

Student Handbook



HIGHROAD
ACADEMY

Student Handbook

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Introduction

The primary distinguishing factor between public schools and Christian schools is philosophy. All education and the subjects, whether secular or religious, are presented from the philosophical point of view of those who develop the curriculum and those who impart the contents. The Word of God commands that our philosophy be Christ-based:

See to it that no one takes you captive through hollow and deceptive philosophy, which depends on human tradition and the basic principles of this world rather than on Christ. Colossians 2:8 NIV

The following points outline the basic philosophical presuppositions that are foundational to our school:

1. The Bible is God's infallible Word – 2 Timothy 3:16
2. The earth is God's creation – it belongs to Him – Genesis 1:1, Psalms 24:1
3. Man is responsible to be faithful in the proper management of all God's created order - Genesis 1:28-30.
4. The first educators are the parents – Deuteronomy 6

The home, church and school are the three greatest factors influencing child development. Each of these institutions has a specific function unique to the plan and purpose of God. All three should harmonize in their objectives and philosophies.

The goal of the school is to develop independent, self-reliant, life-long learners. But education does not begin and end with school; the home and the church are very vital centers of learning. The school is an extension of the home but has a more narrowly defined focus.

Educational Goals for Students of Highroad Academy

And Jesus grew in wisdom and stature, and in favor with God and men. Luke 2:52 NIV

To know who God is personally:

- knowledge: a factual and moral understanding based upon scripture
- understanding: an ability to put Biblical knowledge and principles of God in context
- wisdom: application of biblical knowledge and understanding to real life situations
- a personal decision to accept Christ as Saviour and Lord

To develop skills in holiness, faith, prayer and worship:

- life that exemplifies holiness
- solid personal faith in God Hebrews 11:1
- dependence on prayer
- personal expression of worship

To develop basic skills in literacy and numeracy:

- Skillful use of oral and written language
- Skillful use and application of mathematical concepts
- ability to communicate ideas and feelings effectively

To learn the examination and application of information:

- recognize that all knowledge is from God and that God's Word is infallible
- examine information constructively and creatively
- use scientific methods
- develop reasoning abilities (*L. W. Anderson et al. (2000) "A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives"*)
- think and proceed logically

To develop Godly character and self-respect:

- moral responsibility
- sound ethical and moral behaviour
- capacity for constructive discipline in work, study and play
- development of personal gifts and talents (*Gardner, Howard. (1999) "Intelligence Reframed: Multiple Intelligences for the 21st Century"*)

To learn to respect and cooperate with the people with whom we work and live:

- respect and appreciation for the worth and dignity of individuals
- servant's heart towards others
- strong personal work ethic
- ability to manage time and resources (*The British Columbia Premier's Technology Report on a "Vision for 21st Century Learning"*)

Governance

Highroad Academy has three levels of governance:

- I. Board of Elders of City Life Church
- II. Highroad Academy School Board
- III. Highroad Academy Administration

Responsibility of each level of governance:

- I. The Board of Elders of City Life Church is the group that oversees all of the activities and programs that occur within its mission statement and charter and hold the final responsibility of Highroad Academy. The Board has chosen to share specific responsibilities with the School Board of Highroad Academy.
- II. Highroad Academy School Board, appointed by the church eldership, carries the responsibility for the education that takes place in the school:
 - monitors and maintain a high quality of Christian education.
 - hires staff members
 - ensures that additional staff requirements are adequately provided for
 - promotes and encourages the ongoing professional growth of staff members
 - manages the financial resources in an educationally responsible way
 - ensures that the physical premises are adequately maintained
 - addresses any concerns brought to the attention of the board

The School Board's fundamental task is to establish policy within which the school is enabled to make daily operational decisions and to ensure that such policies are carried out in a responsible way.

Parents who have concerns or questions relating to the daily operation of the school are asked to bring them to the attention of the school principal and/or staff. The School Board is prepared to further address such concerns if it should appear to be necessary and related to the Appeals Policy.

III. Principal

As educational leader and chief administrative officer of the school, the Principal shall strive to direct the school according to:

1. The Word of God
2. The policies adopted by the School Board
3. The directions of the Board of Elders of City Life Church
4. The regulations of the Ministry of Education of British Columbia where applicable and when in agreement with the above listed items.

