



ASPEN GROVE SCHOOL
HANDBOOK 2021/2022

TRANSFORMATIONAL LEARNING
FOR A TRANSFORMING WORLD

Aspengrove School
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Lantzville, B.C.
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www.aspengroveschool.ca

MISSION STATEMENT

The Aspengrove Mission Statement

Aspengrove School challenges and inspires its community to act with purpose as compassionate, knowledgeable and principled global citizens.

The IB Mission Statement

The International Baccalaureate® Programme aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Values

Courage

Compassion

Creativity

Citizenship

Curiosity

EMAIL FOR ASPEN GROVE STAFF

Type first initial of first name, plus full last name@aspengroveschool.ca e.g. jdoe@aspengroveschool.ca

WHO TO CONTACT

General Inquiries, School

Amy Salmon, *Front Office & Transportation*

Middle Years Programme / Diploma Programme questions/concerns

Carrie Turunen, *Principal/MYP Coordinator - Middle & Senior Years*

KG – Gr. 5 questions/concerns

Susan Riordan, *Principal / PYP Coordinator - Primary Years*

Junior Kindergarten (3 & 4 year olds)

& Out of School Programme

Alison Strobl, *Early Learning Centre Director*

Advancement & Admissions

Nicole Carpenter, *Director of Development & Enrollment*

Ashley Toste, *Registrar / Admissions Coordinator*

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General Enquiries, Accounting

Candice Wiekenkamp, *Director of Finance*

Liz Simard, *Accounts Payable & Payroll Administrator*

Board Questions/Concerns

Iain McIver, *Board Chair*

Aspengrove Parents' Association

Kelly Williams, *Chair*

Paulina Vegt, *Vice Chair*

Parent Used Uniform Coordinator

Michelle Peakman & Martina Davison Feistner

Parent Volunteer Co-Directors

Aileen Saunders & Bridgette McKamey

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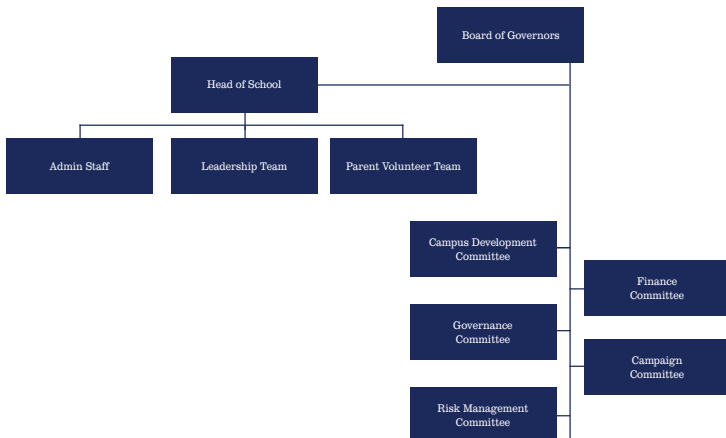
INTRODUCTION

At Aspengrove School, we pride ourselves on being a close-knit, supportive community where all members are safe, accepted, and respected. For such a community to thrive, strong communication is vital. This handbook has been crafted in order to provide the Aspengrove community with the necessary information to ensure the smooth and safe day-to-day operations of the school. It is intended to be a useful tool which can be referred to throughout the year. Everyone, therefore, is encouraged to become familiar with the contents of this handbook to facilitate ease of understanding and communication.

An electronic version of this handbook will always be available through the school website. After reading this handbook, please sign the Parent/Student Handbook agreement through your MySchool account. Thank you!

GOVERNING BODY OF ASPENGROVE SCHOOL

- 6 The following diagram outlines the governance model at Aspengrove. This model ensures that each member of the school community has an opportunity to contribute to the growth of the school and to be well-informed on pertinent issues. Additional committees may be added as required. **Any parent interested in getting involved is encouraged to contact the Board Chair or Head of School.**



Board of Governors

Iain McIver, Board Chair

Peter McKenzie, Vice Chair

Phil Barnsley, Member

Clare Carson, Member, Governance Committee Chair

Anthony Ciammaichella, Member, Advancement Committee Co-Chair

Conan Graham, Member, Campus Development Committee Chair

Mike Harris, Member, Finance Committee Chair

Lorena Kohlruss, Secretary, Risk Management Committee Chair

Anthony Lee, Member

Maeve O'Byrne, Member, Advancement Committee Co-Chair

Ex Officio, Mark Pierotti (Head of School)

Questions or concerns regarding day-to-day school operations should be addressed to the Head of School, Mark Pierotti, at mpierotti@aspengroveschool.ca. Questions or concerns for the Board of Governors or the Committees that report to the Board should be addressed to board@aspengroveschool.ca.

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SCHOOL ADMINISTRATIVE STRUCTURE

Head of School-Mr. Mark Pierotti

Principal, Senior School- Carrie Turunen

Principal, Junior School- Susan Riordan

Early Learning Centre Director - Alison Strobl

For administrative purposes, the school has four academic sections:

Junior Kindergarten Division (Jr K 3 & 4)

Junior Division—Kindergarten-Grade 5

Middle Division—Grades 6-10

Senior Division—Grades 11-12

For the delivery of the IB programmes, sections of the school are:

Primary Years Programme (PYP)—Junior Kindergarten 3 to Grade 5

Middle Years Programme (MYP)—Grades 6 to 10

Diploma Programme (DP)—Grades 11 & 12

Faculty & Staff

Athletic Director	Jill Hutchison
Director of Student Resources Centre	Trish Felszegi
Executive Assistant to the Head of School & HR Administrator	Kim Spice
Marketing & Social Media Coordinator	Emma Wassmer

Primary Years Programme (PYP)

Principal of Junior School & PYP Coordinator Susan Riordan

Early Learning Centre Director Alison Strobl
Student Resource Teacher Crystal Graham
Learning Support Assistant Ying Li

Junior Kindergarten PYP (3 & 4 years old)

Lead Educator Rachelle Dahle
Lead Educator Jessica McRae
Lead Educator Yuko Ishii
Junior Kindergarten Kate Yang
Junior Kindergarten Andrea Meadows
Junior Kindergarten Maria MacNeil
Full Day Room Supervisor Emma Cox
OSC Supervisor & Ed. Assistant Megan Nordstrom

Junior Kindergarten PYP Specialists

P.E Yuko Ishii
Visual Arts & Drama Andrea Meadows
Outdoor Education Maria MacNeil
English Language Learner (ELL) Coordinator Angela Nixon
Music Programme &
French Programme (4-years old) Cathryn Gunn

Kindergarten-Grade 5 PYP

Kindergarten Sarah Vincent
Grade 1 Nicole Grey
Grade 2 Rachel Speager
Grade 3 Manon Van Wamel
Grade 4 Heather Mortimer
Grade 5 Erin Zimmer

PYP Specialists

Library	Nicole McDaid
Music (Jr K-Gr. 4)	Cathryn Gunn
Music (Grade 5)	Lisa Martens
P.E. (Jr K - Gr. 5)	Trenton Dean
French (Jr K & KG - Gr. 2, Gr.4)	Cathryn Gunn
French (Gr. 3-Gr.6)	Kristina deJong

Middle Years Programme (MYP)

Principal & MYP Coordinator

(Mid.&Sr. Div.)

