



CORALWOOD ADVENTIST ACADEMY

Parent/Student Handbook

2024-2025

Coralwood Adventist Academy (CAA) is accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities, Inc., supported by the SDA Church in Canada and the North American Division. CAA is a private, independent Seventh-day Adventist K-12 School operating in Alberta, Canada, and supported by the constituent, Edmonton-area Seventh-day Adventist churches and their fellowship of pastors (GEMA).

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Edmonton, AB T5L 1X1
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OUR MISSION STATEMENT

Our mission is to REACH the heart and mind of every student with the Christ-centred message of Hope and Wholeness.

Name:	_____
Address:	_____
Phone:	_____
Teacher:	_____

**CAA ADMINISTRATION RESERVES THE RIGHT TO MODIFY HANDBOOK POLICIES
AS DEEMED NECESSARY DURING THE SCHOOL YEAR.**



CHOOSE CAA.

Student-Parent Handbook 2024-2025

GENERAL SCHOOL INQUIRIES:

CORALWOOD ADVENTIST ACADEMY
12218 135TH STREET
EDMONTON, ALBERTA
T5L 1X1

TELEPHONE (780) 454-2173
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WEBSITE WWW.CORALWOOD.ORG
EMAIL OFFICE@CORALWOOD.ORG

EMAIL FOR CAA STAFF (WITH SOME EXCEPTIONS):

TYPE FIRST INITIAL OF FIRST NAME, PLUS FULL LAST NAME @ CORALWOOD.ORG (E.G. JDOE@CORALWOOD.ORG)

SCHOOL HOURS

GRADES K-12 MONDAY TO THURSDAY: 8:30 A.M. TO 3:30 P.M.
FRIDAY: 8:30 A.M. TO 12:00 P.M.

OFFICE MONDAY TO THURSDAY: 8:00 A.M. TO 4:00 P.M.
FRIDAY: 8:00 A.M. TO 12:30 P.M.

WHO TO CALL

ADMISSIONS, SCHOOL OPERATIONS, HEALTH & SAFETY:	PRINCIPAL	780 454-2173, EXT: 314
GENERAL INQUIRIES:	ADMIN. ASSIST.	780 454-2173, EXT: 315
FINANCIAL QUESTIONS:	BUSINESS MANAGER	780 454-2173, EXT: 313
CAMPUS MINISTRIES:	CHAPLAIN	780 454-2173, EXT: 324



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FACULTY & STAFF DIRECTORY

Administrative

Hetland, Rayette, B.Ed, MEDL
Innerarity-Dunkley, Lisa, BSc.
Bulahan, Mark,
Toop, Lora, Admin. Asst.

principal@coralwood.org
bmanager@coralwood.org
mbulahan@coralwood.org
office@coralwood.org

Principal
Business Manager
Chaplain
Administrative Assistant

Instructional

Adams, Beverly, B.Ed, BA
Adams, Michael, B.Ed.
Bailey, Sofia, B.Ed.
Dees, Erica, B.Ed
Forde, Colin, B.Ed.
George, Georgina, B.Ed.

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edees@coralwood.org
cforde@coralwood.org
ggeorge@coralwood.org

Grade 7 Art
Grade 8/9, Vice Principal
Grade 3
Grade 6, Elem. VP
Grade 4,
Floater
Grade 5
Grade 1
High School
Kindergarten,
Grade 2

Homenuk, Melinda, B.Ed
Krauscher, Evan, B.Ed.
Kravetz, Oksana, B.Ed.
Leming, Michelle, B.Ed.

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mleming@coralwood.org

Support Staff

Catalan, Romina
Gaetz, Andrew
Koperski, LeeAnn
Richter, Rena
Synowec, Mike
Zubieto, Daisy

rcatalan@coralwood.org
N/A
lkoperski@coralwood.org
rrichter@coralwood.org
N/A
dzubieto@coralwood.org

Teacher's Assistant
Grounds
Librarian, Early Literacy
Teacher's Assistant
Maintenance
Teacher's Assistant



DEAR PARENTS & STUDENTS,

A new school year begins with new goals and renewed expectations. The success of our school rests on all of us. New beginnings provide a great opportunity to look back on the past and view growth and maturity from our experiences, so our forward progress is intentional and directional. Teachers and administration are available to provide guidance, wisdom, and be the example to each student who enters Coralwood's doors, so decisions academically, mentally, and socially are made with integrity and good judgement.

Partnering together, Home, School & Church, provides a foundation that is strong and reliable so safety and confidence in oneself is fostered and nurtured. As a family we are stronger together. Matthew 7:24,25 encourages that, "Anyone who listens to My teaching and follows it is wise, like a person who builds a house on solid rock. Though the rain comes in torrents and the floodwaters rise and the winds beat against that house, it won't collapse because it is built on bedrock" (NLT). The staff and I are dedicated to making your experience at Coralwood lasting and built on a firm foundation which is Jesus Christ and his Salvation plan. Our youth of today need role models that exemplify Christ's character. They need to be strengthened so their worldview is developed based on Christian beliefs and are allowed to question in a safe environment. We commit to partnering together to prepare our youth for eternity.

Thank you for choosing Coralwood. I look forward to this new school year. I welcome your prayers and your support for the 2024-2025 school year. I commit this year into His hands as we humble ourselves to be led by the unseen Master Teacher. You are a valued member of our school community. Let us work together and make this the year our students grow more spiritually and ready to continue service with confidence and a renewed desire.

Blessings,

Mrs. Rayette Hetland
Principal



GENERAL INFORMATION

HISTORY

“If you build the church first, you may not get a school for a long time and possibly you may never get a school. But, if you build the school first, you will get a school and a church.” These were the wise and passionate words of Archie Bruce, staunch supporter of Seventh-day Adventist Christian education circa 1956. His advice was heeded by what is now known as Edmonton Central Seventh-day Adventist Church. Coralwood Adventist Academy has also been known as Edmonton Church School and Edmonton Adventist Academy (circa 1965). It appears that the name Coralwood Adventist Academy (CAA) was adopted shortly thereafter. Classes began in September of 1957 at its present location.

ORGANIZATION & GOVERNMENT

School Board

Coralwood Adventist Academy’s School Board is a group of individuals invested in seeing CAA provide great education. Board members are elected representatives from 13 constituent Seventh-day Adventist churches in the Greater Edmonton Area who provide financial support to the school. They include the following:

- | | |
|--------------------|----------------------|
| African Fellowship | Edmonton North |
| Christ the Way | Edmonton South |
| Eben-Ezer | Edmonton Spanish |
| Edmonton Central | Millwoods All-Nation |
| Edmonton Ghanaian | Sherwood Park |
| Edmonton Filipino | West Edmonton |

Meetings

Board Meetings are generally held the fourth Thursday of each month, September through June. Meetings are open to all members of the constituent churches.



STATEMENT OF PHILOSOPHY & MISSION

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MISSION STATEMENT

Our mission is to REACH the heart and mind of every student with the Christ-centred message of Hope and Wholeness.

CORE VALUES

Coralwood Adventist Academy promotes...

- 1) discerning thinking based on scriptural authority.
- 2) courage to live for Christ.
- 3) holistic healthy living.
- 4) compassionate community service.
- 5) supportive, individualized learning.

We believe Seventh-day Adventist Christian Education...

- restores in man the image of his Maker.
- nurtures an intelligent dedication to the work of God on earth.
- develops a practical preparation for conscientious service to his fellow man.
- ensures that youth receive a balanced physical, mental, social, and vocational education.
- promotes God's revealed mind and will as the criteria for right and wrong.
- strives for the optimum development of the whole child.
- endeavours to train students to be law-abiding citizens and loyal, conscientious Christians.

"True education is not the forcing of instruction on an unready and unreceptive mind." (*Education*, p. 42) Force, indeed, is not an expression of love. And love is the basis of creation, redemption, and true education. Love creates family. Love leads to service. Love evangelizes. Love should be an infectious attitude that flows from our faculty to our students and back again.

