



Parent and Student Handbook

Parent and Student Handbook Index

CAA Administrative Team	4
What is a Charter School	5
Calgary Arts Academy:	
- Vision, Mission and Purpose	6
- Governance: Calgary Arts Academy Society Board	6
- School Council	6
- Calgary Arts Academy Foundation	6
Registration and Admission Procedure	7
Comprehensive Fees Schedule	8
School Operations:	
- Expectations	8
- Lunchroom Supervision	8
- Attendance and Lates	8
- Sign In/Out Procedure	9
- Dressing for the Weather	9
- Extra-curricular Activities	9
- Traffic and Parking Lots	9
- Playground Supervision	9
- Indoor Shoes	9
- Dress Code	9
Crisis Management Procedures	10
Medical:	
- Administration of Medicine	10
- Head Lice	10
Calgary Arts Academy School Culture	
- Guiding Assumptions and Expectations	11
- Problem Solving Model	12
- Logical Consequences	12
- Welcoming, Caring, Respectful and Safe Learning Environment Policy	12
Student Code of Conduct	14
Problem Solving Protocol	16
Regular Communication Between the School and Home	17
Student Assessment	17
Personal Technology Agreement	18
Volunteers, Visitors and Parents	18
Transportation	19
- Introduction	19
- Bus Stops	19
- Behaviour / Discipline	19
- Student Consequences	20
- Cameras	21
- Delayed Service	21
- Inclement Weather	21
- Large Items	21
- Musical Instruments	21

- Skateboards / Scooters / Rollerblades / Bicycles	21
- Noise	21
- Students per Seat	22
- Parent Concerns	22
- Parent as a Passenger	22
- Passenger Lists	22
- Riding a Different Bus	22
- Routes	23
- Creating Routes and Stops	23
- Route Inquiries	23
- Timeline for Changes to a Route	23
Summary	24

CAA Administrative Team

Calgary Arts Academy Education Campus
640 - 14th Avenue SE
Calgary, Alberta T2G 1E8
403-532-3020

Knob Hill Elementary School Campus
2036 - 20th Avenue SW
Calgary, Alberta T2T 0M2
403-229-3020

Website: www.caaschool.com

Superintendent
Mr. Dale Erickson

Principal
Ms. Michelle Stonehouse

Community Arts Coordinator
Mrs. Janice Nigh

Communications / Registrar
Kevin Loftus

Leadership Team

Mrs. Kimberly Hoey
Mrs. Rhonda Morrison
Mr. Dylan Thomas

School Hours

Main Office Knob Hill – 7:45 a.m. to 4:15 p.m.
Main Office Education Centre – 8:00 a.m. to 4:30 p.m.

Knob Hill Elementary School Campus
Kindergarten Morning – 8:33 a.m. to 11:18 a.m.
Kindergarten Afternoon – 12:14 p.m. to 3:00 p.m.
Year 1 to 3 – 8:33 a.m. to 3:00 p.m.
Lunch: 12:00 p.m. - 1:00 p.m.

Calgary Arts Academy Youth Campus Education Centre
Education Centre Year 4 to 9 – 9:00 a.m. to 3:30 p.m.
Lunch: 12:15 p.m. – 1:00 p.m.

Calgary Arts Academy School Calendar

The complete calendar for the current school year may be viewed on the school website at www.caaschool.com.

1. What is a Charter School?

Public charter schools are autonomous public schools of choice that provide the Alberta curriculum, and each has a unique focus or delivery method to improve student learning. Currently, Alberta is the only province in Canada that has charter schools. Following approval of a charter school application, the Minister of Education grants a Charter. After demonstrating success according to the terms of the charter, a renewal of the school's charter may be granted by the Minister.

Charter schools:

- Are attended by choice
- Charge no tuition
- Have no religious affiliation
- Employ certified teachers
- Are locally governed; each has its own school board
- Encourage parental involvement
- Have a unique focus or delivery method
- Must teach mandated provincial curriculum
- Must administer Provincial Achievement Tests and any other tests the Minister prescribes
- Are not part of the large public boards in urban areas.

Resources

Charter Schools Handbook

<https://education.alberta.ca/media/3227599/charter-schools-handbook-september-2015.pdf>

The Alberta Association of Public Charter Schools

<http://www.taapcs.ca/>

2. Calgary Arts Academy

Vision, Mission and Purpose

Vision

“Children and community that value arts and learning...”

Calgary Arts Academy is an innovative and progressive school that engages children through Arts Immersion to become confident learners and spirited citizens.

Mission

Our mission is to provide a collaborative, democratic learning community, empowering each individual to become self-directed, lifelong learners who value community-focused and citizen-based action, facilitated through effective communication, collaboration, critical and creative thinking.

