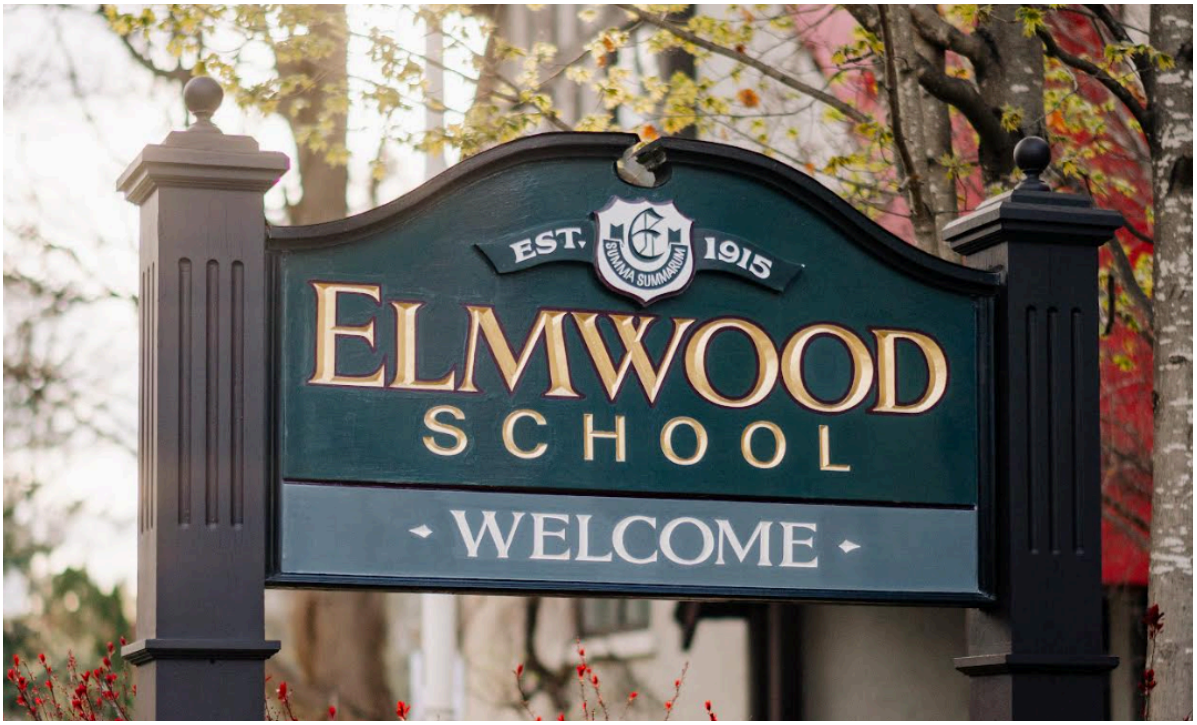
ELMWOOD
SCHOOL



Student Handbook

Last update August 2026

TABLE OF CONTENTS

TABLE OF CONTENTS

WELCOME TO THE STUDENT HANDBOOK **5**

SECTION 1: GENERAL ROUTINE FOR THE JUNIOR, MIDDLE AND SENIOR SCHOOL

Attendance and Absences 9

Late Arrivals 9

Early departures 9

Daily Schedules - Junior, Middle and Senior School 10

Assembly 11

Cell phones 11

Civvies days 13

Co-curriculars 13

Communication 14

- Toodle
- Elmwood Outlook
- Social Media
- Veracross

Elmwood Bistro and Lunchtime 15

Homeroom 15

Homework 16

Lockers 16

Lost Items and Labels 16

Library 16

Supervision Before and After School 17

Uniform and Dress Code 17

Uniform Guidelines 17

Uniform infractions 18

The uniform shop 18

SECTION 2: STUDENT LEADERSHIP AT ELMWOOD SCHOOL 19

Student Councils 19

Prefects 19

SECTION 3: ELMWOOD'S HOUSE SYSTEM 20

Elmwood's Four Houses 20

- Fry
- Keller
- Nightingale
- Wilson

House Awards: Middle and Senior School 21

Middle School House Award 21

Middle School Bronze E 21

Lower Senior School House Award 21

Senior School Silver E 22

Upper Senior School House Award 22

Senior School Gold E 22

Merit Pin 22

SECTION 4: ACADEMIC POLICY 23

Project and Long term Assignment Deadlines 23

Late assignments 23

Skills and Approaches to Learning 24

Academic Honesty Policy 26

Incidents of Academic Dishonesty 27

Consequences of Academic Dishonesty 28

- Junior school
- Middle and Senior School

Consequences of Academic Dishonesty on Examinations 28

SECTION 5: SCHOOL POLICIES 29

Attendance Policy 29

Absences for Assesments 30

Absences and Attendance at Co-curricular and Sporting Events 30

SECTION 6: CODE OF CONDUCT 31

Roles and Responsibilities 31

Inappropriate Behaviour 33

Accountability and Consequences 34

Process and Procedures 34

Bullying and Relational Aggression 36

Entitlement to Access and Search 37

SECTION 7: TECHNOLOGY USE AT ELMWOOD SCHOOL 38

SECTION 8: ATHLETICS - CODE OF FAIR PLAY 40

Duke of Edinburgh's Award Programme 40

SECTION 9: CONCLUSION AND FEEDBACK 42

Feedback and Suggestions

Welcome to the Student Handbook

Whether you are walking through our doors for the very first time or returning for another year, we are so happy you are here. At Elmwood, you aren't just a student, you are an essential part of a community that values your unique skills, your voice, and your potential to lead.

Our mission is simple but powerful: to help you become an authentic, confident, and world-ready person who leaves others feeling Lifted & Unstoppable.

Our Shared Values

These aren't just words on a wall; they are the core of how we interact every day. As a member of this community, we look forward to partnering with you to uphold these values:

- Nurturing a Love of Learning: We aim to make every classroom and hallway a place where learning feels like a joyful adventure.
- Fostering Growth: We believe that staying curious and open-minded is the only way to reach your highest aspirations.
- Cultivating Connections: We know that kindness, collaboration, and respect are what truly inspire positive change.
- Empowering Accountability: We hold ourselves and each other to the highest standards of honesty and transparency.



Our Vision

Our school's Vision that you are fundamental to is that we want to be known in Canada as one of the most trusted school brands with a proven reputation for continually evolving education, enriching lives and sparking futures that are truly unstoppable.

What Makes Elmwood Different

As a school, Elmwood is recognized as one of the most innovative girls' schools in North America and is ranked among the top 25 private schools in Canada. This is a place where you are encouraged to stretch yourself, try new things, and take risks in a supportive environment.

What sets your education apart

- IB Excellence: We are the only school in the region offering all three levels of the International Baccalaureate (IB) Programme (PYP, MYP, and DP).
- Apple Distinguished School: We are one of only 19 schools in Canada to hold this designation for our use of technology in learning.
- Round Square Member: As a proud Round Square school, we belong to a global network of 200 schools across 50 countries. This means you have unique opportunities for international exchanges, global conferences, and service projects built around the six IDEALS: Internationalism, Democracy, Environmentalism, Adventure, Leadership, and Service.
- Global Community: Our students represent more than 40 different nationalities, making our school a truly global home.

Fast Facts: Your Path to Success

Category	Our Achievement
University Success	100% university acceptance. Over 90% of our graduates earn entrance scholarships and consistently as a class offered over $10 million.
Diverse University Pathways	Our students attend the best universities around the world including countries such as Canada, Australia, the UK, the USA, Spain, France and many more. The pathways they chose are based on their passion and love in programs focussed on everything from the Arts, to Social Sciences, Sport, STEM, English focussed and many more. The important message is that it is driven by the students' passion.
STEM Leadership	Although not a purely focussed STEM school we are proud that over 50% of our graduates study math, science, or engineering, which far exceeds national averages.
Academic Standing	Our students consistently place in the top 5% of schools worldwide for IB Diploma results and consistently amongst the top 3 schools in Canada

Governance & Excellence

While you focus on your classes and extracurriculars, a dedicated team works behind the scenes to keep Elmwood at the forefront of education. As an Independent School we are not for profit and a registered charity. To ensure the school is supported as much as possible we are lucky to have an amazing Board of Governors who help guide the Strategic Direction of Elmwood and also support me and the Leadership Team in our leadership of the school.

- The Board of Governors: This group of strategic leaders ensures the school stays true to its mission and remains financially strong for years to come. To find out more about them follow this link.
- CAIS Accreditation: We are accredited by the Canadian Accredited Independent Schools (CAIS). This means we meet the highest national standards for education and transparency.

- Our Leadership Team: Under the guidance of the Head of School, this team of educators and professionals manages the daily operations that make your school experience possible. To find out more about them follow this link.

At Elmwood, we always try to behave like a family and provide you with two essential things: Peace of Mind & Possibility. We are excited to see how you will use these to shape your own future and contribute to our family.