In fulfilling his/her responsibilities, the Principal:

- establishes a healthy atmosphere of safety, love and respect within the school

- cares for student enrolment and registration
- oversees all student report cards, grading, and promotion (with teachers and staff)
- ensures that up-to-date student cumulative records are maintained
- helps plan school programs, assemblies, and trips (with teachers)
- helps recruit, interview and recommend the hiring of new staff (with School Board)
- evaluates all faculty members and support staff
- provides spiritual and educational leadership and insights to the teaching staff through in-service workshops, staff meetings, group discussions, and individual counseling.
- ensures that responsibilities of all staff members are properly met
- communicates regularly with parents through various means.
- works to resolve all parental concerns which could not be satisfactorily remedied with the teacher(s) or staff member(s) directly involved.
- serves as an advisory member to the School Board and presents school needs to the School Board
- implements Highroad Academy Regulations and School Board Policy
- ensures that the building and grounds are properly maintained
- authorizes emergency school closures and procedures to notify all involved
- ensures that all administrative matters are properly cared for
- cooperates with all government agencies (Ministry of Education, the Director of the Independent Schools Branch, fire department, etc.) and other necessary organizations (ACSI, FISA, etc.) to promote good will with the community.

Highroad Academy flowchart of accountability:

1. The School Board is accountable to the City Life Church Board of Elders.
2. The Principal is accountable to the School Board for the overall learning atmosphere provided by the school.
3. Each Head Teacher is accountable to the Principal for the day to day running of their department.
4. Each teacher is accountable to the Principal and their Head Teacher to provide each student with a reasonable opportunity to learn.
5. Each student is accountable to his/her parents and teachers for conscientiously using the learning opportunities provided.
6. Parents are accountable to the Principal and teachers for supporting and fostering at home the educational opportunities presented by the school.
7. The community is accountable to its own future for encouraging, supporting and assisting its school in providing the best educational program possible for all its constituents.

Organizational Responsibilities

Personnel:

Primary, Intermediate and Secondary Department Head

- review and co-ordinates respective course work and outlines
- help establish all departmental schedules.
- work with teachers regarding student disciplinary issues within the department
- review new textbooks and programs and makes recommendations to the Principal
- suggest necessary purchases of equipment, supplementary books, resources, etc.
- supervise the writing and implementation of Individual Learning Plans for learning assistance and special needs students
- chair department meetings

Department heads are directly responsible to the Principal

Teachers:

- ensure adequate planning based on BC Provincial Learning Outcomes (PLO's) to optimize daily classroom instruction
- provide for ongoing student evaluation to ensure that instructional progress is monitored and communicated as needed to students, parents and school administration
- monitor and supervise student behaviour at all times
- assist with additional duties as needed

Teachers are directly responsible to their Head Teacher and Principal

Learning Assistance Teaching Assistants (TA's):

- work independently with students who are not funded special needs students but need extra academic help outside of the classroom setting
- work under the guidance of the head teacher and classroom teacher to meet specific learning goals
- plans and logs learning activities they provide each week
- alert teachers of progress, problems or adjustments relating to the students assigned to their care

Learning Assistance TA's are directly responsible to the classroom teachers and Head Teacher

Special Needs Coordinator:

(The Special Needs Department provides support only for students who receive Special Needs funding from the BC Ministry of Education)

- works with Head Teacher and classroom teachers that are responsible for each funded special needs child
- prepares funding requests and appeals
- arranges for specialists such as occupational therapists, physiotherapists, etc.
- ensures that Individual Educational Plans are written, revised and implemented for funded SN students
- schedules and attends IEP meetings and follows up results
- arranges for Teaching Assistants (TA's) for each student as needed, including hiring, scheduling, oversight, staff meetings and professional development

The Special Needs Coordinator is directly responsible to the Principal

Special Needs TA's:

- implement a variety of supports for the students assigned to their care
- plan and logs learning activities for each week
- assist with supervision duties
- alert teacher(s) and SN Coordinator of progress, problems or adjustments relating to the students assigned to their care

Special Needs TA's are directly responsible to both the classroom teacher and the SN Coordinator

Secretarial Staff

- Provide clerical support to administration, teaching staff and families

Office manager is directly responsible to the Principal

Office staff are directly responsible to the Office Manager

Building and Grounds Coordinator:

- ensures that building and grounds are properly maintained
- informs Principal of any needed building repairs or maintenance and follows through with approved items
- contacts repair personnel as required
- is aware of the basic operation of various systems in the building to provide assistance in case of emergency
- orders all necessary maintenance and cleaning supplies
- supervises the work of the custodial staff

The Building and Grounds Coordinator is directly responsible to the pastoral staff of City Bible Church

Organizations:

B.C. Ministry of Education www.bced.gov.bc.ca

The school's responsibility to the Ministry of Education is outlined in the Independent School Act. The main areas of accountability are:

1. Curriculum

The Ministry sets minimum time requirements and produces Integrated Resource Packages (IRP's) for each subject with Prescribed Learning Outcomes (PLO's). Latitude is given for designating "locally developed" courses (e.g. Bible 11, 12, etc.) which are thereby given Provincial recognition for graduation purposes.