Purpose

Our purpose is to promote the arts, foster academic excellence, practical skill building and spirited citizenship.

Governance: Calgary Arts Academy Society Board

Calgary Arts Academy Society Board shall carry out its duties in accordance with Provincial Legislation requirements and the Bylaws of the Society.

1. CAAS Board shall have full control and management of the affairs of the Society.
2. CAAS Board is not involved in the day-to-day operations of the school.
3. CAAS Board's main duties will be planning, policy development, appraising and adjudicating appeals, fundraising, and advocacy for Arts Education.
4. CAAS Board is responsible for establishing new policies and /or initiating reviews or revisions of existing policies that govern the operations of the school.
 - a. CAAS Board shall carry out its duties in accordance with the Societies Act and the School Act, section 60 and
 - b. CAAS Board shall operate the school in accordance with the Charter approved by the Minister.
 - c. CAAS Board will be elected by the Society to govern the operations of the school on its behalf.
5. The Board shall focus its efforts on the link between the Board and its members.

School Council

All parents are welcome to participate in School Council. School Council provides an opportunity for parents to advise the principal and school board respecting any matter relating to the school. Meetings occur on the first Tuesday of every month, or as otherwise posted, at 6:30 p.m. at the Knob Hill Campus.

Calgary Arts Academy Foundation

1. The CAAF Board is accountable to its membership, to the Calgary Arts Academy Society and to the Government of Alberta as indicated in the Societies Act.
2. The CAAF Board's main duties will be planning, policy development, and fundraising.

CAAF Board is responsible for establishing new policies and /or initiating reviews or revisions of existing policies that govern the operations of the Foundation.

3. Registration and Admissions Procedure

Registration

- complete a registration form and submit to the office
- date of submission will be noted on the registration form
- birth certificate and most recent report card with any supporting documents (IPPs, etc.) are required at this time
- children are required to be at grade level
(It will be at the discretion of the administration as to whether a child who is not at grade level will be admitted. In order for this to occur, it must be determined that the child can benefit from the curriculum and resources available at CAA.)

Orientation Meeting at the School

- all students and parents are required to attend a presentation at the school that will outline the program offered at CAA
- a meeting will be conducted by school administration and staff to ensure parents and students have a clear understanding of the vision, mission, purpose and expectations surrounding student learning and parental involvement

Student Audition (Years 4 to 9 only)

- students must demonstrate an interest in one of the arts
- the audition is meant to reveal student willingness to perform and commitment to the school, rather than their proficiency level

Acceptance

- Congratulations!

4. Comprehensive Fees Schedule

Comprehensive fees cover all student supplies and agendas, school newsletter costs, library supplies, 3 field trips per year, winter celebration t-shirt and, for Year 9 students, graduation fees. Some of the monies collected will supplement instrument purchases, library books, software, costume collections, supervisory staff and visiting artists. Year 1 to 9 student fees will supplement guest performances, speakers and physical education activities.

Additional fees may include:

- Busing
- Student Care
- Video productions
- Outdoor Pursuits
- Sports team expenses
- Performance Trips
- Year 9 Graduation
- Lunch Room Fees

The current schedule of fees can be found on the school's website under ["For Parents / Fees."](#)

5. School Operations

Expectations

Parents:

- volunteer a minimum of 10 hours – volunteer time is to be recorded using current procedures
- encouraged to attend Professional Development opportunities
- communicate positively with all stakeholders

Students:

- complete all learning contracts successfully
- participate in all opportunities positively
- attend all school performances for their age group
- demonstrate the Circle of Courage

Lunchroom Supervision

Please refer to the schedule of fees on the school's website.

There is **NO** special lunch equipment available to students (e.g. cafeteria, microwaves, kettles, utensils). Students are expected to bring their lunches ready to eat and neatly dispose of their garbage, recycling and compost in the bins provided.

Attendance and Lates

Regular school attendance and punctuality is expected from all. Please inform the school by note or telephone if your child is absent or late. This avoids unnecessary calls home.

Sign In/Out Procedure

Parents must sign their child out at the office if the student is leaving during the school day. Students must sign themselves back in upon their return that day. Parents are asked to wait for their children in the foyer by the office after signing out.

Dressing for the weather

Please ensure your child is suitably dressed for the weather.

Extra-curricular Activities

Extra-curricular activities will be provided during the noon hour and after school.

Traffic and Parking Lots

Knob Hill Campus:

Please do not use the staff parking lots to drop off and pick up students. Parking in alleys, in front of neighbours' driveways and otherwise impeding traffic is discouraged. Our community is asked to be respectful of our neighbours. We ask that parents ensure students use the crosswalk at the front of the school. Safety of students is our primary concern at all times.