Ms. Carrie Turunen

Grade 6

Advisory	Andrea Godfrey & Norm Kaethler
Science	Norm Kaethler
Math	Andrea Godfrey
Language Acquisition (French)	Kristina DeJong
P.H.E.	Luke Holmes
Visual Arts	Alexandria Sherlock
Music	Lisa Martens
Individuals & Societies	Andrea Godfrey & J.O. Eriksson
Design	Teresa Healy
Language & Literature	Nicole McDaid

Grade 7

Science	Norm Kaethler
Math	Mark Johnson
French	J.O. Eriksson
P.H.E.	Angela Nixon
Visual Arts	Alexandria Sherlock
Design	Teresa Healy
Music	Lisa Martens
Language & Literature	Teresa Healy

Grade 8

Science	Lisa Martens
Math	Mark Johnson
Language Acquisition (French)	Bertin Bahati
P.H.E.	Luke Holmes
Visual Arts	Alexandria Sherlock
Design	Teresa Healy
Music	Lisa Martens
Language & Literature	J.O. Eriksson
Advisory 8	Natasha Parsons

Grade 9

Science	David Riendl
Math	Andrea Wyness
Language Acquisition (French)	Bertin Bahati
P.H.E.	Luke Holmes
Visual Arts	Alexandria Sherlock
Design	Teresa Healy
Music	Lisa Martens
Societies	Michael Vincent & Natasha Parsons
Language & Literature	J.O. Eriksson
Advisory	Luke Holmes & David Riendl

Grade 10

Language & Literature	Jenn Nahrgang
Societies	Natasha Parsons & Michael Vincent
Science	David Riendl
Math	Andrea Wyness
French	Bertin Bahati
P.H.E.	Luke Holmes
Performing Arts	Lisa Martens
Visual Arts	Alexandria Sherlock
Career Education	J.O. Eriksson
Societies	Michael Vincent & Natasha Parsons
Advisory	Mark Johnson

GRADUATION PROGRAMME

Principal, Mid. & Sr. Div.	Carrie Turunen
DP Coordinator	Robert Ohly
University Guidance	Jenn Nahrgang

Diploma Programme

Language & Literature 11&12	Jenn Nahrgang
French 11 & 12	Bertin Bahati
Spanish 11 & 12	Julia Ohly
History 11 & 12	Michael Vincent
Psychology 12	Michael Vincent
Chemistry 11 & 12	Robert Ohly
Physics 11 & 12	David Riendl
Biology 11 & 12	Norm Kaethler
Math AA	Mark Johnson
Math A1	Andrea Wyness
Visual Arts 12 Creativity, Action, Service	Alexandria Sherlock
Extended Essay	Michael Vincent
Advisory 11	Michael Vincent & Andrea Wyness
Advisory 12	Jenn Nahrgang & Robert Ohly
Geography 11	Jenn Nahrgang
Theory of Knowledge 11 & 12	David Riendl & Michael Vincent

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Facilities

Facilities Manager	Dean Simard
Facilities	Don Simard
Lead Bus Driver	Don Middleton
Bus Driver	Dan Hetherington

COMMUNICATION AT ASPENGROVE

Much effort is devoted to ensuring that everyone (families, students, staff, faculty and alumni) is kept abreast of events (past and current) in our dynamic school community. Open and regular communication fosters inclusion and ensures accurate information is shared in a timely manner.

Aspengrove keeps members informed about current issues via weekly e-newsletters, website updates, regular class newsletters and email. Where issues of a more personal nature arise, the individuals concerned

will be contacted directly. Throughout the year, Parent Information Sessions are scheduled to provide insight into the IB program and other school initiatives. **Families are strongly encouraged to attend these sessions.**

The Board of Governors and the Head of School are committed to open and transparent communication. Parents and students are encouraged to maintain regular communication with members of staff. Staff members may be contacted by email, phone, and personal interview. As each teacher has a varied style of preferred communication, they should be consulted as to the most appropriate method of contact.

All members of our community are encouraged to check and read electronic messages regularly as they represent our main method of communication.

Communication Between School and Home

The following are resources that all members of the school community can access for **current information**:

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- **Aspengrove Website** (*aspengroveschool.ca*)

The purpose of our website is two-fold: to inform **prospective families** about life at Aspengrove and to encourage them to find out more about us; and to act as a conduit for **current families** to find out about any and all aspects of school life as it pertains to them. Important current information is posted directly onto the home page. Current families are expected to become familiar with the *Resources* section of the website where all information pertaining to our operations and calendar are posted.

- **Aspengrove Handbook** (*available on the website*)

The purpose of the Aspengrove School handbook is to provide families with guidelines for how the school operates. All families are expected to be familiar with its contents.

- **E-Newsletters** (*weekly*)

The e-newsletter is sent out once a week to advise and/or remind families of upcoming events, to communicate community issues and to celebrate shared achievements.

- **SchoolCalendar**

There are several ways to access the school calendar. It is readily available on the school website in various forms. Additions and/or changes may be made throughout the year, but families will be informed. **The most current version is always available on the website.**

- **Faculty Member/Staff Emails**

Email is the most efficient way to make contact with any member of staff. Type first initial of first name, plus full last name@aspengroveschool.ca (e.g. jdoe@aspengroveschool.ca).

- **Email**

Email communication provides an efficient and effective vehicle for conveying or sharing information, setting up meetings, and providing direction. Used after direct conversations, email can provide clarity and confirm agreements and next steps. It can be a wonderful tool to keep a busy and vibrant community well-informed and well-connected. We ask everyone in our community to follow these general guidelines when communicating via email:

- Send email only to those directly concerned with the information.
- Use email for essential information and keep the length reasonable.
- Use email to set up meetings/conversations when meaningful decisions or sensitive issues need to be discussed.
- At all times, tone, language and content must be in keeping with our professional community standards.
- Response times to email requests should be respectful of the balance among our shared busyness, personal commitments and professional obligations. If there is a time sensitive issue, please call the front office which opens at 8:00am. Staff will read email first thing in the morning and at the end of the day before leaving school.
- Aspengrove staff has set a goal of responding within 48 hours of receiving an email. We will work to meet this goal.

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Parent/Student – Teacher Communication Model and Protocol

In the event that a parent or student has specific classroom concerns, the following protocol should be followed:

Step 1: Speak to the appropriate teacher or program leader (in the case of extra-curriculars, sports teams or exploratories)—most issues will be easily resolved at this level.

Step 2: If the issue is not resolved by speaking with the appropriate teacher, then discussion with the appropriate division Principal will likely resolve the problem.

Step 3: If the issue is not resolved after speaking with the division Principal, a meeting should be arranged with the Head of School.

Step 4: In the unlikely event where the issue is not resolved after speaking with the Head of School, a detailed written submission to the Chair of the Board is required.

At every level, the school seeks to resolve issues in a fair and timely manner and that includes everyone directly involved.

