

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENT POLICY

PARKVIEW ADVENTIST ACADEMY

PART I

A whole-school approach is inclusive of all school staff, students and partners and touches all aspects of school life. It promotes positive mental health and academic achievement and includes social emotional learning in school practices, policies and partnerships. Alberta schools are using a number of strategies to support welcoming, caring, respectful, and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self.

Understanding aspects of a whole-school approach will help school leaders decide how to best meet the needs and priorities of their school. Effective school wide practices can then be used.

A whole-school approach:

- is built on evidence based strategies and practices (the effectiveness is documented and credible);
- happens over a sustained period of time (e.g. full school year or longer);
- is embedded into teaching, routines and activities;
- uses reliable instructional practices;
- is supported by ongoing professional development;
- engages students in active learning and opportunities to practice social emotional skills;
- is embedded into school policies and practices;
- promotes positive mental health;
- is supported by ongoing professional development;
- involves family and community partnerships;
- aligns with the specific needs and priorities of the school community; and,
- collects information to ensure the strategy is making a positive difference in the learning environment.

Section 45.1 of the School Act - Statutory Requirements

As required by subsection 45.1(1) of the School Act, and wholly consistent with its mission and vision, Burman University (the "School Authority") is committed to providing a welcoming, caring, respectful, safe, inclusive and equitable learning and teaching environment for all students and staff of Parkview Adventist Academy. 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.

Subsection 45.1(2) of the School Act requires that the School Authority establish, implement and maintain a policy respecting its obligation to provide a welcoming, caring, respectful and safe learning environment that establishes a code of conduct for students that addresses bullying behavior. Consistent with this legislative requirement and the religious beliefs and teachings of the Seventh-day Adventist Church, the Jurisdiction has established a student code of conduct that prohibits bullying and harassment in all of their forms. The School Authority is also establishing this Welcoming, Caring, Respectful, and Safe Learning Environment Policy.

As legislatively mandated by subsection 45.1(3) of the School Act, this policy and the Student Code of Conduct:

- Affirm that each staff member employed by the School Authority and each student enrolled in Parkview Adventist Academy have rights under the Alberta Human Rights Act;
- Affirm and draw support from the fact that the School Authority, Parkview Adventist Academy and each student and staff member that choose to attend or at Parkview Adventist Academy have rights under the Canadian Charter of Rights and Freedoms;
- Affirm that staff members employed by the Jurisdiction and students enrolled in Parkview Adventist Academy will not be discriminated against, as provided for in the Alberta Human Rights Act;
- The School Authority will act to protect its rights and freedoms and those of its students and staff as guaranteed by the Canadian Charter of Rights and Freedoms to the degree that the same applies in law to Parkview Adventist Academy, taking into account subsection 32(1) thereof; and
- Establish, implement and maintain a policy respecting the obligation under section 45.1 (1) of the School Act to protect each enrolled student and every employed staff member with a welcoming, caring, respectful, and safe learning environment.

PART II

As also set out in its Student Code of Conduct, and premised on the inherent worth and dignity of all persons as being created in the image of God, the School Authority believes that all students have the right to:

- be treated fairly, equitably, and with dignity and respect;
- have their confidentiality protected and respected in accordance with applicable laws;
- be valued and
- treated in an inclusive, positive, and respectful manner by all school personnel, irrespective of any personal characteristics;
- have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, unlawful discrimination, intimidation, bullying, and/or violence;
- be free from unlawful discrimination on the basis of any personal characteristics to an extent that is not reasonable and justifiable in all, of the circumstances under the provisions, of the Alberta Human Rights Act; and,
- to have equitable access to support, services and protections, regardless of their identity, background or character as required by the Alberta Human Rights Act.

As required by its religious beliefs and teachings, the School Authority will not tolerate harassment, bullying, intimidation, or unlawful discrimination on the basis of a person's personal characteristics, actual, or perceived differences.

