



## Student-Parent Handbook 2017-2018

### GENERAL SCHOOL INQUIRIES

Chinook Winds Adventist Academy  
10101 2<sup>nd</sup> Avenue S.W.  
Calgary, Alberta T3B 5T2

Telephone (403) 286-5686  
Facsimile (403) 247-1623  
Website [www.cwaa.net](http://www.cwaa.net)  
Email [reception@cwaa.net](mailto:reception@cwaa.net)

#### E-mail for CWAA staff (with some exceptions):

Type first initial of first name, plus full last name @cwaa.net (e.g. [jdoe@cwaa.net](mailto:jdoe@cwaa.net))  
Check CWAA's website ([www.cwaa.net](http://www.cwaa.net)) for full listings.

**Chinook Winds Adventist Academy is an independent school operated by the Seventh-day Adventist churches in Calgary offering Kindergarten to Grade 12.**

### SCHOOL TIMES

**Kindergarten:** Monday to Thursday: 8:30 a.m. to 3:15 p.m.  
**Grades 1-12:** Monday to Thursday: 8:30 a.m. to 3:15 p.m.  
Friday: 8:30 a.m. to 1:20 p.m.  
**Office Hours:** Monday to Thursday: 8:00 a.m. to 4:00 p.m.  
Friday: 8:00 a.m. to 1:45 p.m.

### WHO TO CALL

<b>General Inquiries:</b>	Shawney Dobbin/Lyn Salango	403-286-5686
<b>Admissions/Bussing Inquiries:</b>	Lyn Salango	403-286-5686
<b>Financial Questions</b>	Millicent Adede	403-286-5686, Ext. 102
<b>School Operation Questions:</b>	Lara Melashenko	403-286-5686, Ext. 103
<b>Health/Safety/Risk Management:</b>	Lara Melashenko	403-286-5686, Ext. 103
<b>Campus Ministries:</b>	Brent Wilson	403-286-5686, Ext. 106
<b>Music Department Questions:</b>	Rachel Miranda	403-286-5686, Ext. 117
<b>Athletic Department Questions:</b>	Rick Fowler	403-286-5686, Ext. 112
<b>Resource Department Questions:</b>	Lara Melashenko	403-286-5686, Ext. 103
<b>Facilities Questions:</b>	Marco Suarez	403-286-5686

**TABLE OF CONTENTS**

		<b><u>PAGE</u></b>
I.	<b>Academic and Administrative Organization</b>	3
II.	<b>Introduction to CWAA</b>	
	<i>School History</i>	4
	<i>School Philosophy</i>	4
	<i>Mission and Values</i>	4
III.	<b>Academic Information</b>	
	<i>Curriculum</i>	5
	<i>Field Trips</i>	6
	<i>Student Assessment and Reporting</i>	7
	<i>Secondary Course Planning</i>	8
	<i>Elementary Class Placement</i>	9
	<i>Graduation Requirements</i>	9
	<i>Awards</i>	9
	<i>Scholarships</i>	11
IV.	<b>Policies and Procedures</b>	
	<i>Daily School Routines</i>	11
	<i>Student Attendance and Presence on Campus</i>	12
	<i>Medical Concerns and Emergency Policies</i>	12
	<i>Emergency and Safety Procedures</i>	13
	<i>Student Issues</i>	14
	<i>School Uniform Policy</i>	15
	<i>Library Policy</i>	17
	<i>Welcoming, Caring, Respectful and Safe Teaching and Learning Environment Policy</i>	17
	<i>School Discipline Policy</i>	18
	<i>Harassment Policy</i>	21
	<i>Anti-Bullying Policy</i>	21
	<i>Hazing Policy</i>	24
	<i>Responsible Technology Use Agreement</i>	25
	<i>School Bus Policy</i>	27
	<i>Complaint Process</i>	28
	<i>Appeals</i>	29
V.	<b>Financial Information</b>	
	<i>Fee Schedule</i>	30
	<i>Schedule and Method of Payment</i>	31
	<i>Tuition Incentive Program</i>	31
	<i>International Students</i>	31
	<i>Overdue Accounts</i>	31
	<i>Tuition Tax Deductible Receptions</i>	31
	<i>Tuition Assistance Program (TAP)</i>	31
	<i>Admission Process</i>	32
	<i>Appeal Process for Denied Admission</i>	32
	<i>Withdrawal Procedure</i>	32
VI.	<b>Parent Communication and Involvement</b>	33
VII.	<b>Student Activities</b>	34
VIII.	<b>Brief Summary of What Seventh-day Adventist Believe</b>	35
IX.	<b>Closing Comments</b>	36

**I. ACADEMIC AND ADMINISTRATIVE ORGANIZATION****CWAA BOARD MEMBERS**

**Ishmael Ali**  
Pastor, Garden Road SDA Church

**Chris Babbitt** (Board Chairman)  
Mountainview SDA Church

**Aaron Bell**  
Central SDA Church

**Gardner Bermudez**  
Pastor, Maranatha, Spanish Central SDA Churches

**Ashleigh Brown** (Board Secretary)  
Central SDA Church

**Norman Cid.**  
Pastor, M.E.T.R.O., Southside SDA Churches

**Carla Garcia**  
Central SDA Church

**Ghena Girleanu**  
Pastor, Central SDA Church

**Bob Gorbenko**  
Mountainview SDA Church

**Janet Griffith**  
Alberta Conference of SDA Superintendent

**Janet Hall**  
Alberta Conference of SDA Associate Superintendent

**Terrance Horrell**  
Pastor, Bridgeland, Cambrian Heights, Cornerstone

**Jinwook Lee**  
Pastor, Korean and Parkdale SDA Churches

**Mwalundi Malekano**  
Bridgeland SDA Church

**Richard Means**  
Pastor, Garden Road SDA Church

**Lawel Natufe**  
Pastor, Bridgeland SDA Church

**Ronniel Navarro**  
M.E.T.R.O. SDA Church

**Allan Perez**  
Pastor, Calgary Central SDA Company

**Donald Pierre**  
Pastor, Bethany French, Ghanaian SDA Company

**Patrick Richardson**  
Garden Road SDA Church

**Felix Richter**  
Pastor, Central SDA Church

**Carmen Rodriguez**  
Central SDA Church

**Camille Romeo** (Board Vice-Chair)  
Bridgeland SDA Church

**Honey Todd**  
Pastor, Mountainview, Northwinds SDA Church

**Rinna Trinidad**  
Northwinds SDA Church

**James Wesley**  
Pastor, Aidrie, Beiseker SDA Church

**Brent Wilson**  
CWAA Chaplain

**Donald Wright**  
Pastor, Bridgeland, Cambrian Heights, Cornerstone

**CWAA FACULTY**

**Millicent Adede**, B.B.A. (Management)  
Business Manager & Registrar

**Katrina Anderson**, B.Ed.  
Biology, Chemistry & General Science

**Mark Andrade**, B.A., B.Ed.  
Religious Studies

**Alyssa Bergen**, B.A., B.Ed.  
Grade 6

**Hilary Blackburn**, B.Ed.  
Kindergarten

**Melissa Brown**, B.Ed.  
Junior High Humanities

**Divina Buhia**, B.Ed.  
Grade 1

**Kathlyne Butler**, B.Ed.  
Physics & Math

**Samantha Dingman**, B.Ed., M.Ed. (in progress)  
Grade 2

**Shawney Dobbin**, B.Soc.  
Receptionist

**Sandra Dodds**, B.A., B.Ed.  
Elementary PE

**David Elias**, B.A., B.Ed.  
Vice-Principal, Social Studies

**Bruce Fillier**, B.A., M.A.  
Grade 5

**Rick Fowler**, B.Ed., M.A.  
Athletics Director, PE 7-11

**Juana Galdamez**, B.A., B.Ed.  
Secondary Math

**Gord Goss**  
School Technologist

**Holly Hoffman**, B.A., MA.  
Library Technician / Education Assistant

**Marilyn Kelloway**, B.Ed.  
Guidance Counselor, Humanities

**Lori-Anne Kennedy**, B.Ed., M.Ed. (in progress)  
Grade 3

**Lara Melashenko**, B.Sc., B.Ed., M.Sc.  
Principal

**Rachel Miranda**, B.A., M.A.  
Music Director, K-12 Music

**Valerie Robertson**  
Elementary Education Assistant

**Lynwen Salengo**  
Receptionist

**Marco Suarez**, B.Eng. & **Elizabeth Suarez**, B.Sc.  
Custodial & Facility

**Brent Wilson**, B.A., M.Div.  
Chaplain



## II. INTRODUCTION TO CWAA

### SCHOOL HISTORY

Chinook Winds Adventist Academy began serving Calgary families with Christian education in 1945 in the basement of a Seventh-day Adventist church. Over the years CWAA moved to various locations throughout the city until it acquired its permanent site in 1974 – a beautiful 20-acre parcel of wooded land on the side of a mountain next to Canada Olympic Park. In 1985 the school was destroyed by fire and it re-opened its doors in the fall of 1986.

CWAA has grown steadily from its inception as an elementary school to a complete Kindergarten to Grade 12 day school today. The school is recognized by the Government of Alberta as a Category 1 Private School and by the Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities. CWAA is governed by an Operating Board made up of 30 representatives from various Seventh-day Adventist constituent churches of Calgary. It is supervised by the Alberta Conference of Seventh-day Adventists Office of Education. CWAA is part of the Seventh-day Adventist educational system, which operates 7,200 schools worldwide with a total enrolment of over 1.5 million students. CWAA offers a spacious, well-equipped facility includes bright classrooms, an excellent gymnasium, library, several computer labs and portable laptop carts, music room, science lab, kitchen, work-out space, soccer fields, elementary playgrounds and more.

### SCHOOL PHILOSOPHY

As Christian educators, we believe that each child has been fearfully and wonderfully created in God's image (Psalms 139:14). We believe that God loves each child with an everlasting love (Jeremiah 31:3) and He desires that each child learn to know Him in return (Hosea 13:4). We believe that God has given each child unique gifts and abilities (Romans 12:6) and He has a specific plan and purpose for each child (Philippians 2:13).

It is therefore our commitment to provide each child that comes to CWAA with a secure, caring, and stimulating environment in which he/she can grow and mature physically, intellectually, socially, and spiritually. We strive to provide an education where every child will experience a high degree of success while developing a love and enthusiasm for learning. It is our aim to inspire and motivate our students to achieve their full potential and achieve excellence. We are committed to designing education activities around student interests, which will motivate and stimulate a passion to learn and a desire to become active participants in the learning processes. We strive to ensure our students develop a wide variety of skills that will ensure successful living in the 21<sup>st</sup> century: critical thinking and problem-solving skills, individual discovery and the construction of knowledge, creative & innovative processes, opportunities for collaboration and effective communication, self-advocacy and develop habits of responsible citizens. Finally, we want our students to find learning fun and relevant and we aim to promote an environment where the voice of each student is heard, and where each student feels free to express themselves. We are committed to providing a respectful environment with fair and consistent rules and where every student feels safe and sure of what is expected of them.

### SCHOOL MISSION AND VALUES

Our mission is "***Engaging students to follow God completely, serve unselfishly, and achieve excellence.***" We will accomplish our mission by creating a nurturing, innovative environment where every child is expected to achieve a high standard of personal academic excellence, behavior, and service.

***Follow God Completely.*** *The primary aim of Adventist Education is "to restore the broken relationship between God and the student"<sup>1</sup>. Through the teachings of the Bible and the assistance of the Holy Spirit,*

- *Our students will be taught to know their Sovereign God, the Great Controversy and the Plan of Salvation.*
- *Our students will be given opportunities to enter into a saving relationship with Jesus Christ and demonstrate the fruit of the Spirit.*
- *Our students will spend regular time seeking God and will learn to trust and align their lives with God's will.*

***Serve Unselfishly.*** *Adventist Education aims to teach students to "live a life of joyful service to God and to others in this world and in the world to come" (Ellen G. White, Education p. 13)*

- *Our students will be taught to follow in Jesus footsteps to "look not only to their own interests, but also to the interests of others." (Philippians 2:3-4)*
- *Our students will identify and respond to needs of local and global communities. They will be taught to show acts of compassion and kindness without expectation of personal gain or return.*
- *Out of a heart of love for God and concern for others, our students will be taught how to be missionaries and how to "seek with unselfish earnestness to lighten the woes of suffering humanity and to minister to those in need". (Ellen G. White, Ministry of Healing, p. 104)*



*Achieve Excellence. Genuine Adventist Education "enables the harmonious development of the physical, mental, social and spiritual powers". (Ellen G. White, Education, p. 14)*

- *Our students will be imitators of Christ and "thinkers rather than mere (human) reflectors" (Ellen G. White, Education, p. 15)*
- *Our students will develop their God-given abilities, striving to achieve balance in all aspects of their development.*
- *Our students will "aim to reach the highest round of progress and advance as fast and as far as they can" and make their "field of study be as broad as their powers can compass, making God their wisdom." (Ellen G. White, Special Testimonies On Education, p. 216)*

Our **school values** govern our actions, decisions and practices and allow us to achieve our mission:

1. **STRIVING FOR EXCELLENCE** – We strive to achieve the highest levels of quality in every aspect of the school's program.
2. **21<sup>ST</sup> CENTURY EDUCATION** - We engage students with research-based education practices and teach our students to be critical thinkers, problem-solvers, innovative knowledge-creators and God-honoring communicators and servants.
3. **HOLISTIC EDUCATION** – We provide a holistic education, which emphasizes the responsible development of mental, physical, spiritual, and social abilities, skills and talents in preparation for a positive, happy life on this earth as well as throughout eternity.
4. **CHRIST-CENTERED EDUCATION** - We intentionally infuse Biblical teachings and the teachings of Jesus Christ into every aspect of our school program.
5. **PARTNER WITH THE FAMILY** – We foster open and honest communication and provide parents with opportunities to be involved in the life and development of the school. We supply timely and accurate information on student progress in academic excellence and the development of Christ-like character.
6. **CHRIST-LIKE CHARACTER DEVELOPMENT** – We teach students to emulate Christ's character (self-sacrifice, compassion, empathy, grace, honesty, integrity, love, respect, and responsibility).
7. **COMMITMENT TO CHRIST** – We teach students to know God and we promote an environment where students choose Jesus Christ as their Savior and best friend. We teach our youth to embrace their faith in the Bible, creation and share the message and mission of the Seventh-day Adventist Church.
8. **SERVICE TO CHRIST AND OTHERS** - We establish a pattern of lifelong service to humanity and to God by showing the love of Jesus Christ through acts of compassion and kindness.
9. **FOCUSING ON RELATIONSHIPS** - We promote an environment where life-long friendships are formed; we teach students the importance of respectful and effective communication and developing these necessary skills.
10. **RESPECTING DIVERSITY** - We promote respect and dignity for the diversity found in God's creation as evidenced in differences in economic status, capabilities, social backgrounds, ethnicity, physical attributes, gender, and religion.

### III. ACADEMIC INFORMATION

#### CURRICULUM

CWAA is a Category I Private School as defined by Alberta Education and follows curriculum and programs mandated by such certification. CWAA presents a balanced program, which integrates the subjects recommended by Alberta Education with the tenet of Biblical faith and Christian principles of living. All courses offered at CWAA follow the Alberta Government Education Curriculum and the Seventh-day Adventist North-American Division (NAD) Curriculum Guides. For information about Alberta Education go to [www.education.alberta.ca](http://www.education.alberta.ca) and for more information about the NAD Curriculum Guides go to [circle.adventist.org](http://circle.adventist.org). All classes are taught from a Seventh-day Adventist perspective with course materials provided by the Seventh-day Adventist Education Department.

**KINDERGARTEN – GRADES 6 (WITH INTEGRATED COMPUTER STUDIES)** - All students take the following subjects: Language Arts (Reading, Writing, Spelling, Comprehension), Mathematics, Science, Social Studies, Physical Education/Health, Music, Art and Bible. At the end of the Kindergarten year, these students are assessed for suitability for the Grade 1 program. Following this assessment, successful students are offered placements for the following school year.

**GRADES 7-9 (WITH INTEGRATED COMPUTER STUDIES)** - Grade 7-9 students take four core classes (Math, Science, Social Studies, Language Arts) all year long. Typically, each core class will have 1 period per day. In addition, all students take Physical Education and Religious Studies all year long as well. Grades 7-9 students choose an option each semester from among the following electives: Drama, Art, Foods, Multi-Media, Band, Choir, Business, Yearbook, Tourism, etc. Options classes vary from year to year.