ASPEN GROVE UNIFORMS

All uniform items must be purchased either through Cambridge and Company (further details follow) or through the school's Used Uniform System. Exceptions are socks, tights and shoes. Complete regulation school uniform is required to be worn by all Aspengrove students during school hours. Students wear formal school uniforms on designated days, school outings (where appropriate), at special events, or when representing the school. Casual uniforms may be worn at all other times. **Please make sure that all items of clothing are clearly marked with student's full name.**

Formal Uniforms

Junior Kindergarten 3 – No formal uniform. Students will have two casual uniform days and one gym uniform day

Junior Kindergarten 4 to Grade 4

long grey dress pants, black leather belt & sweater vest OR tartan tunic
white oxford dress shirt
sweater vest
grey or black socks/ grey knee highs or grey tights
flat or low-heeled black leather dress shoes
crested fleece

Grades 5 to 12

long grey dress pants, black leather belt OR tartan kilt (no more than 2" above the knee)
white oxford dress shirt
sweater vest (optional when wearing blazer, if cold)
black crested blazer
school tie
grey or black socks (NOT white) / grey knee-high socks or grey tights
flat or low-heeled black leather dress shoes

Casual Uniforms - All Grades

khaki pants or shorts with black leather belt / blue skort / tartan kilt may be worn (gr 5-12)
white or navy polo crested shirt
grey, black or white socks / grey or white knee-high socks OR grey tights
flat or low-heeled black leather dress shoes or solid black athletic shoes (no colours or logos)
** crested fleece
** long sleeved crested sweater
GRADES 8 – 12
** black crested track suit jacket
** black crested hoodie or school sweatshirt (hood down indoors)

**** Please note:** A shirt must be worn underneath (collar should be visible).
Socks also **must** be worn at all times.

Gym Uniform

All Grades

grey crested sweatshirt, crested T-shirt, house T-Shirt, or AGS sports team apparel
grey crested track pants or black crested shorts
grey or white plain socks
appropriate athletic shoes
Grades 8–12 only
black crested track suit jacket
black crested hoodie
black yoga pants or running tights, or black athletic shorts of an appropriate length.

General Grooming

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Students are expected to demonstrate that they take pride in their appearance by being neat and tidy in their dress. Grooming is as important as appropriate dress. Hair is expected to be brushed and/or combed and to be a natural colour. Shoes should be clean and polished. Hair accessories, jewelry and make-up should be discreet, in keeping with wearing a uniform. More elaborate forms of expression should be reserved for out-of-school times.

Once a month students will be granted a Free Dress day provided they have made an effort to follow the general guidelines for wearing the uniform and grooming. Should students choose not to follow these guidelines, their privileges may be revoked.

At such times, jeans may be worn as long as they are clean and neat and not torn. T-shirts must have appropriate subject matter and be in good condition. No cutoffs, tank tops, spaghetti straps or crop tops may be worn and midriff skin should not show. Hair and accessories must be in keeping with a workplace environment. Hats are not worn indoors.

Out-of-Uniform Events

Occasionally, Aspengrove students will represent our school community while out of uniform. The same guidelines as appropriate for Free Dress days will apply (see above) unless otherwise stated given the specific event.

Uniform Orders

Our uniform supplier is Cambridge and Company based in North Vancouver. We also have a used uniform closet on campus.

Current families may contact Cambridge and Company directly 9:00 am to 6:00 pm, Monday to Saturday:

#112 – 2455 Dollarton Highway

North Vancouver, BC V7H 0A2

telephone: (604) 924-9929 or 1-800-924-9069

Fax: (604) 924-9927

Email: orders-cambridge@telus.net

Cambridge and Company will create a file for each student with their sizes after an initial purchase. If your child has outgrown items please have their measurements ready to help with size selection. Outgrown items in good repair may be donated to the school's Used Uniform Closet, from which all proceeds go directly to the school.

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DAILY OPERATIONS

School Operating Hours

The main school is officially open to students at 7:45 a.m. Monday to Friday. Classes are in session until 3:15/3:20 p.m. except on Wednesday, when classes finish at 12:30/12:40 p.m.

Supervision of students is not provided before 7:45 a.m. or after 3:30 p.m. It is expected that all students will be picked up from school on time, unless (a) after school supervision has been arranged through the Out of School Care programme or (b) the student is staying for an adult-supervised, school sanctioned extra-curricular activity. **Under no other circumstances does the school assume a supervisory role.**

On Wednesdays, it is important that students are picked up promptly, as faculty are expected to attend their weekly meetings. Cooperation from the school community in this effort would be greatly appreciated.

Attendance

Ministry of Education guidelines state that students must be in attendance a minimum of 135 days between September and May of the current school year. Aspengrove School requires 100% attendance, excusing medical illness or family concerns.

If a child will be late or absent from school, an email to attendance@aspengroveschool.ca as early as possible is required.

Students are expected to be present at school during school hours. This is to ensure that any homework clarification, locker clean-up, and/or extra organization can be addressed immediately. Students are not permitted to leave the school grounds during these hours unless (a) accompanied by an adult for special circumstances (e.g. doctor/dental appointment) or (b) the student is in grade 12 and has been granted special permission by the Head of School and the student's parent/guardian to be allowed to leave the grounds. Such permission must be pre-arranged through the office.

When any student is leaving the school grounds for such circumstances as mentioned above, they must sign out at the front office. It is imperative that the school office be able to account for student absences. Parents and students share the responsibility with the school in applying the necessary communication.

Late Arrival and Absence

Late arriving students are required to check in at the school office to obtain a late slip to provide to their classroom teacher. Parents/guardians will be notified if student absence is unaccounted for by 8:45 am.

Family Holidays/Extended Absence Outside School Holidays

Aspengrove School's calendar provides for generous holidays with

many days outside of the traditional school breaks. This has been done, in part, in order to provide families with the opportunity to take advantage of holidaying during the off-season. **We request that parents make every effort to schedule absences from school in conjunction with the school holidays.** While family holidays can often contribute to your child's overall learning, extended absences can adversely affect their learning at school.

In the event of a planned absence parents must:

1. Contact the appropriate division Principal at least two weeks in advance of the absence.
2. Ensure adequate support is provided for ongoing learning during the absence.

The division Principal will meet with the student and with teachers to ensure communication and expectations are clear.

While many parents request work to be provided for their child for the holiday period, this in no way compensates for the instruction taking place in the classroom while the child is not there. Student work is intended to provide the student with practice of skills or concepts taught, to synthesize and demonstrate an understanding of a variety of learning expectations, and to provide the teacher with evidence of learning for assessment and evaluation purposes. Students who are provided with work to take on holidays with them will be engaged in activities in which they have already demonstrated competency. Students will not be given work for which instruction has not yet occurred or in areas in which they have not yet demonstrated competency. As a result, academic catch-up will still need to occur upon their return.

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All children are different. Some children may be able to take time away from instruction at school and experience little to no negative consequences. Most children, however, will find that returning to school after an extended absence (more than two or three days) can be quite stressful as they attempt to catch up. In such cases, parents/guardians may expect to have to provide support to assist with catch up.

Traffic and Parking

Aspengrove School's paved parking lot follows a one-way traffic rule whereby vehicles are required to keep to the right and enter via the upper parking lot and exit via the lower area near Ravens Nest.

In order to safeguard our students, we ask that the posted parking patterns and speed limits be observed at all times. We also ask that designated drop off and walkway patterns be observed at all times.

Speed Limits: Clark Drive: 30 km/hr
Aspengrove School grounds: 10 km/hr

Parking on campus is limited. We encourage families to carpool, take public transit, use the White Spot pick up / drop off option or take the Aspengrove School bus. For transportation details contact Amy Salmon in the main office.

Due to Covid-19, we will have revised arrival and departure procedures. Details are in the eNews.

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Note: Please do not park on the campus roadways or in prohibited spaces on Clark Drive.

Student Drivers

All students who drive to school, or are driven to school by a student driver, need to submit a completed parental permission form to the school office before the driving occurs.

