

WOODLAND CHRISTIAN HIGH SCHOOL

PARENT & STUDENT HANDBOOK

2025-2026



By no means is this handbook all-inclusive. The school retains the right to alter or vary the application of the rules and principles outlined in this document. This handbook is intended to help parents, students, and school personnel work together. Many guiding statements are included in this document but by no means does it cover every situation. As new policies or regulations are developed by the school board or administration, additions and/or deletions will be made to this handbook. Every effort has been made to make the content of this handbook as current as possible. However, it is important to note that this handbook should be used in conjunction with information found on the school website and other policy documents.

Every effort will be made by school employees to help students understand what is expected of them.



**WOODLAND
CHRISTIAN
HIGH SCHOOL**

2025-2026

Add to your faith virtue; and to virtue knowledge ... II Peter 1:5

INTRODUCTION

Thank you for your interest in [Woodland Christian High School](#). We have assembled this Parent-Student Handbook to provide you with an introduction to the school, its program and its policies.

Thank you for choosing Woodland as your secondary school. Students receive an excellent education which prepares them well for university, college and a wide variety of workplaces. Our graduates have been very successful in all these areas.

In addition to the excellent academic experience students have here, they also have opportunities to be involved in a wide range of co-curricular activities including the creative arts & drama, intramurals and varsity sports, student government, and a wide variety of clubs and activities.

In each of these areas' students are supported by staff and peers, committed to the goal of ensuring that the high school experience is enjoyable and productive. All this work is rooted in the belief that we are a [Christian community of learning](#) dedicated to serving God in all that we do, as we [Enfold, Engage and Equip](#) students for lives of Christian faith and service. Students will be encouraged to discover their God given gifts and challenged to develop those gifts in a way that serves God.

As high school students grow and develop physically, we are committed to helping them grow intellectually, emotionally and spiritually. Our curricular program includes daily devotions and prayer, weekly chapels and assemblies, and courses which are built on the foundation of a Christian worldview.

Students participate in regular guidance sessions individually, and in the larger group setting, to focus on these healthy areas of growth and development, from the first day of school, through their transitioning to post-secondary life.

The theme our student government chose for the 2025-26 school year is "[Young in Age, Bold in Faith](#)" from 1 Timothy 4:12 which states: *Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity.*

This theme communicates our commitment to building a [positive Christian school culture](#) on the foundation of Christ Jesus our Lord.

Woodland is a welcoming and safe place where all students can grow, intellectually, physically, emotionally, and spiritually and where we work together to serve God. The policies and procedures outlined here do not exist for their own sake, but rather for the sake of safe-guarding and encouraging this community and school culture.

[We invite you to join us!](#)

Sincerely,

John Van Pelt

Principal

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ACCESSING THE SCHOOL

Phone Numbers: 519-648-2114

Email: office@woodland.on.ca

PRINCIPAL AND VICE-PRINCIPALS: *Matters of any nature related to school: policy, personnel, students, incidents.*

John Van Pelt	Principal	ext. 133
Marjorie Sutherland	VP Leadership Development and Student Success	ext. 137
Matthew Hazenberg	VP School Culture and Student Discipleship	ext. 135
Mandy Wiebenga	VP Program: Learning and Instruction	ext. 121

MAIN TELEPHONE LINE OF THE HIGH SCHOOL: *Matters of general nature, need for assistance, information or referral/transfer to specific department or person.*

Barb Reitsma	Office Administrator	ext. 0
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BUSINESS OFFICE: *Matters related to all school regions, transportation, financial business, tuition payments, financial assistance, fund-raising, planned giving, donations, or general and international admissions.*

Jamie Wright	Director of Finance and Operations	ext. 139
Paul Branan	Advancement/Development Director	ext. 141
Jennifer Zarnke	Office Assistant: Communications & Events	ext. 144
Lorraine Hellinga	Office Assistant: Finance	ext. 132
Amanda Vander Linden	Transportation Co-Ordinator	ext. 202

STUDENT SERVICES: *Matters related to guidance, personal student issues, curriculum planning, college and vocational information, or Academic Support.*

Harvey Goossen	Grade 11/12	ext. 117
Ruth Arthur	Grade 10	ext. 114
Bernadine Verstraeten.....	Grade 9	ext. 116
Carlie Leferink/Melissa Westervelt	Academic Support Program	ext. 123
Matthew Hazenberg	English Language Learners	ext. 135

ATHLETICS: *Matters related to athletics: practices, coaches, events, incidents, and venues.*

Katie Plaisier/Matt Hazenberg	Athletic Director	ext. 207
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VARIED TEACHERS: *Matters related to specific classrooms and students; numbers published in the Student Directory.*

NOTE: All Woodland staff can be contacted by email. Woodland uses a standard email format of [firstinitial.lastname@woodland.on.ca](mailto:firstname.lastname@woodland.on.ca) for example: Joe Smith = j.smith@woodland.on.ca

When making contact with staff either by phone or email we request that you be respectful in your communication and mindful of the fact that they might not respond immediately but will respond in a timely fashion. As per the Right to Disconnect Policy normal school operations are from 8 AM to 6 PM daily, not including weekends. Communication outside of these hours is at the sole discretion of the staff member pursuant to school policy.

SCHOOL EVENTS

(Refer to the Online School Calendar for Exact Dates)

August	Dedication Evening & BBQ	February	Special Emphasis Week DECA Project Day (no classes) Family Day (no classes) Winter Dance
September	First day of school Student Pictures Taken Niner-fest/New Parent Orientation Grade 9 Trip Grade 10 Trip Project Day (no classes)	March	Drama Production Europe Trip Winter Break (no classes) Grade 10 Literacy Test Project Day (no classes)
October	Student Picture Retakes Thanksgiving (no classes) Dessert & Benefit Auction Teachers' Convention (no classes) Grade 12 DC Trip	April	½ Year Course End of Term Gr 11/12 French Trip PD Day (no classes) Easter Parent Teacher Interviews, eve Spring Fund Drives Woodland Rocks/Worships
November	½ Year Course End of Term Take Your Kids to Work Day (gr 10) Heritage Day Fall Dance Fall Membership Meeting Parent-Teacher Interviews Project Day (no classes)	May	Choral Festival Project Day (no classes) Band Tour Spring Membership Meeting Victoria Day (no classes) PD Day (no classes) Spring Formal
December	Grade Eight Day/Parent Information Night Christmas Concert Christmas Holidays begin	June	Spring Concert Awards Assemblies Celebration of the Arts Celebration of Athletics Fundraising Golf Tournament Exams Graduation
January	Classes resume Parent Information Open House Grad Pics Exams Gr 11 Leadership Retreat PD Day (no classes) 2 nd Semester begins		

DAILY SCHEDULE

Regular

Monday - Thursday

Period One	8:53 – 10:02
Period Two	10:07 – 11:16
Period Three	11:21 – 12:13
Lunch	12:13 – 12:46
Period Three	12:51 – 2:00
Period Four	2:05 – 3:14

Friday

Period One	8:53 – 10:13
Period Two	10:18 – 11:38
Lunch	11:38 – 12:23
Period Three	12:28 – 1:48
Period Four	1:53 – 3:14

Assembly Schedule

Period One	8:53 – 10:02
Assembly	10:06 – 10:53
Period Two	10:58 – 12:07
Lunch	12:07 – 12:46
Period Three	12:51 – 2:00
Period Four	2:05 – 3:14

HISTORY OF WOODLAND

Woodland Christian High School was established in 1976 by a group of parents in the Cambridge area. They believed that it was their responsibility as parents and people of God to establish a school that in all of its programs would honour God by leading children to a deeper faith and a deeper understanding of what it meant to serve God. They believed that the education of their children was their responsibility and chose not to defer that responsibility to government operated schools.

Woodland opened its doors for the first time in September, 1976. For the first number of years it operated in a number of church buildings in the Cambridge and Kitchener-Waterloo areas. The move to the present facilities occurred in 1979. Facilities were expanded in 1987, and again in 2002, 2013. Woodland is currently in a Capital Campaign for an additional expansion expected in 2025.

During the 2023-2024 school year Woodland anticipates an enrollment of 375 students throughout Grades Nine to Twelve.

SCHOOL STRUCTURE

Woodland Christian High School is a parentally- controlled school and its structure reflects the conviction that God has given parents the primary responsibility for the education of their children. Woodland is owned and operated by the Cambridge District Association for Christian Education, an officially incorporated society of parents and friends of Christian education in Waterloo, Wellington and Perth Counties. The Association meets twice per year, usually in May and November, to conduct official business. All members of the Association are urged to attend these meetings.

One of the Association's main items of business is the election of a Board of Directors which oversees the daily operation of the school. The Board of Directors conducts its business through the principal. Committees which are charged with the responsibility to carry out specific aspects of the school's operations may be consulted by the principal when deemed necessary and prudent (e.g. Transportation, Finance, Property.)

The Board of Directors may also appoint ad hoc committees for specific tasks from time to time. The membership of the Board of Directors and the committees generally consists of parents of students or former students in the school.

The Cambridge District Association for Christian Education is divided into five geographic regions: Cambridge, Drayton, Guelph, Kitchener-Waterloo, and Listowel. The primary tasks of the regions are to raise funds, to advise the Board of Directors on nominations for persons to fill the vacancies that may exist in the board or its committees, and to support public relations and student recruitment, transportation and hospitality efforts. All parents are members of a local region of Woodland and are expected to support the Involved Parent Network of the school in that region.

Parents may choose to join or not join the School Association as voting members. Parents who exercise this option are eligible to serve on the Board of Directors or committees. As indicated in the Finances sections there may be financial implications to this decision. Parents and Students should be aware of this structure and pray for wisdom and direction for the board and its members as they give overall direction to the school. The Board of Directors are allies in the fulfillment of our educational vision and mission.

ACADEMIC PURPOSES AT WOODLAND

Vision and Mission Statement

The vision and mission of Woodland Christian High School is **to equip our students for lives of Christian faith and service.**

Core Values

Based on the vision and mission, as a community we value ...

- ✓ *God's Word, the Bible*
- ✓ *Learning rooted in Christian faith*
- ✓ *Ongoing commitment to know God better*
- ✓ *Living the principles of trust, cooperation, and love*
- ✓ *Development of the individual gifts of our students*
- ✓ *Excellence in teaching and learning*
- ✓ *Stewardship of God's gifts*
- ✓ *Spiritually committed, professional teachers*

Educational Approach

We provide a wide variety of curricular and co-curricular options in order to **Enfold, Engage and Equip** students for lives of Christian faith and service. Our Woodland Diploma requirements ensure that students take courses from a variety of discipline areas. This balance provides students with a well-rounded education in Math & Sciences, Arts, English & Languages, Humanities, Canadian & World Studies, Business, Computers & Technological Studies, and Physical Education & Health Related Studies. All students in grades 9 and 10 take one half credit of Bible each year (Old Testament and New Testament focus), and have opportunity to choose two or more of our senior perspectives courses (taken from the Humanities, and Canadian & World Studies departments, as well as other approved courses).

Our staff has been on a journey to develop a more comprehensive way to communicate how we integrate our faith into the fabric of learning here at Woodland. We are enthusiastic about adopting the **Teaching for Transformation (TfT)** model as it provides a clear framework for teachers to articulate their hopes and aspirations and incorporate tangible ways for students to practice living out this hope in their lives. See the Appendix I at the end of this document for a complete overview of TfT.



Academic excellence and leadership development are a priority at Woodland. Our desire is that all students are fully equipped for lives of Christian faith and service now, and in the future. This equipping is *holistic* in that we desire that students are equipped academically, physically, socially, emotionally, and spiritually. Our extensive curricular and co-curricular programs ensure that students have every opportunity to succeed in an environment where it is desirable to excel. A high percentage of our students achieve honour roll status (with an average of 85% or greater). Almost without exception, our students are accepted to their post-secondary program of choice. Woodland alumni represent our school at universities and colleges across Canada and the United States, with excellent success. This is true for our all of our students; both those with intellectual giftedness, and those who require academic support.

Academic Focus

Parents often ask us what “enrichment” options are available at Woodland. Our 9-12 academic program is designed to challenge students to go beyond content to deeper levels of engagement, inquiry and application. Students are encouraged to ask good questions, think, collaborate, design, present, and practice peer and self-evaluation and self-reflection. At each grade level, we offer curricular and co-curricular opportunities that develop students’ minds, souls, and bodies. Often large high schools will pursue the development of focus programs to attract students who are serious about school and have a strong desire to learn. At Woodland, our school is that focus group! Our students care about learning and desire to do their best in all areas of school work and life. Our curricular and co-curricular program is designed to foster academic growth and leadership development in students from day one.

Grade 9:

Students have the opportunity to select one special interest half credit course. These courses include programming and robotics, construction technology, web applications and design technology, or integrated arts. Students who excel in mathematics are eligible for our Math Enrichment program. If you are interested in this option, please contact the school.

Grade 10:

Students have the opportunity to take a variety of courses that complement the requirements at this grade level. Students can choose from courses in business, tech design, and a variety of arts credits. We offer a selection of technical courses that include photo editing and design, hospitality and tourism, and an introduction to health care. Students who excel in mathematics are eligible for our Math Enrichment program. Students who excel in science may take a grade 11 science course during the second semester of their grade 10 year.

Grade 11:

Students have the opportunity to choose from a wide variety of grade 11 course. Many of our students also opt to begin taking grade 12 university preparation (4U) courses during the second semester of grade 11. Grade 12 4U options that grade 11 students may select include Chemistry, World Issues, Challenge and Change, Family Studies, Studies in Literature, Writer’s Craft, Philosophy, Politics, Business Leadership and Law. Students who have access to transportation may select co-op during their grade 11 year. Students who are interested may also take the Leadership credit (GPP) which includes a teaching-assistant internship with one of our staff.

Grade 12:

Students in grade 12 at Woodland are able to select from a wide variety of grade 12 University, College and Open level credits. Students are pushed beyond textbook learning through independent study units, projects, research papers, laboratory work, authentic productions and presentations of learning. Our 9 block schedule allows students to take 7 or 8 credit courses and still have room for a study period each day. Because we value a liberal arts approach to education, this also allows our math/science students room to take philosophy, music or art, and our more artistic students to take mathematics, business, or a technology course. Our senior students leave Woodland well prepared for post-secondary education. As stated earlier, our students are accepted into their program and institution of choice almost without exception.

Travel and Learn Program:

Each year, students participate in an educational 2 to 4 day excursion (Grade 9 to Niagara Peninsula, Grade 10 to Quebec City, Grade 11 to Northern Ontario for a Winter Outdoor Leadership Training Experience, and Grade 12 to Washington, D.C.). The cost of these trips is included in your tuition. We also host an optional grade 12 trip to Europe, and two grade 12 Service trips (one in January and one in June). Past service groups have gone to Dominican Republic, Nicaragua, Guatemala, and Haiti. For more information about our integrated Travel and Learn program, please contact the school.

Theatre Experiences:

Each year, students will have the opportunity to see a major theatre production (Stratford Festival or Shaw Festival etc.). Each grade will have the opportunity to attend a world-class production, and a professional theatre experience. We ask that students dress up for these occasions. Teachers will intentionally integrate the actual play or themes from the play into the English curriculum for that year. Note that the cost of this excursion is already included in your tuition.

Program Development and Policy

Our program and procedures have been developed in compliance with the Ontario Ministry of Education's core policy documents; *Ontario Schools (2011)* and *Growing Success (2010)*. For further information regarding any of our policies or procedures, please contact the school.