Education Centre Campus:

Please do not use the staff parking lots to drop off and pick up students. We ask that parents drive on 14th Ave SE, on the South Side of the building, turn around at the turnabout and drop students directly in front of the Education Centre in the designated drop off zones. Please do not park in the roundabout because it interrupts the flow of traffic.

Playground Supervision

For safety reasons, please ensure your child arrives no sooner than 15 minutes before the beginning of the day. Should your child arrive earlier on occasion, please notify the school office.

At the end of the day, there is no adult supervision on the playground. Please ensure your prompt arrival to meet your child when the bell rings. Should you require supervision before or afterschool, please contact Student Care.

Indoor Shoes

All Kindergarten to Year 9 students are required to have one pair of indoor shoes. Students are required to change their shoes when they enter the building. Runners with non-marking soles are perfect, as they can be used for physical education activities indoors and do not scuff tile floors. Also, students need to have shoes on when fire drills are conducted.

Dress Code

We expect students to maintain acceptable dress and grooming practices to encourage a healthy atmosphere that promotes learning for all students. At Calgary Art Academy, we believe dressing for a variety of situations shows that a student has a high degree of self-respect and respect for others.

Unacceptable dress includes:

- clothing with inappropriate printing and messages.

Students who come improperly dressed will be asked to change.

6. Crisis Management Procedures

Crisis Management Procedures provides a plan of action to maximize the safety and security of all Calgary Arts Academy students and staff in cases of emergency.

Fire Drills

Calgary Arts Academy regularly participates in fire drill procedures so that all students and teachers practice orderly evacuation from the school. In order to ensure safety and security of students, there will be six fire drills per year. It is extremely important that the students wear indoor shoes when fire drills happen, especially during the cooler months.

In an emergency situation when Calgary Arts Academy has been evacuated, the designated evacuation site for students will be:

Knob Hill will relocate to the Richmond Road Diagnostic Centre.

The Education Centre will relocate to TransAlta Performing Arts Studios.

Additionally, at least three lockdown drills are conducted annually. Staff are well prepared to assist students in lockdown drills and the school enlists the help of the Calgary Police Service in ensuring that our procedures and responses are adequate.

Parents will be notified of an emergency via phone or email. **DO NOT** phone the school or the evacuation sites. Lines need to be kept clear for Emergency Services Communications and for contacting parents. In order to contact you as quickly as possible in an emergency, **PLEASE ENSURE THAT ALL CONTACT INFORMATION IS PROVIDED TO THE OFFICE AND IS CURRENT.**

Check our website for information, and keep your phone lines clear to await instructions. Students will remain under staff supervision until a parent or other authorized person can pick them up.

7. Medical

Parents or guardians are responsible for notifying the school of their child's health needs and are expected to provide timely and accurate information about health concerns that could affect their child or students and staff at the school. Health and medical concerns are to be reported annually on the appropriate forms.

From time to time, students become ill at school. We do not have a school nurse on site and it is an expectation that parents will assist promptly in the event of student illness.

Administration of Medicine

School personnel require authorization from parents to dispense medicine. All medicine will be secured.

Head Lice

Cases of head-lice occur frequently in schools. Please note that Calgary Health Authority staff does not check every student in the school for head lice.

8. Calgary Arts Academy School Culture

Guiding Assumptions and Expectations

We believe that all students have the right to:

- a safe and secure environment
- be treated in a caring manner
- learn and work in a positive environment
- be taught to use problem solving skills effectively.

We believe all people have the responsibility to:

- work and play safely
- treat people, property and the environment in a caring manner
- contribute to a positive learning community
- apply problem solving skills to resolve conflicts appropriately.

We believe that:

- a democratic community provides choices that are clear
- consequences for misbehaviour must be fair, logical and encourage self-discipline
- a supportive, caring environment fosters positive outcomes such as risk-taking, self-responsibility, personal development, a feeling of school community and a sense of accomplishment
- learning is a continuous process, which is personal and collaborative
- children are able to assume ownership for their learning when given voice, choice and support
- learning is enhanced through clear curriculum delivery and active involvement, which is meaningful and relevant
- learning is the shared responsibility of all contributors: the child, the family, the school and the community.

All staff has been trained to create a democratic school and classroom environment where choices are clear, discipline is logical and self-discipline is encouraged.

A democratic approach to behaviour expectations and discipline:

- establishes a climate of equality and mutual respect
- encourages students to be the best they can be in all aspects of their lives
- offers students a role in decision making
- offers consistent, logical and understandable guidelines for behaviour

Discipline is defined as, “instruction and practice designed to teach proper conduct or action.”

Misbehaviour is defined as, “any conduct which interferes with learning, threatens or is injurious to people or property.”

Students are given the opportunity to resolve conflict using the CAA Problem Solving Model.

