



Glenmore Christian Academy

JUNIOR HIGH

Parent/Student HANDBOOK

2026/2027

Glenmore Christian Academy

Junior High Parent/Student Handbook

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Glenmore Christian Academy (GCA) is a ministry of First Alliance Church of the Christian and Missionary Alliance. We share a foundational belief that all people are loved by God and are individually unique. GCA has a mission, in partnership with parents and families, to help students strive for their God-given potential in all aspects of their person: spiritual, academic, physical, social, emotional and moral. In accordance with our Statement of Faith, we believe in the infallible Holy Bible, which establishes the only rule of Christian faith and practice. We believe in personal salvation through faith in Jesus Christ's crucifixion and resurrection. We believe that Jesus calls us to care for each other, and to continue His good work as disciples who love one another. We show our love by our actions, evidenced daily throughout our school. We serve the Calgary community, and provide humanitarian support for the impoverished, oppressed, and marginalized around the world.

ADDRESS: 16520 – 24 Street SW
Calgary, AB T2Y 4W2
Phone: (403) 254-9050
Website: www.gcaschool.com
Email: admissions@gcaschool.com
absences@gcaschool.com
communications@gcaschool.com
Staff: firstinitial.lastname@gcaschool.com

INFORMATION: Christian Elementary & Junior High schools each with a respective:
Principal
Head of School
Certified teachers

Funded through parental contributions, donations and Government of Alberta grants

Founded September 1, 1980

Operated by GCA Educational Society as a ministry of First Alliance Church of the Christian and Missionary Alliance

MEMBERSHIP: AISCA (Association of Independent Schools and Colleges in Alberta)
ACSI (Association of Christian Schools International)

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History:

Glenmore Christian Academy began on September 1, 1980 in the First Alliance Church with sixty students in Grades one through six, and ECS (kindergarten) program, as well as the Agapeland Preschool program. The students in Grades one through six were in three split classes (Grade 1/2, Grade 3/4 and Grade 5/6) of 20 students each.

With the completion of the Christian Education addition to First Alliance Church the enrolment was expanded to approximately 240 students in September of 1981, adding Grades seven and eight to the school. To accommodate the promotion of the Grade eight class the following year, Grade nine was added.

A senior high school program with Grades ten and eleven operated for two years. Because this met with mixed success, it was discontinued with the emphasis being placed on building a quality program for students in Kindergarten to Grade nine.

During the summer of 1987, the Board was informed that Dr. Oakley Junior High School would become vacant for September. After satisfactory arrangements were negotiated with the Calgary Board of Education, the school was relocated for September 1987.

After four years at Dr. Oakley and the termination of that lease, a building program to construct the first phase - a 52,000 square foot facility on the south side of the City of Calgary - was begun. School commenced in the new school on September 3, 1991.

A new 554 seat theatre was constructed in 2000 to facilitate an increased focus on the Arts.

In September 2005, a 350-seat cafeteria opened for service. Parking lot upgrades took place over the summer of 2005 to provide expanded parking. The next few years would see a new full size gymnasium as well.

On February 1, 2012, the new Junior High Wing was opened with a forward-thinking technology center as well as a new band room, drama room, and Chapel space. The new wing had been designed to encourage creative thinking with even the furniture having a cutting edge, innovative design.

It has been apparent that God has had His hand on the school from its inception. We are deeply indebted to Him for His guidance and direction over the years. The significance in the lives of GCA students will be determined over time, as the students take their place in the Christian community.

Supporting Documents (Footnotes):

1. GCA Mission, Vision, & Core Values
2. GCA Statement of Faith

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GCA Statement of Faith

(Christian and Missionary Alliance Statement of Faith)

1. **God:** There is one God,¹ who is infinitely perfect², existing eternally in three persons: Father, Son and Holy Spirit.³
2. **Jesus:** Jesus Christ is true God and true man.⁴ He was conceived by the Holy Spirit and born of the Virgin Mary.⁵ He died upon the cross, the Just for the unjust, as a substitutionary sacrifice, and all who believe in Him are justified on the ground of His shed blood. He arose from the dead according to the Scriptures.⁶ He is now at the right hand of the Majesty on high as our great High Priest.⁷ He will come again to establish His kingdom of righteousness and peace.⁸
3. **Holy Spirit:** The Holy Spirit is a divine Person, sent to indwell,⁹ guide, teach, and empower the believer, and to convince the world of sin, of righteousness and of judgment.¹⁰
4. **Bible:** The Old and New Testaments, inerrant as originally given, were verbally inspired by God and are a complete revelation of His will for the salvation of people. They constitute the divine and only rule of Christian faith and practice.¹¹
5. **Sin:** Humankind, originally created in the image and likeness of God,¹² fell through disobedience, incurring thereby both physical and spiritual death. All people are born with a sinful nature, are separated from the life of God, and can be saved only through the atoning work of the Lord Jesus Christ.¹³ The destiny of the impenitent and unbelieving is existence forever in conscious torment, but that of the believer is everlasting joy and bliss.¹⁴
6. **Freedom from Sin:** Salvation has been provided only through Jesus Christ. Those who repent and believe in Him are united with Christ through the Holy Spirit and are thereby regenerated (born again), justified, sanctified, and granted the gift of eternal life as adopted children of God.¹⁵
7. **Christian Living:** It is the will of God that in union with Christ each believer should be sanctified thoroughly¹⁶ thereby being separated from sin and the world and fully dedicated to God, receiving power for holy living and sacrificial and effective service toward the completion of Christ's commission.¹⁷ This is accomplished through being filled with the Holy Spirit which is both a distinct event and progressive experience in the life of the believer.¹⁸
8. **Healing:** Provision is made in the redemptive work of the Lord Jesus Christ for the healing of the mortal body. Prayer for the sick and anointing with oil as taught in the Scriptures are privileges for the Church in this present age.¹⁹
9. **Church:** The universal Church, of which Christ is the Head, consists of all those who believe on the Lord Jesus Christ, are redeemed through His blood, regenerated by the Holy Spirit, and commissioned by Christ to go into all the world as a witness, preaching the Gospel to all nations.²⁰

The local church, the visible expression of the universal Church, is a body of believers in Christ who are joined together to worship God, to observe the ordinances of Baptism and the Lord's Supper, to pray, to be edified through the Word of God, to fellowship, and to testify in word and deed to the good news of salvation both locally and globally. The local church enters into relationships with other like-minded churches for accountability, encouragement

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and mission.²¹

- 10. Life after death:** There shall be a bodily resurrection of the just and of the unjust; for the former, a resurrection unto life;²² for the latter, a resurrection unto judgment.²³
- 11. Second Coming of Christ:** The second coming of the Lord Jesus Christ is imminent and will be personal and visible.²⁴ As the believer's blessed hope, this vital truth is an incentive for holy living and sacrificial service toward the completion of Christ's commission.²⁵

1. Isaiah 44:6; Isaiah 45:5-6; / 2. Matthew 5:48; Deuteronomy 32:4; / 3. Matthew 3:16-17; Matthew 28:19; / 4. Philippians 2:6-11; Hebrews 2:14-18; Colossians 2:9; / 5. Matthew 1:18; Luke 1:35; / 6.1 Corinthians 15:3-5; 1 John 2:2; Acts 13:39; / 7. Hebrews 4:14-15; 9:24-28; / 8. Matthew 25:31-34; Acts 1:11; / 9. John 14:16-17; / 10. John 16:7-11; 1 Corinthians 2:10-12; / 11. 2 Timothy 3:16; 2 Peter 1:20-21; / 12. Genesis 1:27; / 13. Romans 8:8; 1 John 2:2; / 14. Matthew 25:41-46; 2 Thessalonians 1:7-10; / 15. Titus 3:5-7; Acts 2:38; John 1:12; 1 Corinthians 6:11; / 16. 1 Thessalonians 5:23; / 17. Acts 1:8; / 19. Romans 12:1-2; Galatians 5:16-25; / 20. Matthew 8:16-17; James 5:13-16; / 21. Ephesians 3:6-12; Ephesians 1:22-23; / 22. Acts 2:41-47; Hebrews 10:25; Matthew 28:19-20; Acts 1:8; Acts 11:19-30; Acts 15; / 23. 1 Corinthians 15:20-23; / 24. 2 Thessalonians 1:7-10; / 25. 1 Thessalonians 4:13-17; / 26. 1 Corinthians 1:7; Titus 2:11-14; Matthew 24:14; 28:18-20

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Our Mission

Teach Truth, Inspire Excellence, Experience Christ, Serve Through Love.

Our Vision & Core Values

TEACH TRUTH

- Foster an understanding that God is the author of all truth
- Impart knowledge within the framework of Biblical principles (1)
- Equip students to discern and engage with confidence

"Guide me in your truth and teach me, for you are God my Saviour, and my hope is in You all day long." Psalm 25:5

INSPIRE EXCELLENCE

- Deliver exceptional academic and extracurricular programs
- Promote critical thinking, a strong work ethic, independence and resilience
- Discover potential, celebrating the unique gifts and talents God bestows

"So... whatever you do, do it all for the glory of God." 1 Corinthians 10:31

EXPERIENCE CHRIST

- Nurture grace centered, transformative relationships with Christ
- Reveal the beauty and worth of life rooted in prayer and worship
- Encourage responsive discipleship

Jesus told him, "I am the way, the truth, and the life. No one can come to the Father except through me." John 14:6

SERVE THROUGH LOVE

- Value others with love and compassion
- Instill a passion to serve
- Engage in local and global service opportunities

"A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another." John 13:34-35

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	Staff Name	Email contact: first initial.lastname@gcaschool.com	
1	Colleen Allan	Principal	
2	Dawson Kennedy	Vice Principal	
3	Christine Carrick	6C Homeroom	Math 6, Science 6
4	David Dueck	6D Homeroom	Language Arts 6, Social Studies 6, Learning Strategies 6, Outdoor Ed 7
5	Stacy Kim	6K Homeroom	Social Studies 6, Language Arts 6, Science 6
6	Sherilyn van Haastert	6V Homeroom	Phys Ed 6-9, Health 6/7
7	Vickie Craddock	7C Homeroom	French 6-9, Science 6
8	Michelle Kotlewski	7K Homeroom	Math 7, Bible 7
9	Chris Silver	7S Homeroom	Language Arts 7, Social 7, Drama 7/9, Health 7
10	Sara Goudy	7G Homeroom	Science 7, Math 8
11	Corbin Tod	8C Homeroom	Language Arts 8, Science 8
12	Janelle Leos	8L Homeroom	Math 8/9
13	Matt Nielsen	8N Homeroom	Bible 6/8/9, Logic 7/8
14	Jon Tweedle	8T Homeroom	Phys Ed 8/9, Tech 7-9
15	Daniel Reist	9D Homeroom	Science 8/9
16	Taylor Johnson	9J Homeroom	Social Studies 9, Outdoor Ed 8/9, Bible 9, Phys Ed 8
17	Bruce Robertson	9R Homeroom	Social Studies 8/9
18	Chelsey Taylor	9T Homeroom	Language Art 9, Drama 8
19	Jenn Burnand	Resource Teacher	Health 9, Learning Strategies 7-9
20	Joseph Ness	Athletic Director	Phys Ed 6-9, Health 8/9
21	Jen Eklund	Band	Band 6-9, Reading 6
22	Tanya Gerber (Melissa Hair on maternity leave)	Art	Art 6-9
23	Ashleigh Guenter	Spanish	Spanish 6-9, Language Arts 7
24	Paula Brown	Education Assistant	Grade 6-9
25	Kristin Johnson	Education Assistant	Grade 6-9
26	Rachel Kowalenko	Education Assistant	Grade 6-9
27	Alla Petrova	Education Assistant	Grade 6-9
28	Lorraine Teichroeb	Education Assistant	Grade 6-9
29	Rebekah Teichroeb	Education Assistant	Grade 6-9
30	Emily Verhelst	Education Assistant	Grade 6-9
31	Courtney Molyneux	Office	Assistant to the Principal
32	Kelly Bakker	Office	Administrative Assistant
33	Ellice Wirsta	Office	Fundraising & Special Events Coordinator
34	Josh Rice	Pastor	Pastor of Spiritual Formation
36	Viviana Munoz	Pastor	Associate Pastor of Spiritual Formation
37	Rachael Weiss	Counsellor	Family/School Liaison Counsellor
38	Lindsay Reize	Counsellor	Family/School Liaison Counsellor

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Calendars

Glenmore Christian Academy 2026-2027														
Board Approval: January 15, 2026														
Aug-26					Sep-26					Oct-26				
3	4	5	6	7		1	2	3	4			1	2	
10	11	12	13	14	7	8	9	10	11	5	6	7	8	9
17	18	19	20	21	14	15	16	17	18	12	13	14	15	16
24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
31					28	29	30			26	27	28	29	30
Nov-26					Dec-26					Jan-27				
2	3	4	5	6		1	2	3	4					1
9	10	11	12	13	7	8	9	10	11	4	5	6	7	8
16	17	18	19	20	14	15	16	17	18	11	12	13	14	15
23	24	25	26	27	21	22	23	24	25	18	19	20	21	22
30					28	29	30	31		25	26	27	28	29
Feb-27					Mar-27					Apr-27				
1	2	3	4	5	1	2	3	4	5			1	2	
8	9	10	11	12	8	9	10	11	12	5	6	7	8	9
15	16	17	18	19	15	16	17	18	19	12	13	14	15	16
22	23	24	25	26	22	23	24	25	26	19	20	21	22	23
					29	30	31			26	27	28	29	30
May-27					Jun-27					Jul-27				
3	4	5	6	7		1	2	3	4			1	2	
10	11	12	13	14	7	8	9	10	11	5	6	7	8	9
17	18	19	20	21	14	15	16	17	18	12	13	14	15	16
24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
31					28	29	30			26	27	28	29	30
School year begins: September 2, 2026 (early dismissal) Last day for students: June 23, 2027 (early dismissal) SCHOOL YEAR INSTRUCTIONAL DAYS 168.5 Instructional Days 17.5 Non-Instructional Days 186 Total Operational Days XX Holidays (No Staff/Students) Non-Instructional/Prof. Dev. Days (No Students) Parent-Teacher Interviews (No Students) 1/2 Day Student/Full Day Teachers Organizational Day - Teachers Required Report Cards sent home														
NON-INSTRUCTIONAL DAYS														
Staff Organizational Days					PD Days					Days of Note				
September 01, 2026 and June 25, 2027					August 26-31, 2026					September 2, 2026: Early Dismissal				
Holidays					September 28, 2026					February 1, 2027: Term 2 Begins				
Labour Day: September 7, 2026					October 23, 2026					June 4, 2027: Grade 9 Graduation (Early Dismissal for ALL Students)				
Thanksgiving Day: October 12, 2026					December 18, 2026					June 23, 2027: Early Dismissal				
Remembrance Day Break: November 11-13, 2026					January 4, 2027					Parent Teacher Conferences				
Christmas Break: December 21, 2026 - January 1, 2027					February 22, 2027					November 26, 2026; 4pm - 8pm				
February Break: February 15-19, 2027					April 12, 2027					November 27, 2026; 9am - 3pm				
Spring Break: March 26, 2027 - April 9, 2027					May 21, 2027					April 29, 2027; 4pm - 8pm				
Victoria Day: May 24, 2027					June 24, 2027					April 30, 2027; 9am - 3pm				
Provincial Achievement Tests														
Grade 6 ELA PAT Part A -														
Grade 9 ELA PAT Part A -														
Please note: The June Achievement Exam schedules have not yet been finalized.														