Diplomas

Woodland offers students two diplomas: the [Ontario Secondary School Diploma](#) (OSSD) and the [Woodland Christian High School Diploma](#) (see page 6 for details). We are routinely inspected and approved to grant credits and diplomas by the Ministry of Education. In addition, the Woodland diploma is offered as an expression of our distinctiveness as a Christian school.

Affiliations

Woodland Christian High School is accredited by the Ministry of Education and is an affiliate member of the [Edvance Christian Schools Association](#) (Edvance) and of the [Christian Education Benefits Solutions](#) (CEBS). These organizations provide Woodland with a variety of support services, including financial advice, school inspections and reviews, curriculum materials and employee benefit packages. Woodland has also fostered relationships with several [ACSI \(Association of Christian School International\)](#) elementary schools to provide a robust secondary program to their graduates.

All of our staff are highly qualified, OTC (Ontario Teacher's Certificate) certified teachers, many of whom also hold the CSTC (Christian School Teacher's Certificate) and have Honours or Masters level education. Our teachers maintain professional affiliations that include the Ontario College of Teachers, Ontario Christian Schools Teachers Association (Vocate), and many of the Ontario Departmental Teachers Associations (such as English, History, Science, Technology, Business etc.).

THE CURRICULAR PROGRAM

Woodland Course Information & Details

Woodland Christian High School offers Ontario Ministry of Education authorized diplomas and certificates. Specific details regarding the diplomas and/or courses can be located on the school website and/or in the yearly course calendar available in print to incoming students and electronically for returning students.

Woodland Christian High School Diploma

As stated earlier, we value a holistic approach to education at Woodland. We provide a wide variety of curricular and co-curricular options in order to *Enfold, Engage and Equip* students for lives of Christian faith and service. Our Woodland Diploma requirements ensure that students take courses from a variety of discipline areas. This balance provides students with a well-rounded education in Math & Sciences; Arts; English & Languages; Humanities; Canadian & World Studies; Business, Computers & Technological Studies; and Physical Education & Health Related Studies. All students in grades 9 and 10 take one half credit of Bible each year (Old Testament and New Testament focus), and have opportunity to choose two or more of our senior perspectives courses (taken from the Humanities, and Canadian & World Studies departments, as well as other approved courses). All of our Woodland courses are foundationally built on one or more of our Worldview Themes. These themes connect the essential focus of courses to the Biblical story of "Creation, Fall & Redemption, and Restoration". They also highlight connections between the courses, discipline areas, and co-curricular activities of our school program.

The following is a summary of why Woodland parents, students and alumni value the Woodland Diploma:

- *We love the foundational Christian worldview focus, the wide range of courses, and the opportunity for students to achieve their full potential, academically and spiritually.*
- *We value the well-rounded curricular program, and the expectation that students will be challenged to take courses that lie both within and outside of their comfort zone.*
- *Students who normally would take primarily maths and science courses in their senior year, graduate with a good grounding in humanities and the arts; and vice versa; all taught from a Christian perspective.*
- *Going beyond the Ministry of Education's requirements, the Woodland Diploma values participation in religious education, maths and sciences, physical education, and the arts and humanities throughout a student's high school career.*
- *We love that the school puts high priority on authentic learning opportunities, problem solving, goal setting, learning skills, character and community building, and service opportunities.*

Woodland Christian High School Diploma Requirements

In addition to the courses required to complete the OSSD, students must meet the following requirements:

- 1 Biblical Studies credit (HRE105, HRE205)
- 2 Perspectives Course credits (chosen from Senior Humanities or Canadian & World Studies, or other approved courses)
- 1 additional Arts credit
- 1 additional Physical Education and Health related credit
- 1 additional Mathematics credits
- 1 additional STEM credit (chosen from computers, co-op, science or technology)

OSD required courses (17), plus Woodland Diploma required courses (7), plus 6 optional credits = 30 credits for graduation.

STUDENT ASSESSMENT

Cumulative Activities

- ◆ The Ministry of Education requires that all students complete a cumulative activity worth 30% of the final grade for each course. Cumulative activities can be in the form of exams, performances, major presentations and projects, or a combination of the above.
- ◆ Cumulative activities that are given in the format of examinations are written in the gym unless otherwise specified by the subject teacher.
- ◆ Schedules for examinations and other cumulative activities are issued well before the examination period or the final due date. Students are expected to check their schedule carefully and to notify the office of conflicts.
- ◆ All students must undertake and submit the 30% cumulative activity as a requirement for completing any course.
- ◆ Students are expected to achieve a passing grade (minimum of 50%) on all cumulative activities in which extensive class time is provided, and may be asked to finish or redo cumulative activities that are deemed incomplete, or that are not done to the best of the student's abilities.

Regulation for End of Term Exams

- ◆ Students are expected to perform to the best of their abilities on all exams.
- ◆ Exams are normally two hours in length. Exams start at 9:30 AM. Students arriving late will normally have only the remaining time in which to complete their exams.
- ◆ Students are not required to be at school during the time they are not writing exams. However, if students are at school and wish to study, they may do so in the designated quiet areas.
- ◆ No talking or sharing of information or material is permitted between students during the examination. Infractions will result in the student being asked to leave the examination and in a grade of zero being recorded for the examination. If a student needs assistance during the examination, such a request may only be conveyed to the examination supervisors.
- ◆ Students may only bring into the examination room the equipment needed to write the examination. All notebooks, textbooks and coats must be left outside the examination room.

Note to Parents: Please do not plan family trips or vacations during the last two weeks of a term, or during the exam week. It is critical for students to be present for cumulative activities and exams in order to complete all of the requirements for courses.

There are no exemptions from final exams or cumulative activities. If a student is absent on the day of an exam, an appropriate doctor's note or equivalent must be presented to the school.

REGISTRATION AND COURSE SELECTION

Reregistration begins in February of each school year. Declaration of Intent (DOI) Forms are emailed to parents through **FinalSite Enrollment/School Admin**. Reregistration (DOI) and open registration for Grade 9 students should be in by March 1 each year. Course selection interviews are conducted by Guidance each year between February and May for all returning students. Course selections are not finalized, and classes are not assigned to students until the DOI is signed and returned to the school. This allows better planning in guidance and administration for the next school year. Courses may be distributed on a first-come, first-serve basis if the course is overpopulated.

Tuition Contracts are emailed through FinalSite from late spring to early summer, and they are a separate process from course selection.

When selecting your courses of study, the following information should be kept in mind:

- ◆ Consider carefully YOUR VOCATIONAL GOALS and the educational requirements necessary to achieve them. Then select the courses that will enable you to reach these goals.
- ◆ It is generally to your advantage, both at school and for the future, to choose courses at the highest level at which you can expect to work effectively and achieve success.
- ◆ Plan your programme as far as possible. Many subjects such as mathematics and languages should be taken in a continuous sequence.
- ◆ Many courses are built upon skills learned the previous year and thus should be selected in the proper sequence. In other words, PREREQUISITES constitute a background which is vital if success is to be achieved in a particular subject.
- ◆ The ultimate approval of the optional subjects selected by the students is with their parents.
- ◆ Students planning to continue their education after high school should be aware of the changing requirements for higher institutions of education. These students are strongly advised to consult a guidance counsellor and calendars of post-secondary institutions.
- ◆ Individual teachers and guidance counsellors are always available to assist students as they plan and choose their courses.

In some cases, students may take courses offered by the school in supervised independent study. This might occur when enrolment for a course is not high enough to warrant its placement in the timetable, and when a student needs the course to complete a program. Please see the Guidance office for details.

Although every attempt will be made to offer a full complement of courses, lack of required enrolment may result in some courses being withdrawn in any given year. Some courses are offered in alternate year.

COURSE CHANGES

New and returning students are asked to fill in course selection sheets during the spring for the following school year. The guidance counsellors and the rest of the staff are available to assist students in making appropriate choices. Once courses have begun, students are strongly advised to continue with their chosen courses. If a change is required, students must obtain permission for such a change from the guidance counsellors who will consult the subject teachers and the parents/guardians where appropriate.

For semestered courses, changes must be made before the end of the third week of classes. For full year courses, changes must be made before the end of the fifth week of classes.

It is expected that students in grades 9 and 10 will take 9 credits per year, that students in grade 11 will take at least eight credits per year, and that students in grade 12 will take at least seven credits per year.

There will be occasions where we are unable to offer courses that some students are interested in or need. In these cases, students and/or parents can consult with guidance staff to look at other options available through the Independent Learning Centre or on-line courses. Typically, parents will pay an additional fee for these courses but will be reimbursed when the course is completed if it is a graduation or program requirement.

SAFE SCHOOLS PROTOCOL

Woodland Christian High School partners with the Waterloo Region Police Service to assist students in learning about and respecting authority figures within our community. The primary goal of the program is to enhance the safety of our school and to strengthen the partnership between students and police services. As a result, we will regularly have a police presence in the building.

On campus WRPS officers are educational resources in a number of areas and classes (Bullying Workshops, Drug and Alcohol Units, Law, Co-op) and officers familiar with our school will usually be the first police professional that students will deal with if they break the law.

Food Allergies

Woodland Christian High School's policy for peanuts and tree nuts is to provide a 'minimized allergen environment' for school and classrooms by minimizing products that contain or 'may contain' peanuts/tree nuts from coming into the school by staff, students, parents, commercial food providers, volunteers, visitors etc. and from being served/consumed on or off site at school sponsored activities/events.

The key to minimizing an anaphylactic emergency is absolute avoidance of the allergen. Therefore, we request that *no peanut or tree nut products be brought to school at school activities or on school trips.*

It is essential that those with food allergies carry an epinephrine auto-injector (Epi Pen).

Fire Alarms

When a fire alarm sounds, activities stop immediately. Everyone proceeds, single file, down a predetermined exit route to an assembly point outdoors. It is important that you do not run, crowd, push, or talk. After the class has left the room, the teacher will check that no students remain, and then join his/her students. Silence is necessary for both drills and actual emergencies so that everyone can hear instructions being given. When you arrive at the assigned area outside, you will line up by class.

When you hear the fire alarm, you are to:

- 1. Stand and leave all books, coats, etc. behind.*
- 2. Walk to your assigned exit.*
- 3. Stay in rows and move right away from the building to the designated meeting area where the teacher will do a roll call from the attendance book.*
- 4. If you are in the washroom, you will exit through the nearest door and find your class outside.*
- 5. All teachers and students (when head count confirmed) indicate to administration that all are in attendance and only return to the building when instructed to do so.*

School Lockdown

Lockdown procedures signal a serious and dangerous situation which requires going to the nearest area, with a teacher, which can be locked, and sitting down on the floor away from doors and windows, and remaining there until further instructions are given.

The lockdown will begin when you hear the words: “We are going into Lockdown”.

Remember, when you hear the emergency lockdown announcement, move away from doors and windows in a quiet and orderly manner, sit on the floor and quietly wait until further instructions are given.

If you are in the hall, go to the nearest classroom with a teacher, and sit on the floor away from windows and doors until “All Clear” is announced.

If you are in the washroom, go to a stall, and sit there with feet up on the door of the washroom stall until “All Clear” is announced.

Do not use cell phones during a lockdown. This has been found to be the #1 hindrance to police operations in real ‘Lockdown’ emergencies.

FINANCES & TUITION

Woodland Christian High School, like other independent schools in the province of Ontario, receives no public funding. As a result, the school is wholly dependent on tuition payments, support from area churches, the fundraising projects of local regions, and the generous donations made by friends of the school.

Over 90% of revenue at Woodland comes from tuition. We have a 75% discount off base tuition for a second child and 90% discount off base for a third child attending Woodland.

Parents who also pay tuition to have children attend a recognized Christian elementary school are eligible for a 20% reduction in tuition.

The Involved Parent Network at Woodland reduces everyone's tuition equally and maintains compliance with the Canadian Revenue Agency. Therefore, all Woodland families are asked and expected to participate in the IPN activities of the school. All parents are part of a local *geographic region* or parent group to facilitate communication, volunteering, school promotion, and to support new families.

The costs of bus transportation, textbooks, and course-related school trips are included in the tuition.

The Cambridge District Association for Christian Education, which operates Woodland Christian High School, is registered with the Canada Revenue Agency as a charitable organization. Parents receive a receipt for tax purposes for the donation portion of tuition or the amount paid to the school above the calculated cost per pupil.

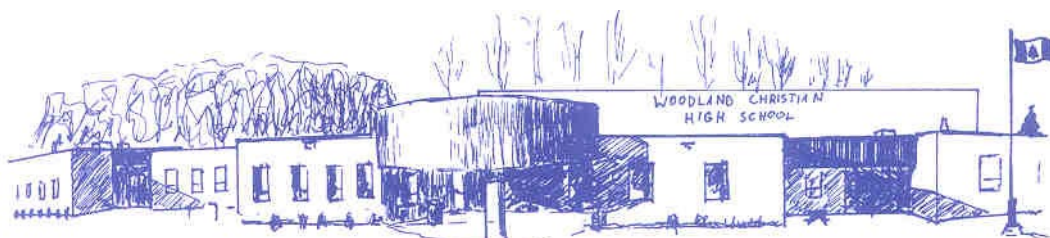
Tuition rates are based on budgetary needs and are approved by the board and presented to the membership at its Spring Membership Meeting each year. The base tuition rate for the 2025-2026 school year is \$21,570. International Student Tuition is \$23,775.

A Tuition Contract is available online through the Finalsite Parent Portal in June each year. Full tuition paid by July 1st may receive a discount. All families must submit a payment schedule before July 1st or may be subject to a late fee. Tuition may be paid in preauthorized installments.

Families for whom the tuition cost is prohibitive are encouraged to apply to our [**Tuition Assistance Bursary Fund**](#) for assistance. This fund continues to extend the vision of Christian education to more and more families each year. If you wish to know more about this fund or would like an application form, please contact our Business Administrator.

If you have any questions regarding Woodland finances or if you wish to know the tuition level for your particular situation, please contact our Director of Finance and Operations, *Jamie Wright*.

We acknowledge that the financial cost of Christian education is high. At the same time, we believe that the Christian education we offer is well worth the price. In a very real way, tuition is an investment in the futures of our children, of the Christian community and of the world in which God has called us to serve. We believe that the investment you make in your child's Christian education is an investment decision you will never regret.



INVOLVED PARENT NETWORK (IPN)

Woodland Christian High School recognizes and appreciates the input of parents to keep the cost of Christian Education as affordable as possible for as many families as possible. The principles that govern the Involved Parent Network (IPN) at Woodland are listed below. Specific examples and models have been intentionally omitted to allow for creativity and ingenuity among Woodland parents to meet the community needs and any financial commitments of the Tuition Assistance Bursary Fund.

Guiding Principles:

Woodland Christian High School depends on parents and members/supporters to carry out its mission and to keep tuition fees as low as possible. The intent of the Involved Parent Network at Woodland is to:

- *Encourage awareness and involvement in school operations, volunteer opportunities, and fundraising initiatives through regular and effective communications (IP Addresses).*
- *Build a strong supportive school community within and outside of the school.*
- *Encourage families to contribute to the sustainability of Christian education through new student recruitment and fundraising.*
- *Volunteer activities will have a direct financial benefit to the school either by increasing revenues or reducing costs to the school. (Volunteer Opportunities Incentive Program VoIP)*
- *Volunteer hours for fundraising and those completed as a graduation requirement for community service hours by students are kept separate and may not overlap.*
- *The Involved Parent Network is both regional and centralized. Regular gatherings of parents regionally are encouraged for encouragement, information, and identification of potential issues.*
- *Woodland will regularly recognize and appreciate those who faithfully contribute to the Involved Parent Network.*
- *Actively involve and engage students in volunteer, fundraising, and service opportunities as part of their personal and character development.*

Involved Parent Network:

The volunteer structure at Woodland reduces everyone's tuition *equally* and maintains compliance with the Canadian Revenue Agency. Therefore, all Woodland families are asked and expected to participate in the Involved Parent Network of the school. Not all opportunities fall under the "volunteer hours" program. Parents and supporters will be asked to participate in a number of activities and events that enhance and cultivate a positive school culture. Only activities that lead to reducing school costs or increasing school revenues will be reviewed and recorded as volunteer hours.