**GRADES 10-12** - Grades 10, 11, and 12 Senior High School courses are credit weighted and follow Alberta Education Guidelines. Students make choices based on Alberta Education High School Diploma requirements, and requirements for university, in consultation with an Academic and Career Counselor and/or the Principal. A Grade 10 academic requirement of CWAA is the inclusion of a language course (Spanish 10). When a student receives a High School

*Mission: "Engaging students to follow God completely, serve unselfishly, and achieve excellence."*



diploma from CWAA, we confirm that he or she has successfully completed the High School program with us and reached our high standards.

Each high school course is assigned a credit value. A 3-credit course has 62.5 hours of instructional time and a 5-credit course has 125 hours of instruction. Course series are developed for a variety of purposes and have varying degrees of difficulty.

CWAA offers the following course series:

- Social Studies 10-1, 20-1, 20-2, 30-1 and 30-2
- Language Arts 10-1, 20-1, 20-2, 30-1 and 30-2
- Math 10-C, 20-1, 20-2, 30-1, 30-2
- Science 10
- Biology 20, 30
- Chemistry 20, 30
- Physics 20, 30
- Physical Education 10 (Physical Education 20, 30 depending on interest)
- Religious Studies 15, 25, 35
- Career and Life Management 20 (offered in Grade 10)
- Career and Technology Studies (CST) Options: Drama, Art, Foods, Multi-Media, Band, Choir, Business, Yearbook, Tourism, Fitness, etc. (Options classes vary from year to year.)

## SERVICE HOURS

In order to promote a life-long commitment to serving others, all CWAA students must fulfill service hour requirements. Service hours may be gained in either Bible class, Mission opportunities, PE class or CWAA facility related service. To report hours served, the student will turn in a missions/service requirement form signed by the adult supervisor or agency to his/her Bible teacher. Students may earn their mission/service hours during the summer immediately preceding the school year. Grade 12 students must fulfill their community service requirement prior to graduation. The following is a suggested guide for service hours per year.

- Grades 1-3 – 5 hours per year
- Grade 4-6 – 10 hours per year
- Grades 7-9 - 20 hours per year
- Grades 10 - 25 hours per year
- Grades 11-12 - 30 hours per year

Students must acquire a maximum of 50% of their service hours inside CWAA. The rest must be earned outside CWAA. Examples of how students may gain service hours include lunch monitoring, peer tutoring, reading buddies, coaching, volunteering to work on CWAA facility, Student Association, Sabbath School or Church volunteer, tutoring, mission trips, volunteering at charitable organizations in the community, etc. The service hours must not be related to in-class activities and the service must be unpaid. Students should consult with their Bible teachers for more clarification and approval for their service hours.

## FIELD TRIPS

CWAA is pleased to offer its students numerous field trip opportunities. Field trips allow students to be presented with experiences not available in the regular classroom. They are intended to reinforce, extend and enhance the concepts they have been taught in their classes. Field trips give students an opportunity to apply their learning to real-world situations and provide them with opportunity to learn from others who have expertise in a particular field. Finally, field trips allow students to participate in hands-on experiential learning.

**EXAMPLES** - Examples of curriculum-based field trips for CWAA students in the past include: Telus Science Center, Butterfield Acres, Heritage Park, Aero Space Museum, Glenbow Museum, the Calgary Zoo, Agri-days, Sanitation Center, Corn Maze, Grade 5-9 Outdoor Education trip, Three Hills Choir Festival, Kiwanis Music Festival, Swimming, Skating, Athletics, Theatre Calgary, Grade 7-10 Camps, Party Program (Foothills Hospital), Military Museum, Calaway Park (Physics Day), Mission Trips, Sports trips, choir tours, etc.

**STUDENT BEHAVIOR** - High standards of discipline must prevail during field trips, with no deviation from school rules being allowed. Teachers must maintain a satisfactory level of supervision at all times. Teachers will often solicit parent volunteers with Police Information Checks to assist with supervision. Field trips to locations outside the city where



medical attention is not accessible require the presence of staff or other volunteers with current First Aid certification.

**TRANSPORTATION** - As much as possible, CWAA will ensure students are transported to/from field trip destination by charter transportation. However, in the event that field trips require parent drivers, CWAA will only seek the driving help from parent volunteers who have been authorized to assist during the current school year. These parent drivers must meet the following conditions:

- Parent drivers must have completed the Parent Driver Authorization Form and must have submitted a Driver's Abstract from the Alberta Government.
- Parent drivers must submit a Police Information Check by the Calgary Police Services.
- Parent drivers must submit proof of at least \$2,000,000 liability insurance.
- Parent vehicles must be in excellent mechanical condition.
- Parent vehicles must have seat belts available for each student assigned to the vehicle. (Elementary students are not permitted to sit in the front seat.)
- Parent vehicles must have enough gasoline to complete the trip without making a stop for gas.
- Parent drivers must supervise students at all times.
- Parent drivers must devote 100% of attention to driving and supervising of students (and obey provincial distracted driving laws)
- Parent drivers must go directly to the destination and return directly to the school on the return trip. It is not permitted to stop for food, drinks or vary from the prescribed route.
- If a movie is to be shown in your vehicle, it must be "G" rated.
- Under no circumstance will students be given permission to transport other students to a school field trip.

**PLANNING** - Field trips will be planned at the beginning of the year and parents will be informed in a timely fashion. Field Trip fees are included in the Activity/Resource Fees charged at the time of admission. Parent consent forms will be sent home at least two weeks prior to the excursion. All consent forms must be signed and returned at least 24 hours prior to the trip, or by the date stipulated.

**INTERNATIONAL MISSION AND ENRICHMENT TRIPS** - CWAA offers a mission trip for senior high students every second year. Students are encouraged to participate in this life-changing event. Other international trips include curriculum trips and Music Tours and Athletic Trips. When an international trip has been planned, parents of children going on the trip are expected to attend information meetings held at the school. The organizing teacher will provide an overview of details such as itinerary, flight arrangements, what to pack, medical services while on the trip, costs, and special considerations.

## STUDENT ASSESSMENT AND REPORTING

Elementary students are evaluated on the basis of their daily assignments, homework, participation, quizzes, tests and group projects. Secondary students are evaluated on the basis of their course work (quizzes, unit tests, daily assignments, projects, etc.) and on major examinations (midterm exams, final exams). The final mark (percentage grade) in each course will be determined using a combination of term work and major examinations. Where there is no final exam, each term will be weighted equally.

**REPORT CARDS** - Report Cards are generated on our student information system (PowerSchool) and are issued at the completion of each term. Elementary report cards are sent out three times a year (December, March, June). Secondary report cards are sent out four times a year (November, January, April, June).

**STANDARDIZED TESTS** - Students in Grades 2, 4, 5, 8 and 10 will write the Canadian Test of Basic Skills each winter. Test results will be made available to parents. Writing this standardized test allows our teachers to have a tangible frame of reference for our students, which in turn will allow us to make decisions regarding programming and curriculum at all levels. Students in Grades 6 and 9 write cumulative Alberta Provincial Achievement Exams and students in Grade 12 write cumulative Alberta Diploma Exams, as prescribed by Alberta Education.

**GRADE 12 ALBERTA DIPLOMA EXAMS** - Grade 12 diploma courses culminate with an Alberta Education Diploma Examination. A student's achievement on such exam determines 30% of the overall course mark. The remaining 70% is based on coursework completed throughout the year. Grade 12 Diploma Exams are held in January and June. Diploma Exams will be written in English 30, Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, Physics 30. Students at CWAA receive access to exam tutorials through subject reviews workbooks (Keys) and an on-line series of testing through [www.exambank.com](http://www.exambank.com). In addition, information is made available by outside agencies offering exam preparation. Diploma exam schedules are posted on the school calendar.



**MIDTERM AND FINAL EXAMS** - Midterm exams and final exams are scheduled for students in Junior and Senior High School. The exam schedules are provided to students two months in advance and will also be posted on the website. Attendance is crucial at these times. Parents are encouraged to ensure that their children are in attendance for these exams. An exemption from a diploma exam for an emergency medical problem requires completion of a special Alberta Education form by a doctor. A student missing a diploma exam will have to wait until the next diploma exam writing session. A student missing a non-diploma exam must contact their teacher to discuss the implications.

**HOMEWORK POLICY** - Students at CWAA should expect homework, beginning in Kindergarten. Homework furthers learning through practice and application, develops self-discipline, allows for longer assignments which require more time to be completed and allows teachers to assess what the student can accomplish independently. Since all students do not work at the same speed, the following guidelines are average minute of homework expected each evening.

- Elementary students (Grades K – 6) can anticipate between 10 and 50 minutes of homework per day.
- Junior High students (Grades 7-9) can anticipate between 60-80 minutes of homework per day.
- Senior High students (Grades 10-12) can anticipate between 80-120 minutes of homework per day.

Support for education that is provided at home is directly related to a child's success at school. We expect parent support and endorsement for homework time, and encourage them to take an active role in assisting their child to complete homework assignments on time. Parents should provide a proper study area and regular time each day for homework. Parents should also help their child schedule homework time to meet deadlines and where possible, offer assistance and show an interest in homework assignments. Should parents notice that the homework limit is exceeding the guidelines above, we would ask that you contact the individual teacher. Teachers will make every effort to follow these guidelines for homework time.

Incomplete assignments will be recorded and form part of a student's term assessment. Teachers may assign noon hour or after-school detentions for students to finish incomplete homework assignments, so that each child continues to progress with his or her class. Should a student consistently choose not to complete homework assignments, a parent-teacher-administrative conference will be required.

**MAKE-UP WORK FOR ABSENCES** - Students are expected to take the initiative to determine what has been missed during an absence. It is not a teacher's responsibility to approach the student about missed work. Students must complete all work/assignments/tests missed during an absence. Students should first check PowerSchool to keep track of class progress then they should ask their teachers at an appropriate time for make-up assignments on the first day the student returns from an absence. Generally, the following guidelines are used:

- For every day that a student is absent (under four consecutive days), he/she is given that many days to complete make-up work. The teacher may provide extended time in certain situations.
- Work assigned before an absence will be due the day a student returns from an absence to be marked without penalty.
- Any student who misses a test will write the test upon returning, at a time agreed upon by the teacher and the student. (Because tests comprise a significant percentage of the course mark, Senior High students are expected to inform their teacher in advance if a test is to be missed. Students who fail to do so may receive a mark of 0 on their exam.)

**LATE ASSIGNMENTS** - Students are expected to take responsibility for their own learning. If a pattern of lateness or incomplete assignments develops, parental and administrative involvement will result. If a student does not hand in an assignment on time and has not made the necessary arrangements with the teacher for an extension, the teacher may assign a late deduction.

## SECONDARY COURSE PLANNING

### CLASS LOAD EXPECTATIONS

- Grades 7-11 students at CWAA must enroll in a full program and therefore will not be permitted to take spares.
- Grade 10 students are expected to earn at least 40 credits in their Grade 10 year. Students who fail a course in Grade 10 must register for summer school to repeat the failed course prior to entering Grade 11.
- Grade 11 students are expected to earn a minimum of 35 credits in their Grade 11 year.
- Grade 12 students are expected to earn a minimum of 30 credits in their Grade 12 year.

**SENIOR HIGH SPARE/STUDY PERIODS** - Some Grade 11 and 12 students are eligible for and elect to plan a study period in their schedule rather than a full course load. These periods are designed to allow students to spend extra time on course work. Students will be expected to be studying during school hours in available classrooms, computer lab or





hallway desks. The main foyer, the gym and other areas adjacent to teaching areas are off limits during class time. Students repeatedly abusing study periods will be assigned to a supervised study period.

- Grade 11 and 12 students are eligible for a study period according to the following:
- Grade 12 – students are expected to have 80+ credits when they enter Grade 12 to take a spare.
- Grade 11 – students are expected to complete at least 80 credits by the end of Grade 11 to take a spare in Grade 11.

**COURSE PREREQUISITES** - A mark of 50% in any course is the minimum requirement to proceed to the next level. However, in order to advance to the next level (within the same series), a student must achieve a minimum of 65% or a recommendation will be made to drop down to the lower series. If the student has less than 65% but would like to remain in the higher series, he/she may either repeat the course in summer school or be given a probationary period, as determined by the teacher and administration, to maintain above a 65%. Retroactive credits may be available in some courses where a student drops down from a higher level to a lower level.

The Principal, Guidance Counselor and Teacher normally check to ensure that students have the prerequisites for courses in which they are registered. It is, however, ultimately the student's responsibility to ensure that he or she has the prerequisites for his/her courses so that his/her program will meet the requirements for an Alberta Education diploma and future career plans. If in doubt, the student should contact the counselor so that changes can be made if necessary. Students should check the requirements of any Post-Secondary program they are planning to attend for specific 30-level requirements.

**DROPPING COURSES OR CHANGES IN REGISTRATION** - Careful planning and discussion regarding a student's program occurs in the spring with the Guidance Counselors. By being proactive regarding requirements for graduation and Post-Secondary education, changes to courses should be minimal. Dropping courses can only be done if it will not impact graduation and if it does not reduce the number of classes below the minimum number of credits/courses allowed (see above).

## ELEMENTARY CLASS PLACEMENTS

The suitability of every child's placement at CWAA will be assessed each year. Teachers, support staff and administrators work collaboratively to assign students to a classroom. Staff members take into consideration many variables when assigning children to classrooms including: age, gender, maturation, abilities, talents and relationships amongst the students. Decisions are based upon the best interest of each child and their unique academic, social or behavioral needs. All of our teachers will strive to accommodate individual needs.

## GRADUATION REQUIREMENTS

Graduation is an honor bestowed on those students who have successfully completed the requirements for Senior High school. For a student to participate in the ceremony, he or she must meet the following criteria:

1. Fulfill the Alberta High School Diploma requirements, specified by Alberta Education ([education.alberta.ca/students/grad.aspx](http://education.alberta.ca/students/grad.aspx))
2. Achieve a minimum of 100 combined credits in Grades 10,11 and 12
3. Obtain a minimum of 50% in all school-awarded marks at the time of graduation
4. Obtain a pass in a Religious Studies (Bible) course for each year of attendance at CWAA (Grades 10, 11, 12)
5. Complete all off-site courses by May 30<sup>th</sup>
6. Earn a minimum of 100 credits including the following:
  - 30-Level English Language Arts
  - 30-Level Social Studies
  - 20-Level Mathematics
  - 20-Level Science
  - Physical Education 10
  - Career and Life Management 20 (CALM)
  - 10 credits, in any combination from: Fine Arts, Second Languages, Physical Education 20 and/or 30, Career and Technology Studies (C.T.S.)
  - 10 credits in any 30-level courses (in addition to English Language Arts and Social Studies)

## AWARDS

CWAA is committed to the philosophy of fully utilizing our God-given abilities and aptitudes. Academic success is at the core of CWAA's philosophy. Therefore, the celebration of that success is very important. Recognition for K - Grade 4 will be given within the classroom for effort and improvement on a continual basis. At the end of each reporting period, students in Grades 5-12



are eligible to receive Honour Roll Certificates as well as various recognition at the end of the school year. The following criteria are used to select students for the following awards. The staff of each grade will make selections.

**ACADEMIC EXCELLENCE AWARDS (HONOR ROLL)** (Grades 5-12): These awards will be given at the end of each reporting period to the students in each grade who meet the following criteria:

- **HONORS** – an overall weighted average of 80% with no mark less than 70%
- **HONORS WITH DISTINCTION** – an overall weighted average of 85% with no mark less than 80% (Core subjects must be 80% or higher)
- **PRINCIPAL’S LIST** – an overall weighted average of 90% with no mark less than 85%
- *Senior High Honor Roll candidates must be taking at least five academic courses at CWAA; they must include Science, English, Social Studies and Mathematics.*

**HIGHEST OVERALL GPA AWARD:** This award will be given to the one student in each grade who has the highest overall grade point average. The average will be calculated by using grades from all reporting periods including final exams (with the exception of Grade 12 Diploma exams). In the event of a tie, the teachers of each grade level will consider students attitude, effort, and classroom participation, to make a final decision.

**SUBJECT AWARD:** These awards will be given at the end of the year to the one student in each grade or class who has attained the top academic average in all classes offered. The average will be calculated by using grades from all reporting periods including final exams (with the exception of Grade 12 Diploma exams). In the event of a tie, the subject department will consider students’ attitude, effort, and classroom participation, to make a final decision.