2. External Evaluation

The school is evaluated regularly by the Ministry of Education to ensure that it complies with the Independent School Act as a condition for continued funding. The school is registered as a Group 1 school and receives provincial funding at 50% of the educational cost per student in the Chilliwack School District.

3. Learning Assessment

The school participates in:

- provincial assessments for Grades 4 and 7
- grade 10, 11, and 12 provincial examinations

4. Certification

All teachers are certified by either B.C. College of Teachers Certification or Independent School Certification.

Federation of Independent Schools (FISA) www.fisabc.ca

The Federation (established in 1966) is an umbrella organization for independent school groups and individual schools. The Federation acts as spokesman for its members and as liaison between schools and the government as well as other educational institutions.

Association of Christian Schools International (ACSI) www.asciwc.org

The Association of Christian Schools International is a service organization serving Christian Schools across Canada and around the world.

Admission, Enrollment and Financial Information

Admission

Admission is available to all children whose parents are members of a local church. A pastor's reference is required. Prospective students will provide at least 2 years of previous educational records, if applicable, and take a diagnostic test administered by Highroad staff to assist in placement. All students from grades 4 – 12 will read and sign a Code of Conduct statement.

Enrollment

Provincial grants are based on registered students as of September 30 in each academic year. Parents are urged to ensure that absences are limited, not only for academic reasons, but also to ensure that provincial grants will not be adversely affected.

Financial Information

1. Tuition Fees

Tuition is determined by the department the student is enrolled in: kindergarten, Grade 1-6, Grade 7-9 and Grade 10-12. Families attending City Life Church receive a lower rate. The tuition fee levels are set by the Highroad Academy School Board and are subject to annual review.

2. Additional School Fees

Students are responsible to ensure that they have all the required daily supplies. Primary students will be issued their supplies at school and parents will be charged. Grade 12 students will be charged a graduation fee and there are various fees for certain secondary classes.

Student Grade Reporting Periods

- **K-3:** Kindergarten to Grade 3 have three formal reporting periods, one interim report and one parent teacher interview during the course of a school year. K-3 report cards give anecdotal grades.
- **4-6:** Grades 4-6 have three formal reporting periods, one interim report and one parent teacher interview during the course of a school year. These grades are based on the following mark scale:

A	100%-86%	C-	59%-50%
B	85% - 73%	F	below 50%
C+	72% - 67%	i/c	incomplete
C	66% - 60%		

School Policies and Procedures

Respect for Other's Property

- Personal property is an extension of the owner, and therefore an attitude of disrespect for property is in reality disrespect for the individual.
- Students must be encouraged at all times to respect and care for other's personal belongings and the school's property.
- Any student found to be willfully or carelessly using and damaging another's property or school property will be required to pay restitution.

Attendance *(See K-12 Attendance Policy for more details)*

- Regular attendance and promptness are required from all the students.
- If possible, doctor and dentist appointments should be made outside of school hours.
- If a student will be absent, parents are asked to phone the school that day before 9 am. Otherwise, the school will contact the home by 9:30 am. It is imperative that the school knows the whereabouts of each student during every regular school day.

Missed Exams Due to Absence

- When students return to school after a period of absence, it is their responsibility to inquire from each teacher what subject material was missed. Any tests, quizzes or work must be completed during the student's own time (e.g. lunch, after school) at the discretion of the teacher.

School Assemblies and Chapel

- School assemblies are scheduled as occasions arise and are not optional.
- Primary, Intermediate and Secondary Chapels are held weekly.

Uniform Policy

- Uniforms are required for all students in all grades. A copy of the Uniform Policy can be obtained from the website www.highroadacademy.com or from the school office.

