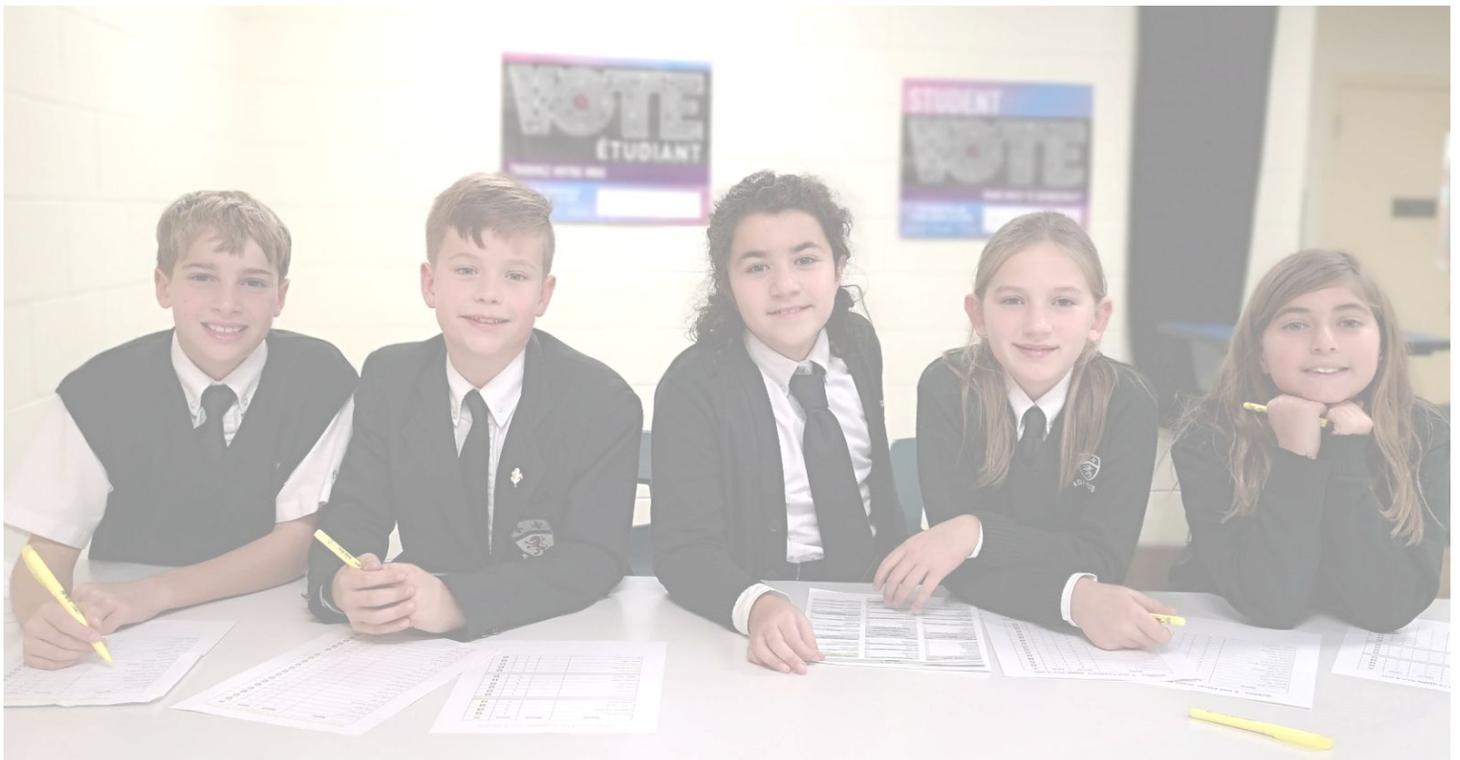


2019 – 2020

Student Handbook

Junior School



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WELCOME

Welcome to Ashbury College. This student handbook will introduce the school and its operations, services and expectations. Because Ashburians live, work and play together in a community, some rules are necessary. They help to create a school environment that is respectful of all its members and conducive to friendly, supportive living and learning. Our fundamental belief is to treat others as we would like to be treated. We believe in the importance of truth, honesty and service to others. It is our expectation that all members of our community will respect and adhere to these Ashbury College values.

Do not hesitate to ask for help or support as you need it and be prepared to offer it as others do. Teachers and staff, senior students and friends are always ready to help. Let's all give our support to each other.

Have a great year!

THE ESSENCE OF THE JUNIOR SCHOOL

The Junior School distinguishes itself by providing an academic environment that inspires and challenges students to become independent and self-confident learners. Each student has the opportunity to develop in the areas of academics, athletics, arts, co-curriculars, community service and leadership.

Our committed teachers play an important role in the learning process by specializing in areas of content knowledge and through continued professional development opportunities. The teachers expect the children to do their best by encouraging excellence and effort in all activities and by developing relationships based on mutual politeness and respect. Clear guidelines are established for work habits, sport, dress and behaviour.

The Junior School curriculum is delivered in an innovative learning environment. Challenging hands-on experiences occur daily in arts, drama and music facilities, large gym spaces, outdoors, on field trips, in science or innovation laboratories and through stimulating class discussions and group projects.

En 7^e et 8^e années, on offre aux élèves la possibilité de suivre des cours de français (niveaux intensif ou immersion), d'études sociales, l'éducation physique, d'art dramatique et la classe titulaire en français.

There is one Home Form per grade in Grades 4, 5, 6 and three Home Forms in Grades 7 and 8, one of which is the option bilingue. Students are also streamed in French and Math. All Junior School students have subject specialists.

In addition to academic support by the Form and subject teachers, a Learning Strategist helps to track and monitor student achievement. Physical and emotional support systems are enhanced through interactions with the School Nurse and the Life Skills Coordinator.

Each student also belongs to one of four Houses: Dragons, Goblins, Hobbits and Wizards. House points can be earned for almost every type of activity at school, with a system of points divided between academics, athletics and the arts. Points are awarded for effort and achievement, or when a teacher feels that a student has made an extra effort around the school.

We encourage you to explore our website and learn more about the Junior School experience.

Kendal Young, Head of Junior School

VISION

We strive to embrace innovation in teaching and learning; to create new opportunities for students to connect with others within Canada's capital region, nationally and internationally; to attract students ready to be challenged by an enriched curriculum; and to prepare students to contribute to a better world.

MISSION

Our mission is to engage students in a dynamic learning environment and inspire them to become intellectually curious, compassionate and responsible citizens.

CORE VALUES

Academic Excellence

Our enriched academic programs promote critical thinking, creativity and the pursuit of knowledge in preparing students for success in university and in life. Our teachers thrive within a culture of innovation and creativity in teaching and learning excellence and are committed to continuous improvement.

Community

The spirit of Ashbury is characterized by enthusiasm and cooperation and based on strong and productive relationships among students, staff, alumni and parents. Our caring coeducational community offers a safe, structured environment in which students and staff members are encouraged to reach their potential.

Character Development

We foster ethical and spiritual growth in a community founded on mutual respect. Our students and staff act with integrity and compassion. Ashbury provides an environment that supports constructive debate, allows time for reflection, and encourages community involvement and personal responsibility.

Personal Growth

Athletics, the arts, outdoor education, spirituality and service to others drive our students to take risks and to strive for excellence. They learn about the importance of commitment and collaboration. Participation leads to the development of healthy, self-confident, resilient individuals with strong leadership skills and balanced lives.

International Engagement

As an IB World School located in the heart of Canada's bilingual capital city and profiting from a culturally diverse community, we foster students who are open-minded to the perspectives, values and traditions of all cultures and who act with international understanding and global responsibility. We share a spirit of outreach locally, nationally and globally and seek partnerships to enhance our learning.

JUNIOR SCHOOL CODE OF CONDUCT

I shall respect myself, my peers, my teachers and my school.

I shall stand up for myself and others at all times.

I will not speak poorly of others.

I will do what I can to ensure that my peers are not isolated.

I will treat people with kindness and will make all visitors feel welcome.

I will not touch the belongings of others without their permission.

I will not use abusive language.

I will always speak truthfully.

I will not engage in disruptive or annoying behaviour.

I will actively participate in classroom activities.

I shall not shy away from asking for help when necessary.

I will wear my school uniform proudly.

Developed by Junior School House Captains and students



PROBITAS

Honesty

VIRTUS

Courage

COMITAS

Kindness

CONTACT INFORMATION

Home/school communication is an essential part of a Junior School education. For concerns, please contact the school as deemed appropriate in the suggested order: Teacher, Form Teacher, Department Head, Assistant Head of Junior School, Head of Junior School or Head of School's office.

In addition to periodic handouts and weekly emailing, some general publications of the school include: Ashbury News (Alumni) and the school yearbook. Staff can be contacted through telephone, voicemail or email. Most staff members will mention their preference for contact during the Junior School Curriculum Night. If a staff member cannot be reached, a message can always be left in the Junior School Office. Please see our email communications policy under "[Policies](#)".

MAIN CONTACT IN THE JUNIOR SCHOOL: (613) 749-9630 EXT. 221 OR jrschooloffice@ashbury.ca
ATTENDANCE MESSAGES TO: (613) 749-9630 EXT. 221 OR jrschooloffice@ashbury.ca

Staff can be reached through their extension or voicemail using (613) 749-9630 or by email.

Ashbury email addresses follow a common protocol: [firstname.lastname@ashbury.ca](#). Staff contact information is also available through Edsby as well as the student and parent portal on the school website.

OUR PROGRAM

ACADEMICS

The Junior School, Grades 4 to 8, is supervised by the Head of Junior School who, along with the Assistant Head of Junior School, oversees 20 teachers and approximately 180 students. A five period, eight-day timetable is used with a morning break, a lunch break, an afternoon break and three form periods (beginning, mid, and end of day).

Ashbury has specialist teachers in most subjects allowing Junior School courses to encompass Ontario curriculum guidelines; however, most subjects go into greater depth and offer an enriched learning experience. Formal examinations are used at the end of the final term in Grades 5 to 8.

Junior School staff add various activities to the regular curriculum that give students the opportunity to “experience an education” that extends far beyond the framework of a textbook. In some subjects, this includes local field trips, museum and theatre visits, as well as a host of other offerings available in the national capital region. Our academic program is also enhanced by competitions in music, poetry, science, history and public speaking.

In Grades 4, 5 and 6, there is one class for each grade level (referred to as Forms). One teacher is responsible for most subjects in Grade 4; however, students rotate for Art, French, Music, Science and Physical Education/Games periods. In French, classes are subdivided into two groups so that each student may work at a suitable pace.

In Grades 7 and 8, there are three Forms per grade. History and Geography may be taken in either French or English; Forms are arranged accordingly to enhance bilingualism. Students who are studying Social Studies in French will be placed in a French-speaking Form. This option involves a two-year commitment. The other students will be divided evenly and randomly between the other two Forms, so that overall skill levels are similar.

The French program in Grades 7 and 8 consists of 4 levels. Students are divided into immersion, extended, core and beginner language classes based on their level of French.

Music, Art and Drama are compulsory for Grade 7 students and exist in an option format for Grade 8 students. In Grade 8, students are streamed for Music, Mathematics, French, French Drama, French Health and Physical Education as well as English or French Social Studies. Physical Education/Games activities vary from term to term; choices are posted on the website and changes/options are announced at Monday morning assemblies.

ASSESSMENT

We understand that sound assessment practices will enhance student learning. Our academic program is based upon the Ontario curriculum and the learning expectations that are associated with each grade level. It is important that both the student and the teacher have a clear idea of the student's strengths and the learning that must take place for the student to master the curriculum expectations.

As such, there is an increased emphasis on providing qualitative and descriptive feedback to students. This often takes the form of a rubric. A rubric will usually reference the expectation to be assessed, the criteria for assessment and descriptions of results at four different levels. Each level represents a band of achievement. This will be familiar to some as it is similar to grading based on the use of 'A, B, C or D'. Research and experience have shown that feedback given in the form of a rubric helps students to understand the level at which they are achieving, and the criteria that they need to master to demonstrate any necessary improvement. Rubrics help to facilitate a shift from a discussion of marks and grades to a discussion of learning and personal achievement. A rubric is a tool for assisting teachers and students in gaining a detailed level of understanding of how well a student has mastered the curriculum expectation.