PART III

The School Authority is committed to implementing measures that will:

- define appropriate expectations, behaviours, language, and actions in order to prevent unlawful discrimination, prejudice, and harassment through greater awareness of, and responsiveness to, their harmful effects;
- ensure that all allegations of unlawful discrimination, prejudice and harassment will be taken seriously, documented, and dealt with expeditiously and effectively through consistently applied policy and procedures that are applied in a manner that takes into account age, maturity, and individual circumstances of the student.
- in an age-appropriate manner, improve students' understanding of all persons, families, cultures, and communities, irrespective of backgrounds, circumstances, and personal

characteristics, recognizing through greater understanding comes the ability to truly treat others with grace, empathy, dignity, and respect;

- develop, implement, and evaluate inclusive educational strategies, professional development opportunities, and administrative guidelines to ensure that all students and their families are treated with respect and dignity in all aspects of the school community in a manner consistent with the school's mission and vision; and,
- support individual students through initiatives that may include, but are not limited to,
 - mentoring of individual students by older students,
 - more focused attention to individual students,
 - regular follow-up meetings of specific teachers with individual students,
 - student peer support groups, and,
 - counseling and restorative justice processes.

PART IV

When implementing the above policy directions, the School Authority will act reasonably in the best interests of the student in keeping with its rights, and those of the parents, students, staff and administrators under the Charter of Rights and Freedoms, as further outlined, protected and upheld by the Supreme Court of Canada (including in the case of *Loyola v. Quebec*, 2015). In that case, the Court outlined constitutional limits with respect to delivering a prescribed provincial curriculum related to other religions and worldviews and at the same time teach the school's faith tradition.

Some of the principles established by *Loyola v. Quebec* include:

- Christian teachers must be permitted to describe and explain Christian doctrine and ethical beliefs from the Christian perspective, and cannot be required to adopt a neutral position with respect to the religious beliefs on which the school is based;
- Christian teachers can be required by mandatory curriculum to describe and explain the ethical beliefs and doctrines of other religions in an objective and respectful way;
- Christian teachers can be required by mandatory curriculum to maintain a respectful tone of debate - both by conveying their own contributions in a respectful way, and by ensuring the classroom dialogue proceeds in accordance with respect, tolerance and understanding for those with different beliefs and practices;
- Where mandatory curriculum or classroom discussion requires it, Christian teachers may identify what Christian beliefs are, why Christians follow those beliefs, and the ways in which another specific ethical or doctrinal proposition does not accord with those beliefs, be it in the context of a particular different religion or an ethical position considered in the abstract

PART V - Support for Student Organizations

Under subsection 28(7) of the School Act, section 16.1 of that legislation applies to Parkview Adventist Academy.

Under subsection 45.1(4)(b) of the School Act, the School Authority has been legislatively compelled in this policy to include the text of section 16.1(1), (3), (3.1), (4) and (6)" of the School Act. In order to formally comply with that legislative requirement, those provisions state:

16.1 (1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall

- (a) immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and
 - (b) subject to subsection (4), within a reasonable time from the date that the principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.
- (3) The students may select a respectful and inclusive name for the organization or activity, including the name "gay-straight alliance" or queer-straight alliance", after consulting with the principal.
- (3.1) For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes "gay-straight alliance" or "queer-straight alliance".
- (4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work, with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.
- (6) The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in subsection (1) is limited to the fact of the establishment of the organization or the holding of the activity.

Subsection **45.1(4)(c)** of the School Act, further requires "the principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in section 16.1(1)" of the School Act,

- (a) "Is limited to the fact of the establishment of the organization or the holding of the activity, and
- (b) "Is otherwise consistent with the usual practices relating to notifications of other student organizations or activities."

Subsection **45.1(4)(d)** of the School Act requires this Policy to indicate that the Personal Information Protection Act governs the disclosure of personal information by the Board.

In respect of these provisions of the School Act, the School Authority claims its rights, and those of its the parents, students, administrators and staff under the Charter of Rights and Freedoms, including under section 2(a) (freedom of religion), section 2(b) (freedom of expression), section 2(d) (freedom of association) and section 15(1) (equality). It also claims their rights under the Alberta Bill of Rights and the Alberta Human Rights Act. Except to the extent infringed by the Alberta Bill of Rights and the Charter of Rights and Freedoms, the School respected.

