



SENIOR SCHOOL HANDBOOK

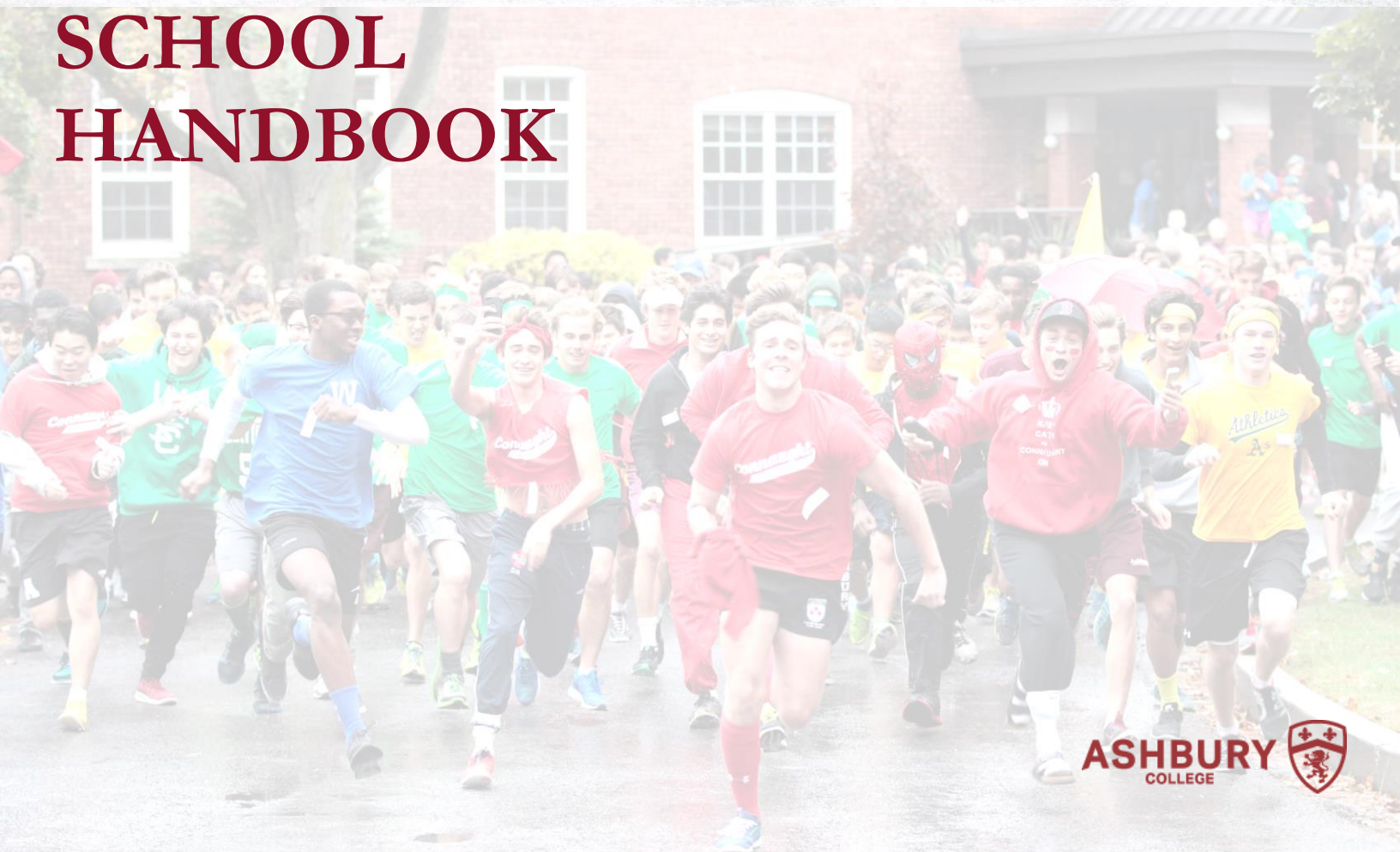


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INTRODUCTION

Welcome.

Welcome to Ashbury College. This Student Handbook will help you to learn about the school and its operations, services and expectations. Since we all live, work and play together in a community, some rules are necessary. These rules help 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.

As you make new friendships and renew old ones, and as you participate in the academic, co-curricular and social life of Ashbury College, you will meet new challenges and opportunities. Do not hesitate to ask for help or support as you need it and be prepared to offer it to others. Teachers, staff, senior students and friends are always ready to help; let's all give our support to each other!



Gary Godkin,
Head of Senior School

Mission

Ashbury College engages students in a dynamic learning environment and inspires 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.

Senior School Timetable

Please use the following schedule to fill in your courses for the school year. The numbers inside the boxes represent “blocks” in which courses are offered.

Please use the following blank schedule to fill in your courses for the school year.

| Period | Time | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 | Day 8 |
|----------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1 | 8:15 | 1 | 5 | 2 | 6 | 3 | 7 | 4 | 8 |
| | 9:35 | | | | | | | | |
| Assembly/ Chapel TAG/Break | 9:35 | | | | | | | | |
| | 10:15 | | | | | | | | |
| 2 | 10:15 | 2 | 6 | 3 | 7 | 4 | 8 | 1 | 5 |
| | 11:35 | | | | | | | | |
| Lunch | 11:35 | | | | | | | | |
| | 12:30 | | | | | | | | |
| 3 | 12:30 | 3 | 7 | 4 | 8 | 1 | 5 | 2 | 6 |
| | 1:50 | | | | | | | | |
| 4 | 1:55 | 4 | 8 | 1 | 5 | 2 | 6 | 3 | 7 |
| | 3:15 | | | | | | | | |

GENERAL INFORMATION

The School Day

The academic day runs from 8:15 a.m. through lunch until the end of classes at 3:15 p.m. Music practices begin at 7:30 a.m., Monday to Friday. On Wednesdays we have a late start to allow for a little more sleep for all of our students. Classes on Wednesdays begin at 9:30 a.m.