**PERSONAL BEST AWARD:** These awards will be given to the recipient who makes a strong and consistent effort and exhibits enthusiasm for learning. This recipient achieves to the best of their ability.

**CHRIST-LIKE CHARACTER AWARD:** These awards will be given to recipients who consistently demonstrate a willingness to place others above themselves and exemplify many fruits of the Spirit (faith, goodness, knowledge, self-control, perseverance, Godliness and loving kindness).

**LEADERSHIP AWARD:** These awards will be given at the end of each reporting period to the students in each grade who show positive leadership skills through their involvement in class activities and school events.

**CITIZENSHIP AWARD:** This award is given to the one student in each grade who has consistently demonstrated a positive attitude, acts compassionately, demonstrates leadership, demonstrates willingness to place others before themselves and puts forth a consistent effort in their academics.

**MOST IMPROVED AWARD:** This award is given to the one student in each grade who has improved academically or personally through the current school year.

**PERFECT ATTENDANCE AWARD:** This award is given to the students in each grade who have maintained a standing of perfect attendance.

**ATHLETE AWARD** (Junior and Senior High): This award is presented to the athlete who consistently demonstrates a positive attitude and works to the best of their athletic ability. This recipient is a true ambassador of CWAA.

**EXTRA-CURRICULAR AWARD** (Junior and Senior High): These awards are given to students who exhibit a high level of commitment and involvement in extracurricular activities (ex: coaching, drama, yearbook, music band, grad committee, student association, etc.). Normally, one medal is awarded in each category.

**STUDENT ASSOCIATION AWARDS** (Junior and Senior High): This award is awarded to all active members of the SA.

**VALEDICTORIAN:** This award will be given to the one student in Grade 12 who has demonstrated their fulfillment of the mission of CWAA through a dedication to their academic studies by achieving the highest grade point average in Grade 10, 11 and 12 prior to Grade 12 Convocation.

**SALUTATORIAN:** This award will be given to the Grade 12 student who has achieved the second highest grade point average in Grade 10, 11 and 12 prior to Grade 12 Convocation.

**HONOR CORDS** will be given to Grade 12 students that maintain an 80% average through Grade 10, 11 and 12 with no mark less than 70%.

*Mission: “Engaging students to follow God completely, serve unselfishly, and achieve excellence.”*



**GOVERNOR GENERAL'S ACADEMIC MEDAL:** The Governor General's Academic Medals have recognized the outstanding scholastic achievements of students in Canada. They are awarded to the student who graduates with the highest standing in her or his institution as well as from approved college or university programs. The medals were created in 1873 by Lord Dufferin to encourage academic excellence across the nation. Over the years, they have become the most prestigious award students in Canadian schools can receive. The Governor General's Academic Medal is based on a calculated mark, therefore the recipient from each class will be announced in the fall of the following school year.

## STUDENT SCHOLARSHIPS

CWAA is pleased to initiate the offering of a number of Student Scholarships. All scholarships are made to worthy students on the basis of high academic achievement, extracurricular involvement and positive contributions to the community. All successful award recipients must possess a desire for excellence, a sense of compassion, community service and a passion for learning and for life. Chinook Winds Adventist Academy reserves the right to discontinue the award if, during the course of the year the recipient's effort, achievement or conduct is unsatisfactory. Scholarship candidates are required to complete the application process by April 30, 2013. Final decisions regarding the recipients will be made by May 30, 2013. The required \$150 application fee related to the 2013-14 school year must be paid in full for students to apply to CWAA scholarships.

The **SUMMIT SCHOLARSHIP** is available to Grades 10 to 12 students. The scholarship is awarded to the highest and second highest overall weighted average in all subjects for Grades 9 to 11 and applied against the following year's tuition. The scholarship will be applied to the student's account at the beginning of the second semester. Recipients will be announced after final marks are tabulated. Scholarship amount will be announced each school year and will receive scholarships in the amount of \$500 (highest) and \$250 (second highest). Students that miss final exams for any reason are not eligible for the Summit Scholarship.

The **ALEXANDER RUTHERFORD SCHOLARSHIP** is based on scholastic achievement in Grade 10 (\$400), Grade 11 (\$800) and Grade 12 (\$1,300). The maximum value issued by the Government of Alberta is \$2,500. The minimum required average is 80% in five specified subjects for each grade level. All courses must be completed prior to Post-Secondary studies. Students may qualify for one or all three years. Applicants must be Alberta residents who plan to enroll or are enrolled in a full-time Post-Secondary program of at least one semester in length.

The **CHRIS KLAM MEMORIAL SCHOLARSHIP** is based on citizenship and is available to one Grade 10, 11 or 12 student. The recipient is nominated by teachers and selected by teacher vote prior to graduation. The recipient will be someone who combines exceptional qualities such as leadership, spirituality, sportsmanship, communication skills and the ability to accept others as equals, be they children, peers or adults. He or she will also show compassion without having an inflated opinion of self and possess humor and the ability to laugh with others and at him or herself. The recipient receives a scholarship in the amount of \$1000.

The **FABRICIO MONTOYA SPORTS LEADERSHIP AWARD** is available to the 12 student who exhibits leadership in sports, mentorship to younger students through coaching or peer influence, a sense of humour, dedication and commitment to the sports culture and atmosphere of Chinook Winds, respect for teachers and fellow students and optimism and passion about life and sports. The recipient receives a scholarship in the amount of \$500.

## IV. POLICIES AND PROCEDURES

### DAILY SCHOOL ROUTINES

**MORNING DROP-OFF** - Teachers will open their classrooms by 8:15 a.m. unless they make arrangements to open earlier. A warning bell will ring at 8:25 a.m. and regular classes beginning at 8:30 a.m. for attendance and devotions. Parents are asked to not drop their students off at school prior to 8:00 a.m., unless arrangements have been made ahead of time and they are specifically at school for a pre-arranged activity under the direct supervision of a teacher. We ask that all parents be aware of issues of safety and liability and adhere to these procedures.

Students who are dropped off between 8:00 and 8:30 a.m. should proceed directly to the designated Homework Room. Junior and Senior High School students may congregate in designated areas. Students arriving by school bus will be expected to go directly to their classrooms, as to avoid being late. Parents are asked to follow the set traffic patterns and not to obstruct the buses in any way. Vehicles should never be parked or left unattended in Bus Zones. Adherence to this is essential, as buses and other vehicle traffic need this space to maneuver.

**AFTERNOON PICK-UP** - Parents are encouraged to pick their children up starting at 3:15 p.m. unless they are involved in an after-school program. Parents are asked not to wait in the hallways outside classrooms prior to the 3:15 p.m.



dismissal time, as this can create congested hallways and can be disruptive to the dismissal process. All students in K-Grade 6, who have not been picked up by 3:25 p.m. will be escorted to the Homework Room where they will remain until 3:45 p.m. If a child is not picked up by 3:45 p.m., they will be asked to sit outside the office and a phone call will be made to contact the parent or an emergency number. We ask that all parents respect these clear drop-off and pick-up times for their children. Teachers have many duties to attend to and cannot provide a consistent level of supervision.

**LUNCH TIME** - Grades K-6 students are expected to eat in their homeroom classrooms until dismissed to go outside for recess. Grades 7-12 students are expected to eat in designated lunch area. Each classroom is equipped with cleaning supplies so students may clean their areas after finishing lunch (garbage/pop cans should be placed in the appropriate bins, etc.). In the event the weather is -25 C or below, students may remain inside for recess. Parents are asked to ensure their children are suitably dressed for the winter weather. Grades 11 and 12 students with driving privileges are permitted to leave CWAA property during lunch hour, provided they have submitted written permission from their parents. (*A note on nutrition: In order to enhance the student's concentration and learning, CWAA recommends students refrain from eating foods containing caffeine, high sugar content, or high fat levels.*)

## STUDENT ATTENDANCE AND PRESENCE ON CAMPUS

Regular attendance is a crucial component for successful academic performance. Prolonged and/or frequent absences usually affect school achievement negatively. Parents are encouraged to arrange medical, dental and other appointments outside of school hours. Additionally, being on time is an important life skill and one that is learned both at home and at school. Being late is not only a disruption to an individual but to an entire classroom. Regular attendance and punctuality on the part of students is an important component of the learning process and the evaluation of student achievement. All teachers record attendance at the beginning of the school day during homeroom and for each class. Attendance and late records will be noted on report cards. Students are expected to be on time for each of their classes.

**PUNCTUALITY** – All late students must sign in at the office and receive a late slip prior to entering their classroom. If a student is late without a valid reason, the teacher will address the issue with the student. Each late will be recorded on PowerSchool and an email notification will be sent home. Consistent tardiness and/or absenteeism may lead to discussions concerning a more suitable education setting for the student.

**ABSENCES** - All students (except for Grade 12 students and Grade 11 students at lunch) will only be allowed to leave the school during the school day with permission in the form of a note from their parent/guardian. The note must indicate who is authorized to pick up the student (unless the student drives to and from school) and the authorized person must provide proof of identification. We ask parents/guardians to remind their child the sign out/sign in procedure is a requirement. The purpose of this procedure is to allow the school to account for everyone in case of an emergency.

- If a student will be absent during the school day, the student must first inform the teachers of the classes they will miss. Then they must sign out at the office prior to departure.
- Parents are asked to contact the office in advance of an absence where possible. If a student will be absent from a specific class or classes or days, the parents/guardians are asked to notify the Office prior to 8:30 a.m. and indicate the time and for what class/classes their child will be absent
- The school will notify a parent/guardian if his/her child is not in attendance for the morning roll call during the homeroom period, unless the school has been notified of the absence.

**EXTENDED ABSENCES** - In cases of planned absences (3 or more school days), students are required to make arrangements with their teachers prior to the absence. It is the responsibility of the student to make up work that is missed while absent. Any leave from school may jeopardize the student's standing; marks not earned as a result of tests and assignments missed may result in a lowering of grades. Therefore, students must discuss the consequences of a leave with the teachers.

## MEDICAL CONCERNS AND EMERGENCY POLICIES

Parents are required to provide CWAA with updated written medical information regarding their child(ren)'s medical problems or medication requirements. Parents are also required to inform their child's classroom teacher of any health concerns. Parents authorize CWAA to provide emergency medical treatment to my child(ren) for mild medical concerns.

**STUDENT INJURY OR ILLNESS DURING SCHOOL** - In the event of illness or injury, students should inform their supervising teacher. Personnel in the school, who are first aid certified, will review the situation and make a decision on what action is necessary in the event of a serious injury or emergency. Parents will be notified as soon as possible. If the medical concern cannot be handled by the school, an ambulance will be called and the parents will be contacted as soon as possible. The responsibility of CWAA ends as soon as the child enters into the care of qualified medical personnel and the remaining duty is to continue efforts to contact a parent/guardian or caregiver. An accident report will be completed



and kept on file at the school. When a parent picks up their child from school due to illness, they must sign their children out in the office prior to leaving the school building. (*Parents are asked to keep sick children home until symptoms have been resolved.*)

**MEDICATION** - The school will not be responsible for administering medication to students, as this creates the assumption of an obligation, which exposes school staff to possible liability. Pain medication will not be dispensed at the school office.

**FOOD ALLERGIES** - Exposure to peanuts and other nuts can have a very serious, and even fatal outcome for certain children and adults. Symptoms following exposure to a particular allergen can include hives, itchiness on any part of the body, coughing, wheezing, difficulty breathing or swallowing, swelling of any body parts (especially eyelids, lips, face or tongue), throat tightness or closing, panic or sense of impending doom, fainting or loss of consciousness, etc. Because it is our desire to promote as safe an environment as possible for all CWAA students and staff, CWAA endeavors to be a nut-free environment. We ask that parents carefully monitor the food items brought to school and refrain from sending any peanuts, peanut products or any other nut products. Because of the seriousness of exposure for certain students and staff, such food items will be confiscated immediately. While CWAA strives to be nut-free, we recognized that it is virtually impossible to guarantee a nut-free environment. However, we will make every attempt to maintain a safe and healthy learning environment for all students and staff.

### **LIFE-THREATENING ALLERGIES**

- **PARENT RESPONSIBILITY** - If a child has a life-threatening allergy, parents are required to provide CWAA with detailed information regarding the type of allergy, symptoms and emergency measures required to treat the allergy. Parents must complete the Severe Allergy/Health Concern Alert Form and provide updated medical information upon time of registration. The parent is required to ensure the child carries at least one **EpiPen®**. Parents are highly recommended to provide the office with an additional **EpiPen®** as an emergency backup.
- **STUDENT RESPONSIBILITY** - The student is expected to take personal responsibility for their allergy by checking labels, carefully washing hands before and after meals, always keeping their **EpiPen®** available and know how to use it, wear a Medic-Alert tag, inform an adult ASAP when experiencing an allergic reaction.
- **SCHOOL RESPONSIBILITY** – The school will ensure all staff is properly informed of any life-threatening allergies and trained to recognize the symptoms of severe allergic reactions and to provide emergency measures. Staff are trained in **EpiPen®** administration. Photos of students with life-threatening allergies and medical information will be made available to school staff.

**VACCINATIONS** – Calgary Health Region provides a designated Public Health Nurse to CWAA to administer immunizations and provide staff training on various health issues. Vaccination dates and authorization forms will be sent home to parents prior to the administration of any immunizations.

**CONTAGIOUS DISEASES** – In the event that a CWAA student contracts a contagious disease, CWAA will follow the Calgary Public Health Service Policy: *“Certain diseases require that a student be in quarantine, directed and supervised by a physician. The student will be permitted to return to school with appropriate (written) physician authorization. All classmates’ families will be notified of this potential for contagion.”* CWAA Administration will communicate directly with the Public Health Nurse in the event of a contagious disease and will communicate with parents the instructions provided by the Public Health Nurse. Parents are also able to access health information from Alberta Health Link (403-943-5465).

### **EMERGENCY AND SAFETY PROCEDURES**

The safety and wellbeing of all students and staff are a top priority for the CWAA Board and Administration. As such, CWAA has an established Emergency Action Plan, which includes fire evacuation, lockdown, bomb threat and First Aid/Medical Emergency Care. Fire and lockdown drills will be held periodically throughout the school year. Students are educated on the emergency procedures at the beginning of each year. Additionally, student fire evacuation and lockdown procedures are posted in visible areas of each classroom. CWAA’s Fire Evacuation, Lockdown and Bomb Threat Emergency Procedures have been reviewed and approved by CWAA’s Community Liaison Officer, Calgary Police Constable Steve Gallant (#4247). CWAA strives to provide all staff with first aid training including a minimum of four staff with First Aid Level C CPR/AED Certificates and the remaining with First Aid Level B Childcare CPR Certificates.

**FIRE DRILLS** - A specific number of fire drills are required of each school during the school year. Whenever the fire alarm rings, everyone in the building must leave through the designated doors and meet in assigned areas. Each classroom has a map posted near the door showing the route to be taken and the place to assemble. Teachers will stay with their classes at all times while outside. The signal to re-enter will be given by a member of the administrative team.



**LOCKDOWN** - A lockdown is an emergency procedure where students, teachers, and faculty are confined to their rooms due to a perceived or real threat either outside or inside the school. Throughout the school year, a number of lockdown drills will be practiced. A lockdown drill is much like a fire drill in that it is a drill or practice to help students be prepared and not to panic if a real threat were to occur. Teachers will educate their students on the specific procedures required for a lockdown. Drills can be scary and students may feel threatened, however, because safety is our number one priority, they are necessary.

**UNANTICIPATED SCHOOL CLOSURES** - In the event of an unanticipated school closure, parents and Southland Transportation will be notified by phone by a staff member. Homeroom teachers will call all parents on their class list. The decision will be made by 6:00 a.m. on the day of the cancellation. In the case of a heavy overnight snowfall, local radio and TV stations will be contacted and asked to announce school closure. Parents are asked to ensure that their contact information is current throughout the year.

**VISITORS** - All visitors are required to report to the office upon arrival to receive authorization to remain in the school. Visitors should make an appointment through the office with the appropriate person. Arrangements for student visitors must be made in advance through the Administration. Though an attempt will be made to accommodate unscheduled visitors, it may be necessary to ask the visitor to return when an appropriate appointment has been made. Parents are asked to contact teachers to schedule an appointment at a mutually convenient time. All visitors are expected to abide by school rules/policies.