Each level in a rubric is associated with a range of mastery:

- **Level 4** – The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard.
- **Level 3** – The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard.
- **Level 2** – The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard.
- **Level 1** – The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls below the provincial standard.

There are two exceptions to the use of a rubric level. In some cases, a student may not have submitted enough work for the teacher to determine their placement in a level. This student might receive an 'I' to indicate insufficient evidence of learning. In other cases, a student may not have demonstrated enough knowledge or skill to earn a Level 1. This student may receive an 'R' to indicate that they are not yet demonstrating a minimum understanding of the curriculum expectations. The student's work falls below Level 1 and the 'R' signals that additional learning is required before the student begins to achieve success in meeting the subject/grade or course expectations.

Many of our students will meet and exceed the Ontario expectations, achieving in the Level 4 range.

Our teachers will aim to frame feedback in ways that encourage learning. We seek to have conversations relating to effort, process and growth. It is important to us that each student understands their capacity and their ability to learn. We ask the same of our parent community in our partnership. Please aim to focus your conversations upon the

strengths and areas of growth that your child needs to realize in order to master a curriculum expectation. Each student should understand the knowledge and skills that they have demonstrated to earn a given level and the work that is required to improve their standing in reaching the next level. When your child brings home a piece of work please discuss the following:

- Did your child put forth their best effort?
- Can they explain the level at which they are achieving?
- Did they receive feedback that helps them to see the next steps in mastering an expectation?
- Can they articulate to you the target that they are seeking with confidence that they will reach it?

This is the type of conversation that we wish to foster and we ask for your assistance in making this shift. Emphasizing learning and the capacity of each student to learn, as opposed to emphasizing marks, has been shown to boost student confidence, persistence and overall achievement. Curriculum expectations, rubrics and levels are tools in helping us to make this shift.

Assessment Timelines

Below are approximate timelines for teacher feedback. Under extenuating circumstances, some deadlines may vary. Teachers will post timeline changes on Edsby. As well, in some cases, teachers may be unable to return feedback until all students have been assessed. We, therefore, ask that students make every effort to be present for evaluations, and complete missed ones in a timely manner.

ASSESSMENT	TIMELINES FOR RETURNING FEEDBACK
Essays	2 weeks (English, French and Social Studies)
Tests	1 week (Math, Science, French and MAD) 2 weeks (English and Social Studies)
Projects	2 weeks (MAD, French, English, Math, Science and Social Studies)
Lab reports	1 week (Science)
Quizzes	2-3 days (Math and Science) 1 week (MAD, Social Studies, English and French)
Oral presentations	1 week (Social Studies, English, Science and French)
Book reports	2 weeks (English and French)

Work Not Submitted

If students do not submit work on time, teachers will ask them to remain after school to complete the assignment. Parents will be notified by phone call or email in cases where major assignments are not submitted on time.

Frequently Asked Questions (Academics):

1. HOUSE POINTS

A House point is given for outstanding effort, work or contribution to school life. As a student initiative to reduce paper, house points will be recorded at the back of the student agenda.

2. COURSE/FORM REQUESTS

Each year some families make requests for certain classes or courses. Decisions of class or course placements are made by the teaching staff and administration. These decisions take into account student ability and progress in relation to other students. It is the policy of the school to give students different teaching and learning experiences year to year by rotating teachers if possible.

3. EXAMINATIONS

In June, exams are held for Grades 5 through 8. Special timetables are in place to encourage self-study. During this time, students have the afternoon option to remain at school or go home. To help our students, we have early dismissal each day of exams. Specific dates and times are posted on the website in May. *All students are required to attend the examination viewing day in June.* Reviewing examination results is an important step in learning and in developing skills for examination writing.

4. FIELD TRIPS

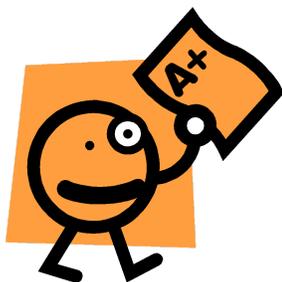
Trip notification and permission forms are primarily emailed to parents. If any charges are incurred, they are billed directly to student accounts. Number 1 dress is required on all field trips unless stated otherwise. Field trips are a regular component of most courses in the Junior School.

5. HOMEWORK (PREP) AND ASSIGNMENTS

Naturally, the time spent at home on prep will vary from student to student. In order to best support our students' learning, we ask that all homework be completed on time. Students who do not complete homework will be asked to finish it at the end of the day in Study Hall. If parents have any concerns over homework, or lack thereof, they should feel free to contact the teacher in question.

6. LEARNING SKILLS

Students will evaluate their learning skills (responsibility, organization, self-regulation, initiative, collaboration and independent work) and discuss their goals, each term, with their Form teachers. Their self-evaluation and teacher feedback will be posted on Edsby.



If a student scores consistently low on the learning skills report, s/he may be placed on a daily report. This involves the student reporting to each teacher at the end of each period to receive an evaluation of class performance, conduct and completion of work. Students stay on a daily report until they show a marked and consistent improvement.

Performance is reviewed and discussed each afternoon by the Learning Strategist, Form teacher, Duty Teacher or the Assistant Head of Junior School. A parent is asked to sign the report on a daily basis.

The following is a checklist to help your child reflect and develop an understanding about good learning behaviour and learning goals.

Tips for Developing Good Learning Skills

- ✓ Is your homework always done?
- ✓ Do you use all of your class time well?
- ✓ Do you use Opportunity Time well?
- ✓ Are your notebooks complete and in order?
- ✓ Is your locker/desk tidy?
- ✓ Do you always follow classroom/school rules?
- ✓ Do you help others?
- ✓ Are you kind to others?
- ✓ Do you participate in class discussions?
- ✓ Do you volunteer?
- ✓ Are you always on time?
- ✓ Do you use your agenda effectively?
- ✓ Do you work well without supervision?
- ✓ Do you always do a little bit extra?
- ✓ Are you a positive spirit?
- ✓ Are you interested and enthusiastic?
- ✓ Do you manage your attention well?



7. LEARNING STRATEGIST

Our Junior School Learning Strategist provides learning and teaching support to our students and teachers. The Strategist also prepares accommodation plans to students who have completed a psychoeducational assessment. Should you have any questions or wish to discuss the learning needs of your child, please contact Ms. Paulette Routliffe at paulette.routliffe@ashbury.ca.

8. MISSED ASSIGNMENTS AND TESTS

We require parents to schedule holidays and travel plans to avoid missing any academic time or academic penalty. No student will be excused without a written request and explanation from the parent to the Head of the Junior School.

To help students organize their time, teachers provide students adequate notice prior to a major test day. Should a test be missed, a student is expected to write it immediately upon return to school or at the teacher's discretion. Evaluations are important tools for teachers and students, and must take priority for student attendance.

Family Trips/Events: We are often faced with situations where parents remove students from classes. Our standard response is that the school will help to assist students where they can, however, it is not an expectation that teachers supply work in advance to students. Some teachers may supply work, some may suggest readings, and some may suggest that the students see them upon returning. As well, students should try to regularly consult Edsby to keep up to date on topics covered and work given in class.

Illness: A parent or guardian must contact the school to notify a student's illness. A medical note may be required.

Medical Appointments: All efforts should be made to schedule appointments around test dates; however, if this is not possible a medical note may be required. The teacher must be notified in advance and arrangements for a make-up test/assignment must be made.

Sporting Events/Field Trips: When a conflict arises the student must alert the teacher immediately. A make-up test is scheduled at the teacher's convenience.

9. PARENT–TEACHER INTERVIEWS

Parent–teacher interviews are held in October or November. A second round of optional interviews takes place in January or February. These interviews are a good opportunity to better get to know teachers, as well as to discuss your child's progress. Please see the website calendar for specific dates.

10. REPORTING AND EVALUATION

All reporting dates can be found on the school website calendar and parent portal. In addition to informal feedback from their teachers, students will track their learning skills online.

11. SCHOLAR ROLL

Students who obtain an 85% average for the year will receive an Academic Scholar Pin at Junior School Closing.

12. STUDY HALL/HOMEWORK CLUB

For students seeking a quiet place to study or to complete homework after school, our Study Hall is supervised by a Duty Teacher every day from 3:45 p.m. to 5:00 p.m. At times, some students may be assigned mandatory Study Hall to work on homework. Homework Club takes place every day after school until 4:30 p.m. and is run by the Junior School Learning Strategist.

13. TUTORING

Students are encouraged first to seek extra help from their teachers at Opportunity Time or after school. If engaging a tutor is necessary, the decision should be made collectively by the student, the parents and the teacher. Although Ashbury College is happy to assist with finding spaces for tutoring, it holds no responsibility for tutoring services. Parents must make their own arrangements with the tutor and cover the associated costs. Tutors charge for missed sessions. Tutoring should be remedial-based and should not be used as a means of prep or assignment completion.

INTERSCHOLASTIC SPORTS

MISSION STATEMENT

The goal of the Ashbury College Health & Physical Education / Games program is to foster physical literacy skills and corresponding awareness for activities and to instill values of health and fitness, teamwork, leadership and commitment that are an essential part of maintaining life-long participation in these activities.

ATHLETIC PRINCIPLES

- Sport forms a valuable and unique dimension in the educational experience of youth, providing conditions that promote the development of personal strength, discipline, motivation and integrity.
- Sport gives students a chance to test and challenge themselves mentally and physically.
- Sport provides exercise and a break from the rigour of academic preparation. Participation encourages a lifelong pursuit of good health and fitness.
Sport allows students an opportunity to discover an avenue for success, as well as memories that will stay with a player throughout life.
- Team sports provide an opportunity for our students to develop cooperation by stressing the importance of teamwork and striving for common goals that require group actions, assessment, adaptation and effort.
- Sport provides students with the opportunity to represent their school (at various levels), extending to the athlete a sense of belonging and success within the school community.
- Sport gives students the opportunity to travel locally, nationally and internationally, allowing for the players to meet new people and experience different cultures.

To ensure optimal student satisfaction, we ask that parents:

- be realistic about their child's strengths (abilities);
- support their child's efforts regardless of the level of their developing talents;
- discourage physical and verbal aggression;
- reinforce the school's values of respect, fair play, sportsmanship, teamwork, diligence, leadership and compassion;
- respect referees', coaches', and club facilitators' decisions (team strategies, play calling, playing time, penalties, etc.).

HEALTH & PHYSICAL EDUCATION / GAMES

Overall physical fitness, with an emphasis on physical literacy, is an integral part of the Ashbury education and is compulsory in the Junior School. The program is divided into two basic components: Health & Physical Education and Games. Each student participates in both aspects regularly within the normal school day. Health & Physical Education (HPE) is a skills-oriented course within the daily timetable where most instruction takes place. Students in Grades 4 to 8 have 3 PE periods and 1 Health period in an eight-day cycle. Games is a mix of competitive and recreational activities that consists of larger groups and is a fun-oriented program. Students are supervised with a view to improving and applying skills and instilling a sense of development within this context.

Students are given a choice of which Games options they would like to participate in each term. This is decided early in the school year through an on-line sign-up system from which group rosters are generated. An information board in the Junior School shows upcoming sporting events and results of past ones. Parents are asked to ensure that their children have the equipment needed before the start of each new sports season.

Students participate in a variety of sports depending on grade level and the season. For intramural competition, they play for their House. A general list of sports is shown below; however, some activities may be added or omitted as the year progresses.

PERMISSION TO BE OFF GAMES OR PHYSICAL EDUCATION

Students who are not well enough to participate in sports must have their parents communicate the reason for not participation through Edsby. Normally, the student will sit with the class to observe any instructional drills that may be given. In circumstances that may involve prolonged absence from sports, the student may be given community service work to complete.

SPORTS BY TERM - GRADES 4, 5 AND 6

Fall

Soccer (U10, U12 boys and girls)

Cross-country running

Ultimate Frisbee

Low-organization games

Winter

U12 Basketball

U12 Volleyball

Badminton

Downhill skiing (Friday winter activity program)

Low-organization games

Spring

Swimming

Lacrosse

Flag Rugby

Rock Climbing (bi-annual)

Track and Field

Cross-country running

Low-organization games

At the grades 4, 5 and 6 level, a greater emphasis is placed on inclusion and providing more students an opportunity to represent the school in interscholastic events. Students will primarily participate in local one-day tournaments.

