

Student-Parent **HANDBOOK** 2024-2025



**CANADIAN
SCHOOL of
FLORENCE**







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CANADIAN SCHOOL of FLORENCE

WELCOME FROM THE HEAD OF SCHOOL

Dear Parents & Students,

I am delighted to welcome you to the Canadian School of Florence (CSF). Our commitment to fostering a vibrant and supportive community is at the core of our mission. We take immense pride in creating an environment where academic rigor, integrity, and personal growth are paramount.

This handbook is designed to guide our entire community towards our shared goals and vision. Inside, you'll find important information about our campus locations, staff, communication practices, curriculum, and daily operations. It is essential that we all respect and adhere to the policies and procedures outlined here. By doing so, we ensure that CSF remains a community where every student can thrive academically, socially, and physically.

Thank you for being a valued member of our exceptional community. Together, let's make this school year a journey of growth, achievement, and shared success.

Warm Regards,

Ms Isabelle LeBlanc
Head of School



ABOUT CSF

OUR MISSION

At the Canadian School of Florence, our mission is to provide a transformative and rich academic experience that empowers each student to become a compassionate global citizen. We employ an international staff that fosters an inclusive and nurturing environment. We celebrate diversity and inspire personal growth, enabling students to unlock their true potential and positively shape the world.

OUR VISION

Our vision is to create a lasting legacy of CSF alumni who leverage their enriched academic experiences and expanded perspectives to become influential agents of change in the world of tomorrow. We aspire to cultivate leaders who embrace innovation and global challenges, as well as actively contribute to building a more equitable and sustainable future.

OUR CORE VALUES

- **ACADEMIC EXCELLENCE** We relentlessly pursue academic rigor, fostering a culture of curiosity, critical thinking, and continuous growth to achieve remarkable accomplishments.
- **CHARACTER** We cherish a culture of collaboration, respect, integrity, perseverance, and determination. We foster the development of strong character traits that shape ethical and empathetic leaders.
- **INNOVATION** We embrace boundless creativity, encouraging proactive and responsible approaches to problem-solving. We instill a passion for innovation that enables students to think outside the box and embrace new possibilities.
- **INCLUSIVITY** We cherish and celebrate the richness of our diverse community, creating an inclusive environment that embraces and respects all cultures, abilities, and backgrounds. We promote empathy, understanding, and collaboration among students, fostering an environment where everyone feels valued and appreciated.

OUR PROGRAM

We teach the Canadian Ontario curriculum across all our schools which is based on the principle that each student is unique and has the right to achieve success based on their interests, abilities, and goals. Educational continuity is important for students and their families, which is why we offer a complete educational path, which starts in Kindergarten (age 3) and ends at the Senior School (age 18) where students graduate with an Ontario Secondary School Diploma, recognised by universities across the world. We support our students to succeed every step of the way with a dedicated student support and guidance team above and beyond our excellent classroom teachers.

OUR GLOBAL NETWORK

The Canadian School of Florence is proud to be a part of the Globeducate group, one of the leading international K12 education groups in the world, a network of 60+ premium bilingual and international schools, as well as online programmes, educating 40,000 students in 11 countries, offering opportunities to connect with students from our schools across the world to come together, in person or online, for sport, music, arts, academic challenges and to work with others to help build a more equal, fair and sustainable world.





CAMPUS LOCATIONS

Lower Junior School (Pre-Kindergarten - Grade 3)

Via delle Fontanelle 2-4, 50014 Fiesole

Upper Junior & Junior High / Middle school (Grades 4 – 8)

Piazza San Domenico, 15, 50014 Fiesole

Senior School (Grades 9 – 12)

Via Jacopo Nardi 18, 50132 Firenze

STAFF DIRECTORY

Senior Leadership Team



Iacopo Fornai
CSF Vice Principal of
Pastoral



Dr. Iseabail Rowe
Senior School
Principal



Graham Thompson
Junior School
Principal

Academic Leadership Team



Sophie Dereix
Academic Coordinator
(Grade K - 8)



Gessica Cosi
Learning & Assessments
Coordinator
(Grade 9 - 12)



Shari Robitaille
Guidance Counselor
and Student Pathways
Coordinator
(Grade 7 - 12)



Rossana DeRubeis
Learning Support &
Safety Coordinator
(Grade 7 - 12)

Math and STEAM Leads



Ryan Serrant
STEAM Lead
(Grade 4 - 8)



Brontë Harvey
STEAM Lead
(Grade K - 3)



Shari Robitaille
STEAM Lead
(Grade 9 - 12)

Full Staff Directory

csflorence.it/about-us/meet-the-team

USEFUL EXTERNAL LINKS

- **CSF Website**
- **Parents Portal**
- **Calendar**
- **Timetable**
- **Extra Curricular Activities (ECAs)**
- **Supplies Lists**
- **Admissions**
- **Edsby**
- **Genius**

LINKS TO POLICIES

- **Code of Conduct**
- **Academic Integrity**
- **Technology**
- **Bullying & Conflict Resolution**
- **Substances, Smoking & Vaping**
- **Use of Shared Spaces**
- **Communications**
- **Food**
- **Covid**
- **Admissions & Re-enrolment**
- **Corporate Compliance D. Lgs.231/2001**



COMMUNICATIONS

E-MAIL

E-mail is the primary form of communication used at Canadian School of Florence.

All staff and faculty e-mail addresses follow this composition:

Firstname.Lastname@csflorence.it

Specific contacts which do not follow this composition are as follows:

Lowerjunior.reception@csflorence.it

(K-Grade 2, Via della Fontanella)

Upperjunior.reception@csflorence.it

(Grade 3-5, Piazza San Domenico)

Middle.reception@csflorence.it

(Via delle Palazzine)

Senior.reception@csflorence.it

(Via Iacopo Nardi)

admissions@csflorence.it

financial@csflorence.it

schoolfees@csflorence.it

communications@csflorence.it

guidance@csflorence.it

info@csflorence.it

TELEPHONE

CSF has a unique phone number:

(+39) 055 098 2744

Please call this number and then press the relevant number for the options as follows:

Language

1. English
2. Italian

Department

1. Admissions
2. Business (including Finance)
3. Senior School Reception
4. Middle School Reception
5. Upper Junior School Reception
6. Lower Junior School Reception

CURRICULUM NIGHT

Every year each campus holds a 'curriculum night' at the beginning of the academic year (and at the Senior School at the beginning of each Semester). The date for this can be found on the school calendar. This is an opportunity to learn about the school curriculum, teaching strategies, and the resources your child will use. This is also an opportunity to receive updates on the latest developments at the school. We strongly encourage all parents to attend, every year, as learning and teaching is consistently evolving, and it is important to know the best ways to support your child as they progress.

GUIDANCE/ UNIVERSITY INFO NIGHTS

Towards the end of each academic year the Senior School Guidance counsellor will provide information evenings to parents, by grade, to discuss progression and course choices throughout the senior school. In Grades 11 and 12 these will be specifically targeted towards university pathways. Parents are strongly encouraged to attend in order to best understand how to discuss pathways and choices and support their child into post-secondary education.





COMMUNICATIONS

PARENT COMMITTEE/ COUNCIL

Parent Committees: Each school campus will establish a parent committee, serving as a liaison between parents, teachers, and school administration. These committees contribute to school life through the organisation and support of special events and act as a point of contact for the parent body in their children's class/ grade group.

Overall Council: An overall, formal parent council will be created, comprising representatives from each campus's parent community. The overall council will address broader school-related matters and work with school leadership to enhance parent-school communication through three annual meetings per year. This activity links closely to CSFs strategic plan and the growth of the whole school.

EDSBY (K-8)

Edsby is the online platform used by the Junior and Middle schools to communicate with parents. You can access the portal at www.blyth.edsby.com with the login invitation you will receive at the beginning of the school year via the email address you have provided to the school.

Some of the functions of this platform include:

- Teachers post announcements, learning enrichment activities, and reminders on the class 'feed'
- School Report previews can be accessed and downloaded here
- You can communicate planned absences with the office

Many helpful videos and tutorials on how to use Edsby can be found here:

<https://www.edsby.com/help/parents/>

We will provide you with full instructions and further training on this platform throughout the school year.



GENIUS (9-12)

Genius is the online platform used by the senior school and is accessed by both parents and students through this webpage:

<https://blyth.geniussis.com/PublicWelcome.aspx>

Logging in

The username format is first.last and the password will be generated the first time you login. The first time you login you should click the link to recover password and input your e-mail address. Students should use their @csflorence e-mail addresses, whilst parents should use the same e-mail address they provided as contact information for 'Parent 1' to the school.