Two-parent families are expected to complete a minimum of 20 volunteer hours per year per family, and single parent families are expected to complete a minimum of 10 hours. Hours cannot be transferred to other families nor accrued from year to year by the same family. The volunteer service hour graduation requirement for students will be kept separate from the Involved Parent Network and may not be counted as part of this requirement. Even though activities may overlap, hours will only be counted once; either as Family Volunteer Hours or Student Volunteer Hours.

Families who do not participate in the Involved Parent Network at Woodland through time or talents will be asked to make a donation toward the Tuition Assistance Bursary Fund. The suggested minimum donation amount may vary year to year depending upon the fund balance.

Woodland desires that its Involved Parent Network will prove to be a great incentive for parents to be more involved in helping operate the school while building commitment to Christian Education and connection between the school and its community.

What it Looks Like:

The geographical regions of Woodland are necessary to maintain local contact and connections with churches, schools, and families. The following “events” will need volunteer coordination, promotion, and execution (sometimes at the local level):

Good and Services Auction/Dessert Social – October

Annual Fund Drive – April/May

Annual Golf Tournament - June

Other events/fundraisers may be operated locally and/or in conjunction with the local elementary school, but should be promoted school wide and may include: pie sales, poinsettias, chicken sales, Gift Card programs, Citrus Sales, etc. All fundraisers should be communicated to and approved by the Development Office to ensure that they meet the guiding principles of the Involved Parent Network, prior to accumulating hours. Other fundraising options and ideas will be explored and entertained for the school community as they arise, please direct all inquiries and suggestions to the Development Office.

In addition to fundraising activities there are a number of hospitality events that require parent involvement. They include:

Regional IPN Events - September

Heritage Day – October/November

Grade 8 Day/Parent Information Night - December

Christmas Concert – December

Woodland Rocks – April/May

Spring Concert – May/June

Graduation – June

In general, volunteer hours will be calculated on an hour for hour basis. Submission of hours will be available online while being tracked and managed by the school office.

Examples of Volunteer Hours:

- Coordination of Fundraising Event = 100% of hours.
- Volunteer for Fundraising Event = Hours Involved (ie. 5).
- Product Sales = 1 hour for every \$25 of profit.
- Fund Drive Callers/Drivers = 3 volunteer hours for each hour of participation.
- Committee Work = Hours Involved or predetermined.
- Library = Hours Involved.
- Donated items will be assessed and hours will be allocated based on the lesser of two criteria 1) the value (FMV) of the item or 2) the amount received for the item if lesser than the value.
- Attendance at Membership Meetings = 2 hours per member per meeting.

The spirit of the program is based on the honest evaluation and submission of hours that benefit the school directly in reducing the cost of Christian education for everyone.

TRANSPORTATION

The Transportation Committee, which consists of representatives from each region and the Woodland Transportation coordinator, arranges bus services.

Prior to the beginning of each new school year, local region transportation coordinators will provide families with specific information about routes and pick up points. Acknowledging a number of constraints, one of them being that we cannot offer front door pickup for most of our students, the Transportation Committee does its utmost to ensure that the routes are convenient for as many Woodland families as possible. Please contact Amanda Vander Linden, the transportation coordinator, at transportation@woodland.on.ca for more information on bussing.

Code of Conduct on Busses

Students are required to observe the following rules of conduct while traveling on the bus:

1. You are expected to arrive at your pick-up location waiting for the bus **at least five minutes before** bus arrival time. Bus scheduling is such that the bus drivers cannot wait for students who are late. The bus may run as much as five minutes early.
2. You are expected to conduct yourself in an orderly manner at bus stops prior to boarding.
3. You must wait well back from the curb or roadway until the bus comes to a complete stop.
4. After boarding **take your seat promptly and remain seated** until you arrive at your destination, unless otherwise directed by your bus driver.
5. Hold books, lunch boxes, and other objects on your lap or on the floor at your feet, never in the aisle where they may trip someone. Large objects that do not fit under the seat or on your lap will not be allowed to be taken on the bus. Skates, when carried on a school bus, must have skate guards or protective material in place.
6. Keep your arms and head inside the vehicle at all times. Never interfere with emergency doors/exits or any part of the vehicle equipment.
7. Any audio must be played on headphones so that others cannot hear. Unnecessary disturbances, such as **rowdiness, obscene language, smoking/vaping, throwing objects, eating or drinking or any other form of misbehaviour** will not be tolerated at any time.
8. Obey directions and instruction of the bus driver promptly and respectfully. Refrain from talking to the bus driver while the bus is in motion, except in case of emergency.
9. Students/parents will be held responsible for damage to the bus resulting from improper behaviour/carelessness.
10. You are not allowed to leave the bus other than at your predetermined stop unless it has been pre-arranged with the school office.
11. Passengers leaving the vehicle should cross only in front of the school bus and approximately 3 meters from the front of the bus.

Riding a school bus is a privilege! Since the school is responsible for the safety and comfort of all students who ride the bus, we reserve the right to revoke this privilege from any student whose conduct endangers the safety or interferes with the comfort of others riding the bus. There will be little tolerance for conduct violations.

Bus drivers will inform the principal, or designate, when any student refuses to follow this code of conduct.

Student Discipline Procedure

Normal school discipline will apply in cases of infraction of the above rules.

SCHOOL CANCELATIONS

There may be times during the year when school is cancelled for reasons of weather. In general, the procedure requires that if 1/3 of the student body is unable to be transported to school by bus then the principal may consider cancelling school. Cancellations will be announced as early as possible. Please refer to the school website for bus cancellations or signup for email notifications from the bus company.

Parents will receive an email blast notifying them about the cancellation. It will also be posted on the school website, calendar, and social media. Local regions also have procedures for informing the families if there are any cancellations.

As a general rule, when buses are cancelled because of bad weather, after school activities are cancelled as well. Students and parents should check their Edsby classes for instructions from their teachers.

COMMUNICATION

Participation of parents is essential to the operation of this school. Therefore, parents are encouraged to maintain close contact with the teachers of their children and to call or email them with any concerns that might arise. However, please be aware and respectful of staff members Right to Disconnect and the school policies concerning communication outside of regular school hours.

Parents can remain informed about school activities and issues in the following ways:

- The [Woodland Website](#), especially the online calendar, is a vital communication tool. The calendar is updated regularly is used extensively by Athletics. The website url is: www.woodland.on.ca.
- Woodland uses a password protected student management service called **Edsby**. This online service provides students and parents with access to class information, assignments, and attendance.
- Woodland issues a bi-weekly **Woodland Watch** which summarizes the highlights of daily activities at the school. The Woodland Watch is distributed to the parents through a 3rd party email service, **Constant Contact**. Please make sure you are receiving these communications and that the school is “whitelisted”.
- Woodland’s Newsletter, **The Woodlink**, is issued at regular intervals during the school year and contains more substantial coverage of school affairs. It is distributed through churches or through the mail. It is also posted on the school’s website.
- Regular eBlasts (mass emailings) are used to keep you informed. Please ensure that we have your correct email address on file and that you are receiving these emails.
- From time to time teachers or the administration may contact parents with specific concerns about student progress.
- Formal student reports are issued four times per year; in late October, early February, early April and late June. Formal parent-teacher interviews are held twice per year, in November and April. Students are strongly encouraged to attend these interviews. Interim progress reports are issued in December and May for those students who are in danger of failing courses.
- To facilitate communication parents are asked to provide their e-mail addresses to the school. These addresses will be used only to provide school information to parents. Please notify the office of any change of address or contact information
- Parents are welcome and strongly encouraged to contact their student’s teachers or the administration with any concerns that they might have about their student's progress or any other aspect of the school's operation.
- Course information, assignments, and due dates are posted regularly on **Edsby**. These web-pages are available to parents and students at <https://woodlandchs.edsby.com/>

HELPFUL HINTS FOR PARENTS

In order for you to help your students achieve the highest possible level of success at Woodland, we offer the following suggestions:

Attendance:

Students are expected to attend all official school functions regularly and punctually. These include classes, chapels and assemblies. There is a direct relationship between attendance and success at school.

Please take note of the attendance policies located in this handbook for specific procedures regarding lates and absences.

In the event of unplanned absences, temporary sickness, or appointments please contact the school to office as soon as possible. In the event of extended absences please contact the guidance department who will communicate and coordinate with the teachers on your behalf.

Attendance is important, not only to avoid the consequences of the attendance policy noted later in this handbook, but also for students to be engaged in the dynamic, communal process of learning. The best learning takes place in a context of discussion, reflection and a communal searching for God's way for our lives. When such learning takes place in a setting guided by committed Christian teachers, wonderful things can happen in the spiritual, emotional and intellectual development of those who are *present*. We encourage students to be at school every day.

Part-time Jobs:

Many of our students, for a variety of reasons, have part time jobs. While such a job can have many advantages, we occasionally see students dedicate so many hours to their jobs that their schoolwork suffers. We also see situations where students experience significant stress because of the competing interests of work and school. You can help your student by encouraging a balance between their job and their schoolwork.

Homework:

Homework is not something assigned to keep students occupied for a certain amount of time each day. It is an integral part of academic work where students can practice skills, apply insights gained and prepare for upcoming course activities. You can help your student by regularly checking on their progress, due dates, and by asking what material is being covered. Homework details are available on the course page in Edsby: <https://woodlandchs.edsby.com>

It is important that your student has an adequate workspace which is free of distractions. Our school also provides a homework club after school two nights per week.

Music and Technology:

Sometimes the music, videos and games that our students enjoy presents values which may be in radical contrast to the values that we espouse in this Christian school. Although we do not allow these at school, we encourage parents to be aware of choices students make outside of school hours.

Parties:

All school events will be communicated to families via the school website, calendar, and the bi-weekly *Woodland Watch*. Occasionally students or families host parties that are not school events but are fun opportunities for students to develop stronger connections in a less formal setting. Unfortunately, some of these student organized parties may include the consumption alcohol and drugs. We offer the following suggestions for parents to use when it comes to addressing your son/daughter's involvement at parties:

- Find out from your child where the party is and what will happen at the party.
- Call the family hosting the party and ask the following questions to determine the nature of the party and whether it is safe/appropriate for your child to attend:
 - What adults will be supervising the party?
 - Will there be alcohol at the party?
 - Am I welcome to help out in supervising the party?
- Families have required students to call home from a landlocked phone to ensure the safe arrival at the party and to confirm a departure time from the party.

School Rules:

Please be aware of the school's expectations in regards to student behaviour. For example, helping your student make appropriate choices in clothing and encouraging them to express their frustrations in a constructive manner will do a great deal to make their school days run smoothly.

Communication:

As is noted elsewhere in this handbook, we will communicate with you by telephone, email and through our website on a regular basis. Please take note of our communications carefully. If you have any questions or concerns, please contact us immediately. Please make attendance at Parent-Student-Teacher Conferences, especially those early in the year, a high priority.

It is also important that you maintain healthy communication with your adolescent as they progress throughout high school. Be curious, but respectful, of their activities, friends, and schoolwork. Keep open channels of communication.

Prayer:

Please pray regularly for your student and for their teachers here at Woodland. Your student's years in high school are critical in their development as mature people of God. Your prayers for the guidance of God's Holy Spirit are essential for us as teachers and for your student. An opportunity to pray for the school, staff, and students with other parents may be available, contact the school office for more information.

Parental Involvement:

In order to maintain a robust extra- curricular and co-curricular program at Woodland we need people to occasionally volunteer. Volunteering keeps you connected to the school through shared projects and interaction with students during a variety of activities. Volunteering is a great way to stay in touch with school events, become invested in the vision and mission of the school, be involved in your student's educational and social experiences. Some (but not all) volunteering opportunities fulfill the requirements of the Involved Parent Network. As a guideline, only activities that reduce costs to the school or generate revenue will be included as IPN hours. If in doubt, ask.

Grievances:

Whenever people need to work together in close relationships, there are possibilities for misunderstandings among them. These misunderstandings generally arise out of a difference of perspective that makes it easy to look at a matter from one point of view but not from another. Therefore, a grievance procedure for students and parents has been determined and is included in Appendix C.

Concussions:

Concussions are serious, seek medical attention immediately. For more information refer to the section regarding concussions in *Appendix G: Mental Health and Concussion Information*

GENERAL EXPECTATIONS OF STUDENTS

Woodland Christian High School is a community of learning. In this community all students and teachers are committed to dealing with each other in ways that are respectful and fair. These expectations are based on Christ's command that we are to love each other in everything that we are, we say and we do.

- 1. Teachers and students accept responsibility for the establishment of a positive learning environment in the classroom.*
- 2. Students and teachers will be helpful and courteous to each other.*
- 3. Students will come to class prepared to work efficiently without disturbing others.*
- 4. A student who, during the course of the day, finds it necessary to miss a class will first obtain permission from the classroom teacher or the principal.*
- 5. Students are responsible for all work missed due to absences. Teachers will provide help wherever necessary.*
- 6. Students will respect the rights and property of others and the property of the school.*
- 7. Students will arrive for class on time and will remain in class for the entire period.*
- 8. More detailed descriptions of expectations for students are found in the Student Code of Conduct on page.*

CLASSROOM NORMS

- 1. Start at the Cross*
- 2. Listen first*
- 3. Ask questions*
- 4. Don't judge or fear judgement*
- 5. Reflect and journey together*

STUDENT CODE OF CONDUCT

Dress Code for Students

The guiding principles of our dress code are common sense and a reasonable expectation of what is considered appropriate dress for participation in our school learning environment. Clothing that is fine for home, or a day at the beach, may not be the appropriate “uniform” for the job of being a student. Proper student attire, within the parameters of the styles of the day, is the expectation. The following guidelines for all students will serve to clarify the intent of this policy:

- *Clothes should be neat and clean and in good repair.*
- *T-shirts and jeans are acceptable as long as they are neat, clean and in good repair and are not ripped or adorned with slogans or advertising which would be in conflict with the stated aims of the school. Therefore, "beer shirts" and shirts with unacceptable slogans or graphics will not be allowed.*
- *All undergarments must be fully concealed by tops and shorts/skirts/pants.*
- *Shorts and skirts/dresses must be BELOW finger-tip length (shorts must have a 4 inch min. in-seam). Leggings or spandex shorts must be covered to fingertip length by a skirt or longer top.*
- *To be fair and consistent, hats are to be removed in the building.*
- *Clothing which is revealing in nature is not part of appropriate dress for school (e.g. skin tight clothing, spaghetti straps; clothing exposing chest, midriff area, bare shoulder and/or back; open or muscle type shirts with deep arm-holes). This is similar to the policy of any professional environment where you would apply for a part-time job.*
- *Clothing that promotes social, cultural or political views that can be divisive or polarizing cannot be worn at school.*
- *Parents/Guardians are asked to encourage their students to make wise choices while shopping for school attire.*

It is school policy that students attend field trips in neat attire. Some trips will require more formal dress (plays, concerts), but all trips require neat attire that reflects well on both the student and the school. Reminder that our dress code applies to all school sponsored events, including evening sports events and weekend tournaments and field-trips. A slightly relaxed version of the dress code is in effect for our annual spring formal. For details, please consult administration.