The school day starts with one class, followed by an Advisory/Chapel/Opportunity period. Period 2 and lunch follow, then periods 3 and 4. To qualify for the Ashbury Diploma, students must participate in 9 terms of co-curricular involvement during their four years in the senior school.

Students are excused from sports and co-curricular programs only for health reasons supported by a medical certificate or note of explanation from a parent or guardian. In some cases, students who are involved in competitive sports in the community during the school year may, at the request of parents and on the approval of the Head of Senior School, be excused from school sports. Parents are to complete the Co-curricular Equivalency Form, found on the parent portal of the website, and submit the form to the Athletic Director. Involvement in co-curricular programs and community service is important for successful university admissions.

Teacher Advisor

Students entering the senior school are assigned a Teacher Advisor. In most cases, students stay with the advisor throughout their time in the senior school. Advisors act as an important link between home and school as student engagement is monitored. As students and parents experience Ashbury for the first time, the advisor can be a helpful resource to both students and parents. Advisors can support, celebrate and assist students and families during the ups and downs that invariably characterize time in school.

Each partner has responsibilities to get the best out of this home-school relationship. Parents should take the initiative to get to know their child's advisor early on to develop a positive working relationship. Students need to also take the time to build the relationship with their advisor by taking an active and positive role in any initiatives given by the advisor or other students in the advisory meetings. Advisors monitor and support a student's involvement in school and can provide guidance with goal setting. Advisors meet with their advisees once per week along with approximately 10 other students. At times, there are group discussions or activities initiated by the advisor/school. Advisees also have a responsibility as well to initiate activities and discussions important to them to make best use of the time spent in the group meetings. These times act as opportunities to discuss ethics and ethical issues, current events, positive social behaviours, healthy choices and decision making.

Parents who have questions or concerns about their child's overall adjustment, engagement and success at Ashbury can contact the advisor. The advisor may refer, suggest or consult with others depending on the circumstances. Parents with specific subject concerns should contact the classroom teacher

directly. The most important aspect of the teacher advisory is the individual relationship between the advisor and advisee. This works best when there is positive commitment by parents, students and advisor.

Chapel

The Ashbury Chapel program fosters spiritual and ethical growth in a community founded upon integrity, inclusion and mutual respect. Weekly chapel services offer students the opportunity to explore contemporary issues of relevance, issues that foster character development, peer leadership and spiritual growth. The Chaplain, together with students and faculty leads morning grade level chapels. Ashbury respects its Christian tradition as an Anglican affiliated school and great care is taken to welcome students of all faiths.

All students are required to attend chapel. Students are encouraged to explore their spirituality with the Chaplain at anytime and arrangements can be made for boarders to join worship settings in the area.

Community Service

All students at Ashbury participate in community service. The Ministry of Education requires students to complete a minimum of 40 hours of service between Grades 9 and 12 to receive their Ontario Secondary School Diploma. To receive the Ashbury Diploma, students are required to complete at least 60 hours of community service. Community service is volunteer work done on behalf of other people, without pay, for the benefit of the individual, the volunteer and the community. The Ashbury Community Service Program seeks to develop in each student social awareness and involvement, along with self-reliance and a capacity to relate effectively to others. Students can obtain their service hours through involvement with Ashbury, the local or global community. These hours may be completed during the school year on weekends and holidays including the summer of the year entering Grade 9. Hours completed for the Duke of Edinburgh program may be used for this requirement. Students are encouraged to complete as many hours as possible as universities are now placing more emphasis on these requirements.

Students and their families should check from time to time with the Coordinator of Community Service to ensure that they are on track. Volunteer work can be organized through not-for-profit organizations or charitable agencies. It may be an individual student initiative or a partnership with other individuals or groups, with the goal for students to learn about themselves and their world by caring and sharing.

Students planning to work with an outside agency should consult with the Community Service Coordinator to ensure that the activity qualifies for credit. More details about eligibility of activities and other information can be found on the Community Service Link on the Ashbury Website.

Life Skills Program And Counseling Support

An integral part of Ashbury's academic excellence and individual development, the Life Skills Program is a personal and healthy lifestyle program that provides counseling support to our students and their families. The program provides students with the motivation and skills necessary to deal with the challenges of life as part of our Wellness Centre.

The main goals are to teach healthy lifestyles, promote prevention-related information, promote positive social norms, teach refusal skills and to foster the development of personal self-management and general social skills. This program helps students focus on developing life skills such as decision making, problem solving, communication, and anger/stress management. It provides support to parents who are faced with day-to-day family issues.

The program includes early intervention counselling, crisis intervention, facilitating student groups, parent guidance, and liaising with teachers, mental health professionals and community agencies. Parents and students may contact the Life Skills Coordinator at any time.

Wellness Centre

All students have access to the Wellness Centre during the school. Day students must seek routine medical attention from their family physician. They may consult with the School Nurse if they become ill during the school day, but will normally be sent home. Our school health program assures access to primary health care, deals with crisis medical situations, provides mandated screening and immunization monitoring, identifies and helps solve students' health and educational problems, and provides comprehensive and appropriate health education. A comprehensive list of appropriate referrals for illness/special and mental health issues is available. Physicians and physiologists are available on-site by appointment on a weekly basis through the Wellness Centre.

Food Services

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. Day 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.