We desire our students to develop right character traits, which means that our labor of love begins with parents and the home environment as we partner together in this endeavour. "In the formation of character, no other influences count so much as the influence of the home. The teacher's work should supplement that of the parents, but is not to take its place. In all that concerns the well-being of the child, it should be the effort of parents and teachers to cooperate." (*Education*, p. 283)

And finally, our commitment as teachers to your student and their temporal and eternal development is the following pledge:

"In this time of special danger for the young, temptations surround them on every hand; and while it is easy to drive, the strongest effort is required in order to press against the current. Every school should be a 'city of refuge' for the tempted youth, a place where their follies shall be dealt with patiently and wisely. Teachers who understand their responsibilities will separate from their own hearts and lives everything that would prevent them from dealing successfully with the willful and disobedient. Love and tenderness, patience, and self-control, will at all times be the law of their speech. Mercy and compassion will be blended with justice. When it is necessary to give reproof, their language will not be exaggerated, but humble. In gentleness they will set before the wrongdoer his errors and help him to recover himself. Every true teacher will feel that should he err at all, it is better to err on the side of mercy than on the side of severity."

(*Education*, p. 293, 294)



SDACC MISSION FOR K-12 ADVENTIST EDUCATION IN CANADA

Seventh-day Adventist K-12 schools in Canada are dedicated to building committed Christians and responsible citizens through

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



TUITION FEES

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Tuition fees are the sole responsibility of the parent and must be paid in full.

ONE-TIME FEES

Options Classes:	\$100 per child (Gr. 7-12)
Registration:	\$200 per child
School Supply Fee: (K-3)	\$75 per child
School Supply Fee: (Gr. 4-6)	\$50 per child

	Constituency Rates	Non Constituency Rates
Kindergarten Monthly Program Fee:	\$238.00 (monthly) x 10	\$268.00 (monthly) x 10
Technology Fee:	\$50.00	\$50.00
Graduation Fee:	\$20.00	\$20.00
Yearbook Fee:	\$25.00	\$25.00
Total Annual:	\$2475.00 (\$247.50/month)	\$2775.00 (\$277.50/month)
Grades 1-3 Tuition Fee:	\$253.00 (monthly) x 10	\$283.00(monthly) x 10
Technology Fee:	\$50.00	\$50.00
Yearbook Fee:	\$25.00	\$25.00
Total Annual:	\$2605.00 (260.50/month)	\$2905.00 (290.50/month)
Grades 4-6 Tuition Fee:	\$254.00 (monthly) x 10	\$283.00 (monthly) x 10
Technology Fee:	\$75.00	\$75.00
Yearbook Fee:	\$25.00	\$25.00
Total Annual:	\$2630.00 (\$263.00/month)	\$2930.00 (\$293.00/month)
Grades 7-9 Tuition Fee:	\$264.00 (monthly) x 10	\$294.00 (monthly) x 10
Graduation Fee: (Gr. 9 only)	\$50.00	\$50.00
Technology Fee:	\$100.00	\$100
Yearbook Fee:	\$25.00	\$25.00
Total Annual	\$2765.00 (\$276.50/month)	\$3065 (\$306.50/month)
Total Annual	\$2815.00 (\$281.50/month) Gr. 9 only	\$3115.00 (311.50/month) Gr. 9 only
Grades 10-12 Tuition Fee:	\$2820.00 (month) x 10	\$3120.00 (monthly) x 10
Graduation Fee: (Gr. 12 only)	\$50.00	\$50.00
Technology Fee:	\$100.00	\$100.00
Total Annual	\$2945.00 (\$294.50/month)	\$3245.00 (\$324.50/month)
Total Annual	\$2995.00 (299.50/month) Gr. 12 only	\$3295.00 (329.50/month) Gr. 12 only

TUITION FOR INTERNATIONAL STUDENTS

Kindergarten \$610.00/month for each child.

Grades 1 - 12 \$885.00/month for each child

International students are not subject to the multi-child discount or Plan # 3 outlined below. Immigration documentation: Visitor/Student Visa is required.



Payment Plans

Tuition and all fees are payable for the school year using one of the following options:

Plan # 1 - Payment of registration fee and full year's tuition (5% discount on tuition to be paid by September 30).

Plan # 2 - Payment by a series of ten (10) automatic pre-authorized bank withdrawals.

Plan # 3 - Payment by a series of ten (10) electronic transfer payments.

Plan # 4 - Payment by a series of pre-authorized credit card commencing September 1 (Visa or MasterCard).

Tuition Assistance Plan (TAP)

Purpose

The purpose of Tuition Assistance Program (TAP) is designed to achieve three goals: 1) Provide a fair and equitable opportunity for families requiring assistance, as determined by a number of eligibility requirements. 2) Increase collaboration between CAA and local churches. 3) Provide clear guidelines for the allocation of TAP funds. The TAP is designed to help families whose current financial circumstances may not support the full payment of tuition required to attend CAA. The TAP will pay for "tuition" only; it does not cover registration fees, activity/resource fees or extracurricular fees (including athletic teams, trips, retreats, mission trips, hot lunch, secondary option class fees, music tours etc.).

PROCEDURE

1. Eligibility Requirements

- a. Families must have applied for financial assistance by submitting a Tuition Assistance application.
- b. Students must meet school enrollment requirements.
- c. in the case of divorce or separation, CAA requires both parents to file an application for financial assistance.
- d. All parents and students on Tuition Assistance are encouraged to volunteer at the school through various school-related or Home and school Association School activities.
- e. Families must have a good history of payments at CAA for previous years' fees.

2. Process to Apply for TAP

- a. Complete a Tuition Assistance Program (TAP) application form and return it to CAA by April 30th.
- b. Submit a copy of the Notice of Assessment (NOA) from the previous tax year or a copy of completed income tax return from both parents. If NOA is not available, submit verification of gross income from employer(s) (pay stubs for the most recent three months) from both parents.
- c. Upon receipt, the finance committee will review the TAP application. The committee will make a determination as to the eligibility of the applicant and then designate amounts available for assistance from the school.
- d. The decision will be communicated through letter by May 31st. If the amount allotted by the school is not sufficient to cover the shortfall, families are advised to seek other funding sources.
- e. The parent will then come in to sign the finalized financial contract in the Business Manager's office with a plan on how to cover their full tuition if there was a short fall.
- f. Among other criteria, the committee will be assessing the percentage of students receiving Assistance at CAA, the capacity in respective CAA classes, and the available TAP budget in order to arrive at their decision.
- g. The decision of the finance committee is final. Applicants can apply in successive years for assistance if they are not accepted in a particular year.
- h. Once a family is accepted at CAA and provided tuition assistance, this does not ensure assistance in following years. Each year, an application for Student Aid must be submitted for families seeking financial assistance.



Tuition Incentive Program

CAA offers three incentive programs to families:

1. Multi-Child Family Tuition Incentive – Families with more than one child enrolled at CAA will receive a 20% and 30% reduction in tuition fees for the full-time second and third siblings, respectively. Fourth and above children will be free.
2. Full Payment Tuition Incentive – Families who pay on full will receive 5% reduction in tuition fee only.
3. Referral Tuition Incentive – Families that are instrumental in bringing a new family to CAA will receive a \$250 tuition discount per newly enrolled family. Both existing and new students must remain enrolled for a full school year to be eligible for the Referral Tuition Incentive. The \$250 discount is per family and not per student and will be applied in June.

Reimbursement Policy

Definitions:

Donations – Money given to CAA for charitable purposes. Money donated can be restricted to specific projects, initiatives, trips, or activities, yet cannot be designated for use towards a person or persons. Donations may be eligible to receive charitable receipts for amounts over \$20.00.

Fees – Money paid to CAA for use of a product or service.

Fundraising Effort – An undertaking to generate financial support for CAA or a specific project, initiative, trip, or activity that does not include the solicitation of donations or charging of fees.