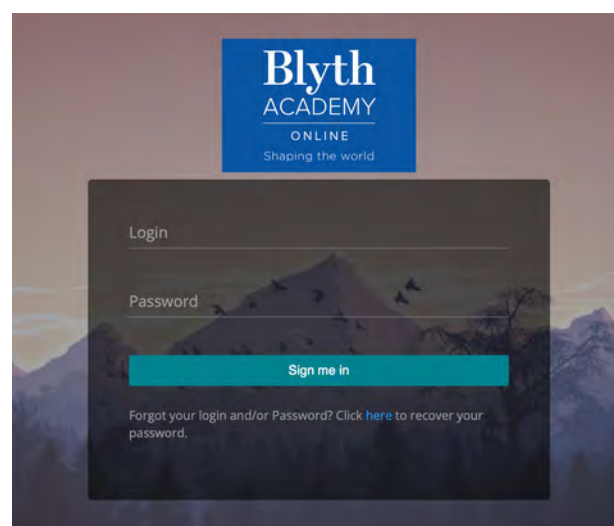
Students use this platform every day for:

- Accessing course content and learning resources
- Reading announcements
- Checking deadlines
- Submitting assignments
- Receiving grades and feedback

On this platform parents can view:

- Student progress throughout a course
- Student Grades and feedback
- If any tests or assignments are late or missing
- Midterm and Final report cards

Here is a helpful video (in English) which explains how to view your/ your child's report card through Genius: [How to Access Your Report Card\(s\)](#)





COMMUNICATIONS

PARENT-TEACHER CONFERENCES

Parent-Teacher conferences take place twice during the school year. The dates for these can be found in the school calendar. At the Junior and Middle schools the first of these will take place after the progress report has been published, and the second after the publication of the first report card. At the Senior school these will take place after the midterm report cards are published in each semester. These meetings are designed to provide parents with detailed feedback on their child's academic performance, strengths, areas for improvement, and overall progress.

NOTICES, E-MAILS, AND LETTERS

Throughout the school year you will receive notices, usually via e-mail from your child's homeroom teacher, from the senior leadership team and from our communications department. **Please ensure you accept our domain name (@csflorence.it) as a trusted contact and check your junk e-mail as occasionally your e-mail provider may not accept e-mails sent to multiple recipients.**

When forms need to be completed, such as for a school trip, or when e-mails go unanswered, you may be sent a letter. This will be given to your child to take home to you. We prefer to avoid printing and using paper wherever possible, please help support us in this goal by communicating digitally wherever possible.

SCHOOL EVENTS AND ACTIVITIES

Events Calendar: A comprehensive school events calendar will be made available to parents through the school website, and parent portal. This calendar will include all academic, extracurricular, and Globeducate events.

Event Notifications: Prior to each school event, parents will receive notifications/reminders through email or the school's communication platform, providing details, schedules, and any necessary preparations.

Parent Engagement Events: The school will organize parent engagement events such as workshops, seminars, and information sessions to involve parents actively in their child's education and school community.

Newsletter: A monthly newsletter is shared with families to celebrate our achievements and milestones as well as to highlight school events and activities relating to student life (ECAs and GE events).

EMERGENCY AND CRITICAL UPDATES

Emergency Communication: In case of emergencies or critical incidents, parent/guardian will be promptly informed through phone calls, text messages, or email with clear instructions and updates. In case we are unable to contact a parent/guardian we will reach out to an emergency contact which must be provided on the first day of school.

FEEDBACK

Parent Feedback Surveys: Surveys will be conducted annually to collect feedback from parents regarding their satisfaction with the school across a variety of areas. Please do reach out throughout the year as and when queries, issues, compliments or concerns arise. Please refer to our 'who do I contact?' flowchart to support you in reaching the best person for your communication.

CONTACT INFO

It is imperative that we are always able to get in touch with a parent, guardian, or emergency contact. Please ensure therefore that any changes to telephone numbers or e-mail addresses are immediately communicated to the school (by contacting the relevant receptionist) so that we can update our records.

At the beginning of the year your child will be sent home with a contact info sheet which must be updated, signed, and returned to the school including emergency contact details.

WHO DO I CONTACT?

Academics

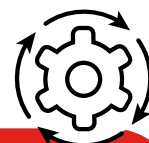
Classes, assignments, tests, deadlines, learning progress, lesson questions, compliments, concerns, subject/ curriculum questions – **the best people to answer you are the teachers themselves:**
Firstname.lastname@csflorence.it



Absences, Lateness, Early Dismissal

Absence, late arrival, early dismissal, lost or forgotten property at school – **to report this, please reach out to their teacher:** Firstname.lastname@csflorence.it
and to the receptionist at the school:

Senior.reception@csflorence.it, Middle.reception@csflorence.it
Upperjunior.reception@csflorence.it, Lowerjunior.reception@csflorence.it
or, for students at the Junior or Middle schools, through the Edsby Platform.



Communication Issues

Not receiving emails? Receiving emails for the wrong grades? Difficulty using Edsby, Brightspace?

– **If you need to report a change of e-mail, telephone number, address, or other personal information, contact our Family Engagement Officer, Ms. Giulia Marretti (or your designated campus receptionist).**

Giulia.Marretti@csflorence.it



Payment

Questions about your payment plan, fees received, lost invoice?

Our Finance department, part of the Business Office, is here for those inquiries.
financial@csflorence.it

Operations

school operations, uniform, facilities, lunch service, transportation inquiries – **contact Ms. Chiara Valenti, School Manager:**
Chiara.Valenti@csflorence.it

University, Courses, Credits

University applications help, course selections, Senior School platform Genius access, report cards/transcripts, student credit progress – **please reach out to Guidance Counsellor, Ms. Shari Robitaille** shari.robitaille@csflorence.it



Admissions & Enrolment

Do you know someone who might be interested in joining CSF or wants more information about our school? Please refer them to our **Admissions Manager.**
admissions@csflorence.it



Student Support

Should you have any concerns that your child may be struggling due to an as yet unidentified learning need, have a child who has recently received a diagnosis for a learning need, or wish to discuss your child's Individualised Educational Plan (IEP) please reach out to the designated student support coordinator for your child's phase.

KG-Grade 8 - Ms. Megan Meyer- megan.meyer@csflorence.it
Grades 7-12 - Ms. Rossana DeRubeis- rossana.derubeis@csflorence.it



The BIGGER Picture

Would you like to talk to someone at the school regarding new ideas, to make suggestions or to express concern over something going on at school? You can still communicate with the teachers, and they will guide you to a member of the SLT when necessary, which may include student support or guidance. For more delicate matters reach out to the member of the SLT for the particular campus:

Dr. Iseabail Rowe regarding Grades 7-12, and
Mr. Graham Thompson regarding Kindergarten-Grade 6

Or, for any Pastoral concerns contact:
Mr. Iacopo Fornai regarding Kindergarten-Grade 12
Firstname.lastname@csflorence.it



Head of School

Ms. Isabelle Leblanc, Head of School, oversees the running of all CSF campuses and is proud to support the CSF team across all schools. She will be happy to speak with you should you feel the need to escalate any of the aforementioned subjects, or in case you are dissatisfied with the response or progress you are making via other routes.

Firstname.lastname@csflorence.it





THE SCHOOL DAY

JUNIOR SCHOOL (KINDERGARTEN - GRADE 5)

- The school day runs from 8.30- 3.45
- You may drop off your child between 8.00- 8.25 am
- Pick up is strictly limited to between 3.45-4.00 pm. (Which may on occasion be staggered by grade should traffic issues arise.)
- Early Years/ Kindergarten students should enter & leave by the designated Kindergarten gate (second on the right) on Via delle Fontanelle.
- Students from Grades 1, 2 and 3 should enter by the primary gate (first of the right) on Via delle Fontanelle.
- Students from Grades 4-5 should enter by the main gates at Piazza San Domenico.
- In order to limit disruptions to the school day it is extremely important that students arrive to, and leave from school punctually according to the designated times above. Occasional late arrivals and early dismissals must be pre-arranged by contacting the school reception in advance.

Learning Organisation

The CSF teaching community is proud to collaborate closely across grades and subject areas and every staff member is committed to making your child's well-being a priority.