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Glenmore Christian Academy 2026-2027																													
AUGUST 2026										SEPTEMBER 2026										OCTOBER 2026									
3	4	5	6	7							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
10	11	12	13	14						20	21	22	23	24	25	26	27	28	29	30	31								
17	18	19	20	21																									
24	25	26	27	28																									
31																													
NOVEMBER 2026										DECEMBER 2026										JANUARY 2027									
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31														
23	24	25	26	27	28	29	30	31																					
30																													
FEBRUARY 2027										MARCH 2027										APRIL 2027									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31													
22	23	24	25	26	27	28	29	30	31																				
MAY 2027										JUNE 2027										JULY 2027									
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31															
24	25	26	27	28	29	30	31																						
31																													

Day 1

Day 2

Day 3

Day 4

Day 5

Day 6

X

PD (No Students) or Org Day

Holidays (No Staff/Students)

School year begins: September 2, 2026 (early dismissal 11:40 am) Last day for students: June 23, 2027 (early dismissal 11:40 am)		X Non-Instructional/Prof. Dev. Days (No Students)
SCHOOL YEAR INSTRUCTIONAL DAYS		
168.5 Instructional Days 17.5 Non-Instructional Days 186 Total Operational Days		
NON-INSTRUCTIONAL DAYS		
Staff Organizational Days September 1, 2026 and June 25, 2027 Holidays Labour Day: September 7, 2026 Thanksgiving Day: October 12, 2026 Remembrance Day Break: November 11-13, 2026 Day in Lieu: November 27, 2026 Christmas Break: December 21, 2026 - January 1, 2027 February Break: February 15-19, 2027 Spring Break: March 26, 2027 - April 9, 2027 Victoria Day: May 24, 2027	PD Days August 26-31, 2026 September 28, 2026 October 23, 2026 December 18, 2026 January 4, 2027 February 22, 2027 April 12, 2027 May 21, 2027 June 24, 2027	Days of Note September 1, 2026: Early Dismissal February 1, 2027: Term 2 Begins February 5, 2027: Report Cards sent home June 4, 2027: Grade 9 Graduation (Early Dismissal for ALL Students) June 23, 2027: Early Dismissal Parent Teacher Conferences November 26, 2026; 4pm - 8pm November 27, 2026; 9am - 3pm April 29, 2027; 4pm - 8pm April 30, 2027; 9am - 3pm
Provincial Achievement Tests Grade 6 ELA PAT Part A - Grade 9 ELA PAT Part A -		
<i>Please note: The June Achievement Exam schedules have not yet been finalized.</i>		

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Academic Calendar and Planning

1. 45 minutes allocated for lunch.
2. The morning bell goes at 8:17 am (students need to be in the classroom by 8:30 am) the end of lunch bell goes at 1:23 pm (with students needing to be in the classroom by 1:30 pm).
3. Term 1 goes from September 2 to January 29
4. Midterms take place December 8 - 11. If for some reason, your student is not able to write exams at this time, arrangements need to be made in advance for your child to write the midterm exams the first week back in January. Please contact administration and your child's teachers to make these arrangements.
5. Term 2 goes from February 1 to June 23.

Tentative June Plan

1. The June 2027 exam & class schedule is still to be determined due to the AB Education PAT schedule.
2. Tuesday, June 22, will be a turnaround day for final assessment comments and awards calculation. There will be no school for junior high students.
6. Wednesday, June 23, will be our Academic awards assembly from 8:45 – 11 am.

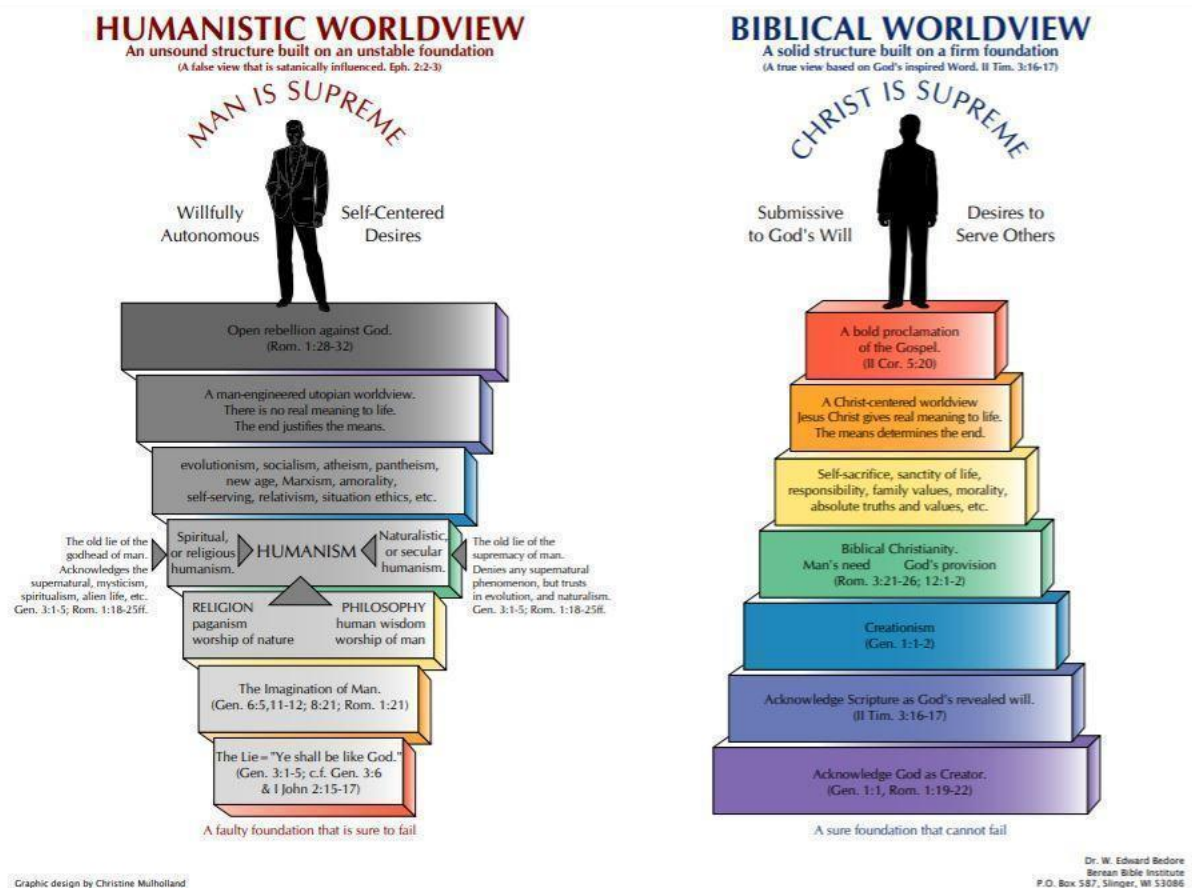
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Spiritual Culture and Formation

Philosophy Statement for Bible:

All truth is God's truth. God reveals His truth through His Word, the Bible. Through the Bible we are shown God's plan for all people and His promises for those who choose to follow Him. Teaching students to develop their skills in Biblical literacy, critical thinking, and spiritual discernment will empower the students to form a Christian Worldview grounded on truth. Equipped with this worldview, students will have the tools necessary to live transformed lives that are obedient to God's truth. The goal of all Bible curriculum is to kindle a desire to live lives that demonstrate a love for God and a love for others.

A Biblical Worldview is grounded in a deep-seated trust in God's goodness and authority over all He has created.



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Goals for All Bible Learners

Moral and Ethical Citizens (*Teach Truth*)

1. Students can apply scripture to make daily life decisions.
2. Students will love and respect all people regardless of age, race, culture, faith, belief, or gender, reminded that all people, regardless of their choices, are all created by God in His Image.
3. Students will live lives that honour godly authority.
4. Students will recognize their own sinful nature and their need for a redemptive Saviour who will empower them to live Godly lives.

Spiritual Discerner (*Experience Christ*)

1. Students will understand the nature and attributes of God, and His plan for redeeming mankind and restoring His kingdom.
2. Students will see their own self-worth and identity as children of God created in His image, and pursue set-apart lives dedicated to God and His Kingdom.
3. Students will learn to turn to God in times of anxiety and listen to the Holy Spirit for direction in daily life situations.
4. Students will be equipped to distinguish truth from error, right from wrong, and right from almost right.

Critical Creative Thinker (*Inspire Excellence*)

1. Students will possess the tools to analyze, interpret, evaluate, synthesize and discuss various concepts and themes from the Bible.
2. Students will understand key Biblical teaching, and understand contrasting worldviews and ideologies.

Life-Long Learner (*Inspire Excellence*)

1. Students will possess the tools to continue learning about God in relation to the world and culture.
2. Students will cultivate habits to continue pursuing truth and how to properly apply truth in all life scenarios.

Effective Communicator (*Serve Through Love*)

1. Students will have the knowledge and skillset to respectfully debate and defend their worldview with gentleness and respect (1 Peter 3:15).
2. Using the skills and knowledge from all subjects, students will articulate their worldview to the world using facts, logic, and evidence in a clear, presumption-free manner.

Wise and Responsible Steward (*Serve Through Love*)

1. Students will develop Christ-like character traits that are evidenced through interactions with other students, leadership, and the culture at large.
2. Students will demonstrate stewardship in taking care of God's creation because it is a gift for us to protect, but not worship.

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Spiritual Formation Supports

Pastoral

Pastor Josh, Pastor Brooklyn, and Pastor Viviana are available for counseling the spiritual needs of the students. Their time is shared with Elementary, so students will need to book a time to meet with pastors outside of class hours. Only in an emergency, with administration or teacher approval, can a student meet with the pastor.

Family School Liaison Counsellor

Rachael Weiss and Lindsay Reize are our school counselors. Their roles are shared between Elementary and Junior High. Students will need to book a time to meet with them. A teacher/staff member can also refer a student to meet with the FLSC staff. Please refer to the FSLC Referral Form in Appendix C.

Chapel

Chapels are organized and coordinated by the Spiritual Formation Pastor(s). Various staff are encouraged to be involved in chapels at the invitation of the Spiritual Formation Pastor(s). This might involve leading worship, sharing testimonies and messages that God has given to them, and to invite the Holy Spirit to illuminate students' minds and hearts to the truths of scripture.

Monthly chapel themes are created by the Spiritual Formation Pastor(s), and are directly connected to the GCA school theme verse(s). Topics discussed in chapel times can continue as ideas for daily devotions, so that the conversation does not need to stop and more personal discipleship can occur between teachers and students.

Chapel discussions will not always correlate with subject matter being taught in Bible classes, but since they connect with memory verses, they should receive intentional attention in Bible classes as opportunities arise.

REV Week

REV week represents unique opportunities for focused spiritual formation during a uniquely scheduled week of spiritual emphasis. All elements of this week are planned and coordinated by the Pastor of Spiritual Formation.

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Scripture Memory

GCA's mission statement plainly acknowledges that we exist to teach truth. According to the Christian and Missionary Alliance Church's statement of faith, we hold that scripture is the "divine and only rule for Christian faith and practice" (Article 4). Scripture memorization is a prominent aspect of GCA's history as a Christian school, and through it, we uphold our bedrock trust that the scriptures are "a complete revelation of [God's] will for the salvation of people" (CMAC, Article 4). God's word as a purifying effect, cleansing the mind and heart to glory in God. Through memorization, we hope to revive the soul, purify the mind, warn against destruction, and make wise the simple according to the enduring wisdom found in God's timeless truth, His written word (Psalm 19:7-11). Through it we are taught the truth, corrected when we're wrong, and trained in righteous thinking and living, so we may be complete and equipped for the good works God has prepared for us (2 Tim. 3:16).

Scripture memory stands as a cornerstone of our Bible curriculum. We desire that all of our students would know God's word so that they might not sin against Him (Psalm 119:11), and we seek to intentionally build student knowledge of the core truths that are central to faithfulness to - and faith in - Jesus. Through memorization, we seek to enable the transformation of faith from simple 'right answers' to more automatic responses of obedience based on internalized knowledge. We seek to employ memorization intentionally to "Form the insights and habits of the student's mind so that it stays directed towards God" (Willard, *The Divine Conspiracy*, Ch. 9). Memorizing scripture facilitates deeper thinking upon, and quicker recall of, the essentials of faith and obedience, and equips God's Kingdom citizens to know, live, and respond in concurrence with the true teaching of His word.