Permission to be a passenger in an Aspengrove School student's car must be sanctioned by a parent.

Student drivers are required to park in designated areas.

Locker Usage

Lockers are provided for student use. Students may decorate the interior of their lockers in a tasteful manner but must not place anything permanently within the locker (e.g. stickers). Locker exteriors should not be decorated in any way. Periodic cleaning and inspections will occur. All lockers are expected to be closed in a secure

fashion so that contents do not spill out into the hallway. Students are asked to use a carabiner.

Students in Grade 8 and up will be given the privilege of being able to lock their lockers. This in no way, however, constitutes an expectation of privacy other than from other students. High school lockers will continue to be subject to regular inspections for hygiene and appropriateness of interior decoration, etc. Locker combinations will be recorded in the office. Students who use key locks must provide a second key to the office.

All students must keep their locker closed with either a carabiner or a combination lock.

School Supplies

Consumable school supplies are provided by the school for students up to and including grade 5. For students in grades 6-10, supply lists are provided to families by classroom teachers at the beginning of the year and students are expected to come to school prepared with the suggested items. These lists can also be found on the school website.

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Textbook/Novel Allocation

Non-consumable supplies that are provided by the school, are loaned to the student and are expected to be returned in reasonable condition.

Textbooks are signed out through the library and the subject teacher will also keep a record of book allocations. Students are expected to hand back the same textbook/novel at the end of the unit/course. Usual wear and tear are to be expected, but should a textbook be severely damaged or lost, the student will be charged the replacement cost.

Telephone Privileges

The office telephone can be used by students, with the permission of a member of staff, for contacting parents or guardians, under certain circumstances:

- in the event of illness
- if the dismissal time is changed by the school

Every effort will be made to assist students in the event of an unexpected situation.

Please note that messages left on the school voice-mail during school hours will be checked regularly.

Student Cell Phones and Other Electronic Devices

Aspengrove School seeks to foster an inclusive and engaged community. Cell phones and other electronic devices (e.g. laptops, iPads, etc.) may only be used in class when sanctioned by the teacher. At no time should students be engaging in texting or telephone conversations during class time. [The Away for the Day policy](#) applies to all Aspengrove students. Please read this policy carefully to ensure understanding.

Students are responsible for the safe keeping of all their belongings. The school cannot be held responsible for loss of personal property.

Out of School Care (OSC) Program: Kindergarten to Grade 5

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Aspengrove School is committed to an Out of School Care Program that is intellectually stimulating for each child. This will include a variety of opportunities, exciting experiences, and a safe, healthy environment. The programme offers time for an after school snack (lunch and snack on Wednesdays), outdoor activity, baking, drama, quiet time and free play time until picked up by parents. Older children may do their homework during this time as well.

The program will begin at 3:15pm M/T/Th/F and on Wednesday the program will begin at 12:30pm and ends at 5:30pm daily. Please be sure to send your child with extra food when they attend the Out of School Care program as we **do not** provide meals.

The OSC program will follow the regular school schedule as set out and distributed in September of each year and will therefore be closed for recognized statutory holidays. We will provide care for scheduled professional development days*, school holidays** and during summer vacation. You will need to register for these days in advance and there will be an extra fee. These spaces will be filled as they are received.

**We may close for a Pro-D day to allow all staff to attend **Please note that the OSC program is closed between Christmas and the New Year. Please see your school calendar for details.*

Please note the hours for our full-day OSC program on Professional Development Days runs from 8:15am - 4:45pm daily.

Daily rates: Out of School Care: Kindergarten-Grade 5

Mon/Tues/Thurs/Fri: 3:15pm-5:30pm	\$20.00
Wednesdays: 12:30pm-5:30pm	\$35.00
Full Time-Pro D Full Day (JK Students): 8:15am-4:45pm (additional to monthly fee per day)	\$15.00
Drop In Pro D Full Day: 8:15am-4:45pm	\$45.00

When you enroll your child in our child care programs, for budgeting and scheduling purposes you are required to commit to your assigned space for the school year. If your child will be leaving the program we require three months notice. There will be no refund for sick days, family holidays, or school closures due to snow or emergencies.

During the school year children registered in our Out of School Care program may be involved in extra-curricular school activities. If your child(ren) is/are registered for the OSC program on a day(s) that your child is attending an Aspengrove extra-curricular activity, we require that the parent contact the ELC Director prior to the event by email or telephone to give permission. We will not be responsible for arranging or providing supervised transportation to and from the extra-curricular school activity. To ensure the safety of our children, a child in our care will not be released to attend an extra-curricular school activity unless the guardian has given permission in advance.

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If you would like to have your child attend OSC please contact Ms. Alison Strobl via email at astrobl@aspengroveschool.ca or 250-933-2223.

ACADEMIC AND CO-CURRICULAR PROGRAMMES

Aspengrove School provides a B.C. accredited programme for students in Junior Kindergarten to Grade 12. Students graduate from grade 12 with a B.C. Dogwood Diploma (B.C. Ministry of Education) as well as either an International Baccalaureate Diploma or IB Diploma Certificates in certain subjects (*further details on the Diploma Programme below*).

These descriptions have been taken from the IBO website: www.ibo.org

International Baccalaureate (IB)

Aspengrove School offers the International Baccalaureate curriculum framework and was founded on its pedagogy. The IB programme is one of the world's most rigorous and highly esteemed education programmes; its main objective is to encourage the development of active learners, well-rounded individuals and engaged world citizens.

The IB programme involves extensive outside training, intensive in-school study and collaboration within the faculty. Aspengrove offers the **Primary Years Programme (PYP: Junior Kindergarten to Grade 5)**, the **Middle Years Programme (MYP: Grades 6 – 10)** and the **Diploma Programme (DP: Grades 11-12)**. Parents are expected to be conversant with the IB philosophy and are encouraged to attend at least one IB information session per year.

Primary Years Programme (PYP: Junior Kindergarten – Grade 5) **PYP Coordinator: Susan Riordan**

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The PYP curriculum framework provides a transdisciplinary programme of international education which is designed to foster the development of the whole child (academic, social, physical, emotional and cultural needs).

Through the transdisciplinary themes, the PYP develops an understanding of the commonality of human experience. International-mindedness is further enhanced through the development of the Learner Profile and Attitudes that are essential elements of the programme.

The PYP promotes the construction of knowledge through inquiry within a concept-driven programme. It emphasizes meaning and understanding within all areas of the curriculum—the written, the taught and the learned.

The PYP requires valid and varied assessment. The primary objective of assessing students' learning and performance is to give feedback to:

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- students – to encourage life-long learning
 - teachers – to support their reflections on what to teach and how to teach it
 - parents – to highlight their child’s learning and development

For further information, please contact our PYP Coordinator, Mrs. Susan Riordan, at sriordan@aspengroveschool.ca.

Middle Years Programme (MYP: Grades 6-10)

MYP Coordinator: Carrie Turunen

Students in the MYP build competencies in the key academic subject areas in preparation for success in the graduation and DP programs. The program is designed to deliver a relevant, rigorous and diverse curriculum that develops all aspects of the IB Learner Profile.

The MYP provides a Holistic Education

A holistic education exposes the adolescent to as many different subjects, skills and experiences as possible. They should have the opportunity to show their various strengths, gaining both a sense of personal achievement and also being rewarded for them.