Policy

1. All monies collected for a special project, trip, or activity, because of a fundraising effort, are non-refundable and are allocated to the account(s) of the specified project, trip, or activity for which the monies were raised.
2. No money collected for a project, trip, or activity because of a fundraising effort will be credited to a person or persons.
3. If a project, trip, or activity is cancelled, any money collected from fundraising efforts will be reallocated to an account(s) used to offset expenses of a similar future project, trip, or activity.
4. Donations where a charitable receipt was issued are non-refundable.
5. Donations, where a charitable receipt was not issued, and fees, are refundable at the discretion of CAA. Refunds will be considered only in extenuating circumstances including, but not limited to, health concerns, family emergencies, etc.
6. Unreceipted donations paid by a parent and/or guardian will be refunded if a project, trip, or activity is cancelled by CAA and the student account is in good standing. If a student account is in arrears, unreceipted donations and fees paid by a parent and/or guardian toward a special project, trip or activity will, at the discretion of CAA, will be credited to the student account if the special project, trip or activity has been cancelled by CAA, or if the student no longer meets the criteria to participate.
7. CAA will endeavour to return fees and unreceipted donations paid for a special project, trip, or activity, if cancellation occurs for reasons beyond CAA's control and to the extent that CAA does not suffer loss.



ADMISSIONS

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Coralwood Adventist Academy welcomes applications from young people regardless of race, colour or national origin, whose principles and interests are in harmony with the ideals and traditions of the Academy as expressed in its objectives and policies. Only those who will cheerfully endeavour to live in harmony with the Christian principles of the school should apply for admission. Students will enjoy the opportunities provided for developing spiritually, intellectually, socially, physically, and vocationally.

Admission to the school is open to all who want to attend, **membership in a Seventh-day Adventist church is not required**, but it is understood that everyone who presents him or herself for admission commits to observe the regulations of the school. The school welcomes all applicants but asks parents of special needs children to consider the limited funds and resources available, that may be required, for the student to achieve academic success.

Eligible age - To encourage successful academic and social development, Coralwood Adventist Academy recommends that children enrolling in kindergarten be five years of age by December 31 and children entering Grade 1 be six years of age by December 31 of that school year.

ADMISSION PROCEDURES

All applicants must file an application utilizing the forms provided by the Academy office. Applications will not be considered complete until the following have been received:

1. An Application Form
2. Alberta Health Care Card required
3. A Report Card listing grades received for the last two years of school attendance for all new students, except for Grade 1
4. Financial Contract is signed by the parent or legal guardian
5. All other forms as required by the Administration
6. Personal interview for all new students with the principal
7. Copy of birth certificate (required by Alberta Education) and any other information as required by the administration

All applications will be reviewed and accepted by the Admission & Review Committee before a student is considered officially enrolled. If there are any difficulties, we will call and let the parents know. An acceptance letter will be given to returning and new families no later than June 30.

ATTENDANCE POLICY

To maintain academic progress, it is vital to attend classes punctually and regularly. Continued absences or tardiness will result in skill gaps and hinder the progress of the student. **Please phone or email the school office as soon as you know that your child will be away from school or late for class** unless prior arrangements have been made. This is a safety precaution for your child. The student and/or parents are responsible to make arrangements with the teacher for any tests, quizzes, or assignments given during their absence.

EXCUSED OR UNEXCUSED ABSENCES

CAA strongly encourages students to attend school regularly to enhance learning. *The School Act* provides the provincial expectations related to student attendance at school and defines what reasons may legitimately keep students away from school. Section 13(5) of this act excuses a student from attending school only if due to sickness, religious holidays, suspension/expulsion, permission from Administration, or other unavoidable circumstances. Parents are encouraged to arrange medical, dental and other appointments outside of school hours. All teachers



record attendance at the beginning of the school day during homeroom and for each class. Attendance and late records will be noted on report cards.

In the case of an absence, parents are asked to contact the office in advance where possible. If a student will be absent from a specific class or classes, the parent/guardians are asked to notify the Office prior to 8:30 a.m. and indicate the time and for what class/classes their child will be absent.

When a student displays or incurs multiple unexcused absences or tardies a letter will be sent to the parents, and a copy will be placed in the student's file. When the number of absences, excused or unexcused, interferes with the learning progress of a student it may be necessary for the parent and child to meet with the principal and/or teacher to determine the direction of the student's educational plan. A student who is absent more than 20% of the school days in any nine-week period may be reported to the school Administration and/or Alberta Education Attendance Board.

In cases of planned absences, students are required to make arrangements with their teacher two weeks prior to the absence. It is the responsibility of the student to make up the work that is missed while absent. Any leave from school may jeopardize the student's standing; marks not earned as a result of tests and assignments missed may result in a lowering of grades. Therefore, students must discuss the consequences of a leave with the teachers.

School Act Absence Reasons

Excused Absence	Unexcused Absences
Student is sick	Absent with no reason given
Medical/dental appointments	Confirmed absent with no reason given
Observation of Religious Holiday	Late with no reason given
Bereavement/Death in family	Vehicle Troubles
Transportation Issue – City Bus is not running or late	Family Holidays
Out of school Suspension	Extension of school vacation periods
Unavoidable Circumstances/legal or safety issues	Student work schedules
Quarantine	Parental permission

Extended holidays for students are placed in the school calendar. Such breaks include, but are not limited to long weekends, Christmas Break and Spring Break. Please check the school calendar each year for specific dates. We strongly encourage families to take extended holidays during those times. If families wish to make other holiday arrangements, the following steps should be considered:

- Extended holiday absences will only be considered once per family in any given school year.
- The family must notify administration in writing and seek all work from all teachers **at least two weeks** prior to the absence. Teachers will not be expected to prepare work in advance if two weeks' notice is not given.
- Students are not to be absent during midterms (January), PAT's, provincial or final exams (May & June).
- Students should plan to work ahead on assignments and projects.
- Students will be expected to take all quizzes and tests and present any projects upon their return to class.
- Students should strive to submit all work missed within two weeks of their return to class.



- Teachers **are not expected** to re-teach missed lessons. Every effort will be provided to the student to catch up, but it is the parent and student’s responsibility to obtain information missed and to book times for writing missed tests and quizzes.

TARDY POLICY

We encourage students to be on time for classes. Lateness is unacceptable in the workplace and in our efforts to prepare students for the work-world. We maintain strict tardy policies. Lateness inconveniences those who are prompt, brings undue attention to the one who is late, disrupts classroom proceedings, and does not promote personal responsibility.

Excused Tardy	Unexcused Tardy
Medical/Dental Appointments (only if office receives communication from parent)	Road conditions
	Vehicle problems
	Sleeping in
	Construction
	Missing the bus
	Waiting for a ride
	Parent and/or student employment issues
	Non-medical appointments

All late students must check in at the office and receive a late slip prior to entering their classroom. If a student is late without a valid reason, it will be recorded as an unexcused tardy. PowerSchool and an email notification may be sent home. When a student displays or incurs multiple unexcused tardies or absences a letter will be sent to the parent(s), and a copy will be placed in the student’s file. Excessive tardies may result in a meeting with Administration.



DISCIPLINARY ACTION

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CLASSROOM CONDUCT

There are four principles upon which our school is built. They are that students and staff should have behaviours and attitudes that:

1. Enhance learning
2. Respect people and property
3. Protect property and ensure safety of all
4. Encourage Christian Values

Students who have been removed from any class for related misbehaviours may be suspended from school for a designated period of time.

DISCIPLINE PHILOSOPHY

Discipline is an educational process designed to assist students in fostering self-discipline and responsible action. Ellen White in her book *Education* states, "The object of discipline is the training of the child for self-government. He should be taught self-reliance and self-control. Therefore, as soon as he is capable of understanding, his reason should be enlisted on the side of obedience. Let all dealing with him be such as to show obedience to be just and reasonable. Help him to see that all things are under law, and that disobedience leads, in the end, to disaster and suffering. When God says, "Thou shalt not," He in love warns us of the consequences of disobedience, in order to save us from harm and loss. Help the child to see that parents and teachers are representatives of God, and that, as they act in harmony with Him, their laws in the and the school are also His. As the child is to render obedience to parents and teachers, so they, in turn, are to render obedience to God" (p. 288).

Coralwood Adventist Academy recognizes the effective school discipline requires teamwork. Only when teachers and parents work together are they able to achieve the consistency necessary to create a positive school culture and teach students how to function within that structure. The goals of CAA's discipline policy are:

- To create a school climate that is conducive to learning.
- To encourage each child to take responsibility for his/her own actions by creating awareness and accountability for choices that are made.
- To promote the development of self-discipline.
- To develop Christ-like character.
- To correct behaviour, which is disruptive, harmful to others, or interferes with the optimum learning environment.
- To provide appropriate (reasonable, firm and judicious) consequences that help promote personal and social development, bring about a change in behaviour and bring resolution and restoration.
- To ensure each student is treated with respect, dignity, and fairness.