James Whitehouse
Head of School

SECTION 1: GENERAL ROUTINE FOR THE JUNIOR, MIDDLE AND SENIOR SCHOOL

Attendance and Absences

Student absences should be reported to the appropriate school prior to the day for appointments or in the case of illness, first thing in the morning by a parent or guardian.

- Junior School: Call (613) 749-2558 or email jsreception@elmwood.ca
- Middle or Senior School: Call (613) 749-6761 or email attendance@elmwood.ca

Where an absence is unexplained, the school will call the parents.

Late Arrivals

All students should arrive at school at least 5 minutes prior to the start time, allowing time to visit lockers and to be in class ready for learning when the school day starts:

- Junior School (Early Years): 9 a.m
- Junior School (Grades 1-5): 8:20 a.m.
- Middle and Senior School (Grades 6-12): 8:10 a.m.

All students arriving after the start of the school day must sign in at the Junior School Reception (JS) or Main Reception office (MS/SS). This security measure ensures that the school has an accurate account of students on campus in the event of an emergency. It also ensures that the school does not call home to inquire about the absence of a student who is at school. Late arrivals are included on report cards. Parents will be notified if late arrivals become habitual. Please see the Code of Conduct for additional information.

Early Departures

For security reasons, students are required to sign out in both the Junior School and the Middle Senior School when they leave school early.

- **Junior School:** Parents are asked to go to the office to sign their child out and collect them.
- **Middle and Senior School:** Students are asked to sign out at Main Reception and parents are asked to pick their children up at the Main Reception entrance

Only students in Grades 10, 11 and 12 are allowed to sign themselves in and out during the school day and only if the school has received written permission from the parent or guardian, by email or on Veracross. . Grade 10s can sign out only for lunch. Grade 11s and 12s can sign out only for lunch and/or spares. A failure to comply with the sign-in and -out procedures as outlined above will result in a suspension of those privileges for a period of time.

Daily Schedule for Junior, Middle and Senior Schools

Early Years (PreK, JK and SK)

Supervision begins	8:00 - 9:00 am
Period 1	8:00 – 9:00
Period 2	9:00 – 9:30
Recess	9:30 – 10:00
Period 3	10:00 – 10:40
Period 4	10:40 – 11:20
Period 5	11:20 – 12:00
Lunch JK, SK	12:00 – 12:25
Outdoor Play JK, SK	12:25 – 12:50
Period 6	12:50 – 1:30
Period 7	1:30 – 2:10
Recess	2:10 – 2:30
Period 8	2:30 – 3:00
Dismissal	3:15

* Please see the Pre-kindergarten Parent Handbook for the detailed schedule.

Junior School Schedule (Grades 1 to 5)

Supervision begins	8:00 - 8:20
Period 1	8:20 – 9:00
Period 2	9:00 – 9:30
Recess	9:30 – 10:00
Period 3	10:00 – 10:40
Period 4	10:40 – 11:20
Period 5	11:20 – 12:00
Lunch JK-Gr. 2 **Recess Gr. 3-5**	12:00 – 12:30
Lunch Gr. 3-5 **Recess Gr. 1-2**	12:30 – 1:00
Period 6	1:00 – 1:40
Period 7	1:40 – 2:20
Recess	2:20 – 2:50
Period 8	2:50 – 3:20
Dismissal	3:25

Middle and Senior School Schedule (Grades 6 - 12)

Week 1 / 2	Day 1/6	Day 2/7	Day 3/8	Day 4/9	Day 5/10
8:10-9:30 am	Period 1/2				
9:30-10:00 am	Homeroom	Tutorial	Assembly	Homeroom	Tutorial
10:00-10:20 am	Morning Break				
10:20 - 11:40 am	Period 3/4				
11:40 am - 12:20 pm	Lunch Middle & Senior School Clubs & Councils / Athletics / Extended Recess				
12:20 - 1:00 pm					
1:00 - 2:20 pm	Period 7/8				
2:20 - 2:25 pm	Break				
2:25 - 3:45 pm	Period 9/10				

Assembly

Assemblies are an important part of school life at Elmwood and are held on a regular basis in both the Junior and Middle Senior Schools. They provide an opportunity to share information, publicly celebrate successes, and practice presentation skills. Assemblies are generally held every Wednesday at 9:30 a.m. All students are required to wear their Number 1 Uniform, and all students must attend scheduled assemblies regardless of their timetable or spare schedule.

Cell Phones

This information will be shared and reinforced with the students through homeroom teachers and in assemblies and community times.

For Grades Pre-K - Grade 5 (Junior School)

During the School Day: We strongly encourage students not to bring cell phones to school, but if they do must keep their cell phones silenced and out of sight all day. We understand that some students may bring cell phones to school for travelling purposes or arranging meet times, but they must be kept out of sight and silenced.

For Grades 6-8:
During the School Day: We strongly encourage students not to bring cell phones to school, but if they do must keep their cell phones silenced and out of sight all day. We understand that some students may bring cell phones to school for travelling purposes or arranging meet times, but they must be kept out of sight and silenced.

For Grades 9-12:
During the School Day: We strongly encourage students not to bring cell phones to school. However, should they bring them, they will be permitted to use them at points during the school day. At this age and stage, students are learning more about social responsibilities and how to behave as they approach the world, such as part-time work, volunteer opportunities, post-secondary education, and the professional workplace. They are also learning about the responsibilities and nuances of the right time/right place approach for using tools such as cell phones, which, whether we like it or not, will be a feature of their lives outside of schooling. As such, our responsibility is to support their use of these tools and associated social skills. Some guidelines are below for their use in school this year.

In lessons, cell phones are not to be used and must be kept out of sight and silenced as they are a significant distraction to learning. Students will be asked to have them out of sight and in their bags or in a space where they cannot offer a distraction.

Cell phones will be permitted outside of instructional time, but we will work as a community to build collaborative connections and skills through learning and modelling. Although cell phones are allowed in these times, students will be encouraged to focus on face-to-face connections and conversation rather than through their cell phones. Our teachers are committed to working with the students to model these behaviours in these community times and spaces.

If cell phones are used inappropriately:
Our students are amazing, and very rarely do they not follow requests. In the unlikely instance that this does happen, students will be reminded of the rules and then, if the behaviour continues, will be asked to hand their phone to a teacher or member of our administrative team and will be able to collect it at the end of the day.

How can I contact my child during the day?
We recognize that there are times when you need to contact your child, and we ask that we work together as a community on this. As such, we ask that Parents/Guardians only contact their child during the school day via email or calling the school's main office at (613) 749-6761. Contacting your child on their device during the day, even if it is placed in a bag during class time, distracts them from their school work and the needed in-person interaction and collaboration with their friends and teachers. If your child needs to contact you during the school day, they can certainly access a phone in the school office or through email. We have an excellent main office staff who can relay emergencies or messages very quickly.

What about iPads, Macbooks and smartwatches?
As new connected technologies emerge that present distractions, we will be mindful of their impact. However, at this stage, we are specifically going to be working on the use of cell phones. As an Apple Distinguished School, we pride ourselves on using technology to support learning and have been delivering learning using the support of MacBooks and iPads for many years. These two devices are also easier for teachers to monitor and do not allow for the ease of distraction as cell phones do. Smartwatches are permitted at school. They must be set to "do not disturb" during learning time. Teachers will also require that all smartwatches be removed during any assessments.

Civvies Days

Civvies days are special days set aside for students to wear casual clothes to school. This year, Civvies Days will be held on the last Friday of every month. On these days, clothes must be appropriate school attire and may include jeans. Shorts must extend to at least fingertip length when arms are extended at the sides. No bare midriffs or revealing necklines. Students may be asked to change into a regular uniform or be sent home if clothing is deemed inappropriate.

Co-curriculars

Co-curricular activities are integral to fostering the holistic development of our students and maintaining a positive, productive and enjoyable learning environment. Co-curricular opportunities help students grow beyond the classroom. In general, the expectation is that all students participate in at least one co-curricular offering per term.

The selection of co-curricular activities for Junior School students takes place at the beginning of each new term. The list of activities available to students is traditionally communicated to the parent community through Toddle, followed by registration forms, additional information and any associated costs (when applicable). Junior School co-curricular activities are supervised by an Elmwood staff member at all times, and where appropriate, area experts are invited to facilitate clubs and activities.

In Middle/Senior School, the selection of co-curriculars is completed each term after carefully considering the options presented by Elmwood teachers and coaches. Students are expected to understand and respect the commitment required by each activity. Depending on the nature of the activity, coaches and advisors may ask students and parents to sign a commitment contract acknowledging the student's responsibility to meet the requirements of the activity while still meeting academic requirements. Students must be realistic and consider how they will balance all of the demands on their time (i.e. academics, arts, athletics, clubs and community service/involvement). Students are encouraged to speak directly with the staff advisor or coach of the activities they are interested in pursuing when considering matters of time management and overall commitment to co-curricular participation. In order to be considered for student life awards at the end of the year (House letters, Bronze, Silver and Gold E's) students must demonstrate commitment to their chosen activities throughout the term or season, as indicated at the start of the activities by the coach or advisors.