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The MYP emphasizes Intercultural Awareness and Communication

In our community it is essential that the curriculum reflects and is responsive to the different perspectives of all our students. It should also guide them in forming their own, truly international, outlook. This implies an emphasis on communication skills, both in languages and other subjects.

The MYP is Student-Centered

It is vital that students develop an awareness of their own learning processes and acquire skills to continue learning throughout life. The curriculum shifts the emphasis from teacher instruction to student learning wherever possible.

For further information, please contact our MYP Coordinator, Carrie Turunen at cturunen@aspengroveschool.ca.

Diploma Programme (DP: Grades 11 & 12)

DP Coordinator: Robert Ohly

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- Develop physically, intellectually, emotionally and ethically
- Acquire breadth and depth of knowledge and understanding, studying courses from six subject groups
- Develop the skills and a positive attitude toward learning that will prepare them for higher education
- Study two languages and increase understanding of cultures, including their own
- Make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique Theory of Knowledge (TOK) course
- Undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the Extended Essay (EE)
- Enhance their personal and interpersonal development through Creativity, Action and Service (CAS)

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Diploma Programme Curriculum Framework

IB Diploma Programme students must choose one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5.

At least three and not more than four subjects are taken at **higher level** (HL - 240 teaching hours), while the other subjects are taken at **standard level** (SL - 150 teaching hours).

In addition to disciplinary and interdisciplinary study, the Diploma Programme features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills: Theory of Knowledge, the Extended Essay and Creativity, Action and Service.

IB Diploma courses currently offered at Aspengrove School:

- English Language & Literature
- School Supported Self Taught Mandarin
- French B
- Spanish (*Ab Initio*): Standard Level Only
- History
- Geography
- Physics
- Chemistry
- Biology
- Mathematics: Analysis & Approaches
- Mathematics: Applications & Interpretation
- Visual Arts

IB Diploma Certificates

It is acknowledged that not all Grade 12 students will choose to complete a full Diploma Programme. All students will complete a B.C. Dogwood Diploma and, in addition, may opt to complete some Diploma courses, as applicable. For any DP courses successfully completed, students will be awarded a certificate through the IB organization that will be applied to university entrance.

All Grade 11 and 12 students will be offered continuous academic counseling as they progress through the programme.

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For further information, please contact our DP Coordinator, Mr. Robert Ohly at rohly@aspengroveschool.ca.

The IB Learner Profile

Aspengrove School is dedicated to exemplifying the IB Learner Profile which aims to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Aspengrove students, teachers, parents and staff strive to be:

Inquirers We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

<i>Thinkers</i>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<i>Communicators</i>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<i>Principled</i>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<i>Open-minded</i>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek to evaluate a range of points of view, and we are willing to grow from the experience.
<i>Caring</i>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<i>Risk-takers</i>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<i>Balanced</i>	We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
<i>Reflective</i>	We thoughtfully consider the world and our own

ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

source: <http://ibo.org>

Academic Expectations

All students are expected to do their best while attending Aspengrove School. It is important for students and their families to understand that individual potential and achievement are at the centre of our program. Students will be offered support and assistance as is necessary to help them achieve success. As students move up in the grades, they will take on an ever-increasing level of responsibility for their own performance. Some examples of these responsibilities are:

- attend school regularly (***more than five absences in a term is a cause for concern***)
- arrive at school no later than **8:15 a.m.** in order to be in class and ready to begin on time
- be prepared for class
- fully participate in classroom activities and discussions
- complete homework assignments (*students are expected to have access to a computer, printer and the internet at home*)
- respect assignment due dates
- ask for assistance when needed
- study for tests and exams
- always work to potential; strive to excel

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Should a student demonstrate difficulty in maintaining a satisfactory level of attainment in any area, a parent meeting will be called by the relevant faculty member and/or the division Principal. It is an expectation that the school, student and parent(s)/guardian(s) work together to ensure student success. If it becomes apparent that the student is unable to work within this framework, an alternative educational setting may be advised.

The school has a full-time Learning Strategist who works with students, teachers and parents to ensure support for academic success. Students may spend time in the Student Resource Centre working one-on-one or in small groups. If you wish to speak to the Learning Strategist regarding student learning, please contact the main office.

Technology and the Learning Environment

Advancements in technology and the emergence of cloud computing have had a tremendous impact on education and will play a significant role in the future lives of Aspengrove students. It is our belief that technology is best positioned as a tool that students use to enhance their learning across disciplines in order to support innovation in teaching and learning. At Aspengrove School we also encourage balance when it comes to technology use in order to support healthy bodies and healthy minds. The student device program across the K-12 continuum and an overview of our BYOD (Bring Your Own Device) for Grades 6-12 program [can be accessed on our website.](#)

Homework

PYP Homework Policy

At Aspengrove School, we believe homework can be a part of life-long learning. Homework expectations will be set by your child's teacher. The amount of time parents can expect their child to spend on homework will likely increase as the grades progress. Reading at home is a daily expectation of an Aspengrove student to encourage a life-long habit.

In order for homework to serve an effective purpose, a number of criteria need to be met:

- Parents/Guardians must show an active and supportive interest in their child's homework.
- Homework should be reflective of the student's ability.
- Students must be able to complete assignments independently; however, some assignments may need parental support (as directed by teacher).
- Assignments should be connected to classroom learning and directly related to current classroom instruction and/or activities, or identified areas of needed practice.

Homework should not be a frustrating or an upsetting experience for either the student or the family. If it is apparent that your child does not understand the assignment or needs an inordinate amount of time to complete it, have them stop working. Contact your child's teacher to arrange a time to discuss the matter so that he or she is

able to address your child's needs and adjust their future homework assignments as necessary.

MYP and DP Homework Policies

At AGS we give meaningful homework that is developmentally appropriate. Homeroom and subject teachers will discuss homework guidelines with students at the beginning of the year. If you have questions about homework please contact the individual subject teacher.

Student Progress Reports

Progress reports are issued two times throughout the year: one mid-year reports, and one final report at the end of the school year. Parent/teacher/student interviews are conducted in association with the mid-year evaluations. Specific dates concerning the reports and interviews are published on the school calendar. All parents and students are expected to attend the Student/Parent/Teacher conferences as this fosters healthy communication between home and school and contributes to the student's academic success.

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Academic Honesty

Optimum learning takes place only when students approach their work with serious intention and integrity. The school will not tolerate any acts of plagiarism, cheating, collusion or other acts by which a student unfairly misrepresents their effort or achievement.

Aspengrove School Course Challenge

Course challenge refers to the process of earning 'credit' for a provincially or locally developed grade 11 or 12 course through an assessment of a student's prior learning without actually taking the course. **This does not apply to IB Diploma courses.**

We recognize that some students are able to demonstrate a high level of achievement of the learning objectives of a particular course without spending the required hours enrolled in the course. Our intention is to allow students to challenge a course and to demonstrate the course requirements through a comprehensive challenge process, in order to move on to further learning. Students will be required to demonstrate that they meet the required outcomes as detailed by the Ministry guidelines. Credits earned go towards the completion of the Dogwood Diploma only.