DISCIPLINE CORE BELIEFS

The Coralwood Staff agree on the following core beliefs and will use these core beliefs to drive discipline decisions across the school. These core beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behaviour and the resulting consequence.

- We believe that preserving and/or enhancing a student's self-respect and dignity is crucial to a successful disciplinary action.
- Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
- We believe that students should be allowed to solve the problems they create, in their own way and with adult guidance, provided the solution does not make a problem for others.
- Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.



- School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.
- We believe that discipline should be considered an opportunity for personal growth and to learn new positive behaviours for life.
- Students will be given opportunities to make decisions and live with the consequences, whether they be positive or negative.
- Misbehaviour will be viewed as an opportunity for individual problem-solving and preparation for the real world.

DISCIPLINE PROCESS

“Rules should be few and well considered; and when once made, they should be enforced...Let the child and the youth be taught that every mistake, every fault, every difficulty, conquered, becomes a stepping-stone to better and higher things” (White, Education, p. 290).

The privilege of attending Coralwood Adventist Academy is voluntary and is dependent upon the willing cooperation of each student to maintain high standards of conduct. Any student who engages in certain disapproved practices may receive serious discipline or a dismissal from school. Based upon the seriousness of the offence, the Administration reserves the right to ask that a student either withdraw voluntarily, or be referred to the Discipline Committee for expulsion. Grades are frozen at the time of withdrawal or expulsion and any outstanding assignments or tests will be given a zero. These grades will be averaged for the final grade.

Management of student behaviour is a shared responsibility that is to be assumed by all staff members. However, discipline is primarily the responsibility of classroom teachers who should partner with the parents. The classroom teacher establishes individual classroom expectations, rules, consequences and reinforcements with students. Teachers communicate these expectations to administrators. It is the responsibility of teachers and administrators to work with the parents in the matter of discipline, informing them in a prompt manner of the disciplinary action taken, and making themselves available to the parents and students involved for discussion and counsel of discipline situations.

MINOR BEHAVIOUR PROBLEMS – In the event of minor behavioural problems the following steps should be taken:

- The teacher will address the student privately and come up with a reasonable strategy for the student to change their behaviour in a timely fashion (may use lunch detention, removal from class to an alternate supervised location, short term removal of privileges, community service, or other activity/duty as deemed appropriate by the teacher). All disciplinary action will be documented.
- If the behaviour persists, the teacher will call the parent to meet with them and discuss the problem and possible solutions (the student should be present).
- If the behaviour persists after the student has been addressed and after the parent has been called, then the teacher must inform Administration and together the teacher and administrator will identify a discipline strategy.

Minor Incidents (These offenses could result in serving detention)

1. Being in non-designated areas
2. Making excessive noise indoors
3. Unsafe practices in the hallways
4. Selling of fund-raising materials without authorization from Administration
5. Unauthorized use of personal entertainment devices of any kind and/or cell phones on school grounds during school hours
6. Discourteous words or behaviours toward others
7. Uniform infraction
8. Inappropriate printed or electronic material on school grounds
9. Disobeying classroom rules



MODERATE BEHAVIOUR PROBLEMS – In the event of moderate behaviour problems the following steps should be taken:

- The teacher will notify administration immediately.
- Student is then removed from class and will speak with administration.
- Administration will determine a suitable consequence whether in-school or out of school suspension.
- All disciplinary action will be documented and Administration will communicate the incident and action to the parent.

Moderate Incidents (These offenses could result in suspension)

1. Hitting, shoving, punching, kicking, slapping, or grabbing in a potentially serious and dangerous manner
2. Vandalism (damage to school or personal property)
3. Being untruthful by word or action
4. Skipping classes
5. Leaving school premises without permission
6. Defiance of authority
7. Throwing of objects that may cause injury
8. Viewing, talking about, or showing others pornographic images

MAJOR BEHAVIOUR PROBLEMS – In the event of major behaviour problems the following steps should be taken:

- The teacher will inform Administration of the incident and Administration will investigate the incident fully. Behaviour incidents must be documented.
- Student is removed from class and speaks with the Administration.
- Administration will determine a suitable consequence and decide whether legal action is to be taken.
- All disciplinary action must be documented and the Administration will communicate the incident and action to the parent.

Major Incidents (These offenses could result in expulsion)

1. Theft
2. Physical abuse
3. The use or possession of cigarettes, drugs, alcohol, or weapons
4. The inappropriate use of emergency numbers (911) or emergency equipment
5. Disrespectful or abusive language (e.g., racial/ethnic slurs, gender slurs)
6. Any attempt to violate another student's rights - (Harassment, bullying or continuous teasing that hurts or promotes anger, fear or frustration)
7. Urging another student to do something against the law or covering up for a student who has done something in violation of the school rules.
8. Swearing or using inappropriate language, threats, gestures against or about others (including social media and networking used to perpetrate this).
9. Using sources of information for schoolwork that are not approved by the teacher. (i.e.: cheating - This would include talking during tests, copying another student's homework, using cell phone or computers, bringing notes or answers to class during tests, plagiarism and/or inappropriate use of AI). This includes the student who gives the information not approved by the teacher.
10. Sexual Harassment/Assault: Inappropriate intimate touching and violation of a person's personal space. (This can include verbal harassment.)
11. Harassment perpetrated with mobile or internet technology.

Should students become a discipline problem in other classes as well, their continuance in CAA may be reevaluated.



Explanation of Discipline Terms

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Student Conference — One or more school officials may meet with the student and try to reach an agreement regarding how the student will be expected to behave.

Parent Conference — A conference may be held with the parent or guardian in person or by phone with one or more school staff regarding student behaviour. The student may be required to be present.

In-School Suspension — A student may be suspended within the school hours for up to five (5) days, in which they still report to school and do all their schoolwork in an area of strict supervision always from all other students. This does not go on their permanent school record.

Suspension — A student may be suspended for up to 10 days when serious offenses occur or when other means of correction fail to modify a student's behaviour. During this time, no classwork, homework, quizzes, tests, etc. can be made up or given credit to the student's grade. This may take place within school or without. This does go on their permanent school record.

Withdrawal — A student may be asked to withdraw from school when serious offenses occur or when other means of correction fail to modify a student's behaviour. If the student withdraws voluntarily, it will not become part of the student's permanent record.

Expulsion — When a student's behaviour is consistently outside the expectations for student behaviour, and all efforts to provide a quality education to a student are unsuccessful, or when a student's influence is detrimental to other students, a formal expulsion hearing by the Administrative Committee and Discipline Committee (including a Board GEMA Representative) will be scheduled. The student will be notified that they are being suspended for 10 days pending an expulsion hearing. Parents will be notified by phone of the suspension and of the scheduled expulsion hearing and a confirmation letter will be sent. A formal expulsion becomes a part of the student's permanent school record.

Consequences for Unacceptable Behaviour

1. Unacceptable behaviour may be grounds for disciplinary action and provides the student with an opportunity for critical learning and reflection in the areas of personal accountability and responsibility, the development of empathy, as well as communication, conflict resolution, and social skills development.
2. Consequences for unacceptable behaviour must consider the student's age, maturity, individual circumstances, and frequency of misconduct. The specific circumstances of the situation and of the student must be considered when determining appropriate responses to unacceptable behaviour.
3. When a student engages in unacceptable behaviour, consequences may include, but are not limited to:
 - temporary assignment of a student to an alternate supervised area within the school
 - temporary assignment of a student to an alternate learning location
 - short term removal of privileges
 - interventions such as positive behaviour supports, contracts, counselling, restorative practices
 - replacement or restitution for loss of or damage to property
 - referral to Discipline Committee
 - recommendation for expulsion.

Consequences for unacceptable behaviour include support for students impacted by unacceptable behaviour as well as students who engage in unacceptable behaviour All reported violations will be reviewed by the principal, who will determine if enough evidence exists to bring the accused before the Discipline Committee.



