, or in any way, impedes the progress/performance of an activity, the spectator will be asked to leave the venue by a representative of the host school.

EXPERIENTIAL LEARNING PROGRAM

Learning in unique places and spaces in addition to hands-on learning in SHS classrooms and specialty spaces builds self-reliance. Experiential learning day and overnight trips creates opportunities to take risks, lead and learn, and to build community, character and belonging through interdependence and shared experiences. Experiential learning trips are the offered curriculum for the days (and nights) they are scheduled, and should be understood as compulsory aspects of the integrated SHS program. In addition to day trips to museums, environmental centres, concerts and plays that may be planned through the year, the following overnight trips occur in most school years, culminating in the Grade 8 week-long canoe journey in Temagami:

Grade	Month	Nights	Potential Location	Month	Nights	Potential Location
8	Sept	~7	Temagami	May	5	Ottawa/ Quebec City
7	Sept	4	Ontario camp	May	4	Niagara/ Windsor
6	Sept	3	Ontario camp	May	4	Ottawa
5	Sept	2	Ontario camp	Additional information, forms and fees will be communicated in advance of trips and will be billed to student accounts.		
4	Sept	2	Ontario camp			
3	Sept	1	Ontario camp			

CITIZENSHIP

Growing and empowering young people to be citizens in our local and global community is a whole school responsibility. As educators one of our greatest objectives is to instill in our young learners hope and optimism. We achieve this, in part, by taking meaningful action in our life and communities. Citizenship takes many forms at SHS. Formally we have the Agents of Change Grade 8 leadership team coordinating student-generated ideas. Additionally, we have classroom stewardship moments, curricularly-linked initiatives and school-wide events like the Annual Founder's Day/Terry Fox Event. In short, we also encourage class or boy action from learning, and are happy to help support and resource efforts where possible.

STUDENT LEADERSHIP

Leadership and responsibility to community are deeply connected. Every SHS student takes part in regular meetings and classes designed to deliberately explore character education, community and to develop social-emotional learning. Boys are always encouraged and supported to be leaders in their relationships and choices, including when to support others in their leadership moments. All boys participate in a broad range of peer teaching activities including Learning Buddies. For the most part, older students take on the important role of mentoring younger students.

THE STUDENT COUNCIL

The Student Council is led by the Head Boy and Prefects. The council is made up of two elected representatives from each class in Grades 2 - 7.

The SHS Student Council meets regularly to:

- Set goals and objectives based on student input

- Establish a vision for the school year
- Promote school spirit
- Review and evaluate expectations and achievements

The Student Council works closely with its faculty advisors, the administration and the Advancement Office.

STUDENT AMBASSADORS

Grade 2-7 students may volunteer or be selected to join a team of Ambassadors for the school. Their responsibilities may include greeting on Fridays before assemblies, welcoming or speaking at Open House Assemblies, leading tours with prospective new boys, participating in and/or running events with new families. Ambassadors may also be tasked with writing letters to or mentoring new boys.

INTERMEDIATE DIVISION ADVISORY GROUPS & GRADE 8 MENTORSHIP

Intermediate Advisory Groups and Grade 8 mentorship are programs that support student growth and leadership opportunities.

Advisory Groups led by a faculty mentor and consisting of 11-12 students in Grades 6 – 8 meet once a cycle for a half hour. Faculty mentors will facilitate meaningful and effective discussions with their groups, focusing on individual character strengths (informed by the VIA model), and provide guidance and support in how to approach subjects of interest in the boys' lives. The purpose of the Grades 6 - 8 Advisory Groups is to provide an environment of sharing and support, where boys of different ages can learn from each other's experiences. Every effort is made to encourage student leadership within the groups, where everyone can collaborate and share their personal insights.

Our established and successful Grade 8 mentorship model continues as a stellar and vital program. Each Grade 8 student is paired with a mentor; it is the mentor/mentee pair who work together to establish personal goals and set the course to respond to individual needs during the year. Mentor meetings take place during a 30-minute period each cycle.

GRADE 8 LEADERSHIP TEAMS

At SHS, leadership is about service and responsibility, not roles and titles. Grade 8 Leadership teams help to manage key areas of interest and student life by meeting on a cyclical basis with their faculty advisor. Grade 8 leadership teams are constructed with feedback from members of the SHS community including Grade 7 students and SHS faculty and staff taking into account students interests and strengths.

The Grade 8 leadership teams are:

- Academics Team
- Arts Team
- Athletics Team
- Citizenship Team
- Eco Team
- Houses (one student representing each of the four Houses)
- Leadership Team (Head Boy & Prefects)

PRIVATE MUSIC INSTRUCTION

Piano, guitar, drums, brass and woodwind lessons are taught by professionals during the school day. Every year we have spots become available when current families graduate. Sign-up forms and fees are available during the summer on the Parent Portal. We hold a lottery for the available spots on the Friday of the first full week of the school year. All families who apply will be notified regarding the results of the lottery.