In the final analysis, the administration will determine if clothing is in keeping with appropriate professional dress for the school environment. Students who wear clothes which are not in keeping with the dress code will be asked to change or may be asked to phone their parents to bring a change of clothes. A plain t-shirt will be provided in the office for a student to wear if they are unable to obtain a change of clothes. Parents/Guardians will be informed of ongoing clothing issues.

Time Management

Students are expected to use their time wisely. Students from grade 9 through grade 10 are required to spend their spare periods in supervised study areas as indicated on the time table. Students in grades 11 and 12 are encouraged to use their "spare" time constructively. They are not permitted to disturb any classes in progress. No students will be permitted to loiter in the hallways while classes are in progress. Spares are a privilege and inadequate classroom work or inappropriate behaviour may result in this privilege being taken away.

Behavioural Expectations

1. Woodland Christian High School and all school-designated property is a smoke-free environment. No one is permitted to smoke or use tobacco products (or vaporizers) on school property or while attending school-sponsored activities.

Students who do not follow the Provincial Smoking Laws may be suspended and may incur increasingly significant fines. Students who are observed to be smoking in violation of this rule may be suspended from school for a period of up to five days.

This policy is in place to acknowledge that smoking is offensive to many in the Christian community, that it is detrimental to health, and that the purchase of tobacco products by persons under the age of 19 is illegal.

2. The possession and consumption of alcohol or marijuana at school or at school functions is prohibited and may result in a suspension of three to five days.

The possession and consumption of illegal drugs at school or at school functions is prohibited and may result in a suspension of five to ten days. Such activity may result in police involvement.

Trafficking in controlled or illegal substances at school or at school functions will result in a suspension. The police may be called and the administration may recommend the expulsion of the student(s) involved to the Board of Directors of the school.

3. Students are expected to use their automobiles responsibly while on or near school property. The school does not normally monitor the use of student vehicles during the school day. However, students who use their vehicles inappropriately will be required to submit their keys to the office. Students who maintain a pattern of irresponsible driving will not be allowed to bring vehicles to school.
4. Bullying and harassment are unacceptable at Woodland. Students who harass and intimidate others – either in person or via internet contact – may face a suspension of one to five days. Accusations of bullying between Woodland students will be investigated both on and beyond the actual grounds of the school. **Appendix G** outlines the definitions of Bullying and Harassment.
5. Students who physically assault other students may face a suspension of three to ten days. Police may be called.
6. There will be no running or horseplay in the halls, classrooms, washrooms or change rooms at any time.
7. Since the classroom is a somewhat formal setting, students will not, for example, wear hats, eat, chew gum, sit with feet on tables, or tilt their chairs back. In short, they will conduct themselves in a manner that reflects courtesy and respect for their environment and the people in it.
8. Students are expected to come to all classes with the necessary materials and with their work done well.
9. Foul, blasphemous and inappropriate language is not acceptable at Woodland. Students who repeatedly use such inappropriate language may face a suspension of one to three days. Students who direct such inappropriate language at school staff or bus drivers will face a suspension of one to three days.
11. Games such as cards are permitted only in the commons area. Card games and other activities that do or might involve gambling or similar behaviour are prohibited.

It should be noted that in all cases of significant violations of school rules, the parents/guardians of the students involved will be contacted immediately.

ATTENDANCE

Students are required to attend school until they attain the age of eighteen (Section 21(1) of the Education Act).

Students are expected to attend all official school functions regularly and punctually. These include classes, chapels and assemblies. There is a direct relationship between attendance and success at school.

1. *Excused Absences*

Absences are excused when the reasons for that absence are sickness, an unavoidable conflict or permission from the office of the school. Students must make up the work missed during such absences. They must also contact their teachers ***on the day of their return to school*** regarding assignments or tests that they might have missed. In general, a student who has been absent for one day is responsible for all missed work the next day. Longer absences may require negotiation with staff members.

2. *Unexcused Absences*

Absences are unexcused if they do not fall into the category above. The class work missed must be made up by the student, but any tests or quizzes missed during an unexcused absence may not be made up. Students will normally receive a grade of zero for tests or quizzes missed during an unexcused absence. When some school buses are cancelled due to poor weather, but the school is open, students are expected to attend classes as on a normal school day. Leaving the school without permission under these circumstances will be considered an unexcused absence.

3. *Absences Due to Family Vacations*

The school does not excuse students for vacations during the regular school calendar. While teachers will help students catch up the work missed, the work assigned during that time is the student's responsibility. Students are therefore expected to inform teachers well in advance of such vacation absences and to accept full responsibility for all work missed. Tests and quizzes missed during vacations will be made up prior to the absence or upon return. Teachers are not required to provide detailed lesson plans or assignments about what will transpire during that student's vacation. However, students can/should check the Edsby class pages during absence and upon return since it will provide continuity for students.

4. *Skipped Classes*

An absence is considered a "skip" if a student is absent from one or more classes without the knowledge or permission of parents and the office. The student is still responsible for all work done during that class and may be unable to make up the work. A skipped class may result in an after school detention. A pattern of skipping will result in parents/guardians being invited to the school to discuss the matter. Suspensions may also result.

5. *Suspensions*

Suspensions, for whatever reason, are defined as unexcused absences. In this case, however, staff will work to allow suspended students the opportunity of doing their work and earning good grades.

6. *Explanations of Absences*

Parents/Guardians are asked to inform the school before 9:30 AM if a student is going to be absent.

A reason must be given for the absence so that the category of the absence can be determined. Students, at age 18, are presumed to be responsible for their presence at school. Therefore, such students are expected to inform the office of the reasons for their absences.

7. *Absences During the School Day*

Students who become ill during the day must come to the office to obtain permission to leave the school or go to the sick room. Those who leave the school property during the school day must sign out in the office before they leave and sign back in when they return.

8. *Lates*

Students are expected to be on time for classes. Lates will be dealt with by the classroom teacher. A pattern of lateness will result in noon detentions. If the pattern is not corrected, after school detentions may be assigned.

9. *After School Detentions*

Students may be assigned detentions to be served from during the lunch hour or after school from 3:25 PM until 5:00 PM for chronic lates and skipped classes or other violations as deemed appropriate by the administration. Students who use buses or who have part-time jobs will be expected to make alternate work or transportation arrangements. Parents/Guardians and students will be informed of after school detention at least one day prior to the date when it is to be served.

Students are expected to arrive promptly for detentions. The time in detentions will be spent doing schoolwork.

10. *Contact with Parents*

If students have irregular or erratic attendance so that their ability to complete course work successfully is jeopardized, the following process will apply:

- If a student misses 5 classes in any course, parents/guardians will receive an email from the classroom teacher alerting them to this attendance trend.
- When a student reaches 10 class periods missed in any course, the teacher will inform administration (VP student affairs), so that administration can contact the family to indicate our concern.
- If the pattern of irregular attendance continues and the student misses 15 class periods in any course, the teacher will inform administration, and a meeting will be convened (organized by the teacher and/or admin) to address the situation. This meeting will involve the student, the parents/guardians, the course teacher and the vice principal of Student Affairs.

11. *Contacting Students*

If parents/guardians need to contact their students during the school day, they may call the school office. While students are free to use cell phones during lunch time and spares, parents are asked to not call students when classes are in session.

CO-CURRICULAR OFFERINGS

Athletics

Woodland seeks to provide extra-curricular activities programs that supplement the academic program of our school. We recognize that God has gifted students in a variety of ways, including abilities in athletics. Our Athletic Program provides an opportunity for students to develop and use their God-given abilities. We also believe that participation in extra-curricular activities, especially athletics, provides a good opportunity to encourage students in their relationships with Jesus Christ. These activities also enhance the atmosphere of the Woodland student body, providing students and parents opportunities to express positive school spirit. And finally, extra-curricular activities provide an opportunity to express our faith to other schools, coaches, and officials.

The **Woodland Cavaliers** belong to District 8 of CWOSSA and to the Ontario Christian Secondary Schools Athletic Association (OCSSAA). In these organizations our teams compete against other schools in Soccer, Basketball, Volleyball, Cross-country, Track and Field, Badminton, and Ultimate Frisbee.



For schedules and tryouts please refer to the school calendar, however a general outline is provided below.

Cross Country:

Early September to Late October,
Coaches: Mrs. Buinsma, Mr. Campbell

Jr Boys Volleyball:

Early September to Mid November,
Coaches: Mrs. Verstraeten, Mr. Tollenaar

Sr Boys Volleyball:

Early September to Late November,
Coaches: Mrs. Verstraeten

Jr Girls Basketball:

Early September to Mid November,
Coaches: Mrs. Stone, Mrs. Josse

Sr Girls Basketball:

Early September to Late November,
Coaches: Mr. Hazenberg, Stu Julius, Mae Drost

Jr Boys Basketball:

Mid November to Mid February,
Coach: Mr. Johnson

Sr Boys Basketball:

Mid November to Late February,
Coach: Mr Hazenberg, Mrs. Stone, Mae Drost

Jr Girls Volleyball:

Mid November to Mid February,
Coach: Mrs. Verstraeten

Sr Girls Volleyball:

Mid November to Late February,
Coaches: Mr. Goossen, Sue Hellinga

Badminton:

Early March to Late April,
Coaches: Mr. Radford, Don Bieronski

Boys Soccer:

Late March to Late May,
Coach: Mr. Stevens, Jonah Weber

Girls Soccer:

Late March to Late May,
Coaches: Mr. VanderVaart, Will Rowe

Track and Field:

Late March to Late May,
Coaches: Mrs. Verstraeten, Mrs. Agbonaye, Mr. Kooy,
Mr. Tollenaar

Ultimate:

Late May to Early June,
Coaches: Mrs. VanAnkum

Theatre Productions

Drama is a wonderful opportunity for our students to display their talents in the area of the performing arts. Woodland presents a major drama production each year. Students may participate in areas of acting, choreography, props, costumes, make-up stage management, and technical areas (lighting, sound production etc.).

Student Government

The Student Government for this school year is composed of the following eight elected positions:

Executive Chair – Sophia Zhang
Secretary/Treasurer – Hunter Meyer
Athletic Involvement Council Director – Willem Hunse
Arts Involvement Council Director – Sia Kim
Outreach Council Director – Daniel Galeano
Community Council Director – Sarah Dragan
Spiritual Council Director – Bethany Leeder
Large Events & Chapels Director – Ava Mathews

Each council is made up of 3-8 students. The entire student body is invited to apply for council positions and applicants are selected by the elected officials. To run for one of the elected positions, a student must have one-year prior experience on Student Government in either a council or an elected position, or equivalent leadership experience.

Co-Curricular Clubs

A variety of co-curricular activities are organized as clubs throughout the school year. Information and sign up for clubs is available at the beginning of the school year.

Active clubs at Woodland may include *Chisel*, Drama Club, Choir, Garden Club, Yearbook, Chess Club, Library Club, Book Club, Tech Team, Paddle Club, Knitting Club, Chair Crew, Multicultural Club, Public Speaking, DECA and many others.

Students are encouraged to establish other clubs which reflect their own interests. All new clubs are subject to the approval of administration and require teacher supervision.

Choir

Choir is an extracurricular activity at Woodland that challenges students to develop their vocal musical gifts in an ensemble setting. The Concert Choir is open to all students and practices after school on Thursdays until 5pm. The Chamber Choir is a smaller, auditioned ensemble for advanced choristers. Performance events include the Christmas and Spring Concerts, participation at various assemblies and school functions, and participation at Sunday services at area churches, as well as a 4-day biannual tour.

Robotics

The Robotics Club starts in September and welcomes new members. Much of first semester is spent meeting once a week to work on the skills necessary to build a robot - electrical, mechanical, and programming. The competition is announced in the January, at which time building our robot begins. During the building and competing season (during second semester), students in the club will be expected to participate in weekly meetings after school, some Saturdays, and full days at the regional competitions. This is an exciting club to be a part of and welcomes all students with any level of interest and/or skill in robotics.

DAILY INFORMATION FOR STUDENTS

Lost and Found

Articles which have been lost or found may be recovered from the lost and found storage.

Photocopying

Students will be expected to use the photocopier in the Resource Centre or printers in the Library for personal copying. Photocopiers are also located in the staff work area and main office but are for use by teachers only. Occasionally, copying may be provided by the school office at a reasonable fee if office staff are available.

Telephone

Students have access to a telephone in the school office. School telephones may only be used by students in case of emergency.

Visitors

Occasionally we have visitors at Woodland. Students are expected to request permission from the office and their classroom teachers prior to bringing a guest into the school which often is a former student or part of recruitment which should then be set up through the office for a shadow day. All visitors must sign in at the office upon arrival. Visitors are not permitted to be on campus without approval, including at lunchtime.

Library

The Library plays a central role in Woodland's mission 'to equip students for lives of Christian faith and service'. It acquires and maintains excellent resources, both paper and digital, to support the school's curricular and co-curricular programs. A professional librarian promotes both the joy of reading and the development of information literacy and is available to help students find and use information at school.

The library is designed to be a quiet area for research and homework. Students are expected not to interfere with the purpose of the library by distracting others or damaging library materials. Library items may not be removed from the library without permission. Items in circulation may be borrowed from the library through a signing out process. All late returns and damages are subject to fee penalties and revocation of borrowing privileges.

The Library maintains an online presence at <https://sites.google.com/a/woodland.on.ca/library-resource/>

The Library site is accessible at any time from the school's main page to search either the school's book catalogue or various research databases, and to provide other useful links to online tools and information. Our library hosts the regularly scheduled library club events, as well as our highly popular book club.

Lockers

Students will be assigned a locker on the first day of school. Locks will also be assigned. Lockers must be kept neat and in good repair. Since the building is often in use after school hours by various community groups, lockers must be kept locked.

At the end of the year, lockers must be cleaned out completely. Students will be charged a fee for the cleaning of lockers which requires extra work by the custodian.

Timetables and necessary information may be posted inside the lockers. Inappropriate pictures or signs will be removed. Students will be responsible for any damage or defacing of the lockers to which they were assigned.

Students are reminded that lockers are the property of the school and may be accessed by school administrators when necessary.

Textbooks

Textbooks are provided by the school for all students. At the end of each semester, students will be responsible for any excessive damage done to or the loss of textbooks issued to them.

School Nurse & Sick Room

A public health nurse is available to the students at Woodland. Please inform the office if you wish to use this service.

The nurse's station is available for students who become ill during the school day. We encourage students to stay home if they are sick. Parents are requested to pick up their sick student from school if they are unable to attend regular classes.

Medications

The school will not provide medications for students. Students should notify the office about prescription medications that they have on campus or need stored on campus. Parents/students must notify activity supervisors of any medications on overnight trips, sports events, or class trips.

Use of Personal Electronic Devices

Since school is a community of learning, the use of school computing resources, as well as the use of personal electronic devices (including cell phones and AirPods) at school, is a privilege, not a right.

Cell phones and AirPods are **not permitted in classrooms** unless specifically allowed by the teacher for educational purposes. Teachers are **not required to issue a warning** – if a student is found with a phone or AirPods in class without permission, the device will be confiscated immediately and brought to the Main Office. *(The only exceptions to this policy will be for those with an authorized accommodation through the ASP & ELL programs.)* Students may pick up their confiscated items at the end of the school day.

Some music, videos, and games are objectionable because they are, for example, violent, blasphemous or obscene. As such, these will not be permitted at Woodland, and students must not use such material at school on their personal devices or electronics.

Please see the Technology Policy and User Agreement (Appendix E) for details.