The School Authority affirms that it will allow student clubs, associations and activities within its schools and requires that:

- It is not a condition of student membership in a club or association that the student personally adheres to Seventh-day Adventist beliefs (although spiritual leadership roles that require a student to lead Seventh-day Adventist worship or other religious activities within the school may require such a personal commitment);
- Courteous and respectful dialogue and discussion will be permitted and honoured, as will the religious teachings of the Seventh-day Adventist Church;
- The name of a student club or association may be chosen by the majority of students after consultation with the principal, provided that it is respectful, inclusive and consistent with this policy;
- Their objectives and activities are consistent with this policy and the Student Code of Conduct;

- Their objectives, names and activities honour and respect the Biblical perspective that is the foundation for all school activities, most importantly that everyone is treated with courtesy, tolerance and dignity, consistent with their God-given worth as exemplified by the life and teachings of Jesus Christ;
- Staff members acting as staff liaisons for such student clubs, associations and activities must ensure that: (a) the student code of conduct is upheld and adhered to; and (b) their actions, and the approved actions of such clubs and associations under their supervision are tolerant and respectful of Seventh-day Adventist religious beliefs, values and practices;
- The administrative practices of the local school are followed (provided always that such administrative practices are consistent with this policy);

PARKVIEW ADVENTIST ACADEMY STATEMENT OF PHILOSOPHY, MISSION AND CORE VALUES

Philosophy

Parkview Adventist Academy recognizes God as the ultimate source of existence and truth. In the beginning, God created a perfect humanity in His image, a perfection later marred by sin. Through Christ and His Spirit, God determined to restore humanity from its lost state. Through the Bible, He has revealed His will to the world, a revelation that supersedes human reason. Through His Church on earth, He seeks the lost for His kingdom.

The basic tenets of the Seventh-day Adventist Church, as well as the inspired writing of Ellen White, are directed toward God's restorative plan for fallen humanity. The Church conducts its own system of education to engender belief in these tenets, and within the context of one's personal relationship with Jesus Christ, and to foster a desire to share that relationship with others.

Made in God's image, every human being, although fallen, is endowed with attributes akin to those of the Creator. Therefore, Adventist education seeks to nurture thinkers rather than mere reflectors of other's thoughts; loving service rather than selfish ambition; maximum development of one's potential; and an appreciation for all that is beautiful, true, and good.

An education of this kind imparts far more than academic knowledge. It is a balanced development of the whole person. Its time dimensions span eternity. In Adventist education, homes, schools, and churches cooperate together with divine agencies in preparing learners for citizenship here on this earth and in the New Earth to come.

Mission

Parkview Adventist Academy is dedicated to building committed Christians and responsible citizens through:

- **STRONG ACADEMICS**
guided by competent and caring staff who strive for excellence;
- **FAMILY LIVING**
nurtured in an environment where life-long friendships are formed;
- **SOCIAL INTERACTION**
that develops grace and poise;
- **WORK EXPERIENCES**
where students develop appreciation for the dignity and blessing of work;
- **CHRISTIAN GROWTH**
where students choose Christ as their best friend, and learn to be workers for their Saviour while preparing for eternity;

- **CHRISTIAN SERVICE**
in which selfless service to others becomes a way of life.

Core Values of Education

The core values driving the mission of Parkview Adventist Academy are:

Accessibility

Seventh-day Adventist education will be accessible and affordable for all who are willing to make Christian education a sacrificial priority.

Character

Parkview Adventist Academy educators and students will reflect a Christ like character including self-sacrifice, compassion, grace, honesty, integrity, and love.

Christ-Centred

Parkview Adventist Academy will demonstrate that the influence of the life and teachings of Jesus Christ permeates every aspect of the school program.

Commitment

The school community will foster an acceptance and a demonstration of a personal commitment to Jesus Christ, the church, and fellow human beings.

Diversity

Parkview Adventist Academy will promote respect for the diversity found in God's creation as evidenced in differences in economic status, capabilities, social backgrounds, ethnicity, physical attributes, gender, and religion.

Excellence

Education at Parkview Adventist Academy will be characterized by a commitment to achieving the highest levels of quality in every aspect of the school's program.

Knowledge

Educators at Parkview Adventist Academy will be committed to infusing spiritual development with knowledge in an academic environment that enables students to reach their maximum potential.

Relationships

Educators at Parkview Adventist Academy are committed to the development of positive relationships with all members of God's family as demonstrated through a caring, loving lifestyle.