It is the role and responsibility of the School, in consultation with parents, to take action to curtail involvement when students over-commit and concerns around time management surface. If the problem persists, it is at the discretion of the advisor to counsel the student out of the activity if necessary. This would be a last-resort action but will be enforced if necessary. Parents will be advised of the process.

All students are required to be engaged in a co-curricular opportunity during the course of their day at Elmwood. Middle School students must be involved 3 times per week and Senior School students must be involved 2 times per week. This expectation is in place in order to develop well-rounded and balanced individuals who contribute positively to the school community.

Communication

The following are the primary communication channels the School uses to communicate school-related information with students and their families:

Toddle – Toddle is the school-wide learning management system at Elmwood. Each student has a Toddle account, and parents subscribe to the appropriate parent group– either "Junior School Parent Updates" or "Middle Senior School Parent" updates. Parents have access to their child's account, providing transparency to the curriculum and academic commitments and a better understanding of their child's experience.

If you have any questions about Toddle, please contact the IT team.

Elmwood Outlook – The Elmwood Outlook is the school's weekly newsletter. Deployed each Thursday afternoon, it includes announcements of upcoming events and activities and new stories from within the community. Past announcements are available on the Parent Portal, and news stories are also available through the website. The newsletter is sent to all subscribed parents as well as students in Grades 9-12. Questions about the newsletter or ideas for future stories can be directed to Communications.

Email – Although the School endeavours to consolidate institutional and operational information into the weekly newsletter, where information is highly targeted (a grade or group), urgent (school closure due to weather) or important (special announcement from the Head of School), an email will be sent to all subscribed parents and students in Grades 6-12. Contact information can be verified and updated through Veracross.

Social Media – The school's primary social media platforms are Instagram and Facebook, and they serve a broad audience of current and prospective families, alums and past parents, community partners and friends. The objective of these channels is to promote the school's initiatives, celebrate its members and provide a glimpse "inside Elmwood" to those interested in our community. Social media is often used as part of a multi-channel strategy to communicate urgent messages (e.g. school closure due to weather). We encourage our community to like and share content that is relevant and important to them.

Veracross – Veracross is the school's student information system. Each parent has a Veracross account through which they can:

- view their child's attendance, schedule and calendar
- access report cards, tax documents, and the student-parent directory
- update contact information, emergency information and communication preferences
- register for summer camps and credit courses
- approve permission forms
- and find teacher contact information

Elmwood Bistro & Lunchtime

The Elmwood Bistro provides healthy meals and snacks for the Elmwood community. Students can participate in a meal plan or purchase items "à la carte" with a pre-authorized monthly amount. All Bistro purchases require a swipe card (provided to each student in September). For Junior School students, swipe cards will be stored in the Junior School Dining Hall. Middle and Senior students are expected to have either their physical card or an electronic version on their phone. Students on a monthly à la carte plan will be notified when the balance is less than $10, and purchases will be reflected on the monthly Student Account statements.

Students are also welcome to bring lunch from home, remaining mindful of our nut-free environment. Students are not permitted to order food for delivery during the academic day, including Uber Eats and Door Dash.

Homeroom

In the Junior School, the homeroom teacher is the primary teacher, responsible for curriculum delivery across all subjects, with the exception of French, Physical Education, Music/Drama/Visual Arts, which are delivered by specialty teachers.

In the Middle Senior School, where each subject is taught by a different teacher with a potentially different cohort, homeroom offers several additional benefits. It creates a sense of community and allows students to build relationships with a core group of peers and one or more designated teachers. It provides academic support, helping students with organizational skills and academic challenges, including guiding them to appropriate Student Support services.

Homeroom in the Middle Senior School also promotes social-emotional development, providing a safe space for discussions on social skills, conflict resolution, and emotional well-being. It serves as a communication platform, ensuring students stay informed about school updates and events. Homeroom teachers act as student advocates, addressing individual needs and concerns, fostering a supportive environment, enhancing student well-being and supporting student success.

In all cases, the homeroom teacher is the first point of contact for parents with questions or concerns.

Homework

As a learning community, we do not believe in assigning homework for homework's sake. We also believe strongly in the benefit of a well-balanced life that includes outdoor activity, play, hobbies, sports and healthy relationships. However, in some cases, homework is of significant benefit for consolidation and practice-based review of a skill– which cannot always be accomplished in regular class time. Additionally, certain reading assignments (longer novels or texts) may need to be completed in part at home in order to maximize instructional time in the classroom. As students progress through the Middle Senior School, there will be more work to be reviewed and completed outside of class time, including, but not limited to, studying for quizzes and tests, writing up lab assignments, completing larger projects, reviewing and revising work done in class.

Students are encouraged to use spares and take advantage of tutorial time and Student Success clinics to help manage their homework requirements.

Lockers

Students in Grades 4 and 5 in the Junior School and 6 to 12 in the Middle and Senior School are assigned a locker at the beginning of the school year. Middle and Senior students are required to provide their own combination lock. Lock combination numbers are to be registered with the homeroom teacher. Students are strongly advised not to reveal lock numbers. Lockers are the property of the School; therefore, the School reserves the right to examine the contents of a student's locker at any time. Lockers and the surrounding area are to be kept tidy and should be cleaned out regularly.

Lost Items and Labels

Students are encouraged to label all their belongings. Items that are misplaced throughout the school year can often be found in Lost and Found (JS) or Lost & Found Bin (MS/SS). Those items with current name labels attached can easily be returned to their owners. The remainder of the items are cleared out at the end of each school term or when the accumulation of items so warrants. These items are either given to the Uniform Shop for resale, to a local charity, or they are disposed of.

While any means of labelling is effective, labels purchased through Mabel's Labels support the Elmwood Fund with a percentage of the proceeds of sales.

Library

Libraries are located in both the Junior School and the Middle Senior School.

The Junior School Library is an important part of the curriculum, and students visit regularly with their class. Students are encouraged to take books out to read at home on their own or with their families.

The Middle Senior School Library is located in the Learning Commons and is a helpful resource in completing school assignments. The librarian can assist students with reference questions, provide research guidance, explain academic citation methods, provide reader's advisory services and guidance on digital citizenship.

The library's collection includes a varied print collection of middle-grade, young adult and adult fiction, as well as nonfiction titles to support the curriculum. The library subscribes to an ebook and audiobook platform, Sora, that allows all students to have access to over 11,000 titles (fiction and nonfiction).

To assist students with online research, the Elmwood Library subscribes to a variety of online resources, including encyclopedias, databases, video streaming platforms and others. All library materials can be accessed through the Elmwood Library's website.

Students may borrow a maximum of 10 books at a time and keep them for 3 weeks. Overdue notices are distributed several times during the year. Any outstanding books at the end of the year or books that have been lost or badly damaged will be charged to the student's account at replacement cost.

Supervision Before and After School

Supervision for students in the Junior School is available through the Before and After Care programmes. Registration is required. Students in JK-Grade 5 can be dropped off as early as 7 a.m. PreK students can be dropped off as early as 8 a.m. Aftercare for students in PreK can be extended to 5 p.m. For JK-Grade 5, aftercare can be extended to 6 p.m. Late fees will apply to students not picked up by 6 p.m.

In the Middle and Senior School, supervision is available starting at 7:00 am for co-curricular participants. After school supervision ends at 5:30 pm. Students participating in sports or co-curriculars before and after are under the supervision of those coaches and co-curricular supervisions. Unsupervised students are asked to wait in the Atrium, Bistro or Learning Commons, and all students are to be picked up by 5:30 p.m.

Uniform and Dress Code

Students at Elmwood School have been wearing a uniform for over 100 years. It continues to be an important part of the school's tradition and promotes the sharing of a common outlook, behaviours and attitudes within the school. Students are encouraged to seek individual expression through positive actions and achievements rather than through their manner of dress or presentation. Parents are expected to support the school by ensuring students have all the required uniform items clean and in good repair.

Uniform Guidelines

- Students must arrive at school and leave at the end of the day in proper uniform as outlined for the Early Years, Junior School and Middle Senior School and only those designated items are permitted.

- Students should wear weather-appropriate outerwear as required. Boots worn to school must be replaced with black shoes once in school. Appropriate shoes are all black, have no heel, do not rise above the ankle and are well maintained. Black, polished leather shoes or all black running shoes (Nike Air Force) are approved. For Health and Safety reasons, proper footwear is to be worn at all times in the building.

- The minimum length for kilts is reached when the hem aligns with the fingertips of arms relaxed at the side.

- Visible jewellery items are permitted so long as they are not excessive in size and/or distracting in colour. These jewellery items include earrings, necklaces, rings, bracelets, and watches. In Junior School, this is limited to earrings and one special piece of jewellery.

- No make-up should be worn by Junior School students. Make-up worn by Middle and Senior school students in uniform should be natural-looking and subtle. Fingernails must be kept at an appropriate length to allow full participation in class, club and athletic activities.

- Hair should be worn neatly and off the face. Ribbons, hairbands and head coverings should be a single colour in line with the school's uniform colours (dark green, white, gold, black) or the school's tartan. Hair should be natural in colour, including highlights/lowlights or all-over hair colour.