Fundamental Aspects of GCA's Scripture Program

- Elementary key scriptures for memorization (within benchmarks) are for life application purposes, and may not be aligned precisely with unit lesson content
- Memory verse content is chosen to be developmentally appropriate
- Themes and verses are chosen by a committee comprised of the Pastor of Spiritual Formation, the Biblical Framework Coordinators, with input from staff.
- Scripture memory aligns with other spiritual formation elements in Bible classes, chapels, devotions, small groups and other areas that may fit, as decided by the Pastor of Spiritual Formation, Biblical Framework coordinators with input from staff.
- Students are led to apply memory verses meaningfully to everyday life
- Students accurately memorize Scripture
- Assessments are aligned with divisional memory benchmarks

Scripture Memory Assessment Guidelines

- Assessments are designed to match developmental stage
- Div. 1 – recitation
- Div. 2 – recitation and/or written out
- Div. 3 – Written memory verses
- Spelling, capitalization and punctuation are elements of accurate scripture memory in Div. 3, as they impact meaning.
- **Students will need to have their Bible mark above 80% in order to achieve Honours with Distinction at the end of each term.**

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Ministry to Others (MTO)

Ministry to Others (MTO) is an important aspect of GCA's Bible curriculum, as a means of training our students to 'serve through love' in Jesus' name – MTO should be emphasized as our school's way to *train* our students to serve with an open heart, rather than an obligation. This training requires students to engage in service opportunities as a simple way of learning to demonstrate the practical care of Jesus. This is a specific aspect of the Junior High Bible program, accounting for 20% of each term's grade.

Guidelines for choosing MTO opportunities:

Bible teachers should engage students to seek the Lord and listen for his leading in our MTO service. The following guidelines are parameters by which MTO serves its intended purposes:

- MTO cannot be for immediate family members
- MTO should involve service *outside* of regular chores or expectations
- MTO service must not receive compensation or payment of any kind
- Hours must be completed within the required term (no banking for next term or retroactive credit)
- Service at church is encouraged (no hour limitations), as is volunteer community service through local organizations
- Students can also create their own service opportunities that respond to the Lord's leading using their unique talents, or the needs of their own community/neighborhood

MTO Requirement: Students are to complete a total of **10 MTO hours** for the year

- For each term, **5 hours of service** (verified by signed form) plus a **written MTO reflection** (to be assigned by the Bible teacher). See **Appendix D**.
- MTO comprises **20% of each term's Bible mark**
 - 15% of the MTO mark will come from service/form
 - 5% will come from the reflection activity (marked by Bible teacher)
- All MTO hours and reflections are to be submitted to the student's Bible teacher, by the end of each term at the due date set by the teacher
- Student should check with their Bible teacher if unsure about what qualifies
- For each term, **5 hours of service** (verified by signed form) plus a **written MTO reflection** (to be assigned by the Bible teacher). See **Appendix D**.
- MTO comprises **20% of each term's Bible mark**

Service Opportunity Possibilities:

- Operation Christmas Child
- Mustard seed (night every month, Jan-May) sorting donations
- Salvation Army
- Church service opportunities (kids ministry, worship ministry, tech, greeting)
- Neighborhood service opportunities:
 - Snow shoveling, leaf raking, mowing lawns, washing cars, caring for pets, free babysitting, neighborhood spring cleanup, meal service, etc.
- Unique opportunities to serve those in need that God places in our lives

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MTO Form & Reflections



MTO RECORD OF SERVICE

The student listed below is involved in a school program called, "Ministry To Others". The purpose of the program is to have students involved in donating their time to help others so that they develop a servant's heart in a practical way. Thank you for allowing them the opportunity to serve you. I trust their efforts will be of benefit to you.

Please take time to record the number of hours that they volunteered for you.

We ask that no reimbursement be given to the student for their work.

Thank you,

Colleen Allan

Principal, Junior High

Glenmore Christian Academy

School Term (circle): 1 2

Number of Volunteer Hours: _____

Student Volunteer: _____ Date(s): _____

Organization/Individual Served: _____

Brief Description of Work done:

Supervisor's Signature:

Parent Signature:

Supervisor's Phone Number:

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MTO Reflections

MTO Reflection questions for each grade are provided below. It is encouraged that these be referenced at the start of each term, and that teachers lead students to seek the Lord about how to serve. Teachers have freedom to decide the form of the assessment (written, video, interview, etc). Each grade's reflections align with the "Surrendered Servant" strand of their benchmarks.

Gr. 6 MTO Reflections:

1. Briefly explain your MTO service this term. What did you do?
2. Who did your service bless, and how did it bless them?
3. What did you personally think/feel about serving others this way?
4. Was this just an assignment, or were you able to do it from love? Explain.
5. Was serving difficult for you? What made serving this way a challenge?

Gr. 7 MTO Reflections:

1. Briefly explain your MTO service this term. What did you do?
2. Who did your service bless, and how did it bless them?
3. How did you use the talents God has given you through this service opportunity? Explain.
4. What is one talent that you have that could be more intentionally used for your next MTO opportunity? How might you use it to serve others?
5. How might your service project have contributed to God's kingdom being made known?

Gr. 8 MTO Reflections:

1. Briefly explain your MTO service this term. What did you do?
2. Did you seek the Lord about how He wanted you to serve? Explain how you chose to serve this way.
3. How did your service bless others? How might your service project have contributed to God's kingdom being made known?
4. Does this service project suit the talents God has given you? Explain.
5. Was serving this way personally difficult for you? Explain. If so, how? What can you learn from serving even when it's hard?
6. What planning is necessary for your next MTO opportunity? How might you involve God or others in the planning?

Gr. 9 MTO Reflections:

1. Briefly explain your MTO service this term. What did you do?
2. Did you seek the Lord about how He wanted you to serve? Explain how you chose to serve this way.
3. How did your service connect to sharing Jesus' heart for others? Be specific.
4. Does this service project suit the talents God has given you? Explain.
5. Was serving this way difficult? Meaningful? Purposeful? What did it teach you about your own heart to serve others?
6. Did you mention Christ as the reason you served others? How?
7. How could you be more intentional about connecting your service with spreading the Good News of Jesus to others?

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Culture Formation

An excellent learning environment is a dynamic relational community where the student, parents, and staff come together to create a positive, accepting community. Students need to feel safe and cared for, not just by teachers and staff, but also by their peers in order for effective learning and identity development to occur. As a Christian community, it is the ultimate goal. The method to achieve a completely safe and caring community is simple - to treat others the way we would like to be treated, (Matt 7:12) and to say only what is helpful and beneficial to others (Eph 4:29). Our staff is committed to upholding the following cultural statements:

We are a kind, loving, encouraging community

We will reflect the heart of Christ in our actions and words by responding to others in love and kindness.

- **Mark 12:30-31** – *Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. The second is this: 'Love your neighbour as yourself; There is no commandment greater than these.*
- **1 Corinthians 13:4** – *Love is patient, love is kind. It does not envy, it does not boast, it is not proud.*

We are grateful

We will cultivate an attitude of gratitude by reflecting on and acknowledging God's blessings on our lives.

- **Colossians 3:17** – *And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.*
- **1 Thessalonians 5:18** – *give thanks in all circumstances; for this is God's will for you in Christ Jesus.*

We are forgiving

We want to create a safe space to make mistakes by extending forgiveness and grace to others.

- **Ephesians 4:32** – *Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.*

We are humble and servant-hearted

With modesty, we will be humble in all we do and say, and we will strive to serve others with pure hearts.

- **Philippians 2:3-8** - *Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, not looking to your own interests but each of you to the interests of others. In your relationships with one another, have the same mindset as Christ Jesus: Who, being in very nature God, did not consider equality with God something to be used to his own advantage; rather, he made himself nothing by taking the very nature of a servant, being made in human likeness. And being found in appearance as a man, he humbled himself by becoming obedient to death – even death on a cross!*

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We are honouring and believe the best in one another

We are committed to believing the best in each other and will work hard to honour each other through our words and actions.

- **Romans 12:10** – *Be devoted to one another in love. Honor one another above yourselves.*

We are unified

We commit to resolution and unity with one another and will take responsibility to repair any divisions.

- **1 Corinthians 1:10** – *I appeal to you, brothers and sisters, in the name of our Lord Jesus Christ, that all of you agree with one another in what you say and that there be no divisions among you, but that you be perfectly united in mind and thought.*
- **1 Peter 3:8** – *Finally, all of you, be like-minded, be sympathetic, love one another, be compassionate and humble.*

We are growing in wisdom from God's Word

We desire to be in God's Word so we can consistently grow in wisdom and understanding.

- **Psalms 119:105** – *Your word is a lamp for my feet, a light on my path.*
- **1 Timothy 4:15-16** – *Be diligent in these matters; give yourself wholly to them, so that everyone may see your progress. Watch your life and doctrine closely. Persevere in them because if you do, you will save both yourself and your hearers.*
- **Proverbs 4:5** – *Get wisdom, get understanding; do not forget my words or turn away from them.*

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At GCA we strive to be diligent and effective to create this kind of culture. As such the following strategies are implemented:

STAFF DEVELOPMENT

- Build mentoring relationships between students and staff through retreats, lunch hour activities, hallway presence, small groups, coaching, supervision, and classes
- All staff at doors to greet students every class
- Conduct exit interviews with Grade 9's at least once/year - end of school year
- Do professional development of nurturing healthy classroom environments and how to counteract toxic environments (*Flourishing Together*)
- Develop improvement in cooperative learning in the classroom to build social strengths
- Professional Development throughout the year with organizations such as *Brett Ullman* and *Protect Young Eyes*
- Additional strategies developed through ongoing partnerships

STUDENT DEVELOPMENT

- Monthly chapels and scripture focus - this will be developed in devotions, on the intercom and messaged to partner with home in the Weekly Communicator
- Facilitate conflict resolution meetings with staff when friendships rifts occur
 - Have special guests in for student assemblies and parent meetings on cyberbullying and character development
 - Partnership with Protect Young Eyes

FAMILY DEVELOPMENT

- Provide parent training and seminars (*Protect Young Eyes*)
- Hold parent information meetings in September

DISCIPLINE STRATEGIES in addition to regular discipline procedures ...

- Consistent and immediate low impact consequences to reinforce high expectations for behaviour (Lunch detention reflections)
- Share and collaborate a published continuum of discipline with the teaching staff to share the responsibilities of correcting and mentoring students in behavior issues
- Have discussions with students who are implicated in negative/toxic chatter
- Hold parent conversations with key students to encourage culture change

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Academic Culture

Academic Expectations and Protocols

There is a strong correlation between students who complete their homework assignments in a timely fashion and their success in school. As teachers we believe it is crucial that students learn to work diligently and within a structured framework. Because of this understanding, Glenmore Christian Academy has a homework protocol that all students in the junior high are expected to follow.

Late Assignments

Grade 7-9 (and Grade 6 for Term 2) - Any assignments handed in beyond the due date will be due within ONE week of the due date. (In extreme cases a teacher may make exceptions if the student provides written requests with good reasons in advance of the due date). Late assignments are subject to penalty marks. **The following penalty marks will be applied:**

1 - 2 days: 10%

3 - 5 days: 20%.

NO ASSIGNMENTS will be accepted after one week. (except by special arrangement in advance)

Grade 6 - To help transition into Junior High, Grade 6 students will follow the following protocols during Term 1. Late assignments will be accepted, with the following deductions at the discretion of the teacher.

1 - 2 Days : 5%

3 - 5 Days: 10%

More than 5 Days: 15%

Students who are absent for vacation or illness will have 3 days grace from the time of their return to hand in assignments. After that time the assignments will be considered late and the penalty marks will be applied.

Incomplete assignments

For all incomplete assignments, any outstanding work not completed after ONE week will NOT be accepted at which point a zero mark will be assigned.

Rewrites/Re-tests

All tests/assignments must be written or handed in on the due date. At the discretion of the teacher, the student **may be** allowed to do a rewrite if both of the following conditions are met: a] student attends all available tutorials/additional work assigned, AND b] student can show purpose/cause for a rewrite. The higher grade received will be the one recorded.

Plagiarism

Plagiarism is taking the ideas of another and using them without giving proper credit. It is a form of stealing and a serious academic offence. **Plagiarism is the passing off of another person's work as one's own.** Accidental plagiarism is usually the result of poor citation or referencing, poor preparation, or a misunderstanding of plagiarism. **It is important that students be taught what is considered plagiarism and cheating first.**

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Each teacher should clarify this early in the fall. Students who plagiarize any type of work will need to redo the entire assignment or a similar assignment. Often students will copy or plagiarize each other's work on Google Docs. A letter of reprimand for all the students involved in plagiarism will be kept in the student's file. A zero mark will be given. Teachers will consult with Mrs. Allan regarding the incident before proceeding.

Cheating

Students who are caught cheating on any type of tests/exam will be dealt with very seriously. A zero mark will be given and a letter of reprimand for all the students involved in cheating will be kept in the student's file. Further infractions may affect the student's future at GCA. Teachers will consult with Mrs. Allan regarding the incident before proceeding.

Artificial Intelligence

Using AI to complete homework will be considered cheating and plagiarism. There will be some assignments that include interacting with AI, but that will be explicitly stated on the assignment.