## STUDENT ISSUES

**LOCKERS & PERSONAL BELONGINGS** - Lockers are provided for Grades 7 – 12 students with some availability for Grades 5 and 6 students. Students are asked to keep their lockers secure at all times, using the locks provided by the school. Students should not bring valuables or large sums of money to school. Only school locks are to be used on the lockers. Students should keep their locker clean, free of objectionable material. Pictures on inside of lockers must reflect Christian ideals. Students are expected to show respect for their own property as well as that of other students. Students are encouraged not to give locker combinations to other students. It should be noted that, lockers are the property of CWAA and the school reserves the right to search individual lockers at any time and to confiscate articles. Students are reminded that if they lose their lock they will be issued another one and charged a \$5.00 replacement fee. The school does not accept responsibility for items lost or stolen from lockers. CWAA recommends that students keep all valuable belongings locked in their locker during the day.

**STUDENT (GRADES K-6) PERSONAL ELECTRONIC DEVICE POLICY** - While students are on CWAA property elementary students are not permitted to use personal electronic devices. All personal electronic devices are to be turned off and placed into backpacks, lockers, or out of view and shall not be accessible to student during the school day (including before, during and after school). (Exception: students with diagnosed special needs may use personal electronic devices under the assistance of a teacher or teaching assistant.) The school office phone is available during the day if it is necessary for parents to contact a student or a student to contact a parent. In order to satisfy legal requirements around the protection of privacy, students may not take pictures or videos of other students at any time while on CWAA property. CWAA will not be responsible for lost, damaged, or stolen personal electronic devices. It is strongly recommended that students leave valuable items at home.

**STUDENT (GRADES 7-12) PERSONAL DEVICE USE (LAPTOPS, TABLETS, SMART PHONES, ETC.)** – Student use of electronic devices in the classroom may be allowed for educational purposes only, as determined by the teacher. On-line games or other video games that are non-academic are not to be used during class time. All student electronic devices must be registered with the IT department to gain network and printer access. CWAA will not be responsible for lost or stolen personal electronic devices. Parents are asked to refrain from phoning or texting their children during instruction time. In the case of an emergency, a parent may phone the office and their child will be asked to come to the office to speak to the parent.

**LOST AND FOUND** - Unclaimed uniform items, school supplies and any other personal items will be placed in the lost and found bins. Students will be notified of the location of the lost and found boxes. Lost and found items will be put periodically on display and unclaimed items will be donated to charity at the end of each school term. Students are responsible for all of their personal belongings. The school is not responsible for lost items.

**STUDENT DRIVERS AND SAFE DRIVING** - Students are expected to drive slowly and use extreme caution on the school property and in the vicinity of the school. Failure to use a vehicle in a responsible way will result in the student being asked not to bring it to school. Student vehicles are to be parked in the area designated by the school.



**OFF CAMPUS PRIVILEGES FOR STUDENT DRIVERS** - Only students in Grade 11-12 are permitted to leave the school grounds during their lunch break. Students who drive their own vehicle to and from school do not have permission to drive other students during breaks, spares or at lunch time without written or verbal consent from that student's parent(s)/guardian. Parental consent must be given to the office for approval. Students in Grade 12 are permitted to leave school property during spares. However, this privilege will be revoked if students do not arrive to their classes on time or if they are seen driving other students without verbal or written permission from the parent/guardian. In all cases, it is essential that student's sign-out at the office when they leave and sign-in upon returning to the school.

**SUPPORT SERVICES** - Within the classroom, CWAA strives to support all students. Teachers give extra help individually or in small groups whenever possible, before and after school, and in the classroom during regular school hours. In addition, where a student is experiencing difficulty attaining the level of skill required at any particular grade level, tutoring may be recommended. Communication between parents and teachers is very important when students are struggling with the curriculum, or when student work ethic and motivation are areas for concern. Recommendations for counseling, testing, tutoring and psychological services can be accessed through the school Resource Teacher, Hilary Blackburn. Financial arrangements are to be made directly between the parents and the outside service.

**STUDENT AGENDA PLANNERS** - Each student (K-12) has an agenda planner. This planner has many purposes. It is to keep track of daily homework and forthcoming tests, school events and notices. It is also a communication tool for teachers and parents, and either party may write notes to the other. All students are encouraged to develop the habit of using the agenda effectively.

**SCHOOL SUPPLIES** - Families are responsible for purchasing all school supplies required for their students. Supply lists are available at the office and posted on the school website. Students will be issued textbooks for each course. Each student is responsible for the textbook assigned to them.

**SCHOOL UNIFORM POLICY**

CWAA's uniform sets the tone for a proper work attitude in the classroom, directing the student's attention toward personal or academic achievement rather than fashion. Additionally, the CWAA uniform also allows the community at large to recognize our students as a group of young people who share a common educational goal. As such, all students are encouraged to feel pride in being members of CWAA and wear their uniform proudly.

CWAA has both a casual uniform and a formal uniform. The casual uniform is to be worn by all students Monday, Wednesday, Thursday and Friday. The formal uniform is to be worn by all students on Tuesday for Chapel and other special occasions. Students are required to wear a school uniform during school hours, to and from school, all designated school field trips and/or related activities (unless special permission is granted by teacher) and at all public performances presented by the school.

**UNIFORM SUPPLIER** - CWAA's uniform supplier is Elegant Design & Clothing Manufacturing Inc. Order forms are available at the school or can be downloaded from our school website, [www.cwaa.net](http://www.cwaa.net). Parents can place their order by fax or email or they may visit the Elegant Design & Clothing Manufacturing Inc. store located at Bay 11, 1420-40th Avenue N.E., Calgary. Please contact Elegant Design at 403-250-8747 or [E-Design@telus.net](mailto:E-Design@telus.net). Parents are reminded that all regulation uniform pieces must be purchased through Elegant Design & Clothing Manufacturing Inc. and the following guidelines must be followed.

<u>GIRLS</u>	<u>BOYS</u>
<b><u>ELEMENTARY FORMAL UNIFORM</u></b>	
Navy tunic with belt (Grades K-3)	Navy pants
Navy skort (Grades 4-6)	White short sleeved dress shirt
White short sleeved blouse	Navy crested vest
Navy crested cardigan (Grades 4-6)	Navy or black socks
Navy knee highs or tights	All black dress shoes
All black dress shoes	
<b><u>ELEMENTARY CASUAL UNIFORM</u></b>	
Navy or khaki pants	Navy or khaki pants
White/navy/light blue polo shirts	White/navy/light blue polo shirts
Navy crested vest or cardigan	Navy crested cardigan
Navy crested hoodie	Navy crested hoodie
Navy shorts	Navy shorts
Black or navy ankle socks (for pants)	Black or navy ankle socks



Formal uniform may also be worn  
All black dress shoes

Formal uniform may also be worn  
All black dress shoes

**SECONDARY FORMAL UNIFORM**

Plaid tartan skort  
White long sleeve dress blouse  
Navy crested cardigan  
Plaid tie – Senior High  
Cross-over tie – Junior High  
Navy/black knee highs or tights  
All black dress shoes

Grey dress pants  
White long sleeved dress shirt  
Navy crested pullover and/or cardigan  
Solid red tie – Senior High  
Pinstripe tie – Junior High  
Black ankle socks  
All black dress shoes

**SECONDARY CASUAL UNIFORM**

Navy/khaki pants  
White short sleeved dress blouse  
White/light blue ¾ sleeve blouse  
Black/white short sleeve polo shirt  
Navy crested pullover  
Navy crested hoodie  
Navy/khaki capris  
Black or navy ankle socks (pants)  
Formal uniform may also be worn  
All black dress shoes

Navy/khaki pants  
White short sleeve dress shirt  
Long/short sleeve blue dress shirt  
Long/short sleeve pinstripe dress shirt  
Black/white short sleeve polo shirt  
Navy crested pullover or cardigan  
Navy crested hoodie  
Navy shorts  
Black ankle socks  
Formal uniform may also be worn  
All black dress shoes

**UNIFORM AND DRESS GUIDELINES**

- Uniform items must be clean and in good repair
- Each uniform item should be marked with the student’s name. The school is not responsible for lost clothing
- All shirts are to be worn tucked in
- A white t-shirt may be worn under any white or light colored shirt or blouse and a black t-shirt may be worn only under the navy or black polo shirt
- Colored or lace undergarments are not to be worn/seen
- CWAA gym strip t-shirts should not be worn under any uniform shirt or blouse. CWAA sports jerseys, CWAA hoodies and sweat pants are not part of the school uniform and should not be worn in the classroom
- Skorts and tunics can be no shorter than 2” above the knee
- Uniform shorts/capris may be worn April through October
- All-black leather dress shoes should be clean, tied, non-marking and polished at all times. Additionally, the following regulations apply: no colored laces, heels must be no higher than 2”, no athletic shoes (except for PE), no boots, no open-toed shoes or sandals
- Socks must be worn at all times
- Girls tights or knee highs must not have a design
- Hair should be clean and neat. No dramatic hairstyles and/or hair colors are permitted
- Make-up and nail polish must be natural in appearance
- Jewelry (rings, earrings, bracelets, necklaces) is not permitted
- Body piercing and tattoos are not permitted
- Make-up must be kept to a simple minimum
- Students must make certain that the shoes they wear in the school building are clean and do not make black marks on the gym floor or tiled floors in the school. Elementary students have an indoor/outdoor shoe policy. Students must have a clean pair of shoes to wear inside the school building so they do not track in mud/snow
- Head coverings, which have a cultural or religious significance, are permitted and may be worn
- **GYM STRIP** - All students in Grades 4-10 are required to wear CWAA t-shirts and shorts to Physical Education classes. Gym clothing must be purchased directly from the office: T-shirts = \$15, Shorts = \$20

**CASUAL DAY CLOTHING** - Once a month (usually the last Friday of the month), students are permitted to wear non-uniform clothes. Students are expected to wear appropriate, modest dress both for an academic and Christian atmosphere.

**The following consist of inappropriate clothing items for casual day:**

- Clothing that advertises anything contrary to a Christian lifestyle
- Short shorts or short skirts
- Bare midriff and/or bare feet





- Tank top or spaghetti strap tops
- Shirts that show cleavage
- Tight or ripped clothing
- Hats

**PARENT/STUDENT RESPONSIBILITY** - It is the responsibility of the student and parents that the proper uniform is worn. Parents must plan ahead for their child's uniform needs. CWAA staff shall ensure that the uniform/dress policy is enforced in a consistent manner and will require the student and parent/guardian to take appropriate action to remedy situations determined to be in conflict with the uniform/dress policy. Failure to dress appropriately will result in the need for an immediate change of attire and students may be sent home. Students will not be permitted to attend classes until the uniform has been corrected.

## LIBRARY POLICY

**BOOK SELECTION CRITERIA** - CWAA attempts to provide library materials which: Support Seventh-day Adventist beliefs, support the school's curriculum, are adapted to the maturity level of the students, relate to various cultures, treat current issues, present neither sexual nor ethnic bias. In addition, CWAA refrains from providing materials (with indicated exceptions) which; emphasize and endorse evolution, picture evil as desirable and goodness as trivial, accentuate (highlight) vulgarity, eroticism, sentimentalism, escapism, profanity, promotes, glorifies, or explores witchcraft, spiritualism, or magic. (Some scientific materials containing references to evolution may be retained provided the major content is of value as an opportunity for teachers to point out the differences in the Biblical creationists and the evolutionist points of view and an occasion to expose error.) This policy was adapted from [www.circle.adventist.org](http://www.circle.adventist.org). The library welcomes donations of new or good quality used books for its collection.

**BOOK SIGN-OUT PROCESS** - The CWAA library provides a place for students to read quietly and do research. Students are expected to be considerate and keep their voices to a whisper while using the library. Students are not permitted to bring food or drinks into the Library. Students are encouraged to make use of the books in our library. We ask that all books be handled with care and returned by the due date. Students are expected to check out library materials properly before taking them from the library. A maximum of two books may be checked out at a time. Books are checked out for a two-week period and may be renewed once. Once a book is a month overdue it must be returned immediately or it will be declared lost. If a library book is damaged beyond repair or lost, the student will be billed for the book's replacement value. No additional books will be loaned out to a student until all previously borrowed books are returned, renewed or replaced.

## WELCOMING, CARING, RESPECTFUL AND SAFE TEACHING LEARNING ENVIRONMENT POLICY

Consistent with its mission and vision, the School Board is committed to a safe, inclusive, equitable, and welcoming learning and teaching environment for all students. All students have the right to learn and work in an environment free of prejudice, harassment and unlawful discrimination. This principle is found within the golden rule expressed by Jesus Christ: "Treat others the same way you want them to treat you." Luke 6:31.

The School Board will not tolerate harassment, bullying, intimidation, or unlawful discrimination on the basis of a person's actual or perceived differences. The Board believes that all students have the right to:

- be treated fairly, equitably, and with dignity and respect, irrespective of their personal and family characteristics;
- have their privacy protected and respected (subject to applicable legal obligations to disclose);
- be fully included and represented in an inclusive, positive, and respectful manner by all school personnel;
- have equitable access to the same supports, services, and protections provided to all students and their families;
- have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying, or violence.

The Board is committed to implementing measures that will:

- Define appropriate expectations, behaviors, language, and actions in order to comply with applicable local laws to prevent prejudice, harassment and unlawful discrimination through greater awareness of, and responsiveness to, their harmful effects;
- Ensure that all complaints of prohibited behaviors will be taken seriously, documented, and dealt with expeditiously and effectively through consistently applied policy and procedures;
- Improve students' understanding and respect of individuals and their families, who are from different cultures and communities from their own;
- Develop, implement, and evaluate educational strategies, professional development opportunities, and administrative guidelines to ensure that all students and their families, regardless of their beliefs and background, are treated with



respect and dignity in all aspects of the school community in a manner consistent with the school's mission, vision and religious character.

## SCHOOL DISCIPLINE POLICY

**DISCIPLINE PHILOSOPHY** - Discipline is an educational process designed to assist students in fostering self-discipline and responsible action. Ellen White in her book *Education* states, *“The object of discipline is the training of the child for self-government. He should be taught self-reliance and self-control. Therefore, as soon as he is capable of understanding, his reason should be enlisted on the side of obedience. Let all dealing with him be such as to show obedience to be just and reasonable. Help him to see that all things are under law, and that disobedience leads, in the end, to disaster and suffering. When God says “Thou shalt not,” He in love warns us of the consequences of disobedience, in order to save us from harm and loss. Help the child to see that parents and teachers are representatives of God, and that, as they act in harmony with Him, their laws in the home and the school are also His. As the child is to render obedience to parents and teachers, so they, in turn, are to render obedience to God.”*

Chinook Winds Adventist Academy recognizes that effective school discipline requires teamwork. Only when teachers and parents work together are they able to achieve the consistency necessary to create a positive school culture and teach students how to function within that structure. The goals of CWAA’s discipline policy are:

- To create a school climate that is conducive to learning;
- To encourage each child to take responsibility for his/her own actions by creating awareness and accountability for choices that are made;
- To promote the development of self-discipline;
- To develop Christ-like character;
- To correct behavior which is disruptive, harmful to others, or interferes with the optimum-learning environment;
- To provide appropriate (reasonable, firm and judicious) consequences that help promote personal and social development, bring about a change in behavior and bring resolution and restoration;
- To ensure each student is treated with respect, dignity and fairness.

## DISCIPLINE PROCESS

*“Rules should be few and well considered; and when once made, they should be enforced... Let the child and the youth be taught that every mistake, every fault, every difficulty, conquered, becomes a stepping-stone to better and higher things.” (Ellen G. White, Education)*

Management of student behavior is a shared responsibility that is to be assumed by all staff members. However, discipline is the primarily the responsibility of classroom teachers who should partner with the parents. The classroom teacher establishes individual classroom expectations, rules, consequences and reinforcements with students. Teachers communicate these expectations to administrators. It is the responsibility of teachers and administrators to work with parents in the matter of discipline, informing them in a prompt manner of the disciplinary action taken, and making themselves available to the parents and students involved for discussion and counsel of discipline situations.

When responding to unacceptable student behavior, a Teacher or Principal must consider:

- the effect of the student’s behavior upon other students, the staff, the school, and the community;
- the nature of the action or incident that calls for disciplinary or alternative measures;
- the student’s previous conduct and previous interventions;
- the student’s age, maturity, and abilities;
- the impact of proposed action on the student’s future behavior;
- the student’s learning needs, and
- any other information that the teacher or principal considers appropriate or relevant.