Service

Following Christ's example, students, teachers, and the entire school family will establish a pattern of lifelong service to humanity and to God.

Annual Education Results Report

Vision

Our vision of Parkview Adventist Academy includes provision for a safe, Christian learning environment which employs a variety of learning experiences appropriate to the needs of each individual that will assist students in becoming lifelong learners through:

Accepting God and His Word

Discovering the great principles of God's Word and accepting those principles as the basis for all decision-making and the development of values.

Loyalty to the church

Desiring to know and live out the tenets of the Seventh-day Adventist Church and to enjoy service, outreach, and witnessing.

Concept and Skill Development

Acquiring optimum individual competency in language/communication, mathematics, the natural and social sciences, all within the Seventh-day Adventist Christian context.

Thinking Skills

Adopting a systematic, logical approach to problem solving emphasizing the development of critical thinking skills and creativity.

Proficiency in Technology

Acquiring knowledge and skills in the use of technology to communicate and facilitate learning and living.

Aesthetic Appreciation

Developing an appreciation of the beauty both in God's creation and in human artistic expression while nurturing individual ability.

Healthy Balanced Living

Accepting personal responsibility for achieving and maintaining optimum health through balanced living.

Responsible Citizenship

Developing a sense of self-worth, historical heritage, and a working knowledge of governmental processes while affirming a belief in the dignity and worth of others and responsibility for one's global community and natural environments.

Family and Interpersonal Relationships

Developing skills in interpersonal relationships needed for meeting the responsibilities of family membership and responding to the needs of others.

Career and Mission

Developing a strong work ethic and an appreciation of the dignity of service along with involvement in the mission of the church.

Beliefs of Burman University, "the School Authority"

1. The most important task of education is "to restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body and soul, which the divine purpose of His creation might be realized-this was to be the work of redemption. This is the object of education, the great object of life." (Education, pp. 15-16)
2. Students are entitled to a safe, secure and caring learning environment where each individual is respected and valued.
3. All students can learn and experience success.
4. High learning expectations challenge all students to learn and achieve.
5. The success of students is the shared responsibility of students, home, school and constituent churches of the community.
6. Quality educational programs develop the whole person-spiritual, physical, intellectual, and emotional dimensions.
7. The development of character and revealing to the youth knowledge of God, Creator and of Christ, the Redeemer (as revealed in the sacred Word) is of primary importance.
8. Emphasizing the principle of service to God and man prepares students for a life of service to their church and community.
9. Teachers must be active members of the Seventh-day Adventist Church in good standing and be committed to the program and religious beliefs of the church.
10. Education is an essential building block to our church's future and society in which we live.
11. Parents and church members have opportunities for meaningful involvement in important decisions about their children's education.
12. Access to Adventist Education is open to all students of any race, colour, nationality, ethnicity, and/or gender who wish to receive an education that integrates Seventh-day Adventist religious faith and teachings with learning.
13. All students must have adequate accessibility to superior achievement in the basic skill areas of reading, writing, and mathematics in order to participate and contribute as members of society.
14. Divine wisdom and guidance through sincere prayer, Bible study and reflection enhances the education experience and character development of each student.
15. The Faith-based Foundational Documents reflect the Seventh-day Adventist Church which are the basis upon which the School Authority offers its

educational programming and which are the core of the School's identity;

16. The School Authority's method of teaching Christianity takes a denominational approach, which aims to provide the students with a sound formation in the basic beliefs and practices of our Faith including the realization that we are made in God's image and although fallen, each individual is endowed with attributes akin to those of the Creator and entitled to be treated with dignity and respect at all times.
17. Adventist education seeks to nurture thinkers rather than mere reflectors of other's thoughts; loving service rather than selfish ambition; maximum development of one's potential, and an appreciation for all that is beautiful, true, and good.
18. The School Authority's belief in its religious obligation to teach Seventh-day Adventism is consistent with its organizational purpose and operation;

Parkview Adventist Academy's Commitment to providing a Safe, Caring, Welcoming, and Safe Learning Environment

Parkview Adventist Academy, "the school" is committed to providing a welcoming, caring, respectful, and safe learning environment in keeping with the vision, mission, and faith foundation of the School.