Problem Solving Model

1. Discuss the incident
2. Identify the problem
3. Identify their role/responsibility in the incident
4. Choose an appropriate resolution
5. Choose alternative behaviour for the future

Logical consequences:

1. Writing an explanation of misbehaviour
2. Community service (sorting lost and found items)
3. Staying with an outside supervisor over the recess period
4. Removal from situation
5. Time out
6. Behaviour contract

When logical consequences occur for misbehaviour:

Step 1 – Staff and students initiate problem solving using the CAA model

Step 2 – If the problem is not resolved or persists, parents are notified

Step 3 – Behaviour contract is put in place

For more serious behaviour difficulties, it may be necessary to move to suspension. Suspensions will usually only occur when the incident has compromised the safety and security of others.

- Suspension (1 to 5 days, either in school or out of school)
- If behaviour persists suspension will become progressively longer
- Expulsion of a student would occur in consultation with the Charter Board and Superintendent

Welcoming, Caring, Respectful and Safe Learning Environment Policy

The Calgary Arts Academy Society Board ensures that all students, families and staff have a welcoming, caring, respectful, safe learning environment that respects diversity and fosters a sense of belonging.

Calgary Arts Academy Society Board affirms the right as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms of each staff employed by the Board and each student in the schools operated by the board.

Families, staff and students of Calgary Arts Academy will not be discriminated against as provided for in the Alberta Human Rights Act or the Canadian Charter of Rights and Freedoms. All members of the school community have the right to learn and work in an environment free from discrimination, prejudice and harassment.

Administrative Procedures

The Calgary Arts Academy Society Board respects and supports any student request to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging in accordance with section 16.1 of the School Act.

1. If one or more students attending a school operated by CAA Society Board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal shall immediately grant permission for the establishment of the student organization or the holding of the activity at the school subject to #3, within a reasonable time from the date that the principal receives the request, designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.
2. The students may select a respectful and inclusive name for the organization or activity, including the name “gay-straight alliance” or “queer-straight alliance”, after consulting with the principal. For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance”.
3. The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.
4. The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity is limited to the fact of the establishment of the organization or the holding of the activity, and is otherwise consistent with the usual practices relating to notification of other student organizations and activities.
5. Provides supports that respond to a student’s individual needs.
6. Respects an individual’s right to self-identification and privacy.
7. Maintains records in a way that respects privacy and confidentiality bound by the provisions of the *Freedom of Information and Protection of Privacy Act*.
8. Ensures dress codes respect an individual’s gender identity and gender expression.
9. Minimizes gender-segregated activities.
10. Enables students with diverse sexual orientations, gender identities and gender expressions to have full, safe and equitable participation in curricular and extra-curricular activities.
11. Provides safe access to washroom and change-room facilities.
12. Provides professional learning opportunities that build the capacity of staff to understand and support diverse sexual orientations, gender identities and gender expressions.
13. Uses a comprehensive whole-school approach to promote healthy relationships and prevent and respond to bullying behaviour.
14. Ensures students have the understanding, skills and opportunities to contribute to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self.

15. Ensures all families are welcomed and supported as valued members of the school community and are protected from discrimination based on their sexual orientations, gender identities and gender expressions.
16. Ensures that Society staff members have work environments where they are protected from discrimination based on their sexual orientations, gender identities and gender expressions.

9. Student Code of Conduct

Calgary Arts Academy is committed to establish and maintain a welcoming, caring, respectful, and safe learning environment for its students and a balance between individual and collective rights, freedoms and responsibilities in the school community.

Calgary Arts Academy is committed to establish and publish expectations for student behaviour while at school, at a school-related activity or while engaging in an activity that may have an impact on others in the school.

Calgary Arts Academy believes that parents, as partners, are encouraged to play a vital role in instilling and reinforcing the skills necessary for appropriate conduct.

Students are expected to be responsible and to conduct themselves in a manner which respects the rights and property of others.

Two CAA pillars, the 'Circle of Courage' and 'Democratic Discipline' form the basis of appropriate student behaviour.

Procedures

1. Student Code of Conduct is to be consistent with the School Act and Charter Board policy and reflect community values.
2. Students shall conduct themselves so as to reasonably comply with the following Student Code of Conduct established pursuant to section 12 of the School Act:
 - 2.1 respect yourself and the rights of others in the school;
 - 2.2 ensure your conduct contributes to a welcoming, caring, respectful and safe learning environment in the school that respects diversity and fosters a sense of belonging in others in the school;
 - 2.3 refrain from, report and refuse to tolerate bullying, discrimination, harassment, intimidation, discrimination or violence, even if it happens outside of the school or school hours or happens electronically;
 - 2.4 inform an adult you trust in a timely manner of incidents of bullying, discrimination, harassment, intimidation, violence or other safety concerns in the school;
 - 2.5 act in ways that honours and appropriately represents you and your school;
 - 2.6 attend school regularly and punctually;
 - 2.7 be ready to learn and actively engage in and diligently pursue your education;
 - 2.8 know and comply with the expectations of your school;
 - 2.9 cooperate with all staff;
 - 2.10 be accountable for your behaviour to fellow students, teachers, and other school staff; and
 - 2.11 Contribute positively to your school and community.
3. Students are expected to be respectful, responsible, trustworthy, fair, caring and good citizens.