**MINOR BEHAVIORAL PROBLEMS** - In the event of minor behavioral problems (disobeying class rules, incomplete homework/assignments, attendance problems, etc.), the following steps should be taken:

- The teacher will address the student privately and come up with a reasonable strategy for the student to change their behavior in a timely fashion (may use lunch detention, removal from class to an alternate supervised location, short term removal of privileges, community service, or other activity/duty as deemed appropriate by the teacher). All disciplinary action must be documented.
- If the behavior persists, the teacher will call the parent to meet with them and discuss the problem and possible solutions (the student should be present).



- If the behavior persists after the student has been addressed and after the parent has been called, then the teacher must inform Administration and together the teacher and administrator will identify a discipline strategy.
- If a resolution is not achieved the behavior will be considered a Major Behavioral Problem.

**MAJOR BEHAVIORAL PROBLEMS** - Administration will intervene in incidences where major behavioral problems occur (physical aggression, bullying, consistent non-compliance, etc.).

- The teacher will inform Administration of the incident and the Administration will investigate the incident fully. Behavioral incident must be documented.
- Administration will determine a suitable consequence (behavioral or probationary contract, in-school or out-of-school suspension, or expulsion).
- All disciplinary action must be documented and Administration will communicate the incident and action to the parent.

**CHOOSING TO SERVE A DETENTION** - Detentions are used to reinforce school rules (i.e., following attendance procedures, being cooperative and having appropriate conversations, completing homework/assignments on time, complying with the uniform policy, etc.). The ultimate goal of detentions is to help instill and reinforce good habits and correct behavior which is disruptive or interferes with the optimum learning environment.

If a student is non-compliant to a teacher's instructions or established expectations and the teacher's attempts to gain compliance have been unsuccessful, the teacher may use a school detention. The teacher will ensure the student understands the reason for the detention and ensures the incident is recorded on PowerSchool.

Detentions will usually take place during lunch in a designated classroom. After a series of detentions (where a pattern of misbehavior has developed), Administration will meet with the student and parent and an appropriate consequence will be given (behavioral/probationary contract, suspension, etc.).

Detention Rules:

- Be on time (when the lunch bell rings, quickly get your lunch and school materials);
- Be silent (no talking, no communicating with any other student during the detention), no moving from assigned seat, no bathroom breaks, locker visits, or going to see another teacher, no electronic devices and no sleeping;
- Work on schoolwork during the entire detention (eat your lunch while you do your schoolwork).

**BEHAVIORAL AND PROBATIONARY CONTRACTS** - Behavioral Contracts are used to carefully outline a behavioral problem that has been identified and give the student an opportunity to modify (improve) specific behavior in a specific time frame. The duration of contract varies but typically ranges from one month to one school year. (Behavioral Contracts are usually used for Elementary students while Probationary Contracts for Secondary students.) The reasons for Behavioral Contract and Probationary Contract include:

- Poor academic progress/habits or pattern of poor attendance.
- Continued, deliberate disobedience or disrespect.
- Committing a breach of conduct inside or outside the school.
- Failure of the parents to assist the school or comply with the disciplinary procedures of the school.
- The Principal shall request a meeting with the parents to clearly communicate the behavioral problem and the modified behaviors expected. A letter will be provided to the parent, which must be signed and returned (by both student and parent) to the school within two school days.

**CHOOSING TO BE SUSPENDED** - By deliberately choosing to act in ways not acceptable to the Code of Conduct of CWAA, students choose to suspend themselves from our school. To suspend means to remove a student: from school, from one or more class periods, courses or education programs.

- A suspension may be issued by the Principal for a repeated offence or a serious offence.
- The suspension begins with the first full day the student is out of school, out of class. This is typically the school day following the suspension decision.
- The student stays suspended until the decision is made, which must be within ten days of the first day of suspension.
- The suspension can only be for a maximum of six days.
- The Principal will provide a dated letter to the parent that will include all circumstances respecting the suspension (date suspension begins and ends, when the student returns to class, student action that resulted in the suspension and recommendations upon re-enrollment). The Principal will meet with the parents to discuss the details of the suspension.
- A record of the incident will be placed in the student's file for the duration of their time at CWAA, and may be included in the student's cumulative record, which is sent on to the receiving school, should the student leave CWAA.
- The letter will stay in the student's record for at least one year to a maximum of three years.
- A student's re-instatement from a suspension may include recommendations for:



- medical consultation;
  - enrolment by the student or the student's family in a treatment or counseling program designed to address the behavior for which the student was suspended or expelled;
  - alternative interventions such as community conferencing and other restorative practices; or
  - any other action which the Principal considers appropriate.
- Recommendations established as a part of a student's re-instatement or re-enrollment must be included in the student's file and provided to the parents and the student.
  - Prior to the student returning to class, a meeting must take place between Administration and the parent and student.
  - During in-school suspensions, students will be assigned to a room designated by the Principal and "Detention" rules will apply to the student (be silent, study, no electronic devices, etc.).

#### **OFFENCES THAT COULD RESULT IN SUSPENSION**

- Physical aggression towards peers or staff members (deliberate and willful acts of violence either on school property or off school property);
- Defiance or non-participation in the activities of school;
- Theft of private or public property (including identity theft);
- Vandalism or willful destruction of property including tampering with fire alarms and safety equipment (Cost of damage or replacement may be required);
- Cheating/plagiarism;
- Inappropriate use of technology (please refer to Responsible Use Policy);
- Use of obscene language;
- Harassment of peers (threatening or intimidating comments);
- Bullying;
- Chronic absenteeism;
- Inappropriate use of cellular phones;
- Frequent non-compliance with uniform requirements;
- Leaving school grounds without permission;
- Involvement in blatantly immoral or socially offensive acts;
- Smoking at or away from the school during school functions.

**CHOOSING TO BE EXPELLED** – By deliberately choosing to act in ways not acceptable to the Code of Conduct of CWAA, students choose to expel themselves from our school. To expel means to remove a student from school, from one or more courses or education programs for a period of more than ten school days.

- Expulsion of a student is the most serious consequence possible. The Principal (in consultation with the CWAA Board) may expel a student in the event of persistent and repeated offences or very serious offences.
- While an expulsion decision is being considered, the student will be suspended immediately until the expulsion process is completed.
- The Principal will provide a dated letter to the parent that will include all circumstances respecting the suspension and recommended expulsion including the date the suspension begins, all the student's actions that led to the expulsion). The Principal will include an offer of the opportunity for parents to meet with the Principal to discuss the expulsion.
- The letter will make recommendations about an alternate education program for the duration of the school year. The parent may wish to receive the alternate education program or register their child in another school; at which time CWAA will no longer be responsible for the student's education.

#### **OFFENSES THAT COULD RESULT IN EXPULSION**

- The use, possession, sale, or distribution of illegal substances or alcohol. Students are expected to obey the law and conduct themselves as responsible citizens who contribute to the greater community. Bringing drugs and/or alcohol on to the school property, or appearing on the property or at a school sponsored activity off campus while under the influence of drugs or alcohol will almost always result in expulsion. If a student is trafficking drugs or supplying alcohol, he/she will be expelled and the appropriate authorities will be notified. The use of drugs/alcohol in any circumstances represents a contravention of the covenant relationship with CWAA;
- The use or possession of weapons (any object which is either designed, intended, or used to intimidate, to threaten or to inflict bodily harm on a person - including an object which imitates a weapon) on CWAA property;
- Sexual harassment, sexual abuse, verbal abuse, emotional or physical abuse directed at students, staff or others;
- Hazing
- Chronic or severe bullying (both verbal and physical) directed at students, staff or others;
- Cheating/plagiarism;



- Theft of private or public property (depending on the severity of the act);
- Vandalism of private, public or school property (depending on the severity of the act) (cost of damage or replacement may be required);
- Inappropriate use of technology (please refer to Responsible Use Policy);
- Involvement in blatantly immoral or socially offensive acts.

## HARASSMENT POLICY

All individuals have the right to learn in safe settings that promote equality of opportunity and prohibit discriminatory practices, including harassment and bullying. As such, CWAA is committed to a healthy, safe and harassment-free environment (including hallways, classrooms, playgrounds and during off-site activities). CWAA requires all individuals to treat others with dignity and respect and requires compliance with this policy by all individuals regardless of age. This policy applies to all individuals employed, volunteering or attending Chinook Winds Adventist Academy.

**DEFINITION OF HARASSMENT:** Harassment occurs when an individual is subjected to unwelcome verbal, visual or physical conduct. If the harassment is insulting or intimidating, it is discrimination. Examples of harassment which will not be tolerated are: verbal or physical abuse, threats, derogatory remarks, jokes, innuendo or taunts about appearance, religious beliefs, color, place of origin, mental or physical disabilities, ancestry, marital status, family status, stereotypes, source of income or gender. CWAA also will not tolerate the display of pornographic, racist or offensive signs or images; practical jokes that result in awkwardness or embarrassment; unwelcome invitations or requests, whether indirect or explicit. All harassment is offensive and in many cases it intimidates others. It will not be tolerated at CWAA.

**DEFINITION OF SEXUAL HARASSMENT:** Unwanted sexual advances, unwanted requests for sexual favors, and other unwanted verbal or physical conduct of a sexual nature. Sexual harassment can include such things as pinching, patting, rubbing or leering, "dirty" jokes, pictures or pornographic materials, comments, suggestions, innuendoes, requests or demands of a sexual nature. The behavior need not be intentional in order to be considered sexual harassment. All harassment is offensive and in many cases, it intimidates others. It will not be tolerated at CWAA.

**REPORTING OF HARASSMENT OR SEXUAL HARASSMENT:** Students are encouraged to report any conduct that makes them feel uncomfortable, bothersome or is contrary to a stable environment. Once a complaint is received, it will be kept strictly confidential. An investigation will be undertaken immediately and all necessary steps will be taken to resolve the problem. Both the complainant and the alleged harasser will be interviewed, as will any individuals who may be able to provide relevant information. All information will be kept in confidence. If the investigation reveals evidence to support the complaint of harassment, the harasser will be disciplined appropriately. Discipline may include suspension, dismissal/expulsion, and the incident will be documented in the student's file. Regardless of the outcome of a harassment complaint made in good faith, the individual making the complaint (and anyone providing information), will be protected from any form of retaliation. The Government of Alberta provides a toll-free, 24-hour, anonymous helpline (1-888-456-2323) for students to report bullying and harassment on school property, at school-sponsored activities, on school buses and through school computers. *This policy does not preclude the complainant from reporting discrimination or harassment complaints to the Alberta Human Rights Commission, or, if the matter is perceived to be of a criminal nature, to the Police.*

**REPORTING CHILD ABUSE:** Child abuse is morally and legally wrong. Its impact can last a lifetime and even extends to future generations. Any adult who has reason to believe that a child is being verbally, physically, sexually or emotionally abused or is in need of protection has a legal duty to report such abuse to Child and Family Services or to the Police.

## ANTI-BULLYING POLICY

CWAA is committed to providing students and staff with a positive and caring school environment where all students feel safe and respected and learning can take place. Therefore, bullying is unacceptable at any time and in any situation and will not be tolerated at CWAA. Bullying conflicts sharply with the CWAA's Mission and the Student Code of Conduct.

**WHAT IS BULLYING -** According to Alberta Education, "bullying is a conscious, willful, deliberate, repeated and hostile activity marked by an imbalance of power, intent to harm and/or threat of aggression. It can be verbal (name-calling, put-downs, threats, homophobic bullying, social (exclusion, gossip, ganging up), physical (hitting, damaging property) or cyber bullying (using the computer to harass or threaten)". Bullying can occur within a peer group or between groups. It can occur at school and in sports. Bullying is a relationship problem. It is the assertion of interpersonal power through aggression. Bullying is a series of issues and interactions and communication break downs that lead to hurt and damage. Bullying involves:

- repeated and consistent negative actions against another.

*Mission: "Engaging students to follow God completely, serve unselfishly, and achieve excellence."*



- an imbalance of power between the bully and the target.
- a contrast of feelings between the bully and the target as a result of the bullying episode (the child who bullies may feel excited, powerful or amused, while the target feels afraid, embarrassed or hurt).

Bullying is **NOT** a normal part of growing up, and it does not build character. Bullying is a form of abuse. It is a learned behavior that hurts everyone—those who get bullied, those doing the bullying, and the people watching. Bullying damages schools, communities and society at large. Bullying affects children's psychological well-being and academic performance.

#### **FOUR MOST COMMON TYPES OF BULLYING**

1. **VERBAL BULLYING**—name calling, sarcasm, teasing, spreading rumors, threatening, making references to one's culture, ethnicity, race, religion, gender, or sexual orientation, unwanted comments.
2. **SOCIAL BULLYING**—mobbing, scapegoating, shunning and exclusion, humiliating others, gestures or graffiti intended to put others down.
3. **PHYSICAL BULLYING**—hitting, poking, pinching, chasing, shoving, coercing, destroying, unwanted sexual touching.
4. **CYBER BULLYING**—using the Internet (Social Networks such as FaceBook) or text messaging to intimidate, put down or spread rumors about someone. (*Note: The school has a right to apply school discipline measures to any student whose behavior on the Internet or hand held devices detrimentally affects the personal safety and well-being of individuals or in which detrimentally influences the environment at school.*)

**WHY BULLYING HAPPENS** - Many students who have been bullied do talk to their teachers or parents about the problem; yet, many students downplay or hide bullying incidents, often, because they fear retaliation, feel pressure to deal with their own problems or feel that adults are unable to protect them from future bullying. *Parents and teachers are generally unaware of the extent of bullying among children.*

**DIFFERENCE BETWEEN GIRLS & BOYS** - Boys and girls are involved in bullying at about the same rate, but how they bully may differ. For boys, bullying is more likely to take direct, often physical forms—kicking, hitting, pushing, shoving and threatening. Among girls, bullying is more likely to be indirect, involving acts of social alienation such as spreading rumors, withdrawing friendship or ignoring. Bullying behaviors cross all age groups, sometimes beginning as early as two or three years of age and reaching into adulthood. Although the forms of bullying may change as people get older, the issues of power and control remain the same.

**EFFECTS OF BULLYING** - Bullying can have serious consequences for the individual students involved, the school community and society. Students who are bullied may experience physical symptoms such as stomachaches, headaches, nightmares, anxiety, and suicidal thoughts. They may also experience social isolation, develop a negative view of themselves and school, and have increasing difficulty with school achievement. Widespread bullying creates a school environment of fear and hostility that negatively impacts the feelings and learning of all students. Bullying is increasingly understood as a form of trauma that negatively affects individuals' ability to make friends, belong to groups, deal with authority figures and relate to loved ones. Long-term effects include feeling shame, believing they are unlikeable, thoughts of revenge, difficulties with anger, anxiety (especially in social situations) and depression. Bullying can also be a precursor to other aggressive behaviors with serious social effects. Without intervention, bullying behaviors tend to remain constant or escalate rather than improve, as the child gets older. Bullying behavior that is ignored may progress into gang attacks, physical or sexual assault, dating violence, marital violence, workplace harassment, and child or elder abuse.

**THE ON-LOOKERS** - Bullying is very much a group phenomenon, with 85 percent of bullying taking place in the presence of others (including social media). When students observe bullying, several things commonly happen: aggressive behaviors are modeled by someone who appears to be more powerful, more positive peer attention is paid to the student who bullies than the student who is bullied, the presence of others makes it seem that several people are involved. These factors reduce the feelings of guilt of the student who engages in bullying and lower the inhibitions of the students who are observing. As a result, even though most students report that watching bullying makes them feel uncomfortable, observing these incidents may actually make students more likely to engage in bullying themselves. On the other hand, *when onlookers do intervene, they are often effective in stopping bullying.* Furthermore, if the school community values and encourages active intervention in bullying situations, students are more likely to challenge bullying behaviors. By providing students with the skills and confidence to intervene in bullying situations, schools can take a significant step towards stopping bullying behavior.

#### **DEALING WITH BULLYING**

- **WHAT THE TARGET SHOULD DO?** Realize that they are not alone. Realize that it not their fault. Talk about it with a trusted adult. Be polite, firm and assertive with the bully. Report the incident to a school official.