Contacting Parents

There are times when it is necessary for students to contact their parents. We ask students not to call or text students during class time. Students may use the counter phone in the main office.

Daily Announcements

Each morning a daily bulletin is read and posted on the Edsby website. Activities and school news are included in the bulletin. Announcements of student activities may be submitted to the office and must have the approval of faculty sponsors. Office permission must be obtained to use schoolrooms or any other facilities. Any announcements or posters to be posted on bulletin boards should be approved by the principal prior to being posted.

School Pictures

Individual pictures will be taken in September. Price information will be sent home with the students prior to picture day in the fall.

FACILITY USE AND CARE

Green Teams

Every day after lunch hour, a class will be assigned the responsibility for cleaning up the halls, commons and the grounds immediately around the school. This is in place to acknowledge that all members of this community share responsibility for the care of the property. This work will be organized by the teaching staff and the custodial staff.

Auditorium

The Auditorium is available to students in Grades 11 and 12 during the school day. At noon the AUD is available to all students. This room will be kept neat and in good repair by those who use it.

Washrooms and Change Rooms

All students are responsible for maintain the cleanliness of the school washrooms and change rooms. Do not loiter in the washroom facilities and report any damages, malfunctions, or supplies that need replenishing to the office or custodial staff.

Do not leave personal belongings of value unsupervised in the change rooms at any time. Change rooms are locked when not in use and will be locked during physical education classes after students have changed but the school is not responsible for any lost or stolen articles.

Showers are available for students after classes, practices, and games. Towels must be brought from home.

Cellular phones may **not** be used at any time where individual privacy must be protected, such as in washrooms or change rooms.

If the video recording feature of a cellular phone is used in such a way as to show disrespect for another's privacy, or if the text messaging feature is used during a test or examination, these actions will be considered to fall under the category of a "malicious use of technology", under the school's Technology Policy and User Agreement and/or may be a criminal offence under the law.

Servery and Kitchen

Microwaves are available for student use throughout the day in the **servery**. Students are reminded to be considerate of other students by cooking meals (especially frozen entrees) at home and use the microwaves to reheat their lunch at school.

The primary use of the **kitchen** is for food related classes and hospitality events. *Students will not be allowed any unsupervised access to the kitchen.* All kitchen use (including equipment and materials) must be preapproved by the Food & Nutrition Teacher and the Advancement Office to ensure no unauthorized usage and that all regional health standards are being met. Training will be provided for all equipment before the event.

Anyone using the kitchen without prior permission or misusing the servery/kitchen areas may face disciplinary action.

Gymnasium and Fitness Room

The gymnasium and fitness room is made available to students during the noon hour for intramural and other fitness and recreational activities. Gym clothing and proper footwear must be worn by those participating in structured gym activities. **No food or drinks are allowed in the gymnasium.** The gym is off limits to students while classes and practices are in session.

Students should use care in storing their personal belongings while they are participating in PE activity or co-curriculars. Students should not leave their belongings unattended at any time. The school is not responsible for any lost items.

Students who are unable to participate in physical education because of injury, illness, or disabling condition should have their parents write a note requesting a PE exception. In case of long-term illness (more than a week), it is desirable to have a physician's statement documenting the activity limitations and their expected duration.

Supervision in the gymnasium during the noon hour is done by staff members and Athletic Council leaders. Students are expected to abide by the rulings of these supervisors.

Students may access the Fitness Room on their own time provided the room is available, they are not alone, obtain the key from the office and have been properly trained on the equipment by a member of the Phys. Ed. Department.

Media Arts Studio/Sound Booth

The Media Arts Studio is to be primarily used during class time. However, students may obtain teacher permission to use the studio for school related projects on their own time. The key is available in the office upon proof of permission and teacher supervision.

The sound booth is off limits to all students except those who are members of the Tech Team. Teacher/Admin permission is required before any use of this area.

Music Room

The music room can be used outside of class time but must be kept in an orderly fashion and be under teacher supervision. All instruments should be stored in the Instrument Room located beside the Music Room and can be access before and after school through the Auditorium.

Practice Rooms

Practice rooms may be used for music lessons and preparation for upcoming events such as Woodland Rocks or the Spring Concert. Students must obtain permission of the music teacher to use the rooms outside of class time. Principal use of the practice rooms will be given to in session music classes first. Other students must vacate upon request.

Computer Rooms

Students may use school computers in accordance to the Technology Policy and User Agreement. Computer Labs may be accessed at lunch at the discretion of supervising teacher.

Shop & Robotics Portable

The shop and robotics portable are not to be accessed and used without teacher/adult supervision. All equipment is to be used carefully with any safety equipment such as eye protection, guards, and proper clothing. Any damage or faulty equipment should be reported immediately. Misuse of equipment may result in penalties or fees to fix/replace.

Classrooms

Classrooms are generally locked when not in use. Students may use classrooms for co-curricular activities but should be supervised by a teacher. No unauthorized access will be granted to classrooms when they are not in use. Classroom equipment such as table and chairs must be used properly and kept in good condition.

Guidance Area

The Guidance area is located inside the student services area. It is a welcoming space for students seeking assistance on guidance issues or those who may be dealing with crises.

The area provides resources and support for students researching post-secondary opportunities, job/career/volunteer openings, and issues pertaining to mental and emotional wellness. The area workspaces are reserved for students completing eLearning (online) courses and provides a supervised space for Grade 9/10 students who do not have a scheduled classes during regular blocks.

Using the space as a test writing location should be limited since it is not supervised by guidance staff unless previously arranged.

The Student Services area is not for group work, meetings, and nonacademic use of computers since it creates an uninviting and intimidating space for those seeking assistance or dealing with emotional and mental health issues.

Learning Commons

The Learning Commons (Room 115) is located near the Academic Support area and is intended to be a quiet place for individual students to work - not socialize, whenever the space is not being used as classroom space.

STUDENT SERVICES

Guidance

The Guidance department exists to provide support to students in a variety of ways.

Grade 9 guidance focuses on the transition from elementary school, and integration or “*Enfolding*” into high school life. Grade 10 and 11 guidance focuses on “*Engaging*” students in the course selection process as they begin to explore career options beyond high school. Grade 12 guidance focuses on “*Equipping*” students to make a smooth into post-secondary options of work, apprenticeship or further education at community college or university. At all grade levels, the guidance department is committed to supporting student emotional and spiritual growth.

The Guidance department can also assist students with personal concerns wherever possible and appropriate and/or make referrals to the CAPS program outlined below.

Our guidance counsellors will be available to meet with students at specific times during every school day and by appointment. The school guidance counsellors are:

Mr. Goossen (Gr. 11 & 12)

Ms. Arthur (Gr. 10)

Mrs. Verstraeten (Gr. 9)

Please refer to the Guidance section of the school website for helpful links and resources.

Mental Health Issues

It is common for many students to experience emotional turmoil during adolescence. While most individuals will feel stress, anxiety, or sadness from time to time, daily recurrence of these feelings for a prolonged period of time is not typical and can lead to health-related issues, as well as an inability to participate meaningfully in the events of daily life. Extended episodes of stress, anxiety and/or depression will invariably impact school attendance and academic performance.

Please refer to *Appendix G: Mental Health and Concussion Information* as a student-parent guide for dealing with mental health issues while attending Woodland.

CAPS

Woodland is pleased to partner with ***Ember Counselling Service*** to provide ***counselling for students.*** Ember is on campus twice a week for free counselling services from qualified Christian counsellors. The service is confidential. For more information, please contact our Guidance department (ext. 114)

Academic Support Program

This program (ASP) serves the needs of students of all levels of ability who face challenges in their academic work, assisting them to identify their gifts, learning styles and unique learning needs. The goal of the program is to help students develop skills and strategies, not only to assist them in reaching their academic goals to the best of their abilities, but also to foster positive lifelong habits and skills in learning.

The ASP program is not offered to everyone. A student enters the ASP program by having or obtaining an IEP (Individual Education Plan) substantiated by appropriate assessment(s) and/or teacher referral through the Guidance Department. In this program, alternate credits may be available for certain students. All students in this program will be encouraged to take the GLS (Guided Learning) courses. It is through this program that academic accommodations are made available to students. For further information, please contact Mrs. Westervelt in our Academic Support department (ext. 123).

English Language Learners Program

This program (ELL) serves the needs of students of all levels of ability for whom English is not their first language. The program involves a co-curricular component (on-going assistance and support, Multicultural club, etc.), as well as a curricular component (ESL courses levels A through E) The goal of the program is to help integrate students into the life of the school, as well as equip them in English language proficiency. For more information, please contact our ELL coordinator, Mr. Hazenberg.

On occasion, international students need accommodation and homestays for extended periods of time. If you are interested in being a homestay, please contact Mr. Hazenberg or Mr. Branan.

AWARDS

Woodland has the following system of awards and prizes in place to encourage excellence and participation in all aspects of school life. Year End Awards are presented at either the last chapel (Barnabas Award) or the Awards Assembly in June. Graduation Awards are presented at Graduation. Students are encouraged to work toward these awards.

Honour Roll

Honour Roll is tallied and posted annually for students that obtain an overall average of 85% in the courses taken at school during the current academic year.

Year End Awards

Woodland Memorial Award

This award is presented annually to the graduating student by their cheerfulness and good humor has been an encouraging friend to many, and in positive ways contributed to the spirit of the school.

The Barnabas Gift of Encouragement

This award is named for the apostle identified in Acts 4:36 as the "Son of Encouragement". It is meant to encourage all students to remember that distractions and obstacles can be overcome with God's help. It is presented annually to selected students who have demonstrated perseverance and determination in their work at school in the face of special challenges.

Student of the Year

This award is presented annually to a student who has demonstrated Christian character, a high level of leadership and involvement in school activities, a strong academic record, and a positive relationship with staff and fellow students.

Outstanding Citizen & Service Award

This award is presented annually to a junior and senior student who have provided support and encouragement to others, have demonstrated outstanding citizenship and community spirit, have been involved with school activities, and have a positive relationship with staff and fellow students.

Academic Engagement Award

This award is presented annually to a maximum of two students per grade who exemplify active participation in their learning as well as effort and diligence in their academic studies.

Stewardship-Discipleship Award

This award is presented annually to a junior and senior student who have demonstrated stewardship in the use and development of personal resources and talents. The recipients will also have shown spiritual depth, moral integrity and responsible discipleship in dealings with staff and students. The recipients will have been involved in activities such as the Chapel Committee and the Students of Service.

Spirit Award

This award will be presented to a student in each grade who has demonstrated community spirit and leadership in organized school activities and has contributed to school spirit through participation in Student Government sponsored activities. The recipients will have contributed to a positive school atmosphere and will have demonstrated a positive attitude toward staff and students.

Kitchener Waterloo Record "Top Students" Award

This award is presented to two graduating students who have participated in school activities, demonstrated leadership, shown positive contributions to all areas of school life.

Various Departmental and Subject Awards

Each department in the school will present an award to a junior and senior student who has demonstrated excellent work in that department during the current year.

Arts Recognition

These awards recognize excellence and leadership in music, visual and dramatic arts, and clubs pertaining to the Woodland Arts program.

Artist of the Year (Jr. & Sr.)

These awards are presented annually to the junior and senior artist who have demonstrated excellence, versatility, leadership, and creativity in many or all of the arts: visual art, vocal music, instrumental music and drama. Candidates have pursued genuine artistic expression through different media and have been inspirational in their level of dedication and ability demonstrating both excellence within convention and desire for innovation.

The Colin Hood Award

The Colin Hood Award is given out annually to one graduating male and one graduating female who throughout their high school career have been committed to the success of sport at their school and within their community.

D8 Academic and Elite All-Star Awards

District 8 will honour outstanding student-athletes who have made a contribution on the field of play as well as in the classroom. This award will be granted to any District 8 student-athlete who obtains a **minimum average of 85%**. The District 8 Academic Elite will honour the top student-athletes from the District 8 Academic All-Stars in both Junior and Senior. This is awarded to each school's student athlete who competes in two major sports (as defined by District 8 constitution) and obtains the highest average marks.

Male and Female Athlete of the Year (Jr. & Sr.)

These awards are presented annually to junior and senior athletes who have demonstrated excellence in skills, techniques, strategies and leadership. The recipients will represent the ideals of athletics: self-discipline, Christian character, cooperation, sportsmanship, and respect for officials, team-mates and opponents.

Activity Bars

All students are encouraged to participate in co-curricular activities throughout the school year. Activities that have significant commitment and require a great deal of student involvement and leadership are recognized in certificate form as Activity Bars. The accumulation of specific numbers of Activity Bars may result in recognition and an award upon graduation.

Graduation Awards

Activity Award of Distinction

This award, in the form of a plaque, is given to the students who have been involved in a minimum of 20 co-curricular activities during four years at Woodland. For those who have come later to Woodland, it is possible to earn this award in 3 years (15 activities) or two years (10 activities). This award is given to students in the year of graduation, during which the recipients will have maintained an academic average of 70% or higher.

Activity Award of Merit

This award, in the form of a plaque, is given to students who have been involved in 15 co-curricular activities in four years. This award is given to students in the year of graduation, during which the recipients will have maintained a 60% academic average.

Academic Award of Distinction

This award, in the form of a plaque, is given to graduates who have maintained an academic average of 85% or better during four years at Woodland if they graduate after four years.

Academic Award of Merit

This award, in the form of a plaque, is given to graduates who after four years will have maintained an academic average of 85% for three of those four years or an academic average of 80% for each year.

** For academic awards, the qualifying averages are calculated on the basis of the highest marks in six full credit courses*

Athletic Award of Distinction

This award, in the form of a plaque, is awarded to graduates who in four years will have participated in 15 athletic activities, divided as follows: twelve varsity sports teams, two organizational, and one year on student government.

Athletic Award of Merit

This award, in the form the form of a plaque, is awarded to graduates who after four years, will have participated in 10 athletic activities, composed of varsity sports teams, organizational and athletic council involvement.

The Elizabeth Velden Koole Scholarship

This award and scholarship is provided by an early supporter of this school in memory of his mother, Elizabeth Velden Koole. It is awarded to a graduate who has demonstrated general excellence, scholastic ability and Christian character.

The John Vanasselt Leadership Award

This award and scholarship is presented annually to a member of Student Council who has demonstrated exceptional leadership abilities and a high level of academic achievement. This award is established in honour of Mr. John Vanasselt, Woodland's founding principal, who served the school from 1976 to 1992.

The John Vanasselt Achievement Award

This award and scholarship is presented in honour of Mr. Vanasselt, is provided by the Board of Trustees of Woodland Christian High School. It is given to the graduate who has demonstrated a high level of excellence in all aspects of school life during the year in which the award is made.

The Lieutenant Governor's Award

The Lieutenant Governor's Community Volunteer Award pays tribute to students who not only complete the required number of volunteer hours to graduate, but who go above and beyond.

The Governor General's Academic Medal

This medal is presented on behalf of the Governor General of Canada to the graduate who has the highest average in the graduating class. This average includes all grade 11

and grade 12 courses as listed on the student's official transcript of grades issued by the Ministry of Education. The average cannot be anticipated; it must be calculated on final results at the end of the school year. Marks taken after graduation to upgrade marks are not included in the calculation of this average.

There is no differentiation between the types of courses (university, college or open); all courses taken, which directly result in the obtaining of the OSSD are included.

Ken VanderZwaag Memorial Scholarship

This award and scholarship will be given to a graduating student who will be pursuing post-secondary education and has provided significant involvement in the athletic program at Woodland. The recipient will be one who demonstrates the characteristics that Mr. VanderZwaag valued as a coach including: a strong work ethic, fine sportsmanship, good teamwork, and Christian character as they participated in athletic activities.