- Visible tattoos are not permitted.

- If a student is unable to wear regulation clothing for medical reasons, a medical certificate is required and submitted to the Director of Health, Safety and Wellness.

- All items of clothing, including shoes and boots, must be labelled with the student's name in full. See Labels and Lost Items.

Uniform Infractions

Students should wear their uniform consistently and with pride. Staff and faculty will conduct uniform checks daily and address infractions as appropriate. This could include purchasing new items including ties and socks or the loan of a blazer or appropriate skirt.

Multiple uniform infractions will result in conversations with the appropriate Vice Principal and with parents.

The Uniform Shop

Our uniform supplier, Top Marks, provides convenient online ordering of core uniform items at topmarks.ca using the school password ELM01. Orders typically arrive within 1–2 days. Returns and exchanges ship free year-round. If you have any questions, please contact our Admissions Team.

SECTION 2: STUDENT LEADERSHIP AT ELMWOOD SCHOOL

We believe all our students have the potential to be positive leaders in our school. Elmwood students at all levels have many opportunities to develop and demonstrate leadership skills.

Student Councils
Students in Grade 5, Middle and Senior School can participate in Student Council. Student Council representatives meet regularly and provide support to Elmwood's Prefects and traditional House activities. Representatives serve as a voice for other students in their grade and House, promote activities within their grade and House, and initiate, organize, assist, and facilitate activities for the overall student body.

Other council opportunities for students in Grades 6-12 include Middle and Senior Athletics Councils, Arts Council and Community Service Council.

Prefects
Being elected a Prefect is considered an honour and a privilege. It requires tremendous commitment and dedication from those elected. Prefects are examples of servant leadership, whereby they are making decisions and considering actions that make the School a better and more inclusive space for all. Prefects are expected to lead by example and be positive role models for all other students in all areas of school life. Elmwood Prefects are required to demonstrate their best effort in the classroom, participate in and support school life activities, adhere to school rules and regulations, wear the School uniform in an exemplary manner, and demonstrate positive leadership attributes such as integrity, responsibility, commitment, and respect. Through attitudes and actions, Prefects are to instill a sense of pride in Elmwood's traditions, history, decorum, and school culture.

School Captain: Noemi Shelly
Senior School Prefect: Alex NG
Middle School Prefect: Oceane Miche
Junior School Prefect: Rose Jackson
Head of Fry: Clara Bell
Head of Keller: Bridgette Schwartz
Head of Nightingale: Eva Shelly
Head of Wilson: Alexandra Louka
Arts Prefect: Rebekah Ouderkirk
Sports Captain: Mckenna Wu
Community Prefect: Naomi Baird
Admissions and Inclusion Prefect: Alex Clysdale

SECTION 3: ELMWOOD'S HOUSE SYSTEM & AWARDS

The House System is at the centre of school life at Elmwood. It fosters a sense of family and belonging, social responsibility, and friendly competition. The House system offers an excellent opportunity for an intermingling of students of all ages and generating School spirit. Students compete in a spirit of friendly rivalry for points for their House teams. An award is presented at Closing Ceremonies to the year's most successful House.

Each student is placed in a House upon entering the School and stays in that House until graduation. The School's student population is divided into four Houses, each named after a prominent and inspirational woman in history: Elizabeth Fry, Helen Keller, Florence Nightingale and Cairine Wilson. Houses recognize their House namesake annually through House Days. Students are encouraged to wear House colours on their designated House day to show their House spirit. Houses also choose a programme of social service each year and are responsible for designing and carrying out fundraising activities for their House charity.

House Meetings are held regularly. House Games are held regularly at lunch hour. Spirit Afternoon in the spring is structured around House teams. Attendance at all House activities is compulsory, as these activities are viewed as an important part of the whole Elmwood educational experience.

Elmwood's Four Houses

Fry
Elizabeth Fry (1740-1845) is remembered for her pioneering work in prison reform in Britain. She was well educated, having studied history, geography, French and Latin.
House Motto: Friendship for All
House Charity: Immigrant Women's Services Ottawa
House Colour: Red

Keller
After a childhood illness, Helen Keller (1880–1968) became both deaf and blind. Despite her handicap, she made phenomenal progress in learning to communicate with the outside world. Her determination and success paved the way for other disabled people to find hope and help in their struggle to achieve success as well.
House Motto: Fair Play
House Charity: Canadian Guide Dogs For the Blind
House Colour: Baby blue

Nightingale
Florence Nightingale (1820–1910) was well-schooled, having studied Greek, Latin, French, German, and Italian, history, philosophy and mathematics. In adulthood, she became a nurse and is best known for her struggle to improve the quality of nursing care for the sick and wounded soldiers during the Crimean War.
House Motto: Not for Ourselves Alone
House Charity: Make A Wish
House Colour: Navy blue

Wilson
Cairine Wilson (1885–1962) was named Canada's first woman senator on February 20, 1930. A leader in Women's Liberal clubs and youth groups, President of the Canadian League of Nations Society, Chair of the Canadian National Committee on Refugees and a delegate to the United Nations.
House Motto: To Give of Ourselves and Never Count the Cost for Others' Greater Need
House Charity: Boys and Girls Club Ottawa
House Colour: Yellow

House Awards: Middle and Senior School – In Middle Senior School, house points are awarded based on: Creativity, Activity, Service, and STEM in alignment with the IB pillars of CAS in the Diploma Program. This model provides a breadth of experience and focuses on depth versus quantity in terms of the student experience.

Middle School House Award – Each year that a student is in Middle School, they are encouraged to work towards their MS House Letter. Students must participate in at least one school-based, co-curricular activity from three of the four three identified pillars to achieve a house letter. If a student has achieved this by the end of grade 8, they will receive their MS House Letter. If a student is at Elmwood for all three MS grades, they need to complete this for each year of Middle School. If a student enters Elmwood in grade 8, they need only to demonstrate this accomplishment for that year. Students who complete the requirements by the end of grade 6 and grade 7, respectively, will receive a certificate of achievement in recognition of their success as they continue to work toward the ultimate goal of achieving the MS House Letter at the end of grade 8.

Middle School Bronze E – Any student who wishes to challenge themselves further can pursue the Bronze E. The Bronze E is achieved by having a 'major' in one pillar in each of their years in Middle School. This means that in addition to having one activity in three of the four pillars, the student has at least one pillar where they participated in multiple activities and demonstrated sustained commitment.

Lower Senior School House Award – Each year that a student is in grade 9/10, they are encouraged to work towards their Lower Senior School House Letter. Students must participate in and then reflect on at least one school-based, co-curricular activity from three of the four identified pillars to achieve a house letter. At the end of grade 10, if a student has achieved this, they will receive their Lower Senior School House Letter. If a student is at Elmwood for grades 9 and 10, they need to complete this each year. If a student enters Elmwood in grade 10, they need only to demonstrate this accomplishment for that year. Students who complete the requirements by the end of grade 9 will

receive a certificate of achievement in recognition of their success as they continue to work toward the ultimate goal of achieving their Lower Senior School House Letter at the end of grade 10.

Senior School Silver E – Any student who wishes to challenge themselves further can pursue the Silver E. The Silver E is achieved by having a 'major' in one pillar in each of their years in grades 9/10. This means that in addition to having one activity in three of the four pillars, the student has at least one pillar where they participate consistently in.

Upper Senior School House Award – Each year that a student is in grade 11/12, they are encouraged to work towards their Upper Senior School House Letter. Students must participate in and then reflect on at least one school-based, co-curricular activity from three of the four identified pillars to achieve a house letter. At the end of grade 12, if a student has achieved this, they will receive their Upper Senior School House Letter. If a student is at Elmwood for grades 11 and 12, they need to complete this each year. If a student enters Elmwood in grade 12, they need only to demonstrate this accomplishment for that year. Students who complete the requirements by the end of grade 11 will receive a certificate of achievement in recognition of their success as they continue to work toward the ultimate goal of achieving their Upper Senior School House Letter at the end of grade 12.

Senior School Gold E – Any student who wishes to challenge themselves further can pursue the Gold E. The Gold E is achieved by having a 'major' in one pillar in each of their years in grades 11/12, as well as having at least one Leadership experience. This means that in addition to having one activity in three of the four pillars, the student has at least one pillar where they participate consistently.

Merit Pin – The Merit Pin is awarded to students with an overall average of 85% or greater based on the final report card.

SECTION 4: ACADEMIC POLICY

The Elmwood School Academic Policy is provided to assist parents and teachers in developing a cooperative, effective plan for academics that finds the balance of two basic principles:

- To encourage students to learn independent study skills and develop the habit of setting aside time each day to review and strengthen their classroom learning.
- To provide students with the time for a normal life that includes hobbies, friends, family and unscheduled, unstructured time.

Project and Long-Term Assignment Deadlines

Elmwood students are supported in their learning process by their teachers and Student Success. Clear instructions for assessment, evaluation, and deadlines are set so that students can meet the expectations of the course and demonstrate their knowledge.