The School Day

- *School Hours* are Monday to Friday 9:00 am – 3:05 pm for Grades K-6, 9:00 am-3:10 pm for Grades 7-12

- *Arrivals:* Students are to arrive between 8:30 and 8:50 a.m. The first bell rings at 8:55 and class will start at 9:00 sharp. *Please note:* students should not arrive before 8:30 am except for classes or supervised activities. Some secondary classes may start at 8:00am.
- *Departures:* Students are to be picked up by parents not later than 3:15 p.m. The school cannot be responsible for students who remain on the school grounds after 3:30 p.m. Parents must inform the school office of any delays.
- *Lunchtime:*
 - Students grade K – 8 eat lunch in their own classrooms. No lunches are to be eaten in any other area of the school building.
 - Students grades 9 – 12 eat their lunches in the general lunchroom provided.
 - Lunchtime will be supervised by staff members.
 - Students are not to leave the campus during lunch except with permission from parents and administration.
- *Early Dismissal:* If early dismissal is needed for any reason, the school requires a note to be brought to the office before the beginning of classes in order that subject teachers may confirm the reason for the student's absence. Students must sign out at the office.

Parent-School Communication

- Parents are always welcome to visit the school and Chapel services. It is essential for parents to check at the school office before any intended visit.
- The website www.highroadacademy.com is designed specifically to improve communication between the home and the school. Please check schedules, news, teacher blogs and activities pages to inform yourself. Phone the office if you cannot find the information you are looking for.
- Parental involvement in the students' work is an important factor in academic success. Discuss with your child's teacher/s how you can be involved and supportive.
- Parental responsibility for discipline is crucial. The school will exercise discipline in consultation with parents.
- Parents and students should not phone any of the staff at home regarding school matters, but should contact them at school. If necessary, please make an appointment with the staff member to see them. Staff will make every effort to accommodate working parents.
- Grades 7-12 students are all on an internet program called Thinkwave. This program keeps an up-to-date accounting of your child's progress with homework and tests. Please see the subject teacher for information about how to access your student's file.

Textbooks

Each student is responsible for all textbooks issued. Each textbook is numbered and noted by the teacher prior to issuing to students. When textbooks are lost or damaged, a bill will be issued.

Confidential Information

Highroad Academy adheres to a strict confidentiality protocol based upon our Personal Information Privacy Policy. Copies may be obtained at the school office.

Medical Excuses

All notes or certificates from a doctor should be forwarded to the office. A copy will be provided to the classroom/P.E. teacher as required.

Highroad Academy Attendance Policy

Kindergarten to Grade 12

Matters of importance are covered in every class every day and a student's presence and participation in each class is vital to their education. When a student misses classes for any reason whatsoever, they miss something of importance that cannot be duplicated or retrieved and the absent student misses taking part in some type of evaluated activity. Therefore, absences of any kind jeopardize a student's comprehension, performance, success and academic standing. If we are to be accurate in our assessment and reporting of student participation, performance and achievement, a student's absence, even those which are unavoidable, will have some impact on student learning and will be reflected in their grades.

This policy has been designed in accordance to the Ministry of Education's standards and protocols.

1. Late arrival

ALL of our students are expected to arrive on time for school and to attend a full day of classes. This is very important as late arrivals create unnecessary interruptions for the class and teachers do not have time to re-teach material missed by students because they are late. If a student develops a pattern of tardiness, parents will be contacted by a staff member and further steps will be taken as necessary. As a school, Highroad Academy is dedicated to giving students an excellent education and can only begin to achieve this goal through consistent attendance and punctuality on the part of the students.

The majority of students arrive at school on time. On the rare occasion a student is late, regardless of the reason, they must notify the office before proceeding to class.

2. Absences

Highroad Academy, following the Ministry of Education protocols, has two criteria for absences, both excused and unexcused.

a. Excused Absences:

The following are the only acceptable criteria for an excused absence:

- Family crisis
- Medical reasons (*unavoidable medical appointments and sickness*)
- Compassionate reasons (*a death/funeral in the family*)

In the above circumstances, parents must communicate with the school either by written note, phone call or email.

- Signing into first aid: the office must be contacted for students needing first aid. The office or first aid attendant will contact the teacher concerning the student being absent from class, and a first aid report will be filed with the office.

Regardless of the reason for the absence, **students must still meet curriculum requirements to receive credit for a course.** The school will make every effort to provide assistance to working out a schedule for the completion of missed work.

b. Unexcused Absences:

Aside from the legitimate criteria outlined above, all other reasons for absences will be considered unexcused in accordance with the Ministry of Education's protocols. Although parents may choose to take students out of school with letters of permission, they should recognize the fact that such absences, though valuable in their own right, are not sanctioned by the school and may have an adverse effect on the student's progress and standing in the class.