Discipline Committee

- The Discipline Committee consists of the principal, the chaplain, the division teacher, and invitees as needed.
- For infractions that are sensitive in nature, i.e., violations dealing with substance abuse, sexual issues, etc., will be dealt with by the Discipline Committee.
- Contact with the student's parents along with a letter will be sent informing parents and students of the alleged offence and the time of the meeting.
- This meeting takes top priority in the student's schedule before the student returns to class.
- The student may bring a parent/guardian and/or a faculty advisor if he/she so desires.
- The student will be informed of the Discipline Committee's decision within 48 hours.

In situations when the violation is confirmed and the student admits his/her involvement, the principal will handle the situation without convening the Discipline Committee.



Anti-Bullying Policy

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Policy Statement

Our stance is bullying is not acceptable under any circumstances and we will adopt a high-profile approach to all incidents of bullying and intimidation.

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring, and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone. We will embed our anti-bullying policy within a school ethos based on mutual respect, fairness, and equality and aim to provide support and management strategies that are pragmatic and non-oppressive.

This policy links to other key policies and documents from government legislation, Alberta Education, and our district office.

Context Statement

1) Key Principles

- All children have an absolute right to be educated in a safe and secure environment and to be protected from others who may wish to harm, degrade, or abuse them.
- There is no justification for bullying behaviour, and it should not be tolerated in any form. Differences of race, religion, gender, and ability are absolutely repudiated as reasons for bullying.
- Bullying behaviour is a problem for those suffering bullying and should be addressed in positive and constructive ways which provide opportunities for growth and development for those suffering and those responsible for bullying.
- Effective management of bullying is a shared responsibility and strategies should involve school staff; parents/carers, and other professionals involved with children who are suffering bullying.
- Information about the school's policy and procedures should be readily available in 'user-friendly' form to children and their parents/carers.
- The school will ensure that issues relating to bullying are given a high-profile, for example through assemblies, and participation in Anti-Bullying Week.
- Students, staff, and parents will be consulted with respect to reviewing procedures.

2) Aims

- To fulfill the school's statutory responsibility to respect the rights of children and to safeguard and promote their welfare.
- To communicate the school's responsibility for responding to incidents of bullying and to emphasize to staff, pupils, and their parents and carers the school's attitude towards bullying behaviour.
- To address the problem of bullying through the implementation of consistent and wide-ranging procedures, promoting an ethos in which each pupil is safe and able to realize their full potential.
- To reassure parents and carers that the school takes their children's welfare seriously and that they are being educated in a safe and secure environment.
- To maintain a supportive environment in which bullying is seen as inappropriate and unacceptable.
- To accurately record all incidents of bullying and to monitor the effectiveness of strategies for bringing it under control.



3) Definitions

In keeping with the *Education Act* Section 1.1(b.1) we define bullying as: *“Repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.”*

Olweus et al., (1999) state: “Bullying involves an imbalance of power between the bully and the victim, is intentionally harmful and occurs repetitively.”

Bullying behaviours are a form of aggression and can be:

Physical - pushing, hitting

Verbal - name calling, threats

Social - exclusion, rumours

Cyber - social or verbal bullying through the use of email, text messages or social media

Some warning signs to help identify if a person may be engaging in bullying behaviour include but are not limited to:

Not understanding or caring if someone is hurt

Unexplained increase of money, clothing or other items

Boasting about taunting someone

Passing off teasing as a joke

Laughing when others get hurt

Demonstrating aggressive behaviour

Grouping together with some individuals and intentionally leaving others out

Name-calling

Bullying may take place between students, between adults, or between students and adults. None of these forms of bullying or intimidation is acceptable.

Bullying is not the same as hurting someone’s feelings if there is no misuse of power or a deliberate intent to cause harm. It is important to support individuals to understand the difference between these behaviours as part of learning how to build healthy relationships.

Bullying behaviour is sometimes confused with conflict. Conflict is a disagreement about different beliefs, ideas, feelings, or actions. It is a normal part of healthy relationships. For example, friends may disagree over what game to play. Learning skills to resolve conflict appropriately is very important for building and maintaining positive relationships.

4) Bullying Outside of School

If a child is found to be the victim of bullying outside school, then help and support will be offered, and advice given on how to avoid further incidents in future. The victim’s parents will be informed. If there are more general concerns about children’s safety outside school then the local police will be contacted, and their help sought in making the area around the school premises more secure.



5) Prevention

All staff involved in the education and/or supervision of children will be trained in the issue of bullying and the need to apply the school's policy consistently when episodes of bullying are witnessed or reported. Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it. The issue of bullying will be given a high profile and will be raised with students at several levels including:

- Whole-school level, for example through assemblies when children will be informed of the school's policy and the actions that will be taken to prevent bullying taking place. The Student Association as well as Young Leaders will be involved in discussions relating to bullying and how it can best be tackled. In addition, posters and displays will be used to heighten awareness and there will be simplified information in the student handbook.
- Classroom level, for example during worships, homeroom, and health.
- Individual level, for example children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance. Children will be encouraged to come forward and discuss bullying-related issues through a variety of channels (teachers, staff members, chaplain, class pastor, mental health nurse). In these circumstances staff will respond positively, take the expression of concern seriously and ensure that the matter is fully investigated. Children who have been responsible for bullying will be given advice and support and taught strategies to enable them to bring their unacceptable behaviour under control and to prevent further incidents.
- Participation in campaigns to raise awareness, including Anti-Bullying Week. •
- The school recognizes that there are particular times when children may be more vulnerable to bullying - lunch and break times, during transitions, in the bathroom, and the beginning and end of the school day. Arrangements will be made to ensure that at such times there is proper supervision available to reduce the risk of bullying incidents.

6) Parent Involvement

The school is firmly committed to working in partnership with parents and believes that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs.

All parents will be kept informed of our procedures in relation to bullying (for example through the Student Handbook and the school website).

Parents who believe their children are suffering from bullying should share their concerns with the school at the earliest opportunity and be prepared to work with the school to keep their children safe in the future. All expressions of concern relating to bullying will be taken seriously and investigated thoroughly.

If a child is involved in a serious incident of bullying or there is evidence that the same child is repeatedly involved in less serious incidents (either as a victim or a perpetrator) the school will inform parents and invite them to become involved in the management of the problem and the prevention of further incidents. Isolated and less serious incidents will be managed by school staff and parents informed as delineated in the Coralwood Bullying Investigation Form.

7) Implementation

Coralwood Adventist Academy is committed to creating a safe and caring environment and we will diligently deal with each reported incident. Towards this end, we will ensure that the anti-bullying policy and procedures are applied rigorously. All staff involved in the teaching and/or supervision of children will take responsibility for addressing incidents which fall with the school's definition of bullying and ensure that the victim receives what support is required; person(s) responsible for bullying is informed of the unacceptability of his/her behaviour and a record is made of the incident and logged on the online-reporting system. All children need to be aware that staff want to be informed of any incidents or concerns and that action will be taken when bullying is reported.



8) Incident Management and Procedures

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All reports of bullying will be addressed, and the priority will be to support those being bullied and to stop the bullying.

The school will take firm and decisive action to deal with any incident of bullying which is witnessed by, or reported to, any member of staff. It is the responsibility of the school's staff and administration to assess the seriousness of the bullying and to determine the appropriate action that should be taken.

We will work to help and support those responsible for the bullying to understand the impact of bullying and to change their behaviour.

When a member of staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, this report will be taken seriously and investigated. All incidents reported to staff will be passed on to the appropriate classroom teacher in the first instance, who will then decide on the most appropriate course of action, in consultation with administration or Disciplinary Committee if necessary.

The school will offer a proactive, sympathetic, and supportive response to children who are the victims of bullying. The exact nature of the response will be determined by the child's individual needs and may include:

- Immediate action to stop the incident and secure the child's safety
- Positive reinforcement that reporting the incident was the correct thing to do.
- Reassurance that those suffering bullying are not responsible for the behaviour of those responsible for bullying.
- Strategies to prevent further incidents.
- Extra supervision/monitoring.
- Informing/involving parents.
- Adult mediation between those responsible and those suffering bullying
- Arrangements to review progress.