II. Faith-based Documents are Herein Incorporated by Reference

1. The following faith-based documents are herein expressly incorporated into, and form an integral part of, this Faith-based Policy:
 - SEVENTH-DAY ADVENTIST CHURCH IN CANADA - Philosophy, Mission and Core Values (<http://catnet.adventist.ca/files/resources/res 61.pdf>)
 - Annual Education Results Report Statement (<https://albertasdaedu.org/wpcontent/uploads/2018/02/APORI 201710 A.9382 Combined-3-Year-EducationPlan-and- AERR-Final-Copy.pdf>)
 - Jurisdiction Beliefs (<https://albertasdaedu.org/wpcontent/uploads/2018/02/APORI 201710 A.9382 Combined-3-Year-EducationPlan-and- AERR-Final-Copy.pdf>)
2. For further clarity, the Foundational Documents and the content of this Faith-based Policy form and serve as the basis for, the provision of the School's faith-based education as legislatively permitted by the School Act and mandated by the Alberta Bill of Rights. It is intended that all aspects of the School's provision of educational programming shall be guided by, based upon, and infused with the principles set out in the Foundational Documents and this Faith-based Policy.

III. Principles Arising in the Context of Canadian Law

1. Consistent with its mission and vision, the Board is committed to a safe, caring, respectful, inclusive, equitable, and welcoming learning and teaching environment for all students. This environment shall be one that, in a manner consistent with the religious teachings of the Seventh-day Adventist Church, recognizes and respects student diversity, equity of learning opportunity for all students, respect for human rights, and that fosters a sense of belonging of all students within a respectful school community.

2. The School Authority recognizes that, as a religious school system, the application of legislation involving human rights may be a delicate exercise and that the School Authority may be required to exercise some flexibility in its navigation of these potentially complex matters.
3. This Policy does not define one set of human needs as greater than another. This Policy supports and respects the individuality of all students and aims to create a positive and supportive environment focused on providing the best possible learning opportunity for each student in the context of faith-based education.
4. The School Authority believes that all students have the right to:
 - (a) be treated fairly, equitably, and with dignity and respect;
 - (b) have matters of confidentiality dealt with in a respectful and careful manner;
 - (c) be welcomed in a positive, and respectful manner by all school personnel;
 - (d) have access to appropriate supports, services, and protections;
 - (e) have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, intimidation, bullying, and/or violence.
5. The School Authority reserves the right to argue that the school, parents and students have a freedom of religion and that none of these entities may be forced in law to adhere to or refrain from a particular set of reasonably held religious beliefs or the individual's ability to act in accordance with his or her religious practice or belief by any law or regulatory action.
6. *Alberta Bill of Rights, RSA 2000, c. A-14:*
 - (a) recognizes and declares that in Alberta there exist without discrimination the freedom of religion, freedom of speech, freedom of assembly and association and the right of parents to make informed decisions respecting the education of their children;
 - (b) states that every law of Alberta shall, unless it is expressly declared by an Act of the Legislature, that it operates notwithstanding the Alberta Bill of Rights, be so construed and applied as not to abrogate, abridge or infringe or to authorize the abrogation, abridgment or infringement of any of the rights or freedoms herein recognized and declared.
7. As noted in section 2 of the School Act, the exercise of any right or the receipt of any benefit under this Act is subject to those limitations that are reasonable in each circumstance under which the right is being exercised or the benefit is being received.
8. Sections 3(1) and (2) of the School Act state:
 - (a) "All education programs offered and instructional materials used in schools must reflect the diverse nature and heritage of society in Alberta, promote understanding and respect for others and honour and respect the common values and beliefs of Albertans;

- (b) "For greater certainty, education programs and instructional materials referred to in subsection (1) must not promote or foster doctrines of racial or ethnic superiority or persecution, religious intolerance or persecution, social change through violent action or disobedience of laws."
9. Any limitation which is not reasonable and justifiable in the circumstances could have the effect of abrogating, abridging, or infringing upon the right of parents to make informed decisions respecting the education of their children.
10. When addressing matters of human rights, whether in a classroom, club or activity setting, the Board, principal, teachers and other staff will act reasonably in the best interests of the student. In keeping with established jurisprudence, the school, the principal, teachers and other staff are free to act and communicate the school's animating faith and/or values in a respectful manner, including but not limited to the following:
- (a) The School Authority's teachers and staff may describe and explain the school's faith and/or value community beliefs, doctrines and ethical beliefs from the faith/perspective, and need not be required to adopt a neutral position;
 - (b) The School Authority's teachers and staff will maintain a respectful tone of discussion - both by conveying their own contributions in a respectful way, and by ensuring dialogue proceeds in accordance with respect, tolerance and understanding for those who hold different beliefs and practices;
 - (c) Where the context of the classroom discussion requires it, the School Authority's teachers may identify the Seventh-day Adventist community's animating religious beliefs and/or values and why the School community follows and adheres to those beliefs and/or values.