The following are the only type of unexcused absences for which accommodation to make up missed work may be made. Students sometimes take part in important out-of-school events resulting from their involvement in elite-level sports, the arts, leadership programs, conferences, retreats, non-HRA service trips, church-sponsored functions or outreach activities. These involvements may require students to miss class and the school staff will do their best to make accommodations under the following conditions:

- The student's participation reflects a long-term, high level of commitment to that endeavour. Often this is reflected in a time commitment of 15-20 hours per week which can translate into external credits towards graduation
- The event itself is significant (championship tournament/competition, often at a national or international level).
- For church related events, the student must provide documentation from their pastor or leader to verify their participation and preparation. Note that with the proper verification and paperwork, this may qualify for volunteer hours and/or external credits for graduation.
- The student gives advance notice of a booking to take their "N" level driver's test, on the premise that the student returns to school directly after the completion of their test.

In all cases, the student/parent must provide detailed, written notification to all teachers a minimum of two weeks prior to the event (see attached forms). Students in the above category who are requesting that they be allowed to write course (non-provincial) exams early should make such requests in writing at least one month prior to the exam week. Such requests should be accompanied by a written letter of recommendation from a senior staff member overseeing the program they are planning to attend.

The following are some common examples of absences that are considered unexcused and for which no accommodation will be made. Teachers have been inundated with

requests to change assignment due dates, allow students to write exams earlier or later than scheduled, or to change the fundamental structure of assignments so they can be completed while the student is away from school. Such requests come at key points in the year and number in the dozens, placing an unreasonable work load and expectation on our teachers. As a result, students who miss class for the following reasons will receive zero for missed assignments, quizzes, and tests.

This list is only illustrative and not exhaustive. Please take the time to read these carefully so that you are aware of our standards on these topics:

- Family holidays: the enormous numbers of requests to have students receive work packages or write tests prior to or after a family holiday has made it impossible for us to consider such requests. We understand the value of such activities, however the number of such requests makes it difficult to maintain any kind of continuity in the classroom and have compromised the security we feel must be maintained around tests.
- Missing class to study for a test or doing other work when the student is scheduled to be in class
- Sleeping in, missing class time and then showing up for a later class
- Taking part in other school activities (including setting up for performances, etc.) during class time without receiving permission from the teacher whose class is being missed
- Skipping class: any unexcused absence from class where the student has not signed out through the office is considered a “skip” and is dealt with in accordance to our discipline policy.
- Signing out for a non-approved reason

Please note that parents are still expected to provide written notification to verify extended student absences (form available from the office).

Frequent Absences

Students with frequent absences may jeopardize their opportunity to pass a course, even if their marks show a pass. Note that the Ministry of Education requires students to be in attendance for a prescribed number of instructional hours. On the issue of ongoing absences, parents will be contacted to meet with the administration to discuss the issue and determine what steps should be taken to deal with the situation.

Highroad Academy Grade K-6 Discipline Policy

Offenses are classified as:

1. MINOR
2. MAJOR
3. SEVERE

1. MINOR offenses are those that are annoying but not likely harmful to the student committing them or others around them. The staff member involved handles minor offenses on the spot. MINOR offenses include, but are not limited to:

Minor classroom rules	Class disruptions
Running in the building	Chewing gum
Out of bounds	Lack of courtesy
Disobedience	Put-downs, unkind remarks
Throwing objects, food, etc.	Uniform and appearance standards
Roughhousing	

2. MAJOR offenses are behaviours which are disruptive, disrespectful to people or property, insubordinate, or potentially harmful. MAJOR offenses require immediate implementation of the "Discipline Cycle". MAJOR offenses include, but are not limited to:

Repeated violation of MINOR offenses	Filthy talk
Defacing property	Racial slurs
Leaving campus without permission	Threatening
Continual unproductiveness	Bullying
Stealing, cheating, lying	Truancy
Causing division	Disrespect for authority or peers
Physical attack on another student	Promoting heresy

3. SEVERE offenses are those that require the immediate removal of the student from the school temporarily or permanently. SEVERE offenses include, but are not limited to:

- Promotion or use of alcohol, illegal drugs, or other harmful substances
- Actions that purposely bring harm to others or property
- Immoral behaviour
- Use or possession of a weapon

Discipline Cycle: Kindergarten to Grade 6

The purpose of the discipline cycle is to assist parents in the corrective process of their children by:

- Making clear the consequences of inappropriate behaviour
- Making clear that opportunities exist to develop responsibility for one's behaviour
- Requiring students positive alternatives for inappropriate behaviour
- Providing immediate, consistent, and logical consequences for inappropriate behaviour

This cycle applies to MAJOR offenses and repeated MINOR offenses:

Offense #1: The parent will be informed by the teacher about the offensive behaviour. The teacher will then use the provided form to document the behaviour.