- The majority of a child's school day is spent with their homeroom teacher and this is always your first point of contact at the Junior school level.
- During the week, however, your child will have some teaching sessions from specialist teachers (ie. Italian, French, Music, PE) and may be supervised during break and lunchtime by another member of the teaching staff.
- All subject areas are taught throughout the year with the exception of Arts programming, which may change semester to semester.

Outside provisions

As a school we are highly committed to outdoor, experiential education. Whenever possible (unless in the case of heavy rain) students will be taken outside for break times, and other learning experiences such as physical education classes. We therefore ask parents to provide suitable footwear, including welly-boots or similar for muddy terrain, warm coats in the winter, and sun hats in the summer. On very rainy days, students will take their break in their classroom; the same arrangement will be made on very hot days.

MIDDLE SCHOOL (GRADES 6 - 8)

- The school day runs from 8.15- 15.35 for Grade 6
- The school day runs from 8.15- 15.30 for Grade 7 & 8
- Students should enter by the main gates at Piazza San Domenico
- You may drop off your child from 8.00 am
- Grade 6 students should be picked up from the main gates 15.35-15.40
- Grade 7 & 8 students should be picked up from the main gates 15.30-15.35
- In order to limit disruptions to the school day it is extremely important that students arrive to, and leave from school punctually according to the designated times above. Occasional late arrivals and early dismissals must be pre-arranged by contacting the school reception in advance.

Learning Organisation

- At the middle school level students still retain a Homeroom teacher. This is a parent's first point of reference at the school for general queries and information.
- However, all subjects at the Middle school level are taught by specialist teachers and therefore students will be taught by a variety of people over the course of a given day. Therefore, all subject specific queries and information should be communicated directly to the relevant teacher.
- All subject areas are taught throughout the year with the exception of Arts programming which may change semester to semester.



THE SCHOOL DAY

SENIOR SCHOOL

- The school day runs from 8.30-14.55
- The school doors open from 8.15, and students are expected to make their way directly to their homeroom classrooms as soon as they arrive at school.
- All students are expected to be in their homerooms by 8.25 with attendance taken at 8.30. If the child arrives after attendance has been taken, they will be marked as 'late'.
- Most students arrive and leave independently (by train, bike, or on foot) however, if a child is unwell or is deemed by a member of the school team to need support, a parent or guardian will be asked to come to the school to pick them up. Students may not be allowed to leave unaccompanied in these circumstances.
- Lunch runs from 11.20-12.20
- In order to limit disruptions to the school day it is extremely important that students arrive to, and leave from school punctually according to the designated times above.

Occasional late arrivals and early dismissals must be pre-arranged by contacting the school reception in advance.

Learning Organisation

- At the senior school level students have a designated Homeroom teacher who they remain assigned to for the full year. This is a parent's first point of reference at the school for general queries and information.
- However, all subjects at the senior school level are taught by specialist teachers and therefore students will be taught by a variety of people over the course of a given day. Therefore, all subject specific queries and information should be communicated directly to the relevant teacher.
- The school year is split into two semesters, and students take 4 different courses each semester, earning a total of 8 credits each year.
- Every course is taught by a specialist teacher and you will move between classrooms, including specialist 'labs' for different lessons.
- The timetable is the same every day for a whole semester.



THE SCHOOL DAY

FOOD & LUNCH

Junior & Middle Schools

- Lunch is provided by the school, through our lunch provider, ensuring a varied and healthy meal is offered every day. This usually consists of a primo piatto (pasta, rice or soup) followed by a secondo piatto (meat or vegetarian alternative) with a contorno (side dish). Seasonal fruit. Bread is also always made available.
- Special dietary needs will be catered for. It is a parent's responsibility to provide all information pertaining to dietary needs and allergies to be shared with our caterers and ensure that you update us immediately, by contacting the school receptionist, should this change.
- Healthy snacks are provided during breaktimes twice a day. Please refrain from sending your child to school with additional snacks.
- If, on exceptional occasions (ie. A child's birthday) you wish to bring additional food to the school please ensure it is nut free and you have notified the child's homeroom teacher in advance.
- Please refer to our [Food Policy](#) for further details.

Rules of the Lunch Room

- Respect lunch staff who serve and prepare your food.
- Respect lunch supervisors and follow the instructions.
- Enter the lunch area in a quiet and orderly manner.
- While eating, sit quietly in front of your table without sharing or giving away food
- Clear away your plate and cutlery as instructed
- Remain at your table until you are dismissed, using good table manners



Senior School

- The Senior school does not have a facility to provide food on site. Instead, students either bring a packed-lunch to school, or (with parental permission) may leave site during lunch-time to buy food from a local provider. Please see our food policy for further guidance.
- Food deliveries are strictly not allowed as this causes disruptions, waste, and unhealthy food choices.
- Please note that lunchtime exit permission is a privilege that may be taken away as a consequence for poor behaviour. In this case you must bring/ provide a packed-lunch for the period of suspension.

All Canadian School of Florence campuses are Nut-Free schools. This means that no nuts or items containing nuts should be brought onto the premises. The purpose of this is to protect all students who suffer from this severe allergy. Any products containing nuts that are brought onto a school site will be confiscated and may be destroyed, parents will be notified.



ATTENDANCE & ABSENCE

Students are expected to attend school every-day, for the full school day. This is in the best interests of the student and promotes successful learning outcomes, as well as being a legal requirement in Italy from Grades 1- 10.

COMMUNICATING ABSENCES

In some, exceptional circumstances a student may need to be absent from school, most commonly due to sickness, medical appointments, or religious observances. In these instances parents must communicate to the school that their child will be absent, providing as much notice as possible, following the below guidelines.

UNFORESEEN ABSENCE

In case a student is unexpectedly absent we ask that this is communicated to the relevant school reception no later than the start of the school day using the dedicated e-mail address, or via Edsby (K-8). It is the responsibility of one of the parents/guardians listed on the student's enrolment forms to inform us of a child's absence and we will not be able to accept notifications from other caregivers (unless given prior notification from the parents), or from a student themselves.

PLANNED ABSENCE

In case of a planned absence, we ask that you provide us with as much notice as possible in the same way as above, and that you also notify all classroom teachers impacted. For non-emergency appointments you may be asked to change arrangements should the planned absence clash with an assessment, test, or pre-arranged activity, particularly at the senior school.

LONG TERM ABSENCE

If a student is absent for five consecutive days or more a doctor's note/ medical certificate is required along with the parental notification. The principal may also request a doctor's note/ medical certificate should a student have repeated unforeseen absences due to ill health that are not necessarily consecutive.

LATE ARRIVAL

We believe that consistent attendance and active participation are vital components of a successful academic journey. Students are expected to arrive on time, before the beginning of classes every day. If a student will arrive late (either due to planned or unforeseen circumstances), the school must be notified in advance as per the policy for absences explained above. All students must report to reception upon late arrival before going to class. Students in Grades 6- 12, must sign in and obtain a late slip from reception before going to class, which must be given to the teacher.

At the Senior School if a student arrives late to school three times within a month, they will be required to participate in a half hour Lunchtime Focus Session with the student success teacher which will provide students with an opportunity to reflect on the importance of punctuality and to catch up on any missed work or instructions. Failure to attend the session will result in the loss of lunchtime exit privileges for the remainder of the week.



ATTENDANCE & ABSENCE

FAILURE TO NOTIFY ABSENCE

In case the receptionist has not received an absence notification they, or a member of the school team, will contact the family by phone call first, then by email, to identify the reason for the absence. If the absence has not been excused by the parent ahead of time, the school may carry out an additional procedure that involves contacting emergency contact numbers. Safeguarding is our priority and these procedures are in place to ensure that the student is safe.

RETURN TO SCHOOL FOLLOWING ABSENCE

If a planned or unforeseen absence has been correctly communicated to the receptionist, and the student arrives as normal (ie. not late) on the day they return to school, then the student may return directly to class.

If, however, notification, justification, or when necessary, a medical certificate was not provided, then the student (and for younger children, the parent) must report to reception and provide a note signed by a parent/guardian before they can return to class. The student may be referred to the principal if justification is still not provided.

MISSED WORK DUE TO ABSENCE

Teachers are committed to supporting all students. However, it is the responsibility of the student and their family to ensure that any/ all work missed due to absences is caught up on through extra independent study. The information regarding missed work or home learning activities can be found on Edsby or Genius announcements and priorities should be discussed with the teacher.