Books and Stationery

The Canadian School Book Exchange (1.800.335.5047 or www.csbe.net) handles the school's textbook requirements. Instructions for ordering textbooks online can be obtained online or from the school store. Many of the textbooks may be returned to the school store at the end of the year for a credit. Questions about returns should be directed to the school store at ext 304.

Stationery, including pens, pencils, paper, ring binders, duo-tangs, mathematical instruments, graphing calculators and pencil cases, are available at the school store. Purchases are charged to students' accounts.

Lockers

Each student is issued a school locker for storage of books and personal belongings, and is responsible for ensuring that his/her belongings are properly secured with a school lock. Locks must be purchased from the school store. Please do not bring expensive or valuable equipment to school as Ashbury is not responsible for items that disappear. Families should investigate their personal insurance plans.

The locker remains the property of the school and is subject to inspection at any time. Lockers are to be emptied at the end of the day on the Wednesday before School Closing. 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. Students who willfully damage lockers will be charged for repairs/replacement.

Lost and Found

All students are responsible for their own belongings. Ashbury has a lost and found located by the girls' locker room, but items are not kept indefinitely. The lost and found is cleaned out monthly. Students are not permitted to remove or "borrow" any items from the lost and found that do not belong to them. Students are asked to label all textbooks, clothing and especially blazers. Students are required to lock their lockers and the school is not responsible for missing or stolen items.

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 message will be posted on Twitter as well as on the school website.

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 College Guild also provide parents with an opportunity to be involved 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 Teacher (Junior School) or Teacher Advisor (Senior School) is 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, the Head of Junior or Senior 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 student'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 school about unavoidable, planned absences.
- help their child become independent by encouraging him/her to see a subject teacher, form teacher/teacher advisor, when there is a problem.
- address unresolved concerns by following the correct communication path: teacher/coach, then Department Head, and if need be, the Head of Junior /Senior 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, psycho-educational 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.
- recognize that the goal of Ashbury faculty and staff is always to promote the child's best interests and those of the school at large.

For more information on the Parent Partnership Plan, including homework and conflict resolution tips, please visit the school web page.

Human Rights

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.

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.

Senior School Code of Conduct

The Ashbury Code of Conduct, developed by students and teachers, consists of statements describing how students are expected to act and treat each other.

I will respect myself and others. I will respect others' privacy, property and beliefs. Demonstrate the patience and open-mindedness to learn from and appreciate the differences of the diverse stakeholders in our community. This will ensure a positive, productive, safe and enriching environment.

I will not accept what I know is wrong. Have the moral courage to correct my own and others' behaviour, in an appropriate fashion, when I see inappropriate behaviour happening.

I will act with courage, class, integrity and politeness. Treat others, yourself, and your community the way that any reasonable person would want to be treated by extending basic courtesies to others in one's day-to-day life.

I will use honesty, dedication, and hard work rather than shortcuts to succeed. You have only truly succeeded when you are satisfied with your progress. Above all use sound moral judgment and be true to yourself.

I will maintain a positive attitude and take challenges in stride. Your character is shaped and enriched by the way you respond to both external and internal challenges.

I will encourage others to achieve their maximum potential. Share the wonderful feeling of fulfillment that comes from supporting your peers, colleagues and community members.

I will work cooperatively with those around me. Creating strong connections based on trust and understanding within our community contributes to a positive atmosphere.

I will strive to care for my body and mind. Healthy choices and a commitment to physical activity lead to an improved quality of life.

I will consider my position in the Ashbury community a privilege. Reflect on why you came to Ashbury and embrace the diverse opportunities that are presented to you.

Positive Social Behaviour and Dealing with Conflict 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.

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 prohibited activities are subject to disciplinary action proportional to the situation and previous disciplinary record. Examples of prohibited activities include, but are not limited to, the following:

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

The school may contact the School Resource Officer (Ottawa Police).

Day students are permitted to be in boarder's residences only with the advance permission of the residence teacher on duty and then only in the common room area.

Consequences of Inappropriate Behaviour

Students who make choices that violate the school's expectation of behaviour need to be challenged. There are various methods that teachers and the school can use. An effort is made to clarify those expectations in school handbooks, discussions in chapel, assembly, advisor time 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 when consequences are given out by the school.

Issues that may involve suspension or expulsion are referred to a Discipline Committee. Students who have a pattern of engaging in repeated inappropriate behaviour may not receive a re-enrollment agreement for the subsequent year.

Saturday Detentions

There are levels of disciplinary action that the school can pursue in the event of a breach of school rules. A Saturday detention is the first level. Saturday detentions will be assigned for the following reasons:

- skipping a class
- accumulating 3 or more lates in a one week period
- other relatively minor misdemeanours

A Saturday detention is assigned by a Housemaster, the Senior Housemaster, or the Head of Senior School.

Detention Procedure

Saturday detentions are held in Rhodes Hall and will run from 8:30 until 11:30 every Saturday with the exception of long weekends. Students must appear in #1 dress for Saturday detentions. Students who arrive late may be assigned an additional Saturday detention. Students are expected to arrive with enough academic work to remain busy for the entire three hours. Students are not permitted to watch videos.

A student who receives Saturday detentions repeatedly will be required to meet with the Senior Housemaster, who will try to help the student develop strategies for meeting the school's expectations. Courses of action may include contacting/meeting parents and/or placing the student on a behavioural contract. Further breaches of school rules and failure to meet the requirements of the behavior contract may lead to a disciplinary committee.

Disciplinary Committee

All allegations of major disciplinary issues or incidents are referred to the Head of Senior School. -If appropriate, the Head of Senior School or designate will convene and chair a Disciplinary Committee. 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 invited to the Discipline Committee, provided with the findings of the investigation, and are given the opportunity to present information and evidence to the Discipline Committee. The Discipline Committee makes a recommendation of any disciplinary measures to the Head of School. The outcomes of these meetings are shared with school staff.