SPORTS BY TERM - GRADES 7 AND 8

Fall

Soccer (U13 and U14)

Cross-country running (U13 and U14)

Ultimate Frisbee

Sports Adventures (*various sports to be announced)

Winter

Basketball (U13 and U14)

Volleyball (U13 and U14)
Badminton
Cross-country skiing
Downhill skiing (Friday winter activity program)
Sports Adventures (*various sports to be announced)

Spring

Rugby (U14 boys and girls from March to June)
Cycling
Track and Field
Rock Climbing (bi-annual)
Badminton
Cross-country running
Tennis
Ultimate Frisbee
Sports Adventures (*various sports to be announced)

*Please note - sports offered per term may vary year-to-year. Updates are communicated to students and are made via email and/or the weekly e-letter.

DECIDING ON THE TEAM ROSTER

The tryout procedure can vary from sport to sport; however, the guideline is to begin tryouts two weeks prior to the season and to give all athletes an opportunity to try out before the preliminary team is selected. Players will be selected based on their athletic ability, their ability to balance academic and sports demands, ability to follow instructions, ability to commit to games outside of school time, and ability to meet the requirements of a student athlete and sportsmanship. At the end of the selection procedure, team lists are posted. Upon request, coaches will provide players who are not selected with feedback. When possible, a development team of coed members of the program will be created for students to remain part of the sport of their choice and develop the essential skills. Although not all students will have the opportunity to make the school team of their choice, some events, such as cross-country running can provide an opportunity for every student to be part of a team if desired.

COMPETITIVE TEAMS

In the Junior School, competitive sports are also part of the Games program. In some years, inter-school competition is offered in soccer, basketball, track and field, rugby, Ultimate Frisbee and volleyball.

Students may sign up in the appropriate season to try out for school teams. Practices are most often held during the

school day, but on occasion, they occur before or after school. Some of the local league competitions are played after school, while most tournaments involve travel on weekends.

Competition for some school teams can be very challenging; consequently, in some terms, intramural sports or recreational school teams are run in order to give more students the opportunity to participate in local competitions.

OUT-OF-TOWN TRAVEL

Ashbury takes turns with other private schools hosting tournaments and games. Our teams travel to a number of games in other communities. Usually, the destinations are posted before team tryouts. Students are escorted by teachers. For return times from out-of-town trips, teachers usually arrange to contact a parent or another teacher so that the meeting and picking up of students after the trip is properly coordinated.

Periodically, Ashbury parents are asked to billet visiting teams when it is Ashbury's turn to host. When travelling to other private schools with their team, Ashbury students are in turn billeted with host students and their families.

WINTER ACTIVITIES (SKI PROGRAM & LOCAL ACTIVITIES)

Students and staff ski on local ski hills on several Fridays between January and March. Classes are dismissed at 11:30 p.m. and students return at approximately 4:30 p.m. Lessons are encouraged, especially for new skiers. Lessons for Grade 4 students are mandatory. The school arranges with the ski club to keep costs as low as possible for parents who may wish to accompany the students. As part of Ontario's fitness initiatives, students who choose not to ski will participate in winter activities at school or off site. Students will not be dismissed early to go home.

There is also a four-day trip to St. Donat, Quebec for Grade 7 students. They will practice their French in the morning and participate in skiing, outdoor and cultural activities in the afternoon. Students in Grade 8 will spend several days in Québec City where they will practice their French and participate in dog sledding, tubing and cultural activities.

HOUSE ATHLETIC COMPETITIONS

House athletic competitions are scheduled throughout the year. Students in all grades compete for coveted House points. For example, there is a House Run; Winter Carnival, and a Track and Field Day. Other House athletic events can be scheduled if interest and time make it possible.

CO-CURRICULAR ACTIVITIES

Please find below a **tentative** list of activities offered in the Junior School. Any changes or cancellations will be announced at Monday assemblies, in morning PA announcements or published in the Parent Weekly.

TERM 1	TERM 2	TERM 3
Art Club (Grades 4-8) (after school)	Art Club (Grades 4-8) (after school)	Art Club (Grades 4-8) (after school)
Band (Grades 5-8) (before school)	Band (Grades 5-8) (before school)	Band (Grades 5-8) (before school)
Basketball (Grades 4-8) (TBD)	Basketball (Grades 4-8) (before school)	Laugh While You Craft Club (Grades 4-8) (after school)
Chess Club (Grades 4-8) (TBD)	Chess Club (Grades 4-8) (TBD)	Chess Club (Grades 4-8) (TBD)
Debating Club (Grades 5-8) (after school)	Debating Club (Grades 5-8) (after school)	Debating Club (Grades 5-8) (after school)
Environmental Club (Grades 4-8) (TBD)	Environmental Club (Grades 4-8) (TBD)	Environmental Club (Grades 4-8) (TBD)
French Club (Grades 4-8) (after school)	French Club (Grades 7 & 8) (after school)	French Club (Grades 7 & 8) (after school)
Laugh While You Craft Club (Grades 4-8) (after school)	Lego Club (Grades 4-6) (after school)	Science/Technology Club (Grades 4-8) (after school)
Science/Technology Club (Grades 4-8) (after school)	World Issues Club (Grades 4-8) (after school)	World Issues Club (Grades 4-8) (after school)
World Issues Club (Grades 6-8) (after school)	Ashbury Cares Club (Grades 4-0) (after school)	5K Running Club (Grades 4-0) (after school)
Dungeons and Dragons Club (Grades 6-8) (after school)	Dungeons and Dragons Club (Grades 6-8) (after school)	Dungeons and Dragons Club (Grades 6-8) (after school)
Girls Fitness (Grades 7 & 8) (after school)	Girls Fitness (Grades 7 & 8) (after school)	Girls 10K Running Club (Grades 7 & 8) (after school)

STUDENT LEADERSHIP

DEVELOPING CHARACTER THROUGH EXPERIENCE

The aim of the student leadership program is to involve every Junior School student with an experience in a leadership role - either as someone in charge or someone who has taken on a responsibility with co-curricular programs or for a facet of a Junior School initiative. Leaders are people who inspire others to make positive things happen. Being a leader is also about making good decisions and learning from one's mistakes. Student leadership is about creating opportunities for students to gain this experience. Learning to be a leader happens in the classroom, through the arts, on the sports field, on trips and in the halls.

As part of the leadership program, students participate in a number of community-oriented activities, including the Cancer Society's Daffodil Day, a Gloucester Food Cupboard drive, and the Snowsuit Fund drive. Student initiatives for fundraising are also encouraged. In the younger grades (4, 5 and 6), the Junior School, along with the *International School for Earth Studies*, has developed a unique student leadership model to help students develop skills associated with

environmental stewardship. Nature discovery sessions conducted at *Earth Studies* allow students to gain personal and group insight towards protecting our planet. At the grades 7 and 8 levels, student leadership initiatives are encouraged first by the Form teachers and then supported by all members of the Junior School faculty. Junior School academic programs that extend beyond the walls of the classroom are examples of opportunities (e.g. St. Donat trips and Quebec City trips). Co-curricular activities allow students to choose activities where they can show leadership with their peers, share talents, learn new skills, and engage in collaborative learning with other students.

Each fall, students in grades 4, 5 and 6 participate in a two-day leadership program at Camp Otterdale near Smith Falls, Ontario. This excursion is an opportunity to provide students with activities to develop leadership, self-confidence, communication and collaboration, and other important social skills early in the school year. All grade 7s begin the year with a 3-day trip to the Bonnenfant Outdoor Education and Leadership Centre. This trip allows new and returning students a chance to come together outside the classroom walls and bond as a grade 7 class. Students participate in ice-breaker activities and cooperate in groups in a variety of outdoor settings to establish relationships with their peers, teachers and grade 11 counsellors. A 3-day leadership program is offered in early September for all grade 8 students. Students participate in various teambuilding and communication activities at Christie Lake Camp and at Ashbury College. Grade 8 students are also introduced to the House Captain application process and the Steward Program. The final day, our Day of Giving, will see all grade 8 students volunteering at The Boys & Girls Club centres, shelters run by the Youth Services Bureau, or the Parkdale Food Centre. This experience gives our students the opportunity to gain an appreciation for giving back to the community and working together as a team in partnership with a community organization.

HOUSE SYSTEM

All grades are united through a House system. Each student belongs to one of four Houses: Dragons, Goblins, Hobbits and Wizards. In each House, students are able to mix with students of different ages from all the Junior School grades. Students with younger siblings coming into the Junior School are put in their “family” House and others are randomly assigned. Each House is led by Junior School faculty and 3 elected grade 8 House Captains. House points can be earned for almost every type of activity at school, with a system of points divided between academics, athletics and the arts. It is expected that students will show leadership and demonstrate team spirit to help their House succeed. Points are also awarded for effort and achievement, or when a teacher feels that a student has made an extra effort around the school. The house that has scored the most points at the end of the year is awarded the coveted Pitfield Shield at Closing.

JUNIOR SCHOOL HOUSE CAPTAINS

The House Captain program consists of 12 grades 8 students who work cooperatively for the benefit of all students and the Junior School as a whole. To select House Captains, a polling process takes place involving faculty and students. House Captains meet weekly throughout the year for lessons in teamwork, empathy, leadership and communication, and to plan school community service initiatives and spirit events.

STEWARD PROGRAM

The Steward Program is open to all grade 8 students with the goal of providing leadership opportunities. The Steward Program allow students to continue to develop their confidence and improve their organizational and communication skills in an area of their choice. Stewards sign up for positions of responsibility and work closely with teacher advisors throughout the year.

ASHBURY CARES

Firmly rooted in our school motto of Honesty, Courage and Kindness, our character education program adds value to our students' academic, sports and arts endeavors by providing a variety of experiences that challenge them to be well-rounded and caring citizens of the world.

As a [Round Square](#) member school, our program centres around IDEALS (Internationalism, Democracy, Environment, Adventure, Leadership and Service). Through each of these values, students develop respect and appreciation for each other and the community at large by participating in various character-building activities with their Home Form classes where they explore issues and themes relevant to their age.

INTERNATIONALISM

Students develop tolerance and open mindedness for other cultures through our academic program, international events and presentations as well as international and national trips.

DEMOCRACY

In addition to studying government and Canada's democratic process through a mock election organized by Grade 5 Social Studies students, a formal democratic process is in place with house captain student elections. Successful students take the initiative to be leaders and representatives among their peers. They develop skills in communication, decision making, organization, event planning, conflict resolution, and public speaking. Valuing the student voice, we also provide students with the opportunity to share their feedback on how to improve the school via an anonymous Survey Monkey link. As well, students play an important role in the school's final Closing ceremony by designing the front cover of the Closing program, choosing a student speaker to represent them, and nominating students who they feel are most deserving of the school's largest character and citizenship prizes.

ENVIRONMENT

In addition to the study of environmental issues in the Social Studies and Science Grades 4 to 8 programs, Grades 4,5,6 students explore the outdoors through a passport program offered by the **International School for Earth Studies (ISES)** in Ladysmith, Quebec. Some activities include visiting and learning about rescued animals as well as learning survival techniques, building shelters in the fall and winter, dog sledding and canoeing. An Environmental Club is also offered to all students in Grades 4 to 8 each week where the focus is on gardening on the school's green roof, taking neighbourhood nature hikes, organizing Earth Day events, making environmental presentations at Monday's assemblies and brainstorming further environmental initiatives for the school.

ADVENTURE

In addition to physical activities offered in Games each week, students also engage in outdoor adventure pursuits through camps, trips and after-school clubs. Grade 7 and 8 students also participate in an outdoor education program inspired by [Outward Bound](#). Some of these activities may include winter camping, ziplining, caving, lo and high ropes.