Offense #2: The teacher will have a meeting with the parent and student concerning the behaviour with prescriptive remedies noted and used.

Offense #3: The teacher will have a meeting with the parent, student and departmental head teacher. All parties will understand that the next repeated major offense may initiate the "three strike" procedure.

Offense #4: *Strike one.* A meeting will be called with the parent, student and principal. The student will complete a project evaluating the violation, stating the natural consequences of the behaviour, and offering positive alternatives. The student may be required to serve a one-day suspension or make other restitution.

Offense #5: *Strike two.* An at-home suspension for two or more school days will be served. A meeting with the school board or discipline committee will be held to discuss the student's record of behaviour and further consequences including the possibility of expulsion.

Offense #6: *Strike three.* The student will be dismissed from the school for the remainder of the school year or permanently.

Appeals Process

If a parent or student has any concerns about disciplinary action, an appeals policy is in effect at Highroad Academy. Please contact the office for further information on this process.

Highroad Academy Grade 7-12 Discipline Policy

Offenses are classified as:

1. MINOR
2. MAJOR
3. SEVERE

1. MINOR offenses are those that are annoying but not likely harmful to the student committing them or others around them. The staff member involved handles minor offenses on the spot. MINOR offenses include, but are not limited to:

Minor classroom rules	Late for class, assignments, etc.
Running in the building	Chewing gum
Hats on in the building	Lack of courtesy
Messes in common areas	Inappropriate noises
Throwing objects, food, etc.	Untidy equipment, supplies
Put-downs, unkind remarks	Uniform and appearance standards

2. MAJOR offenses are behaviours which are disruptive, disrespectful to people or property, insubordinate, or potentially harmful. MAJOR offenses are referred to the principal for immediate implementation of the "Discipline Cycle". MAJOR offenses include, but are not limited to:

Defacing property	Repeated violation of MINOR offenses
Skipping class	Racial slurs
Class disruption	Disobedience
Out of bounds	Bullying
Stealing, cheating, lying	Truancy
Threatening	Leaving campus without permission
Filthy talk	Continual unproductiveness
Causing division	Leading an unruly life
Promoting heresy	Disrespect for authority or peers

3. SEVERE offenses are those that require the immediate removal of the student from the school temporarily or permanently. SEVERE offenses include, but are not limited to:

Promotion or use of alcohol, illegal drugs, or other harmful substances
 Actions that purposely bring harm to others or property
 Immoral behaviour
 Use or possession of a weapon

Discipline Cycle - Grade 7 - Grade 12

The discipline cycle operates on a "three strikes" principle. It applies only to MAJOR offenses and repeated MINOR offenses. The purpose of the discipline cycle is to assist parents in the corrective process of their children by:

- Making clear the consequences of inappropriate behaviour
- Making clear that opportunities exist to develop responsibility for one's behaviour
- Requiring students to evaluate their own behaviour
- Giving students positive alternatives for inappropriate behaviour
- Providing immediate, consistent, and logical consequences for inappropriate behaviour

At each step of the discipline cycle, the following steps will be taken:

- The teacher will refer the student to the principal
- Parents will be notified that the discipline cycle has been implemented
- The student will be required to make appropriate restitution
- The violation will become a part of the student's permanent record

1. First MAJOR offense (or repeated MINOR offenses): The student will complete a project evaluating the violation, stating the natural consequences of the behaviour, and offering positive alternatives. The student may be required to serve a one-day suspension.

2. Second MAJOR offense: An at-home suspension for two or more school days will be served. A meeting with the school board or discipline committee will be held to discuss the student's record of behaviour and possible further action including the possibility of expulsion.

3. Third MAJOR offense: The student will be dismissed from the school for the remainder of the school year or permanently.

Appeals process

If a parent or student has any concerns about disciplinary action, an appeals policy is in effect at Highroad Academy. Please contact the office for further information on this process.