The Legacy Award of Excellence in Sport & Science

Awarded to a graduating student-athlete who has demonstrated outstanding achievement in athletics and is pursuing post-secondary studies in a scientific field. Established by an alumnus, this award recognizes the integration of academic and athletic excellence as a lasting contribution to the school community.

Michael Smith Memorial Scholarship

This award and scholarship is presented in loving memory of former student Michael Smith and is presented to a graduating student who desires to pursue and extend Michael's business-oriented, entrepreneurial vision of hope, transformation, and service to others. The recipient should be friendly, able to connect others to big ideas, and a person of action. They should demonstrate an aptitude for business or have been a leader in ventures while at school.

Marcel Koersen Memorial Scholarship

This award is presented in loving memory of Woodland alumnus Marcel Koersen (Class of 2009) by Bostech Mechanical Ltd. This honour is awarded to a graduating student who demonstrates passion and aptitude for the skilled trades and is pursuing post-secondary studies and/or an apprenticeship in the trades. (Formerly presented as the Gaffney Electrical/Steve Johnston Memorial Award).

Retired Awards:

Harold Albrecht Leadership Award

The Harold Albrecht Leadership Award is presented to a graduating student who has demonstrated outstanding leadership within the scholastic programs, within their peer group, in the community of their home life.

STAFF

Administration

Mr. J. VanPelt	Principal
Mrs. B. Reitsma	Office Administrator
Mrs. M. Sutherland	Vice-Principal – Program, Leadership Development & Student Success, Science
Mr. M. Hazenberg	Vice-Principal – School Culture and Student Discipleship, ELL, Humanities
Mrs. M. Wiebenga	Vice-Principal – Program: Learning and Instruction, English, French, Humanities
Mr. P. Branan	Advancement/Development Director, Involved Parent Network
Mr. J. Wright	Director of Finance and Operations

Teaching Staff

Mrs. N. Agbonaye	Science
Mrs. S. Albrecht	Art, Geography
Ms. R. Arthur	English, Guidance
Mrs. K. Bax	Science, Chemistry, Math, Social Science
Mr. D. Brouwer	Shop, Careers
Mrs. M. Bruinsma	Science, Biology, Chemistry
Mrs. J. Bryson	Science, Mathematics
Mr. C. Campbell	Tech, Physics, Math
Mr. H. Goossen	Guidance, History
Mr. D. Graham	English
Mr. J. Hunse	Choir, Mathematics, Science
Mr. N. Johnson	Tech, Physical Education, Kinesiology
Mrs. E. Joosse	English, Hospitality, Food & Nutrition
Mr. S. Kooy	Computers, Geography, Media, CO-OP, OYAP, Tech Support
Mrs. C. Leferink	English
Ms. A. Mariko	Science, Math
Mrs. K. Plaisier	Physical Education, Science, Athletic Director
Mr. P. Radford	Tech, Shop
Mr. S. Stevens	Business, Humanities, DECA
Mrs. M. Stone	Science, French
Mr. C. Tollenaar	Physical Education, GLS
Mrs. T. VanAnkum	English, Librarian
Mr. A. VanderVaart	Mathematics, Accounting, Tech
Mrs. J. VanderVaart	Drama, English
Mrs. M. VanderWal	Bible, Science
Mrs. B. Verstraeten	Guidance, French, Physical Education
Mrs. M. Westervelt	Academic Support Director, Guidance, English
Mr. S. Zurakowsky	Instrumental Music

Support Staff

Mrs. L. Hellinga	Administrative Assistant: Office, Finance & Board
Mrs. J. Zarnke	Administrative Assistant: Communications & Events
Mrs. J. Herfst	Administrative Assistant: Capital Campaign
Mrs. A. Vander Linden	Transportation Coordinator

Academic Support Staff

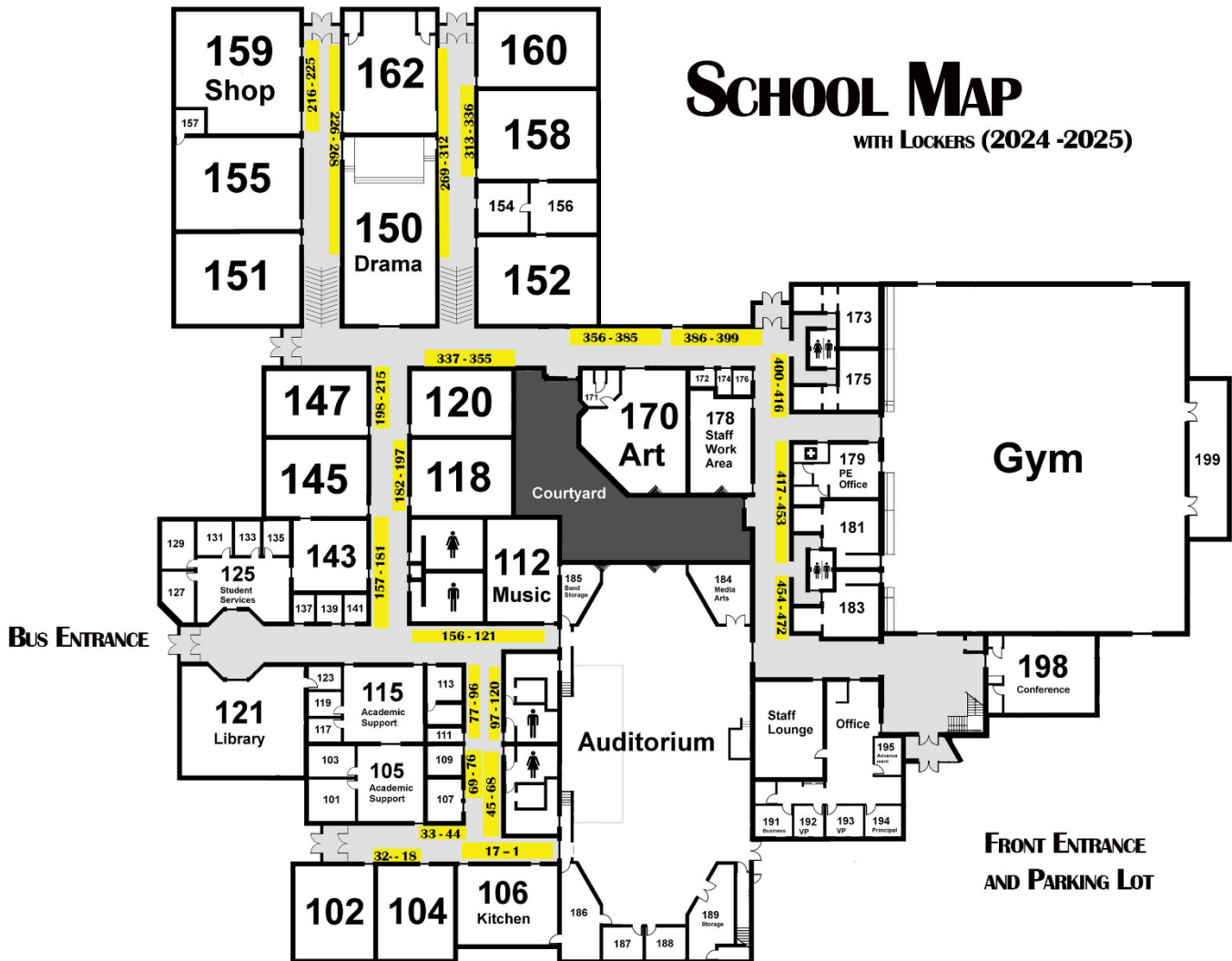
Mrs. J. Fitzpatrick	Paraeducator
Mrs. P. Hazenberg	Paraeducator, Admin. Assistant: Student Success
Mrs. S. Graham	Paraeducator
Mrs. M. Rumph	Paraeducator
Mrs. J. Strauss	Paraeducator

Custodial Staff

Ms J. Martin, Ms. L. Miller

SCHOOL MAP

SCHOOL MAP WITH LOCKERS (2024 -2025)



Appendix A: Student Integrity Policy

Woodland's Context

As an academic institution, Woodland intends to maintain the integrity of student work by implementing strategies designed to limit plagiarism offences. Furthermore, honesty and truthfulness are scriptural values that we strive to uphold, and plagiarism in its various forms runs counter to this goal. Thirdly, a reliance upon patterns of plagiarism serves to limit the originality and creativity of students as they interact with the curriculum and ideas presented in class. In relation to these goals, Paul Matthews states: "More than ever, we need faith, integrity, wisdom, self-control, and love. We must encourage ourselves and our students to turn away from evil and do good (Psalm 34:14). While this kind of exhortation has always been part of Christian education, we must proclaim it with renewed vigour. The temptations of our age are not new, but the frequency and intensity of the temptations are. Put simply, it's never been this easy to sin."¹

Definition:

Plagiarism is the act of taking credit for work that the submitting student did not create. In its root, "plagiarism" comes from the Latin word for "kidnapper"² – it is to say, then, that taking someone else's work as your own is kidnapping their work, and is therefore a serious offence.

Specific Examples of Plagiarism

We encourage students to read the ideas of others and to integrate those thoughts into their work. However, credit must be given where credit is due. The following list includes examples of what can be considered plagiarism, but is not intended to be exhaustive:

- The use of Artificial Intelligence (AI) to generate ideas, arguments, content, phrasing, etc. unless given explicit permission from the teacher. This is notably in relation to generative AI like large language models (e.g. ChatGPT), though teachers may indicate that no AI may be used.
- Copying a text verbatim from a book, without using quotation marks and the proper documentation of the source.
- 'Cutting and pasting' information from an electronic text without giving appropriate citation of the source.
- Changing a few words from the original text does not make it your own. Even a paraphrase with substantial editing should be cited from its original author.
- Sharing your work (e.g., answers to an assignment) with someone else.
- Submitting a copy of work done by another student as your own.
- Failing to give credit to an author for an idea given in interpretation of a text or idea, even if not quoted verbatim.
- Re-submitting an assignment from one course in another course, without significant re-working and the permission of the teacher.
- Failing to properly document statistics, images, or charts created by another person.
- The use of technology, resources, supports, etc. when permission has not been granted.

CHEATING

Cheating of any form will not be tolerated. This includes tests and major assignments. Response to any student found cheating will be the same as the response for plagiarism.

¹ Matthews, Paul. "Leading in an AI World: Engaging Ethically," The CACE Roundtable, April 29, 2025.

² Etymology, "Plagiarism," Oxford English Dictionary, Oxford University Press, 2024. oed.com

RESPONSIBILITIES OF STAFF AND ADMINISTRATION

In an effort to curb plagiarism and cheating, the staff and administration have the responsibility to clearly define this academic offence to all students early in their careers at Woodland. It also behooves teachers in each subject area to teach and refine the skills that bring about good habits of research, writing, and documentation. Furthermore, teachers should make every effort to create innovative and fresh assignments that challenge students beyond standard answers that are readily available to be copied. This should be a staff goal especially for research papers and cumulative activities. Staff may also decide to include more in-class assessments that do not use technology and/or limit the student's ability to prepare outside of the classroom to authentically assess student's abilities and prevent plagiarism. To better encourage integrity and scaffold success for students, all process work for an assigned task should be included in the submission rather than asked for post-submission. The staff should also be committed to monitoring the work of students and noting any instances of plagiarism or cheating, and will readily follow up with administration in any suspected instance of offence.

RESPONSES TO SUSPECTED PLAGIARISM & CHEATING

It is important that the teacher include administration when they suspect plagiarism to confirm whether the offence is a student's first. The administration will then determine how to proceed. See below.

- When a first offence is suspected or confirmed, the teacher should emphasize the relationship with the student and approach the offender directly. At this point, there is an opportunity to question the student on the sources of the material.
- For a first offence, the assignment will not be marked and the student will have an opportunity to re-submit the assignment. The administration will be made aware of the event and will receive a copy of the plagiarized task so as to watch for any patterns of plagiarism or cheating with this particular student. In this case of a first offence, should the student deny the activity, a third party from the administration will be included in the discussion to reach a conclusion. Contacting home is not a necessary step unless otherwise directed by the administration.
- For a second offence, or an intentional and flagrant first offence by a senior student which the student does not acknowledge, the grade will be a zero on the assignment, with no opportunity to redeem the grade. The administration will also contact the parents of the student to make them aware of the matter.
- For a subsequent offence, the student will be removed from the course and the credit in the course will be lost.

In each instance of offence, the teacher will provide a copy of the plagiarized task to the administration in order for a student's academic integrity record to be monitored.



Woodland Christian High School's Academic Integrity Student Checklist

Assignment Title: _____

Course	Teacher	Date

Understanding of Expectations and Assignment	Yes	No
I fully understand my instructor's requirements for this task.		
I fully understand my instructor's requirements for academic integrity, including the permission to use AI tools.		
I am able to demonstrate my understanding of my assignment with my teacher.		
Research & Citations		
My direct quotations have quotation marks and are fully referenced.		
All ideas used from other sources include citations.		
The reference entries in my bibliography/works cited corresponds with every idea/quote I have used.		
I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.		
Apart from material that is a direct quotation, everything else is in my own words. My paraphrases include a complete idea that is not just changing a few words.		
I have checked all citations for accuracy.		
I have consistently used the Reference Style (i.e., APA, MLA, Chicago, etc.).		
Submission & Integrity		
I have submitted my process work: notes, outlines and early drafts.		
I did not share my work with others unless explicitly authorized by my instructor.		
This is the first time I have submitted this material for a course.		
I have complied with my instructor's requirements for academic integrity, including the permission to use AI tools, while completing this assignment.		

Printed Name: _____

Signature: _____

Appendix B: Privacy Policy

Definitions

Personal information is the recorded information about an identifiable individual in any format, including but not limited to:

- (a) information relating to the race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status of the individual;
- (b) information relating to the education, medical, psychiatric, psychological, criminal or employment history of the individual, including job performance, or information relating to financial transactions in which the individual has been involved, including income and claims;
- (c) any identifying number, symbol or other particular assigned to the individual;
- (d) the address, telephone number, fingerprints or blood type of the individual;
- (e) the personal opinions or views of the individual except if they relate to another individual;
- (f) correspondence sent to an institution by the individual that is implicitly or explicitly of a private or confidential nature, and replies to that correspondence that would reveal the contents of the original correspondence;
- (g) information about physical appearance, lifestyle, leisure activities, academic records, relationships, marital history, immigration status, travel or movement detail, legal proceedings, career history, insurance policy and claims;
- (h) the views or opinions of another individual about the individual; and
- (i) the individual's name as it appears with other personal information relating to the individual or where the disclosure of the name would reveal other personal information about the individual.

Informed Consent requires the person consenting to understand the nature of the information for which consent is sought, understand the potential consequences of signing the consent form, and be given the right to revoke the consent at any time.

Before disclosing a record, the School shall provide **notice** to any person to whom the information in the record relates if it is practicable to do so:

- (a) written notice to the applicant to respond to a *Municipal Freedom of Information and Protection of Privacy Act* request for information;
- (b) written notice to the applicant and to any person to whom the information in the record relates to the decision to disclosure or refusal to disclose, including appeal procedures; and
- (c) written notice regarding the legal authority for the collection, the principal purpose or purposes for which the personal information is intended to be used, and a contact individual who can answer questions regarding the collection.

Retention time is the minimum amount of time to keep a record as determined to be necessary by law or other authority. Original records cannot be destroyed until the retention time has expired. Likewise, records should not be retained longer than the retention time without good reason.

Disclosure means to make the information available or release it to another institution or person but does not include using the information.

Access means the authority or permission to consult records or to obtain restricted information.