LEADERSHIP

Each September, Grade 8s partake in a 3-day leadership camp on campus and at Christie Lake where they are involved in team-building activities and learn about key skills needed in leadership. In October, all Junior School students elect Grade 7 and 8 House Captains who become role models for the school. They take the lead with school spirit and inspire other students to contribute to Ashbury life. Further to the House Captain program is a stewardship program whereby each Grade 8 student leads a club or initiative throughout the year. Stewardship opportunities range from leadership at Monday's assemblies, Chapel, sports and arts events, after-school clubs and Open Houses. Grade 4 to 8 students also have the possibility of student leadership in the Ashbury Cares Club, a voluntary student council, whereby students share their feedback on what to improve at the school and implement their ideas. Between 2018 and 2021, we will be developing a leadership program for all students in Grades 4 to 8.

SERVICE

Community service encourages cooperation with people from a wide variety of backgrounds and of various ages, while displaying generosity and goodwill to others. Each year, students volunteer their time at the Boys and Girls Club, Ottawa's men and women shelters, and they organize donations of items to the Gloucester Food Cupboard, the Snowsuit Fund and our sister school in the Dominican Republic. The service trip to the Dominican Republic is organized, each June, for students in Grades 7 and 8 where they work closely with a school to build furniture, teach lessons and prepare meals. Between 2018 and 2021, we will be developing further service opportunities for each grade.

SELF

While not explicitly one of the Round Square's IDEALS, the Junior School teachers believe in the importance of developing self before being able to help others. Between 2018 and 2021, we will also explore character education through the development of workshops on wellness, mindfulness, healthy eating, empathy and provide tools to help students communicate more effectively with each other.

OUR ROUTINES

Classrooms are unlocked by 7:45 a.m. When students arrive early, they are expected to engage in an early-morning activity (if offered) or use the time for quiet study. Students are to be in their classrooms ready for the day by 8:10 a.m. Jackets, bags and boots must already be in the appropriate lockers. Announcements begin at 8:11 a.m. and movement in the halls ceases. **Students not in their Form rooms by 8:10 a.m. are considered late.** Each Monday starts with an assembly with all students in #1 dress (October – May); students also attend Chapel throughout the week; all other days, except Wednesday, begin with Chapel.

Each student is required to make use of the student agenda that must be carried to all classes, except for PE/Games. The agenda is the critical line of communication between home and school. Parents will be required to sign agendas on a daily, weekly or monthly basis. The agenda should be used to replace notes for absenteeism, appointments and lateness.

Class schedules are given out at the beginning of the school year. These are based on an eight-day cycle with eight periods per day.

Morning break occurs at 9:40 a.m., during which time all students must go outside (unless otherwise announced). Students are not permitted to visit Maclaren Hall between classes. Appropriate outdoor dress is expected at all times. In times of inclement weather, students will have their break in Home Forms or Maclaren Hall. Reading and board games are allowed. When students are not feeling well enough to go outside, they must have a note from home **and should report to the Duty Teacher at the start of the break.**

All students are required to eat lunch in Maclaren Hall. Students are not permitted to leave the campus at any time during the lunch period. Students may sign up for the meal plan, flex dollars or may bring their own bag lunch from home. In our effort to reduce waste, we ask that students strive for litterless lunches by using reusable containers and, when possible, taking all garbage home for recycling. Students on the meal plan are asked to monitor their meal portions in order to avoid food waste. Arrangements for a meal card are made through the Accounts Office. Please allow for a few days to process. **Each student is responsible for his/her own meal card and is not to share with other students.** Students must be in possession of their meal cards at all lunches. Students who forget their lunch will be able to purchase a meal using cash or their meal card. Students who do not bring a meal card must wait for the cafeteria to clear before getting their lunch—this process is expensive and additional charges for lost student cards or nuisance detentions may result. After lunch, students proceed to class. An outdoor break takes place from 12:30 p.m.-12:50 p.m.

Please note that Ashbury is not a peanut-free environment. Precautions are taken, but please educate your child and the Junior School staff accordingly if there are food issues of concern.

Opportunity Time takes place on Fridays from 1:50 p.m. to 2:15 p.m. and is used for students to seek teacher assistance, work on assignments, and complete homework. Mondays through Thursdays are designated reading periods from 1:50 p.m. to 2:15 p.m. The majority of days, students partake in reading. However, on occasion, students touch base with their Form teachers, participate in discussions or guidance intervention talks.

Classes finish each day at 3:15 p.m. and are followed by a ten-minute Form period. This gives the students time to organize homework, obtain extra help or have class announcements before dismissal at 3:25 p.m.

The school day ends when the student is dismissed from Form period. Please note that there are times when students will be requested to remain at school past 3:25 p.m. Extra help, tutorials, resource work, clubs and detentions are held between 3:45 p.m. and 5:00 p.m. Families should avoid scheduling too many events or appointments between 3:30 p.m. and 5:00 p.m.

Frequently Asked Questions (Routines):

1. ABSENCES & APPOINTMENTS

Students are **required** to attend all classes, regular school activities, and special events as announced. If, however, an absence is planned, absence messages should be called or emailed in before 8:00 a.m. to the attendance voice mailbox at **(613) 749-9630 ext. 221** or to the inbox at **jrschooloffice@ashbury.ca**.

If a student must leave the school for an appointment during the school day, s/he must **sign out** in the Junior School Office. **Students are not allowed to leave the school unless a note in the agenda or a phone call/email has been received from home.** Notes for appointments should be shown to the Form teachers during morning attendance and should be retained by the student to explain class absence to the subject teachers.

Please note that it is the student's responsibility, not the teacher's, to collect work that is missed. After catching up, students should arrange to meet their teacher in order to review the missed material.

2. ACCOUNTS

Trip and extra-curricular activity expenses as well as supplies bought by your child at the school store are charged to your child's account.

3. AFTER SCHOOL

After school, most students return home immediately. Students who choose to stay past 3:25 p.m. must sign the after-school clipboards in the Junior School Pod indicating where they will be until pick-up. Students can attend a club, work quietly in the Creative Learning Centre, or be in Study Hall. Students staying to watch Senior School sports

must given permission by a duty teacher. At pick-up, parents will check these clipboards to locate their child.

Between 3:25 p.m. and 3:45 p.m., students staying after school may purchase a snack at the school cafeteria. After 3:45, students are to sign into a club, Study Hall, or work quietly in the Creative Learning Centre or library. However, if students are disruptive, they will be asked to attend Study Hall.

Students are not permitted to move off and on campus. If found in unsupervised areas, they will be asked to proceed directly to the Study Hall where they will be picked up by their parents or guardians.

Please note that no outside supervision is provided past 3:25 p.m.; we ask that parents enter the school to pick up their child. After 5:00 p.m., students will be asked to wait quietly in the front foyer of the Junior School main entrance.

4. CELL PHONES

Cell phones are not permitted during the day unless a student is given permission from a teacher. **We ask that students not share their phones as they will be held responsible and disciplined accordingly for any inappropriate content found on their phones. Students are to keep their phones in their lockers during the school day.**

5. LATENESS/SIGN IN

Students should be in their Form rooms before 8:10 a.m. and be sitting for announcements at 8:11 a.m. Students will incur a penalty for lateness. Latecomers are required to sign in at the Junior School Office. Students must present notes for any lateness; ideally, this would be a comment placed by the parent in the student agenda or planned ahead of time on Edsby. Parents of students who fail to sign in will be unnecessarily called at home or work in our effort to locate absent students. Parental notes explaining absence or lateness must be given to the Form teachers on either the day of return to school, or on the day following an instance of lateness. Students with unexplained lates twice in a week will be given a 15 minute nuisance detention. Students are expected to adjust their transportation schedule to weather conditions so that they arrive at school on time. In winter, reasonable allowance is made by our staff for inclement weather or road conditions. Students with excessive lates/absences may have their admissions contract put on hold for the following school year.

6. LEAVING SCHOOL GROUNDS

Students may not leave the school grounds without permission or without approved leave for a medical or other appointment.

7. LOCKERS

Each student is issued a school locker for storage of books and personal belongings. Each locker remains the property of the school and, as such, is subject to inspection at any time. The school provides the student with a combination lock. Only combination locks are permitted on school lockers. Students may use a combination lock from a previous year,

but the school must have a record of all combinations. The lock must be removed and the locker emptied at the end of each term to facilitate the proper cleaning of lockers. Should the student fail to remove the lock, the school may cut the lock and remove the contents of the locker for storage or disposal as may be appropriate. **The school will not be held responsible for missing items from lockers or items that have been tampered with or borrowed. Students are frequently reminded to lock their lockers and not to share their combination code. Please remind your child of the importance of a locked locker and privacy of information.**

8. LOST AND FOUND

The Junior School Lost and Found is located at the locker room entrance. Valuables that have been turned in are kept in the Junior School Office. The contents of the Lost and Found are displayed at times during the school year. Unclaimed items are donated to charity at the end of each term. Parents are encouraged to frequently check the Lost and Found, but the most efficient means of matching items to owners is to have all items clearly marked with the student's name.

9. PHONE

A phone is available in the Junior School Office for necessary calls by students. Students must have permission to use the phone.

10. STUDENT DROP-OFF ZONES

Junior School students are to enter the school via the Creative Learning Centre (CLC) doors.

Our greatest concern is the traffic at the start and finish of the school day. **Please do not park in the drop-off zones nor wait or stop near the stone-walled entrance.** We must show consideration to nearby residents. The police have been advised of speeding in excess of the posted 40 km/hr limit and they are prepared to act against those who speed. If you must accompany your child into the building or if you have business in the front office, please park in the guest parking. We look forward to everyone's cooperation in ensuring safe driving and parking routines around our students.

11. TRANSPORTATION

OC Transpo Passes

Students who travel to school on OC Transpo require an OC Transpo Student Card. Passes may be obtained at any OC Transpo public office. Individual tickets may be purchased at the school store.

12. VISITORS IN THE SCHOOL/PARENTS IN THE SCHOOL

For safety reasons, all visitors to the school must enter through the main entrance of the school, sign in and obtain an identification badge (visitor, parent, alumni, etc.). An exception to this rule is at the beginning and the end of the day, from 7:30 a.m. to 8:20 a.m. and 3:00 p.m. to 3:45 p.m.

13. BOOKS, STATIONERY, SCHOOL SUPPLIES

Textbooks may be ordered from the [Canadian School Book Exchange \(CSBE\)](#) by going online. Orders will be shipped in mid-to-late August to allow for used book substitutions. Orders may be changed or canceled online prior to August. Details can be found on the web page or by contacting [Agota Boucher](#). The French books will not appear on these lists until levels are finalized in September. Students will be instructed which books to order at that time.

School Supplies: Most school supplies needed by students can be purchased at the school and charged to the student's account. Here is also a list of academic supplies that would be useful for your child to bring to class the first day.

Grade 4, 5 and 6 - erasers, pencils (labeled if possible), highlighters, coloured pencils, scissors, ballpoint pens-black or blue ink (grades 5 & 6), 30 cm rulers, headphones/earbuds. **Do not bring** notebooks or binders.

Grade 7 & 8 – Laptop, headphones/earbuds, five 1 inch binders (do not purchase bulky binders as they do not fit well in book cubbies), binder dividers, pencils, pens, highlighters, erasers, coloured pencils, blank, lined and graph paper, a ruler, and a protractor. Grade 8 students will need a scientific calculator. All students will also require a pair of earbuds or headphones.



Daily Routine Tips for Students:

- Be prompt.
- Be tidy. Book bags should remain in the locker room. No books or papers are to be left on the floor.
- Make sure the surface of all desks is clear and that desk contents are out of sight. Other students might use your classroom.
- Be polite to visitors. Remember to say hello. If possible, greet the person by his/her name, ex. Hello, Mrs. Smith. Remember to hold the door open.
- Remember to move through the halls in an orderly and quiet manner.
- Enter rooms politely. If there is a teacher present, ask permission to enter. If a lesson is not quite over, line up outside, stay clear of the doorway, wait until the class leaves, and then ask permission to enter.
- Help us maintain a pleasant atmosphere at school. Please do not swear or use other inappropriate language at school or on the sports field. Instances of such language use will be dealt with as a disciplinary matter.
- Help us with our gum-free environment; please do not chew gum at school.
- Ideally leave cell phones, electronic games, electric toys, laser pointers at home as they often serve as a distraction in class. If at school, these items should be in power off mode and be left in a locked locker during school hours. **If these items are used during the school day, they could be confiscated until the end of term.**
- Use electronic devices in class only after receiving permission from a teacher. They are not to be used at recess, which we consider to be a social time for you to connect with your peers face to face. **Please note that you will be held responsible and disciplined accordingly for any inappropriate content, including text messages, found on your device. For this reason, we encourage you not to share your device with anyone.**
- Ask for consent before taking pictures/videos or recording voice with any device. Taking pictures in locker rooms is not permitted.
- Leave lunch bags in the cubby room (grades 4 & 5), cubby (grade 6), or in your book locker (grades 7 & 8).
- Only use Junior School washrooms.
- Leave items that might be construed as weapons at home.
- Keep all outdoor clothing, sports clothing, sports equipment in your gym locker.
- Please leave skateboards at home as they are not permitted on school property.