Long-term assignments and projects help students learn and practice executive functions like planning ahead, time management and task initiation. The following are the guidelines for such assignments:

- Students will be notified of due dates for major tests and assignments within a reasonable time frame. Teachers will use the Toddle workload calendars to coordinate due dates so that students have a reasonable number of assignments due on any day and post due dates on this calendar.
- For major projects, tasks will be broken down into specific steps that students are expected to complete as directed by the teacher.
- When a student does not hand in an assignment, the parent will be notified by the student's teacher.
- In the event of an extended absence due to approved situations in consultation with the school (i.e. medical reasons, family circumstances, late registration), a student will be expected to complete any missed assessments within a reasonable timeframe.

Late Assignments

If an assignment is not submitted by the deadline, it will be considered late. However, extensions may be granted if students communicate their needs in advance, allowing both the student and teacher to explore options for staying on track. Extensions must be discussed with the teacher at least 24 hours in advance of the deadline.

When a deadline is missed, communication is essential. The teacher will email the student and give 24 hours to submit the completed task. If the student does not meet this new deadline, the teacher will notify the student, their parent/guardian, and the homeroom teacher, along with a final submission date.
If the revised deadline is also missed, the student will have the opportunity to complete the assignment in the Test Centre, ensuring they have the opportunity to submit their work for evaluation. If the student does not submit work or attend the Test Center date, a mark of zero will be provided. Parents must be notified that a mark of zero has been entered. A student must attend the Test Center to complete a late assignment before resuming participation in co-curricular activities. This includes all Middle and Senior School clubs, councils

and athletics. As the school year is divided into two parts, all work from each half of the academic year must be submitted by the exact date as noted on the school calendar - noted as the end of semester 1 or semester 2.

Skills and Approaches to Learning

Participation in the classroom involves active engagement with learning and engagement takes many legitimate forms. Some students think aloud; others think first and speak later; others show their best thinking in writing or in small groups. No student is required to demonstrate engagement in any single way.

Junior School

As an IB continuum school, students are explicitly taught and assessed on their Approaches to Learning Skills based on a developmentally-appropriate articulation. Regular formative feedback and self-reflection opportunities are provided to the students at every grade level to support their growth. The IB Approaches to Learning Skills include:

Communication Skills
Research Skills
Social Skills
Self-Management Skills
Thinking Skills

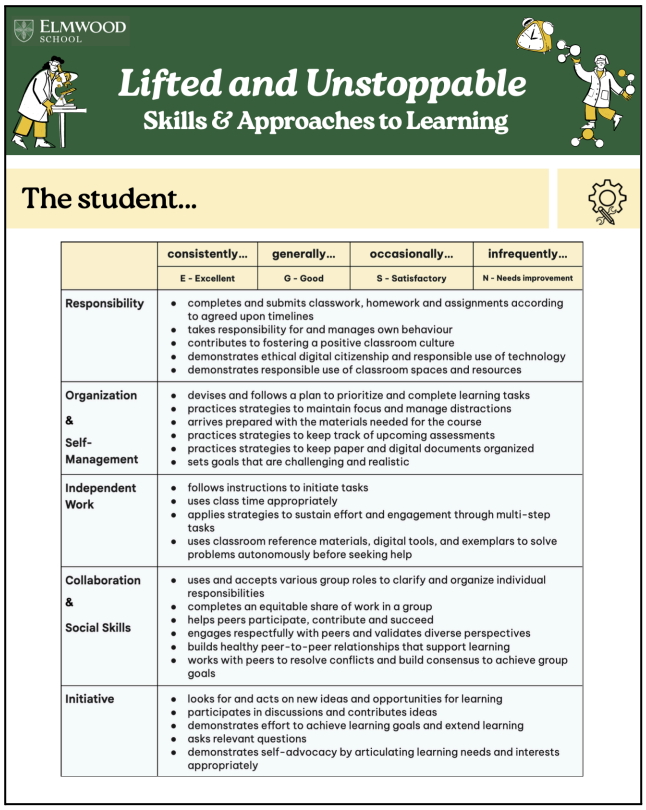


Middle & Senior School

Consistent with provincial criteria—which describe students who participate in discussions, contribute ideas, ask relevant questions, respect the contributions of others, and foster a positive classroom culture—teachers will gather evidence of engagement across a wide variety of areas. The Approaches and Skills for Learning are aligned with the MYP and DP curriculum alongside the Ontario Curriculum.

The nine attributes of learning are:

Collaboration & Social Skills	Initiative	Responsibility
Communication	Organization & Self-management	Self-regulation
Independent Work	Research	Thinking



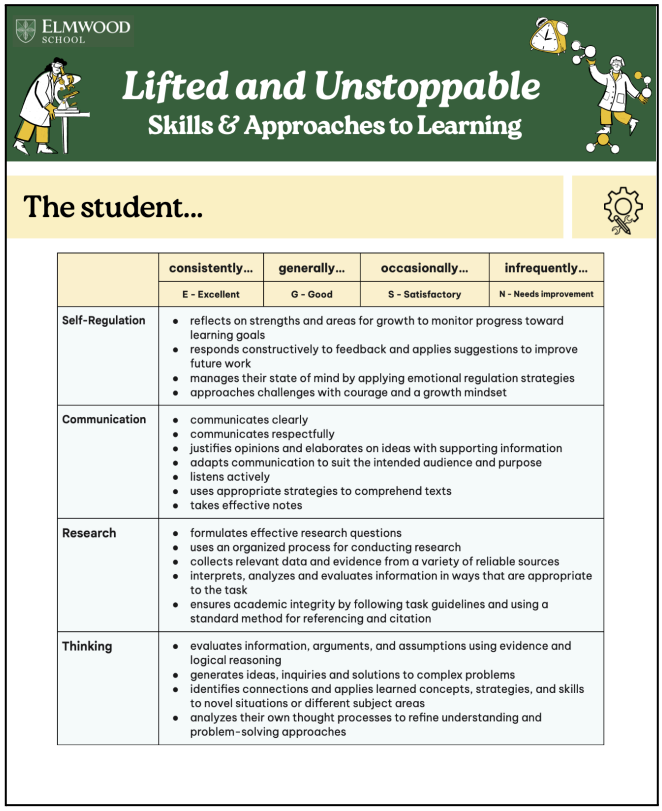
ELMWOOD SCHOOL

Lifted and Unstoppable

Skills & Approaches to Learning

The student...

	consistently... E - Excellent	generally... G - Good	occasionally... S - Satisfactory	infrequently... N - Needs improvement
Responsibility	• completes and submits classwork, homework and assignments according to agreed upon timelines • takes responsibility for and manages own behaviour • contributes to fostering a positive classroom culture • demonstrates ethical digital citizenship and responsible use of technology • demonstrates responsible use of classroom spaces and resources			
Organization & Self-Management	• devises and follows a plan to prioritize and complete learning tasks • practices strategies to maintain focus and manage distractions • arrives prepared with the materials needed for the course • practices strategies to keep track of upcoming assessments • practices strategies to keep paper and digital documents organized • sets goals that are challenging and realistic			
Independent Work	• follows instructions to initiate tasks • uses class time appropriately • applies strategies to sustain effort and engagement through multi-step tasks • uses classroom reference materials, digital tools, and exemplars to solve problems autonomously before seeking help			
Collaboration & Social Skills	• uses and accepts various group roles to clarify and organize individual responsibilities • completes an equitable share of work in a group • helps peers participate, contribute and succeed • engages respectfully with peers and validates diverse perspectives • builds healthy peer-to-peer relationships that support learning • works with peers to resolve conflicts and build consensus to achieve group goals			
Initiative	• looks for and acts on new ideas and opportunities for learning • participates in discussions and contributes ideas • demonstrates effort to achieve learning goals and extend learning • asks relevant questions • demonstrates self-advocacy by articulating learning needs and interests appropriately			



ELMWOOD SCHOOL

Lifted and Unstoppable

Skills & Approaches to Learning

The student...

	consistently... E - Excellent	generally... G - Good	occasionally... S - Satisfactory	infrequently... N - Needs improvement
Self-Regulation	• reflects on strengths and areas for growth to monitor progress toward learning goals • responds constructively to feedback and applies suggestions to improve future work • manages their state of mind by applying emotional regulation strategies • approaches challenges with courage and a growth mindset			
Communication	• communicates clearly • communicates respectfully • justifies opinions and elaborates on ideas with supporting information • adapts communication to suit the intended audience and purpose • listens actively • uses appropriate strategies to comprehend texts • takes effective notes			
Research	• formulates effective research questions • uses an organized process for conducting research • collects relevant data and evidence from a variety of reliable sources • interprets, analyzes and evaluates information in ways that are appropriate to the task • ensures academic integrity by following task guidelines and using a standard method for referencing and citation			
Thinking	• evaluates information, arguments, and assumptions using evidence and logical reasoning • generates ideas, inquiries and solutions to complex problems • identifies connections and applies learned concepts, strategies, and skills to novel situations or different subject areas • analyzes their own thought processes to refine understanding and problem-solving approaches			

Teachers gather evidence of these approaches to learning throughout the course, across multiple methods and many occasions. Teachers will use their professional judgement to determine the level that reflects a student's most consistent pattern of engagement.