MIDDLE & SENIOR SCHOOL

For older students any work that was due to be submitted during the period of absence is expected within two days of the student returning to school. Should a student require an extension beyond this, it is their responsibility to request such an extension from their teacher. We encourage all students to self-advocate and communicate their needs in a timely manner.

If a student missed a test whilst absent that test will be given to them on the day that they return to school, during their normal lesson time.

If a student has a long-term authorised absence (ie. for medical reasons), the student's teacher (in conversation with the principal and other members of the academic team ie. student success teacher) may waive some tests or assignments, or provide additional extensions. This will be decided on a case-by-case basis. For further information on missed or late assessments please refer to the [Academic Integrity Policy](#).

ABSENCE DURING FINAL EXAMS (GRADE 8- 12)

The dates for Final exams, including Terza Media exams, are planned in advance and the dates are published in the whole school yearly calendar. The specific exam timetable is published a couple of weeks before the exam period each semester. Exam dates and times are fixed and immovable except in the rare instance of a clash, in which case an individual timetable will be developed and shared with the student. The regular class timetable and hours of the school day are suspended during the exam period and students are only allowed access to the school when they are taking an exam. **Absence during any final exam requires a medical certificate provided on the same day.**

ATTENDANCE & ABSENCE



AUTHORISED AND UNAUTHORISED ABSENCES & LATES

Authorised absences/ lates include:

- Sickness up to 4 days, and thereafter with a medical certificate
- Medical appointments
- Weddings/ Funerals
- Religious observances
- Absences governed by a student-athlete learning agreement

Unauthorised absences/ lates include:

- No notification at all
- Notified by student, but not by parent
- Woke up late
- Another family member was slow/ unable to bring to school

Decided on a case-by-case basis (by the principal):

- Travel delays (traffic/incidents/ public transfer delays & cancellations)
- Bad weather
- Family visits (with prior notice)
- University visits/ interviews (with prior notice)
- Travel ie. leaving early for a family trip (with prior notice)
- Involvement in sports/ academic competitions not governed by a student-athlete learning agreement (with prior notice)
- All other circumstances not included in the examples given above.

The principal will make the final decision on whether an absence is authorised or unauthorised. Please note the following:

- When deciding on a case-by-case basis academic standing may be taken into consideration.
- Repeated unauthorised absence/ lates will warrant further investigation, likely a meeting with parents, and may result in the loss of privileges.
- Repeated absence may prohibit students from completing/ passing their courses, gaining credits, or being allowed to sit final exams.
- At the Senior School if a student is absent for fifteen consecutive days, without authorisation, they will automatically fail the credit.
- A record of attendance is always kept in student records.

LEARNING & TEACHING

THE ONTARIO CURRICULUM

The Ontario Canadian Curriculum is a world-renowned approach to learning & teaching that aims to develop life-long learners, global citizens, and critical problem-solvers. The Ontario curriculum has been developed by the Ontario Ministry of Education in Canada and is taught across all grades and campuses at the Canadian School of Florence.

The curriculum takes a holistic, student-centered approach and boasts topics that are both age-appropriate and relevant to the 21st Century. The curriculum supports and guides students to form their own ideas and identities, by provoking critical thinking and collaboration across all grade levels.

Ontario 

SUBJECTS STUDIED

The Canadian Ontario Curriculum is divided into two distinct parts: Elementary (Kindergarten - Grade 8) and Senior (Grades 9-12) culminating in the Ontario Secondary School Diploma (OSSD).

In the Elementary program students focus on subjects such as Language Arts, Mathematics, Science and Technology, Social Studies, Arts (including visual, music and drama), French as a second language, and Health and Physical Education. There is a separate curriculum specifically for the Kindergarten Program.

Senior school students, instead, earn credits towards their diploma following a mix of mandatory and elective classes over four years. Areas of study include English, Math, Science, Modern Foreign Languages, Arts, Social Studies, Health and Physical Education, Civics, Humanities, and Technology.



LEARNING & TEACHING

SUPPORTING YOUR CHILD'S LEARNING

As a parent or guardian at Canadian School of Florence your contribution to your child's learning is extremely important. It is the expectation of the school that you are committed to supporting your child in the following ways:

- Ensure your child attends school, and arrives on time
- Ensure your child comes to school every day with all the supplies they need
- Discuss the expectations laid out in this handbook and the code of conduct with your child and return to this discussion on a regular basis
- Reassure your child, with positive reinforcement, about their progress at school
- Positively reinforce behavioural expectations for students and encourage students to recognise that when mistakes are made this provides an opportunity for growth
- Attending all school communication events
- Remaining in contact with the school and attending all requested meetings
- Providing students with a quiet, focused place to complete learning enrichment activities at home
- Supporting older students with strategies to manage their time ie. calendars, weekly tasks, reminders
- Encourage your child's interests, curiosity, and inquiry in and outside of school



LEARNING & TEACHING

CURRICULUM PROGRESSION

Kindergarten Program: This is divided into three years, from age 3-5, and provides young children with guidance and a practical foundation to be able to transition into Grade 1. The focus in the Kindergarten program is to develop play-based learning in a culture of inquiry. The four areas of development throughout the program are: belonging and contributing, self-regulation and well-being, literacy and mathematics behaviors, and problem solving and innovation.

Junior School (Grades 1 to 6): This stage focuses on the building blocks that will help to develop confidence in every student and identify their strengths and interests. The program is academically rigorous, highlighting literacy, numeracy, and work skills, as well as the social and emotional development and wellbeing of all students.

Junior High School (Grades 7 to 8): This stage prepares growing students for a seamless transition into high school. Students are offered endless learning experiences which are both informative and fun, whether it be by in-class collaborative projects, or field trips and other outdoor learning opportunities. Students at this age are encouraged to actively participate in class and to think critically about issues that may interest them.

Senior School (Grades 9 to 12): Honing 21st Century Learning Skills is the principal objective of high school in the Canadian Ontario curriculum. While Grades 9 and 10 are strongly focused on building a solid foundation in various core subjects, Grades 11 and 12 allow students to become more specialized, choosing elective courses, and preparing them for entrance into competitive universities all over the world. Students will work on project-based assignments, and will be provided with experiential learning opportunities including field trips. At the end of the 4 years, pupils will have developed problem-solving, communication, organizational, and research skills that will set them up for lifelong success.



LEARNING & TEACHING



GUIDANCE

Canadian School of Florence has a designated Guidance Councillor, based at the senior school, who works with students to guide them on their pathway through secondary education, to advise them on their graduation requirements, and to support students through their application process into post-secondary education.

In preparation for entering the senior school, and over the course of study there, the Guidance Councillor may request group or individual meetings with students to discuss pathways, choices, and next steps. It is a student's responsibility to book and attend such meetings on time, bringing with them all the necessary resources and having completed the required research or forms.

Students applying to post-secondary education are preparing to step out into the world as independent young adults. As such, students are expected to take responsibility for their applications and to make full use of all resources offered by the school. It is not, therefore, the Guidance councillor's responsibility to check university entry requirements, or complete applications on a student's behalf.

LEARNING ENRICHMENT ACTIVITIES

Grades 1-5

All students at the Junior school should be undertaking independent reading every night. This should be based on their level, and a teacher may assign some follow-up tasks/ small activity which accompany this. As students progress through the school learning enrichment activities will start to include some practice pieces especially when facing new or harder to grasp concepts.

All activities may be assigned on a predetermined night of the week and students will be given a week to complete the required tasks. As such, parents are asked to support their children in regulating and organizing their home learning schedules.



LEARNING & TEACHING

As a general guideline the following is the amount of home learning/ reading that should be completed each night:

Grade 1: 10-20 minutes

Grades 2 & 3: 20-30 minutes

Grades 4- 6: 30-40 minutes

Learning enrichment activities, along with updates on class activities, will also be communicated to parents via Edsby announcements.

Students will also be set some summer activities to help them consolidate their learning and prepare for the year ahead.

Grades 7-8

Learning enrichment activities are assigned daily and are predominantly used for formative purposes. Learning enrichment activities may not be given for every subject, every day, but generally will include a focus on literacy, including independent reading, and math practice.

Additionally, students should be completing a minimum of 20 minutes per evening reading in English and Italian based on their language level.