OUR UNIFORM

Students are required to wear the school uniform each day. They are expected to arrive in uniform and depart in uniform (see special note below for grade 8 students).

Students are responsible for keeping their uniform clean, tidy and in good repair. Pants should be sized appropriately so as not to fall below the waist. Kilts should be sized appropriately so as not to rise above the knee. All pants and kilts are to be properly hemmed.

Students are to wear their outdoor shoes when playing on the fields. Dress shoes are to be polished weekly at home.

All students must conform to the School Dress Code at school or while on school trips. When travelling out of town appropriate dress will be announced.

Dress #1: Classroom Wear for first week in September, on Mondays (or Tuesdays after a holiday) & Formal Occasions

- Top Marks green blazer with school crest
- Top Marks grey pants with a black belt and grey socks
- Top Marks kilt with kilt pin and green knee socks / tights (**hem below the knee or touching the knee**)
- Top Marks white, long sleeve, button-down dress shirt (top button done up)
- Junior School House tie
- Black leather belt (with small, plain buckle)
- Black, polishable leather shoes – max. heel of 2.5 cm. Acceptable styles: penny loafers, Mary Janes or Oxfords.
Please note: *ballet slippers and sandals are not permitted.*



Dress #2: Tuesday to Friday from October to the end of April

(Dress #1 is worn any Tuesday following a long weekend)

- Top Marks green cardigan, sweater or vest

- Top Marks white dress shirt (long or short sleeve)
- Junior School House tie
- Top Marks grey pants with a black belt and grey socks
- Top Marks kilt with kilt pin and green knee socks / tights (**hem below the knee or touch the knee**)
- Black, polishable leather shoes – max. heel 2.5 cm. Please note: ballet slippers and sandals are not permitted.

Summer Dress: September and May to June

Dress #1 does not have to be worn on Mondays during summer dress.

- Top Marks green golf shirt
- Top Marks grey pants with black belt and grey socks
- Top Marks kilt with kilt pin (green knee socks / tights with kilt). (**hem below the knee or touch the knee**)
- Black, polishable leather shoes – max. heel of 2.5 cm. Please note: ballet slippers and sandals are not permitted.

Students may choose to wear dress #2 rather than summer dress.

Students who have an injury to their leg or foot may wear black referee style shoes provided they have a doctor's note of recommendation.

Junior School Uniform Checklist

Purchased through *Top Marks:

- Top Marks Green Blazer with School Crest (a fitting can be scheduled in the School Store)

Available through the School Store:

- Top Marks Oxford white/long/short sleeve dress shirts
- School/House ties
- Top Marks grey trousers
- Top Marks kilt and kilt pin (**hem below the knee or touch the knee**)
- Black belt (with small, plain buckle)
- Top Marks grey socks/Top Marks green socks/Top Marks green tights
- Ashbury House t-shirts (*Physical Education uniform*)
- Ashbury black athletic shorts or Ashbury black leggings for grade 7/8 students (*Physical Education uniform*)
- Ashbury tracksuit (*Physical Education uniform*) *item is mandatory for cold weather days and sporting events

- White athletic socks (*Physical Education uniform*)
- Top Marks green sweaters (*Dress #2 option*)
- Top Marks green vests (*Dress #2 option*)
- Top Marks green golf shirts (*summer dress option*)

**Ashbury Store is open Monday – Friday
(during the school year)**

For uniform fittings and store hours, please email [Agi Boucher](mailto:Agi.Boucher).

School Store: Ashbury College, 362 Mariposa Ave., Ottawa, Ontario K1M 0T3

Telephone: (613) 749-9630, ext. 304, Fax: (613) 749-9724

*School Supplier: Top Marks, 5760 Ferrier Street, Montreal, Quebec, H4P 1M7
1-800-667-7105, (514) 344-5454, fax (514) 344-5350 info@topmarks.ca, www.topmarks.ca

Purchased Outside the School:

- Black polishable dress shoes
- Black shoe polish (to be kept in locker)
- Indoor athletic shoes (non-marking soles)
- Cleats (dependent upon sport)
- Black belt (with small plain buckle)



Required style of shoe:

Solid black polishable leather cut below the ankle, solid black polishable leather flat shoes (sole no thicker than 3 cm) cut below the ankle. Acceptable styles: penny loafers, Mary Janes or Oxfords. *Ballet slippers and sandals are not permitted.*

Some locations that sell the school's required style of shoe are:

- <http://letelliershoes.com/>
- http://www.amazon.com/dp/B005678H8E/ref=pe_309540_26725410_item

SPECIAL NOTES REGARDING DRESS

- Students who require orthopedic footwear that excludes them from wearing leather dress shoes will require a doctor's certificate that indicates the approximate time period required for the special consideration.
- **Dress #1 is to be worn the first week back to school, every Monday (outside of summer dress periods), Tuesday (after a holiday), formal occasions and on trips.**

- Undershirts are to carry no writing or pictures visible through the shirt.
- No hats may be worn with uniform except as protection from weather or sun. On sunny days, students are encouraged to wear a sensible baseball cap or hat of their choice.
- At all times (in classrooms, hallways...), students must wear their blazers, vests or sweaters unless permission to remove them has been given.
- Grey work socks or grey gym-type socks are not appropriate.
- Summer dress is optional for students.
- Names or name tags should be on every article of clothing that is brought to school.
- Grade 8 students have the privilege of going home in sensible casuals. Students must not change until they are ready to leave the campus. Privileges will be revoked if students remain on campus when out of uniform.
- Hijabs may be worn in black, hunter green or navy blue.

GENERAL APPEARANCE

- Styles and fashion are to be consistent with the traditional standards of the school. Extremes in styles are NOT permitted at any time.
- Hair must be clean, tidy and off the face. Failure to maintain neatness may result in a request for a haircut.
- Extremes of style, including shaving all or part of the head, must be avoided.
- Obvious hair colouring, ear/nose studs, multiple earrings, facial piercings are not permitted.
- Students may wear one pair of studs/small earrings, one ring.
- Excessive bracelets, badges and lapel pins are not permitted.
- **Hair items purchased from the school store may be worn. Other hair items are not permitted.**
- Gum chewing, make-up, and coloured nail polish are not permitted.

OUT OF UNIFORM DAYS

- Torn jeans or pants worn below the waist are not permitted.
- Exposed midribs or shoulders are not acceptable.
- Sleeveless tops must be at least three fingers wide at the shoulder, with no lingerie showing.
- Bare shoulders, skin tight clothes, short shorts/skirts and other revealing clothes are not appropriate.
- Tights/leggings must be worn with mid-thigh length shirts.
- Ball caps (or any other type of hats) are not appropriate.
- Pyjama bottoms or tops, flannel pants, night gowns, dressing gowns are not permitted.
- Sandals or flip flops are not appropriate.

IMPROPER DRESS

- Improperly dressed students will be asked to rent appropriate attire from the school store or ask their parents to deliver necessary items to the school.

The Ashbury Guild has some kilts and blazers available to loan to students who may outgrow their uniform in the graduating year.

OUR PLACES

CHAPEL

Chapel is held to help foster moral and spiritual growth in a community founded upon integrity and mutual respect. Ashbury respects its Christian tradition as an Anglican- affiliated school and great care is taken to welcome students of all faiths from over thirty countries. All students are required to attend Chapel.

LIBRARY and CREATIVE LEARNING CENTRE

The library staff welcomes students to study, research, read and enjoy the comfort of the library. The librarians are always available to help with assignments, research, reference lists and suggestions for a “good read”.

The Ashbury Library offers students resources in both print and digital formats. Students have access to a number of subscription databases as well as to a collection of over 16,000 print books, a large number of e-books, periodicals and newspapers. The library catalogue and databases are accessible remotely via the library's web page. A limited number of desktops are available for use within the library, as well as project rooms and teaching spaces for classes. Bookings can be made by individuals, small groups or classes through the circulation desk. Printers, a scanner and photocopier are also available.

Library Hours

Monday to Thursday	8 a.m. to 5:30 p.m.
Friday	8 a.m. to 4:30 p.m.

Note: the library closes at 3:45 on the last day of term.

MACLAREN HALL (SCHOOL CAFETERIA)

Ashbury is an Eat Smart School. Eat Smart is a reward program that recognizes Ontario institutions that meet exceptional standards in nutrition and safe food handling.

The food service, operated by Brown's Fine Foods, is open Monday to Friday, 7 a.m. to 7 p.m. Students have the option of purchasing a lunch plan, using flex dollars or paying cash for daily food purchases. Questions concerning food services can be directed to the Business Office.

A food committee consisting of students, staff and parents works in an advisory capacity to Brown's Fine Foods.

WELLNESS CENTRE

Students must seek routine medical attention from their family physician. However, if they become ill during the school day, they may consult with the School Nurse between 8 a.m. and 4 p.m. It is critical that students obtain permission and sign out in the Junior School Office before leaving the Junior School. Students cannot remain for the day in the Wellness Centre, as the emphasis of this centre is the care of the boarders. Students who are ill will be sent home.

Our Life Skills Program is a personal and healthy-lifestyle program that provides counselling support to our students and their families. This program provides students with the motivation and skills necessary to deal with the challenges of life as young people. The main goals of our Life Skills program are to teach healthy lifestyles, give prevention-related information, promote positive social norms, teach refusal skills, and to foster the development of personal self-management and general social skills.

The program consists of the following components: early intervention, crisis intervention, facilitating psycho-educational groups, guidance intervention series, parent information forum, and liaising with teachers, mental health professionals and community agencies. The contact for this program is [Chapman Uko](#).

The Life Skills Coordinator and/or a school administrator will also often attend parent-teacher or student-teacher meetings in order to help facilitate discussion.

ENVIRONMENTAL STEWARDSHIP

Members of the Ashbury community are committed to reducing their ecological footprint through their buildings and programs. In 2011, Ashbury College was the first Canadian Independent School to achieve Gold [LEED](#) status for its boys residence and to have a [green roof](#) used for pedagogical purposes. For more information on our green roof, please visit the school [website](#).

Various recycling programs have also been established over the years. Other initiatives include living walls; VOC free paints, glues and carpets; food composting; biodegradable custodial cleaning products that are phosphate free, alkyl phenol ethoxylate and VOC free; and paper towel and toilet paper, which are made from recycled materials.

We also encourage students to turn off the lights, reuse one-sided paper, use reusable drink containers (travel mugs or stainless steel bottles), reduce the use of paper through electronic communication, and bring litterless lunches and/or eat all the cafeteria food they order.

Each year, students have the opportunity to become members of the Environmental Club. Cyclical meetings take place to discuss environmental tips, films, events and activities for the Junior School. During Earth Week, some of the activities include a special environmental assembly, daily environmental tips, environmental games, as well as other student-led initiatives.

SCHOOL STANDARDS & EXPECTATIONS

GUIDING PRINCIPLES

As a condition of enrollment each student is expected to follow these principles:

1. To work to his/her highest capability;
2. To maintain high standards of honesty and truthfulness;
3. To act with a sense of responsibility and respect for other members of the school community;
4. To abide by the spirit of the school rules;
5. To behave in a manner that will bring honour to oneself and credit to the school.

ASHBURY CODE OF CONDUCT

Ashbury is committed to providing as safe and secure an environment as possible. The good order of the school depends upon a positive climate.

The following represent a partial list of prohibited activities at Ashbury or while on school-sanctioned trips and activities. Students who engage in any of the following could be subject to disciplinary action proportional to the conduct:

1. stealing, lying, and plagiarism;
2. bullying, intimidation, and extortion;
3. bringing to school explosives, real or toy weapons;
4. consuming, possessing or distributing alcohol, tobacco and illegal drugs;
5. defacing or destroying student, staff, visitor or school property;
6. engaging in physical or sexual aggression or harassment.