Academic Honesty Policy

Elmwood strives to foster a culture of academic honesty. The school aims to nurture personal integrity and promote an understanding of academic honesty as good practice in learning and assessment. Academic honesty promotes personal integrity and encourages all members of the school community to conduct academic work in a principled manner. Academic honesty is connected to the development of the attributes of the IB Learner Profile as students strive to be effective and principled communicators who demonstrate and exercise initiative in applying thinking skills critically and creatively.

Academic Honesty Practices – The school is committed to promoting the attitudes of an IB learner, and this includes the promotion of academic honesty. The school's academic honesty practices promote a positive attitude towards learning by encouraging students to build the skills required for an honest approach to academic work from a young age. The development of the IB Approaches to Learning– communication, self-management, critical thinking, research and social skills– are essential in creating a culture of academic honesty.

At the beginning of each school year, students from Grades 6 - 12 will review the Academic Honesty Policy with their Homeroom teacher and/or English teacher. The philosophy of the policy will be reinforced and utilized throughout the school year by all teachers. Sessions focused on learning about proper academic honesty and MLA citation style will be provided every year to students in Grades 6 - 12 by the Middle/Senior Librarian.

Roles and Responsibilities

It is the student's responsibility to:

- assume responsibility for their work
- read and adhere to the Academic Honesty Policy
- properly cite and acknowledge all work that is taken from another source

It is the parent's responsibility to:

- read and understand the Academic Honesty Policy
- support the school in the endeavour to promote academic honesty

It is the school's responsibility to:

- structure the curriculum in a manner that allows students to develop the habits of academic honesty
- ensure that students adhere to the basic principles of academic honesty, as appropriate for their age level
- ensure that all members of the school community understand the value of academic honesty
- make the academic policy available to all members of the school community
- ensure that incidents of academic dishonesty are dealt with in a manner appropriate to the assessment practices of the IB programme in question.

It is the teacher's responsibility to:

- show academic honesty in their own work
- support students in developing the skills and attitudes required for completing assignments in an academically honest manner through the inclusion of proper citations and sourcing of borrowed material in assignment rubrics
- address all issues of academic honestly to the Principal, Middle & Senior School

Incidents of Academic Dishonesty

An authentic piece of work is one that is based on "individual and original ideas, with the ideas and work of others fully acknowledged" (IBO, 2). Academic dishonesty includes any activity that gives a student an unfair advantage in assessment.

PLAGIARISM: using work produced by another and submitting it as your own. This can include words, ideas and pictures. Sources used for direct quotation or paraphrasing must be fully and accurately acknowledged. Regardless of whether or not plagiarism is intentional, it still constitutes academic dishonesty.

COPYING: using another student's work, with or without their knowledge, and submitting it as your own.

COLLUSION: helping another student to engage in academic dishonesty. This is in contrast to collaboration, where students work cooperatively and share information with the consent of their teacher. Note: This could involve letting another student copy your work or providing them with material to submit for assessment. This could also involve a tutor, parent, or other party assisting to the point where work could no longer be deemed to be the student's own work.

USE OF Artificial Intelligence (AI): Use of AI language models to compromise the authenticity of student work by providing ready-made answers without original thought or effort. ChatGPT (or similar AI models) cannot substitute for the critical thinking required in students' academic work and should not be used without proper citation. Any material in student work that is generated from artificial intelligence software must be clearly cited in the school's citation style.

DUPLICATION OF WORK: taking the same piece of work and submitting it for assessment in two different courses without the consent of the teachers involved.

MISCONDUCT DURING EXAMINATION: the intent to share or communicate, or the act of the sharing of information and communicating, including via electronic devices, with others without permission. Having unauthorized information in an exam, including on an electronic device, is also considered a form of misconduct during an exam.

Consequences of Academic Dishonesty

Consequences are put in place and applied when students fail to adhere to the Academic Honesty Policy. Instances are handled on a case-by-case basis, and the main focus is on ensuring that students understand the nature of their misconduct and how to avoid it in the future.

Where a student is found guilty of academic dishonesty on any work, assignment or test other than an examination, the work, assignment or test may receive a grade of zero. Depending on the severity of the case of academic dishonesty, the student's grade level and history of academic integrity, the student may also receive additional consequences. All incidents of academic dishonesty will be recorded, and a historical record will be kept.

A series of some or all of the following steps and disciplinary measures would typically be followed:

- Teachers who suspect academic dishonesty will investigate the matter and gather evidence.
- Teachers will inform the Principal of Middle & Senior School as well as the student's parent/legal guardians of the infraction.
- A meeting will be held between the teacher and student to discuss the incident.
- The student may have the opportunity to redo and resubmit the work, depending on the severity and number of incidences.
- Subsequent infractions will carry stronger consequences.

It is important that the student take ownership of any issues that arise with academic honesty. Ideally, students should learn from their mistakes and be able to demonstrate an improved understanding of academic honesty.

Junior School – In the case of a first offence at the Junior School level, the teacher must determine if the evidence points to a lack of academic honesty skills or a deliberate act of academic dishonesty. With guidance, the student will be given the opportunity to rectify the situation. Parents will be informed, and the student will be given an alternative assessment opportunity. If there are subsequent instances, more follow-up will be required with the homeroom teacher and the Principal if needed.

Middle and Senior School – All students at Elmwood School will also adhere to the standards and practices outlined in the IB publication, *Academic Honesty in the Diploma Programme*. This document provides more detailed information on academic honesty and the consequences of academic dishonesty for both internal and external assessment. Students in the DP also review the rules for proper conduct during examinations over the course of their two years. All incidents of academic dishonesty will be recorded and documented in a confidential manner so that if there is a pattern of academic misconduct, it can be identified and properly addressed.

Consequences of Academic Dishonesty on Examinations – Consequences are put in place and applied when students fail to adhere to the Academic Honesty Policy. Academic dishonesty on an examination will result in a zero on the exam, suspension, and possibly expulsion in accordance with the Code of Conduct.

SECTION 5: SCHOOL POLICIES

Attendance Policy

Attendance is the most important predictor of student success. It promotes student engagement, ensures continuous learning, fosters accountability, facilitates participation in collaborative activities, and enhances relationships. Consistent attendance also cultivates accountability and responsibility as students learn to manage time, meet deadlines, and fulfill commitments.

Students are expected to attend school at all times unless they are absent because of sickness, an important family reason or other important commitment. In these cases, the student and parents are responsible for notifying the school/homeroom teacher to ensure appropriate planning for missed classwork is discussed with the classroom teacher and student collaboratively. Records explaining absences will be kept with the teacher and the school for future reference should there be any concern regarding academic progress or credit completion.

Middle and Senior School

In accordance with Ontario Ministry Guidelines, it is the decision of the School to determine the maximum number of absences permitted, which will still allow a student to pass a grade or receive a credit in a specific course, should a student have chronic and excessive absences noted in school or in a specific class. The Ministry of Education requires all credit courses to be a minimum of 110 hours.

Beginning in the 2026-27 school year, attendance shall form part of a student's final grade in secondary school credit courses, including any secondary school credit courses taken by students in earlier grades or through summer academic programs offered by the School:

- For Grades 9 and 10 courses, 15% of the final mark shall be based on attendance.
- For Grades 11 and 12 courses, 10% of the final mark shall be based on attendance.

Elmwood School is fortunate to have a generous holiday schedule for students. We strongly discourage Elmwood families from taking vacations at times outside of the established vacation periods due to the impact on engagement and academic progress. As these absences do not align with the updated Ontario Ministry Attendance Guidelines, they are deemed to be unexcused absences which may impact a final mark.

If a student's attendance is causing concern and placing their course in jeopardy, the school will alert the parent/guardian. If this continues to be a concern, the student and parent will meet with the homeroom or subject teacher and the Vice Principal. The following guidelines will serve as basic indicators for students, parents and teachers to ensure a student's attendance is discussed where there might be a concern about credit completion:

- When a student is falling below 95% attendance, the Middle or Senior School Attendance Team will engage in conversation with the student as well as parent/guardian.
- If the problem of attendance persists to a degree where the course credit is in jeopardy, the Guidance Team and/or the Principal will arrange a meeting with the student, teacher, and parents.

Absences for Assessments – In all cases, other than illness or an unforeseen emergency, a student who will be absent on the day of a scheduled test or assignment must make prior arrangements with their teacher. If the absence is not for a school-sanctioned event, an email or letter from a parent must be provided to the teacher. The student must complete the assessment immediately upon return to school. It is the responsibility of the student to make an arrangement with the teacher to do so.

Attendance for all final assessments is mandatory.

Absences and Attendance at Co-curricular and Sporting Events – If a student is absent during the academic day, they may not attend any after-school co-curricular or sporting events.