4. The following behaviours or offenses towards self, peers, staff, volunteers, visitors or property will not be tolerated whether or not the behaviour occurs in the school building during the school day or by electronic means.
 - 4.1 behaviours that interfere with the learning of others or the school environment or that create unsafe conditions;
 - 4.2 acts of bullying, discrimination, intimidation, harassment, or violence;
 - 4.3 retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concern;
 - 4.4 illegal activity such as: possession, use or distribution of illegal or restricted substances; possession or use of weapons; theft or damage to property;
 - 4.5 creating a disturbance;
 - 4.6 being disobedient or defiant;
 - 4.7 using profane, vulgar or inappropriate language; or
 - 4.8 engaging in any criminal activity.
5. The school will ensure that reasonable learning opportunities are provided for students in order to foster the development of responsible and respectful conduct.
6. The *School Act (section 12)* and this Student Code of Conduct shall apply:
 - 6.1 to any school or school-sponsored activity whether on or off-campus;
 - 6.2 to any bus transportation of students, including designated drop-off or pick-up areas; and
 - 6.3 during transportation by volunteer drivers to school-sponsored off-campus activities.

Consequences for Unacceptable Behaviour

Calgary Arts Academy believes that:

- a democratic community provides choices that are clear
 - consequences for misbehaviour must be fair, logical and encourage self-discipline
 - a supportive, caring environment fosters positive outcomes such as risk-taking, self-responsibility, personal development, a feeling of school community and a sense of accomplishment
 - learning is a continuous process, which is personal and collaborative
 - children are able to assume ownership for their learning when given voice, choice and support
 - learning is enhanced through clear curriculum delivery and active involvement, which is meaningful and relevant
 - learning is the shared responsibility of all contributors: the child, the family, the school and the community.
7. Consequences for unacceptable behaviour will take into account:
 - 7.1 that a “zero” tolerance approach to behaviour with a “one size fits all” approach is inconsistent with the School Act and is not in the best interest of students.
 - 7.2 the specific circumstances of the situation;
 - 7.3 the age, maturity and individual circumstances of the student; and
 - 7.4 any special needs that the student has such as physical, behaviour, communication, mental health, or trauma-related conditions.
 8. Supports for those students who engage in unacceptable behaviour and for those impacted by inappropriate behavior may include:

- 8.1 mentoring;
- 8.2 restorative discipline;
- 8.3 supportive positive behaviours;
- 8.4 regular check-ins with teachers or school counsellors;
- 8.5 external counselling; and 8.6 parental support for remediation.

Any violations of this Student Code of Conduct will be addressed promptly and in accordance with Calgary Arts Academy Board policy and administrative procedures.

10. Problem Solving Protocol for Calgary Arts Academy

At Calgary Arts Academy, parents/guardians are partners ensuring students success. Calgary Arts Academy prides itself in welcoming parent participation and involvement. Clear, transparent communication is key in creating and fostering strong, positive relationships between the school and the home. The purpose of this document is to guide, manage, and improve school-home communication by offering a standard format, structure, and sequence for regular, ongoing communication.

Should a concern arise we request the following protocol:

Step 1. Student: A student should first be encouraged go to the teacher with their questions, concerns, or comments.

Step 2. Teacher: Should the question or concern not be resolved, parents should go to the teacher with their questions, concerns, or comments. This is because the teacher is the closest to the question or concern and is most able to resolve it quickly and effectively. The teacher will follow up with the parent on the resolution of questions, concerns, or comments.

Step 3. Administration and principal: After the teacher has been given the opportunity to resolve the concern or issue, and the situation has not yet improved, the parent may choose to contact administration or the principal. Administration or the principal may be able to resolve the issue and follow up on resolution or will then offer to set up a meeting with the concerned parties.

Step 4. Superintendent: After campus administration has been given the opportunity to resolve the concern or issue, and the situation has not yet improved, parents may contact the superintendent. Communication with the teacher, campus administration and principal must happen **prior** to superintendent intervention.

It is expected that all communication will be respectful. Calgary Arts Academy strives to maintain safe learning and working environments. Everyone has the right to be treated with respect, whether it's in a face-to-face meeting, in a telephone conversation, or through email.