With respect to those involved in or responsible for bullying, the school will respond to incidents in a proportionate way – the more serious the cause for concern, the more serious the response. When sanctions are felt to be necessary, they will be applied consistently and fairly. The following options will be considered:

- Immediate action to stop an incident of bullying in progress.
- Engagement with the person responsible for bullying to reinforce the message that their behaviour is a breach of school rules and is unacceptable.
- Use of "behaviour agreement contracts" and report cards to monitor progress.
- Sanctions including loss of lunch/break-time privileges, detention, removal from class or group, isolations and fixed period exclusions in extreme cases.
- Informing and involving parents.
- Adult mediation between those responsible and those suffering bullying (provided this is safe for the victim). In all cases, there will be subsequent monitoring to ensure the bullying is not repeated.

9) Monitoring and Evaluating

Each incident of bullying falling within the school definition will be recorded. These will be shared with staff, parents/carers and students. Staff, especially Division Leaders will evaluate the effectiveness of the policy and recommend adjustments that may be necessary to address any ongoing concerns.



10) Policy Review

The effectiveness of the school's anti-bullying policy and practice will be monitored by school leadership and it will be reviewed and evaluated on an annual basis, with a report produced during the summer term to enable any amendments to be implemented for the start of the next academic year.

Consultation with students, staff and parents will form a part of the review process as will an analysis of data relating to bullying incidents and the effectiveness of the actions taken.

If there is any discrepancy about a bullying policy, this Anti-bullying policy will be upheld.

Roles and Responsibilities

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive examples, and conveying a clear understanding that we disapprove of unacceptable behaviour and by making clear that we all follow the school code of conduct.

Primary responsibility for all members of the school community is to report incidents of bullying and concerns they may have that someone is being bullied.

A. School Board

The governing body is responsible for the Anti-Bullying Policy and for ensuring that it is regularly monitored and reviewed. The School Board will:

- Support the administration and staff in implementation of this policy.
- Receive annual reports on the policy's effectiveness.
- Work with administration to amend the policy as necessary.

B. Administration and Division Leaders

The Principal is responsible for implementing the Anti-Bullying Policy and will ensure that:

- Bullying behaviour is addressed in the school's Behaviour and Discipline Policy
- Bullying is addressed as an issue in the curriculum
- All staff receive training that addresses bullying behaviour
- The School Board is provided with information regarding issues concerning behaviour management including bullying
- Monitoring of the policy and anti-bullying strategies are implemented.

C. All Staff

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of personal safety and well-being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust, and respect.



All members of staff will:

- Provide children with a good role model
- Provide children with a framework of behaviour including class rules which support the whole school policy.
- Emphasize and behave in a respectful and caring manner to students and colleagues to set a good tone and help create a positive atmosphere.
- Always be aware and take action when there are concerns about bullying.
- Report and record all allegations of bullying following the school's procedures.
- Ensure that students, and where appropriate parents/carers, are given regular feedback on the actions being taken.

The classroom teacher will act as the first point of contact in the case of bullying issues being identified, and they will initiate responses to tackle the concerns raised.

D. Parents/Carers

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and that they will support us in helping us meet our aims. We want them to feel confident that everything is being done to make sure their child is happy and safe at school.

We expect parents/carers to:

- Keep the school informed about and fully involved in any aspect of their child's behaviour.
- Contact the school immediately when they know or suspect that their child is being bullied, even if their child has asked for "secrecy," and work in partnership with the school to bring an end to the bullying.
- Contact the school if they know or suspect that their child is bullying another pupil.
- Share with the school any suspicions they have that bullying is taking place even when it does not directly involve their child.

When a parent/carer has concerns relating to bullying they should report them to the appropriate classroom teacher in the first instance.

E. Students

Without the support of our students, we will not be able to prevent bullying. That is why our students will be consulted and will participate in the development, monitoring, and review of the anti-bullying policy and strategies. We want our students to feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn. We also want our students to feel that they are supported in reporting incidents of bullying and reassured that action regarding bullying will take place.

We expect that students:

- Will support the administration and staff in the implementation of this policy
- Will not bully anyone else or encourage and support bullying by others
- Will tell an adult if they are being bullied, usually either a member of staff or parent
- Will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied.

Students must recognize that being a "bystander" is not acceptable and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.



GENERAL POLICIES & GUIDELINES

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BACKPACKS

All students require a backpack. Lunch kits and extra clothing are kept outside the elementary classrooms in student backpacks. Kindergarten to grade 4 students have assigned hooks where they hang them up. Students in grades 5-12 have lockers to store backpacks during school hours. These students should plan ahead and choose books needed for 1-2 classes and then return to their lockers to exchange supplies for classes that follow. Backpacks and belongings should remain in lockers during the school day. For the purposes of PE classes, students need a small bag to transport their clothes and shoes. Personal items are not to be left in the washrooms/change rooms at any time.

BANQUETS

Only current Coralwood Adventist Academy students may attend CAA sponsored banquets. Before each banquet, all clothing will be checked for compliance with the CAA Dress Code Guidelines by the Principal.

CAA BLAST

The CAA Blast is a weekly communication tool from the principal to the churches, parents, and posted on the CAA website. Parents are encouraged to read and share the information to help promote the positive events Coralwood is involved in.

CAA NEWS

The CAA News is a weekly communication tool from the Principal and the Office. Parents are responsible for reading the memos and handouts included with the memo, to keep up to date with announcements sent via email.

CAFFEINE

Students are not permitted to have any caffeinated beverages in their possession, while on campus, or on any school sponsored trips.

CAMPUS VISITORS

Visitors are asked to park in the front parking lot and check in at the front office with an administrator. Former students may visit campus if prior arrangements have been made or during non-educational hours.

DRESS CODE

CAA UNIFORM POLICY

Coralwood is a uniform school. Uniforms set the tone for proper work and attitude in the classroom directing student's attention towards personal or academic achievement rather than fashion. Additionally, the CAA uniform also allows the community at large to recognize our students as a group of young people who share a common educational goal. As such, all students are encouraged to feel pride in being members of CAA and wear their uniform proudly.

CAA's uniform supplier is Elegant & Clothing Manufacturing Inc. Orders forms are available at the school and on the website. Parents must plan ahead for their child's uniform needs. A uniform is to be worn, at all times during school hours, unless it is a specified casual day. Parents are expected to purchase new uniform pieces when needed, if lost, too small, or worn out. Students are to be in proper uniform on the first day of school by pre-ordering uniform pieces at registration to comply with dress expectations.



A proper Kindergarten to grade 12 uniform consists of:

- navy blue or black jeans
- white or navy, short or long-sleeved, crested polo shirt
 - navy crested hoodie
- black, blue, white or grey socks or tights
- non-marking running shoes

UNIFORM AND DRESS GUIDELINES

- Uniform items must be clean and in good repair.
- Each uniform item should be marked with the student's name. The school is not responsible for lost clothing.
- A white T-shirt may be worn under white dress or Polo shirt and a black or navy-blue T-shirt may be worn under the navy-blue Polo shirt.
- CAA gym uniform is not to be worn under a uniform shirt.
- Shorts, skirts, skorts, and tunics can be no shorter than 3" above the knee.
- All students are required to wear indoors shoes that should be clean, non-marking, properly worn, and laces tied. No boots, no open-toed shoes or sandals.
- Navy, black, white, or grey socks must be worn at all times.
- Girls' tights are to be navy or black.
- Hair should be clean and neat. No dramatic hairstyles and/or hair colours or coloured hair extensions are permitted.
- Ball caps, toques, hoods, satin caps, or satin wraps, durags, head scarves or coverings, etc. are not permitted to be worn in the school.
- Make-up and nail polish must be natural in appearance.
- Jewelry (rings, earrings, bracelets, necklaces) is not permitted during school or school functions.
- Modest one-piece bathing suits must be worn for swimming activities. White bathing suits are not permitted.
- Students are expected daily to be in proper gym uniform, even on Casual days.

If a student is not properly dressed in their school uniform they will be sent to the office where the following steps will be taken:

1. Students will be asked why they are not in proper uniform.
2. A note in the agenda or an email will be sent home.
3. Admittance to class may be denied and the student could be sent home.
4. If the child is out of P.E. uniform, their grade will reflect this, and the child will not participate in class.

It is the responsibility of the student and parents that the proper uniform is worn. Repeated infractions to the uniform will be referred to the Administration or Discipline Committee.