Section G

Digital Community & Technology

VERACROSS PARENT PORTAL AND MAGNUS HEALTH

Veracross is our comprehensive platform through which parents will access information about their child(ren) and the school. The [Veracross Parent Portal](#) allows parents to log in with a password of their choice.

A detailed list of information that can be found on the Parent Portal can be found on [page 39](#).

New families, by mid-July you will have received an email invitation to accept your parent account and to configure a password. This email will also provide further information and instructions related to the new Parent Portal. Additionally, Magnus Health will be available in the Parent Portal and will function as a secure means for parents to share health information about their children with the school.

Veracross will also be the platform through which we share Report Cards and offer booking functionality for Parent Teacher Conferences. If you need assistance with Veracross related matters please contact communications@sterlinghall.com. More Information about the Parent Portal can be found on [page 39](#).

STUDENTS AND SHS TECHNOLOGY

All students will be using a number of tools and online platforms to assist and enhance their learning.

JK - Grade 1 students will be assigned a dedicated iPad that will remain in their classroom. They will use Seesaw as an online environment to occasionally receive and submit work. Seesaw will also be used as an e-portfolio, and parents will have access to Seesaw. All students will have access to [sterlinghall.start.me](#), a set of pictorial bookmarks curated by Sterling Hall for students.

Grades 2 - 8 students will be allocated a dedicated Chromebook. Grade 2 will keep Chromebooks at school. Grades 3 - 8 will bring them home each night (sleeve provided) where machines should be charged (power adapter stays home). These students will have access to a number of online platforms including a student portal through Veracross, Google Classroom (and related productivity tools), the Hapara Student Dashboard to organize their Google Classroom commitments, an e-portfolio website and [sterlinghall.start.me](#).

During the first few weeks of school students will be trained on technologies and applications.

Students in JK - Grade 5 will be allocated a headset with a microphone. Students in Grades 6 - 8 are asked to provide their own wired personal headset that should be available each day at school. If a family prefers that Sterling Hall provide their Grade 6 - 8 son a headset, that is possible - please reach out to [Viktor Sosic](#) if that is the case.

A learning highlight is a growing focus for all students in learning using robotics, media creation, design and coding. The McFarlane Lab (just off the Phelan Learning Commons) and the Cheddie Lab will become hubs for this learning.

DIGITAL POLICIES AND PRACTICES FOR STUDENTS

Further information regarding technology use:

- [Cell Phone Guidelines](#)
- Recommendations regarding Online Communication and Social Media
- Safe and Productive Internet Experiences

RECOMMENDATIONS ABOUT STUDENT'S ONLINE COMMUNICATION & SOCIAL MEDIA

A significant number of our students have social media accounts. It is important that parents understand several things about social media:

- For most social media services, the minimum age to register for accounts is 13. Many of our students below age 13 have social media accounts because they provide inaccurate birthday information during the registration process.
- Many students leave only the default security on their social media accounts. Lax security allows people your son does not know to see his personal information and communicate with your son.
- It is recommended that if your son is on social media, that you have an account on the same platform and "friend" your son.
- We ask parents to not communicate with their children through the day on social media or email as we work with your son to increase his independence and self-efficacy.

SAFE & PRODUCTIVE INTERNET EXPERIENCES

At SHS, we recognize the potential of the Internet as a learning and communication tool. However, inherent to using the Internet are issues regarding safety and productivity. What follows are suggested principles and strategies to follow at home.

- Children should **always** be supervised when online.
- Have your children use their devices in shared rooms at home.
- Parents need to stay informed about the Internet locations their children visit.
- AI tools should only be used when appropriate.
- Openly communicate with your child about the benefits and dangers of the Web.
- Help your child become "street smart" online. This includes informing them of potential problems.
- Do not punish your child for wandering into inappropriate territory; it is probably not his fault. He will need your help navigating this new and unfamiliar situation.
- Do not allow children to participate in inappropriate discourse with acquaintances or strangers.
- Urge your child not to become involved in any belligerent, threatening, obscene or suggestive comments.
- Further resources for parents include <https://mediasmarts.ca/> and <https://www.missingkids.org/netsmartz/home>

Section H

Health & Well-being



HEALTH & WELL-BEING

At The Sterling Hall School, we cultivate health and well-being in all forms: physical, mental, social and emotional – the whole child. We know that it is the interactions of relationships, environments and belonging to a community over time where our boys will learn and explore aspects of a healthy life.

Our programs promote well-being and a sense of belonging for every boy. To bolster a boy's physical and mental health, we offer frequent opportunities through the day for exercise and active living opportunities. We weave health awareness into the curriculum, so boys are mindful of their needs for restorative sleep, healthy food, and a balance in life that includes play and fun as well as fulfilling academic pursuits and the joy of thinking and caring for others.