Together, the School, parent(s) or guardian(s), and students share responsibility for supporting regular in-person attendance, active participation, academic integrity, and timely communication. The School will apply this Policy in a manner that recognizes in-person attendance and participation as essential requirements of the School program, while considering individual circumstances and providing accommodation where required under the Ontario *Human Rights Code*.

SECTION 6: CODE OF CONDUCT

At Elmwood, our Code of Conduct reflects who we are and what we believe. It supports a learning environment where every student can grow with confidence, curiosity, and care. Grounded in the principles of academic excellence and respectful behaviour, it sets the standard for how we engage with one another—intentionally, kindly, and with integrity.

As an International Baccalaureate World School, our expectations are also guided by the IB Learner Profile. We strive to be principled and open-minded, thoughtful inquirers and effective communicators, reflective, caring, and courageous. These qualities shape the way we live and learn together.

Our Code of Conduct applies to every member of the Elmwood community—students, faculty, staff, parents, and guardians—whether on campus or participating in school-authorized activities. It affirms our collective responsibility to uphold a safe, inclusive, and respectful community where everyone can thrive.

In accordance with the Ontario Human Rights Code, every individual at Elmwood has the right to learn and work free from discrimination or harassment, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, gender identity, sexual orientation, age, marital or family status, or disability. Any behaviour that undermines the dignity or well-being of another member of our community will be taken seriously.

The following pages outline the policies and procedures that guide daily life at Elmwood. These expectations are reviewed regularly and may be revised as needed. We ask all community members to honour both the letter and the spirit of these guidelines—and to see them not as rules to follow, but as commitments we share in creating a school culture where everyone feels known, respected, and lifted.

Roles and Responsibilities

At Elmwood, we believe that a strong, respectful community is built on shared responsibility. Every member of our school community—including the Head of School, Principals, Vice Principals, faculty, staff, students, parents, guardians, and volunteers—plays an important role in upholding and modelling the behaviour expectations outlined in this Code of Conduct.

These responsibilities are not only about ensuring order; they reflect our collective commitment to creating a safe, inclusive, and empowering environment where all students can grow, lead, and thrive.

The Head of School, under the direction of the Board of Governors, leads the daily life of the school with purpose and care. This leadership is demonstrated by:

- Fostering a learning environment that is safe, welcoming, and grounded in mutual respect;
- Holding all members of the school community accountable for their actions and choices;
- Empowering students to be positive leaders within the school and beyond;
- Engaging in open, regular, and meaningful communication with families, students, and staff.

Faculty, staff, and administration, under the Head of School's leadership, are entrusted with maintaining a culture of high expectations and mutual respect. As educators and mentors, they model these expectations when they:

- Inspire students to reach their full potential and embody the attributes of the IB Learner Profile;
- Foster leadership, collaboration, and compassion within the classroom and wider school community;
- Communicate openly and consistently with parents and guardians;
- Apply expectations fairly and consistently, promoting a strong sense of accountability;
- Demonstrate respect in every interaction—with students, colleagues, and families;
- Guide students toward becoming thoughtful, responsible, and engaged citizens.

Students are valued and respected members of our community. We believe that when students are treated with dignity, they rise to meet the expectations set before them. Respect and responsibility are demonstrated when students:

- Arrive at school prepared, dressed appropriately, and ready to engage fully in learning;
- Contribute positively to school life—including on trips, exchanges, and school events;
- Respect personal boundaries and honour the privacy and dignity of others;
- Use body language and communication that fosters inclusion and belonging;
- Express ideas, opinions, and facts clearly, respectfully, and responsibly—in all formats;
- Approach challenges with a mindset of accountability and constructive problem-solving;
- Refrain from bringing to school anything that may compromise safety;
- Follow established school rules and take ownership of their words, actions, and impact.

Parents and guardians are essential partners in education. A supportive home environment and strong school-family communication help ensure each student's success. Parents and guardians contribute to a safe and respectful learning culture when they:

- Familiarize themselves with the Code of Conduct and reinforce its expectations at home;
- Show interest in their child's learning, well-being, and overall school experience;
- Communicate openly and constructively with the school;
- Help their child come to school prepared, appropriately dressed, and on time;
- Ensure regular and punctual attendance, and inform the school of absences promptly;
- Encourage their child to meet the expectations outlined in the Code of Conduct;
- Support school staff in addressing behavioural concerns with care and collaboration.

Together, these shared commitments form the foundation of a vibrant and respectful learning community—one where students are not only safe but inspired to lead with purpose and kindness.

- Respect the differences among people—their identities, ideas, perspectives, and lived experiences;
- Treat one another with dignity at all times, especially in moments of disagreement or conflict;
- Act with fairness, empathy, and consistency in our interactions;
- Care for school property and the belongings of others with respect and responsibility;
- Offer help when we see someone in need, and contribute to a culture of compassion and inclusion;
- Ask for help when needed, and seek support from trusted adults to resolve conflict peacefully;

- Uphold honesty, transparency, and ethical conduct in all our actions;
- Demonstrate respect for all members of the school community, including those in leadership or authority;
- Honour the right of others to learn and work in an environment that is safe, focused, and free from disruption.

These expectations reflect who we are as a community—and who we are becoming. By living these standards each day, we create a school culture where everyone feels safe, valued, and ready to grow into their full potential.

Inappropriate Behaviour
Examples of inappropriate behaviour include, but are not limited to the below, and apply to both in-person and online environments:

- unexcused absence from class or school activities;
- chewing gum or eating on school property outside of designated meal and snack times;
- consistent uniform infractions;
- academic misconduct;
- swearing at a teacher or other person in authority;
- rudeness to community members;
- acts of vandalism causing damage to school property or property located on school premises;
- smoking or vaping on school property or elsewhere in school uniform;
- possessing, or being under the influence of, alcohol or illegal drugs;
- trafficking in weapons or illegal drugs;
- selling alcohol or giving alcohol to a minor;
- harassment of any kind;
- bullying, intimidating or threatening another person; (See Relational Aggression Section of Handbook)
- possessing or using a weapon to cause or threaten bodily harm to another person;
- physically assaulting another person;
- sexually assaulting another person;
- committing theft, robbery or extortion;
- distributing hate material;
- violence of any kind;
- accessing inappropriate materials on the internet, and posting offensive comments; and,
- conduct injurious to the moral tone or learning environment of the school or to the physical or mental well-being of others.

Accountability and Consequences
At Elmwood, every member of our community shares in the responsibility to uphold not only the letter, but also the spirit of our school's policies and procedures. These expectations exist to protect the integrity of our learning environment and to ensure that all students are safe, respected, and supported in their growth.

When a student fails to meet the standards outlined in this Code of Conduct—or attempts to act in a way that contravenes them—Elmwood reserves the right to respond with the full range of disciplinary measures, including expulsion. While this document outlines typical responses to misconduct, Elmwood retains the discretion to apply the consequence it deems most appropriate in any given situation, taking into account the severity and context of the incident.

Importantly, a breach of the Code does not need to be completed for sanctions to apply. In some cases, an attempt to act dishonestly or inappropriately—for example, trying to cheat on a test—may carry the same weight as the act itself.

We approach discipline as a learning opportunity, grounded in fairness, transparency, and care. The process we follow is designed to ensure clarity and consistency, with the understanding that serious incidents may require immediate escalation to the relevant Principal and parents.

Academic Warning – An Academic Warning may be issued when a student's actions disrupt their own learning progress. Teachers will consider the context of the situation and provide fair warning before issuing one. Examples may include repeated failure to submit assignments, chronic lateness, or lack of preparation for class. Academic Warnings also apply to breaches of the Academic Honesty Policy. If a student receives an Academic Warning for missing homework, they are still expected to submit the work as soon as possible, at the teacher's discretion. Failure to do so may result in a further warning.

Conduct Warning – A Conduct Warning is issued when a student's behaviour violates the expectations set out in the Code of Conduct. This may include actions listed under "Inappropriate Behaviours" or other conduct that undermines the safety, dignity, or integrity of our school environment.

<u>Process and Procedures</u>
In determining whether an offence has been committed and what sanction should be applied, Elmwood School will employ procedures that:

- reflect the severity of the offence alleged, including the intention of the student, the age of the student, the frequency of occurrence and the impact on the school;
- ensure that a student, and their parents, are aware of the complaint against the student;
- ensure that a student, and their parents, have the opportunity to present fully and fairly their version of events and explanation and to have these taken into account by the decision-maker; and
- ensure that the decisions will be made in a fair and impartial way.

The range of sanctions that Elmwood School may apply to offences include:

- issuance of Conduct and Academic Warnings (see above guidance)
- mediation meeting with appropriate person(s) (such as fellow students, faculty, and administrators)
- removal from a school activity, special program or recess to complete work or special assignment designated by the teacher
- removal from class for a period of time
- conference involving student, teacher, homeroom teacher, parent, Director of Health, Safety and Wellness, Vice-Principal and/or the Principal
- arrangement of a behaviour or performance contract with the involvement of the student, teachers and parents
- financial restitution, reparation or service in a case where damage is caused or maintenance work made necessary
- formal suspension from school for one or more days
- expulsion from the school.