When work is set, students will be given a deadline for submission which may include an overall deadline, and/or chunked deadlines for smaller components for a larger project. Students will be provided with a student planner at the beginning of the school year and are responsible for keeping it safe and tidy throughout the year, and bringing it to school every day. Students are expected to write down instructions for all learning enrichment activities, including deadlines, in their student planner. Learning enrichment activities, along with updates on class activities, will also be communicated to parents via Edsby announcements.

Students may be asked to complete classwork that was not completed during a lesson which is then considered in addition to other learning enrichment activities set. Students will also be set some summer work to help them consolidate their learning and prepare for the year ahead.

Grades 9-12

At the Senior school students are expected to prepare or complete portions of their work at home, every day. This may include (but is not limited to):

- unweighted assessments to inform teachers of a student's prior knowledge and progress
- preparatory reading/ research with notetaking
- drafting/ writing essays
- drafting/ preparing/ developing projects
- rehearsing/ recording presentations or performances
- revising for a test or exam

The amount of home learning your child receives will vary dependent upon the time of year, for example towards the end of a semester final culminating projects and revision for final exams will result in a heavier workload.

When work is set students will be given a deadline for submission which may include an overall deadline, and/or chunked deadlines for smaller components for a larger project. Final deadlines for assessed work will normally be a minimum of about 7 days from when the work was set. As such students are expected to manage their time to meet overlapping and consecutive deadlines from different subjects and should seek support from their teachers to achieve this. Students will be provided with a student planner at the beginning of the school year to help facilitate the management of tasks, deadlines and goals. Students are responsible for keeping the planner safe and tidy throughout the year, and bringing it to school every day.

Additionally, students may be asked to complete classwork that was not completed during a lesson. Students will also be set some summer work to help them consolidate their learning and prepare for the year ahead. This will almost always include pre-reading of set texts for English.



LEARNING & TEACHING

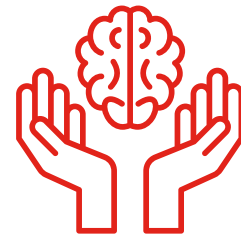
STUDENT SUPPORT

Canadian School of Florence is proud to welcome students with a diverse range of ability levels and learning needs. There is a designated student support coordinator at each of the school phases who work together with parents, teachers, and students, to positively support students to enjoy success at our school and meet their goals through accommodation of their needs.

INDIVIDUAL EDUCATIONAL PLANS

In cases where students have formally identified needs, parents are asked to provide information and official documentation regarding this to the student support office (ie. psycho/ socio-educational reports).

These will then be used to inform the development of a student's Individual Educational Plan (IEP) which is written together with the input of parents and the student to outline strengths, strategies, areas of improvement, and goals. The IEP is an evolving document which will be reviewed each year as a student progresses through their education. Further assessments of needs may be required, and parents will be notified by the student support coordinator when this is deemed necessary.



LEARNING & TEACHING

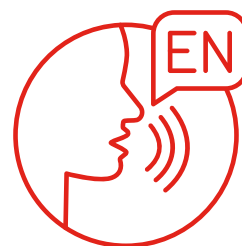
USE OF ENGLISH

The official language of Canadian School of Florence is English and as such minimum language expectations are in place at the point of admission. Nevertheless, the school believes in both the development/maintenance of a learner's mother tongue language, as well as the promotion of the language of the host country, Italy.

Students will be fully immersed in the English language in the classroom, apart from when they are having Italian lessons with their mother-tongue Italian teachers, or French lessons with their mother-tongue French teachers.

Teachers will use their discretion when deciding if it is necessary to use a child's own mother tongue to help them settle.

If a child is deemed unable to access the curriculum teaching in English due to language difficulties, they may be referred for English as an additional language (EAL) support, which may come at an additional cost.



LEARNING & TEACHING

FIELD TRIPS

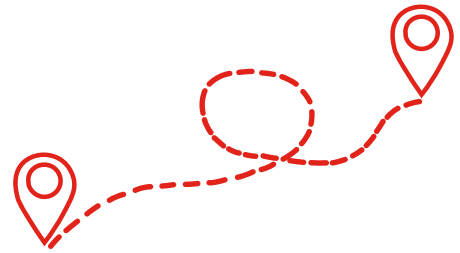
Canadian School of Florence is committed to providing students with experiential learning opportunities in and outside of the classroom. The teaching body aims to take students on small trips throughout their courses in such a way that enriches and broadens their learning. One larger residential trip per year, per grade, will also be organised and will run based on minimum participation.

Trips provide students with excellent learning and social experiences, and it is our hope that all families will choose to take full advantage of the trips organised by the Canadian School of Florence. Having said this it is never imperative that a student participates in a trip, and attendance will not impact on a student's grade or progress. Students who do not attend field trips are expected to attend school on those days/ for those classes, where they will be provided with equivalent/ substitutional work to complete.

All school rules and the code of conduct apply for the entire duration of school trips. Additionally, for residential trips, there is a code of conduct addendum which will be shared before every trip.

A breach of the code of conduct may result in a student being sent home from a trip (with all costs covered by the family involved) and/ or not being allowed to attend trips in the future. In cases where the number of applicants for a trip exceeds the number of places available a first-come basis will be used and academic and behavioural standing will be taken into consideration.

Throughout the school year Canadian School of Florence students will be invited to participate at Globeducate events hosted by our partner schools around the world. These include: Academic Olympics, Sports Olympics, MUN, Music concert, and more. There is normally an internal selection process for these events and, as attendance is highly prestigious, selection will also be based on academic and behavioural standing. Further and specific information will be provided to parents and students before each application deadline.



REPORT CARD

Learning Skills and Work Habits

Responsibility

E

Organization

E

Independent work

G

Collaboration

G

Initiative

S

Self-Regulation

E

ASSESSMENT, EVALUATION & REPORTING

We recognize that every child is different and not only do they learn in different ways, but they may also be able to demonstrate that learning in a variety of ways too. As such assessments are varied and ongoing throughout the year and are based not just on a student's work product, but also through observations and conversations that take place in the classroom.

Assessment, Evaluation, and Reporting is carefully guided in the Ontario Curriculum and governed by a document known as 'Growing Success' which is based on a child-centered, positive philosophy of learning. Further information regarding assessment is broken down according to school below.

Academic excellence and Character are two of our core values at the Canadian School of Florence and importantly come together in the process of assessment and evaluation. We recognize the various and rigorous expectations of our many stakeholders including national awarding bodies, international academic institutions as well as students and parents within our community. As such Canadian School of Florence prioritises fair, honest, and complete assessment, and evaluation of our students. These expectations and ramifications are laid out in full in our Academic Integrity Policy.

REPORT CARDS

Report cards at CSF are provided according to the Ontario Ministry of Education guidelines (Growing Success). For students in Kindergarten- Grade 8 an official version will also be e-mailed to you, while at the Senior School report cards can be viewed and downloaded from the Genius portal. You will be notified by e-mail when your child's report card has been published with instructions reminding you how to access and read the report card.

Kindergarten - Grade 8

Students at the Junior and Middle school will receive three reports throughout the year:

1. Progress report (October/ November)
2. First report card (January/ February)
3. Final report card (June)

Grade 9-12

Students at the Senior school will receive four reports throughout the year, a midterm and final report in each of the two semesters:

- Semester 1 First/ Midterm report card (November)
- Semester 1 Final report card (February)
- Semester 2 First/ Midterm report card (April)
- Semester 2 Final report card (June)

Understanding the report card

Report cards include comments written by homeroom/ subject/ course teachers which outline students' strengths and achievements, as well as next steps they should take for improvements, or areas requiring additional support.

Learning Skills and Work Habits are tracked throughout the school year/ semester and are reported upon in every type of report. These are: **Responsibility, Organization, Independent work, Collaboration, Initiative, and Self-Regulation**. For each of these six areas of development students will receive one of four letters:

- E- Excellent
- G- Good
- S- Satisfactory
- N- Needs Improvement.

The achievement of curriculum expectations is reported on with grades for each subject. These grades are based on on-going assessment throughout the school year/ semester.

- Grades 1-6 will receive letter grades (including +/-) on their report cards
- Grade 7- 12 will have their marks recorded as a percentage grade.
- Progress reports do not include a subject grade and instead will indicate progress in one of the following ways:
 - Progressing with difficulty
 - Progressing well
 - Progressing very well

Further information for how to understand the report card appears on the report card itself as per the examples below.