Our social-emotional learning (SEL) curriculum helps to deepen a boy's awareness of his mental and emotional life, and reflect on a moment or experience in a supportive, empathetic community with peers and teachers. Coupled with our emphasis on identifying and growing character strengths in each boy, our engagement with the VIA Classification system provides a framework for boys to work actively on character growth and to develop competency in their emotional literacy.

We know that so many aspects of day-to-day school life contribute to a boy learning how to lead a healthy life. Honing his citizenship sensibilities whether in their classroom community or taking action outside of the school teaches him hope and belief in what we can do together to better our world. Pursuing topics of interest or concern through inquiry at SHS teaches a boy that he can be resourceful and make a difference. Opportunities to work collaboratively, using his creative and critical thinking skills reminds each boy that he can rely on others and that he belongs.

The **SHARKS** acronym summarizes and reminds us of the key regular habits and dispositions that contribute to a healthy, content life for people of all ages. We refer to these key components regularly in our learning together:

Sleep/rest/recharge

Heady Eating

Active Body (raise your heart rate everyday)

Relationships (need to be mutually supportive)

Knowledge (pursue places of disequilibrium or passion)

Service and Citizenship (think of and support others)

HEALTH INFORMATION & SCHOOL PROCESSES

The safety and well-being of your son while at The Sterling Hall School is very important to us. Our Nurse is on duty at the school every day. One of the Nurse's roles is to provide nursing care in the case of a boy who becomes ill at school and to provide first aid if that is necessary. To aid in your son's care and in the maintenance of health and safety for all, please note the following:

- It is imperative that the SHS Student Health Form be completed every year and submitted online in the Parent Portal before the beginning of the school year.
- New students must submit their Immunization information directly to Toronto Public Health through their website [HERE](#). This will avoid school suspensions by Toronto Public Health. Returning students are asked to update their immunization record as needed through the same website.
- The Student Health Form, and where applicable, the Individual Health Plan for Prevalent Medical Conditions (i.e, anaphylaxis, asthma, diabetes, and/or epilepsy) must be completed prior to your son participating in school.
- While we share the following in the first week of school, please review the following expectations with your son:
 - If at school and feeling unwell, please tell the teacher (do not contact parents; Nurse will contact parents if student is unwell).
 - Don't share food or drinks.
 - Follow directions for the use of common areas, washrooms and classrooms.
 - Cough and sneeze into your elbow or a tissue and dispose of tissues immediately.
- Wash or sanitize hands after coughing, sneezing, entering/leaving classrooms and washrooms, and before/after eating.

IN CASE OF GENERAL ILLNESS

- If your son becomes ill while at school, the teacher or Nurse will assess him.
- If the nature of the concern is such that a teacher or the school Nurse can treat the student, then he will be cared for at school.
- If the nature of the illness is more serious (e.g. fever, vomiting, diarrhea) the student should be cared for at home, and follow Public Health Guidelines.

EMERGENCIES WHILE AT SCHOOL

- Your son will be assessed by the Nurse and treated at school if possible.
- If the injury or illness is an emergency, EMS will be called immediately and every effort will be made to contact the parent(s)/guardian(s). If treatment for an acute condition is necessary, we will attempt to contact the parent(s)/guardian(s). If parents/guardians cannot be reached, then at the discretion of the Nurse and the Principal or Vice-Principal, transportation will be arranged for the student to be taken to the nearest medical facility with a faculty or staff member.
- For this reason, it is imperative that the school has an updated record of your son's health insurance number, emergency contact numbers and relevant health history.

MEDICATION & ADMINISTRATION

If your son is on medication, it is imperative that the Nurse has the following information: type and dose of medication, reason for administration and time of administration.

All medications at the school are kept locked in the Health Centre for the safety of all students. Please send the medication properly labelled with physician's name, student's name, medication name and directions for use.

The Nurse will be available to discuss any issues individually regarding the medication.

Over-the-counter medications (i.e. medications available without a prescription, such as cough syrup, ibuprofen and other pain relievers) **are not to be kept by students, nor should a child be at school should they require them.** Students are only allowed to keep asthma inhalers, EpiPens and other necessary medications (e.g. glucagon) in their personal belongings.

DISEASE CONTROL, CONCUSSION, ANAPHYLAXIS, ASTHMA

Communicable Diseases

Please inform our Nurse nurse@sterlinghall.com if your son has recently been exposed to, or has contracted, any communicable or nuisance disease (e.g. measles, chicken pox, strep throat, fifth disease). There is no requirement to contact the school if your son has been exposed to COVID-19.