Response Time Frames

Every effort will be made to respond in a timely manner, whether the response is required from the home to the school or school to the home. When a staff member uses a communication channel that lends itself well to quick communication, such as email, that doesn't mean they can always respond just as quickly as that format allows. While there is no guarantee on the specific time frame for a response, generally families can expect a response within two (2) business days.

11. Regular Communication Between the School and Home

Phone, Fax and Email

There are several avenues for reaching staff at the school. The main number at Knob Hill Elementary Campus Office is (403) 229-3010; the Education Campus Office is (403) 532-3020. The office staff can take messages or forward you directly to a teacher's voice mail. All teachers have an email address and invite you to correspond with them via email at any time. All email addresses are published on the website in the "About Us" section.

Contacting Students

In order to contact your child at school, please call the office and request that a message be relayed to the student. Students are not permitted to use cell phones during instructional hours and may only retrieve voice and text messages outside of class time.

Calgary Arts Academy Newsletter

The school publishes a monthly digital newsletter called *The Art of Learning*. In it you will find highlights of the prior month's activities at Calgary Arts Academy and notices for upcoming events and volunteer opportunities. A PDF version of *The Art of Learning* is posted on the website each month and is a great window into school life.

School Website

Many valuable resources are available on the school website. At www.caaschool.com, you will find an easy to use resource for all aspects of school life, including virtually all of the supporting documentation that underlies the publication of this handbook. You can also get current information on bus scheduling and/or delays and upcoming events.

Homework Policy

All students are expected to participate in a daily reading / literacy program. Your child's facilitator will provide more information for you. Parents are expected to support homework completion by checking student's agenda and online portfolio. Parents are also expected to participate in the creation and/or completion of student learning contracts. This opportunity allows parents to be part of learning and teaching throughout the year.

12. Student Assessment

Calgary Arts Academy uses a three-point marking system:

- Mastery: Consistently demonstrates excellence in meeting grade level expectations
- Intermediate: Independently meets grade level expectations
- Beginning: Meets grade level expectations with support

In addition to the formal reporting processes, there is a scheduled Meet the Team night early in the year (typically in the first couple of weeks of the school year) where parents can talk with the team about the program, classroom expectations, learning contracts, and more. Scheduled parent-teacher interviews take place in the middle of the first trimester, prior to the fall break in October. Student-led conferences occur at the end

of the second trimester in March. If there are concerns that need to be addressed or recognition that is well deserved, teachers will contact parents in a timely fashion to address these issues. Similarly, parents are encouraged to contact their child's teachers throughout the year through email, phone or by appointment to deal with any questions or concerns that they may have regarding their child.

Parent-teacher interviews, student-led conferences and on-going communication between parents and teachers are integral components of the reporting process and student achievement at Calgary Arts Academy.

13. Personal Technology Agreement

As a school community, our aim is to foster positive and productive use of personally owned digital devices. As more and more students are bringing their personal technology devices (smartphones, iPods, iPads, etc.) to school, it is imperative to clearly identify a set of guidelines for their use.

- Students will demonstrate responsible digital citizenship both inside and outside of school. They will not use their devices to engage in cyber-bullying or harassment, the trafficking in illicit images or illegal activities.
- Students will ask permission from staff prior to using their devices in class unless otherwise stated by staff.
- During instructional hours, students will not move throughout the school building with headphones on or wearing 'earbuds' of any fashion unless given consent from staff.
- When using their devices in class, students will use them for the purpose instructed and not use these devices to engage with video games, texting, telephone calls or social-media during class time.
- Parents and guardians will call the school office in order to contact their children, and will avoid contacting students on their personal devices during instructional hours.

14. Volunteers, Visitors and Parents

It is an expectation that each family will volunteer 10 hours of time each school year. All volunteers, visitors and parents are requested to sign in at the office. This is essential to the safety and security of students. A sign-in binder is located in the school office or at the front desk. For more information please click on our Volunteers website page, <http://www.caaschool.com/for-parents/volunteering/>

Volunteer Code of Ethics

- Volunteers must be discreet and confidential.
- Volunteers never discuss children, parents or staff outside of the school setting.
- Volunteers work positively and in collaboration with school staff.
- Volunteers follow the requests of the teacher.
- Volunteers refer discipline problems to the teacher

Security Clearance

All staff, artists and volunteers working with children are required to obtain a security clearance. Information is available at the school office.

15. Transportation

Introduction

Transportation is provided by Southland Transportation Services. Pick-up points and drop-off points are determined according to student addresses. Parents are expected to arrive five minutes prior to the scheduled drop-off and pick-up scheduled times. Please refer to www.caaschool.com for detailed bus route information.