The school reserves the right to dismiss a student when the continued attendance of that student would not be in the best interests of that student or the school. The school also reserves the right to dismiss a student when their behaviour seriously jeopardizes the school's ability to guarantee the dignity and safety of its students, interferes with learning, represents a breach of the Code of Conduct, or involves conduct that is injurious to the moral tone or learning environment of the school or to the physical or mental well-being of others.

The general procedure Elmwood School will observe to investigate and deal with any reports of breaches of the Code of Conduct is as follows.

Where the incident is of a less serious nature, the teacher will give an Academic or Conduct Warning. The teacher who observes the incident/behaviour or to whom it has been reported will, where possible, complete a Serious Incident Report within 24 hours and submit it to the appropriate cross functional leadership group.

If the incident is deemed serious enough, the following procedure will be observed:

- The Principal will investigate and question those with alleged involvement to confirm involvement and determine facts and related issues. As part of the investigation, the Principal will provide the student with an opportunity to explain their conduct, respond to the allegation and be heard regarding their position with respect to the incident in question. After these initial interviews, the Principal will inform the parents as required.
- If a student denies an allegation and a matter of credibility arises, the student and their parents will be given an opportunity to meet with the person who will make the discipline determination (the Principal or designate) so that they can:
    - present their version of events, including mitigating circumstances;
    - test or challenge the evidence against the student; and
    - make submissions as to possible sanctions.

- If the offence is one that might result in a serious sanction (e.g. suspension for more than one or two weeks or expulsion), the student and their parents will be given an opportunity to meet with the person who will make the discipline determination (Head of School) so that they can:
    - present their version of events, including mitigating circumstances;
    - test or challenge the evidence against the student; and
    - make submissions as to possible sanctions.
- In serious cases, where there is potential for lengthy suspension or expulsion, the Principal will obtain from the student and their parents a written acknowledgement of the allegations. The school will document any conversations by its employees, including those in which allegations are communicated to the student and/or parents. Communication with the student and parents will clearly indicate Elmwood School's policies and the consequences of infractions.

The policies and procedures contained in the Code of Conduct are subject to review and may be changed or amended from time to time.

Bullying and Relational Aggression

Inclusion and mutual respect are essential components of a welcoming, dynamic, and functional school community. Elmwood is committed to providing a physically, emotionally, and psychologically safe environment for all our students. Bullying, including cyberbullying, will be dealt with seriously and result in possible suspension.

Relational aggression is a behaviour that is intended to harm someone by damaging or manipulating an individual's relationship with others, and aggression occurs through body language, words, and relationships.

Examples of relational aggression include:

- spreading rumours and gossip
- passing notes about another student
- making fun of someone in a class by rolling eyes or making disparaging sounds
- bumping, poking, or pinching someone on purpose
- taunting someone
- damaging someone's property
- excluding someone
- making mean jokes and then saying, "just kidding"
- making fun of someone's appearance, weight, or clothes

Students who are being bullied physically, emotionally, or psychologically are encouraged to seek help from their homeroom teacher or any trusted adult in the school community. At that point, an assessment or investigation of the situation will begin. Following the Process and Procedures above.

Entitlement to Access and Search

By enrolling at Elmwood School, both the student and their parent(s) acknowledge and agree that where Elmwood School has reasonable grounds to believe that there has been a breach of a school rule, a school administrator or designate may access and search a student's locker, person and/or possessions in order to maintain a safe school environment and/or to ensure that the student is complying with the requirements of the Code of Conduct.

SECTION 7: TECHNOLOGY USE AT ELMWOOD SCHOOL

Elmwood is proud to be recognized as a leader in the integration of technology, teaching and learning as one of a handful of Apple Distinguished Schools in Canada. Technology is used throughout the school to enhance our learning environment, and as part of our exceptional learning community, we entrust students with its responsible use. This responsibility means treating all equipment with care and showing respect when interacting through email and virtual environments. Developing digital citizenship skills– adopting appropriate, responsible, and empowered technology practices– is essential for active and productive engagement in communities and making wise choices online and offline.

The following guidelines outline specific expectations:

- MacBooks play an important part in learning at Elmwood. Students are expected to bring them to school each day, and they must be 100% charged each morning. That said, the teacher of any given class has the final say regarding when devices are to be used and when they are to be set aside for a particular lesson.

- MacBooks should be stored and transported in a case, bag or protective shell.

- Liquid spills are the number one cause of computer damage. This happens most often when carrying a MacBook in the same bag as an inadequately sealed water bottle. We recommend keeping water bottles on the outside of school bags and keeping food away from work surfaces where you're using any technology.

- Passwords are private. Never share email passwords or any other account information under any circumstances. Granting another person access to a school email account is not allowed– nor is using anyone else's username or password.

- Make economical use of limited resources such as printing and be mindful of the environmental impact of wasting paper.

- Do not view, send or display inappropriate or unsafe content, messages, pictures or video. Notify a member of the school faculty immediately if, by accident, you encounter materials which violate the rules of appropriate use.

- All users of software acquired by Elmwood School must abide by the terms of their License Agreements.

- Ensure software and application upgrades and updates are up-to-date. Occasionally, MacBooks purchased through the school may require software updates that need to be run by the IT department. Please return your school-purchased MacBook promptly when requested to do so.

- Notify the IT department immediately in the event of damage or theft of a MacBook. Insurance does not cover intentional user damage, careless damage, torn chargers or worn batteries. The deductible charged by Apple depends on the terms of their AppleCare+ insurance program.

Students and parents should be aware that they do not have a reasonable expectation of privacy with respect to the contents of their laptop, iPad, email, or other school information systems and the data accessed through the school network. Data accessed from the internet through the school network is logged by our firewall. That log is monitored in the course of ongoing maintenance and in response to specific concerns.

Junior School parents and students in Grade 3-5 are asked to sign the Technology Essential Agreement. Middle and Senior School parents and students are asked to sign the Elmwood School Responsible Use of Technology Agreement from Grades 6-12.

SECTION 8: ATHLETICS – CODE OF FAIR PLAY

The following guidelines are in place to ensure a respectful, civil, safe, fair, and enjoyable athletic experience for athletes, coaches, and parents.

Athletes will:

- play by the rules and in the spirit of the game;
- recognize the efforts of teammates, and do their best to encourage teammates through positive reinforcement;
- be respectful and thankful for the time and help of coaches;
- be respectful of officials, and accept the decisions of the officials gracefully;
- be respectful of opponents, and spectators; and,
- conduct themselves with honour, dignity and sportsmanship.

Coaches will:

- teach their athletes to play fairly and to respect the rules, officials and opponents;
- set a good example of sportsmanship;
- be clear in their expectations, and ensure all athletes receive equal instruction and support;
- not ridicule athletes for making mistakes or for losing a competition;
- ensure the equipment and facilities are safe and appropriate to the age and ability of the players; and,
- be reasonable when scheduling games and practices, remembering that young athletes have other interests.

Parents and spectators are reminded:

- to encourage athletes to play fairly and to respect the rules, coaches, officials, and opponents;
- to encourage children to play for their own enjoyment;
- to never ridicule or yell at an athlete for making mistakes or losing a competition;
- to show respect and appreciation for the coaches who give their time to provide sport instruction and activities;
- to respect the official's decision, never question the official's judgment or honesty in public; and,
- that inappropriate language or conduct directed at athletes, coaches, officials will not be tolerated.

Duke of Edinburgh's Award Programme

The Duke of Edinburgh's International Award is an exciting self-development programme available to all young people, equipping them with life skills to make a difference to themselves, their communities, and their country. It complements academic studies with co-curricular activities that strengthen students' sense of responsibility and enrich their surrounding community. Each year, students participate in the Bronze, Silver and Gold levels by meeting the requirements through the four Programme elements:

- Community Service – The emphasis of this section is the regular giving of a service. This requirement also fulfills the high school diploma requirement of 40 hours of community service upon graduation.
- Outdoor Expedition – The expedition is designed to cultivate a spirit of adventure and discovery, an understanding of the environment, and the importance of working together in a team with a common purpose. The expeditions vary each year, and at each level, proper training and preparation, self-sufficiency, self-reliance, and the exploration of new surroundings are the key elements. Some examples of expeditions include dog sledding, white water canoeing and hiking the Appalachian Trail.
- Skills – To encourage the development of personal interests and learn practical skills. Skills can include such hobbies as photography, web design, music, singing, crafts, and language acquisition.
- Physical Recreation – To encourage improved performance and physical fitness.

Participants are required to take part in some form of organized physical recreation program or personal training program and show individual progress. Most team and individual sports are included, such as soccer, volleyball, rugby, swimming and rowing. The list is endless, depending on what appeals to you.

SECTION 9: CONCLUSION – FEEDBACK AND SUGGESTIONS

Feedback and Suggestions

We encourage and appreciate feedback, input and suggestions from all members of our community about any aspect of the school, in our commitment to continuous improvement through innovation. These items can be brought forward through the established communication channels– teacher, coach, administrator, or be provided through the website feedback form.