CASUAL DAY

Casual Day is a designated day where students are permitted to be out of uniform dress. Students are expected to wear appropriate, modest dress both for an academic and Christian atmosphere. **Cleanliness, Attractiveness, Modesty, Appropriateness, and Neatness are the key words used to formulate our guidelines.** The goal is to achieve a neat, well-kept appearance. Staff reserves the right to make a "judgment call" on any violation of these guidelines. These guidelines are to be applied at school as well as at all school-sponsored functions (i.e., concerts, graduation, trips, walkathon etc.). If any question arises on any issue, the decision of the school shall prevail. If in doubt on any item or issue, please bring it to the attention of the office where a decision will be made.



CASUAL DRESS GUIDELINES

The following consist of inappropriate clothing items for casual day:

- Clothing or accessories that advertise anything contrary to a Christian lifestyle. For example, characters that achieve “good” through force or use magic (i.e., Super Heroes, Wizards, Fairies, etc.).
- Pants that are not neat, not clean, excessively oversized or excessively tight, ripped or frayed.
- Shirts that are not neat, not clean, excessively oversized, or excessively tight, ripped or frayed.
- Shirts that show cleavage or midriff.
- Tank tops, spaghetti strap tops, bare backed shirts,
- Dresses with thin straps, bare backs, low-cut necklines, and too tight. Dresses/skirts are to be no shorter than three (3) finger-widths above the knee when standing.
- Yoga pants and leggings are not permissible except under an appropriate length dress or skirt.
- Warm Weather Attire:
 - Short shorts or short skirts. Cut-offs are acceptable only if they have been hemmed. Shorts are to be no shorter than 3” above the knee when standing.

PARENT/STUDENT RESPONSIBILITY

It is the responsibility of the student and parents that the proper uniform is worn. Parents must plan ahead for their child's uniform needs. CAA staff and administration will ensure that the uniform/dress policy is enforced in a consistent manner and will require the student and parent/guardian to take appropriate action to remedy situations determined to be in conflict with the uniform/dress policy. Failure to dress appropriately will result in the need for an immediate change of attire and students may be sent home. Students will not be permitted to attend classes until the uniform has been corrected. Although every home has its own standards of dress, parents and students have the responsibility to uphold these guidelines for school and school-related activities.

CELL PHONES

When cell phones are brought to school they are to always remain in the student's locker. If a student takes it into class, the teacher may ask for them at the beginning of class and will return at the end of the day. Upon suspicion of inappropriate behaviour, the school has legal right to search the cell phone. (Supreme Court of Canada, 1998 in R vs. M. R. M) This will involve Administration taking the phone and calling parents to come and retrieve the device.

CHAPEL

Chapel is a worship service provided once a week for all grades. The purpose is to enter the presence of God, and we encourage all to enter with respect and reverence. Every effort must be made to eliminate distractions, with no books, class work, food, toys, or drinks brought into the meeting place. Students should respect their surroundings.

COMPUTER USE & TECHNOLOGY POLICY

Coralwood Adventist Academy has a policy for all computer usage on campus. All students and parents are required to sign the CAA Computer Acceptable Use Policy as part of the Registration Packet before a student's official enrolment. Students and parents will be required to sign and return the CAA Computer Acceptable Use Policy that will be sent home the first week of school. All Coralwood students will be given a Coralwood email address and therefore this gives Coralwood the right to have student passwords to protect student safety and maintain an appropriate learning environment. The *School Act* requires schools to be safe and orderly and Section 12 imposes a code of conduct upon students that, among other things, requires them to comply with the rules of the school, account to their teachers for their conduct, and respect the rights of others.

Students who have left Coralwood will have access to their email address for up to two (2) years. After that it will become inactive.



ELECTRONICS

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Student use of personal devices, including headphones, are not permitted during school hours unless specified by the teacher. All students are discouraged from bringing personal devices onto school property. Cell phones are not to be used during school hours. If a cell phone is heard, seen, or used, it will be taken away by a teacher and/or kept in the office and may be picked up at the end of the day. Repeated offenses will require a parent to pick up the personal device. CAA is not responsible for any form of theft or damage that may take place if any devices are brought to school.

Personal laptops, or tablets brought to CAA by grades 10-12 students, are to be used for educational purposes and only with permission from Administration. Social media, or non-educational on-line games are not to be accessed at school. Students with an IPP that states electronic assistance is needed will be allowed electronic devices under teacher supervision.

We ask that parents refrain from phoning or texting their children during instruction time. In case of an extreme emergency, a parent may phone the office and their child will be asked to come to the office to speak to the parent. At the discretion of the teacher, a student may phone a parent during school hours, using the classroom or office telephone.

ENTERTAINMENT

CAA is intentional about building character and is concerned that students acquire an understanding of Christian living. As a Seventh-day Adventist school, our responsibility is to educate young people to make entertainment choices based on an understanding and application of biblical principles as found in Philippians 4:8 Whatever is true, whatever is honourable, whatever is right, whatever is pure, whatever is lovely, whatever is admirable - if anything is excellent or praiseworthy - think on these things. Any clothing or material that promotes negative messages and are not in line with the principles of God's character, are not allowed. For example, characters that achieve "good" through force or use magic (i.e., Superheroes, Wizards, Fairies, etc.) should not be brought to school.

FIELD TRIPS (DAY)

Field trips are intended for CAA students enrolled in the course. Exceptions may be made for Homeschooled students only, in accordance with CAA Policy. Field trip fees may be an additional charge but first come from fundraising and classroom budgets.

FOOD & DRINK

Food and drink may only be consumed in the classrooms as designated by those teachers during specific times. To keep food/drink confined to designated areas, we ask students not to eat/drink in school hallways, the gymnasium, or the library. Snacking at lockers and in the washrooms is prohibited.

Students and parents may order food using Skip the Dishes and other delivery providers. Students will be responsible to pick up food at the office. Food ordered and brought into the building is encouraged to follow the Adventist health expectations.

GRADUATIONS

Kindergarten graduation is planned by the kindergarten teacher and Administration. Graduation activities for the Grade 9 and 12 students are planned and conducted by the classroom sponsors and Administration of Coralwood Adventist Academy in conjunction with the graduating classes. Parent involvement is welcomed and encouraged. The administration of the school reserves the right to deny participation in graduation activities to any student who does not meet the established criteria for academic and conduct standards. To participate in graduation activities, students must have passing grades in all core subjects. During graduation activities, any student who refuses to abide by the specific instructions/guidelines that are given by the class sponsors and/or Administrators will be denied the privilege of continued participation in remaining graduation activities.



GRIEVANCE PROCEDURE

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At Coralwood Adventist Academy we follow the Matthew 18 principle for resolving conflicts. When a misunderstanding or disagreement occurs between two persons in our school community the following steps are recommended in sequence:

Student and Student

1. A student/student conference should be held with a teacher or administrator to identify the problem and isolate the facts. This first step should resolve most problems.
2. A parent/student conference with a school Administrator may be held if the concerns remain unresolved at the first meeting. A written record will be signed by all parties.
3. Before further action is taken, a second parent/student/Administrator conference should be held with the problem stated in written form by the student(s). Only first-hand information directly affecting the individuals concerned should be considered. A written record will be signed by all parties.

Parent and Teacher

1. A parent/teacher conference should be held to identify the problem and isolate the facts. This first step should resolve most problems. **Parents need to make appointments to meet with teachers.**
2. A parent/teacher conference with the principal may be held if the concerns remain unresolved at the first meeting. A written record will be signed by all parties.
3. Before further action is taken, a second parent/teacher/principal conference should be held with the problem area stated in written form by the principal. Only first-hand information which directly affects the individuals concerned should be considered. A written record will be signed by all parties.

Parent/Student and Administrator

1. A parent/Administrator conference will be held to identify the problem and clarify the facts. This first step should resolve most problems.
2. A parent conference with the administrator/Principal may be held if the concerns remain unresolved at the first meeting. A written record of the meeting will be signed by all parties.
3. A parent meeting with a third-party present may be held if the concerns remain unresolved at the second meeting.

GUM CHEWING

For Kindergarten to Grade 6, for reasons of cleanliness, gum chewing will not be allowed in the school building at any time. A teacher may ask any student to discard their gum at any time.