Security means the protection of personal information, regardless of the format in which it is held, and includes, but is not limited to, physical measures such as locked filing cabinets and restricted offices, organizational measures such as limited access, and technological measures such as the use of passwords and encryption.

Collection means to gather, acquire, receive, or obtain the information by means from any source.

Policy

Woodland Christian High School (the “School”) values its relationship with its students, their parents, alumni, staff and volunteers (collectively, “School Individual”) and is committed to the protection of their personal information.

The School applies the privacy principles set out in this Privacy Policy (the “Policy”) when collecting, using and disclosing personal information of a School Individual. Any use or disclosure of personal information that is not addressed in this Policy (e.g., in connection with a specific program or service), will be described in other documentation. The privacy principles that are the foundation of this Policy are based on the principles in Schedule 1 of the *Personal Information Protection and Electronic Documents Act (Canada)* (“PIPEDA”).

Accountability

The Principal of the School has been appointed as the Chief Privacy Officer assigned to oversee the implementation of this Policy.

Accountability for compliance with this Policy rests with the School’s Chief Privacy Officer or designate, even though others within the School may have responsibility for the day-to-day collection and processing of personal information and may be delegated to act on behalf of the Chief Privacy Officer.

The Principal may designate various individuals with responsibilities relative to maintaining and storing personal information. For example:

- (a) The Office Administrative and Guidance Staff are assigned to the Ontario Student Records (OSR) and parent and membership records.
- (b) The Business Director is assigned to the payroll records, tuition files and other financial information.

The School is responsible for personal information in its custody and under its control, including personal information that it has transferred to an external service provider for processing. Where the School uses external service providers that require access to personal information (e.g., to maintain its computer system or to assist with clerical or administrative activities), it requires the service providers to provide personal information protection at a comparable level to that provided by the School.

Identifying Purposes

The School will identify and document the purposes for which it collects, uses, or discloses personal information at or before the time of collection. The purposes will be limited to those that are related to the School’s business and activities including:

For Students, Parents & Alumni

- to process applications and open and maintain a student file;
- to maintain a record of a student’s course of study, evaluations, academic and other achievements;
- to process or facilitate scholarships, grants and like awards;
- to provide information to other academic institutions (e.g., example colleges and universities);
- to communicate with students and parents about matters related to the student’s attendance, evaluation, course of study, and School activities and events;
- to maintain contact with and notify alumni of activities, events, services, and other matters relating to the School;
- in connection with fundraising initiatives;
- for billing and processing of fees and donations;
- to communicate with designated contacts about and to manage emergencies;

- to obtain insurance and file insurance claims;
- in connection with a sale or other transaction or reorganization of the School's operations;
- to comply with legal requirements and co-operate with law enforcement activities.

For Staff & Volunteers

- to recruit, process applications, evaluate an applicant's suitability for employment or volunteer position, hire/retain individuals and monitor vacancies;
- to establish, maintain, and terminate records of the employment/volunteer relationship;
- to administer payroll, expenses, benefits, and provide services;
- to comply with statutory requirements including those related to taxation;
- to communicate or publicize information about School business, events and services;
- to monitor and appraise performance;
- to provide development and training activities;
- to monitor time and attendance (absence control) and leaves of absence;
- to administer health and safety requirements;
- to apply for grants, and in connection with other funding opportunities;

For All School Individuals

- to communicate with the individual's designated contact in an emergency;
- to comply with legal requirements and co-operate with law enforcement activities;
- to obtain insurance and file insurance claims;
- in connection with a sale or like transaction or a reorganization of the School's operations.

If the School plans to use personal information it has collected for a purpose not previously identified, the School will identify the purpose and obtain consent to the use unless using the information without consent is permitted or required by law.

Consent

The School only collects, uses, or discloses personal information with the knowledge and consent of the individual to whom it relates (or their parent or guardian), except where otherwise permitted or required by law.

The way in which the School seeks consent varies depending upon the sensitivity of the personal information, the reasonable expectations of the individual to whom it relates (and in the case of students, their parents) and the purpose for which the personal information is to be used.

Consent may be withdrawn, subject to legal restrictions and reasonable notice; however, the withdrawal (or refusal) of consent to use or disclose personal information may restrict or prevent participation in programs or the receipt of certain services. The School will provide notice where there will be implications to withdrawing consent.

The School will not, as a condition of employment or volunteering, require an employee or volunteer to consent to the collection, use, or disclosure of personal information beyond that required for those purposes.

The School may hire service providers to perform services on its behalf. The School provides them with a limited amount of information which is necessary in order for them to provide the services required. They are prohibited from using the information for purposes other than to facilitate and carry out the services they have been engaged to provide and are not permitted to disclose this information to others. The School will strive to protect personal information disclosed to third parties by contractual agreements requiring that those third parties adhere to confidentiality and security procedures and protections.

In some cases, personal information that the school manages may be transferred, processed and stored outside Canada, and therefore may be available to government authorities under lawful orders and laws applicable therein.

Limiting Collection

The School will collect, use and disclose personal information for the purposes identified above, for purposes identified outside of this Policy, or where otherwise permitted or required by law.

Limiting Use, Disclosure and Retention

The School will not use or disclose personal information for purposes other than those for which it was collected, except with consent or as permitted or required by law.

The School retains personal information for as long as required to fulfill the identified purposes or to comply with statutory retention periods.

Personal information that has been used by the School to make a decision about an employee or volunteer will be retained for at least one year after the decision has been made.

The School destroys or makes anonymous personal information that it no longer needs for the identified purposes or legal requirements.

Accuracy

The School will use its best efforts to ensure that personal information is as accurate and complete as is necessary for the purposes for which the information is to be used. The School asks students, parents, and alumni to update personal information they have provided to the School as it changes. It asks employees and volunteers to correct out-dated personal information, such as residential addresses and other contact information.

If an employee or volunteer demonstrates to the School that their personal information is inaccurate or incomplete, the School will correct or complete the Personal Information. Requests for correction should be made to the Chief Privacy Officer.

Safeguards

To protect personal information against loss, theft, and unauthorized access, disclosure, use, and modification, the School has implemented safeguards such as:

- (a) physical measures, such as locked offices and other areas of the facilities;
- (b) organizational measures, such as security clearances, permitting access on a “need to know” basis only, requiring external service providers that need access to personal information to use safeguards that provide a comparable level of protection to that provided to personal information by the School and enforcing such requirements; and
- (c) technological measures, such as the use of passwords to access the School’s computer system and security firewalls, etc.

The School requires compliance by its employees with this Policy, enforces that requirement, and exercises care in the disposal of personal information to prevent unauthorized access.

Openness

Through this Policy, the School makes available a general account of its personal information management practices, including the purposes for which it uses and discloses personal information, instructions on how to gain access to and correct personal information and how to obtain additional information about the School’s privacy practices and/or its use and disclosure of particular personal information.

Access, Correction, Inquiries

Upon written request, the School will provide an individual with information about its use and disclosure of personal information (and, if applicable, their child's personal information), and except in limited circumstances, will give the individual access to personal information.

Except in limited circumstances, including where doing so would reveal personal information about another individual, the employee or volunteer will be permitted to review their own personal information in the presence of a designated employee of the School.

The School will correct or complete personal information, on the written request of an individual, where it is satisfied the information is inaccurate or incomplete.

Individuals are invited to direct any requests for access or correction and any questions they may have about this Policy, the School's privacy practices, or the School's management of their personal information to the Chief Privacy Officer (or designate) whose contact information is provided below.

The School will respond to written requests for correction or access as promptly as possible. The School may ask for additional information it needs to process a request and/or to verify identity and ensure that it does not disclose personal information to someone who is not authorized to receive it or otherwise in violation of this Policy.

Compliance

As previously mentioned, any School individual is invited to bring any concerns or questions concerning the School's compliance with this Policy or personal information management to the Chief Privacy Officer or designate, who can be reached at:

Chief Privacy Officer: Principal of WCHS _____

Contact Information: 519-648-2114 _____

This *Privacy Policy - Students, Parents, Staff, Volunteers & Alumni* was approved by the Board of Woodland Christian High School, **February 8, 2022**

Parents and teachers together educate children in the way of the Lord. Only when parents and teachers work in harmony and cooperation is maximum benefit to the children obtained. When the goals of education in the home and in the school complement each other can the objectives of Christian nurture be achieved.

However, there are times when parents and teachers do not agree with each other. Some tension usually exists between the many homes and the school since the school cannot live up to the many different (sometimes conflicting) expectations of the homes. Disagreements cannot always be avoided but they should be dealt with in a Christian manner of love, acceptance and “seeking the others’ welfare.” To achieve this result, the following are suggested ‘good practices’ for parents to follow, should you disagree with what goes on at school:

1. Be sure to listen to both sides of the story. Don’t jump to hasty conclusions or follow with impetuous actions.
2. Be sure of the facts, procedures or sequence of events. Then speak to the appropriate people involved. Do not involve the Christian community in your personal grievance. Spreading an idea, opinion or what you feel is an injustice with those not involved is not building up the community.
3. Use the appropriate channels to discuss a concern or grievance:
 - a) *Speak first to the teacher involved. Find out the truth about the situation and then discuss your feelings about it.*
 - b) *If you are not satisfied with the results of your discussion with the teacher, then involve the principal in the issue.*
 - c) *If you are not satisfied with the results of your meeting with the principal, request a meeting with the Grievance Committee to deal with the situation.*
 - d) *Should the Grievance Committee fail to reconcile and heal the situation, a presentation should be made to the Board. The Board’s decision will be final in most situations.*
 - e) *Only in cases of major differences in the practice of Christian Education should a special membership meeting be called; the conditions for such a meeting are outlined in the Constitution.*

It is hoped that the situation is resolved long before reaching part {e}. Issues that involve so many people and a public meeting to resolve them leave a lot of scars. These scars may well take many years to heal and tend to impede the work of God’s Spirit in our Christian school.

Appendix D: Woodland Trip Policy

The purpose of this policy is to describe the process for funding field trips.

Each year, the school will set the “per night amount” for trips not covered by school budgets and student fundraising.

1. **Class Trips – one day.** In most cases, trips have an essential connection to the curriculum and are included in the course budget. The costs for field trips are included in the budget for that year. Exceptions to this must be approved by the Administration and communicated to parents.
(e.g.: Grade 11 Biology zoo trip, Grade 9 Science Centre, Grade 12 DNA lab)
2. **Class Trips – overnight.** These trips have an essential connection to the curriculum and are included in department budgets and subsidized by student fundraising.
(e.g.: History 12 to Washington or Boston, Grade 11 winter retreat)
3. **Co-curricular Trips – day or overnight.** These trips are scheduled in connection with particular interests (drama, choir, band, literature/writing, etc). There is little connection to any one course, but a specific connection to one or more activities that the school promotes. Students will pay up to the set “per night amount” toward the costs of the trip. The remaining costs will be paid from department budgets and the Student Fund Raising Account.
(e.g.: Choir Tour, Drama Festival)
4. **Sports Trips – overnight championships and tournaments.** Students will pay up to the “per night amount” toward the costs of the trip. The remaining costs will be paid from department budgets and the Student Fund Raising Account.
(e.g. tournaments, OFSAA competitions)
5. **World Travellers – trips to another part of the world: Europe or Central America.** There is a connection to a specific subject area or activity at school; however, the costs are so high that they cannot be funded from the internal budget. Costs are carried by the participants who may choose to do their own fund raising. In the case of mission trips such as the Dominican trip, some of the costs may be covered by the Student Fund Raising Account.
6. **Athletic Council and Year-end Trips** – usually one-day trips that are recreational and serve a social function. Although the school may organizes these trips, the costs are carried entirely by the participants.
(e.g.: Blue Jays, Skiing, Wonderland)

Notes:

1. Notwithstanding any of the above, the Board of Directors and the Administration of the school reserve the right to request higher parental/student payments in cases where trips are necessary but exceed the resources of the school due to distance travelled or length of the trip or the overall financial health of the school at the time of the trip.
2. Wherever possible, the school will make assistance available for those students for whom the cost of required trips is prohibitive.

Appendix E: Technology Policy & User Agreement

General Principles:

1. I understand that use of school computing resources, as well as the use of my own personal electronic devices at school, are privileges, not a right. I will not use school or personal technology, or any form of social media in any way that would discredit and harm another person. I recognize that malicious use of technology including the sharing of personal information without consent is wrong and can have consequences both in school and outside of school. (Personal information includes: name, telephone number, address, passwords, images or videos; Malicious use of technology includes: cyberbullying, sexting, hacking, phishing, etc.)
2. I understand that the school computing resources are primarily for instruction and education. I understand that the use of my own devices at school is meant to enhance, and not distract from, my educational goals and learning. I understand that my devices, including cell phones and AirPods, are **not to be used during class time unless I am specifically instructed to do so by my teacher**. If I am found using a phone or AirPods in class without permission, they will be confiscated immediately and taken to the Main Office, where I may pick them up at the end of the school day.
3. I understand that school authorities reserve the right to view my school files and to delete any unauthorized or offensive files without notice. I also understand that I will not bring any material to school that is of an offensive, violent, or inappropriate nature. I agree that any such music, videos, apps, images, or materials will not be viewed, shared, or listened to at school. My online activities and searches will be primarily for educational purposes, and will align with the stated goals of the school. Violation may mean that my device is confiscated immediately and/or the use of school computing resources may be suspended until such time as I demonstrate a willingness and ability to abide by this agreement.
4. I understand that failure to comply with this technology policy and agreement will result in loss of my technology privileges, and potentially lead to disciplinary action.

Specific Rules:

1. I will treat school computing resources with great care and respect at all times and I will take care of the computer labs, chrome lab, and other technology work spaces. Misuse of equipment may result in financial charge and disciplinary action.
2. I will not eat or drink in the library or computer labs, and I will not consume food or beverages while operating school computing resources.
3. I will only adjust connections, settings, and arrangement of computing resources when instructed to do so by my teacher.
4. I will not download programs or materials that are not approved for instructional use such as videos, games, apps or music.
5. I agree that playing games on a computer will not take priority over school work. The computers in the labs, chrome cart, classroom and library are primarily there for school-related work.
6. I will not alter any program files / system files / or network settings unless I have been authorized to do so by the system administrator.
7. I will save files only in my personal account (google or other cloud storage options). I know that files saved to the local machine are not backed up nor secure and may be removed at the discretion of school authorities.
8. I will not access or alter another person's file(s). I will only use my personal account (username and password) to log onto the network.
9. The offensiveness of materials will be determined by school administration, its designate, or any governing legislation and regulations.
10. I understand the school plagiarism policy and will not copy or use any digital resources without properly referencing the material I am copying (please see school plagiarism policy for details).

I understand that failure to abide by these guidelines will result in disciplinary action that could include suspension or expulsion from Woodland Christian High School. My signature indicates that I understand this policy and its consequences.

Student's Name & Signature:

Date:

TERMS:

School Computing Resources: refers to property owned and managed by the school, including but not limited to computers, laptops, software, network, Chrome lab, projection units, etc.

Personal Electronic Devices: refers to cell phones, AirPods, MP3 players, iPods/iPads, laptops, tablets, smart watches, etc owned or managed by students.

"School" may refer to any school-related functions, events, or trips.

Appendix F: Mental Health and Concussion Information

It is common for many students to experience emotional turmoil during adolescence. While most individuals will feel stress, anxiety, or sadness from time to time, daily recurrence of these feelings for a prolonged period of time is not normal and can lead to health-related issues, as well as an inability to participate meaningfully in the normal events of daily life. Extended episodes of stress, anxiety and/or depression will invariably impact school attendance and academic performance.