2026/2027 Six Day Schedule and Bell Schedule

Entry Bell	8:17 am
Devotions	8:30 – 8:43 am
Period 1	8:45 – 9:40 am
Period 2	9:42 – 10:38 am
Period 3	10:45 – 11:40 am
Period 4	11:43 – 12:38 pm
Lunch 1 – Grade 6 & 7	12:40 – 1:00 pm
Lunch 2 – Grade 8 & 9	1:00 – 1:25 pm
Period 5	1:30 – 2:25 pm
Period 6	2:27 – 3:20 pm

Cumulative Exams and Reporting

Glenmore has implemented a two term assessment and reporting system. This provides several advantages:

- Cumulative Exams in each term, for authentic mid and final year review.
- Provide an additional Parent Student Conference with families to share helpful feedback that can be implemented in order to effect change prior to locking the term.
- Minimize the pressure for Grade 6 students in adjusting to Jr. High in a short Term 1
- Provide opportunity for Grade 9 students to advance their learning and to be in an improved academic standing for spring high school applications.
- Eliminate redundancies in reporting

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Academic Schedule:

- **TERM 1: September 2 – January 29 (report cards go home February 5)**

Student Reflection notes: November 10

- Where am I at in this course
- Where do I want to be
- What changes do I need to make to get there

Teacher Comments: November 20

- What's going well...
- Suggestions for improvement

Parent Student Conferences: November 26 & 27

Cumulative Exams

- Math: Dec 8
- LA: Dec 9
- Science: Dec 10
- Social: Dec 11

End of Term Teacher Comments: Feb 1

- **TERM 2: February 1 – June 23**

Student Self Reflections: April 16

Teacher Comments: April 23

Parent Student Conferences: April 29-30

Cumulative Exams: May 27 - June 21

All assessment and teacher comments will be communicated using Schoology for both terms. Teacher comments can be seen all through the term, with final comments at the end of term.

Individual student's standing will be calculated after each term.

The final calculation of the overall mark will be weighted as follows: Term 1 (40%), Term 2 (40%), & the Term Two Cumulative is worth 20%.

Classes without Final Exams (PE, Options, Logic & Bible?) will be weighted 50% in each Term.

All students in grade 6 – 9 will be expected to write a cumulative exam in June (20% of overall mark).

Grade 6 and 9 students write the Provincial Achievement Test and the Grade 7 and 8 students write locally developed summative assessments.

Each report card will reflect the student's percentage mark.

The following subjects will have a cumulative exam: Mathematics, Language Arts, Science, Social Studies and French/Spanish. The cumulative exam will be worth 20% of the total mark.

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Honour Roll

Students in Grades 6 - 8 who can maintain an overall GPA of 90% or higher in Language Arts, Logic, Social Studies, Mathematics, Science, Foreign language (French or Spanish), Bible, Phys Ed and two options will have achieved the level of Honours with Distinction.

Students in Grade 9 who can maintain an overall GPA of 90% or higher in Language Arts, Social Studies, Mathematics, Science, Foreign language (French or Spanish) and Bible (weighted 12%) and Phys Ed and two options weighted (9.33%) will have achieved the level of Honours with Distinction. Students with an overall 90% or higher will receive a medal during the final awards assembly.

For students in Learning Strategies, the weighting is slightly different:

- Grades 6-8: Language Arts, Social Studies, Mathematics, Science, and Bible weighted at 14%, and Phys. Ed, Logic, Band, Art (or whichever two options the student has in grade 7 & 8) at 7.5%.
- Grade 9: Language Arts, Social Studies, Mathematics, Science, and Bible weighted at 14%, and Phys. Ed, Option A, and Option B at 10%.

Students will need to have their Bible mark above 80% in order to achieve Honours with Distinction at the end of each term.

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Awards Ceremony

At the end of the academic year, the Junior High holds two awards ceremonies - the Athletic & Option Awards and the Academic & Character Awards.

During the Athletic & Option Awards several students are honored. The Athletic Department will choose a Most Valuable Player (MVP) from each of the varsity teams to celebrate. In addition there are Dedication and Commitment Awards given to Grade 9 students who have played on a team for all three years of Junior High. We also celebrate the talents of the students by giving an Option Award to a student from each grade's option classes.

During the Academic & Character Awards there are a number of students honored for their success in academics and for being men and women of exemplary character.

Each student who achieves Honors with Distinction is awarded a medal on stage. In Grade 9 a student is chosen from each subject who exemplifies a passion and giftedness in that subject for an award. In addition, we have Citizenship Awards for Grade 6 through 8. This goes towards students who have, throughout the school year, consistently demonstrated a diligence towards their school work, a respect for their teachers & friendship toward fellow students, a willingness to participate in school activities, and through their actions have demonstrated a Christ-like love for others and have developed leadership skills both here at Glenmore Christian Academy and elsewhere. This ceremony also selects a few Grade 9 students for Character Awards. Their peers provide input on who amongst them have been students that exemplify Christ-like character and the fruit of the Spirit. The faculty then selects these students to honor. Finally, the top academic student in each grade is honored for their academic achievement.

Academic Expectations and Protocols

A Curriculum Handbook for Parents is available from Alberta Learning at their website: <http://www.learnalberta.ca/content/mychildsllearning/index.html>. This handbook outlines the curriculum requirements at each grade level.

Options

In grade 6, all students take Band and Art. Beginning in grade 6, students choose between French or Spanish.

In grades 7 – 9, students choose two subjects from: Band, Drama, Art, Outdoor Education & Technology.

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Homework and Communication

There is a strong correlation between students who complete their homework assignments in a timely fashion and their success in school. As teachers we believe it is crucial that students learn to work diligently and within a structured framework. Because of this understanding, Glenmore Christian Academy has a homework protocol that all students in the junior high are expected to follow.

1. Digital Markbook on Schoology

Teachers use a virtual markbook where students and parents can monitor marks and missing assignments. This is a key platform where teachers communicate a student's progress. It is the student's and parent's responsibility to monitor this digital markbook. Directions for login and passwords will be given at the beginning of the school year. If you are having difficulty gaining access or have lost your password, please contact Courtney Molyneux immediately at c.molyneux@gcaschool.com.

2. Subject updates and Homework calendar

Teachers communicate current events in their subject areas using Announcements on Schoology visible through the Parent Dashboard. **Please use this tool to keep in touch with the current homework and upcoming projects.**

3. Tutorials

Many students benefit from tutorial opportunities with 1 to 1 intervention. Teachers are available some lunch hours and early mornings for drop in tutorials as needed. If interested, please contact the teacher directly for more information.

School Technology

GCA has computer technology integrated throughout grades 6 – 9, all with wireless Internet service. Students in grades 6-9 and all staff have Internet access, including e-mail. Each staff member has his/her own Internet email account, allowing parents to communicate via the Internet with staff members. The school utilizes its Internet website (www.gcaschool.com) to communicate information about the school, newsletters, notices, assignments, and to allow prospective parents the option of downloading a student application.

All Junior High students will be provided with a Chromebook for use in school only. (Gr 6 chromebooks are owned by the school; Gr 7 chromebooks owned by the students and will follow them for their Junior High career). Outside of class, students will need to have access to another device to complete homework.

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Chromebook Damage Policy

Purpose:

To maintain the functionality and integrity of school-issued Chromebooks while ensuring students are accountable for their own devices and mindful of others' property.

Policy Overview:

All students are provided with Chromebooks for educational purposes. This policy defines how repairs will be handled, including coverage for minor and major damages, and outlines student responsibility for both their own and others' devices.

1. Coverage for Minor Damage

- **No Charge for Minor Damage:** The school will cover repairs (as needed) for minor damages, such as:
 - Small dents
 - Surface cracks
 - Minor cosmetic issues that do not affect functionality.

The necessity of minor repairs that do not affect functionality will be at the school's discretion.

2. Coverage for Major Damage (First Instance)

No Charge for First Instance: The first occurrence of major damage, such as a broken screen or keyboard, will be covered by the school at no cost to the student.

- **Major damage** includes:
 - Cracked or shattered screen
 - Non-functional keyboard due to physical damage
 - Other damage affecting the whole Chromebook necessitating replacement

3. Subsequent Major Damage and Fees

Chargeable Repairs: Any subsequent major damage (screen or keyboard) will result in a charge to the student's family:

- **Screen Replacement:** \$300
- **Keyboard Replacement:** \$80
- **Chromebook Replacement:** \$570
- **Payment:** Charges for second or further damages must be paid by the student. Payment is due before the student will receive their repaired chromebook back.

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4. Responsibility for Damaging Another Student's Chromebook

Charges for Damage to Other Students' Chromebooks: If a student is deemed responsible for damaging another student's Chromebook, either intentionally or through negligence, the student will be held financially accountable for the cost of the repair. There is no free coverage in this case.

- The cost of repairs will be determined based on the damage assessment (screen replacement: \$300, keyboard replacement: \$80, etc.).
- This applies to both major and minor damages.

5. Repair Process

- Students must immediately report any damage to the office.
- The IT team will determine if the damage qualifies as major or minor and will communicate to Junior High Administration whether any charges apply.
- If the damage is deemed minor, repairs will be made at no cost. If the damage is major, and it is the second occurrence of major damage, Junior High Administration will inform the student and parents of the repair cost.
- Students may receive a temporary replacement Chromebook while repairs are being completed.

6. Care and Responsibility

- Students are expected to handle Chromebooks with care and follow all guidelines for proper use.
- To prevent damage, students should:
 - Avoid eating or drinking near the Chromebook
 - Be mindful when transporting the device
 - Ensure their Chromebook is stored safely when not in use

7. Repeat Offenders

- If a student accumulates multiple instances of major damage within the school year, additional actions may be taken, including suspension of Chromebook privileges or further disciplinary measures.

This policy is designed to promote responsible Chromebook use, ensure students take good care of their devices, and encourage accountability when damages occur—both to their own and others' devices.

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Technology Use Policy

Members of the school community are responsible for good behaviour on school computer networks just as they are in a classroom or school hallway. Communications on the network are often public in nature. General school rules for behaviour and communications apply.

Internet use is provided for students and staff to conduct research and communicate with others. Independent access to network services is provided to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege, not a right, which entails responsibility. Students may not access the Internet without permission. Gaming can and does compromise network memory, internet speed, and can affect the other users on the network. Therefore students are NOT ALLOWED to game during school hours.

Network storage areas and Google drives may be subject to review by the administration to maintain system integrity and ensure that users are utilizing the system responsibly. Users should not expect that files stored on school servers are private. Additionally, all GCA accounts are subject to reasonable search. Users are not anonymous, meaning search histories and downloads can be monitored.

The following are **not** permitted:

- Sending, accessing, or displaying offensive or inappropriate messages or pictures.
- The placing of inappropriate or unlawful information on a system.
- Harassing, insulting, name calling, labels, or attacking others.
- The use of abusive or otherwise objectionable language.
- Damaging or tampering with computers, computer systems, or computer networks.
- Violating copyright laws.
- Trespassing in others' folders, work, or files.
- Intentionally wasting limited resources.
- Employing the network for unauthorized purposes.
- Unauthorized use of others' passwords.
- Playing games on devices without the explicit permission of teachers/staff.

Users will be held accountable for their actions:

1. Violations may result in a loss of access. Teachers may choose to confiscate devices to be stored in the office unless requested by a teacher for specific classroom activities.
2. Additional disciplinary action may be taken.
3. When applicable, law enforcement agencies may be involved.

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Ed Tech Protocols & Expectations *NEW*

Technology Mission Statement

Glenmore Christian Academy exists to partner with parents in their role as primary educators, to **Teach Truth, Inspire Excellence, Experience Christ, and Serve Through Love**. The use of technology by Junior High faculty and students should always support these aims.

In the Junior High classroom, technology can be a helpful tool that supports learning and helps students pursue **truth** and **excellence**. However, it should be used with clear purpose and intentionality, helping to guide learning but not replace it.

Technology should also support the relational nature of education, strengthening meaningful interaction between teachers and students. When used wisely, it allows members of our learning community to use their God-given talents to grow, communicate clearly, and complete their work with diligence.

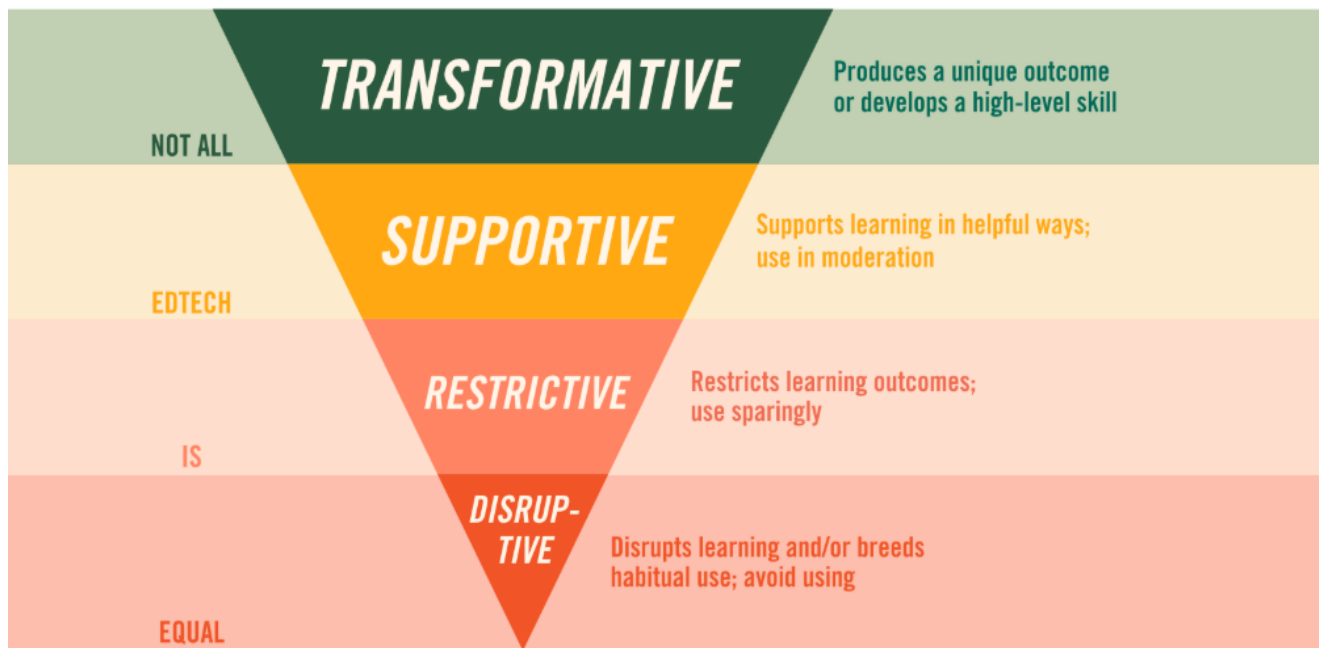
At Glenmore Christian Academy, technology is not an end in itself. True flourishing is found in relationship with Jesus and in loving service to others. For this reason, we seek to use technology in ways that help our community **experience Christ and serve one another with love**, while honoring the dignity of every student, family, and staff member.