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, and expulsion. With respect to expulsions and suspensions of more than two weeks' duration, there exists a Review Process which is available upon request from the Head of School.

Substance Use and Abuse

The use and abuse of drugs, alcohol or tobacco interfere with the health, academic and social growth of students. Use or possession of drugs, alcohol or tobacco is not acceptable at Ashbury College, within the vicinity of the school and on school sponsored trips. The school's policies are intended to be humane and helpful, but also make it clear what is and is not tolerated.

Strategies for Dealing with Student Substance Abuse

Education

Ashbury College's written curriculum deals with issues of personal growth, relations, choices and education about student substance use and abuse. The school has non-curricular forums where issues of student substance abuse are handled, including the Life Skills Coordinator, guest speakers, surveys, Teacher Advisory and open forums. Parents are key partners and benefit from guest speakers organized by the Parents' Committee and the school.

The school engages in local awareness activities for example Ontario's Drug Awareness Week. We have close contact with local police authorities willing to speak to students and the community on issues related to alcohol, tobacco and other drugs. Education is provided to staff on substance abuse issues as part of professional development.

Prevention

The school communicates with students and families through assemblies and school publications that make the expectations of student behaviour clear. Parents and students are expected to be familiar with all of the details of this handbook to ensure they understand the expectations of, and accountability for, students.

Deterrence

The school communicates to the students the consequences for contravening the school's expectations regarding the use of alcohol, tobacco and other drugs. From time to time, the school may employ strategies to gain information about the presence of illegal substances, such as by requesting the City of Ottawa Police or a private company to conduct a search. The school has the right to search any locker, rooms (in case of boarders) or personal belongings. Suspension or expulsions are consequences, depending on the circumstances, of possession or use.

Treatment

The Life Skills Coordinator supports students who are at risk or have been identified as having used alcohol, tobacco or other drugs, and has access to local community resources that may support students. Drug testing may be mandated by the Discipline Committee as a condition of an offending student's return to school.

Students with addictions can contact the School Nurse and Life Skills Coordinator in complete confidence. There is no punishment for students who declare their alcohol, tobacco or other drug use

and wish to learn more or seek help. Students may still be held accountable for infractions conducted before or after they seek help.

Concern about Substance Use and Abuse

Anyone who has a concern about student substance use and abuse can take action to address the issue. Students are encouraged to take an interest in the health and well-being of fellow students and have the responsibility to take action if aware of behaviour that is detrimental to fellow students, for example, trafficking of drugs. Actions could include speaking to a teacher, coach, counsellor, housemaster or any other staff member.

School staff has professional development support to address substance abuse issues, along with addressing and dealing with adolescent behaviour. They have an opportunity to address substance abuse through the relationships built between faculty and students, and to communicate care and concern to students. The Life Skills Coordinator and School Nurse are valuable resources to support staff members if a concern is identified.

Parents are encouraged to contact any faculty member or Leadership Team member if there is a concern. Parents may be referred to those who have more expertise. The school works to support students and families in this situation. Parents may also contact the Life Skills Coordinator or School Nurse in complete confidence. The school and Parents' Committee work together to provide parents with relevant information evenings and presentations.

Use of Alcohol, Tobacco and Other Drugs Outside of School

The school may hold students accountable if any Ashbury students' safety or the reputation of the school are affected by their inappropriate behaviour on evenings and weekends. The school may contact parents if we are made aware that their children have been involved with drugs, and parents may be informed of the outside resources available for support.

Students who use alcohol or drugs during a school-sponsored field trip, international trip or exchange may be sent home at a parents' expense. Parents may also be responsible for paying the expenses of an adult accompanying the student back to Ottawa.

Attendance

Students must be punctual and attend all classes, regular school activities, and special events as announced. Parents are asked to call (613-749 9630 ext 214), email attendance@ashbury.ca or write to the Attendance Officer in advance of an absence and to indicate the reason. For a medical absence of four days or longer, a note from a doctor is required. Parents have an important obligation to support fully the school's regulations and are asked not to give permission for absences to enable a student to complete school assignments or catch up on late work.

Students who have day-time appointments are required to present a note in advance to the Attendance Officer explaining the reason for their leaving, or a parent or guardian can phone or email the Attendance Officer. Students leaving the school premises must sign out upon departing and sign in upon returning. Whenever possible, parents are asked to schedule appointments during holidays or the students' study periods.

Students in Grades 9 and 10 may not sign out or leave the school grounds during the school day, unless for a scheduled appointment. Students who have unassigned spare period(s) in the morning may arrive at school later than 8:15 a.m., but are required to be on time for their first class, chapel, assembly or advisory and should sign in with the attendance officer.

Students in Grades 11 and 12 may sign out for spare periods. However, they are not permitted to miss assembly, chapel, or advisory.

Unexcused Absences

Students who have an unexcused absence from class will be emailed by the Attendance Officer and given 48 hours to provide information verifying that the absence is excused. Students who skip a class or who have an unexcused absence that remains unaccounted for after this time period has elapsed will be assigned a Saturday detention. It is the student's responsibility to ensure the information is provided to the Attendance Officer. Persistent skipping of classes will result in suspension or other serious disciplinary consequence. Students who are absent excessively may not qualify for course credits.

Lates to School

Students who are late to school (late to their first class of the day) must obtain a Late Pass from the Academic Office before they are permitted to enter their first class. A note, email or phone call from a parent to the Attendance Officer in advance will indicate this late as excused (appointment, etc.). Students who are late to class three or more times in a week will receive a Saturday detention. Cases of repeated detentions will be referred to the Senior Housemaster (see SATURDAY DETENTIONS above). 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.