Bus Stops

1.1 Morning Pick Ups

Students are expected to arrive at the bus stop **five** minutes prior to its arrival. The bus will leave as soon as all the students at that stop have boarded. If all the children who are normally at that stop are not there, the bus will not wait for them past the scheduled departure time. Parents who arrive late to the stop will proceed to the next or alternate stop. Drivers will not pick up students at any unscheduled stops. Parents shall **not** phone the bus company to radio the driver to ask them to wait.

Drivers will report any parent who tries to stop the bus at an unscheduled stop; try to board at intersections; pull in front of the bus; or otherwise endanger the safety of the bus and/or the students. The safety of the children is our number one priority.

1.2 Arrival at the Schools

Students will be allowed to play outside until the entry bell rings. Once the bell has rung, they will enter the school through the side doors and proceed to their classrooms. If the buses are delayed by more than 10 minutes, the students are to enter the school by the main doors, as the side doors will be locked and there is no supervising teacher there to greet them. The students are to proceed quietly to their classrooms.

1.3 Afternoon Departure

The supervising staff member will signal the buses to leave 10 minutes after school dismissal. Once the bus has left the school, it will not return to pick up any students who may have missed the bus. The supervising staff member will return the student to the office and the family will be contacted.

1.4 Afternoon Drop Offs

Students will be allowed off the bus if there is no parent or older sibling there to assist them. ECS students will not be left alone at a stop. Southland/CAA will attempt to contact the parents. The bus driver will take the child with them as they continue the route. In these situations, parents will need to coordinate with Southland to arrange pickup of their child(ren). In instances where a bus driver is required to stay beyond the time expectations of their scheduled route, parents may be charged to cover the additional time.

Families using community stops are expected to help one another as needed.

Behaviour / Discipline

Calgary Arts Academy has established the following expectations to ensure that a clean, safe and friendly environment is maintained for everyone riding the bus:

- The driver is requested by CAA to assign specific seats to students. Modifications to any seating plan are made at the discretion of the driver.

- Students will not board the bus without the driver present. Once on board, they will remain on the bus until their stop.
- Students must conduct themselves in a quiet and courteous manner, showing consideration for the comfort and safety of others.
- Students must not put their arms or heads out the windows, move through the aisle, or try to get on or off the bus while the bus is in motion.
- Students must not distract the bus driver, discard waste on the floor or throw anything on the bus or out the windows.
- Students must not yell, scream or use rude language.
- Students must not push, shove or otherwise engage in rowdy behavior.
- Students who are responsible for causing willful damage to a bus will be required to pay for damages.
- **The driver is in charge of the bus and his/her directions must be followed.** Any misbehaviour requiring consequence will be reported to the Principal and dealt with accordingly.
- Continued violation of the above could result in withdrawal of bus riding privileges.

Student Consequences

Here are some examples of student behaviour on the bus, and the **possible** action to be taken by the school. Note: Each incident is handled on a case-by-case basis.

Student Action	Consequences – Action taken by school			Repeat Offences
	First Offence	Second Offence	Third Offence	
Arms and/or heads out the window	Speak to student	Letter or phone call to parent	Suspension	One week suspension
Move through the aisle	Speak to student	Letter or phone call to parent	Suspension	One week suspension
Discard waste on the floor	Speak to student	Letter or phone call to parent	Student will clean bus.	One week suspension
Throw anything out the window	Speak to student	Letter or phone call to parent	Suspension	One week suspension
Yell, scream or use rude language	Speak to student	Letter or phone call to parent	Suspension	One week suspension
Rowdy behavior	Speak to student	Letter or phone call to parent	Suspension	One week suspension
Causing damage to bus	Phone call home, family pays for damages.	Pay for damages, one week suspension	Complete loss of bus privileges	
Disrespectful towards bus driver	Speak to student	Letter or phone call to parent	One week suspension	Complete loss of bus privileges
Possession of knives, explosives, firearms or flammable material	Will not be allowed to board or ride the bus	Complete loss of bus privileges		

Cameras

At the request of the school, a camera may be placed on the bus to record the behavior of the students. Cameras may routinely be rotated between buses as a regular means of monitoring behavior on the bus.

Delayed Service

From time to time, there may be a delay in bus service due to winter conditions, mechanical problems or an accident. Please check the *My Bus Stop* site. In preparation for delayed or cancelled service, parents are encouraged to develop a back-up plan:

- Make arrangements to car pool. Get to know the other parents on your route and have their phone numbers handy.
- Familiarize yourself with the other bus routes in your area. Choose a stop that is accessible to you. If you need assistance in identifying an alternative stop, please contact the Transportation Coordinator.

Inclement Weather

Buses will not operate when the Environment Canada website reports a temperature of -40°C or colder (including the wind-chill.)