To this end, the following technology protocols have been adopted and will be implemented in Junior High at Glenmore Christian Academy.

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GCA Junior High will endeavor to apply THE EDTECH TRIANGLE to determine which EdTech applications should be accepted.

This framework is a research-based synthesis of the EdTech practices, tools, and skills that optimizes learning, supports well-being, and protects against some of tech's negative outcomes. GCA recognizes that EdTech can be powerful in the classroom, and it should be used in line with current research. Each EdTech tool will be evaluated in collaboration between teachers and administrations in Junior High against this framework.



Tech Alignment - All applications and/or websites used in classroom instruction should meet the following criteria for academic use:

- Align completely with the truth and tradition of the Christian faith
- Lead students into an encounter with the academic truth being taught and not just as something to 'fill time'
- Allow for public messaging only between students and staff
- Meet all other requirements listed in the Technology use policy and recommendations regarding the use of Artificial Intelligence

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8 Practices for GCA Junior High's EdTech Usage

What follows is a list of the practices teachers will adopt as a way to align our technology use in the classroom with the research on EdTech, child development, and teaching and learning.

1. **EMBRACE PRINTED TEXTS**

We will choose printed texts over digital texts when possible to increase comprehension, retention, and test scores. Research shows that students who read printed texts often enjoy reading more.

2. **EMBRACE HANDWRITING**

When possible, we will encourage students to handwrite class notes and assignments in order to boost creativity, retention, and test scores.

3. **EMBRACE TRANSFORMATIVE TECHNOLOGY**

We will use technology most often when it produces a unique outcome or develops a high-level skill, such as but not limited to final written products, robotics, website design, or advanced photo, music, or video editing.

4. **LIMIT GAMIFIED APPS & PLATFORMS**

Since gamification can overstimulate, distract, and demotivate students to learn for its own sake, we will minimize gamified apps and platforms in the classroom.

5. **LIMIT DIGITAL WORKSHEETS**

We will limit digital worksheets or other uses of screens that can be easily replicated with a traditional teaching method or formats in order to cut down unnecessary screen time.

6. **DON'T USE SCREEN TIME FOR BEHAVIOR MANAGEMENT**

We will eliminate using screen time as a reward or to fill downtime during the school day.

7. **DON'T USE SOCIAL MEDIA AS A TEACHING OR COMMUNICATION TOOL**

We will support students' mental health and focus by abstaining from using social media as a tool for classroom assignments or as a communication platform for school sports, etc.

8. **GO PHONE-FREE**

Following Alberta Education's [Standards for the Use of Personal Mobile Devices](#), Junior High will continue to be a cell phone free environment in the halls and classrooms. Students are to leave their cell phones in their lockers.

(From EdTech's 10 Best Practices at www.everyschool.org.)

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Junior High Chromebook Expectations for Students

Students will complete a [chromebook usage](#) lesson with teachers each year and sign a commitment. Chromebooks in Junior High will be used in the **Securely** environment.

- **Why we use tech at school** -Technology at school is different than at home. School technology exists to:
 - Support learning and help us work efficiently
 - Allow teacher-directed collaboration
 - Prepare us for more responsibility
- **Big Rule:** If it doesn't support learning or teacher-directed work, it doesn't belong on your school device.
 - Chromebooks are for academics only, not entertainment or chatting.
 - Ask yourself: Is this for my assignment? Did my teacher ask me to do this?
- **What is Allowed?**
 - Working on assigned Docs or Slides
 - Researching school topics
 - Teacher-approved collaboration/sharing
 - Emailing a teacher about schoolwork
 - Organizing notes and assignments
 - Checking Schoology with teacher permission
- **What's Not Allowed?**
 - Playing games at any time or using "study tools" as games
 - Creating any shared files just to socialize (i.e. Google Docs used as chat rooms or slideshows with pictures or memes, etc.)
 - Emailing friends just to chat
 - Sharing docs/slides (without teacher permission)
 - Listening to music using a streaming service
 - Using social media
 - Logging into someone else's Chromebook
 - "Free time" on your computer after you finish your work
- **School email IS:**
 - For school communication
 - For contacting teachers
- **School email is NOT:**
 - For personal messaging or social conversations
 - For unsolicited emails to classmates
- **The Chatting Rule** - Computers are never to be used for chatting.
 - If it looks like chatting, it counts as chatting and is not allowed, no matter the tool.
 - Docs, Slides, Comments, Email = same expectation

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Note: *Student accounts are monitored outside of school hours and students are expected to use their school accounts appropriately whether in or out of school.*

- **What if I finish my work?** Computers are never to be used for “free time.” Depending on the teacher’s instructions, you may:
 - Work on other non-computer homework
 - Read quietly, journal or write, solve a puzzle, play a quiet strategy game, draw or color, organize your materials
 - You may need to bring something quiet to do from home (books, sudoku, crosswords, coloring books, etc.)
 - If you’re not sure, check with a teacher before bringing something in
 - Read your Bible
- **Device Monitoring**
 - School devices and accounts are monitored in and out of school
 - All emails are visible, including drafts
 - File/internet history can be reviewed
 - Deleted messages or files are always recoverable
- **Bypassing Security**
 - Trying to bypass school security/monitoring in any way is not allowed.
 - Any students found attempting to bypass Securly or internet filters will have their Chromebook privileges revoked immediately with potential further consequences.
- **Consequences** - In order to hold you accountable the following consequences may apply for breaking these rules:
 - Any staff member may take your computer and bring it to the office due to improper use
 - Loss of device privileges (1 day, 1 week, 1 month, or more)
 - Parent communication
 - Other consequences depending on severity and repeated violations
- **Stewardship** - Using technology well shows:
 - Self-control
 - Respect for learning
 - Integrity
- **Our Commitment** - We agree that:
 - Technology is a learning tool not a toy
 - We will use it responsibly
 - We will follow expectations every day

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More Specific Guidelines for EdTech in the GCA Junior High Classrooms

EdTech in GCA Grade 6 - 9 Classrooms	
How is technology being used in the classroom?	The Smartboard is used for all subject areas as an interactive teaching tool. Teachers may use document camera as a tool for displaying content. Students use Chromebooks during work for writing/research, and to access programs and apps that are applicable to learning. Educational videos are used to enhance learning.
What programs and/or apps are students using?	Kahoot, Quizlet, Delta Math, Socrative, Scope, Successmarker, YouTube (Educational Videos), all things Google (Forms, Classroom, Docs, Slides, Sites). IXL for Supplement, Flat Music, Bandlab, Soundtrap, Beepbox, Chromemusic lab, PHET labs, lizardpoint, Seterra, Coggle, Right Now Media, Streetlights.
What programs and/or apps are teachers using?	YouTube, G-Suite (docs, classroom, slides, sheets, calendar, forms, etc.)
How much time are students using technology throughout their school day?	Maximum 1 hour a day (Teachers may exceed this time limit for special projects or word processing on a limited basis, with the goal of a 1 hour per day average).

AI GUIDELINES FOR GCA Junior High Classrooms and Assignments

Rationale: Rooted in Our Mission

As we seek to Teach Truth, Inspire Excellence, Experience Christ, and Serve Through Love, Generative Artificial Intelligence (AI) presents both opportunity and responsibility. Like all technology, AI must be approached through a Christ-centered worldview and used not to replace thinking, but to support learning, creativity, and wise stewardship.

- **To Teach Truth**, students must use AI with discernment, recognizing that truth is not generated but discovered and grounded in God's Word.
- **To Inspire Excellence**, AI should be used to strengthen effort, understanding, and integrity but never as a shortcut that diminishes learning or character.
- **To Experience Christ**, students are called to engage technology in ways that reflect His character, prioritizing honesty, humility, and a growing relationship with Him.
- **To Serve Through Love**, AI should be used in ways that benefit others, contributing positively to learning communities and the world around them.

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Academic Integrity

Academic integrity is both a reflection of our faith and a practice of discipleship. Dishonesty in academic work, including the misuse of AI, undermines trust, personal growth, and the joy of learning. As image-bearers of God, we believe students are capable of creative, faithful work. We must be equipped to use tools like AI with wisdom, responsibility, and ethical discernment.

Academic Dishonesty includes, but is not limited to:

- Submitting work that is not your own (including from classmates, websites, or AI).
- Copying answers during a quiz/test or sharing them afterward.
- Plagiarism: using words or ideas from any source without proper credit.
- Using AI to complete all, major portions, or parts of an assignment without teacher permission.
- Paraphrasing from a source (or AI) without giving credit.
- Sharing work with others when it is expected to be done individually.

Misuse of AI Tools includes:

- Having AI write assignments or answer questions on your behalf when not explicitly allowed.
- Copying content from AI tools without understanding or properly citing it.
- Using AI to gain unfair advantages on tests, writing assignments, or projects.
- Failing to disclose AI use when required.

Student Responsibilities

- Complete your own work and be honest in all learning situations.
- Give credit when you use others' ideas or AI tools.
- Ask your teacher if you are unsure whether AI use is appropriate.
- Support classmates in making honest choices.
- Use respectful communication in all circumstances

Teacher Responsibilities

- Clearly teach this policy at the start of the year and revisit it regularly.
- Provide examples of allowed vs. dishonest AI use.
- Design assignments that foster individual thinking and discourage dishonesty.
- Teach students how to cite sources, including AI-generated content, appropriately.
- Follow through with consistent, grace-filled consequences when dishonesty occurs.

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Social Media

Many students use social media, including but not limited to: texting, blogs, YouTube, Facebook, Instagram, Snapchat, and Twitter accounts. Students must understand that anything posted on the Internet is public domain and more people than intended may see what they have posted. Students will be held accountable for what they post, “like” and comment on.

Students are to use wisdom when on the Internet. In addition, the GCA Google domain is considered part of the classroom. As such the same expectations for an affirming community apply. In short, the Student Code of Conduct applies to all technology use. Teaching about appropriate Internet use is done by parents, teachers, and/or Calgary Police Service. Videos or photos of GCA students can only be uploaded to social media sites with the consent of parents/guardians.

Note: Facebook, Instagram, and Snapchat accounts require that an individual be 13 years old (or older for some) before they can create an account. Providing false information or creating an account for someone under the age of 13 years old is a violation.

Cell Phones and Electronic Devices

The Alberta government introduced a cell phone ban in classrooms that began the ‘24-’25 school year. We fully supported this decision and agreed with the government's reasoning behind the policy.

This aligns with our current practice. Our expectations are as follows for the 2026-2027 school year:

- **Classroom Expectation:** Cell phones, smart watches, or similar technology should not be visible in classrooms. If students bring these devices to school, they must keep them in their lockers (if they have one) at all times. If they do not have lockers, we encourage phones to stay at home during the school day.
- **Responsibility:** Students are responsible for their own devices. This includes any issues related to loss, damage, or theft.
- **Use During School Hours:** If a device is used during school hours, it will be confiscated and taken to the office for the remainder of the day. Parents will need to pick up the device at the end of the school day.

Courtesy phones continue to be accessible to students at the school offices. Students are able to use that phone with permission to contact their parents.

Medical exemptions to our smart technology expectations are possible. Please reach out to your principal if an exemption may be required for your student.

We appreciate your support in adhering to these guidelines and helping us ensure a focused and productive learning environment for all students.

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School Phone

Students may use the school phones with permission from GCA staff.

If a parent/guardian needs to speak with their child during school hours, please call the Junior High Office for assistance at 403-254-9050 Opt 2.

Students are required to sign an "Acceptable Use Policy" form at the beginning of each school year which outlines in detail the expectations required of students using computers or social media.

DEVICE USE in hallways & cafeteria - In an effort to help limit the exorbitant amount of screen time some students consume, students will not be permitted to use their cell phones, laptops, or devices in the hallways or cafeteria - before or after school or at lunch. They are welcome to read books or play board games if they need to arrive early.

Sports Programs

GCA offers a competitive sports program in grades 7-9. School athletic competitions are held in volleyball, basketball, badminton, and track & field. These may include before or after school and weekend participation. The school is a member of the Calgary Independent Schools Athletic Association.

GCA Interschool Sports Teams Philosophy Statement

Athletics is an extension of Glenmore Christian Academy's vision of teaching truth, inspiring excellence, experiencing Christ, and serving through love. Athletics offers a unique opportunity for students to glorify God through the mind, body, and soul.

It is the intention of Royals Athletics to provide quality instruction in specific sport skills, game strategies, sportsmanship, teamwork, and Christ-like character through athletics. **ATHLETES WILL BE EXPECTED TO BE IN GOOD ACADEMIC STANDING IN ORDER TO BE ALLOWED TO PARTICIPATE.** It is a privilege for students to participate in extracurricular athletics; it is not an entitlement. These activities will demand a high level of commitment, excellence, and self-motivation, which will help prepare students for the challenges they will face outside of the school community.

Hebrews 12:1-2 says, "...let us run with perseverance the race marked out for us,² fixing our eyes on Jesus, the pioneer and perfecter of faith. For the joy set before him he endured the cross, scorning its shame, and sat down at the right hand of the throne of God."

Ephesians 2:10 reminds us, "For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do."

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Seasons of Play

Volleyball runs from the beginning of September and finishes around mid-November.

Basketball runs from around mid-November and finishes around mid- March.

Badminton runs from around mid-March and finishes around the end of April.

Track and Field runs from the beginning of May and finishes at the beginning of June.

Fine Arts Programs

Drama Program

The Spring Production is a bi-annual program. On alternate years we hold an “Evening of the Arts”, where we highlight the many students and the arts at GCA. **STUDENTS WILL NEED TO BE IN GOOD ACADEMIC STANDING IN ORDER TO PARTICIPATE.**

Jazz Band

The Jazz Band is made up of students with an interest in jazz music. It is open to any students from grades 7-9 with the ability to read music and an ability to play musical instruments that are suitable for Jazz music, such as brass, keyboard, and drums. The Jazz band typically practices early Friday mornings.