PARKVIEW ADVENTIST ACADEMY STUDENT CODE OF CONDUCT

Purpose

In keeping with Alberta legislation, its mission, and its Safe and Caring Policy, Parkview Adventist Academy is committed to:

- Providing all students with a welcoming, caring, respectful, and safe learning environment;
- Establishing a reasonable and caring balance between individual and collective rights, and freedoms and responsibilities within the school community; and,
- Publishing written expectations for student behaviour while at school, at school-related activities, or while engaging in activities that may have an impact on others in the school as part of student registration, school start information, and other forms.

Expected Student Conduct

In keeping with the mission and vision of Parkview Adventist Academy, each student is responsible for acting positively in support of a welcoming and caring learning environment by:

- Acting at all times in keeping with the vision and mission underlying the school;
- Respecting oneself and the rights of others in the school;
- Conducting oneself in a manner that contributes to a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging;
- Refraining from and refusing to tolerate bullying whether in or outside of the school or school hours or electronically;
- Informing a responsible, trusted and caring adult in a timely manner of incidents of bullying, harassment, intimidation, or other unwelcoming or uncaring acts;
- Attending school regularly and punctually;
- Being diligently and actively prepared to learn and actively pursue learning;
- Being accountable for individual behaviours to teachers and school staff;
- Cooperating with school staff to make the school a positive learning environment for all;
- Knowing and following the rules of the school; and,
- Joining and benefiting from the human rights club established by the school.

Unacceptable Student Conduct

Unacceptable behaviours that may negatively affect a member of Parkview Adventist Academy's community or the school's learning environment, whether in or outside of the school or school hours or electronically, include, but are not limited to those described:

- *Acts of Discrimination.* In keeping with the *Alberta Human Rights Act*, no student or person may discriminate against a student on the basis of an individual student's race, colour, ancestry, place of origin, religious beliefs, gender (including pregnancy, sexual harassment, and gender identity) physical disability, mental disability, marital status, family status, source of income, or sexual orientation.
- *Acts of bullying, harassment, or intimidation.* As defined by the School Act, Section 1.1(b.1) bullying is the "repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one more individuals in the school community, including psychological harm or harm to an individual's reputation.
- *Acts of Physical violence.*
- *Acts of retribution* against an individual who has intervened to prevent bullying or informed about bullying or other unacceptable behavior.
- *Illegal activities* including those involving illegal or restricted substances, possession, use, or threat to use weapons, and theft or damage to property.

Consequences

Students are expected to conduct themselves in keeping with their responsibilities as students.

The school will investigate each instance of unacceptable conduct and pursue disciplinary action in a manner consistent with the principles of fundamental justice and the school's student discipline policy. In grave circumstances, an individual found to have engaged in unacceptable conduct may be subject to possible suspension or expulsion.

In the assessment of the potential consequences of unacceptable behaviour, the school will consider a student's age, maturity, individual circumstances, and frequency of misconduct.

Remediation and Support

In order to foster a positive learning environment, Parkview Adventist Academy will engage in reasonable and caring efforts to support both the individual(s) who may have been the subject or victim(s) of unacceptable behaviour(s) and to support perpetrators of unacceptable conduct to improve their conduct.

Parkview Adventist Academy



**Club Application
Process**

How to Start a Club

- Obtain a New Club/Activity Proposal Form and Sponsor's Introduction Form from the Office. Return the completed proposal to the Principal.
- Find a staff member who will agree to become the Club sponsor. Give him/her an Sponsor's Introduction form.
- Complete Club Constitution and Club Roster Forms and return them to the Principal. The Club Roster must include all known students interested in joining the Club.
- Participate in a meeting with potential sponsor, students, and the Principal.
- Final written decision by the Principal.
- Approved Clubs will be on "pilot" status for two full semesters (1 year).