Sanctions could range from reprimand to detention to suspension to expulsion. Students who have been involved in any of these prohibited activities are to be handled through the Discipline Committee.

DIVERSITY AND INCLUSION STATEMENT

Diversity at Ashbury is the presence of a wide range of human qualities and attributes within the school. Support for diversity and inclusiveness in their many forms contributes to academic excellence and institutional success. Students are encouraged to challenge their assumptions, take intellectual risks, and learn to work collaboratively with different people. Inclusive education is central to the achievement of high-quality education for all learners and the development of more inclusive societies.

HUMAN RIGHTS CODE

Ashbury College is committed to providing an educational environment that is free from discrimination and harassment. Ashbury College complies with and upholds the right of every person to have fair and equal treatment as set out in the Ontario Human Rights Code.

SCHOOL POLICIES & PROCEDURES

ACADEMIC INTEGRITY

In order to prepare its students for higher education and life, Ashbury College's policy requires academic integrity. There are serious consequences for cheating or submitting academic work that is not the student's own. In all cases of suspected academic dishonesty, the Assistant Head of Junior School is informed and consulted, and the parents are contacted. Academic dishonesty includes plagiarism. With respect to tests and other evaluations, written and oral assignments, examples of inappropriate behaviour includes, but is not limited to, the following:

- bringing inappropriate or unapproved materials into an evaluation room;
- communicating between examination periods with another student who is writing the same evaluation at a different time the same day;
- copying another student's work or allowing one's work to be copied;
- submitting for evaluation another person's work or idea and using it as one's own;
- copying and pasting from the Internet.

The following procedures apply when a teacher discovers evidence of academic dishonesty:

- If a teacher receives an assignment or evaluation with evidence of academic dishonesty, the student will be confronted and asked for an explanation. If plagiarism is confirmed, the assignment's mark may be significantly reduced and the Assistant Head of Junior School will be informed.
- If a student commits a second act of academic dishonesty, a mark of zero may be assigned and the student may serve an academic suspension.

EMAIL COMMUNICATION

In developing the healthy, caring relationships we strive for at Ashbury, communications should not lose the personal touch. When using email, every member of the school community—faculty, staff, students and parents—should strive to be professional and respectful. **Email is considered a public document.** Sensitive issues should be discussed in person or by phone. It is best to make an appointment with the staff member involved. For concerns, please follow the suggested order of contact: Teacher; Department Head; Assistant Head of Junior School; Head of Junior School. Address email to one person only; others may be cc'd if required.

As our teachers are mobile rather than desk-based, their email response times may not be immediate. Allow one to two school days for a reply. Please remember that time spent on email takes time away from teaching.

EMERGENCY RESPONSE PLAN

The school's Emergency Response Plan provides guidance in case of emergency situations. There are Evacuation and Lockdown practices every year. In the event of the school closing, inclement weather as an example, a notice will be put on the school's website by 6:00 a.m. and an email or voicemail will be sent to parents.

SECURE SCHOOL & LOCKDOWN PROCEDURES

A **SECURE SCHOOL** is called for when:

- There is a threat in the vicinity of the school or there is an intruder in the building.
- PA: "We are in Secure School situation. All students are to remain in classrooms. Students in the hallways are to report to the nearest safe location. Teachers are asked to bring any students in the hallway into their classroom and to lock the classroom door."
- Students in class are to remain in their classrooms and teachers are to continue teaching. Teachers are to lock doors. Students in the hallways are to find a place of refuge, a classroom, library and remain there.
- Students should move to the nearest refuge or classroom if they are not in a classroom or it is break or lunch time.
- End of SECURE SCHOOL: "The Secure School situation is now over."

A **LOCKDOWN** is called for when:

- There is someone in the building causing violence.
- PA: "This is a Lockdown Situation. I repeat we are in a Lockdown Situation. All students are to either stay in their classroom or report to the nearest safe location."
- Teachers are to lock doors, cover windows, if time, and move students away from any windows so out of view. They are to stack chairs and tables against the door. The door should not be opened for anyone, school officials or the police.
- Students not in classrooms are to move to the nearest safe haven.
- All bells, alarms and announcements are to be ignored, except the Lockdown Situation. The intercom, cell phones and the Internet are not to be used.
- The Evacuation Signal is to be ignored, unless there is an immediate risk from fire then teachers and students must evacuate as safely as possible.

End of Lockdown

The Lockdown will be over only when a police officer opens the door and either informs the Lockdown is over or guides students/staff to safety. There is no PA announcement to declare the end of a Lockdown.

Students Outside of the building for a Secure School or Lockdown

Students are not to enter the building, but are to move away and find a safe haven.

Cell Phones and Lockdown/Secure School

While students are under supervision, they should not use their cell phones, but leave all communication to the discretion of faculty. 911 should not be called unless useful information can be provided. All other contact, including the media, is restricted.

FIRE ALARM PROCEDURE

EVACUATION OF SCHOOL BUILDING

Implementation of the Evacuation Plan

The building shall be evacuated in any situation in which there may be a risk to having people remain at the school.

Evacuation will take place at any time the fire alarms sound throughout the building. The alarms are activated manually by pulling on alarm pull stations located throughout the school or automatically activated by heat detectors and sprinklers. For evacuation: a continuous sequence of three short alarm signals with a second between each sequence.

Practicing Evacuation

Evacuation drills will be held throughout the year in accordance with provincial legislation. The Facilities Manager, in conjunction with Heads of Senior and Junior School, will be responsible for the coordination and monitoring of drills. Staff and students should be aware that access to planned evacuation routes may be intentionally blocked during drills to simulate real emergency situations. Staff should make themselves familiar with ALL school evacuation routes and be prepared to select alternate routes in the event the normal route is blocked. **Staff and students should proceed to the nearest exit.**

Definitions

Fire Marshal: Individual designated as in charge for the school in the event of an evacuation; generally the Head of Senior/Junior School, in consultation with the Facilities Manager.

Fire Warden: Individual responsible for evacuation of assigned work areas who reports to the Fire Marshall.

FIRE WARDENS AND ASSEMBLY POINT

Assigned Fire Warden	Group	Assembly Point Winter & Summer	Assembly Instructions
Head of Junior School (Alternate: Assistant Head of Junior School)	Junior School: Teachers and students	School football field (south end)	In Forms: Teachers to count number of students in the line and report to the Fire Warden and record number and names of missing students, together with any other pertinent information.
Head of Senior School	Senior School: Teachers and students	School football field (north end)	In classes. Teacher to count number of students in the line and report to the Fire Warden and record number and names of missing students, together with any other pertinent information and to have list of students who are on spare period.

SCHOOL BUS CLOSURE NOTICES

During winter months, Ashbury College will follow the Ottawa Carleton and the Ottawa Catholic School Boards bus cancellation notifications. If these school boards cancel busing due to inclement road conditions, Ashbury College will suspend their in-house busing as well. This means that morning school trips or team events may be placed on hold. The road conditions will be re-evaluated throughout the day and busing may be reinstated before the end of the day.

LIFE-THREATENING ALLERGIES

Identification of Children at Risk

It is the responsibility of the anaphylactic/potentially anaphylactic child's parents to provide the school with a treatment protocol for their child's allergy, signed by the child's physician. Ashbury College cannot assume responsibility for treatment in the absence of such a protocol.

Parents provide allergy information on the Medical/Health form which is completed at the beginning of the school year. When signing the form, parents give their consent to have their child's health/allergy information shared with staff members and to allow them to administer the epipen in an emergency situation.

Parents of children with severe allergies are asked to have their child wear a Medic Alert bracelet as suggested by Anaphylaxis Canada. The Medic Alert bracelet should indicate the allergies and location of the epipen.

Availability and Location of Epipens

The medication of choice to treat an anaphylactic reaction is Epinephrine. It is available in an auto-injector and is known as an epipen. Epipens are acquired with a doctor's prescription.

Anaphylactic children should carry at least one epipen with them at all times with the exception of those with insect stinging allergies, who should carry an epipen from March to November.

Allergen Awareness/Allergen Avoidance

Anaphylactic children must learn to avoid specific triggers. While the responsibility lies with the anaphylactic individual and his/her family, in the case of a young Junior School child the school community must also be aware. Ashbury College recognizes that complete avoidance of allergenic food is impractical; however, attempts to reduce the student's exposure to these allergens within the school setting are achieved in the following ways:

We ask parents to remind their children to

- eat only food which they have brought from home unless it is packaged, clearly labelled and approved by their parents;
- wash their hands using soap and water before eating;
- not share food, utensils or containers;
- place food on a napkin or wax paper rather than in direct contact with a desk or table.

Anaphylaxis Canada does not endorse the use of lists of packaged "safe foods". This would require constant vigilance to monitor any changes by the manufacturer. Ashbury College does not provide a list of safe packaged food.

POSITIVE SOCIAL BEHAVIOUR AND BULLYING

When a student does not feel safe at school, it affects everything else in that child's life. When students are anxious or worried about their own safety, they are derailed from maximizing their learning potential. It is important to point out

that all students engage in bullying behaviour at some level. Ashbury does not want to label students as “bullies,” but rather foster positive social interaction.

Students today can be exposed to intimidation, humiliation, embarrassment, name-calling, labeling, put-downs and written abuse. Students being bullied need and deserve adult intervention and help. The problem is too serious for them to solve alone; without intervention the problem will not go away.

Ashbury College strives to cultivate an environment free of emotional, psychological and physical threats. It is with a proactive approach that we will provide our students with an environment to succeed both socially and academically.

More information is provided in the [*Positive Social Behaviour and Dealing with Conflict and Bullying*](#) booklet developed for students, parents and teachers.

Prohibited Activities:

Ashbury is committed to providing as safe and secure an environment as possible. Clearly, the school cannot produce an exhaustive list of actions for which there are serious consequences such as suspension or expulsion. The good order of the school depends upon a positive climate. Prohibited activities are those which endanger physical and emotional well-being.

The following represent prohibited activities at Ashbury or while on school sanctioned trips and activities. Students who engage in any of the following are subject to disciplinary action proportional to the situation and previous disciplinary record.

1. Breach of trust;
2. Theft, dishonesty, and plagiarism;
3. Bullying, harassment, disrespect, intimidation and extortion;
4. Bringing to school or carrying real or toy weapons;
5. Consumption, possession or distribution of alcohol, tobacco or illegal drugs;
6. Defacing or destroying student, staff, visitor or school property;
7. Unauthorized use of matches/lighters in or around school buildings;
8. Prank 911 calls or pulling the fire alarm;
9. Use of technology, including cell phone cameras and recorders, to harass, intimidate or embarrass.

WHAT IS BULLYING?

There are many definitions of bullying; however, the one that is most quoted is that of Dr. Dan Olweus of Norway: “a student is being bullied or victimized when he or she is exposed repeatedly and over time to negative actions on the part of one or more students.” The bully is “one, who having an imbalance of power, repeatedly targets others, with aggressive behaviour, used to willfully hurt.” Bullying tactics:

Intimidation consists of threatening to reveal personal information, giving dirty looks, publicly challenging to do something, taking possessions, extortion, threats of using coercion against a family member or friends and threatening with a weapon.

Physical Aggression consists of pushing, shoving, spitting, kicking, hitting, defacing property, locking in a closed or confined space, threatening with a weapon and inflicting bodily harm.

Social Alienation consists of gossiping, embarrassing, setting up to look foolish, spreading rumours, ethnic slurs, setting up for blame, excluding from group, social rejection, revealing personal information about the person, maliciously excluding and threatening total isolation by peer group.

Verbal Aggression consists of name-calling, taunting, teasing about appearance, intimidating phone calls and emails, verbal threats of aggression against property or possessions and verbal threats of violence or of inflicting bodily harm.

Cyberbullying is using the Internet (via chat rooms, instant messaging, email, websites, blogs etc. devoted to insulting and promoting hatred against victims) or other electronic technologies such as cellular phones (via text messaging, photo sharing, video clips) to ridicule, hurt or intimidate someone. This bullying tactic allows the persecution to extend within the home of the victim after school hours and on the weekends. It also offers the bully an actual or perceived anonymity and lack of direct contact with the victim. Because the bully cannot see the immediate effects of his or her behaviour on the victim, it could result in a higher level of cruelty.