Spares

The student common areas and Maclaren Hall are for quiet conversation, discussion and work. Students must adhere to an acceptable standard of behaviour that does not disturb others. The Teron Foyer is also a common area for student use. Food and drinks are not permitted in the Teron Foyer. Also books and papers must not be left to clutter this area.

Environmental Stewardship

Members of the Ashbury community are committed to reducing their ecological footprint through their buildings and programs. In 2011, the boys' residence achieved Gold LEED status and over the years various recycling programs (ink cartridge, plastic bags, cell phone and battery) have been established. Other initiatives include VOC free paints, glues and carpets, food composting, custodial cleaning products that are biodegradable, phosphate free, alkyl phenol ethoxylate and VOC free, paper towel and toilet paper, which are made from recycled materials.

We also encourage students to turn off the lights, to reuse one-sided paper, to use reusable drink containers (travel mugs or stainless steel bottles), to reduce use of paper through electronic communication, and to bring litterless lunches and/or to eat all the cafeteria food they order. Each year, students have the opportunity to become members of the Green Club. Cyclical meetings take place to discuss environmental tips, films, events and activities for the Senior School.

ASHBURY TECHNOLOGY ACCEPTABLE USE POLICY

All students at Ashbury College have access to: common areas of the network; the Intranet; the Internet; and a personal e-mail account. There is a loan program through the Educational Technology Department for students to borrow laptops, projectors and digital video equipment for classroom projects.

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.

Acceptable Use

Facebook and other social networking sites as well as any site that is not part of the lesson are not permitted to be used during class. Because of the unobtrusive nature of camera phones, students should have consent if taking pictures, videos or recording voice with any device or camera phone. No student is allowed to post digital or still images of another student or students on the Internet or any social networking site without the permission of the student(s) 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 Acceptable Use

To encourage students to use the Internet in productive, educational ways, internet access is restricted to students with a valid educational purpose. The school creates a series of web pages promoting connections to valuable educational sites to support positive, acceptable 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 proposed internet use should be directed to the faculty supervisor or the computer coordinator.

Unacceptable Use and Consequences

Unacceptable use of the Internet includes, but is not limited to, using abusive or suggestive language, posting images of classmates or any Ashbury personnel 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. For instances of unacceptable use, a student's Internet access privileges (including e-mail) may be temporarily or permanently revoked by the Head of Senior/Junior School. A more substantial case of unacceptable use may be handled as a disciplinary. 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.

Headphones are not to be worn in the hallways at any time. As well, cell phone use in locker rooms is prohibited at all times.

Communication Protocol

In developing the healthy caring relationships we strive for at Ashbury, communications should not lose that personal touch. When e-mail is being used, every member of the school community—faculty, staff, students and parents—should strive to be professional and respectful. All communication efforts using e-mail messages should follow these guidelines:

Parents should email teachers as the best way of contact

- E-mail 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.
- Please remember that our teachers are mobile rather than desk based and their e-mail response times may not be immediate. Allow one to two days.
- For concerns, please follow the procedures outlined previously in the Parent Handbook (teacher, department head or subject coordinator, assistant heads, Head Junior / Senior or Headmaster's office).

DRESS REGULATIONS

Senior School Uniform and Standards

High expectations of academic performance, behaviour, courtesy and respect are all part of the Ashbury education. It is the students' and parents' responsibility to see they are ready to start each school day properly dressed. Students not in uniform will be asked to go to the school store to purchase any necessary items or call their parents and have it delivered. Improper uniform may require the student to be sent home until the required uniform is presented. This may be inconvenient, however, we endeavour to teach personal responsibility and there is no reason for any student in senior school not to arrive in proper uniform and to be wearing it to the standards set out in this manual. Please read the uniform standards carefully as earrings, hair length and skirt length will also be consistently enforced. We have tried to set a reasonable skirt length of 7 cm above the knee.

Thank you in advance for your understanding and support. Blazers, shirts, ties, pants and skirts must be purchased at the school store. All students must conform to the school dress code as listed.

Dress #1:

Formal Occasions and Classroom Wear (Mondays and Tuesdays after a long weekend)

- Top Marks navy school blazer with crest
- Top Marks grey dress trousers or Top Marks grey dress skirt+
(no shorter than 7 cm above the knee)
- White button-down school dress shirt (short or long sleeve)
- School tie
- Grey dress socks with grey trousers, or knee-length navy socks or navy tights with skirts
- Black leather belt
- Black leather dress shoes cut below the ankle that can be polished and have a maximum heel height of 2.5 cm. Sandals, open-backed and suede shoes are not permitted. Appropriate examples below



Dress #2:

Classroom Wear (Tuesday – Friday)

- Blue school vest, sweater, cardigan
- Top Marks grey dress trousers or Top Marks grey dress skirt (no shorter than 7 cm above the knee)
- White or light-blue button-down school dress shirt (short or long sleeve)
- School tie, house tie or tie of conservative style and colour
- Grey dress socks with trousers, or knee-length navy socks or navy tights with skirts
- Black leather belt
- Black leather dress shoes as above

Summer Dress (September, May, June)

- Top Marks khaki pants or Top Marks grey dress trousers or Top Marks grey dress skirt (no shorter than 7 cm above the knee)
- Navy blue Ashbury golf shirt
- Grey dress socks with trousers, or knee-length navy socks or navy tights with skirts
- Black leather dress shoes as above. No sandals, open-backed or suede shoes.
- Black leather belt with grey trousers or a brown leather belt with the khaki pants
- Optional blue school vest, sweater, cardigan

Note: Students may choose to wear dress #2 rather than summer dress. During the examination period, whether or not examinations are being written, students must be in school dress.