ASSESSMENT, EVALUATION & REPORTING

LEARNING SKILLS AND WORK HABITS

E – Excellent G – Good S – Satisfactory N – Needs Improvement	
Responsibility - Fulfills responsibilities and commitments within the learning environment. - Completes and submits class work, homework, and assignments according to agreed-upon timelines. - Takes responsibility for and manages own behaviour.	Organization - Devises and follows a plan and process for completing work and tasks. - Establishes priorities and manages time to complete tasks and achieve goals. - Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work - Independently monitors, assesses, and revises plans to complete tasks and meet goals. - Uses class time appropriately to complete tasks. - Follows instructions with minimal supervision.	Collaboration - Accepts various roles and an equitable share of work in a group. - Responds positively to the ideas, opinions, values, and traditions of others. - Builds healthy peer-to-peer relationships through personal and media-assisted interactions. - Works with others to resolve conflicts and build consensus to achieve group goals. - Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.
Initiative - Looks for and acts on new ideas and opportunities for learning. - Demonstrates the capacity for innovation and a willingness to take risks. - Demonstrates curiosity and interest in learning. - Approaches new tasks with a positive attitude. - Recognizes and advocates appropriately for the rights of self and others.	Self-Regulation - Sets own individual goals and monitors progress towards achieving them. - Seeks clarification or assistance when needed. - Assesses and reflects critically on own strengths, needs, and interests. - Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. - Perseveres and makes an effort when responding to challenges.

Grades 1-6

Letter Grade	Achievement of the Provincial Curriculum Expectations
A- to A+	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
B- to B+	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
C- to C+	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
D- to D+	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a letter grade
ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs. IEP – Individual Education Plan NA – No instruction for subject/strand for reporting period	

ASSESSMENT, EVALUATION & REPORTING

Grades 7-8

Percentage Mark	Achievement of the Provincial Curriculum Expectations
80–100	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
70–79	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
60–69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
50–59	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a percentage mark

ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.

IEP – Individual Education Plan

NA – No instruction for subject/strand for reporting period

Median – The percentage mark at which 50 per cent of the students in the grade have a higher percentage mark for the subject/strand and 50 per cent of the students have a lower percentage mark

Grades 9-12

Percentage Mark	Achievement of the Provincial Curriculum Expectations
80–100	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
70–79	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
60–69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
50–59	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
Below 50	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a percentage mark (for Grade 9 and 10 courses only)
W	The student has withdrawn from the course.

ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the course to support English language learning needs.

IEP – Individual Education Plan

FRENCH – The student receives instruction in French for the course.

SHSM – Specialist High Skills Major (for Grade 11 and 12 courses only)

Course Median – The median is the percentage mark at which 50 per cent of the students in the course have a higher percentage mark and 50 per cent of the students have a lower percentage mark.

N/A – Not applicable

ASSESSMENT, EVALUATION & REPORTING

ASSESSMENT

Assessment at the senior school follows the same practices and principles as described for all schools, above. However, at this level, assessments become more formalized with 70% of a student's final grade being determined by assessments completed throughout the course. These assessments with also be varied in their approach and style and may include research and creative projects, essays, tests, presentations, and more. The remaining 30% of a student's grade is determined by a final exam and/ or a final culminating project. This format gives students multiple opportunities to show their learning throughout a course and gives teachers the chance to provide regular feedback for improvement and assess the overall growth of the student.

DEADLINES

In order to ensure regular progression throughout a course, deadlines are always set for the completion of assessments and assignments. Students are made aware of these deadlines in advance, as well as the dates of upcoming tests, and wherever possible the teacher will collaborate with students to establish a suitable date which doesn't, for example, clash with multiple other deadlines.

We encourage all students to self-advocate and communicate their needs in a timely manner. Therefore, if you know you will have difficulty meeting a given deadline you should communicate this to your teacher and discuss possible tools and solutions to aid you. In some exceptional circumstances you may be able to ask your teacher for a deadline extension, however this should be done well before the date of the deadline and does not guarantee a teacher will allow it.

Failing to submit work on time will have significant consequences on your academic success, not least because with regular assessments across all courses missed deadlines and late work can accumulate and 'snowball' very quickly.

In cases of late and missing work teachers will follow a process of escalation including intervention strategies with students, notifying parents, and involving members of the student success or academic leadership team if the situation is not resolved. Missing work will impact your overall final grade and, if it happens frequently and therefore means there is insufficient evidence of your learning in a particular course, will result in failing that credit.

For further information please see the Late and Missed Assignments section in the [Academic Integrity Policy](#).

ACCREDITATION

Our Senior School spans Grades 9-12 and provides students a unique opportunity to complete their secondary school education in only four years gaining the world-renowned Ontario Secondary School Diploma (OSSD) through Blyth Academy Online (BAO), our Globeducate partner school.

At the Canadian School of Florence students receive in-person instruction on campus in Italy, while following their courses and earning their credits through BAO's online Genius platform. BAO is an Ontario Ministry of Education inspected school (BSID 669675).

VOLUNTEER HOURS

A key component of the Ontario Secondary School Diploma is the completion of mandatory volunteer hours. Over the 4 years of Senior School a student must complete a minimum of 40 hours of volunteer work. These hours must be officially recorded on a log which is then signed off by your supervisor and shared with the guidance counselor before the end of each academic year. Although on occasion the school may provide opportunities to earn hours through activities related to the school ie. as a student ambassador, as a peer tutor, it is the responsibility of every student to seek and organize their volunteer activities. Volunteer hours cannot be earned with any activity that takes place during the regular hours of the school day. If you have any doubt on the eligibility of a given volunteer activity, or how to correctly record your hours, please speak with the guidance counselor..

PARITARIA (K - 8)

Our Kindergarten, Junior, and Middle schools all boast Paritaria status granted by the Italian Ministry of Education. Being granted official Italian paritaria status is an important achievement for any private school operating in Italy, and of this, we could not be more pleased. We have earned this special status with our Ontario curriculum and recognizes our teaching and facilities as being "on par with" or "equal to" that of an Italian public school.

INVALSI

Students in Grades 2, 5 and 8 will participate in the Prove Nazionali INVALSI (Istituto Nazionale per la Valutazione del Sistema dell' Istruzione), a series of ministry issued tests which measure students in English, Italian, and Math. These tests will take place each year at the beginning of May. You will be informed a head of time about the specific dates and expectations each year.

The Invalsi tests are developed by the National Institute for the evaluation of education and training systems (INVALSI), a research body governed by public law, overseen by the Ministry of Education, University and Research (MIUR) and are mandatory for all students in state and paritaria schools.

INVALSI tests demonstrate how far students have come on their learning path and in which direction they need to go next. The data is particularly important for MIUR which uses it to gather statistics, and internally for us as a school to monitor progress.

For more information regarding exam dates please see the [INVALSI website](https://www.invalsi.it/).

TERZA MEDIA EXAM

All Grade 8 students at CSF will participate in the Italian Terza Media Exam, a nationwide state-issued exam which is taken by all students in their final year of Middle school at all state and paritaria schools in Italy. Students will be tested on Italian, Math, English and French in both written and oral formats.

The exams normally takes place at the end of the school year, in mid June and you will be informed a head of time about the specific dates and expectations each year.

Participation in the Terza Media exams is mandatory for all Grade 8 students. **Absence during any exam requires a medical certificate provided on the same day.** In case of a missed exam (oral or written) a mandatory make-up exam date will be provided in July.



Ministero dell'Istruzione e del Merito

ONTARIO SECONDARY SCHOOL DIPLOMA

CREDITS

Students at the Senior School will complete their senior school studies and earn their Ontario Secondary School Diploma (OSSD) in compliance with the requirements set out in Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements 2016.

Over the four years at senior school these requirements equate to the completion of 30 senior school credits, including 18 compulsory credits, a passing grade on the Ontario Literacy Course, and 40 hours of community volunteer service.