We also request that you follow the guidelines from Toronto Public Health available at [Respiratory Viruses Info for Parents](#) for when to keep a student home from school. Please also keep a student home for 24hrs following a fever, vomiting or diarrhea.

The success of our community in mitigating community spread of any virus and keeping everyone healthy and safe relies on partnerships and trust. Together, we can look after the health of our entire community.

The following are key principles:

- If a student is feeling unwell, they should stay home.
- Students are expected to fully participate in all daily activities. **If you feel that your son needs medication to 'get through the day' or your son will not be able to fully participate due to fatigue, or other causes, your son should stay home.**
- We generally follow [Toronto Public Health guidelines and directives](#), however, as with best practices and TPH advice, we retain the right to make site-based decisions or practices that best serve the specific needs of The Sterling Hall community.
- Please address further questions to jcolleran@sterlinghall.com and nurse@sterlinghall.com.

LICE POLICY AND PROCEDURE

Routine screening for lice in schools is no longer the standard of practice. These programs have NOT been shown to have a significant effect on the incidence of head lice in schools. Parents are advised to make screening for head lice and nits part of their regular hygiene routines.

CONCUSSIONS

Sterling Hall is at the forefront of concussion management. We collaborate with Holland Bloorview Concussion Centre, a world leader in youth concussion care. Together, we are improving concussion awareness and education,

and designing concussion care protocols that ensure the safety of all students. Our goal is to help boys who sustain concussions get back to doing the things they need, want and love to do. Visit our [Concussion Policy](#) to learn more about roles, responsibilities and services regarding concussion care.

ANAPHYLAXIS

At SHS, there are several boys who are at risk for potentially life-threatening allergies. Food- allergic individuals can experience a life-threatening reaction from ingesting a very small amount of their allergen. Anaphylaxis is a severe allergic reaction that can be caused by foods, insect stings, medications, latex or other substances. Education and awareness are key to keeping students with potentially life-threatening allergies safe.

It is the responsibility of the parents to:

- Inform the Nurse of their son's allergy (and asthma).
- In a timely manner, complete medical forms and the Anaphylaxis Emergency Plan, which will be posted in the student's classroom and available in the Nurse's Office.

Availability and Location of EpiPens

- Anaphylactic students must provide two EpiPens.
- They must provide additional EpiPens for the first aid kits for any SHS sports teams that they join (a third EpiPen). This must be provided for the student to participate in off-site games. This additional EpiPen will be returned once the sports season is complete.
- Students with stinging insect allergies, should wear an EpiPen while outdoors during insect season. SHS does not stock school EpiPens outdoors.

- A student's own EpiPen is to be brought on school trips.
- All unused EpiPens will be returned to the family at the conclusion of the school year.

Emergency Protocol

SHS follows parental directives from the AEP and guidelines from Anaphylaxis Canada Training

- Annual mandatory training sessions are provided to all SHS faculty & staff.
- Substitute teachers will have access to the Prevalent Medical Condition Forms for the students with whom they are working.
- SHS maintains a membership with Anaphylaxis Canada.

CREATING AN ALLERGY SAFE SCHOOL ENVIRONMENT

- SHS is considered a peanut and nut aware environment. This means that there are to be no foods or snacks brought onto the school property or to school events that contain peanuts, traces of peanuts, peanut by-products, or other nuts.
- Food coming from a facility that is not nut-free, such as **Tim Hortons, Starbucks or food prepared at Costco**, cannot be brought in for sharing as it "may contain traces of tree nuts or peanuts." Food that is prepared in a home with peanuts or tree nuts is considered to contain the same risks. Any food with this label cannot be shared. Please consult with the supervising teachers as to any specific restrictions that are set for each classroom.
- Effective ingredient label reading, special precautions for food preparation, proper hand washing, and cleaning of tables will reduce the risk of an accidental exposure.

- Students are not to share food.
- Anyone bringing food (consumables) into the school for sale or special functions will review the products/menu with the Nurse and/or the function organizer (Homeroom teacher/ Principal/Vice-Principal, etc.) to ensure that the menu is safe. The person bringing in the food item must confirm that there are no nut products in the food. If they cannot the food must not be served.
- The School Nurse will act as a resource for information regarding peanut/nut allergies.
- On field trips, allergy information will be provided to the teachers by the Nurse. The allergic student is required to bring his classroom EpiPen; the school does not send stock EpiPens on off-site excursions. Teachers will monitor food/snacks taken on buses and served in restaurants.
- Food is not to be consumed in the hallways. Students who are permitted to snack in a classroom must only open their snack upon being seated at their designated spot as directed by the supervising teachers.

Reference: Anaphylaxis in Schools & Other Settings 2018

ASTHMA

At the time of registration, parents are asked about medical conditions, including whether their son has asthma. All faculty & staff will be made aware of students with asthma. As required by the Ministry of Education and Ryan's Law, it is the responsibility of parents to complete a Student Asthma Management Plan.