Out-of-Uniform Days

Dress for this day is casual. Tank tops, halter tops, ball caps, hats, bare midriffs and short shorts/skirts are not permitted. Ripped, cut off or torn clothing is not permitted. Sandals or flip-flops are not permitted. Rules of general appearance (below) are to be adhered to.

Athletic Wear (All available at the Ashbury store)

Indoor

- Plain white or maroon T-shirt (Ashbury logo)
- Ashbury black shorts
- White socks
- Non-marking running shoes

Outdoor

- Ashbury track suits or weather-appropriate attire

Team Travel

- All competitive teams are required to purchase and travel in the Ashbury track suit to all games

Examination Period

During the end of year examination period, students must wear appropriate dress in the school during the examination periods and lunch hours whether or not they have an examination.

Lack of Proper Dress

Improperly dressed students may be asked to call home, be sent home or purchase appropriate clothing from the school store if they are unable to find their clothes.

General Appearance

Boys

- Hair must be clean and tidy, off the face and above the collar and kept neat in appearance.
- Extremes of style must be avoided. Students must be clean shaven at all times.
- Obvious hair colouring is not permitted
- Ear studs, nose or facial piercings are not permitted.

Girls

- Jewelry may be worn in modest amounts
- Makeup is permitted in reasonable and discrete amounts.
- Navy or black hair bands may be worn
- Obvious hair colouring is not permitted
- Nose or facial piercings are not permitted

Driving Students and Dropping Off

We all must work together to insure the safety of our students, particularly with the heavy traffic at the start and finish of the school day. Cars waiting on Mariposa adjacent to school property compromise the ability of students to cross the street safely. We must also consider neighbourhood children who cross from Ashbury on their way to school. It is imperative that the area by the front stone-walled gate be kept clear of cars at all times. Cars left parked in the loop, even briefly cause a back up of cars, inhibit the flow of traffic and prevent school buses from entering. Please drive to the end of the drop-off loop as needed. If you must accompany your child into the building or if you have business in the front office please park in guest parking or adjacent to the tennis courts.

Please, no parking in the drop-off zones on Glenwood and Mariposa during the school day. No waiting or stopping on the north side of Mariposa. As drivers, we must also show consideration to the neighbourhood residents. We look forward to everyone's cooperation in ensuring safe driving and parking routines and no idling around our students on a daily basis.

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.

Cars and Parking

There is no space for student parking on the school grounds. Students wanting to drive to school should make arrangements with someone in the neighbourhood to park in their driveway during the school day. Boarders may not have cars at school or in the vicinity of the school. Students must not park on campus or in unauthorized parking. This may result in the car being towed at the owner's risk and expense.

Drivers' Education

It is worthwhile for students who wish to drive to take drivers' education classes. Ashbury arranges for classroom and road classes with a private company. Students may join these classes or make their own arrangements. All students must have their G1 before beginning a drivers' education program at Ashbury. Drivers Education is offered through the school's co-curricular program.

School Bus Cancellation 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 in-house busing may be re-instated before the end of the day.

Citizenship and Leadership

Students are encouraged and have the opportunity to act in ways that promote good citizenship. At Ashbury, we define Leadership as taking responsibility and initiative. There are many community service opportunities for students to take responsibility and initiative.

Prefects

The prefect system lets senior students develop positive leadership and commitment to the school community. Prefects, by their actions and positions of responsibility, demonstrate their dedication to the philosophy, traditions and life of Ashbury College. They are expected to be models of excellence for the school community. Prefects are serious about their studies; they are helpful, respectful, honest, polite, mature and reliable, they willingly participate in co-curricular activities and show respect for all the members of the school community. They help to build positive school spirit, establish routines and procedures, and organize student activities. Selection is based on the student's contribution to the school and a vote by students and staff.

Interscholastic Sports and Co-curricular Activities

Ashbury's co-curricular program provides a quality learning experience and instills lifelong values related to the benefits of health and fitness, sport, teamwork, cultural activities, physical and recreational activities. The interscholastic program creates an enjoyable learning experience while teaching the importance of striving for excellence in an environment that stresses fair play, sportsmanship, teamwork, diligence and leadership.

Information is found on the Athletics and Co-curricular Notice Board outside the Physical Education office and online. Sign up for all co-curricular activities takes place with the student's Teacher Advisor at the start of the year. Changes may be made at the beginning of each term with the Teacher Advisor. Students participating in programs outside the school, who are unable to fulfill the Ashbury co-curricular requirements must complete and submit a Co-curricular Equivalency Form at the beginning of each term to the Athletics Director.

Participation in an activity that meets once per week is usually credited with 1/2 term equivalent. Activities that meet two or more times per week on a regular basis will be credited a full term equivalent.

Athletic Principles

Competitive sports form 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 student athletes a chance to test and challenge themselves mentally and physically. Sport provides exercise and a break from the rigours of academic preparation. Participation should be stressed to encourage a lifelong pursuit of good health.

Sport allows students an opportunity to discover an avenue for success, as well as to create memories that will stay with a player for life. Team sports provide the opportunity for student athletes to develop cooperation by stressing the importance of teamwork and striving for common goals that require group actions, assessment, adaptation and effort.

Sport provides a student with the opportunity to represent his/her school, 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 the players to meet new people and experience different cultures.