In the event of inclement weather, the Superintendent or designate, will determine if the buses will run. The *My Bus Stop* site will be changed to reflect school closure or bus delays during inclement weather. Parents can also receive school closure information through the radio, AM CBC station 1010, FM Country 105 and television stations CityTV (8) and Global TV (7).

Large Items

Items that are too large to be held on the students' lap will not be allowed on the bus.

Musical Instruments

Musical instruments that can be held on the student's lap are allowed on the bus. Large instruments will be permitted on the bus when space allows. Students should talk to their bus driver to determine if their instrument can be transported. Students may need to make alternate arrangements to transport large instruments to and from school.

Skateboards/Scooters/Rollerblades/Bicycles

Skateboards are not allowed on the bus. They pose a safety hazard to other passengers on the bus, cause damage to the seats, and are generally too large for students to hold on their lap.

Noise

Music

Drivers who use radios or play music must ensure the volume is kept at a reasonable level, the station or prerecorded music is family oriented, and does not use profanity or crude language.

Noise Makers

Students will not use any noise-makers, play musical instruments or blow whistles while onboard the bus.

Stereos

Students are not allowed to play their own stereos on the bus, except personal music devices with headsets or earphones. If they do bring a stereo, ipod, etc. on the bus, and do not have a headset or earphones for it, they must keep it turned off.

Students Per Seat

When necessary, in accordance with Provincial Standards, students in Years K - 6 will sit three to a seat, Years 7 - 9 students will sit two to a seat.

Parent Concerns

Please do not approach drivers regarding grievances. It is very difficult for the driver to properly address the concern of the parent with a bus full of students. Parents can report issues regarding student discipline to the Principal. Issues regarding routes, schedules or driver behaviour can be directed to the Transportation Coordinator at (403) 532-3020, extension 8412.

Parent as a Passenger

A parent wishing to ride the bus must first receive permission from the school and present the driver with a Boarding Pass before boarding the bus. 24 hours-notice is required for the school to issue a Boarding Pass and to notify the driver of the ride-along.

Passenger Lists

A complete list of all passengers who will be riding the bus, the stops they are using, along with their grade, are given to the driver. Any student that is not on the list must present a boarding pass. Otherwise, boarding will be denied.

Riding a Different Bus

For a child to board a bus they don't usually use, parents are required to request permission in writing, outlining the details including the date(s), their usual routes, the route and stop they wish to use, and the reason for the change (i.e. attending a birthday party, visiting a friend, etc.). Requests are to be submitted to the office of the school the student attends.

Parents are not to assume that permission will be granted due to the number of students already on board that bus. If permission is granted, the school will complete a boarding pass and the student will present this pass to the driver when boarding.

If a student attempts to board the bus without proper authorization, access will be denied and the student will need to return to the office to contact their parents or board their usual bus. The bus will not be delayed while the student returns to the office to try to obtain a boarding pass.

If a family moves throughout the year, and will be riding a different bus, they are required to contact the Transportation Coordinator, verbally and in writing, prior to making the change. The Transportation Coordinator will assist the family in finding an existing community stop for them to use.

Routes

The bus is to travel along the route path that is chosen by the bus company and CAA. However, under certain circumstances (i.e. road closures) the bus may be redirected at the discretion of the bus company, provided that no stops are missed. Routes for CAA will only operate within the city limits.

Creating Routes and Stops

Community stops are created to service as many families in one area as possible, and to minimize travel times. It is seldom possible to grant door-to-door service due to the distance the buses travel.

Bus stops are chosen based on the following criteria:

- safety of the stop
- if the roadway is passable for bus traffic
- time and distance of the route
- if the bus does not back-track, or wander
- number of families in the community, and the size of the community

Bus routes are to travel along major arteries using, as much as possible, Calgary Transit Stops. Due to the distance the buses travel, community stops are created to accommodate as many families in one area as possible.

In some areas, communities are not easily accessible by buses and require more time than the route allows, so these families will have to use the nearest neighboring stop. There may be times when the bus will loop into a community. The stop for that community will be chosen based upon the number of students who board the bus, and the most viable access point for all the families who live in that community.

Route Inquires

Parents with questions about their community stops will submit their inquiries to the Transportation Coordinator.

Timeline for Changes to a Route

There are to be no changes to any bus routes during the first month of school except to address the arrival times at the school. After the first month of school, the Transportation Coordinator will review all inquiries, and decisions will be made based upon the criteria outlined in Sections 13.1 and 13.2

Summary

Calgary Arts Academy Parent Handbook is intended to provide an overview of the school program and operations. If you have further questions that are not addressed here, please contact your child's teacher, the office or school administration. Thank you for taking the time to review this information; we look forward to sharing a rewarding educational journey with you and your child.