What can you do if you are being bullied?

- Tell yourself that you do not deserve to be bullied;
- Hang out with friends. Be part of a group;
- Avoid places or areas that bullies hang out in;
- Be proud of who you are. It is good to be an individual;
- Walk away from the situation so the bully does not have an audience;
- Try not to react to teasing or bullying by showing that you are angry or upset;
- Inform the school, Duty Teacher, Form teacher, Life Skills Program Coordinator or School Nurse;
- Seek the advice of a parent or teacher on how to handle the situation;
- Do not be bullied into staying silent!

If someone you know is being bullied:

- **Do not stand by and watch if someone is being bullied. Go and get help;** if you stand by, you are saying to the bully and the victim that bullying is okay. The message being received by the victim is “I must deserve this” and “nobody cares.” **No student at Ashbury should be a bystander to bullying.**
- Seek the advice of a parent or teacher on how to handle the situation;
- DO NOT feel that you have to be, or pretend to be, friends with a bully;
- Model kindness to others;

- Tell someone right away about the situation;
- Do not play any role in bullying others to please the bully;
- Take a stand and do not say it is “none of my business.”

As a parent, what can you do if you suspect that your child is being bullied?

- Take an active role in your child’s education;
- Dialogue with your child about the school policy on bullying;
- Find time to ask how your child’s day was at school;
- Encourage the development of friendships with others;
- Pay attention to sudden dislike for school and marks plummeting;
- Watch for warning signs, such as ripped clothes and missing belongings;
- Never minimize your child’s complaints;
- **Inform the school**, Life Skills Program Coordinator, School Nurse, Form teacher, Duty Teacher or Assistant Head of Junior School immediately if your child reports being bullied;
- Support your child and reassure your child that action will be taken to address the matter.

As a school, we must

- send a clear message that we have adopted a policy for POSITIVE SOCIAL BEHAVIOUR AND BULLYING and that we have a proactive plan in place;
- use any opportunity to discuss aspects of bullying and the appropriate way to behave towards each other (e.g. assemblies, health classes, chapel, professional development days, guidance intervention series and early intervention classes);
- deal quickly, firmly and fairly with any complaints, involving where necessary;
- review the school policy and its degree of success periodically;
- conduct Form meetings and discussions and the students’ role in decision-making.

Please note that online bullying (cyberbullying) of students, teachers and other staff can be deemed a punishable offence as can off-site cyberbullying that has an impact on the school climate.

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR

Students who make choices that violate the school’s expectations of behaviour need to be challenged. An effort is made to clarify those expectations in school handbooks, discussions in chapel, assembly, time with Form Teachers and with the Life Skills Coordinator and classroom situations before incidents occur. Parents can assist by ensuring that students understand the expectations by reviewing the contents of this handbook. Parents can also assist by supporting the school administration when consequences are given out.

The following is a list of possible outcomes for poor choices: counselling, confiscating items, informing the Form Teacher, calling home, meeting the parents, revoking privileges, issuing a weekday/Saturday detention, a suspension or

an expulsion.

Students who have a pattern of engaging in repeated inappropriate behaviour that is detrimental to the tone of the school (evidence consisting of disrespectful behaviour, repeated lates and absences, numerous detentions or a suspension record) may not receive a re-enrollment agreement for the subsequent year.

Community service is not usually assigned as a consequence for poor behaviour. Parents may, however, choose to have their children do community service in addition to any school consequence.

DETENTIONS

There are levels of disciplinary action that the school/teacher can pursue in the event of a breach of school rules. The student may serve an in-school detention; write an action plan; write a letter of apology; and/or be given other consequences deemed appropriate by the school.

For more serious or repeated infractions, a student may be assigned a Saturday detention.

Detention Procedure

Students must appear in the Study Hall by 3:45 p.m. in proper uniform. For Saturday detentions, students are to wear #1 dress. Students who appear late will have the time extended or be assigned an additional detention.

“No Shows” are recorded on the detention sheet and those students may be assigned an additional detention for having inconvenienced the school.

Students assigned a detention may do a task provided by the teacher or the Duty Teacher or do their own work. The Form Teacher is informed if a student obtains detentions repeatedly. A conference with parents or the Discipline Committee may be required.

Detention Times

Weekday Detentions:	3:45 p.m. to 5:00 p.m.
Saturday Detentions:	9:00 a.m. to 11:00 a.m.

Saturday detentions assigned on a long weekend will be served on the last day of school before the weekend from 3:45–5:00 p.m.

Disciplinary Committee

All allegations of major disciplinary issues or incidents are investigated by the Assistant Head or Head of Junior School. The issue is then brought to a Disciplinary Committee. In some instances, the Form Teacher and/or Life Skills Coordinator may help guide the student. The student and his/her parents (or guardian representative) are notified by

the school of the issue/incident and potential penalties. The student and his/her parents (or guardian representative) are provided with the findings of the investigation and are given the opportunity to respond to the Discipline Committee.

The school practices progressive discipline in most instances. Disciplinary consequences are determined by the seriousness of the incident, the honesty and cooperativeness of the student, precedent and the student’s record at the school. Possible consequences include reprimand, Saturday detentions, counselling, suspension, probation and expulsion. For more information on our progressive disciplinary measures, please consult our [Positive Social Behaviour](#) booklet located on the parent portal.

RISK MANAGEMENT

Risk Tolerance

At Ashbury, we believe that *risk taking* is an important aspect of human growth. Students take emotional and personal risks in the classroom when they state a belief, defend a position, stand up for what they believe, go on an overseas trip or participate in a sporting competition involving a risk of injury.

Risk Assessment

On an annual basis, the school examines risks to staff and students and exercises strategies to minimize undesired outcomes. Risk management strategies include reducing, eliminating, accepting or transferring risk.

ASHBURY CONNECTS

Ashbury College has a one-to-one laptop environment. Students in Grades 7 through 12 will be required to bring their own laptop with them every day to class. Students in Grades 4, 5, 6 will continue with the in-class iPad program and have access to the Junior School laptop cart. For those families who may need to purchase or upgrade your child’s laptop, the following chart describes the minimum specifications required:

The device specifications identify the minimum system requirements/hardware specifications for student devices and offer guidance on some suggested makes and models so that parents are fully informed about requirements.

Device Type	Mac Laptop	Windows Laptop
Operating System	High Sierra (10.13.6) or higher	Windows 10 Home or higher
CPU	2.2 Ghz	2.0 Ghz

Minimum Screen Size	12 inches and up	
Storage Capacity (SSD or HD)	256 GB (SSD or HDD)	
RAM	4GB	4GB
Minimum Battery Life	8 hours	
Suggested Accessories	Protective case/cover Headphones Protective case/cover Headphones	
Device Example	MacBook Air 13 http://www.apple.ca/macbook-air	Dell XPS 13 http://www.dell.ca/xps13

Students must assume responsibility for the safety, security and maintenance of their devices. All devices should be stored and locked in the locker provided to each student when not with the person, or left in a designated charging area.

It is important that each student brings a well maintained, charged device to school in order to allow full participation in the academic program. Findings of unattended devices will be reported to the Assistant Head of Junior School.

All students and parents are required to acknowledge they have read the *Ashbury Technology Responsible Use Policy* and *Junior School Student Contract* (please see below) when signing their student enrollment contract.

ASHBURY TECHNOLOGY RESPONSIBLE USE POLICY

All students at Ashbury College have access to: personal storage space on the school’s computer network; common areas of the network; the Intranet; the Internet; and a personal email account. Students are expected to print assignments at home, however, if necessary, students may print in the library.

Parents and students must realize that the school cannot be held liable for inappropriate activities conducted by students on the school’s network from home or school. The school has taken measures through our firewall to attempt to block inappropriate content or use; however, we are unable to guarantee 100% reliability. Ultimately, it is the responsibility of the individual student to manage their network and technology use in an appropriate manner.

Responsible Use

Responsible uses of the Internet include research for class projects, blogging, visiting virtual art museums, using on-line tutorials, sending email to teachers, gathering stock market data or company profiles, searching for books/resources in university and public libraries, and checking on weather data, etc.

The uses listed above are acceptable when they directly support the educational program of the school. Some exploration of the Web is natural, inevitable and beneficial. This kind of Internet use, though acceptable, cannot infringe on academic demands for the school's limited computer resources. Facebook and gaming, as examples, and other social networking sites are not permitted during academic time.

Because of the unobtrusive nature of camera phones, students should have consent if taking pictures/video or recording voice with any device or camera phone. No student is allowed to post digital or still images of another student, students or staff on the Internet or any social networking site without the permission of the student(s) and staff seen in the image(s). Taking pictures in locker rooms is not permitted for any reason. This list of rules is not exhaustive and, as new technologies become available, it may be modified prior to the end of the school year at the discretion of the Educational Technology Department and Ashbury Leadership.

Promoting Responsible Use

To encourage students to use technology in productive, educational ways, technology access is restricted to students with a valid educational purpose. As Ashbury seeks to fully integrate technology through Ashbury Connects, we also maintain our traditional values of building and supporting positive social relationships and engaging in character development. Students will be encouraged, educated, and at times, restricted in the use of technology in order to maintain these values (e.g. restricting cell phone use in hallways and educating students on the discrete use of cellular devices). **All students must respect the guidelines and rules that teachers and administrators put in place for the responsible use of technology in various circumstances.**

The school creates a series of web pages promoting connections to valuable educational sites to support positive, responsible Internet uses. Students generally use the school's Internet facilities under the supervision of a faculty member, thus minimizing the potential for misuse. Pages accessed on the Internet are logged so that inappropriate use can be traced to an individual for investigation. Students are allowed to download appropriate material from the Internet to their own media and must not install any files onto the network without faculty permission. Any questions about the acceptability of a proposed Internet use should be directed to the faculty supervisor or the computer coordinator.

Irresponsible Use and Consequences

Irresponsible use of the Internet includes using abusive or suggestive language, posting images of classmates or Ashbury staff without their consent, visiting web pages with pornographic or exploitive images, participating in chat rooms, damaging or modifying other users' files, making illegal copies of copyrighted material, using the Internet for commercial gain and hampering the ability of others to use their computer systems. Students must not let their curiosity lead them to inappropriate material. If there is any clue that a web link might lead to unacceptable

information, students are responsible for avoiding that location. If anyone accidentally comes across something unacceptable on the Internet, it is his or her responsibility to stop the connection and tell his or her faculty supervisor about it immediately.

For instances of irresponsible use, a student's Internet access privileges (including email) may be temporarily or permanently revoked by the Head of Senior/Junior School. A more substantial case of irresponsible use may be handled as a disciplinary matter (since the student agreed to this policy, but did not keep his/her promise). The faculty member who knows about the incident will consult the appropriate administrator before a decision about consequences will be made. Incidents of cyber-bullying are taken very seriously by the school administration and hold the same consequence whether they occur inside or outside of the school network.

JUNIOR SCHOOL STUDENT TECHNOLOGY IRRESPONSIBLE USE CONTRACT

You have available access to the Internet at the school. This important privilege comes with rules based on common sense and courtesy. The school can easily identify the files that you have opened on the Internet and will be monitoring site destinations on a random basis. You may lose the use of computers if you break any of the rules. When using the computer network, you are expected to behave responsibly in accessing and viewing information that is pertinent to your studies in the Junior School.

In order to have access privileges to IT facilities in the Junior School, you must agree to the following set of guidelines.