Process

1. To challenge a course, a student must be enrolled in the school.
2. A student who wishes to challenge a course needs make a request to the Director of Academics by the beginning of the school year in which they wish to obtain the credit.
3. The student will be required to provide a written statement as to why they wish to challenge the course and include details of relevant learning that has already occurred.
4. Following this initial request, the Director of Academics will suggest one of the following plans:
 - (a) if the subject is available within the school, the Director of Academics will approach the subject teacher who will provide suitable assessment materials to determine if the student has met the required course outcomes; **or**
 - (b) if the subject is unavailable within the school, the Director of Academics will contact another school where the subject is offered and make arrangements for the necessary assessment to occur. There may be costs incurred. It is expected that any costs incurred will be the responsibility of the student's family.
5. The course challenge process should include a variety of assessment techniques that measure the level of student attainment of course objectives.
6. It is expected that the student will demonstrate a mastery of the course content by obtaining 80% on completion of the selected tasks.
7. A student who is not successful in the course challenge process shall not be allowed to challenge the same course a second time. In order to receive credit for the course, the student will be required to register in and successfully complete that course.

Fine Arts and Athletics

All students, throughout their years at Aspengrove, are expected to be involved in both an Athletic and Fine Arts programme. Success in Fine Arts and Athletics is dependent upon participation and a positive attitude. As with the academic subjects, it is expected that students come to their Athletic and Fine Arts activities prepared to participate and to learn. Students must come to sports practices and P.E. classes with complete gym uniform (see uniform section). Students must come to band classes with instruments, music and a pencil.

The RAVENS Outdoor Education Program

Risk Taking

Action Leadership

Values Exploration

Engaged Learning

ENVIRONMENTAL Stewardship

Self-confidence

Outdoor Education is an integral part of an Aspengrove education. It is embedded into the overall program and allows students and teachers to learn together while building on community. Our program is part of our curriculum and is designed as a progression from introduction to independence.

The aim of the AGS Outdoor Education program is to provide students with a safe, balanced and respectful environment beyond the classroom in which to learn about themselves, others and the world around them.

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SELF - physical/emotional/social competence, confidence in the outdoors/unfamiliar contexts

OTHERS - collaborative team building, empathy, problem solving, shared understanding, cooperation

ENVIRONMENT - appreciate and respect for geographic/environmental contexts

The Outdoor Education Program provides students in Grades 4-10 with the tools and knowledge to adapt to the outdoors by exposing them to a variety of outdoors experiences in a progressive program curriculum. Each level introduces participants to an increasing level of skills development and challenge. Features of the Outdoor Education Program also support students who are in participating in the Duke of Ed. Program.

For more information on RAVENS program [please refer to https://www.aspengroveschool.ca/outdoor-education/](https://www.aspengroveschool.ca/outdoor-education/).

Co-Curricular Programme (Grades K - 12)

All students in Kindergarten - Grade 12 have the opportunity to participate in the Co-curricular activities as part of their educational development. The program provides opportunities for our students to experience clubs and activities throughout the year that will occur before school, at lunch and after school. They will be encouraged to choose activities that suit their interests and their schedules to ensure they can participate fully in all aspects of the offering. Students can choose from in the areas of athletics, the arts, social action and student leadership. The students will be required to sign up for at least one co-curricular each term. Students are encouraged to select new areas of interest with a view to widening their perspective, in the true spirit of IB!

House System

Students and staff members are each assigned to one of the three 'Houses' at Aspengrove. The three houses, Arbutus, Cedar and Oak, include students from all grades. Older students are given the leadership role of House Captain. When a new member joins the Aspengrove community they are assigned a House and given a shirt and pin which will be worn for special house events.

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The purpose of the House system is to promote school spirit and to allow students to engage in friendly competition. Throughout the school year there are occasions for students to earn House points by demonstrating good citizenship and participating in various activities.

Student Recognition and Awards

At all times students are encouraged to strive to reach their personal best in every endeavour. It is well known that positive reinforcement is an essential ingredient for fostering success. To this end, there are many opportunities for students to be recognized for their achievements.

MYP Merit Award

Aspengrove academic values include working hard and having a positive attitude. Those students who achieve an Attitude and Engagement grade of Applying or Exceeding in all of their classes will be awarded a pin (only once) and a Merit Certificate each year that they earn the award.

High School Awards

The following recognition opportunities are available to students in Grades 8-12. These awards are presented at the end of year closing ceremonies. Students may inquire with their principal for further information about the individual awards.

Please note: for awards requiring an application, all applications must be submitted no later than June 1, 2021.

Dr. J. Pappel Awards (Grades 8 – 12)

(sponsored and presented by Dr. J. Pappel)

\$100 awarded to 2 students in each grade from Grades 8 – 12 who best represent a ‘Scholar-Athlete’: a student who is excelling academically (has obtained at least a Certificate of Merit) and is also proficient in Athletics. The sport commitment may be in school or external to school. Students must apply for this award on a specific application form.

The Marshall Science Award (Grade 12)

(sponsored by Dr. and Mrs. E. Murdoch)

\$1000 to be awarded to a recipient to be used towards study in the sciences.

Grade 12 students only may apply for the award. They must have taken at least two science courses up to the Grade 12 year. The applicant will be required to write a 400-500 word essay addressing the topic, “The importance of scientific study in today’s world.” The award will be given based on a combination of the essay, marks and a committee review.

Grade 12 Awards

Governor General Academic Bronze Medal

(awarded through the Chancellery of Honors office)

“Awarded for academic excellence to the student who achieves the highest average upon graduating from a secondary school. The average includes all **grade 11 and grade 12 courses** as listed on the student’s official Transcript of Grades issued by the Ministry of Education. The average cannot be anticipated; it must be calculated based on **final results** after provincial/territorial examinations, where the Ministry of Education requires final exams.”

Cathy Grunlund Award

This award, named in honour of Aspengrove School’s first Head of School, is given to the graduating student who has demonstrated the greatest personal and academic growth during their years at the School.

Award for Leadership

This award was created to honour Dr. Anthony Ciammaichella, first Board Chair and outstanding leader of the Central Island Independent School Society and is presented to the graduating student who exemplifies the attributes of the Learner Profile and has demonstrated leadership skills within the school environment.

Lifer Awards

Awarded to each Grade 12 student who has attended Aspengrove since Kindergarten.

Aspengrove Shield

Awarded to the graduate that best represents the spirit of Aspengrove School through personal attitude and achievement and through assistance and service to others.

ALLERGIES OR OTHER MEDICAL CONDITIONS

Should your child have an allergy or medical condition that requires special medication or intervention, the school requires a copy of the doctor's report with recommendations to be kept in the student's permanent student record file.

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FOOD POLICY

Exposure to certain foods, including peanuts and nut products, can have very serious, and sometimes, fatal consequences for those who have allergies. At Aspengrove, we promote a safe environment for all members of the community. Therefore we ask all families to be vigilant in monitoring the food items that they send to school. **No foods with peanuts, peanut butter, peanut oil, or any other nut products are to be sent to school at any time.**

Please note that whereas Aspengrove School is a nut-aware environment, it is important to keep in mind that it is virtually impossible to guarantee we are nut free. The school is highly "allergy conscious" and will make every attempt to maintain a safe and healthy learning environment for all students.

EMERGENCY PROCEDURES

School Closure

In the event of school closure (for example, as a result of snow) families will be informed by one or all of the following methods:

- The emergency text messaging system will be initiated.
- A message will be posted to the school's website and social media channels confirming the closure.

This procedure will be followed each day of a school closure.

In the event of snow or a power outage leading to a school closure during school hours, students will only be dismissed if a parent or guardian has been contacted.

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Because conditions can vary from area to area, please use your discretion and do not come to school if conditions in your area are dangerous.