Sign-up and the Team Roster

Sign up for all co-curricular activities is at the start of the school year and again at the start of each term. The tryout procedure varies from sport to sport; however, the guideline is to begin tryouts three weeks before the season of play and give athletes three tryout dates before the preliminary team is selected. Athletes must be at each tryout or receive permission from the coach to be absent. Any student who is not selected for his/her first sport can choose another interscholastic team and have a two-day tryout to conclude the team selection process. Any player wishing to play above their age group must seek permission of the Athletic Director before attending any tryouts. If a player is selected he/she must attend all practices and games or have the coach's permission to be absent. When selecting a team, coaches take into account level of commitment, sportsmanship, academic standing, and athletic ability.

Co-curricular Information

The co-curricular activities with the instructor/coach and the expectations and times are on the Ashbury web site under Co-curricular Activities and are updated 3 weeks before the start of the term. Please help your son/daughter assess the different opportunities and ensure their involvement throughout the year.

INTERSCHOLASTIC SPORTS AND CO-CURRICULAR ACTIVITIES

Fall

Junior boys' soccer
Senior boys' soccer
Junior football
Senior football
Cross-country running
Tennis
Girls' field hockey
Junior girls' basketball
Senior girls' basketball
Rowing
The Blazer magazine
Cooking Club
Debate and Speech
Drama
Knitting
Model United Nations
Music
Musical theatre
New Reach for the Top
Recreational tennis
Tae Kwon Do
Weight training
World Affairs Club
Yearbook
Yoga

Winter

Junior boys' basketball
Senior boys' basketball
Contact ice hockey
Alpine skiing
Junior girls' volleyball
Senior girls' volleyball
Nordic skiing
The Blazer magazine
Cooking Club
Debate and Speech
Drama
Drivers' education
Friday night skiing
Knitting
Model United Nations
Music
Recreational ice hockey
Recreational indoor touch
Tae Kwon Do
Weight training
World Affairs Club
Yearbook
Yoga
Zumba

Spring

New Girls Touch Football
Junior boys' rugby
Senior boys' rugby
Girls' rugby
Junior varsity girls' soccer
Varsity girls' soccer
Competitive Badminton
Track and field
Baseball
Rowing
The Blazer magazine
Cooking Club
Debate and Speech
Drama
Drivers' education
Model United Nations
Music
Recreational badminton
Recreational golf
Recreational tennis
Running Club
Weight training
World Affairs Club
Yearbook
Yoga

Theatre Ashbury

Theatre Ashbury instills in its cast and crew a desire to achieve excellence. Each team member makes a decision to support this ideal and to maintain this and other commitments through the long hours of training and rehearsal. High standards are not easy to achieve. They are often exhausting and frustrating because they require great effort, time and perseverance. Students learn high standards at a young age, and those involved in Theatre Ashbury productions are to be congratulated for their commitment to that standard.

The Blazer

The Blazer is the Senior School magazine published two times a year. The editors welcome submissions ranging from articles on current school activities to drawings, photography, cartoons, and creative compositions of poetry and prose. The writers, illustrators and layout designers are interested students who use this co-curricular activity as a constructive, creative outlet. The commitment of the editors involves weekly meetings with the faculty advisor. The end of each term requires intense preparation for publication. Students with less time to devote to this project are welcome to participate on a less demanding basis. The entire Senior School looks forward to enjoying the wit and imagination that characterize this publication.

Duke of Edinburgh

The Duke of Edinburgh's Award Young Canadians Challenge encourages personal development, involvement in the community and achievement for young people. The program has a Bronze, Silver and Gold Award and is open to anyone between the ages of 14 and 25. Participants achieve the Award by attaining personally established goals in the areas of Community Service, Skill Development, Physical Fitness and Expeditions. The spirit of the award is in keeping with our mission at Ashbury. All of the requirements for the Duke of Edinburgh Award can be fulfilled by students who fully participate in the range of school activities offered at Ashbury. These include excellent opportunities for personal development in music, theatre, dance and visual arts; a choice of sports and physical activities; a well-organized community service network; and expeditions to places such as Gatineau Park, the Adirondacks and Algonquin Park.

The Round Square and Exchanges

The Round Square is an association of over 80 international schools on 5 continents. Based on Kurt Hahn's philosophy of experiential learning, students involved in Round Square go beyond academic excellence to engage in personal development and responsibility and real-life learning. Within the support of the school community, students develop physically, culturally and spiritually. The program also embraces service to others, adventure and leadership training and international understanding. Ashbury has been a full member since 2007. Many students have attended international conferences in India, Australia, Canada and the United States. As a member of Round Square students may participate in service projects and student exchanges around the world. See The Round Square Coordinator if you have any questions.

Homework and Assignments

Daily homework assignments are an important and integral part of an Ashbury education. Students are expected to organize their time outside the classroom effectively. For study ideas, please speak to your teachers or see our Learning Strategist. Teachers are responsible for assigning homework in a fair and rational manner. Homework is to be posted no later than 4:00pm of the day of the class. Because students work at different speeds, with varying levels of efficiency, it is not possible to accommodate exact needs of all students, but it is essential that the majority spend an appropriate amount of time on their homework. If you seem to be spending too much time on homework, you may be experiencing academic difficulty or are being overly conscientious, doing more than the teacher intended. **Please communicate your concerns to your teacher** and he/she will counsel you accordingly.

Time: In Grades 9 and 10, students are expected to spend approximately two hours per day outside class time on effective study. In Grade 11, students should spend about 2.5 hours each day on their studies, and in Grade 12, students should expect to spend three hours per day. These are averages and vary with each student's course selections and study habits.

Assignments: Assignments are to be submitted directly to your teacher, by hand or by email where appropriate. Submitting an assignment to your teacher's mailbox is not permitted. Do not allow yourself to fall behind in your homework. If you miss a deadline in submitting a long-term assignment, you will be assigned to Supervised Study.