Availability and Location of Asthma Inhalers:

The Asthma Emergency Plan will be posted in the student's classroom, and in the Nurse's Office.

Asthmatic students must provide one set of their inhalers to be kept in their homeroom. This must accompany the student when attending off site games and taken on field trips. Alternatively, students may also carry a set of inhalers at all times if desired by the parent/guardian and student. SHS does not have stock inhalers as they are prescription medications.

Section I

Sterling Community

WHERE FAMILIES BELONG

At The Sterling Hall School, we are proud of the community atmosphere we have developed with teachers, administration and parents working together with the students' best interests in mind. We welcome parents and families into the school. At the same time, we do ask everyone to please respect the integrity of the school day.

- If you need something delivered to your son, such as a forgotten lunch, once school has commenced, please leave it at Reception and we will ensure its delivery.
- When classes are in session, we ask that the hallways outside the classrooms be clear.
- It is understood that parents may begin to congregate in the halls five minutes before classes are dismissed. However, any extension of that time frame is not considered appropriate.
- Please also note that we ask parents not to enter the classrooms while school is in session and that teachers are not available for conversations during that time.
- For detailed discussions about your son's progress, please contact his teacher to arrange an appointment. Teachers can easily be reached through email to set up a convenient time.
- Should any member of the family attempting

to enter the school be unwell, we ask that you not enter and that you make other arrangements to pick up your child. Please contact Reception for further help, and thank you for keeping our school a healthy place for everyone.

ASSEMBLIES & THEMED ASSEMBLIES

Assemblies are a highlight of the SHS experience and take place most Friday mornings at 8:40am in the Eaton Shier Gymnasium (ESG). All are welcome to attend to take in the boys' presentations on their work in the classroom, in clubs and in athletics. There is also an opportunity to connect with the Principal and other parents at coffee in The Boyman Student Gallery prior to Assembly.

The agenda for each assembly will be posted on the Parent Portal Assembly page prior to the Assembly. It includes the assembly theme, as well as the names and grades of presenters and their topics.

Athletics Assemblies are held once a term to celebrate the accomplishments of teams and individual athletes.

Citizenship Assemblies highlight service learning at SHS. The assembly is led by the Grade 8 Agents of Change.

Final Friday Assembly & School Letters

Presentation takes place on the last Friday of the school year. School letters are awarded to boys for the House Points they have gained for their participation in clubs and teams.

Faculty & Staff Tribute Assembly (FaST) is organized by the SHS Parents Association and parent volunteers in appreciation of the SHS faculty and staff. The PA encourages all parents to attend.

SCHOOL COMMUNITY EVENTS

All school community events are listed in the Parent Portal online calendar that can be synced to your personal calendar. Following are some of the major school community events.

SEPTEMBER

Meet the Teacher Night Don't miss this important evening! It provides an opportunity for parents to meet their son's teachers and learn about homeroom routines, expectations and grade-specific curriculum. Please plan child care for the evening if necessary, as this is a parents-only event.

Photo Day takes place in September and #1 Dress is required. Grade 8 graduation photos take place in April.

OCTOBER

Founder's Day Terry Fox Run & BBQ This special annual event takes place on Friday morning of the Thanksgiving weekend and is completed by noon. SHS continues a proud tradition as a major contributor to The Terry Fox Foundation. Since 2004, SHS has been the top fundraising elementary school in the world and has raised more than \$1 million for the cause. Families, friends and dogs are encouraged to come and walk or run with the boys as they gain valuable House points. The SHS Parents Association hosts a family BBQ at the end of the

one-hour run/walk around the school.

NOVEMBER

Remembrance Day Service This special SHS tradition includes services attended by all students, with a short service for JK and SK students, and another for Grades 1–8. A number of boys are included in poetry readings, music and remembrances of war. Your family is encouraged to attend and join us in remembrance. Coffee is served for parents prior to the services.

Dads & Lads & Family Ties Breakfast This event is a wonderful morning at the school when dads (or alternate special person) share breakfast with their son(s). At the end of the breakfast, dads and lads exchange ties for the day.

DECEMBER

Winter Concerts showcase the musical talent of SHS students. Families are encouraged to attend.

Bake Sale & Shark Bark Sale The Bake Sale is an SHS tradition where boys and parents stock up on (or immediately enjoy) delicious baking in time for the holiday season. Parents can also purchase boxes of the legendary chocolate peppermint bark created by the PA. All proceeds support the PA gift to the school.

FEBRUARY

The PA organizes **"Sharks with Hearts"** an opportunity to purchase candy and other select items online. Pickup is at the school on February 14.

MARCH

Shark Raffle The Parents Association organizes and sells tickets for the Shark Raffle, with a variety of prizes to be won. Winners are announced at a Friday Assembly.