Extra-Curricular Activities

Students participating in school-sponsored activities after school hours require parent consent. It is the responsibility of the parent to provide transportation when these activities occur outside of regular Monday-Friday school hours. Lunchtime clubs or activities are offered and sponsored by staff.

Planned Clubs for the 2025/2026 school year:

- Worship Band
- Jazz Band (Friday mornings)
- Morning Intramurals
- Board Game Club (*tent.*)
- Science Olympics Club
- Grade 9 Leadership
- Chess Club
- March Math Madness

Students who participate in lunch time clubs need to bring a bag lunch so as to have the maximum amount of time for club activities. Ability to participate in clubs can be affected by behaviour issues or homework incompleteness.

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Overnight Field Trips and Fundraising

Retreats and Trips

In order to carry out the mission to experience Christ and serve through love, spiritual mentoring and community are central to GCA. We have a number of retreats and trips designed to help reach this mission.

Grade 6 Outdoor Ed Trip @ Southern Alberta Bible Camp, October 7 - 9, 2026

(Fees included in tuition)

Outdoor Ed is a great opportunity to bond as a community through team-building exercises, playing together, working together, and laughing together. We will have an opportunity to do archery, survival skills, orienteering and other camp activities. It will be an incredibly rich and dynamic experience. It will also provide great opportunities for spiritual conversations to take place and for us to specifically focus on drawing closer to God.

The adventure filled THREE days will take place at Southern Alberta Bible Camp. SABC is situated south of Calgary on the shores of beautiful Travers Reservoir, only a few kilometers from Little Bow Provincial Park.

Grade 7 Overnight Spiritual Retreat @ Southern Alberta Bible Camp, October 14 - 16, 2026

(Fees included in tuition)

We are excited about this opportunity to continue to build relationships and explore God in a deeper way. While we strive as teachers and staff to create enriched learning experiences where students can develop both intellectually and spiritually, we recognize that the best learning takes place outside the four walls of a classroom. In fact, the best learning takes place as we experience life. That is why we believe this retreat experience is so important.

Southern Alberta Bible Camp is situated south of Calgary on the shores of beautiful Travers Reservoir, only a few kilometers from Little Bow Provincial Park.

Grade 8 Camp Homewood, September 21 - 26, 2026

(Cost approx. \$1550.00 – Fundraised in Grade 7)

As students enter their final years at GCA we are very intentional about instilling in the students a confidence in their abilities as young adults, coupled with empowering our students to become young leaders engaged in shaping their world. While much of this is addressed in the classroom setting, impact can be made so much more effectively when we take the students outside of the classroom and engage them in hands-on experience.

Under the leadership and direction of GCA teachers and Camp Homewood staff, students are challenged through outdoor pursuits to stretch their comfort zones, experience discomfort and the growth that comes from unique accomplishments. The activities are designed for confidence building and trust strengthening core principles. Through activities such as whale watching excursions, horseback riding, water activities, initiative games and obstacle courses, students are engaged in conversations throughout, designed to explore self-identity, group collectiveness, grace, forgiveness and the relevance of a spiritual relationship with God.

Camp Homewood is located on a 200 acre, oceanfront property on Quadra Island, BC.

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Grade 9 Overnight Spiritual Retreat @ Southern Alberta Bible Camp, September 16 - 18, 2026

(Fees included in tuition)

We are excited about this opportunity to continue to build relationships and explore God in a deeper way. While we strive as teachers and staff to create enriched learning experiences where students can develop both intellectually and spiritually, we recognize that the best learning takes place outside the four walls of a classroom. In fact, the best learning takes place as we experience life. That is why we believe this retreat experience is so important.

Southern Alberta Bible Camp is situated south of Calgary on the shores of beautiful Travers Reservoir, only a few kilometers from Little Bow Provincial Park.

Grade 9 Mission Trip to Mexico, February 12 – 19, 2027

(Cost approx. \$2500.00 – Fundraised in Grade 8 & 9)

The Mexico Mission Trip allows us to carry out our mission to serve through love. This trip is the culmination of leadership and spiritual development for our grade nine students. The chief goal of the trip is to build houses for families without a safe home, but the trip is so much more. Students are prepared to lead VBS style programs with children ministries in orphanages and churches, present mimes and share testimonies for various community initiatives such as senior citizen shelters, local schools, as well as churches. At the same time, students are immersed in an environment where they are challenged to take ownership of their spiritual relationship with God and to build in deeper practices such as devotions and prayer through the leadership and ministry of Youth With A Mission. Please check out their website at: www.ywam.org

Grade 8 & 9 Fernie Ski Trip, January 20 - 22, 2027

(Fees included in tuition with the exception of rental equipment)

The ski trip is an extension of the Physical Education program – fulfilling the “outdoor pursuits” outcome of the Alberta Education curriculum. We also leverage this trip as another opportunity to retreat, build community and experience Christ.

GCA Travel Club Europe Expedition, March 29 - April 11, 2027

During Spring Break, Grade 8 Travel Club, under the direction of Mr. Robertson, will go to Prague, Vienna, Venice, & Rome to explore God’s world and His people through history and culture explorations. This trip is not fundraised and parents are welcome to participate.

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Trip Fundraising

Because of the costs for these amazing experiences, the school will provide several opportunities for your family to fundraise. They cover a variety of methods - selling products like apples, flowers, and gift cards, and a silent auction. We highly recommend that you make use of these fundraising opportunities.

Davison Orchards Apple Fundraiser (For Grade 7 - 9 families)

August/September

All profits raised by a student goes into their individualized accounts in finance office

Purdys (For Grade 7 - 9 families)

November/December

All profits raised by a student goes into their individualized accounts in finance office

Spring Hanging Baskets (For Gr 7 & 8 families)

February/March - May delivery

All profits raised by a student goes into their individualized accounts in finance office

Fundscrip – (For Gr 7 to 9 families)

November/early December delivery

This is an opportunity to purchase gift cards (including groceries) and receive a percentage back, which is collected in your student's trip account.

Mexico Online Silent Auction – TBD (November)

This school wide community event is open to all GCA families and friends. This event is organized by our Grade 9 families and students to fundraise for their Grade 9 Mission Trip houses.

Volunteer Opportunities in Junior High

We are grateful at GCA for the tremendous support and hard work of our parents. We could not begin to achieve what we do without your help. While the opportunities to volunteer on a regular basis diminishes in Junior High, there are still a number of needs.

- Delivery days for fundraisers - assist with inventory delivery and sorting into family orders
- Homeroom parent contact - assist and support the classroom teacher with recruiting parents and building community within the classroom families - perhaps collecting hamper items in the fall, helping with a family in need, or supporting the students and teacher in prayer
- Field trip chaperones
- Grade 6 Outdoor Education chaperones
- Compassion care opportunities

Please contact the Junior High Office if you are able to volunteer for any of the above events.

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Student Attendance and Punctuality

Students are to be in attendance at school and at school functions. If a student will be absent from class at any time, the school office must be notified through the school absence report on the school website, by email to the homeroom teacher (please include absences@gcaschool.com), by telephone, or in writing. Students who are absent due to illness for a period of more than three school days will be required to obtain a medical note from a medical certifying the student's health and the absences. The medical note must have the following information (clearly written):

Student's name, date of letter, date(s) of absence, reason for absence & doctor's signature.

Tardiness

Students need to be in their homeroom by 8:30 am. If a student arrives after 8:30 am, he/she must first come to the office to sign in. All Lates will be recorded using PowerSchool for all periods/classes. Students who have an unexcused Late will serve a lunch detention.

PA Announcements

Announcements happen every morning at **8:30 am** at the beginning of Homeroom. This would be the time for any special announcements, including announcing student birthdays (the office provides a daily list) along with any athletic/other updates. Homeroom classes will take turns weekly providing the announcements.

Student Arrival & Pick Up Time

Students may be dropped off on school property **AFTER** 8:00 am. Supervision is not available for students until this time. At that time students can visit with their friends outside as teachers will be in the classrooms preparing for the day. At the 8:17 am bell, students are able to proceed inside to their lockers and homerooms. In the case of extreme cold, students are allowed in the building at 8 am. Students are required to leave the school grounds by **3:50 pm** unless they are involved in sports teams or fine arts rehearsals. Again, supervision is not provided after school.

At lunchtime, all students must eat their lunch in the cafeteria (unless there is a supervised activity/meeting with an adult). During lunch recess students are permitted to leave the cafeteria but **MUST** be in one of the following supervised areas:

1. Outdoors
2. Learning commons (for study hall or detention)
3. Classroom supervised by the respective teacher

Recess in homeroom classrooms are only allowed when there is inclement weather. An announcement by administration or designate will be given over the PA.

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Leaving School During the Day

In the event that a student has to leave the school during the school day, permission must be received from the parent. Students must not leave the school for appointments or any other reason without first notifying the school office. The student or parent must sign in and out recording the time and reason.

Students **are not allowed** off campus **anytime during the day** from drop off to pick up time, unless supervised by a staff member or the parent. Trips to 7-11 are not allowed during the school year unless authorized by the administration.

Extended vacations beyond the set school holiday periods are discouraged. It is the student's and/or parent's responsibility to ensure they catch up on the work which was missed.

Grade 9 Students Off-Campus

Grade 9 students are mature leaders in our community and therefore will have the privilege to go off-campus for lunch on Fridays or the last day of the week. In order to do this they must have submitted a signed parent consent form that will be sent home in September. If there is misbehavior or tardiness with this privilege - it will be rescinded for that student. The program will commence in October.

General Information

Lunch Food Delivery

Parents are certainly welcome to drop off lunches at the Junior High office. Third party food delivery services such as "Skip the Dishes" will not be accommodated.

School Bus Transportation Policy

The regulations governing students attending GCA also cover GCA students while traveling to and from school on the GCA bus system. Students must remember that they are responsible for their conduct and violation of school rules will lead to loss of riding privileges or suspension from the school. In these cases, bus fees are not refundable. The driver is in full charge of the bus, and the driver's directions must be obeyed.

General School Bus Policy

Students must conduct themselves in a quiet courteous manner, showing consideration for the comfort and safety of others. Under no circumstances are children allowed to stand up during the ride. Fighting, littering and/or the use of obscene language on the buses will not be tolerated. Students must not distract the bus driver with portable devices or rowdy and loud conversation. The driver will report misconduct to the School Administration. All school policies apply while on the bus.

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Lost and Found

PLEASE LABEL ALL ARTICLES OF CLOTHING, SHOES AND SCHOOL SUPPLIES.

The general “Lost & Found” box(es) for the whole school are located in the cafeteria, under the theatre steps. (There is also a smaller box in the junior high hallway, near the Learning Commons, which will periodically be emptied and brought to the general Lost & Found.) Lost & Found articles will be displayed every so often on tables in the cafeteria for students to claim.. Unclaimed articles will be sent to a charity at the end of each term.

Cafeteria Accounts

For CAFETERIA questions or concerns, please email cafeteria@gcaschool.com or call 403-254-4085.

In order to pay for cafeteria lunches and snacks, parents create an account with MyKidsSpending (mykidsspending.com). This allows parents to track item by item the snacks, drinks, and meals that their children are purchasing. Money can be added to this account either online through your MyKidsSpending account, or in person at the cafeteria. Please refrain from making in-person deposits between 11:25 am and 1:00 pm daily, as the cafeteria staff are very busy serving students lunch. If your account is in arrears, the cafeteria manager will contact you after which point your child may not receive their lunch until the account has been settled.

Monthly menus and ordering links can be found at:

<http://www.gcaschoolevents.com/cafeteria>

Student School Supplies

Textbooks are supplied. Other supplies are the responsibility of the student. Reimbursement for any textbook damaged or lost is expected. Each student will furnish his/her own ESV (English Standard Version), hard copy. A complete list of required school supplies for each grade (and for Art) is available on the school website: www.gcaschool.com. Parents are welcome to purchase supplies themselves or can take advantage of ordering through School Start, a link from which is on the grade supply lists.

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Library (Learning Commons)

Our library is stocked with items suitable for recreational reading, research, and personal growth. Junior high students are able to check out two books at a time from the Learning Commons for two weeks at a time. If overdue, fines are \$0.10 a day per book until the book is returned. Fines are not charged for weekends or holidays or the days that students are sick. Books that are lost or damaged must be paid for by the student/family.

Any outstanding fines/overdue books must be paid/returned in order for the student to receive their yearbook in June.

Questions regarding our library policy (or suggestions for additions to our catalog!) can be directed to k.bakker@gcaschool.com.

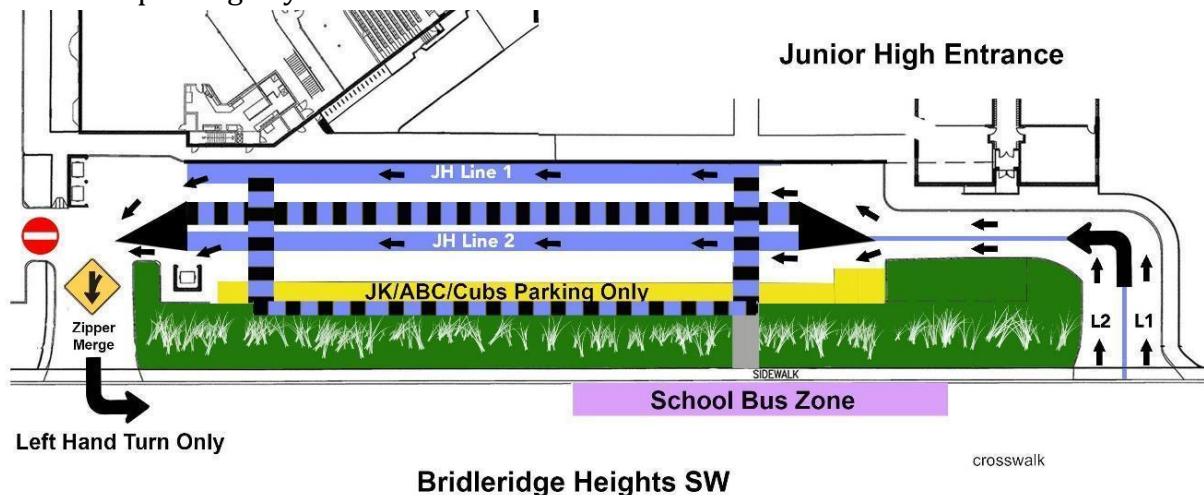
GCA Yearbook

Supervised by a team of teachers, students with an interest in graphic arts are welcome to join the team to help develop the GCA Yearbook.