1. I will only use the Internet for academic purposes and I will not access the Internet unless a teacher is supervising.
2. I will not take pictures or videos of others unless I have a teacher's permission.
3. I accept that Ashbury College reserves the right to inspect the use that members of the community are making of the computer facilities.
4. I will respect the school's property and people's right to privacy and be courteous, respectful in all matters relating to computer use.
5. I agree not to allow other individuals to use my account for Internet activities nor will I give anyone my password.
6. I understand that I am sharing the computer network with over 700 people and will always do my best to conserve resources for everyone.
7. I will change my password regularly and keep it private.
8. I will protect my own interests by discouraging any abuse of computer facilities by other students.
9. I understand that electronic devices are not a form of entertainment at school.
10. I will not use forms of social media, such as Snapchat, at school unless I am given permission by a teacher.
11. I will never go to any inappropriate site on the Internet. If I am in doubt, I will leave the site and notify a teacher.
12. I will never download or install any software onto the network unless it is accompanied by a license and approved by the network administrator.
13. I will proofread all my work before printing and will not print needlessly. I will not waste file space or leave network connections open.
14. I will not copy information from the Internet or any electronic device and pretend it is my own work.
15. I will not play computer games unless given permission by Ashbury staff.

16. I agree not to participate in the transfer of inappropriate or illegal materials through the Ashbury College computer systems. I realize that in some cases, the transfer of such material may result in legal action against me.

Online safety procedures.

1. I will never give out personal information, such as my name, address, telephone number, parent's work address or telephone number.
2. I will never enter another person's network space.
3. I will not post personal messages on bulletin boards or list servers.
4. I will never include my picture or a picture of anyone I know on a web page.
5. I will never attempt to buy or order goods or services over the school network.
6. I will not enter restricted network locations.



SUBSTANCE USE AND ABUSE

While the following section applies primarily to older teenagers, it should still be reviewed by all students in the Junior School. The College believes that parents are strongly supportive of a school environment which is safe and free of drugs, alcohol and tobacco. The school's policy has several focal points: education, prevention, medical treatment and deterrence.

Education

The educational programs of the school, largely through the health and physical education courses, will provide up-to-date and effective education on the dangers of drugs, alcohol and tobacco use, with an emphasis on promoting a healthy lifestyle.

Prevention

The school policies related to substance abuse are designed to prevent the use of drugs, alcohol or tobacco at school. The school will take reasonable measures to prevent any breach of school regulations on such matters and reserves the right to search, with or without permission, the property of the school used by the student or the property of the student.

Treatment

The school will provide access to information about available assessment and treatment for drug, alcohol and tobacco use through the Life Skills Coordinator or Wellness Centre. A request for formal treatment initiated by a student or the family will be confidential, subject to the normal school policy on such matters. The student will not be subject to disciplinary measures except where the student is immediately involved in a disciplinary issue related to a breach of school policy or is involved in the distribution of drugs at school. The school has a Life Skills Program which is designed to assist students who may have experienced personal difficulties related to drugs, alcohol or tobacco. This service is designed to promote support for the existence of a school environment free of drugs, alcohol and tobacco and to enable the individual student to function comfortably in such an environment. The College reserves the right to require a student to participate in a treatment or counselling program as a condition of continued membership of the school.

Deterrence

The school regulations are designed to deter any use or distribution of drugs, alcohol or tobacco at the school.

No Smoking/Vaping Rule

It is clear that smoking/vaping is harmful to health; therefore, smoking/vaping is not permitted at school. Students are not permitted to smoke/vape in the school, at any school functions or while travelling to or from school. Students may not smoke/vape in the vicinity of the school and punishment for smoking/vaping in the vicinity of the school will be treated as if it were on the school grounds.

Alcohol Use

Some of the major causes of death and injury for young people are related to the consumption of alcohol. Accordingly, students are not permitted to consume alcohol, to be in possession of alcohol or, in any way, be under the influence of alcohol at school, at school events or on school trips. Any violation of this policy will render the student subject to suspension or, in certain circumstances, liable to expulsion. Students who violate legislation with respect to age limits on alcohol use or purchase may be subject to sanctions by the school.

Drug Use

The use or possession of any non-prescribed, non-medical drug is absolutely forbidden at Ashbury. The use of drugs on or off campus during the school day, or in association with a school event of any sort, can lead to withdrawal from the school. As resident students, this provision applies to boarders at all times. Any distribution of drugs, with or without payment, will lead to withdrawal. The school attempts to promote a drug-free environment and penalties for breach of school regulations are severe and include expulsion of the student. The school must conform to provincial and federal laws on the matter, and violations can be reported to the police for legal action. Furthermore, the school reserves the right to identify to the student body any student who is in breach of the above regulations.

The school will balance the factors of deterrence with the student-initiated treatment/support program of the school through the Life Skills Program. However, it should be clear that penalties for breach of school regulations include suspension and/or dismissal. When a student's actions cause the school disciplinary processes to be activated, the student will be subject to the normal penalties.

YOUTH MENTAL HEALTH POLICY AND PROGRAM SUPPORT

Ashbury College is committed to having a safe and caring school environment where all students and staff can feel free of physical, emotional, psychological and social distress. The purpose of this policy is to identify the resources at Ashbury College that contribute to a healthy school culture in which negative social behaviours are known to be unacceptable and to raise awareness of mental health issues.

We believe that every student has a right to feel safe and to study in an environment which encourages positive and healthy human relationships. Ashbury College will continue to strive to cultivate a positive social culture that is free of negative human relationships.

It is important to know that this policy is based on the following four pillars: Education, Awareness, Prevention and Support. The health curriculum in Grades 4-8 and 9-10 are based on these pillars. Beyond the health classrooms, we all strive to promote a positive school ethos and culture that is free of harassment, negative human relationships and bullying.

The intent of this document is to provide a vision and highlight various mechanisms to support, promote, and celebrate positive school/student culture in accordance with Ashbury's mission statement.

This policy recognizes that each of us has a responsibility for the welfare of our students and to promote the best interests and well-being of our students. As such, the policy is intended to provide a link between classroom learning and the real world. “By supporting students to identify, understand, and confront problems surrounding mental illness, students learn to live with integrity, civility, and compassion.”

A copy of our [Youth Mental Health policy](#) may be found on the Ashbury website.

COMMUNITY/PARENT INVOLVEMENT

Alumni Association

Any student who attends Ashbury College, for any length of time, is an alumnus or alumna of the school. The Advancement Office and the Alumni Association help to keep alumni connected to Ashbury and to each other through events, programs and communications. Ashbury hosts numerous receptions and events for alumni of all ages both nationally and internationally every year. The pinnacle of alumni events is the annual Homecoming weekend, held at Ashbury each fall, where Ashbury welcomes alumni back to campus and hosts class reunions off campus. To get involved with the Alumni Association or to stay current on happenings in the alumni community, contact [Olivia Taggart '08](#) at (613) 749-9630 ext. 270.

Ashbury's Culture of Giving

Tuition fees cover basic operating costs, but as an independent school and a not-for-profit organization, Ashbury relies on philanthropic support from our community to deliver an exceptional educational experience. Our Annual Giving program is the cornerstone of all fundraising activities at Ashbury, and everyone in our community is asked to make a donation that is personally meaningful and within their means. Your support is deeply appreciated and makes a tangible difference here at the school, both in financial terms and in the sense of community and shared purpose it represents. If you would like to get involved, please contact [Stephanie Young](#), Director of Development, at 613-749-9630 ext. 283.

BOARD OF GOVERNORS

The [Board of Governors](#) is the guardian of the school's mission and core values. The Board sets the strategic policies for the future well-being of the College. There are 24 term governors and eight active life governors comprised of parents and alumni. New governors are nominated by the nominating committee. For more information, please speak to a current Governor or to the Head of School.

PARENT PARTNERSHIP

Education is a shared partnership between parents, students and the school. In addition to formal meetings related to

education, there are a number of activities in which parents are encouraged to take part, such as sports events, concerts, plays, orientation events and information evenings. The [Parents' Committee](#) and [Ashbury Guild](#) also provide parents with an opportunity to be involved with the school. Please fill out [this form](#) if you are interested in volunteering with the school.

In order to enhance communication between parents, students and the school we ask that you follow these guidelines. The student's Form Teachers are the main contact between the school and home for questions of a general nature. We strive to teach students to be independent learners, to advocate for themselves and to be resilient. For questions regarding specific academic courses, students are asked to contact the subject teacher directly. For questions regarding sports or co-curricular activities, students should see their coach or activity facilitator. Only when a satisfactory resolution of a concern has not been reached by the student should a parent contact the Teacher, and if need be, the Department Head, Assistant Head or Head of Junior School and lastly, the Head of School.

Student growth and development are an ongoing process that extends over years. In supporting student growth, collaboration and mutual respect are necessary between parents and teachers. There may be times when your child makes a poor decision, or scores low marks, and you may think it necessary to rescue your child. It is important to remember that learning from mistakes is part of healthy growth. We encourage positive and constructive parent input and ask that parents allow their child to learn the importance of self-advocacy.

To further our best practices for home and school, Ashbury College outlines its expectations of students according to the following principles:

- establish honest, open and respectful communication;
- see that the child's needs and parental expectations realistically match the mission, core values, philosophy and programs of the school;
- help to increase student responsibility, independence and accountability;
- acknowledge teachers' integrity and professionalism;
- seek to understand the school's mandate to do what is best for the full school community;
- honour the school mission, core values, policies and procedures.

More specifically, parents/guardians will endeavour to:

- support positive learning attitudes and habits at home;
- set high, but realistic, expectations for their child's learning and behaviour;
- advocate for students to do their own homework;
- ensure student wellness, neatness and proper school dress;
- comply with school regulations for arrival time and class attendance;
- promptly advise the school of their child's absence or late arrival;
- adhere to the school vacation schedule and refrain from seeking extensions;
- inform the Head of Junior School or Assistant Head of unavoidable, planned absences;
- help their child become independent by encouraging him/her to see a subject teacher, Form teacher, when there

is a problem;

- address unresolved concerns by following the correct communication path: teacher/coach, then Department Head, Assistant Head, and if need be, the Head of Junior School or Head of School;
- listen to both the student and the teacher to fully understand any concern;
- share important personal information that the school may need to best serve the student and the learning community (medical conditions, psychoeducational assessments);
- acknowledge the integrity of school decisions made on a well-informed basis;
- be mindful of the frequency, length and tone of emails addressed to Ashbury faculty and staff and arrange to meet with the appropriate person on any sensitive issues.

For more information on the Parent Partnership Plan, including homework and conflict resolution tips, please visit the [parent portal](#) on the school website.

THE PARENTS' COMMITTEE

The role of the Parents' Committee (PC) is to provide a support to the school administration on school programs and policies from a parent perspective, facilitate communication within the school community and have a positive impact on school life in keeping with the College's mission and core values. In this capacity, the PC members meet with the Head of School, the Head of Senior School and the Head of Junior School once a month to receive reports from the faculty and administration regarding school programs and provide feedback. In addition to its role as a sounding board for the administration, the PC fosters communication between the College and the parent community.

Open meetings, where all parents are welcome, take place once per term, details of which are posted on the [PC page](#) of Ashbury College's website and in e-weeklies. Minutes from all of our meetings are also posted on the website.

If you would like more information on PC activities, or are interested in joining the PC (we recruit new members in April), please contact [Ms. Melynda Layton](#).

ASHBURY GUILD

The role of the Guild is to organize events to bring together the greater Ashbury community and to raise funds for the school. Events include the Ashbury Ball, the Welcome BBQ, the International Dinner, Boarding Parents Reception, Staff Appreciation and the Used Uniform sales. As a result of its fundraising activities, the Guild is the largest contributor to the Annual Giving campaign supporting scholarships, bursaries, infrastructure improvements and capital projects. The Guild is guided by Ashbury's Mission Statement and Strategic Plan. The Guild works in consultation with the Advancement Office and in collaboration with the Ashbury Board of Governors and the Parent

Committee. It is a working committee and members are appointed for a three-year term. Meetings are held in the evening eight times during the school year with the October meeting being an Annual General Meeting open to all parents. In the spring of each year, parents are invited to apply for membership in the Guild. The Ashbury College Guild is a member of Interguild, an organization that brings together the representatives of Guild/Parent associations of independent schools in Ontario who are members of the Conference of Independent Schools (CIS).

More information on the organization is available [online](#) or by contacting Guild President, [Michaline Saikaley](#).

PARENT COMMUNICATION

Parent communications are emailed on a weekly basis. Each week, an electronic newsletter is circulated along with items of note for the upcoming week. Additional information can also be found on Edsby. Parents are encouraged to follow Ashbury's social media feeds via [Facebook](#) and on Twitter (@ashburycollege and @ashbury_js) and [Instagram](#).