SHS Family Trivia Night All SHS families are invited to participate in an online trivia competition. There are two rounds of trivia and

great prizes!

MAY

Volunteer Appreciation Tea This event, hosted by Advancement and held at the school, is a tribute to our dedicated and generous volunteers and their invaluable contributions to school life. All who volunteer at SHS are invited to attend.

Grandpals Day All grandparents (or another special family member or friend) are invited to SHS for an afternoon of refreshments, a tour of the school and other fun activities.

JUNE

SHS Olympics & Crawford Mile The SHS Olympics includes fun games for all students and encourages team spirit among the Houses. The Crawford Mile is a competition among the school's fastest student runners. The final House Relay involves a participant from every grade, a faculty or staff member, and a parent representing each House. The festivities culminate in a PA-hosted pizza lunch and early dismissal. Parents are encouraged to attend this event.

Closing Ceremonies & Graduation Ceremony

These ceremonies mark the end of the school year and celebrate the boys' achievements. Parents are encouraged to attend these special culminating events and enjoy refreshments following.

ADVANCEMENT

The Advancement Office leads the school's fundraising, community relations, communications and marketing strategies. The Advancement Committee of the Board of Governors sets the strategic direction for the school's advancement efforts. Advancement staff provide support to the Advancement & Communications Committee, to the SHS Parents Association and to Alumni. Advancement's

overriding mission is to ensure long-standing relationships in the Sterling Community.

PHILANTHROPY

Philanthropy plays an important role at SHS. The Sterling Hall School and The Sterling Hall School Foundation are registered charitable organizations and issue tax receipts for donations according to CRA guidelines. The school accepts a variety of charitable gifts, including outright gifts, gifts of securities and, from time to time, gifts-in-kind. In 2005, The Sterling Hall School Foundation was established as a public foundation. The Foundation oversees an endowment and other invested funds for the long-term financial stability of the school and to support student financial assistance. The Foundation is governed by a board of directors who have knowledge of both the school and investments.

Our philanthropic efforts generally fall into these areas:

Annual Giving: The Sterling Priority Fund

Annual Giving at SHS plays an important role in elevating the student experience and allows us to respond to immediate needs. Gifts to Annual Giving enable us to enrich academic, athletic and arts programs, provide digital tools for classroom learning and enhance facilities. Parents and all in the SHS community are encouraged to give annually.

Capital Campaigns

Capital Campaigns are periodic major fundraising projects that make a lasting impact and ensure that we can continue to provide our students with innovative academic practices and boy-focused programming within dynamic learning spaces. Here are a few of the spaces we enjoy today thanks to the generosity of past capital campaign donors: the Intermediate Wing, Sullivan Music

Centre, McCain Dining Hall, Phelan Learning Commons (PLC), Eaton Shier Gymnasium (ESG), Boyman Student Gallery, Poile Art Studio, Pryde Science Lab, McGovern Hall and the James Macdonald Studios (JMS).

Endowment Giving: The Robinson Family Fund

The endowment offers the school an enduring fund in which the principal investment is protected and only the interest earned from the investment is spent. Named in honour of former Principal Ian Robinson, The Robinson Family Fund provides a lasting legacy and supports student financial assistance. The SHS Foundation also oversees invested funds for strategic priorities that the Board of Governors may identify from time to time, such as the 2017 purchase of the school property.

Events and other fundraisers celebrate SHS milestones, raise funds and build our community connections.

COMMUNITY RELATIONS

The Advancement Office works closely with the Parents Association, Alumni, Alumni families, faculty, staff and other stakeholders on a variety of initiatives. Longstanding relationships within the school and across the Sterling Community are one of the school's greatest strengths. The Advancement Office works alongside the Parents Association to support its programs and events with the parent community. Advancement also offers programs to keep Alumni and their families connected to SHS. Ten-year reunions, Game Day, pub nights and university visits are among our notable alumni events. We encourage Alumni and their families to visit the school and stay connected.

E-COMMUNICATION

To ensure that parents have the most up-to-date information about school activities and events, school communications are emailed to parents each week to the email address listed on the Household Profile.

Should you wish to update your email address (or any other contact information) during the school year, please contact communications@sterlinghall.com or update household information on the Household Profile Update on the Parent Portal.

The Friday Memo is emailed to parents on Friday afternoons during the school year. This memo includes information about upcoming activities. Please ensure you are receiving and reading this important communication each week.

Emails, in addition to the Friday Memo, provide parents with specific news, announcements and event reminders. These are sent on an as-needed basis.

PARENT PORTAL

The Veracross parent portal is the platform that parents will use to access information about their child(ren) and the school. The [Veracross Parent Portal](#) allows parents to log in with a password of their choice.