Parking Lot & Crosswalks

Safety for everyone in our parking lots is of utmost importance. Everyone plays an important role in ensuring safety as you drive through our parking lots.

- Follow traffic flow patterns between 7:30 am and 4:00 pm (see map for details).
- Maximum speed is 15 km/hour or SLOWER on school property.
- Cell phone use is prohibited when driving through the parking lots.
- ALWAYS use a CROSSWALK when going through the parking lots between 8:00 to 8:45 am, and 3:00 to 3:45 pm
- Keep the FIRE LANE and CROSSWALK areas clear at all times.
- NO UNATTENDED vehicles are to be left along the curbside.
- No parent parking in the staff designated rows from 7:00 am to 4:00 pm.
- Only designated recipients are permitted to use the "RESERVED PARKING" spots obtained through GCA Auctions.
- Handicap Parking Permits are required in order to use the handicapped parking spots.
- No double-parking anywhere in the lots.



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School Safety

All students are covered by accident insurance as part of their registration fees. This covers the student on the school grounds or in school related activities. In the event of an accident on the school grounds an accident form will be completed at the request of the principal. Should a student be injured at school the parent will be notified. When transporting students in private vehicles to and from school activities, seatbelts must be utilized.

Locker Rooms and Lockers

Lockers are provided for all students. Junior high students are required to lock their lockers (provided by the school) and carefully guard the combination code. Replacement cost for lost or damaged locks is \$10.00. The care of personal equipment is the responsibility of the student. Students will be required to pay for any such damage. Additional lockers & locks are assigned in the respective change room for PE purposes.

Financial Information

Tuition Fees

Tuition fees are determined on an annual basis and will be communicated to parents in January/February of each year. Tuition fees for the following school year are due on June 1.

Payment Options

Various methods of payments are accepted including cash, cheque, and debit. We also have a preauthorized payment plan for monthly withdrawals.

Overdue Accounts

Outstanding balances carried on an account past June 1 will be subject to an administrative fee of \$100.

Financial Aid

If you are a family in need of financial assistance for tuition fees, please contact Lyden Price, Director of Finance, to discuss details at 403-254-9053 or l.price@gcaschool.com.

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Withdrawals

As all school fees are based on a 12 month commitment (June 1 to May 31), should a parent decide to withdraw his/her child(ren), a minimum 30 days written notice is required. Parents are responsible for payment of school fees for the entire time their child is enrolled, including the required notice period. If the notice period ends in the following calendar month, payment for that entire month will be retained.

Please note that the same terms apply to any changes to registration in the Bussing Program, Music Academy, and Out-of-School Care Programs.

Donations

To donate for a tax receipt, please contact Lyden Price, Director of Finance, at 403-254-9053 or l.price@gcaschool.com for details.

Tax Receipts

Tax receipts will be issued in February for the preceding year.

Medical

Parents/Guardians are to disclose any medical situations pertaining to their child(ren) to GCA in the registration/verification form specific to their child. A specific *medical plan* must be completed and signed by the parent/guardian when a student has specific medical circumstances (i.e. Diabetes, life-threatening allergies, or other diagnosed diseases or situations).

Student Illness

Students are not to be sent to school if they have a fever, an acute cold, difficulty breathing or wheezing, significant nasal discharge, uncontrolled coughing, display influenza-like symptoms or if they have vomited within the last 24 hours. A “sick child” is one who cannot participate fully in the activities of the day due to their sickness, including outside play during recess times. We ask that if your child is sick, they stay home until having recovered for at least 24 hours, allowing them to participate in the daily school routines.

Children with strep throat, Impetigo, Pink Eye, or other Communicable Disease requiring diagnosis are to be on prescribed antibiotics *for at least 24 hours* before returning to school.

Should a student develop a headache, nausea, or not be feeling well during the school day, the child will be given an opportunity to rest in the Junior High Office and/or call parent/guardian. After resting, if the child is still not feeling well, GCA staff will contact the parent/guardian or emergency contact to pick-up their child.

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Should a student vomit, have diarrhea, or develop a fever (38 degrees C or higher), the parent/guardian or emergency contact will be contacted and required to pick-up their child.

Alberta Health Provincial Guidelines and Procedures are followed at GCA, and GCA's Public Health Nurse Liaison is contacted should any medical concern at GCA arise.

Students who are absent due to illness for a period of more than three school days will be asked to obtain a medical note from a medical doctor certifying the student's health and the absences. The medical note must have the following information (clearly written): student's name, date of letter, date(s) of absence, reason for absence & doctor's signature.

Medication

Doctor assigned medications that are to be administered to the student during school hours must have a written request completed by the parent/guardian on the *GCA Authorization to Administer Medication* form. This includes the start and end date if applicable, the medication in the original labelled container with the child's name on it, and the medication administration instructions confirmed.

Medications administered when at school include doctor prescribed insulin, Epi-pen, inhaler, Tylenol/Advil, or other prescription medication.

GCA will not provide "over-the-counter" medications, such as antihistamines, Tylenol or Advil, etc. to the student without prior consent from parents.

First Aid

There are GCA staff members who are trained in First Aid procedures, and are available when needed. First Aid for minor cuts or bumps will be treated with bandages and/or ice.

A large injury (which may include a major cut or bump, bruising, a significant bump to the head, etc.) that has occurred while at school will result in a phone call by GCA staff to the parent/guardian, and an *Accident Report* will be completed by staff to document the situation. In the event of a serious injury or illness, GCA staff will call 911 should additional medical assistance be required (followed by a notification to the parent/guardian or emergency contacts by phone). Payment for all fees incurred in association with a medical emergency will be the sole responsibility of the child's parent/guardian.

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Head Lice

Lice are small insects that live on people's heads. To prevent the spread of lice throughout the school community, the following procedure is to be followed.

- Parents/Guardians are responsible for contacting the school when head lice are detected on their child.
- Any student who has live head lice are requested not to return to school until they have received head lice treatment, and the nits (lice eggs) are removed/picked from the child's head as well.

To stop the cycle of head lice from circulating throughout the school community, we strongly recommend that regular checks are completed by the parent/guardian and follow-up treatments are administered as required.

For further information, please contact:

<https://myhealth.alberta.ca/health/pages/conditions.aspx?hwid=hw51114>.

Vaccinations

GCA will send home information and documentation from the Alberta Public Health Authority, with the applicable aged students, regarding vaccinations.

There are opportunities for parents/guardians to have their child(ren) receive vaccinations at GCA at the designated dates/times throughout the school year by the Public Health Nurses. Participation in these vaccinations will only occur with parent/guardian signed permission and completed Public Health documentation.

Anaphylaxis/Life-Threatening Allergies

The students, the students' families, school personnel and the school community share in the responsibility to provide a safe environment for all. It is recommended for students with severe allergies to wear a Medic-Alert bracelet.

Specifically, students with life-threatening allergies and their families are responsible for the training and practice of avoidance strategies, and providing information and medication for emergency procedures. Students are strongly encouraged to carry their Epi-pen on their person. If a child has two epi-pens, GCA can store the second Epi-pen in the Elementary office.

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GCA is a “nut aware” environment. Please avoid sending any food items containing nuts to be personally eaten or shared with students. This includes Nutella, foods that “may contain nuts”, tree nuts, peanut butter, etc. The understanding and support by members of the school community is crucial in providing these anaphylactic children with an environment to reduce this medical concern. We all play a role in reducing the risk of a dangerous and frightening anaphylaxis situation from happening at school. Avoidance of the allergen is the only way to protect someone known to be at risk of anaphylaxis; however, no individual or organization can guarantee an “allergy-free” environment. Should you bring any food items to be shared with the class, please ensure that you have confirmed that there are no nuts/may contain nuts in the product. When possible please include a list of ingredients for food items that are meant to be shared. It is imperative that we all teach children to respect this very serious, life-threatening situation and discourage teasing or threatening of the allergic child.

Clear procedures and annual training are in place at GCA for an emergency response required to assist in an anaphylaxis life-threatening emergency, including allergy aware certification.

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School Uniforms

Students must be dressed in “approved” school uniforms while present on the school grounds and on official school approved field trips. GCA parents are responsible for purchasing the uniforms directly from the supplier, Top Marks. Parents should contact Top Marks directly for uniform fittings and ordering. They may be reached at the following web address: www.topmarks.ca. School code is GLE01. GCA also offers a second hand uniform sale during the school year.

Official Uniform

(for first day of each week and special days)

“Official” uniform for boys (6-9) is as follows:

- Navy pants, short or long sleeve blue Oxford shirt, navy crested sweater vest, Top Marks navy & gold striped uniform tie, navy/black dress socks, and a black belt
- **All Black non-marking shoes are required (with black laces if applicable)**
- **Sandals (Slides, Birkenstock, etc.) are not appropriate footwear**

“Official” uniform for girls (6-9) is as follows:

- Navy kilt, (**no more than two inches above the knee,**) short or long sleeve blue Oxford shirt, navy crested sweater vest, navy or black knee high socks or tights (**no leggings**) **OR**
- Navy pants, short or long sleeve blue Oxford shirt, navy crested sweater vest, navy or black dress socks, and a black belt
- **All Black shoes are required (with black laces if applicable),**
- **Sandals (Slides, Birkenstock, etc.) are not appropriate footwear**

Regular Uniform

“Non-official” approved apparel (for non-official uniform days):

- Top Marks Navy crested cardigan
- Top Marks Navy V-neck crested Pullover
- Khaki Pant – Top Marks or Halpern’s only
- Khaki Walking Short – April 1 to Thanksgiving Only
- Short Sleeve Golf Navy Golf Shirt or Top Marks Light Blue
- Long Sleeve Golf Navy Golf Shirt or Top Marks Light Blue
- Rugby crested Rugby Shirt – Boys Only
- Girls/Ladies Grey cardigan – Girls Only
- **ALL BLACK shoes are required (with black laces if applicable)**
- **Sandals (Slides, Birkenstock, etc.) are not appropriate footwear**

HATS and head coverings are NOT to be worn inside the building.

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MEXICO HOODIE FRIDAYS - to raise support for the Grade 9 Mexico Mission trip, students will be permitted to wear the 2026-2027 Mexico hoodie/sweatshirt in classes on Fridays. Only the 26/27 hoodies will be allowed in order to promote support for building FIVE houses in Mexico this year.

Physical Education Dress Code

Official gym strip is required including white socks and gym running shoes, non-marking

- Distribution will be during the first couple weeks of PE classes.
- Payment (\$30 for full gym strip - tshirt & shorts) can be made online through the Store on the Parent Portal
- Students are expected to have outdoor gym shoes when going outside for PE class and other shoes when using the gym.

Personal grooming and appearance

To maintain an effective learning environment, where attention is not drawn to the individual, we ask that students dress modestly when choosing accessories. This includes the following areas: jewelry, headbands, nail polish, hair color, piercings, & tattoos. Students are to be well groomed in their appearance. All students are expected to have a natural toned hair color.

Dress Code for Casual & Uniform Days

The dress code is aimed at establishing and maintaining reasonable standards of dress for all school activities. Good taste and judgment in the selection of clothing worn to school is expected. Styles in dress and grooming become unacceptable when they distract, are unhealthy, unsafe, or offensive to others. Clothing should be clean, tidy and appropriate for an educational setting.

- Clothing should not compromise modesty. Clothing such as spaghetti straps, halter tops, tube tops, muscle shirts, backless tops/dresses or see-through attire shall not be worn at school. Clothing should not be too tight or too loose. Shirts and pants must be friends (and need to meet all the time!)
- Clothing that exposes inappropriate areas shall not be worn. This includes undergarments, shoulders, and midriffs. Skirts, dresses and shorts need to reach at least the mid-thigh. Pant legs cannot be so long that they drag on the ground.
- Outdoor attire will be removed and kept in lockers during school hours - this includes hats, gloves, jackets, coats, backpacks, purses.
- No spray cologne, perfume, body spray deodorant. Many people are affected by excessive odors.

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- No accessory paraphernalia such as chains, sunglasses, bandannas, studded bracelets, collars, etc.
- School approved PE gear is mandatory for reasons of safety.
- Obscenity or violence is not tolerated in our school; therefore, clothing and personal belongings with obscene sayings are not acceptable such as: drug paraphernalia/sayings, violent scenes or inappropriate messages (i.e. beer logos, sexual or drug connotation).
- Sleepwear is for sleeping and we don't encourage sleeping at school.
- Shoes must be worn at all times in case of an evacuation drill. Indoor shoes must be non-marking.

Students who do not comply with the dress code will be asked to change clothing, change into their gym strip, be kept in the office area, or sent home in order to dress appropriately. The staff may determine which articles of clothing contravene our dress code.

Dress Code - Shoe Policy

GCA Shoes - We ask that all students wear black shoes while attending classes as part of their uniform. A small amount of white is allowed on the shoe (no other colors), limited to small logos and/or the midsole. No white toecaps. Black or white laces are allowed. Use the pictures below as a guide:

Best Option



Acceptable



Not Allowed



**Only Closed Toe Shoes
NO CROCS or SANDALS
ALLOWED**



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Code of Conduct and Discipline

Background:

GCA was established by FAC to educate children in a biblical Christian worldview within the Alberta curriculum in accordance with our Mission, Vision & Core Values³, and Statement of Faith². All activities within the school are in alignment with our Mission, Vision & Core Values³. Parents have made an informed decision to place their children in GCA because of our Christian focus, obligating the school to be consistent in the delivery of our religious values^{2,3} in all school activities.