18 Compulsory Credits

Students must earn the following compulsory credits to obtain the Ontario Secondary Diploma:

- ☐ 4 credits in English
- ☐ 3 credits in Mathematics
- ☐ 2 credits in Science
- ☐ 1 credit in Canadian Geography
- ☐ 1 credit in Canadian History
- ☐ 1 credit in the Arts
- ☐ 1 credit in Health and Physical Education
- ☐ 1 credit in French as a second language
- ☐ 0.5 credit in Civics
- ☐ 0.5 credit in Career Studies

Plus one credit from each of the following groups:

- ☐ **Group 1:**
 - English
 - French as a second language
 - Classical or international language
 - Social sciences and the humanities
 - Canadian and world studies,
 - Guidance and career education,
 - Cooperative education.
- ☐ **Group 2:**
 - Health and physical education,
 - The arts,
 - Business studies,
 - French as a second language,
 - Cooperative education.
- ☐ **Group 3:**
 - Science (Grade 11 or 12)
 - Technological education
 - French as a second language,
 - Computer studies
 - Cooperative education

Additional Requirements

- ☐ **11 Elective Credits**
Elective credits are selected by the student based on individual interests and goals. Parents, counselors, teachers, and administrators can help the student make a wise selection.
- ☐ **Literacy Requirement**
In Ontario, all students must complete the provincial secondary school literacy test to earn a secondary school diploma. At Canadian School of Florence, students are required to take the OLC40 course to satisfy this requirement.
- ☐ **Community Involvement (40 Hours)**
Students must complete a minimum of 40 hours of community involvement activities to be completed outside the student's normal instructional hours and in a variety of settings. Students may not complete the hours through activities that are counted towards a credit, through paid work or by assuming duties normally performed by a paid employee. Parents and students play a major role in this initiative.



STUDENT WELLBEING

At the Canadian school of Florence, we believe in promoting student wellbeing in all that we do. We expect all members of our community to behave in a way that is inclusive and to model behaviours that are representative of our core values in and outside of school. We encourage parents & students to keep us updated and informed of any events in a student's life which may impact on their wellbeing, behaviour, or learning at school so that we might best activate our school support teams to meet their needs.

BULLYING

The Canadian School of Florence is committed to ensuring all our students feel safe, welcome, and integrated into our school community. We believe that every student has the right to learn, thrive, and grow in our school environment. As such bullying, as per the below definition, is prohibited at the Canadian School of Florence.

"Bullying" is defined as aggressive and typically repeated behaviour by a pupil where:

1. the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,

a. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property,

or

b. creating a negative environment at school for another individual, and

2. the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education. For the purposes of the definition of "bullying" behaviour includes the use of any physical, verbal, electronic, written or other means.

Canadian School of Florence deals with incidents of Bullying in accordance with the Bullying and Student Conflict Policy. In recognition of the importance of addressing bullying, which can have a significant impact on student safety, learning, and the school climate, bullying is one of the activities for which suspension is considered.

CONFLICT RESOLUTION

Tension between students from time to time is natural, and it is normal and inevitable that students will disagree and not everyone will be friends with everyone they meet. Having said this we expect high levels of mutual respect and of personal integrity from everyone within our school community. We will not tolerate unkind, disrespectful, or bullying behaviour. When intervention is warranted, conflicts will be resolved using our Bullying and Student Conflict Policy.

SUBSTANCE USE

Members of the Canadian School of Florence community are expected to adhere to all Italian laws with relation to the consumption, possession, purchase, and distribution of all controlled substances including alcohol, drugs, tobacco and other nicotine products. These expectations are laid out in full in our Substance Use, Smoking and Vaping policy.



STUDENT WELLBEING

USE OF TECHNOLOGY

Technology is an inevitable and integral part of our world today, not least amongst young people. The Canadian School of Florence recognises the importance of learning to use technology safely and ethically, whilst minimising the risk of distraction, addiction, plagiarism, cyber bullying, and unsafe activities online. The expectations surrounding the use of technology at the Canadian School of Florence are detailed in our [Use of Technology policy](#).

DIGITAL CITIZENSHIP AND ONLINE CONDUCT

Our school is committed to cultivating a digital environment where respect, safety, and responsible use of technology are paramount. This section is a testament to the collective effort between our school and families, highlighting the expectations for online behaviour and underscoring the role each of us plays in nurturing ethically and digitally aware students.

Expected Behaviours and Our Shared Commitment:

1. Embrace Clear and Positive Communication

- We expect our students to engage in conversations with kindness and consideration, using language that reflects our school's values.
- Encourage your child to ponder if their online message is reflective of how they would interact face-to-face.

2. Understand and Respect Digital Footprint

- Impress upon our young citizens the lasting nature of the digital world, and encourage thoughtful sharing, mindful of its long-term presence.
- Dialogue about the future implications of their online posts and messages is encouraged.

3. Promote Open Communication at Home

- Set a healthy routine for online activity review, turning these moments into opportunities for open discussion about digital engagement.
- Utilise these sessions to reinforce the standards of appropriate online behavior.

4. Advocate for Balanced Screen Time

- We support setting digital boundaries, such as designated device-free times, to maintain a wholesome life balance.
- Urge exploration of offline interests, fostering well-rounded personal development.

5. Prioritise Online Privacy and Discretion

- Educate on privacy tools to help control online visibility and encourage discerning sharing practices to maintain personal security.
- Reinforce the importance of cautious information and photo sharing, emphasizing the potential repercussions of online disclosures.

As members of the CSF community, each student is a representative of our values and ethos. The behaviours outlined above are not only guidelines but expectations that reflect our school's commitment to fostering a community where everyone acts responsibly and with integrity in the digital realm.





STUDENT WELLBEING

STUDENT COUNCIL

Canadian school of Florence prides itself on having active student representation at every level of the school. Anyone from the school is welcome to join the council to attend meetings. Meetings are run, and motions are voted on, by the democratically elected body known as the Signoria, made up of a representative for each of the school's houses/ classes/ grades (depending on the school level), and is overseen by the student council president and a supporting member of the school faculty.

Student council is tasked with organising spirit days and other events including, at the senior school, the annual prom, generating interest in said events, leading house activities and putting forth ideas and improvements for the school and on behalf of the student body.

EXTRA-CURRICULAR ACTIVITIES (ECAS)

The Canadian School of Florence provides extracurricular activities and clubs for all students from Kindergarten to Grade 12. We aim to offer a variety of activities which give all students the opportunity to explore their interests and hidden talents, and improve their well-being and interpersonal relationships.

Junior & Middle School

Extra-curricular activities (ECAs) at the Junior & Middle school come at an additional cost and run for an hour at the end of the school day (16.00-17.00). The minimum number of student participants required to start an ECA is 4. There is no a minimum number of students required for Learning Enrichment/EAL support and Stay and Play. Extracurricular activities come at an additional cost and sign up is carried out by contacting the Junior school receptionist.

Senior School

Some clubs at the school will be offered for one semester and some, like varsity sports, will run for the whole year. Every student from Grade 9-11 must participate in at least one club, whereas for Grade 12 students this is recommended but optional. This is important for social integration at school as well as supporting towards building a well-rounded student curriculum. Students who sign up for a club must attend at least 70% of the sessions. Please note participation in school clubs cannot be counted towards the mandatory volunteer hours that students need to earn towards their school diploma.

HOUSE SYSTEM

Starting in Elementary school, each student will be assigned to be a part of a "House". This promotes a sense of community and social growth amongst the student body by participating in projects, events, and spirit days during the year. Houses unite all schools and include students from across grade level. They will continue in their assigned house for their full journey at CSF ending after the fourth year of Senior School. The decisions about the placement of a student in a particular house affect the interests of the students collectively, and for this reason can only be taken by the school itself.

FIRST AID/ MEDICAL ISSUES

If a student is feeling unwell, they must inform a member of staff. The student will then be accompanied/directed to the receptionist, who will then assess their symptoms. If deemed necessary, parents will be notified and asked to collect their child.

Minor accidents will be cared for by the school and parents will be notified. In the case of serious accidents or illness, parents will be informed immediately, and an ambulance may be called. As such please keep your contact numbers updated.

All parents are responsible for continually updating the school on any student health conditions or medical needs including providing action response plans when needed.



DRESS CODE

All students are expected to dress in a manner that is appropriate to school activities with regards to exposure, cleanliness and/ or message. The principal will always have the final say on whether a student's clothing conforms to the school dress code.

UNIFORM (KINDERGARTEN- GRADE 8)

Students must be in full uniform every day, except for special theme days. Uniform is an important element of our school culture which contributes to a respectful ethos and a sense of belonging at our school, please ensure your student is fully involved in this.

Uniforms can be purchased through our provider, OVS, and must include all elements of a child's outfit.

Please find below the link to the OVS catalogue and all the info about how to order uniforms on their website: [English](#) [Italian](#)

SENIOR SCHOOL (GRADES 9-12)

Senior school students do not have a daily school uniform. Nevertheless, students must dress in a manner which is appropriate for school and the professional standards expected of a learning environment for young-adults.