- **WHAT THE BYSTANDERS SHOULD DO?** Befriend the friendless. Don't gossip. Don't watch and don't react. Offer verbal support in private or in front of the clique leaders. Tell a parent or teacher.
- **WHAT THE STUDENT WHO IS BULLYING SHOULD DO?** Learn how to handle and control their anger and behavior. Ask, "Why am I doing this?" Get help to feel better about themselves. Try to stop picking on someone for just one day. Talk to another bully and discuss their behavior. Think about how they would feel if they were the Target. Try to get attention by doing something good. Stop it. Confess their wrongs, and make it right.
- **WHAT PARENTS SHOULD DO?** **Wait for their child's timing. Listen, don't jump.** Try to get as complete a picture as possible. **Offer advice only when it is requested.** Don't tell your child what to do and force a solution on them. Empower them to solve the problem on their own so they can gain confidence in their abilities to resolve conflict. **Empathize. Validate their experience. Help them make friends. Affirm and admire.** Help your child avoid the situation that exposes them to the bullying. Point out places your child can go for help. Develop a list of friendly kids. **Protect and advocate.** (In select situations, it is important to talk to other parents, teachers and school administrators. Keep a written record of what happened.) **Be open to seeing the whole story.** (It is natural for parents to jump to their children's defense when they are threatened. Yet, it is possible that their children may not have provided the full story on the first telling.) **Don't break confidentiality unless absolutely necessary.** (It is vital for you to have an open and trusting relationship with your child. If he or she does not want you to contact others, then respect and follow those wishes if it is at all possible to do so and it is in the child's best interest. Sometimes bullying situations can become dangerous and even life threatening, and you will feel compelled to contact the proper authorities for the sake of your child's safety. Make sure you first explain to your child why it is necessary to break his or her confidentiality.) **Don't tell your child to 'hit them back'.** (As a rule, physical coercion is not a good problem-solving technique.) **Don't emotionally crowd out your child's feelings with your own anxiety.** (If children see their parents becoming emotionally charged every time they report a problem they will stop sharing their feelings.) **Communicate with the school.** Give the school the benefit of the doubt. Bring a written summary of the incidents. Follow up with school personnel about progress and difficulties. **Be a positive role model.** Set a good example, reinforce positive behavior and create constructive leadership situations.
- **WHAT CWAA SHOULD DO FOR THE TARGET?** Since most bullying is hidden from adults, CWAA is reliant on students or parents to report the unobserved bullying incidents. When CWAA is made aware of a bullying incident, the following response will be taken to *help the student*, to *reduce the chance of further bullying* and to *maintain a safe and caring school culture*:
  - acknowledge the incident and the student's feelings
  - gather information about what happened and who was involved
  - assure the student that there will be consequences for the student(s) who bullied
  - help the student create a plan for preventing future bullying
  - contact the student's parents regarding the incident and the school's plan for responding
  - follow up with the student to determine the success of the plan, the student's feelings and the risk of further bullying
  - track the incident using a form or other method.
- **WHAT CWAA SHOULD DO FOR THE BULLY?** When dealing with a student who has bullied, the first priority will be to maintain the safety and security of the student who has been bullied to prevent further bullying incidents. In dealing with the student who has bullied, the following guidelines will be followed:
  - ensure the safety of other students
  - help the student who bullied to change his or her behaviors and attitudes
  - take immediate action to stop the behavior (e.g., sending the student to the office or another predetermined location)
  - identify and apply the appropriate level of intervention depending on the nature, degree and duration of bullying behaviors, for example:
    - pointing out the impact on the student who was bullied and any observers
    - reminding the student of the school's rules or behavioral expectations
    - imposing a school sanction
    - assigning a social learning intervention
    - reporting or referring to police, counselor or other professionals
    - creating an individual safety and support plan
    - contacting the student's parents regarding the incident and the school's response
    - tracking the incident using a form or other method.

**PERSISTENT BULLYING** – In cases where bullying behavior is persistent and serious, an individual safety and support plan may be developed for the student who is bullying. A safety and support plan is a set of external controls and limits designed to help a student gain control over his or her behavior and to protect other students. An effective plan also supports the student's participation in age-appropriate activities with peers. A safety and support plan is developed



collaboratively with community professionals. A team is formed to create, implement and monitor the plan. The plan may include, but is not limited to, the following:

- meeting with the parents
- contact and/or referral to community support services to help the student deal identify the root causes and develop appropriate strategies to handle his/her anger and inappropriate responses
- contact police to come to the school to meet with students who have been bullying. (The officer could also talk with the students who have been bullied about strategies for dealing with such situations.)
- supervision of the student upon arrival at school, during recess, lunch, after school and any other less structured times
- identification of designated play areas
- specific behavior-management strategies including a plan for reinforcing appropriate behavior
- a plan for involving the student in positive activities with peers
- scheduled review and update of the plan

**CWAA ANTI-BULLYING PREVENTION INITIATIVES** – CWAA recognizes that there are no simple solutions to bullying issues. Developing successful bullying-prevention initiatives require time and intentional collaboration and focuses on prevention rather than reaction. A successful bullying-prevention program depends largely on creating awareness, encouraging a sense of shared responsibility in school communities, and gaining the support of parents and the “caring majority” of students in responding to the issue. The following suggested initiatives may be used by CWAA to engage community support, heighten expectations for a positive and respectful school climate, and act as a springboard for ongoing discussion:

- Clearly communicate the CWAA anti-bullying policy with all staff, students and parents/guardians at the start of the year and again throughout the year (student hand-book, assemblies, classrooms, newsletters, curriculum night, parent orientation, etc.)
- Meet early in the school year with students who have exhibited bullying behavior at the school in the past and offer appropriate channels of preventative support and intervention to them for the upcoming school year
- Display anti-Bullying posters and signs throughout the school in high profile/traffic areas
- Create a community-based anti-bullying committee comprised of teachers, parents, students and interested community members to raise awareness and to find solutions about bullying
- Participate in national anti-bullying initiatives to raise awareness about the serious impact that bullying behaviors have on students
- Provide Professional Development to staff, students and parents on bullying/harassment (special speakers or webinars)
- Provide educational materials to teacher that address the issue of bullying and incorporate the bullying-prevention plan into classroom-based discussions of expectations for student behavior
- Increase supervision in high risk areas and increase monitoring of students who have reported bullying (ask students privately if anyone is bullying or harassing them)
- Link the bullying prevention to character and citizenship curriculum education
- Add bullying-prevention books, DVD’s and other resources to the school library and advertise and encourage parents, students and staff to borrow
- Document all efforts that are being made to prevent and curb bullying and track the number of bullying reports received from students and parents. Report this back to staff and parents.
- Discuss bullying regularly at staff meetings (successes, adaptations required, noticeable differences in student relationships, perception changes, additional training, changes in bullying patterns, learning from/sharing with other schools, etc.);
- Administer annual, age-specific surveys and parent surveys to assess attitudes and knowledge about the issue of bullying.

## HAZING POLICY

CWAA requires all individuals to treat others with dignity and respect and requires compliance with this policy by all individuals regardless of age. This policy applies to all individuals employed, volunteering or attending CWAA. CWAA does not tolerate hazing in any form – on or off campus. Hazing is a Major Offence under the Student Discipline Policy. Hazing hurts students, our school, our programs, and our communities, and is a negative aspect of sports and group activities. Often hazing causes more mental distress than actual physical harm.

Hazing is defined as any action or situation, with or without the consent of the participants, which recklessly, intentionally, or unintentionally endangers the mental, physical, or academic health or safety of a student. Hazing includes, but is not limited to any situation which: creates a risk of injury to any individual or group, causes discomfort to any individual or group, causes





embarrassment to any individual or group, involves harassment of any individual or group, involves degradation of any individual or group, involves humiliation of an individual or group, involves ridicule of an individual or group, involves or includes the willful destruction or removal of public or private property for the purpose of initiation or admission into, affiliation with, or as a condition for continued membership in a group. Hazing includes active or passive participation in such acts. Hazing creates an environment and school climate in which dignity and respect are absent.

Consequences for hazing may include: suspension or expulsion from school, suspension or expulsion from team/teams during school year, cancellation of season for the entire team for the sport involved, informing the RCMP and possible criminal prosecution, required counseling, required restorative measures.

## **RESPONSIBLE TECHNOLOGY USE AGREEMENT**

Students, staff and administrators at CWAA have the opportunity to access the CWAA network to facilitate educational and professional growth objectives. Network/Internet access opens up a vast resource for school entities throughout the world and allows users to reach out to many other people, to share information, learn concepts and research subjects. With this educational opportunity comes responsibility. It is understood that CWAA does not have sufficient resources to monitor every aspect of network use. However, the purpose of these guidelines is to foster the independent use of the network, subject to compliance with procedures and standards for appropriate network behavior and communication. All CWAA computer users must follow the guidelines set out in the CWAA Responsible Technology Use Agreement.

**PRIVILEGES** - The use of the CWAA network is a privilege, not a right. As such, inherent with this privilege, are responsibilities with which the school expects full and complete compliance. Breach of these responsibilities may result in loss of complete access privileges. The school has the right to review any material stored on its network and to edit or remove such material as well as to monitor all network activity. The user is held responsible for his/her actions whenever using CWAA's technology. Inappropriate/ unacceptable uses of the CWAA technology will result in the withdrawal of computer privileges. All users of CWAA technology will agree to respect the equipment, security and privacy of other users. The school Principal in conjunction with the System Administrators will deem what is appropriate use and their decision is final. The System Administrators may close an account at any time as required. The administration and school staff of CWAA may request the System Administrator to deny, revoke, or suspend specific user accounts or specific privileges such as Internet or email at any time as required.

**PROPERTY** - The CWAA network and e-mail system is the property of CWAA. Unauthorized use of the network and e-mail system is prohibited. Access to the network and e-mail and other online systems of CWAA is a privilege granted to users by CWAA and may be revoked or withheld at the discretion of the Principal or designates.

**PRIVACY** - Users do not have a personal privacy right in any matter created, received, stored in or sent from the CWAA network or e-mail system. The Principal or designate reserves the right to access any files to determine whether or not a student or employee is using the system for items of true "educational value". CWAA may at times and without prior notice, monitor and review e-mail messages and web site retrieval by network users to ensure proper use.

**PERSONAL SAFETY** - The following rules will help promote user personal safety:

- Protect personal privacy, as well as the privacy of others. Do not give out personal information (address, telephone, number, parents' work address/telephone number, or name and location of your school);
- Let someone in authority know right away if you come across any information that makes you feel uncomfortable;
- Never agree to get together with someone you meet online;
- Never send a personal picture or any other personal information;
- Do not respond to any messages that are inappropriate, mean or in any way make you feel uncomfortable;
- If you are being harassed let someone in authority know.

**ACCOUNTS AND PASSWORDS** - Users must obtain an authorized account and password from the CWAA Technology Services Department in order to access the CWAA network and e-mail system. The user should consider the account and password confidential and should not share the account or password with any other person or leave the account open or unattended at any computer system.

**SYSTEM USE AND MAINTENANCE** - Users should periodically remove or erase their files from their folders or e-mail messages from CWAA's server. E-mail or other files stored on a CWAA file server are not considered private property and may be removed by authorized Technology Services personnel without prior notice to the user.



**RESPONSIBLE USE** - All technology use must be in support of education and research and consistent with the educational objectives of CWAA. Transmission of any material in violation of any Federal or Provincial regulation is prohibited. This includes, but is not limited to the following:

- Network use is restricted to only those users that have been issued an authentic username and password by the CWAA Technology Services Department
- Downloading or transferring copyrighted materials to or from any CWAA computer without the express consent of the copyright owner is a violation of federal law and is expressly prohibited
- All unauthorized and unlicensed software is prohibited on the CWAA network
- Users will not engage in illegal or unethical acts, including use of network access to plan or carry out any scheme to defraud or to obtain money, or other things of value by false pretenses, promises, or representations; or to damage or destroy computer-based information or information resources
- Any use of the CWAA network for defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, racially offensive and illegal material or other inappropriate activities is strictly prohibited. Individuals are expected to report any abuse to the appropriate authorities
- Students may be disciplined if their speech on social networking sites causes a substantial disruption to the educational environment, interferes with the rights of another, or is a true threat. Criminal action may be taken if the speech constitutes a true threat.
- Use of e-mail and other CWAA network communications facilities to harass, defame, offend, or to disseminate defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, racially offensive, illegal material, or otherwise annoy other users of the networks is forbidden. Each user has the responsibility to report all such violations
- Downloading or transmission of pornographic, obscene or other socially unacceptable materials is strictly prohibited
- Network users shall not allow any other person to use their password/key or to share their account. It is the user's responsibility to protect e-mail accounts from unauthorized use by changing passwords/keys periodically and using passwords that are not easily guessed
- Any attempt to circumvent system security, guess passwords or in any way gain unauthorized access to local or network resources is forbidden
- Users may not move, repair, reconfigure, modify or attach external devices to the networks
- Network users will not knowingly engage in sending messages and files containing any form of digital information or encoding that is likely to result in loss or disruption of the recipient's work or system
- Network users will not engage in gaining access to any resources, entities or data of others for any purpose without authorization
- Network users will not engage in activities that are wasteful of network resources or that degrade or disrupt network performance including other networks and systems accessed over the Internet
- Network users will not engage in plagiarism of information obtained via the CWAA network.
- Network users will not engage in the breaking of confidentiality of any user, revealing personal information such as phone numbers or addresses of others, or otherwise invading the privacy of others over the network.
- Network users will not use the CWAA network for private or business use or for political purposes.
- Accessing sites that are restricted on CWAA computers and network resources is prohibited. CWAA computers and network resources are for educational purposes only.

**WARRANTIES** - CWAA makes no warranties of any kind, whether expressed or implied, for the service it is providing. CWAA will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, or service interruptions caused by negligence, errors, or omissions. Use of any information obtained via the CWAA network is at the users own risk. CWAA specifically denies any responsibility for the accuracy or quality of information obtained through this service.

**SECURITY** - Security on any computer system is a high priority, especially when the system involves many users. CWAA will make every effort to screen (filter) undesirable material from the Internet and continuously upgrade and employ the maximum safety measures possible. If a user identifies a security problem on the CWAA network, they must notify a System Administrator or Principal as soon as the problem is identified. The user shall not demonstrate the problem to other users. Attempts to log-in to the system as any other user will result in disciplinary action. Attempts to log into the CWAA network as a System Administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the CWAA network.

**UPDATING USER INFORMATION** - The CWAA network may occasionally require new registration and account information from you to continue the service.



**COMPUTER AND EMAIL MISUSE AND ABUSE** - Computer misuse and abuse may result in cancellation of network privileges for a defined period of time and may result in other school disciplinary action. Serious offences may be referred to the RCMP or Calgary Police Service for investigation and possible criminal charges if the offence warrants.

**STUDENT COMMITMENT** - By using CWAA computer and accessing CWAA's network and email, students agree to abide by the Policy Guidelines set out in this document. Students accept that a violation of these provisions may result in loss of use of network privileges, as well as possible disciplinary actions. This may include, but is not limited to, revocation or suspension of network privileges, suspension or expulsion from school, and/or appropriate legal action.

**PARENT COMMITMENT** - Parents recognize the importance of students becoming technologically aware in an increasingly technological society. Parents understand that by sending their child(ren) to CWAA, they give consent for their child(ren) to access the Internet and email systems of CWAA. Parents accept that CWAA's network opens the possibility of students having access to possibly defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, racially offensive or illegal material by having access to the Internet and by sending and receiving e-mail. Parents understand that no matter how much supervision and monitoring and technical barriers CWAA can utilize, there will always be the possibility of their child(ren) coming into contact with defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, racially offensive or illegal material. However, CWAA commits to using its best efforts and making every effort to screen (filter) undesirable material from the Internet and continuously upgrade and employ the maximum safety measures possible. CWAA affirms that security on any computer system is a high priority.

## SCHOOL BUS POLICY

School bus transportation at CWAA is contracted out to a private bus company, Southland Transportation. School bus transportation is planned and managed in accordance with Alberta Government requirements. These requirements ensure students are transported to and from school in a safe, healthy and timely manner. All parents who access CWAA bus services must familiarize themselves with the CWAA School Bus Policy: Transportation Responsibilities, School Bus Rules, School Bus Protocol And Bus Misconduct found on our school website, [www.cwaa.net](http://www.cwaa.net). Additionally, all parents who access CWAA bus services must follow the terms and conditions set out by the Parent Charter Transportation Contract found in the application package.