In the Event of a Major Disaster

To ensure the safety of students and staff at Aspengrove, in the event of a major disaster, we have an Emergency Preparedness Plan, and drills are practiced regularly.

In the event of such a situation:

- **Do not telephone the school**
Lines must be open to call ambulance and fire trucks.
- **Do not immediately drive to the school**
Our access routes must remain open for emergency vehicles and roads may not be safe.
- **Do tune your radio to 99.9 FM or 102.3 FM**
Announcements will be broadcast as they are available.

PERSONAL INFORMATION PRIVACY POLICY

The School's Commitment to You

Safeguarding personal information of parents and students is a fundamental concern of Aspengrove School. The school is committed to meeting or exceeding the privacy standards established by *British Columbia's Personal Information Protection Act (PIPA)* and any other applicable legislation.

This Personal Information Privacy Policy describes the policies and practices of Aspengrove School regarding the collection, use and disclosure of personal information about students and parents, including the steps the school has taken to ensure personal and financial information is handled appropriately and securely.

Aspengrove School collects and uses personal information to provide students with the best possible educational services as articulated by the Mission Statement of the school. Most of the information the school collects comes to the school directly from parents and students or is information regarding the student's school activities, performance or behaviour, such as attendance records or grades. For example, when a student applies to register in the school, the school will ask you to provide the information that enables it to complete the registration process. This also includes information on academic, health, and personal matters needed by the school to provide the best possible education and co-curricular programs. Aspengrove School also collects information in connection with the use of its computer systems. Aspengrove School is responsible for maintaining and protecting the personal information under its control.

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MEDICATIONS AT SCHOOL

Any student who needs to take medication at school is to follow this procedure:

1. Medication, prescription and over the counter, is to be brought to the office with administration instructions written out and signed by the parent. No staff member is permitted to administer *any* medication (including over the counter) *without* a signed request

with administration instructions from the child's parent/guardian.

2. If a parent is confident that their child, aged 12 and above, is able to self-medicate, then a note to the office informing staff of this arrangement is required. In this case, medication, prescription and over the counter, must be kept at the school office.
3. No medication (even Tylenol, Advil etc.) is to be provided to *any* student without the written permission of the child's parent. Students are not to provide medication, prescription or over the counter, to anyone. A student who is not feeling well should come to the office for assistance. The office will phone home if medication is required.

This policy is for the safety of all of our students.

BEHAVIOUR GUIDELINES AND RESPONSES

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Code of Conduct

The Aspengrove School community believes it is important to establish a welcoming environment where everyone belongs. We do this by:

- Caring for ourselves
- Caring for others
- Caring for the world

Our Code of Conduct is designed to reflect our school values and to align with the attributes of the IB Learner Profile. We use the code to teach and encourage positive behaviours. We encourage thoughtful attention to actions and how those actions impact others. By providing clear and simple guidelines for behavioural expectations, the school offers each individual the chance to embrace the caring culture of Aspengrove. It is expected that all members of the Aspengrove community will understand and embrace these guidelines.

Actions which do not respect our school Code of Conduct will result in appropriate consequences (“taking responsibility”) and restitution

(“making it better”).

Caring for ourselves

Caring for ourselves at Aspengrove School is demonstrated by showing self-respect. Treating ourselves respectfully means taking care of our health and hygiene, making sure our uniform is worn with pride and that we recognize and celebrate our personal accomplishments. When we are at school we do our very best in all areas as a demonstration of self-respect.

Caring for others

Aspengrove is a school where we care for others. We do this by helping each other and treating others with respect. Being aware of how others feel and how our behaviours impact others is the key to building a positive, caring community. Aspengrove School community members come from many different cultures. We appreciate and enjoy this diversity by practicing inclusion in all our activities and programmes.

Caring for the world

At Aspengrove School caring for the world includes caring for the natural and the constructed environment. It involves being aware of how our actions and decisions can affect the world around us. It comprises being a role model both outside and inside the school and always working to make the community better. We encourage everyone to take pride in their school and its surroundings. In addition, our community is committed to environmentally-friendly practices such as reducing, reusing and recycling.

Playground Guidelines

Guiding philosophy:

- We are committed to helping develop strong citizens who can take responsibility for their actions, are caring and compassionate, tolerant, and respectful of others. Thus, time on the playground is a time for play, learning and guidance.
 - Teachers use their professional judgment and common sense. In addition, they will deal with all playground issues in accordance with our Code of Conduct and Behaviour Guidelines.
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- Everyone has a right to enjoy a safe, happy and orderly environment.

Students will:

1. Act in accordance with the IB Learner Profile at all times.
2. Stay within the established boundaries.
3. Play safely and creatively. This means refraining from behavior deemed unsafe by the supervising teacher.
4. Be permitted to play with sticks and rocks in safe and creative ways (e.g. building and digging holes). They must keep rocks in the creek, as these rocks are an integral part of the drainage system.
5. Be sent to the division Principal if they commit a serious offence. An appropriate consequence will be discussed and documented. The matter may also be referred to the Head of School, if necessary.

Infractions and Responses

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Minor Infractions may include but are not limited to:

1. disrespectful behaviour
2. name calling, teasing.
3. ignoring bell, late to class
4. not respecting the school property and boundaries
5. neglecting to tidy up after yourself in common areas
6. neglecting to show appropriate hallway/assembly behaviour
7. using personal items in school without permission
8. neglecting to follow school/class rules (disrespectful behaviour)
9. uniform/clothing infractions
10. inappropriate use of cosmetics/jewelry
11. inappropriate public displays of affection
12. swearing
13. breach of any stated or implied school expectations or guidelines

Possible Consequences

- verbal reminder
 - time out
 - time out with teacher (recess)
 - written reflection about incident
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- confiscation of personal item
 - give back to community (community service)

Major Infractions may include but are not limited to:

1. anything that compromises safety of others
2. fighting
3. vandalism
4. inappropriate field trip behaviour
5. repetitive minor infractions
6. smoking or vaping
7. leaving school property without permission
8. inappropriate use of technology (includes cell phones, iPads, iPads, computers etc.)
9. breach of any stated or implied school expectations or guidelines

Possible Consequences

- review by the division Principal and Head of School
- communication home
- service project
- loss of privileges
- report on file
- on campus suspension
- possible off campus suspension
- with ongoing, repeated infractions, review of membership in the community.

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Severe Infractions may include but are not limited to:

1. possession, distribution or use of alcohol
2. possession, distribution or use of drugs
3. possession, distribution or use of weapons
4. bullying
5. breach of any stated or implied school expectations or guidelines

Possible Consequences

- review by the division Principal and Head of School
 - suspension (1 – 3 days)
 - possible expulsion
 - report on file
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ASPEN GROVE SCHOOL ACCEPTABLE USE OF TECHNOLOGY AGREEMENT

This agreement aims to promote positive and effective Digital Citizenship among students, staff and guests at Aspengrove School. For the purposes of this agreement, we define Digital Citizenship as ‘the norms of appropriate, responsible behavior with regard to technology use’, and include in this definition: Digital Communication, Digital Literacy, Digital Etiquette, Digital Law, Digital Rights and Responsibilities, Digital Health and Digital Security.

This agreement pertains to student and staff use of the school technology infrastructure, all technology brought into the school, and any use of technology in ways that impact our school community. This includes, but is not limited to wired and wireless computers and peripheral equipment (for example, cell phones, iPods and gaming devices), files and storage, email and Internet content (blogs, web sites, web mail, groups, wikis, etc.).