Content found on the Parent Portal includes:

- School schedules and online calendars
- Back-to-school forms and resources
- Update household information
- Trip permission and additional online forms
- Directories of employees and families
- Athletic teams schedules

- Clubs schedule
- Report Cards
- Booking Parent-Teacher Conference
- Assembly agendas
- Dining Hall Food Program
- Parents Association information
- New Family information
- Carpool Registration
- Securely provide and update health information on Magnus Health
- Access important school communications and additional information

If you need assistance with Parent Portal related matters, please contact communications@sterlinghall.com.

THE STERLING HALL SCHOOL PRIVACY POLICY

On January 1, 2004, the federal privacy legislation, the Personal Information Protection and Electronic Documents Act (PIPEDA), came into effect. While this law applies to the collection, use and disclosure of personal information by an organization in the course of commercial activity, and as such does not apply directly to educational institutions, Sterling Hall recognizes the importance of protecting personal information and is committed to keeping the personal information of members of the Sterling Hall community accurate, confidential, secure and private. On July 1, 2014, Canada's Anti Spam Legislation (CASL) came into effect, whereby SHS must seek consent when corresponding with new applicants and must provide an opt-out option on electronic communications.

1. This Privacy Policy has been designed to inform members of the Sterling Hall family of our commitment and desire to respect the spirit of PIPEDA and CASL. It describes the principles The Sterling Hall School will use to protect the privacy of personal information in its possession. It addresses the reasons such information is collected, how it is used, how its confidentiality is protected and it outlines a Sterling Hall family member's rights with respect to this information.
2. The Sterling Hall School is responsible for the protection of all personal information within the school's possession or control, including any personal information that has been transferred to a third party for regulatory, legal or processing purposes. The Sterling Hall School requests a comparable level of protection of this information from its third party relations.
3. The Advancement Office receives personal information such as name, telephone number and address from the Admissions Office upon registration at The Sterling Hall School. Some personal information is also collected by the Advancement Office from its interaction within the community by volunteers and staff. This information is used to encourage participation in school life and to cultivate philanthropic support of our school. Invitations to events and activities, solicitation of financial and volunteer support, and mailing of school publications all assist in the communication and relationship building within our community of alumni, alumni families, current families, friends and students.
4. The Sterling Hall School limits the amount and type of personal information it collects to that which is necessary to assist us in advancing the objectives of the school in the manner aforesaid. Personal information will be collected using procedures that are fair, transparent and lawful.
5. The Sterling Hall School will only use the personal information for the purposes for

which it was collected.

6. In executing its responsibilities with respect to confidential personal information, The Sterling Hall School employs a number of safeguards, appropriate to the sensitivity of the information, to protect the personal information against loss or theft, as well as unauthorized access, disclosure, copying, use or modification. Such safeguards include recording all information in a secure database, password protecting electronic files, keeping and storing files at secure sites and restricting access to authorized staff who are experienced and trained in dealing with confidential information and have signed confidentiality agreements.
7. The Sterling Hall School will make its policies and practices relating to the protection of personal information available to the Sterling Hall family and will keep the Sterling Hall family informed of these policies and practices.
8. The Sterling Hall School will at no time sell, rent or otherwise distribute to any third party the personal information of Sterling Hall family members except for the limited purposes expressly set out in paragraph 1 hereof.
9. An opt-out option will be provided on certain electronic communication from The Sterling Hall School, whereby one may request to be removed from any further electronic communication from the school. Day-to-day electronic communication to SHS parents regarding safety, schedules and school life does not provide an opt-out option as it ensures the safe and effective running of the school and is considered essential information. Parents may contact the school administration to adjust their communication preferences at any time.

You may also contact us to request access to your personal information file or to request that your personal information be amended. If you would prefer not to have your personal

information shared or if you have any concerns regarding this Privacy Policy, please contact Principal Rick Parsons in writing at 99 Cartwright Avenue, Toronto, ON M6A 1V4 or for further information about this Privacy Policy please contact communications@sterlinghall.com.

PARENT CHAT GROUP WHATSAPP GUIDELINES

All grades have created their own WhatsApp Chat Groups to allow for flexible and fast communication with grade parents about The Sterling Hall School and matters related to the School. The Parents Association, led by Anchor and Grade Reps, will also share information about upcoming school events and activities to keep the parent community connected and informed.

We ask for your cooperation in fostering an environment that is:

- **Inclusive** - We ask that all grade parents are made aware of the chat and given an opportunity to join. Chat participation is optional.
- **Respectful** - Please avoid disparaging remarks about other people including staff/faculty, students and other parents.
- **Private** - Respect the privacy of your group, please do not share conversations outside of your grade community.
- **Fun** - The chats are a great way to build community. Have fun!

Homework - if your son has any questions regarding homework, please direct him to his teachers as they can help with any challenges. Please do not share homework answers on the app.