Students using busing services must follow the terms and conditions set out by the Student School Bus Agreement found in the application package and on our school website, [www.cwaa.net](http://www.cwaa.net). Students who are riding on the bus are expected to follow all rules set out by the bus driver and Southland Transportation in consultation with school administration. Any violations of these rules will result in a loss of riding privileges. Students are to remember that they are representatives of the school and all school rules and expectations apply when riding the bus.

## STUDENT BEHAVIOR

**EXPECTATION OF STUDENTS** - In order to meet our mission, we must create a safe and caring environment that is conducive to learning and where students can learn to be responsible citizens. The follow guidelines will assist students in understanding CWAA's expectations.

- Students are expected to behave responsibly in and out of school and to consider themselves as ambassadors of the school. Students are held responsible and accountable to CWAA for their behavior and conduct: while they are involved in school-sponsored or related activities, on school property, during any recess or lunch periods on or off school property, in vehicles used for the transportation of students to and from school activities, beyond the hours of school operation if the behavior or conduct detrimentally affects the personal safety and well-being of individuals or the governance, the environment, or the efficient operation of the school.
- Students are expected to respect public and private property.
- Students are expected to be courteous and polite and communicate respectfully and kindly with all students, staff and visitors. Students are expected to avoid the use of or display of inappropriate, obscene, profane or abusive language (either written or verbal), messages or pictures.
- Students are expected to be punctual and present for all classes.
- Students are expected to be cooperative and attentive in class, be organized, make good use of class time, complete all assigned work (in-class work and homework), adequately prepare for tests and seek help when necessary.
- Students are expected to wear the school uniform properly at all times. The only exception is on Dress Down (Casual) Days.
- Students are expected to comply with the directions of administrators, teachers, student teachers, teacher assistants and other authorized school personnel.
- Students are expected to move within the school in a safe manner: walking inside the building and staying on the right-hand side of the hallways and stairwells.



- Students are expected to not display inappropriate outward affection toward other students in ways that cause others to feel uncomfortable (kissing, excessive hugging, lap sitting, holding hands and any other display of affection deemed inappropriate by staff).

Note: Section 12 of the School Act says that students must *be diligent in pursuing their studies, attend school regularly and punctually, cooperate fully with everyone authorized to provide educational programs and other services, comply with school rules, account for their conduct and respect the rights of other*. If a student does not comply with these requirements the principal may recommend corrective measures up to and including suspension or expulsion from school in accordance with the School Act.

**STUDENT CODE OF CONDUCT** - Students who attend CWAA are expected to support the school and its philosophy of providing a quality and wholesome Christian education to its students. In particular, they agree to the following:

- Strive to achieve personal excellence in all that I do: academics, extracurricular activities, service to others, and behavior;
- Respect God and strive to follow Jesus Christ;
- Treat others with dignity and respect, acting with compassion and kindness;
- Faithfully develop the gifts and abilities God has given me;
- Be truthful and uphold my integrity;
- Show pride in my work;
- Contribute to a positive learning environment;
- Respect and honor my parents and teachers for their knowledge, guidance, and support;
- Refrain from harassment and bullying of any kind.

**ACADEMIC DISHONESTY POLICY** - It is critical that students are aware of situations that may arise where they are tempted to act dishonestly, and of the consequences that these acts will result in. In order to prevent situations where cheating or plagiarizing may take place, students will acquire skills with respect to documentation of sources (bibliography, endnotes, and quotations) and studying. Appropriate consequences (academic penalties, suspensions, etc.) will apply to acts of plagiarism, cheating, collusion or other acts through which a student unfairly misrepresents his/her effort or achievement.

- “Plagiarism” occurs when a student knowingly takes someone else’s work or ideas and passes it off as their own (on either academic assignment, project, test, or examination).
- “Cheating” occurs when a student acts dishonestly or unfairly in order to gain an advantage.
- “Collusion” occurs when a student knowingly allows his or her work to be submitted by another student.

## COMPLAINT PROCESS

We recognize that, from time to time, questions, concerns and/or complaints may arise regarding the operation of the school and/or the school district. At CWAA we will attempt to address these in a courteous, timely, and constructive manner. Our desire is to do so as close to the source of the concern or complaint as possible, in a manner that is fair to parents, students, members of the community, and CWAA school staff and administration. An individual’s concern will be given respectful attention while upholding the integrity of the educational system. When raising such questions, concerns or complaints we ask that they be made at an appropriate time and place in a respectful manner. They must not be made: in the presence of students, or during class time, as the initial contact person is usually the teacher, or when the issue is related to an employee, in the presence of the employee’s coworkers. For questions, concerns or complaints regarding school matters, instruction, discipline or learning materials the sequence below should be followed: 1) teacher, 2) school Administration (Principal and/or Assistant Principal), 3) School Board Chairman, 4) Superintendent.

A concern or complaint will be handled in a confidential manner. In order to resolve the concern or complaint, in accordance with the Freedom of Information and Protection of Privacy Act, the information about the concern or complaint and the identity of the person lodging the concern or complaint must be disclosed to: the person or persons named in the concern or complaint, those persons who need to be contacted for information about the concern or complaint, or those persons who need to know about the concern or complaint as part of their duties, or those persons who will be responding to the concern or complaint. No action will be taken on anonymous complaints other than to refer it to the appropriate supervisor.

A CWAA employee who is contacted by a parent, student or community member with a concern or complaint will advise the person of the Complaint Process. Every effort should be made to resolve the concern or complaint at the earliest stage of the process. Each step in the process is completed in a timely manner to avoid unnecessary delays.

There are four levels of complaint process:

*Mission: “Engaging students to follow God completely, serve unselfishly, and achieve excellence.”*



1. **Level One** - When a parent, student or community member has a concern or complaint, the first step is to raise the issue with the individual CWAA employee at the school. The employee(s) involved shall make every effort to meet with the individual with the concern or complaint. This meeting should be: a) in person, b) one to one, and c) focused on resolving the matter.
2. **Level Two** - If a resolution is not reached with the individual employee, the individual may direct the concern or complaint to the principal. The principal and appropriate staff members shall make every effort to meet with the individual to discuss the concern or complaint. The principal and staff members will work with the individual to find a resolution.
3. **Level Three** - If the matter is not resolved at Level Two with the principal, the individual may direct their concern or complaint, in writing, to the CWAA Board Chairman. The written documentation shall outline: a) the nature of the complaint and b) the steps taken, at the previous two levels to resolve the matter directly with the employee(s) involved. The CWAA Board Chairman may meet with the individual directly to ensure the issue is heard. The CWAA Board Chairman shall consider the concern or complaint, which may include gathering information, and involving other members of CWAA administration as required. If the concern is regarding an educational program, the student's educational program shall continue in a manner established by the principal until the review of the concern or complaint is completed. The CWAA Board Chairman shall communicate his or her decision on resolution of the concern or complaint in writing, including a rationale for the decision, within 10 business days from the date of the meeting with the individual.
4. **Level Four** - If the matter is not resolved at Level Three with the CWAA Board Chairman, the individual may ask for an Alberta Conference of SDA Education Superintendent to review the concern or complaint. The request shall be in writing and include a description of the nature of the concern or complaint; steps taken to resolve the matter; a description of the decision complained; and, the reasons for the review request.

The Education Superintendent may meet with the individual to ensure the issue is heard. The Superintendent shall communicate a decision on the resolution of the concern or complaint in writing, including a rationale for the decision, within 10 business days from the date of the meeting with the individual.

## APPEALS

A parent or a student, who is 16 years of age or older, may appeal a decision made by a CWAA employee that significantly affects the education of a student, provided there are sufficient grounds for the appeal. In order for an appeal to demonstrate sufficient grounds for appeal, it must claim that the CWAA employee failed to substantially follow procedures as laid out in the Parent-Student Handbook, applicable legislation or regulations; made a decision that was influenced by bias; made a decision where there was no supporting evidence; or made a decision that was not reasonable. The failure of a person to make a decision is deemed to be a decision that may be appealed.

The determination of whether a decision "significantly affects the education of a student" must be made on a case-by-case basis. In the context of an appeal, an event will be deemed significant if it results in some kind of loss or jeopardy to a student. The parent or student asking for an appeal must demonstrate that the decision prejudiced the student or that the action complained of materially influenced the decision. Examples of decisions that may be deemed to be decisions that significantly affect the education of a student include: decision that impedes the student's ability to participate in or complete their program of study; access to or the accuracy or completeness of the student record; disciplinary suspensions in excess of 5 days or expulsion of a student. Where a decision is made by a CWAA employee which would be appealable under this administrative regulation, the affected parent or student shall be notified of their right of appeal, and) the time limits governing the initiation of an appeal. Employee decisions that do not significantly affect the education of a student are within the final authority of the Principal.

**FILING AN APPEAL** - Before filing an appeal, the parent or student must first attempt to resolve the matter using the Complaint Process. Failure by a parent or student to use the Complaint Process may result in the appeal being dismissed. A parent or student who wishes to appeal a decision that significantly affects the education of a student must file his or her appeal in writing within 20 (twenty) business days from the date the decision was made. The written appeal be submitted to the Superintendent and must contain the following information: the name and address of the parent or student filing the appeal; the current placement of the student; the decision which is being appealed; the date the parent or student was informed of the decision; where the decision was communicated in writing, a copy of the decision; the grounds for appeal (the policy, procedure, rules, regulation, and/or criteria on which the appeal is being made). If the Chief Superintendent or delegate determines that a decision of an employee is not appealable, the parent or student will be informed of the decision and the reasons for it.

**APPEAL PROCESS** – Once an appeal is received by the Superintendent or designate, he/she shall provide a copy of the written appeal to CWAA administration and/or employee who made the decision. The Superintendent or delegate may decide the matter based upon written submissions or the Superintendent or delegate may invite oral submissions, in which case, he or she may decide the matter based on written and/or oral submissions. The CWAA administration shall prepare a written report to be considered on appeal. The report shall be in writing and distributed to the parent or student appealing the decision within the



timelines set by the Superintendent or delegate. The parent or student who asked for the appeal shall be provided with an opportunity to respond, in writing, to the administration report. The Superintendent or delegate will set timelines for the response. In the event of a necessary oral hearing, the Superintendent or delegate shall notify the parent or student appealing the decision and CWAA administration of the date and time of the hearing. The Superintendent may set procedural rules to conduct an oral hearing and shall provide all parties in advance, written notice of the hearing. The written notice shall include:

- a) that the hearing shall be held within 30 (thirty) business from the date the appeal was received;
- b) that the parent and/or student may be accompanied by a person of their choosing at any meetings held in connection to the appeal;
- c) that where a parent launches an appeal, the student who is the subject of the appeal may, with consent of the parent(s), attend the hearing;
- d) that the Superintendent has the right to restrict the number of people attending the appeal hearing;
- e) the parent and/or student or their representative shall be provided an opportunity to make an oral presentation, which may include other presenters;
- f) administration shall be provided with an opportunity to provide an oral presentation, which may include other presenters;
- g) no participant may cross examine another participant at the hearing;
- h) the Superintendent or delegate may ask questions of the participants, as well as additional presenters;
- i) the Superintendent or delegate may set time limits on presentations and may limit the number of presenters; and
- j) any other procedures required to conduct the hearing in a fair manner.

At any time during the appeal process the Superintendent or delegate may call upon legal advisors for advice and consultation.

**APPEAL DECISION** - Within 20 (twenty) business days from the hearing or close of written submissions, the Superintendent or delegate will make any decision he or she deems appropriate in regards to the appeal, including whether to uphold, alter, or revoke the decision of the matter under appeal. The Superintendent or delegate’s decision shall be in writing and provide reasons for it.

The parent and/or student making the appeal shall be provided a copy of the decision. The decision of the Superintendent or delegate is the final decision. Once a final decision is made, the Superintendent shall notify the parent and/or student if the matter is one that may be appealed to the Minister of Education. An appeal is considered to be abandoned if one year elapses from the day that a step in the appeal was last taken.

**V. FINANCIAL INFORMATION**

Chinook Winds Adventist Academy is a Seventh-day Adventist school and is supported by the members of the Seventh-day Adventist churches in Calgary. Therefore, students and/or families who are members of a constituent Seventh-day Adventist Church are charged a reduced tuition rate.

**FEE SCHEDULE**

GRADE	Annual Fee (SDA Student)	Annual Fee (non-SDA Student)	Annual Fee (International Student)
<b>Academic Fees</b>			
Kindergarten (4-day)	\$2,300	\$2,300	\$2,300
Grades 1-6	\$3,100	\$4,000	\$9,800
Grades 7-9	\$3,800	\$4,700	\$10,600
Grades 10-12	\$5,200	\$6,100	\$12,100
<b>Bus Fees</b>	\$1,700 for First Rider, \$1000 for Second + \$1000 for Subsequent Rider(s)		

**Note:** Academic fees include:

- Registration Fees (administrative costs, yearbooks, agendas, and selective technology fees)
- Tuition Fees (Textbooks, salaries, non-consumable teaching resources and salaries)
- Activity/Resource Fees (consumable student resources, field trips, graduation fees, etc.)
- Capital Fees (facility costs and improvements)
- Additional charges will be added to the student account for damages to school property or loss of textbooks, library materials, etc.

**Additional Costs May Include:**

- Extracurricular Athletics: cost varies per team and sport (\$20-\$950)
- Secondary Options Fees: cost varies based on options selected (approximately \$5-50)
- Music program: cost ranges up to \$950
- Retreats: covers the cost of an over-night retreat including transportation, food, accommodations and activities (approximately \$100-200)
- International Grades 10-12 Mission Trip cost ranges up to \$2,300
- Hot Lunch Program (Kindergarten – Grade 12): optional lunch program (approximately \$5-7 per lunch)
- School Uniforms: cost dependent on student selection

**SCHEDULE AND METHOD OF PAYMENT:**

Tuition and other fees are payable for the school year by one of the following four payment methods, commencing September 1:

- a. Option 1: One full-year payment at registration,
- b. Option 2: Ten Month On-Line Payment Plan,
- c. Option 3: Ten Month Payment Plan by pre-authorized bank withdrawal,
- d. Option 4: Ten Month Payment Plan by pre-authorized credit card (VISA or MasterCard)

Should unforeseen financial difficulties arise, arrangements must be discussed with the Business Manager prior to the first of the month. All accounts must be paid in full by the end of June (August for families receiving Tuition Assistance) of the current year.

**TUITION INCENTIVE PROGRAM**

CWAA offers two incentive programs to its families:

- **REFERRAL TUITION INCENTIVE** - Families that are instrumental in bringing a new family to CWAA will receive a \$500 tuition discount per newly enrolled family. Both existing and new students must remain enrolled for a full school year to be eligible for the Referral Tuition Incentive. The \$500 discount is per family and not per student and will be applied in June.
- **MULTI-CHILD FAMILY TUITION INCENTIVE** - Families with more than one child will receive a reduction in fees for the full-time second and third siblings: Grades 1-6 = \$130 per student, Grades 7-9 = \$170 per student, Grades 10-12 = \$230 per student.

The Tuition Incentive Programs are not available to families benefiting from the Tuition Assistance Program.

**INTERNATIONAL STUDENTS**

CWAA welcomes interested international applicants. The process to apply is as follows:

1. Submit an application form.
2. Copies of the following documents (faxed copies not acceptable)
  - a. Birth Certificate OR identification page of passport
  - b. Immunization records
  - c. Most recent report card/transcripts for last grade completed and any subsequent reports
  - d. Letter of recommendation from previous school
  - e. Current medical reports
3. All copies of documents must be verified as a true copy by a notary public. All documents not in English must be translated into English by an official translation organization and verified by a notary public.
4. Upon receiving the Letter of Acceptance, the applicant must submit a certified bank draft to CWAA for all school fees for the academic period for which application has been made.
5. Upon receipt of the funds, a letter will be issued for Immigration purposes to assist in obtaining a Student Visa.
6. Only in the event of inability to attend school due to immigration difficulty, will the tuition fee normally be refunded.

**OVERDUE ACCOUNTS**

When accounts become outstanding, the Business Manager will communicate immediately with the family to bring the account up to date. If outstanding payment is not received, a meeting will be called with the Business Manager and Principal to review the outstanding account and establish an immediate plan to pay the outstanding bill. If the account is still not brought up to date, a registered letter will be sent to the family and further action may be taken, which could include dismissal. Report cards will not be released until the account is paid in full. Families who are in arrears in their payment of tuition will not be allowed to re-enroll for the following year unless the previous year's account is paid in full or the Finance Committee has approved an appropriate repayment arrangement.