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All users are advised to subscribe to www.common sense.org, which the school uses as a basis for prudent guidelines for Digital Citizenship.

Guidelines

Any person using Aspengrove networks must understand that this is a shared resource that comes with responsibilities. Should a user abuse this privilege, for the sake of the other users, this privilege may be revoked.

By necessity, this agreement contains a comprehensive list of guidelines. To help structure these guidelines, and make them as accessible as possible, they have been organised according to their relationship with a number of the IB Learner Profile attributes.

Being a Principled User

- All accounts assigned to you are yours alone. Whenever logging in, only login as yourself, even if someone has shared their username and password with you.
- Using the school’s computers, Internet, email as well as other school

resources to conduct illegal activity is not tolerated. If appropriate, law enforcement will be notified.

- P2P software, listening to streaming radio stations and watching YouTube videos generates a lot of traffic, limiting the remaining bandwidth for legitimate uses. Limit your use of bandwidth to educational purposes only.
- Although Aspengrove uses filters to block inappropriate, vulgar, profane, obscene, sexist, and abusive sites, because of the ever-changing content on the Internet, it is impossible for Aspengrove to guarantee staff and students won't accidentally come across this content. If you do, immediately back out or close your session and inform a teacher.
- To create music, movies, video games, movies, software, etc., companies invest a lot of time, effort and money. They should be compensated for the work they've done. Respect copyright and only install or use content that you've purchased or have the right to use.
- Paper has a cost on the environment. To save trees and energy, only print what is necessary.
- With so many people using the school's equipment, it needs regular maintenance. If something needs attention, please inform the network administrators so that it can be ready for use for the next person.
- Accidents happen. If you accidentally break equipment, speak to the Technology Coordinator.
- Aspengrove School puts systems in place to help safeguard users. Do not bypass filters through the use of proxy servers, VPNs or other means of encryption, as you expose yourself and others to greater risk.

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Being a Balanced User

- Knowing when to study and when to play is part of being a well-balanced person. Only play games on your device(s) at home, after you are done your school work.

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- Digital devices and social media can be hard to ignore. Aspengrove does not filter most social media sites as we feel each user needs to learn how to control technology and not be controlled by it. To this end, during breaks and free period, we recommend limited technology use and never to the distraction of others: put your device(s) down and focus on face-to-face interactions when at school.

Being a Caring User

- Trying to gain access to areas of the network or other services, whether they belong to Aspengrove or not, is not tolerated. Attempts at hacking the network or any other network, by any means, will not be tolerated.
- Other people use the school's sound systems, projectors, carts, laptops, etc. Immediately following your use, return all equipment (USB, video dongles, cables, etc) to its proper place.
- Many people use the school's laptops, desktops and printers. Before making a change or borrowing equipment, think about how you may affect the next user's experience.
- When responding to an email or posting a comment, consider how the person or the public may interpret what you wrote.
- Whether you speak to someone in person or post comments online, everyone deserves to be treated with care and respect. Any comment or photograph posted on social media (Facebook, Snapchat, Tumblr, Pinterest, Instagram etc.), sent in text messages or other forms of instant messaging are on the Internet forever. Harassing, tormenting, bullying, offensive or inflammatory comments will NOT be tolerated. In the event that such activity is brought to the attention of school personnel, student privileges will be immediately removed. Only post what will not embarrass you, your school, and your parents.
- Regardless of when or where comments are posted, online behaviour which affects the school culture may lead to disciplinary action.

Being a Good Communicator

- Aspengrove provides many classes with an email address to
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facilitate communication with teachers, students and parents. Use your assigned email address to help learning, communicate with peers, parents and people with whom you do business. Remember that the school and your character are linked to the content. Only send emails that will not embarrass you or the school, should an email become public.

- Depending on to whom you send an email, a greater level of formality may be required. Take the time to write out your ideas, use complete sentences, and proofread your work before sending email to anyone.
- Distribution lists are created to facilitate communication with large groups of people. Before sending an email to a distribution list, verify you understand who will receive the email and ensure you are sending it only to the people who need it.
- Before forwarding an email, get permission from the author.

Being Knowledgeable

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- Not everyone on the Internet is as they portray themselves. Websites, emails, users and programmes may misuse your personal information. Never give out or share personal information and never share your username and password.
 - Chain email is rarely accurate. After having received the email, the delete key is the best key to press. If you feel compelled to forward it to a friend, do your research first.
 - Because of the way computers work, your insecure, out-dated or infected computer may affect other computers on the network. Ensure your computer has all recommended and required software updates.
 - Although certain software may have interesting or useful features, they can also install useless toolbars or other software that will slow down your computer or steal personal information. Read the user agreement before installing software.
 - Because of the way computers work and because some computers may have viruses, ensure you have working and up-to-date anti-virus software on your computer, regardless of the operating system you have.
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- Part of being a life-long learner and responsible user of the Internet is to acknowledge the ideas and works of other people. Respect copyright and academic honesty by giving proper credit.

Consequences

Users who violate this Acceptable Use Agreement will be subject to disciplinary action. This disciplinary action will factor in the severity of the infraction, the frequency, the time of day and the number of people and users who were affected. Disciplinary action may include: temporary loss of network access, loss of network access, suspension, expulsion. If appropriate, law enforcement will be notified.

Procedures for Monitoring Technology Use

Aspengrove School does not actively monitor individuals inside the network, but will, upon evidence, investigate alleged inappropriate use. Should there be evidence indicating inappropriate use, a more thorough examination and course of action will be carried out, only when approved by the Head of School.

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To carry out an investigation effectively, Aspengrove School reserves the right to access, open, and examine student files on all platforms provided by the school. If the files are stored on a personally owned electronic device, Aspengrove School will temporarily store the device until the parents are contacted. If the circumstances require immediate intervention, Aspengrove School reserves the right to scan, open and examine files and other content.

Definitions

Agreement - This document entitled Aspengrove School Acceptable Use of Technology Agreement.

Consent - Written informed consent in advance by the parent or legal guardian of users under 19 years of age or by users themselves if 19 years of age or older.

Personal Information - Information about an identifiable individual. Identifiable information may be from a single source or through a combination of multiple sources. Examples of personal information

include, but are not limited to:

- Name, address or telephone number
- An individual's race, national or ethnic origin, colour, religious beliefs, political beliefs or associations
- Age, gender, sexual orientation, marital status or family status
- An identifying number, such as driver's licence, social insurance number, or student ID number
- Fingerprints, blood type, inheritable characteristics, health history, or medications
- Physical or mental history, or disabilities
- Education level, financial information, criminal history or employment history.

Internet - The public Internet.

Network - Any or all of Aspengrove School's local area network or the Internet.

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P2P - Peer to Peer – software that facilitates the sharing of large files. This software is often associated with sharing of copyrighted material such as music, movies, and software. Examples of this type of software include: Bittorrent, Limewire, Bearshare, Kazaa.

Publish and Publication - To release or make accessible to publics beyond those involved in the student's learning programme and the student's parent/guardian. Published information may include student's personal information and/or student work.

School Staff - Teachers, administration and support staff of Aspengrove School.

Student Work - Creations of the student's mind: inventions, literary and artistic works, and symbols, names, images, and designs.

User - Any teacher, student, board member, parent, volunteer or guest given authorized access to a network.

For further information and ongoing updates, please refer to the school web site aspengroveschool.ca

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