Discrimination in WhatsApp Chat groups will not be tolerated. We support the [Ontario Human Rights Code and the 14 protected grounds](#) – age, ancestry, colour, race, citizenship, creed, disability, ethnic origin, family status, marital status, place of origin, gender identity and gender expression, sex, and sexual orientation. It is against the law to discriminate against people on the basis of the 14 protected grounds. Please share any concerns you may have about postings that fall outside these guidelines with the PA Communications Director or the school at communications@sterlinghall.com.

Please note that groups will be updated annually in September to reflect the current group of parents as soon as all information verification forms have been submitted and parent class lists can be created.

THE PARENTS ASSOCIATION

The Parents Association (PA) is a collective comprised of all SHS parents. Our mandate is to:

- Promote spirit and goodwill within the SHS community
- Act as a liaison between the school and the parent community

All current SHS parents are considered members of the PA and are welcome to attend PA meetings and to volunteer for various PA activities that support the school. Please see the summer forms email to fill out the volunteer form. Your support as a volunteer is needed and truly appreciated!

SHS Parents Association Guiding Values We are grateful to all our leaders on the PA roster who are:

- Positive representatives of SHS at all times, inside and outside the school

- Welcoming and inclusive of all in the SHS community
- Passionate and dedicated in carrying out their PA duties

Parent Education Program (PEP) The PA's Parent Education Program provides informative speakers on topical issues each year. Every SHS parent is invited. Topics have included Health & Wellness, Internet Safety and Character Education.

ADMISSIONS AND ENROLMENT

The Sterling Hall School seeks boys and families aligned with our school's mission: To inspire and empower each boy through his formative years. Our core values of Learning, Character and Community are built on the foundation of strong relationships between our teachers and the boys. These personal connections, often developed through smaller core learning opportunities, inspire and empower each boy to become the best version of themselves.

As current parents, you are our greatest ambassadors for The Sterling Hall School and we thank you in advance for your support in sharing information about SHS with families, friends and neighbours. The Admissions Team welcomes any and all support from the parent community to positively promote our school in order to generate interest from prospective families.

In particular, the Admissions Team facilitates Open House Assemblies and Tours throughout the school year for prospective parents to come and experience what makes us special. Parent volunteers and ambassadors may assist with welcoming these families at morning coffees and special events and as Welcome Bag delivers and SHS Family Buddies. Student Ambassadors from Grades 2-7 provide prospective boys with guided tours of the school.

Financial Assistance The Robinson Family Fund (RFF) is named in honour of former Principal Ian Robinson, who led the school for 17 years. The fund provides financial assistance to boys who qualify for a Sterling education based on academic criteria, character and community, but whose families do not have the financial means to cover the full cost of tuition.

The Robinson Family Fund enables SHS to attract and assist boys from a variety of backgrounds and demonstrates our commitment to creating a diverse community that is reflective of our broader society. The long-term goal of The Robinson Family Fund is to make an SHS education possible for more students by providing financial assistance for students in Grades 7-8. For more information, please visit our website.

Section J

Contacts

Visit the Parent Portal to find a Faculty & Staff Directory, Class Lists and Parent Directory.

Information in this handbook is correct at the time of printing but is subject to change. Please refer to the Parent Portal and regular school communications for the most current information.

CONTACT INFORMATION

Main Phone Number/Reception 416-785-3410

Absence and late arrival attendance@sterlinghall.com

STRATEGIC LEADERSHIP TEAM

Director of Athletics
Director of Curriculum
Director of Enrolment Management
Director of Faculty Development & Innovation
Director of Finance
Director of Graduate Placement
Director of Information Technology
Director of Student Success
Executive Director of Advancement
Principal
Vice-Principal

Andrew Kilmer
Kate Taylor
Susie Heinrich
Drew Gulyas
Stephen Hardy
Tyler Meakin
Marco Zimbalatti
Cat Gallienne
Robin Kester
Rick Parsons
Jennifer Colleran

PRINCIPAL'S OFFICE

Laura Pink, Executive Assistant
416-785-3490 x223
lpink@sterlinghall.com

HEALTH CENTRE

School Nurse
416-785-3490 x230
nurse@sterlinghall.com

HOT LUNCH FOOD PROGRAM AND BLUE WINDOW

Emma Lailey, Administrative Services Manager
elailey@sterlinghall.com
Food Services Manager 416-785-3490 x241

SHARK SHOP - UNIFORM

Jennifer Marks, Manager
416-785-3490 x225
sharkshop@sterlinghall.com

ACCOUNTS

Maureen Keegan
mkeegan@sterlinghall.com

AFTER FOUR PROGRAM

647-629-8709

GENERAL QUESTIONS

communications@sterlinghall.com



THE STERLING HALL SCHOOL
Where boys belong.

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Toronto, ON M6A 1V4
sterlinghall.com