Tests: Teachers will provide adequate notice of the dates of major tests, yet may administer short quizzes with minimal or no warning. Students are not required to write three major tests on the same day. **Politely ask the teacher** who assigned the third test if he/she would consider rescheduling. The teacher has the option to reschedule the entire test or to find a time that is mutually agreeable for the student to re-write.

Examination Revision: To allow you to study for the January mid-year evaluations and the June examinations, homework assigned during the week prior to Mid-Years and two weeks prior to June exams does not count for marks and mainly consists of revision exercises. This is a good time to ask your teachers about details pertaining to your evaluations: time, format, and types of questions.

Illness during the school day: Students who miss classes because of illness or for other reasons are not permitted to participate in after school activities or games that day.

Missed Tests

To help you organize your time, teachers provide their students adequate notice prior to a major test day. Should you miss a test, you will be expected to write it immediately upon your return to school or at your teacher's discretion. Evaluations are important tools for teachers and students, and must take priority for student attendance. Without proper justification of missed evaluations, a mark of zero may be assigned.

Sporting Events/Field Trips: When a conflict arises you must alert the teacher immediately. A make-up test is scheduled at the teacher's convenience. In the rare instance of a schedule change, you must see the teacher prior to leaving the school.

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 should be made with the teacher.

Illness: Your parent or guardian must contact the school to notify us of your illness. A medical note may be required.

Mid Year Evaluations

Over a seven-day period in January, students will either review coursework and write a mid-year evaluation in the classroom, at the discretion of their teacher, or continue with curriculum-based learning.

June Examinations

For any special requests regarding the examinations, please contact the Head of Senior School.

Reports

Full academic reports which include grades and comments are issued in December, March and June.

Honour and Scholar Roll

To support Ashbury's mission of academic excellence, students who achieve an overall average of 80% to 84% are recognized on the Honour Roll; students achieving 85% or higher are recognized on the Scholar Roll. These recognition lists are posted after each major reporting session in December, March and June.

Tutoring

Students are encouraged to seek extra help from their teachers after school or at lunch and do some extra work prior to looking for a tutor. In the event the student, parent or teacher recommends tutoring, such a decision should be made collectively by these parties. The Student Services Office may, upon request, provide the parents with the names of possible tutors. It is the parents' responsibility to make the arrangements and cover the associated costs. If tutoring sessions are held on the school grounds, a form to authorize this must be obtained in the academic office; the completed form must then be submitted to the Director of Student Services. Private music lessons can be arranged through the Director of Music.

Library

The library staff welcomes students to study, to research or to enjoy a good book, all in the comfort of the library. Students have access to a wide variety of online databases, a selection of sixty periodicals and newspapers and over 18,000 volumes of print material. Eighty students can be accommodated in the library at one time. Three project rooms and the library classroom may be booked for group work by using the sign-up sheet at the circulation desk. Desktop and laptop computers and iPads are available on a first come, first served basis. Students may also use their personal computers which connect to the wireless network. Copy cards for the photocopier are available in the school store or at the circulation desk.

There is a two week loan period for most library materials and they may be renewed at the circulation desk. The librarians are always available to help students with their assigned tasks. As well, they will happily suggest "good reads" for leisure reading.

The library hours:

Monday to Thursday 8:00 to 5:30

Friday 8:00 to 4:30

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

Academic Integrity

In order to prepare its students for university 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 Department Head 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:

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

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 dishonesty is confirmed, a mark of zero will be assigned
NOTE: In all cases of academic dishonesty, one of the student's parents will be informed by the teacher and the Department Head will be informed and consulted.
- If a student commits a second act of academic dishonesty, a mark of zero will be assigned, the student may serve an academic suspension, and the student may be withdrawn from the course.
- If a student is accused of a subsequent act of academic dishonesty, a discipline hearing will be held to consider whether the student should be expelled from the school. If academic dishonesty is confirmed, the student may be expelled.

Please note: A Discipline Committee may be convened to deal with Academic Dishonesty at any point in the process.

Course Selection

Ashbury provides academic counselling to individual students during the Winter Term, once they have made their preliminary course selections for the following school year. There are four stages in the academic counselling/course selection process:

- In January students receive an excerpt from the Academic Guide (the entire document can be downloaded from the school's website) after attending information sessions at the school. The students then select their courses online.
- Most students attend an Academic Interview, where the academic program is reviewed.
- The Director of University Admissions reviews the Course Application Forms for students entering Grades 11 and 12.
- Once course choices have been entered into student records, a course summary is developed and is available on line for parents to view. Parents are asked to print and sign the summary and return it to the academic office to confirm course selections.

Course Changes

Students can make changes to their proposed courses in the Spring Term and prior to the opening of the new school year, subject to limitations of class size and balance. Students can apply for a late course change in September although timetable constraints limit choice. Course Change Application forms can be obtained from the Student Services Office. Approval for changes in September must be given by the academic department(s) involved, the parent or guardian, the Academic Office, and in some cases the Director of University Admissions. Students cannot change courses or sections because of teacher preference.

Academic Concern List

To help students make the right choices in their academic career while at Ashbury, the Student Services Office identifies some students according to certain criteria, places them on an Academic Concern list, and notifies the parents. The students on the Academic Concern list are typically those whose overall average is less than 70%, those who are at risk of failing a course, those who have accumulated many absences in a course, or those whose behaviour impedes the learning of their classmates as well as their own learning.

If a student ends a school year with two or more subject failures, or an overall average of less than 65%, the school decides whether or not there is a suitable academic program for that student in the coming year.