- If a student is experiencing **temporary** or situational stress, anxiety or sadness related to a specific incident or event, we encourage students to talk with a teacher or guidance department member for encouragement and support. Parents are encouraged to contact guidance or administration if a student is struggling in this way.
- If a student is experiencing the **on going** or long-term effects of stress, anxiety, or depression, it is strongly recommend that students **receive professional attention**. Our guidance staff is happy to provide encouragement to a student, but please be aware that our staff is not certified to provide professional counseling for mental health related issues. Our school participates with Shalem Mental Health Network to help provide students with counseling. This CAPS (Counseling Assistance Plan for Students) program involves no extra cost to families and is confidential. If you have questions regarding this service, please contact a school guidance counselor for details.

Mental Health Protocol

1. If a student is suffering from on-going stress, anxiety or depression, we strongly recommend **professional care** (doctor, counselor, etc.). The role of the school is to provide “student success” related support that is specific to encouraging confident attendance, meaningful participation and healthy school work habits.
2. **Accommodations** (such as extended deadlines, alternative location or extended time for exams or large tests, etc.) may be provided in cases where appropriate medical and/or psychological documentation is available. Please contact the **guidance department** to determine if your student is eligible for these accommodations. Guidance will involve administration if required, and inform teachers of the accommodations required. In some cases, we may also alter a student’s timetable to reduce the number of courses a student is taking at one time.
3. Care and concern from friends is of great value but should not be a primary coping mechanism for students. Being in constant contact with friends at all hours of the day and night is not healthy and does not often lead to meaningful resolution of issues. Please encourage students to practice **healthy boundaries** around communication. Uninterrupted sleep and communication down-time is of great value in the healing process.
4. **Attendance** at school and participation in classes is critically important for school success. Please see our updated attendance policy for details. If a student is absent due to medical issues, some leniency in the attendance policy will apply.
5. A student’s job while at school is to attend classes and prioritize school related work. If a student finds that a **temporary reprieve** from class will help with feelings of stress or anxiety, students should report to a guidance counselor or to one of the vice principals in the main office. Students should not expect that a friend will be allowed to miss class to keep them company. Should the temporary reprieve not allow the student to return to regular class attendance, the school will contact a parent or guardian to bring the student home.

Concussion Protocol

Recent changes related to concussion-related injury protocols has resulted in a change in policy at our school. Please note the following:

1. We **strongly recommend** that a student receive immediate medical attention if they are presenting any symptoms of concussion. Please note that some of the symptoms may not be present until a day or two after a head or neck injury.
2. **Please follow all of the directions** provided by your medical practitioner. Note that prompt adherence to medical advice speeds up the healing process incredibly! **Do not** encourage your student to attend school or complete any school work until they are permitted to do so.
3. **Accommodations** (such as extended deadlines, alternative location or extended time for exams or large tests etc.) will be provided in cases where appropriate **medical documentation** is provided. Please contact the **guidance department** to determine if your student is eligible for these accommodations. Guidance will involve administration if required and inform teachers of the accommodations required. In some cases, we may also alter a student's timetable to reduce the amount of school work, or number of courses a student is taking at one time. You do not need to contact individual teachers as the guidance department will be happy to coordinate this communication for you. This will be especially important if the concussion occurs near the end of a term and impacts course final exams. Note that in this case, students may be eligible for the **credit extension** process. Please contact the guidance department for details.
4. Although attendance at school and participation in classes is important for school success, student is **absences due to concussion are expected**. Please do not send your child back to school before cleared to do so by the supervising physician. Note that in many cases, exceptions to our regular attendance policy may apply.

Appendix G: Student Behaviour (Bullying and Harassment) Policy

Revised August 2022

Woodland is not exempt from student behaviour which could undermine a positive school climate of respect and understanding for all persons. The school believes in promoting Christ-honouring self-control, and acceptable behaviour in respect to God, each other, and the rest of God's creation. When students flourish in these areas, they will contribute to a thriving Christian school community. When students flounder in these areas, they will need to become aware of their behaviour, take corrective action, and seek to be reconciled. Reconciliation includes experiencing forgiveness and learning to forgive—it points to restoration in the Christian school community.

The purpose of this Policy is to promote the school's mission and to provide a framework to support and maintain a positive school climate that is God honouring.

Definitions

Bullying is aggressive and typically repeated behaviour by a student where:

(a) the behaviour is intended by the student to have the effect of, or the student ought to know that the behaviour would be likely to have the effect of:

- causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation, or harm to the individual's property; or
- creating a negative environment at a school for another individual; and

(b) the behaviour occurs in a context where there is a real or perceived power imbalance between the student and the individual based on a variety of factors, including and not limited to, size, strength, age, intelligence, peer group power, economic status, social status, and factors related to the *Human Rights Code*.

This behaviour includes the use of any physical, verbal, electronic, written, or other means. It includes cyberbullying, defined below.

Cyberbullying means bullying by electronic means, including:

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Harm can be experienced in a number of ways, including physical, mental, emotional, and psychological.

A positive school climate is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a school. When these relationships are founded on mutual

acceptance and inclusion, and modelled by all, a culture of respect becomes the norm. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted.

Students experiencing any form of bullying should contact an adult in the building and share their concerns. The admin team will carefully and discretely follow up on all complaints in a way that will protect the student, stop the bullying, and work towards restoration.

Harassment is a form of discrimination. It includes any unwanted physical or verbal behaviour that offends or humiliates. Generally, harassment is a behaviour that persists over time, however, serious one-time incidents can also sometimes be considered harassment.

The inherent right of all individuals to be treated with dignity and respect is central to the values and beliefs of Woodland Christian High School. The school is committed to maintaining an educational community that is God honouring which fosters mutual respect for the dignity and wellbeing of all employees, volunteers, and students. The school is committed to providing a working and learning environment that promotes ethical behaviour. It therefore requires all persons to exercise behaviour that facilitates the creation of a supportive, harassment free environment that is conducive to the achievement of excellence and the development of one's potential.

In keeping with its values and legal responsibilities, the school will treat any complaint of harassment and sexual harassment as a serious matter. The school views all forms of harassment as unbiblical and a sinful affront against the command to love our neighbour.

NOTE: In cases where students are involved in a sexual harassment complaint, the Principal/Designate will determine whether or not the incident appears to constitute sexual harassment, sexual assault or sexual abuse. If there is a suspicion of sexual assault or sexual abuse, based on the information received, then procedures for investigation of sexual abuse or sexual assault should be followed, which may involve contacting police.

The Human Rights Code establishes a person's right to an environment free of discrimination and harassment.

Sexual harassment is defined as vexatious comments or conduct based on sex by a person who knows or ought reasonably to know that such behaviour is unwelcome. Sexual harassment may be unwanted, uninvited sexual attention. It may involve remarks, gestures, or actions of a sexual nature that make a person feel unsafe or uncomfortable. It may create an intimidating, hostile or offensive learning environment. Sexual harassment is illegal. In some cases, one incident may be serious enough to be sexual harassment.

It may include but is not limited to:

- unwanted and unnecessary physical contact and sexual advances which may include leering, intentional touching and/or patting, kissing or pinching, demanding hugs;
- persistent requests for a date and not taking "no" for an answer, a proposition, or demands for sexual favours in exchange for a benefit or favour;
- inappropriate sexually oriented remarks or behavior; using rude or insulting language or making comments toward girls and women (or boys and men, depending on the circumstances); calling people sex-specific derogatory names; sexist jokes that are offensive or embarrassing;
- sexually suggestive remarks or innuendoes;
- reprisal or threat of reprisal for the rejection of a sexual advance or request for sexual favours;

- expressions of bias on the basis of sex or sexual orientation in any form;
- inappropriate sexual comments about a person's body or appearance; making sex-related comments about a person's physical characteristics or actions (e.g., saying or doing something because you think a person does not conform to sex-role stereotypes);
- posting, sharing, or displaying of pornographic or other offensive pictures, cartoons, sexually explicit graffiti or other sexual images in the school, at school events, online and on clothing;
- letters, phone calls, or visits of a sexually harassing nature;
- bragging about sexual prowess;
- bullying based on sex or gender; and/or
- spreading sexual rumours or gossip (including online).

Sexual harassment is not interaction of a sexual nature, flirtation, attraction, or friendship which is invited, mutual, consensual, and reciprocated.

PROGRESSIVE DISCIPLINE

The school will put in place a comprehensive intervention strategy to address incidents of bullying, including appropriate and timely responses. Intervention and support should be consistent with a progressive discipline approach.

COMMUNICATION AND OUTREACH

The school will actively communicate its policies and procedures on bullying prevention and intervention, as well as the definitions of bullying, cyber-bullying, harassment, and sexual harassment to students, parents, teachers, other School staff, volunteers, and school bus operators/drivers.

NOTIFYING PARENTS

Following a serious incident, the Principal or another member of administration, will notify parents of the involved students, except in certain circumstances, in order to discuss support for their child. With respect to notifying the parents of students who have been harmed as a result of a serious student incident, the Principal or designate shall disclose the following information:

- the nature of the activity that resulted in harm to the student;
- the nature of the harm to the student;
- the steps taken to protect the student's safety; and
- the support that will be provided for the student in response to the harm that resulted from the activity.

With respect to notifying the parents of students who engaged in serious student incidents, the Principal or designate shall disclose the following information:

- the nature of the activity that resulted in harm to the other student;
- the nature of the harm to the other student;
- the nature of any disciplinary measures taken in response to the activity; and
- the support that will be provided for the student in response to their engagement in the activity.

APPENDIX H: Right to Disconnect Policy

Created June 2022

PURPOSE

Woodland Christian High School (the School) seeks to ensure a healthy work environment for all employees; a healthy working environment includes the ability for employees to disconnect from work outside of their normal working hours.

DEFINITIONS

For the purpose of this Policy:

“Employees” means all teachers and school staff, whether employed by the School on a permanent or contract, full-time or part-time basis, but does not include parents, students or volunteers.

“Disconnecting from work” means not engaging in work-related communications, including emails, telephone calls, video calls or the sending or reviewing of other messages, so as to be free from the performance of work.

POLICY

1. Subject to the terms of this Policy, employees are permitted to disconnect from work outside of their hours of work. (Note to school: typical hours of work should be defined in the Employee Handbook)
2. Employees may, based on their own schedules, find it more flexible to send emails outside of regular business hours. The School recognizes that each individual’s schedule may be different and is supportive of reasonable flexibility. Employees are encouraged to consider sending emails and voicemails during the School’s regular business hours. If an email or voicemail is sent outside of regular business hours, employees are encouraged to provide guidance to the recipient of expected response time from the recipient (either a general discussion or a specific note in a specific email or voicemail which could include denoting the email as urgent) and/or using the “Delay Delivery” feature in your email application.
3. The School wishes to provide employees reasonable flexibility and so does not discourage sending emails or voicemails outside of business hours; however, the school asks that employees (i) be considerate that recipients may feel compelled to answer emails outside of school hours “right away” therefore the school encourages realistic response time expectations be conveyed to the recipient; and (ii) be aware that pursuant to this Policy, employees may have disconnected, and therefore may not review a message left outside of that employee’s working hours.
4. Employees should be mindful of time zones when booking meetings and attempt to avoid scheduling meetings with colleagues that are outside of the participating employee’s regular working hours, recognizing that meetings outside of working hours may occur in exceptional circumstances.
5. There will be circumstances where exceptions to this Policy are required due to critical or time-sensitive business issues. In the event that during their workday an employee is aware, or is made aware, of a critical or time-sensitive business issue that may require attention after the end of their workday, the School requires that the employee remain available and monitor their work communications after the end of the work day, and respond as appropriate to ensure business needs are met.
6. Except where an employee is aware that their attention may be required outside of their working hours, employees are not expected to respond to communications outside of their working hours. As such, in ordinary circumstances, an individual sending a communication to an employee outside of that employee’s working hours should not expect a response until the following business day.

7. This Policy does not restrict the school's right to schedule and modify the hours of work of employees, nor does it prohibit employees from working outside of their regular hours of work.
8. A copy of this Policy will be provided to all Employees in electronic or hard copy format within 30 calendar days of the policy being prepared and/or the policy being changed. This Policy will also be provided to all new Employees within 30 days of their hire.
9. The school reserves the right to revise this Policy at any time.
10. A written copy of this Policy will be retained by the school for at least three (3) years after it is no longer in effect.

This *Policy on Disconnecting from Work* was approved by the Board of Woodland Christian High School, on June 14, 2022.

Appendix I: Teaching for Transformation (TfT)

Our staff has been on a journey to develop a more comprehensive way to communicate how we integrate our faith into the fabric of learning here at Woodland. We are enthusiastic about adopting the **Teaching for Transformation (TfT)** model as it provides a clear framework for teachers to articulate their hopes and aspirations and incorporate tangible ways for students to practice living out this hope in their lives.

The **TfT** model invites teachers to articulate a **Deep Hope** for our work at school and develop ways to visually represent the learning in the classroom. These classroom artifacts or **Storyboards** may include course themes, worldview statements, learning targets, and student work, allowing students to track their learning and reflect on their progress. TfT also promotes the planning of *formational learning experiences (FLEx)*, which provide opportunities for students to practice skills and utilize content in ways that highlight "*real work, for real people, that meets real needs.*"

Our longtime vision at Woodland of enfolding, engaging, and equipping students can be expressed as a deep hope statement:

It is our DEEP DESIRE that we effectively enfold lives, engage learners, and equip leaders for lives of Christian Faith and service.

As part of this deep hope, we invite students to see the storyline of a course as an integrated part of God's story- the grand narrative of Creation, Fall, Redemption, and the Restoration of all things! We want students to see faith and learning as an integrated whole, not an add-on. And so, our worldview themes or **Throughlines** invite students to be God honouring, image-bearing, truth-seeking, idolatry discerning, brokenness healing, place and pathfinding in all they do here, both inside and outside the classroom.

We can view the teaching for transformation model as a framework on which we build our excellent flourishing vision for students where they feel enfolded into a community of faith, engaged in real work for real people and meets a real need, and they are equipped to serve as people of God. This equipping involves building character, compassion, creativity, competence, and a Worldview that informs their thinking, being, and actions in ways that bring glory to God, and healing to our world both now and in the future.

In short, we want to see the Gospel transform both us and our students in powerful ways. It is our collective deep hope that evidence of the enfolding, engaging, and equipping of students and the transformational nature of the Gospel will be evident throughout our school.

On the next page is a visual summary of our core framework: Teaching for Transformation (TfT).

See the Story. Live the Story.



Storyline

Enfold, Engage, Equip



Storyboard

Mapping the learning journey and connecting our story to God's story

Enfold

- Culture Formation
- Rituals & Routines
- Protocols & Practices

Woodland Christian High School



Deep Hope

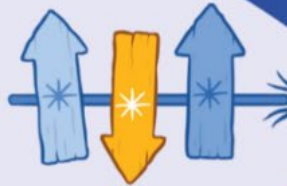
It is our deep hope that we effectively enfold lives, engage learners, and equip leaders; preparing students for lives of committed faith, and service to God in the communities in which they live and work.

CORE PRACTICES



Throughlines

Biblical themes that help us "see the story, live the story" in our classes



Formational Learning Experiences (FLEx)

Authentic opportunities for learners to practice living the Kingdom Story and participate in real work, for real people, that meets real needs.



Equip

- Reflecting and Journeying Together
- Leadership Development
- Learning Celebrations



ESSENTIAL PRACTICES

Engage

- Excellence in Teaching
- Transformational Learning
- Learning Habits, Targets, & Assessment