Staff Code of Conduct

GCA commits to the following:

1. With respect to students, we will:
 - Intentionally encourage each child in their spiritual formation and growth
 - Hold students accountable to be responsible for their actions
 - Strive toward God given potential in all aspects: physically, academically, socially, emotionally, morally and spiritually
 - Educate children in a Biblical Christian worldview within the Alberta curriculum in accordance with our Mission, Vision & Core Values³ and Statement of Faith²
 - Provide a safe and caring environment
2. With respect to school community, we will:
 - Provide clear and consistent communication with parents
 - Deal with conflict and concerns following the pattern of Matthew 18:15-16, 21-22 (ESV)
 - Wisely steward the resources entrusted to our school
 - Provide opportunities for parental involvement
 - Show respect for your child and your family
3. With respect to school climate, we will:
 - Reinforce the worth of students, teachers, and staff while at the same time recognizing individual differences
 - Provide a safe and caring environment with a strong sense of community
 - Develop appropriate, positive and professional relationships with students and parents
 - Communicate clearly and openly with parents

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4. With respect to teachers and staff, we will:

- Set an example of Christian character¹ and commit to grow in Christ in front of the students, parents, and peers
- Demonstrate respectful interaction with students, parents and co-workers, refraining from favouritism
- Commit to professional development including lifelong learning and graduate level education
- Provide a mentoring program for new teachers and staff
- Encourage extra-curricular activities, as we believe these activities are a vital part of a student's learning

5. With respect to curriculum, we will:

- Teach the Bible
- Integrate Biblical worldview² principles in all courses
- Develop Christian character exemplified but not limited to love, joy, peace, patience, kindness, self-control, goodness, gentleness and faithfulness (Galatians 5:22-23 ESV)
- Promote life-long learning
- Promote the use of technology so that students and staff will be competent in integrating technology into the school curriculum
- Promote and maintain high academic standards along with a strong commitment to athletics and the arts

6. With respect to school facilities:

- Excellent resources will be provided to augment our programs
- The school environment will be clean and well-maintained
- An ongoing program of upgrading school facilities and equipment will be a priority
- The facilities will provide for a safe and protective environment

The GCA Board, principals, vice-principals, teachers, and support staff of GCA commit to the above to the best of our ability.

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Discipline Protocol

Redemptive Discipline Model

Specific discipline methods may vary depending on the developmental level of the children (1 Cor. 13:11), the cultural context (1 Cor. 9:22), and the individual needs and giftings of the teacher and the students in the classroom (1 Cor. 12). The following is a set of guiding questions that educators can use to assess discipline programs and guide the development of their own approach to discipline:

- 1. Does this approach to discipline address the whole child as an image-bearer?*
Does it focus on behavior, compliance, and “being good?” Does it treat the child as a fallen image-bearer whose greatest need is redemption and growth in obedience to God?
- 2. Does the approach balance respect for and obedience to authority with authority figures who are loving, patient, and consistently seek to build relationships with students?*
Does the approach foster positive, caring relationships that also point students to the truth and their call to obey God and authority figures?
- 3. Does the approach allow teachers and administrators to treat students as individuals and consider the normative, situational, and existential perspectives?*
Does the approach elevate one perspective—rules, the practical needs of the moment, or social/emotional factors—while discounting the others?
- 4. Does the approach have a clear goal for student growth and reconciliation that is aligned with the biblical metanarrative of redemption?*
Do teachers and students have a larger vision for discipline and understand that it is shaping students’ lives for a larger purpose of becoming like Christ, or is the purpose simply establishing order so that the teacher can teach? Does the discipline process guide students to be agents of reconciliation and restorers of shalom? Order and instruction are important, but Christian education should always be guided by God’s larger, eternal purposes for his glory and his mandates to love God and one’s neighbor.
- 5. Does the approach recognize that discipline is part of the greater work that the Holy Spirit is doing in the mind, heart, and life of each student?*
Is grace and the gospel message clearly communicated through the approach to discipline? Is the approach integrated into the school’s larger approach to spiritual formation and character education? Does it guide the teacher to depend on prayer (for the student and the teacher) as a key component of the discipline process? Discipline represents a powerful opportunity for discipleship, to apply God’s truth directly to the life of the child and in an immediate circumstance. It is where the truths taught in Bible classes and chapel programs can be worked into the life of the child. While it requires sensitivity and wisdom on the part of educators, it ultimately depends on the work of the Holy Spirit in the student. This is our motivation to infuse every aspect of the discipline process with prayer for students.

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Student Code of Conduct

Consistent with Section 13 of the School Act and in adherence with the mission, vision, and core values, and Statement of Faith of GCA, each student is responsible for acting positively in support of a welcoming and caring learning environment by:

1. Showing respect to God and GCA by:

a) Treating other students with respect.

- respecting individual differences and refraining from favouritism
- refraining from and refuse to tolerate bullying whether in or outside of the school or school hours (verbal, physical, written or electronic)
- informing a responsible, trusted and caring adult in a timely manner of incidents of bullying, harassment, intimidation or other unwelcoming or uncaring acts
- conducting oneself in a manner that contributes to a welcoming, caring and respectful and safe learning environment that respects diversity and fosters a sense of belonging
- being attentive in class and respecting others' right to learn
- supporting the principle found in Matthew 18:15-16;21-22 where I am asked to resolve all conflicts with the individual(s) involved rather than discussing the issue with others

b) Treating myself with respect.

- being accountable for individual behaviours to teachers and school staff
- knowing and following the rules of the school
- refraining from all forms of blasphemy and profanity (written, verbal and gestures) James 3: 8-10
- doing my best to regularly attend school each school day
- arriving to school on time in order to be a part of daily devotions
- doing my very best to complete all assignments, prepare adequately for all tests, and actively pursue learning

c) Treating GCA with respect.

- acknowledging and respecting the authority of teachers, staff and volunteers
- following the GCA uniform and personal appearance guidelines in such a way that I show a pride and respect for my school
- respecting the physical building of the school and treating it with care ensuring myself and others do not vandalize the property
- valuing the property of the school and others by ensuring that there is no theft

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2. I will honour God and the character of GCA by maintaining a high standard of Christian conduct both on and off campus.
3. I understand that any use of alcohol or illegal drugs may result in my suspension or expulsion from GCA.
4. I understand that I am responsible for my actions and where needed, discipline at school will be administered with grace and with the intent of teaching me the right way to live (Heb. 12:11).
5. I will make every effort to guard my own heart against the things that would cause me to stray from the Student Code of Conduct (Prov. 4:23, Phil. 4:6-7).

Unacceptable Conduct & Consequences

Unacceptable behaviours that may negatively affect a member of the Glenmore Christian Academy 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:

- *Discrimination.* In keeping with the *Alberta Human Rights Act*, no student or person may discriminate against a person 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 defined as 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 or more individuals in the school community, including psychological harm or harm to an individual's reputation.
- Physical violence.
- *Acts of retribution* against an individual who has intervened to prevent bullying or informed about bullying or other unacceptable behaviour.
- *Illegal activities* including, those involving illegal or restricted substances, possession, or use or threat of use of weapons, and theft or damage to property.

Students are expected to conduct themselves as responsible members of the GCA community.

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. An individual found to have engaged in unacceptable conduct may be subject to possible suspension or expulsion.

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Remediation and Support

In order to foster a positive learning environment, GCA 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 require perpetrators of unacceptable conduct to improve their conduct.

Supportive actions GCA may provide, 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
- Counselling or Pastoral Support
- Restorative justice processes
- Referral to outside social agencies

I have read this Student Commitment and agree to abide by it and to support it to the best of my ability.

NOTE: This form applies to ALL students from Kindergarten through Grade 9. We request that parents of students in Kindergarten through Grade 3 read and go through this Code of Conduct in a meaningful and age appropriate way.

***Students in grades 4-9 will be required to provide a signature on the verification form showing commitment to the above.**

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Parent Code of Conduct

As Parents/Guardians, I/we commit to:

1. Modeling respect for God and GCA as set out in the Student Code of Conduct¹ and Statement of Faith².
2. Supporting my child(ren) in being exposed daily to the reading, teaching and memorizing of Scripture, to praying and to worshiping God through music, singing and acts of service.
3. Showing respect by our actions and our words as we interact with teachers, staff, volunteers, the Board of Directors and students. (1 Corinthians 13:4-7, Ephesians 4:32, Ephesians 5:1, Matthew 7:12 NIV)
4. Following the principle found in Matthew 18:15-16, 21-22 (NIV)
 - I will seek to resolve all conflicts with the individual(s) involved rather than discussing the issue with others.
 - I will not seek to resolve conflicts directly with other students.
 - It is agreed that any discussion shall not take place in front of my children and other students unless that person is directly involved.
 - If the conflict remains unresolved, I/we will discuss the matter with the next person in authority.
 - Generally, the line of authority is as follows:
 - Teacher, Vice-principal, Principal, Head of School, GCA Board of Directors
5. Supporting and ensuring our child(ren) to regularly attend school, arrive at school on time, complete assignments and adequately prepare for tests.
6. Sharing with GCA the responsibility for the discipline of my child on campus and during school sponsored events. If unacceptable student behaviour is discovered, the principal may investigate to verify the facts and act in the best interest of GCA and my child.
7. Supporting that discipline at GCA will be administered with grace and with the intent of teaching my child to live a righteous life (Hebrews 12:11 NIV).

As parents/guardians we commit to the above and agree to abide by it and to support it to the best of our ability.

NOTE: *All parents will be required to provide a signature on the verification form showing commitment to the above.

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GCA Discipline Policy

"Be devoted to one another in brotherly love. Honour one another above yourselves.

Do not repay anyone evil for evil. Live at peace with everyone." Romans 12: 10, 17a & 18b

CONDUCT - STUDENT DISCIPLINE

GCA is dedicated to guiding young people to apply Christian principles in their daily living. As God's creation, all individuals are of infinite worth and each has a unique personality. We value each student and love them with God's love.

GCA wishes to ensure a safe and caring school environment, fostering and maintaining respectful, responsible and self-disciplined student behaviour, so that effective learning and teaching can occur. GCA's goal is to maintain students' self-esteem while developing students' self-discipline. Self-control is important in leading a Godly life. Staff reinforce positive student behavioural attitudes and habits.

Appropriate student behaviour includes, but is not limited to: respect for self and others, respect for authority, honesty, cooperation, courtesy, responsibility, empathy, compassion, honour and displaying the Fruit of the Spirit (Gal. 5:22 & 23).

In addition – students' responsibilities are defined in Section 31 of the Education Act:

STUDENT RESPONSIBILITIES

A student, as a partner in education, has the responsibility to

- a) Attend school regularly and punctually,
- b) Be ready to learn and actively engage in and diligently pursue the student's education,
- c) Ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- d) Respect the rights of others in the school,
- e) Refrain from, report and not tolerate bullying or bullying behavior directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means,
- f) Comply with the rules of the school and the policies of the board,
- g) Cooperate with everyone authorized by the board to provide education programs and other services,
- h) Be accountable to the student's teachers and other school staff for the student's conduct, and
- i) Positively contribute to the student's school and community.

Inappropriate behaviour may include, but is not limited to: significant disruptions, on-going willful disobedience, physical aggression, fighting, profanity, vandalism, disrespect to authority, possession/use of weapon, stealing, threats to student/staff, ridicule, sexist or racist language, harassment, intimidation.

Primarily, Parents/Guardians shape their child's behaviour and attitudes. GCA constructively partners with families, as we work together in developing students' respectful, responsible and self-controlled behaviour.

GCA is working to implement anti-bullying strategies and procedures.

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Inappropriate Behaviour Procedures

When dealing with inappropriate student behaviour, GCA follows Redemptive Discipline principles. (see Redemptive Discipline Procedure)

The Teacher deals directly with student:

- Corrective teaching; warning with expectations and logical consequences clearly communicated
- Reprimands are meaningful, short & concise
- Follow through on consequences
- Focus on behaviour, not value as a person
- Use Scripture to reflect God's principles to change behaviour
- Document repeated behaviour

Teacher contacts Parent/Guardian

- Send communication, phone call, email (can "cc" Admin)
- Document contact with parents
- Team effort – focus on same goal with the Parent/Guardian and school
- Team effort – solution/strategy for student success

Teacher involves Principal when:

- Serious behaviours occur (fighting, cyber-bullying, sexual harassment, threats, etc.)
- Documentation indicates student behaviour is not changing
- Chronic lates, absences and homework incompletions with documentation

Interventions and supports include, but are not limited to: GCA counseling, temporary withdrawal from the classroom, removal of privileges, recess detention, Individual Behaviour Plan, 5 Point Scale, police involvement, in-school suspension, out-of-school suspension, etc.

Interventions and disciplinary consequences are intended to preserve the dignity and self-worth of all involved & ensure a safe and caring learning environment.

Matthew 3:8 & Psalm 103:11-13 reflect the dual role of discipline and restitution creating a balance that allows for learning from mistakes, learning appropriate behaviours and making amends.

High Risk Behaviours

In order to enhance a sense of safety and security for all in our school, GCA responds to all high-risk behaviour concerns. In general, high-risk behaviours include, but are not limited to: possession of a weapon (including "anything used, designed to be used or intended for use in causing death or injury to any person, or anything used, designed to be used or intended for use for the purpose of threatening or intimidating any person" in accordance with the Criminal Code in Section 2), bomb threats, fire setting, verbal or written threats to kill or injure themselves or others. Violence or assault may be physical, emotional or verbal. Any person having knowledge of high-risk student behaviour, or having reasonable grounds to believe there is a potential for high-risk behaviour, should promptly report the information to the School Administration. Appropriate measures will be taken by the School Administration to deal with the situation in a proactive manner.