Rules for Club Recognition

- Availability of an appropriate adult sponsor
- No significant duplication of purpose, goals, or activities of an existing Club
- Extends and reinforces the instructional program
- Builds student morale and positive support for the school
- Meetings or activities are voluntary and student-initiated
- Meetings or activities do not materially and substantially interfere with the orderly conduct of educational activities with the school, nor are they unlawful or otherwise contrary to the Mission, Vision, and values of the School
- Staff members are present at the meetings or activities
- Meetings and activities normally occur during non-instructional time
- All literature, signs, or other publicity must be approved in advance by the Principal or his/her designee
- May have guest speakers but may not have regular attendance by non-School persons
- All Clubs must be community contributors, Clubs have the unique opportunity to develop our "community service" skills and all Clubs must participate in a campus service project
- All activities must have prior approval from the Principal

Sponsor's Introduction

Welcome to the world of advisors! This task is one that allows students and staff members to communicate and work together in an area of mutual interest. Here are some guidelines to follow:

- The advisor helps establish the framework, which reflects the goals and attitudes of the Club and its members and aligns the Club to enhance the curricular program
- The advisor follows prescribed procedures for room usage, finances, and activities
- The advisor must fill out the appropriate paperwork, permission slips, liability waivers, and assure the appropriate number of chaperones are present for any event even if it is an after School activity
- The advisor and the student leaders work hand in hand to set goals and guide the Club.
- The advisor helps students prepare and submit a yearly budget
- The advisor must sign any financial request forms and oversee the spending and earning of Club money
- The Clubs are under the care of the advisor. The advisor does not set goals, dictate policy, run meetings, or make their personal or ideological opinions the focus of the Club
- The advisor is present to assist students and to insure that the rules of the School are upheld with regard to safety, room use, financial transactions, and the Mission, Vision, and values of the School.

New Club/Activity Proposal (Page 1)

The following form must be filled out in order to start a new club or activity. The completed form should be presented to the Principal. A meeting will follow to discuss proposal.

Name of Club: _____

Description of proposed club activities and purpose of club:

Meeting Frequency: _____

Time: _____ Place: _____

Student Organizers:

1. _____
2. _____
3. _____

Staff Advisor Name: _____

Staff Advisor Signature: _____

List students who want to be members of the proposed activity/club:

Name:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

New Club/Activity Proposal (Page 2)

Goals of proposed Club:

1. _____

2. _____

3. _____

4. _____

List at least four activities or events to be planned by the Club:

1. _____
2. _____
3. _____
4. _____

What will it cost to operate the proposed Club?

For School Use Only:

Approved/Disapproved on: _____

Reason for Disapproval:

Principal's Signature: _____

Return to School Principal

Process Checklist:

- ☐ Step 1 - New Club/Activity Proposal is filled out and submitted to the Principal
- ☐ Step 2 - Submission of Club Constitution and Club Roster to the Principal
- ☐ Step 3 - Meeting with the Principal, Sponsor, and students
- ☐ Step 4 - Written recommendation by Principal regarding approval



Club Roster

School Year: 20__

Name of Organization: _____

Name of Advisor: _____

Officers

President: _____

Vice President: _____

Secretary/Treasurer: _____

Members:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
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Club Constitution

To be completed and ratified by all Club members no more than two weeks after Principal approval

Article I Organization

- A. Name of organization _____
- B. Purpose of organization _____

- C. Time, place and frequency of meetings _____

- D. Dues - If applicable _____

Article II Authority

- A. Abide by the School's Mission, Vision, and Values

Article III Membership

- A. Membership Requirements _____

- B. Duties of members _____

Article IV Officers and Elections

- A. Titles and duties of officers _____

- B. Elections of officers _____

Article V Meetings

A. Definitions of quorum in regard to voting _____

B. Standing Committees _____

Article VI Amendments to the Constitution

A. Method of introducing and voting on amendments _____

Article VII Appropriation

All financial appropriations shall be made at the consent of the quorum of the members and must be recorded in the minutes of the club. A copy of Club meeting minutes must accompany all fund requisitions

Article VIII Other