This includes:

- Continuous, uninterrupted clothing from the shoulders to the mid-thigh.
- Clothes should be clean, and in a good state of repair ie. without holes or tears (intentional or unintentional).
- Clothes must enable the wearer to participate in all planned school activities for the day (including sports, science experiments etc).
- Students are asked to remove hats, caps, and hoods whilst in the school building, and particularly whilst in class, as a sign of respect to their teachers and peers and so as not to raise suspicion about the concealment of technology.

Some activities, including mock trials and mock interviews, or when carrying out activities as a student ambassador, will require students to dress particularly professionally following the guidelines which will be explained by a teacher beforehand.

On some occasions, ie. during school trips or sporting events, students may be asked to wear a CSF t-shirt or sports kit for visibility/ recognisability. On these occasions students are expected to wear this clothing for the duration of the event or as instructed by the group leader.

Clothing should never bare motifs which depict violence, inappropriate language, or are discriminatory in anyway.

COSTUMES

On some special occasions, including spirit days, Carnevale, and Halloween, students may be invited to come to school dressed in costumes. Please be respectful with your costumes. Students will not be allowed to attend class if they come to school in any costumes that promote violence or cultural appropriation. For more information, or if you are uncertain about what costumes are acceptable, please contact a member of the leadership team.





CODE OF CONDUCT

PREAMBLE

The Canadian School of Florence is committed to providing a healthy learning and working environment by promoting respect, civility, safety, responsible citizenship and academic excellence. A positive school climate exists when all members of the school community feel safe, included and accepted, and actively promote positive behaviours and interactions. Equity, inclusion and respect are critical components embedded in the learning environment.

SAFE AND SECURE SCHOOLS

No form of behaviour that in any way threatens the well-being of another person is acceptable on school property or during school sponsored or related activities. This includes actions off school property and outside of school activities where the result has a negative impact on the school climate. Principals, teachers and support staff are required to demonstrate non-tolerance of unacceptable behaviour by taking positive, considered and immediate disciplinary action in compliance with the Education Act and other appropriate legislation.

ROLES AND RESPONSIBILITIES

Principals/Heads of School take a leadership role in the daily operation of a school. They provide leadership by:

- demonstrating care for the school community and commitment to student achievement and well-being in a safe, inclusive and accepting learning environment;
- holding everyone under their authority responsible for their behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.

Teachers and school staff, under the leadership of their principals, help maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

- help students work to their full potential and develop their self-worth;
- empower students to be positive leaders in their classroom, school and community;
- communicate regularly with parents;
- maintain consistent and fair standards of behaviour for all students;
- show respect for all students, staff, parents, volunteers and members of the school community;
- prepare students for the full responsibilities of citizenship.



CODE OF CONDUCT

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves and for others. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn;
- shows respect for themselves, for property, and for others, especially those in authority;
- is a positive ambassador for the school, promoting the school's principles and expectations in the wider community including demonstrating respect for other and their property, especially our immediate neighbours
- is a positive role model for other members of the school community
- refrains from bringing anything to school that may put their own or others safety at risk;
- follows the established rules and expectations and takes responsibility for their own actions and choices

Parents and Guardians play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:

- are engaged in their child's school work and progress;
- communicate regularly with the school;
- make sure their child is properly dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- inform the school promptly about their child's absence or late arrival;
- become familiar with the school's code of conduct, expectations, and rules;
- encourage and help their child to follow the rules of behaviour;
- help school staff deal with disciplinary issues involving their child.

STANDARDS OF BEHAVIOUR

All members of the school community must:

- respect and comply with all Italian laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions and treat one another with dignity and respect at all times;
- show proper care and regard for school property and the property of others;
- dress in a manner that is appropriate to school activities with regard to exposure, cleanliness and/

or message and according to the school dress-code.

- respect all members of the school community, especially persons in positions of authority;
- respect the need of oneself and others to work in an environment that is conducive to learning and teaching



CODE OF CONDUCT

Unacceptable behaviour includes:

- Integrity violation / plagiarism / cheating
- Verbal/physical discrimination based on race, colour, religion, family status, physical or mental disability or need, sex, gender identity
- Use of abusive and inappropriate language and gesture / intimidation / extortion / spitting
- Bullying / Cyberbullying / Posting on social media without consent / video recording without permission.
- Sexual harassment / sexting
- Engaging in physical violence / aggression or responding to verbal/physical violence, even in play
- Tussling / touching another person inappropriately
- Contaminating / damaging other's food in and out of the lunchroom
- Possession of weapons or hazardous instruments
- Property theft / damage / vandalism
- Using personal electronic devices during lessons/ deliberating visiting inappropriate internet sites/ printing material without authorization
- Lying and giving false information / forging notes and letters (falsification of identity)
- Stealing money or objects
- Gambling / Selling or buying products between students
- Insubordination
- Entering any authorized area of the building without permission / leaving the school without authorization / remaining in the building after it is normally closed
- Smoking / vaping / possessing drugs, tobacco, alcohol, lighters, tobacco & vaping paraphernalia
- Causing unsafe or hazardous conditions / fire / explosion
- Damaging first aid kits / fire extinguishers / refusing to follow established safety procedures
- Obstructing the free movement of people or vehicles in any part of the building
- Inciting others to commit any prohibited act.

Any student found or reported to have engaged in any of the above behaviours will be investigated and face repercussions in accordance with the school's progressive discipline approach.

PROGRESSIVE DISCIPLINE

When students breach the Code of Conduct or any school policies, consequences will be implemented according to Progressive Discipline. Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build on strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. The Canadian School of Florence will utilize a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.



CODE OF CONDUCT

Unacceptable or inappropriate behaviour by a student will always be evaluated on a case-by-case basis. Students are asked to reflect on their actions, describe the incident in their own words, consider what happened from the range of perspectives of those involved and take responsibility for their actions and choices.

Depending on the circumstances a range of disciplinary responses or sanctions and support strategies may be used including any of the following individually or in combination with one another:

- Verbal warning reminding the student of expected appropriate behaviour
- Reflective practice sessions to reinforce to the 'aggressor' that their behaviour is unacceptable.
- An offer of genuine apology, either verbally or in writing, by the aggressor and its acceptance by the affected party
- Meeting between student and senior leadership team member or vice principal
- Immediate consequences enforced by a teacher or member of the leadership team and potentially including a loss of breaktime privileges for the student for one or more days
- Parents notified by the teacher or a member of the leadership team, via email or phone call.
- An incident report may be completed by the teacher or member of the leadership team. The incident report includes an investigation that takes into consideration all parties involved, teachers, and witnesses. The incident report cannot be shared with families unless exceptional events require it (the family has the right to ask for a description of events, but the school cannot share the names of other students involved for privacy reasons).
- Placed on behavioral or academic probation/detention to dissuade against repetition or retaliation
- Meeting between parents and teaching/ support/ leadership team
- Making formal amends including: acknowledgement of intentional distress or hurt caused, resulting in modified behavior and cessation of actions that fall short of the school's behavior expectations (monitored by weekly reports and/or the signing of the Student Behavior Contract).

SUSPENSION

- Following more severe or ongoing behavioural infractions students may be placed on temporary suspension from classes (in or out of school).
- During this times students are asked to reflect on their behaviour and may be asked to demonstrate this before being allowed to return to school ie. by completing an assigned piece of work on the topic or writing an apology letter to any offended parties (student or teacher).
- An in-school suspension generally lasts one day, whilst an out-of-school suspension (for repeated offences or when the safety of others is compromised) may be from 3 to 10 days without access to school (depending on the severity of the infraction).
- CSF will provide alternative options for students who are on a long-term suspension, so that they can continue their education.
- Parents and students, will be expected to attend a re-integration meeting following a suspension before a student is allowed to return to class.
- In extreme cases a student may be permanently suspended or expelled, in which the student is removed from the school environment permanently.



CODE OF CONDUCT

In considering the most appropriate response to address inappropriate behaviour, the following will be taken into consideration:

- the particular student and circumstances;
- the frequency of the infraction
- the nature and severity of the behaviour
- the impact on the school climate, including the impact on students or other individuals in the school community.

Any issue may be escalated more swiftly by the school depending on the situation.



**CANADIAN
SCHOOL of
FLORENCE**



As a Globeducate school, we are committed to the promotion of equal opportunity and fair treatment amongst staff, students and prospective students, regardless of gender, gender identity, creed/religion, race or colour, nationality or ethnic background.