## TUITION TAX DEDUCTIBLE RECEIPTS

CWAA, in conjunction with the Seventh-day Adventist Church (Alberta Conference), issues tax deductible receipts for part of the tuition as charitable donations. The amount of the income tax receipt depends on the grade and tuition fees paid during the calendar year. The charitable donations receipt covers the religious portion of the tuition, and it is calculated by deducting the secular portion from the total tuition paid. A receipt will be issued annually.

## TUITION ASSISTANCE PROGRAM (TAP)

Families who desire a Christian education for their children at CWAA are expected to financially commit to the cost of education. However, if financial circumstances cannot support the payment of tuition required to attend CWAA, families may make an application for assistance through their local Church and CWAA's Tuition Assistance Program (TAP). The process involved in the application is outlined in the Tuition Assistance Program Application. Students receiving tuition assistance must maintain a minimum standard of 50% and/or an acceptable assessment from teachers or staff. Regular reports on student progress will be made available to contributing Churches. *Students registering after September 30 are not eligible for the Tuition Assistance Program.*

Parents who need financial assistance to meet their financial obligations and who are not Seventh-day Adventists should contact the Principal. Such requests will be taken to the Finance Committee.

## ADMISSION PROCESS

While CWAA is sponsored and supported by the constituent members of the Seventh-day Adventist Churches in Calgary, CWAA welcomes families of all faiths to seek application at our school. No specific religious affiliation is required for admission. Any family who desire a Christian education for their child(ren) and whom agrees to support and uphold its standards and regulations is eligible to apply to CWAA. There are three steps to the Application process: Application Submission, Personal Interview and Notification. Admission to CWAA will be determined on the basis of the following criteria:

- Parent/guardian must desire that their children will develop a personal relationship with Jesus Christ and must support CWAA's mission and philosophy.
- Grades 7 – 12 students must genuinely desire a Christian education and must be committed to growing in their faith. (CWAA is sponsored and supported by the Seventh-day Adventist Churches in Calgary; however, no particular religious affiliation is required for admission.)
- Submission of a completed application package and non-refundable \$150 Application Fee.
- Review of past academic records, aptitude, behavior and citizenship qualities.
- Financial requirements met.
- Where necessary, placement tests may be required. All ESL students will be tested prior to admission to determine English proficiency. All Kindergarten applicants will be given a readiness assessment.
- The age requirement for Kindergarten is 5 years by Sept 30.
- Submission of all related psycho-educational assessments and previous IPP's prior to the personal interview.
- Personal interview with the Principal and or another admissions team representative.

All returning students must reapply annually. CWAA reserves the right to evaluate each student to determine if he/she should be admitted. The decision will be based on previous academic performance, general behavior and previous financial commitment.

## APPEAL PROCESS FOR DENIED ADMISSION

Any student denied entrance into the program, may appeal the decision by sending a letter to the School Board. The letter shall outline all reasons given for denial of application and provide any information that refutes such reasons. The School Board will review the information and render a decision. In cases where the concerned party is dissatisfied with the Board's decision on the appeal, a further appeal may be made to the Superintendent of Schools for the Alberta Conference of Seventh-day Adventists. The Superintendent will render a final decision on the appeal, and no further appeals will be considered.

## WITHDRAWAL PROCEDURES

There are financial implications for mid-year withdrawals, which will be managed in accordance with policy. Students wishing to withdraw will need to fill out a withdrawal form, which is available at the school office. Loaned items belonging to the school will need to be returned and the account paid before report cards or transcripts can be issued. If a student withdraws before the end of the school year, an administrative withdrawal fee may be charged. A student registering before the 15<sup>th</sup> of any month will pay tuition charges for the entire month. A student withdrawing any time after the 10<sup>th</sup> of any month will pay tuition charges for the entire month.





## VI. PARENT COMMUNICATION AND INVOLVEMENT

At CWAA we are committed to open and honest communication with our parents. We strive to supply timely and accurate information to our families on school calendar events, student achievement, service opportunities and character development. We are continually looking for ways to improve our education services and welcome feedback from all our parents and community members. The following describe the methods in which CWAA will use to communicate with parents.

**POWERSCHOOL** - CWAA uses an on-line student information system, PowerSchool, to provide real-time access to student progress and to update parents on the information they need to know. Teachers use PowerSchool to post daily homework, grades, communicate about course expectations, post resources, important web links, announcements and calendar events. Parents and students are encouraged to access PowerSchool to monitor student progress and daily homework. For more information about parent access to PowerSchool, parents should call the office.

**SCHOOL NEWSLETTER** - CWAA emails out a weekly school newsletter, called *The Breeze*, each Monday afternoon. The Breeze is an important means of communication, containing important information about upcoming events, outings and general school news. All families are expected to read through the newsletter to become familiar with events and activities within the school community. The newsletter may also be read electronically as a link on the school website [www.cwaa.net](http://www.cwaa.net).

**SCHOOL WEBSITE AND EMAIL** - CWAA encourages parents to regularly communicate with their children's teachers by email, telephone call or by setting up a mutually convenient meeting time. Parents are also encouraged to utilize the school website ([www.cwaa.net](http://www.cwaa.net)) for school information.

**PAPER NOTICES** - Occasionally, CWAA will send a notice home with students as need dictates. Please check with your child on a daily basis to ensure that all notices are delivered. For families with more than one child attending, CWAA will send home one notice per family (with the youngest child).

**STUDENT-LED CONFERENCES** – Student-led conferences are offered in the Fall and in the Spring of each year. All parents are expected to attend these conferences. Student-Led Conferences will replace the traditional Parent-Teacher Interviews.

**APPOINTMENT WITH STAFF** - Parents are welcome to meet with any staff member when a question arises about their child's education. To book a meeting, please email the teacher directly or call the main office to leave a message for the teacher. A scheduled appointment will ensure that the teacher will have a proper amount of time to address your question. Teachers will strive to respond to all email inquiries and telephone messages within 24 hours. We thank all parents for their patience in awaiting a response from their child's teacher(s), as teachers are instructing for the majority of the day and cannot always attend to their messages immediately.

**PARENT COUNCIL** - Parent Council has been established to meet the needs of a growing, active school. Everyone is encouraged to get involved and help plan activities that improve the lives of our students, staff and the learning environment (hike-a-thon, teacher appreciation, pancake breakfast, work bees, etc.).

**VOLUNTEER PROGRAM** - Volunteers compliment, assist and partner with our staff in virtually all aspects of CWAA. We value this contribution greatly and strive to offer our volunteers a productive and rewarding experience. It is our desire that all our families participate in some form of volunteering throughout the year. Volunteers are expected to have submitted a current (within the past two years) **Police Information Check** prior to volunteering. In the event that a parent has not completed a Police Information Check, CWAA will provide a letter to parents to take to the Calgary Police Service to assist in the Police Check process. The Police Information Check will only be utilized for the purpose of minimizing the risk of harm to students. All information is kept strictly confidential and will be used only for the purposes of this volunteer application.

**CONSTITUENCY MEETING** - An annual constituency meeting is held to give all constituents (members of the constituent SDA churches) an opportunity to discuss matters pertaining to the school. Families that are not members of the constituent churches are welcome at this meeting but have no voting rights. This meeting will be advertised for 2 weeks prior to the meeting.

**CONFLICT RESOLUTION PROCESS** - If a parent has a concern about their child's education the teacher is the first one with whom to communicate. All concerns expressed between a parent and a teacher regarding a specific issue will be documented. If the concern cannot be resolved with the teacher, the Principal shall be contacted. If the concern cannot be resolved with the Principal the parent may bring the matter to the attention of the Superintendent of Schools for the Alberta Conference of Seventh-day Adventists. He/she will deal with it in an appropriate manner, which may include



bringing the issue to the local School Board or the Board Executive. Any decisions made by the Superintendent are final. *(Parents, members of the Parent Council, and members of the Board have no inherent rights as individuals to assume a role of authority or responsibility. That responsibility belongs to the school Administration.)*

Parents are asked to never approach a student at CWAA with whom they have a concern. Instead, they must take the concern to the Principal or Vice-Principal directly.

## PARENT COVENANT

- I will support Chinook Winds Adventist Academy's philosophy, mission and values.
- I have read the Parent-Student Handbook and I understand and support its policies.
- I will communicate regularly with my child's teachers and attending functions requiring parent participation (parent-teacher interviews, curriculum evenings, awards ceremonies, student concerts and showcasing learning events, constituency meetings and other community building events).
- I will practice the principle found in Matthew 18 where I am asked to resolve any difficulties with school personnel directly. If the conflict is unresolved, I will discuss the matter with the next person in authority. The line of authority is as follows: Teacher, Vice-Principal, Principal, School Board, and Superintendent.
- I will support the school in maintaining a high standard of Christian conduct for its students. I accept that CWAA administration has the right to discipline my child(ren) if he/she does not respect its standards.
- I will provide CWAA with updated medical information regarding my child(ren) during the school year. I authorize CWAA to provide emergency medical treatment to my child(ren) if necessary.
- I confirm that the information detailed in this application is true and correct.

## VII. STUDENT ACTIVITIES

CWAA strives to provide a holistic education where the student can develop not only their academic abilities, but also their spiritual, physical and social abilities. As such, CWAA offers students many opportunities to get involved in various areas of school life.

### SPIRITUAL DEVELOPMENT

Through our Campus Ministries program, we offer the following spiritual activities for our students:

- **CHAPEL WORSHIPS** – Students are provided with an opportunity for corporate worship every Tuesday. Student worship bands lead the music portion of the program and a guest speaker normally addresses the students. Our students are blessed with inspirational and relevant presentations made by Calgary SDA Pastors and other guest speakers.
- **DAILY CLASS WORSHIP (MORNING DEVOTIONS)** - We are privileged to begin each teaching day by gathering as classes to pray & study God's word in Homeroom class.
- **WEEK OF PRAYER** - Students have the opportunity to have their spiritual life enriched by two weeks of prayer during the school year. One week of prayer is led by fellow students and the other week of prayer is led by a guest speaker, usually from outside Calgary.
- **BAPTISMAL CLASSES** – Students are given the opportunity to study the Bible with the Chaplain – either in small groups or individual study. These classes prepare students to make a commitment to follow Jesus Christ through baptism.
- **SPIRITUAL COUNSELLING** - Students are given the opportunity to talk openly with our Chaplain and their teachers about situations they are confronted with in their everyday lives. The Chaplain has an open-door policy and is available for spiritual counseling with all students.
- **COMMUNITY OUTREACH** - Our students participate in numerous outreach activities throughout the year including: visits to local charities (Samaritan's Purse, Mustard Seed), monthly food bank collections for the Calgary Food Bank and Veteran Food Bank, raising funds for various local and international charities (Calgary Emergency Women's Shelter, ADRA Canada), practicing random acts of kindness, international pen-pal exchanges, etc.

### PHYSICAL DEVELOPMENT

CWAA has an active inter-school athletic program (Calgary Independent Schools Athletic Association) which enables students to develop their athletic skills and experience healthy team participation. Each year, over 50% of our Grades 7-12 students participate in athletic teams that compete against private schools similar in size across the city of Calgary. Athletic teams participate in volleyball, soccer, basketball, badminton, flag football, floor hockey, track and field, etc. Senior high students are given the opportunity to participate in a number of out-of-town tournaments. Student eligibility to participate in the athletic program is based on the following requirements:

- Parental approval

*Mission: "Engaging students to follow God completely, serve unselfishly, and achieve excellence."*



- Payment of all fees including a deposit on sports uniform\*
- Regular attendance and punctuality to classes
- Maintaining passing grades in all subjects
- Promote good school citizenship and school spirit
- Good sportsmanship - respectful and polite communication with all coaches/officials/fellow athletes and team players.
- Be a good ambassador of CWAA, family and church
- Commitment to the Student Code of Conduct both on and off the 'court'.

*\*Athletic refunds will not be issued to students who are removed from a sports team due to disciplinary action. Refunds will only be issued in the case of injury and on a pro-rated basis.*

## **SOCIAL DEVELOPMENT**

CWAA has an elected Student Association (SA), which plans special events and activities for the student body. Activities include coordinate and plan Spirit Weeks and theme days, class challenges, evening vespers services, weekly Tuesday lunch prayer meetings, etc. Students in Grades 10-12 are elected by their peers to serve on the Student Association. Class organizations provide leadership opportunities for students. Each class elects officers (President, Vice-President, Secretary, Treasurer, Pastor, etc.) at the beginning of the school year. Officers and sponsors are responsible for planning class activities.

*Reminder: Students should attempt to seek a balance between schoolwork and extracurricular activities and not over-schedule themselves. Students who are over-scheduled tend to be more stressed out, are more likely to experience anxiety, depression and ultimately, increased absences from school and ultimately declining academic performance. Parents should help students set realistic goals based on actual time commitments required by their course load and extracurricular activities.*

## **STUDENT CLUBS**

If a group of students (12 or more) requests to establish a voluntary student organization (Student Club), they may make an application to the Principal by filling out a "Student Club Application" (found in the School Office). The application must include club name, purpose, proposed activities, meeting frequency, time and place, budget requirements, student organizers, and requested staff advisor. The decision to approve the establishment of a Student Club will reside with the Principal and School Board. The school guidelines for Student Clubs have been established by the Alberta Conference of Seventh-day Adventist and are as follows:

1. All club activities must be congruent with school's Mission and Vision.
2. All student clubs must build student morale, contribute to the community through acts of service, and build positive support for the school.
3. All club activities must be inclusive to all students (regardless of race, sex, gender identity, religion, national origin, disability).
4. All club meetings and activities must be voluntary and student-initiated.
5. All club activities must be supervised by the staff advisor.
6. All club activities must have prior approval from the Principal.
7. Club meetings and activities must occur during non-instructional time.
8. All published student club materials must be approved by the Principal.
9. Clubs may have guest speakers but may not have regular attendance by non-school persons
10. The school will not expend funds beyond the incidental cost associated with providing the space for student-initiated meetings.

## **VIII. BRIEF SUMMARY OF WHAT SEVENTH-DAY ADVENTISTS BELIEVE**

Seventh-day Adventists believe in Salvation by faith alone through our Lord and Savior, Jesus Christ. God, through His infinite grace, has given this gift of salvation freely to all who believe in Jesus. It is the purpose of the Seventh-day Adventist church to encourage all to accept Jesus as their Lord and Savior, and to proclaim the hope of His soon return. Specifically, Adventists believe that:

1. We believe that the Bible is God's inspired Word, the only rule of faith and practice for the Christian.
2. We believe there is one God: Father, Son, and Holy Spirit, a unity of three co-eternal Persons.
3. We accept the death of Jesus Christ on Calvary as the atoning sacrifice for our sins and believe that through faith in His blood we are saved from sin and its penalty.
4. We accept by faith the righteousness of Christ, our Intercessor in the heavenly sanctuary, and accept His promise of



transforming grace and power to live a loving Christ-centered life in our homes and before the world.

5. We believe that the Ten Commandments are a transcript of the character of God and a revelation of His will. It is our purpose by the power of the indwelling Christ to keep this law, including the fourth commandment, which requires observance of the seventh day of the week (Saturday) as the Sabbath of the Lord and the memorial of Creation.
6. We believe in the Biblical teaching of spiritual gifts and believe that the gift of prophecy is one of the identifying marks of the remnant church.
7. We believe that our bodies are the temple of the Holy Spirit; and will honor God by caring for them, avoiding the use of that which is harmful; abstaining from all unclean foods; from the use, manufacture or sale of tobacco or alcoholic beverages; and from the misuse of or trafficking in narcotics or other drugs.
8. We believe in the New Testament teaching of baptism by immersion.
9. We believe in church organization to promote the gospel and that it is our privilege to support the church by our tithes and offerings and by our personal influence.
10. We look forward to the soon coming of Jesus and the blessed hope when “this mortal shall put on immortality”. As we prepare to meet the Lord, we are witnesses to His loving salvation, and by life and word help others to be ready for His glorious appearing.

## **IX. CLOSING REMARKS**

We are not able to anticipate every possible situation for inclusion in our Parent-Student Handbook. However, we feel that situations can be addressed by the application of Christian principles. We expect that some of our statements will change from time to time, and perhaps some policies will be changed even before the printing of the next edition of this Handbook. We are confident that both the parents and the students will support our attempts at organizing and operating our school for the highest benefit of all. We will inform students, parents and staff when changes occur in our policies.

*Revised January 16, 2017*