BULLYING, SEXUAL HARASSMENT & DISCRIMINATION POLICY

All individuals have the right to learn in safe settings that promote equality of opportunity and prohibit discriminatory practices, including harassment and bullying. As such, CAA is committed to a healthy, safe, and harassment-free environment (including hallways, washrooms, classrooms, playgrounds and during off-site activities). CAA requires all individuals to treat others with dignity and respect and requires compliance with this policy by all individuals regardless of age. Bullying is NOT a normal part of growing up and does not build character. This policy applies to **all individuals** employed, volunteering or attending Coralwood Adventist Academy.

DEFINITION OF BULLYING: Harassment occurs when an individual is subjected to unwelcome verbal, visual or physical conduct. If the harassment is insulting or intimidating, it is discrimination. Examples of harassment which will not be tolerated are verbal or physical abuse, threats, derogatory remarks, jokes, innuendo or taunts about appearance, religious beliefs, colour, place of origin, mental or physical disabilities, ancestry, marital status, family status, source of income or gender. CAA also will not tolerate the display of pornographic, racist, or offensive signs or images; practical jokes that result in awkwardness or embarrassment; unwelcome invitations or requests, whether indirect or explicit. All harassment is offensive. It will not be tolerated at CAA.



DEFINITION OF SEXUAL HARASSMENT: Sexual harassment is defined as any type of offensive behaviour with sexual overtone that is unwelcome and makes a person feel uncomfortable. That behaviour may be verbal, written, or physical (pinching, patting, rubbing or leering), including such things as sexually suggestive remarks innuendos, requests or demands of a sexual nature, jokes of a sexual nature, offensive pictures, gestures, offensive notes, or inappropriate touching. All harassment is offensive. It will not be tolerated at CAA.

DEFINITION OF DISCRIMINATION: Bullying (or intimidation) means any gesture or written, verbal or physical act that takes place on school property, at any school-sponsored function, and that is motivated by an actual, or perceived characteristic, such as race, colour, religion, ancestry, national origin, gender, or a mental, physical, or sensory disability or by any other distinguishing characteristic.

FOUR MOST COMMON TYPES OF BULLYING (These lists are not conclusive).

VERBAL BULLYING—name calling, sarcasm, teasing, spreading rumors, threatening, making references to one's culture, ethnicity, race, religion, gender, or sexual orientation, unwanted comments.

SOCIAL BULLYING—mobbing, scapegoating, shunning and exclusion, humiliating others, gestures, or graffiti intended to put others down.

PHYSICAL BULLYING—hitting, poking, pinching, chasing, shoving, coercing, destroying, unwanted sexual touching.

CYBER BULLYING—using the Internet or social media of any kind, text messaging to intimidate, put down or spread rumors about someone.

BULLYING DIFFERENCES BETWEEN BOYS & GIRLS – Boys and girls are involved in bullying at about the same rate, but how they bully may differ. For boys, bullying is more likely to take direct, often physical forms – kicking, hitting, pushing, shoving, and threatening. Among girls, bullying is more likely to be indirect, involving acts of social alienation such as spreading rumors, withdrawing friendship or ignoring. Bullying behaviours across all age groups, sometimes beginning as early as two or three years of age and reaching into adulthood. Although the forms of bullying may change as people get older, the issues of power and control remain the same.

THE ONLOOKERS – When bullying is observed, several things commonly happen; aggressive behaviours are modeled by someone who appears to be more powerful, more positive peer attention is paid to the student who bullies than the student who is bullied, the presence of others makes it seem that several people are involved. These factors reduce the feelings of guilt of the student who engages in bullying and lower the inhibitions of the students who are observing. As a result, even though most students report that watching bullying makes them feel uncomfortable, observing these incidents may actually make students more likely to engage in bullying themselves. On the other hand, when onlookers do intervene, they are often effective in stopping bullying. Furthermore, if the school community values and encourages active intervention in bullying situations, students are more likely to challenge bullying behaviours. By providing students with the skills and confidence to intervene in bullying situations, schools can take a significant step towards stopping bullying behaviour.

These behaviours will be considered harassment or bullying if a reasonable person should know, under the circumstances, that the act(s) (1) will have the effect of harming an individual or damaging the individual's property, or placing an individual in a reasonable fear of harm to his/her person or damage to his/her property, (2) will have insulting or demeaning any individual or group in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

Since most bullying is hidden from adults, CAA is reliant on students or parents to report the unobserved bullying incidents. When CAA is made aware of a bullying incident, the following steps will be made to help the student, reduce the chance of further bullying, and maintain a safe and caring school culture.



STEPS TO HELP THE TARGET

- Acknowledge the incident and the student's feelings
- Gather information about what happened and who was involved
- Assure the student that there will be consequences for the student(s) who bullied
- Help the student create a plan for preventing future bullying
- Contact the student's parents regarding the incident and the school plan for responding
- Follow up with the student to determine the success of the plan, the student's feelings and the risk of further bullying
- Track the incident

STEPS TO HELP THE BULLY

- Ensure the safety of other students
- Help the student who bullied to change his/her behaviours and attitudes
- Take immediate action to stop the behaviour by sending student to the office
- Identify and apply the appropriate level of intervention depending on the nature, degree and duration of behaviours
- Point out the impact on the student who was bullied and other observers
- Remind the student of the school rules or behaviour expectations
- Contact the student's parents regarding the incident and the school intervention plan
- Track the incident

HARASSMENT, SEXUAL HARASSMENT, CHILD ABUSE & BULLYING REPORTING

REPORTING OF HARASSMENT, SEXUAL HARASSMENT & BULLYING – Students are encouraged to report any conduct that makes them feel uncomfortable, bothersome or is contrary to a stable environment to school authorities as soon as possible so appropriate action may be taken. This may be reported to any teacher, or the principal. Once a complaint is received, it will be kept strictly confidential. An investigation will be undertaken immediately, and all necessary steps will be taken to resolve the problem. Both the complainant and the alleged harasser will be interviewed, as will any individuals who may be able to provide relevant information. All information will be kept in confidence. If the investigation reveals evidence to support the complaint of harassment, the harasser will be disciplined appropriately. Discipline may include suspension, dismissal/expulsion, and the incident will be documented in the student's file. Regardless of the outcome of a harassment complaint made in good faith, the individual making the complaint (and anyone providing information), will be protected from any form of retaliation. The government of Alberta provides a toll-free, 24-hour, anonymous helpline (1.888.456.2323) for students to report bullying and harassment on school property, at school-sponsored activities, on school busses and through school computers. *This policy does not preclude the complainant from reporting discrimination or harassment complaints to the Alberta Human Rights Commission, or, if the matter is perceived to be of a criminal nature, to the Police.*

REPORTING CHILD ABUSE – Child abuse is morally and legally wrong. Its impact can last a lifetime and even extends to future generations. Any adult who has reason to believe that a child is being verbally, physically, sexually or emotionally abused or is in need of protection has a legal duty to report such abuse to Child and Family Services or to the Police.

HEALTH CARD/IMMUNIZATIONS

A copy of the current AB Health Card or a valid health insurance card is required of all students. A valid copy of your child's immunization record should be submitted to the CAA Office. These records must be submitted upon registration.

HOMEWORK POLICY

Students are expected to complete all homework on time. Please check grade level policies concerning homework requirements. The classroom policies will explain guidelines and expectations for your child regarding homework.

A student will ordinarily have one day for each day's absence to make up for missed work. Points will be deducted according to the grade level formula if the work is not completed in the time allocated. Any assignment not turned in for that term will result in a grade of "0" in the grade book.



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Homework:

- furthers learning through practice and application
- develops self-discipline
- allows for longer assignments which require more time to be completed
- allows teachers to assess what the student can accomplish independently.

Since all students do not work at the same speed, the following guidelines are average minutes of homework that may be expected each evening:

K	limited to 15 minutes daily
Gr. 1-3	limited to 50 minutes daily
Gr. 4-6	limited to 60-80 minutes daily
Gr. 7-9	limited to 60-80 minutes daily
Gr. 10-12	limited to 80-120 minutes daily

Support for education that is provided at home is directly related to a child’s success at school. We expect parent support and endorsement for homework time and encourage them to take an active role in assisting their child to complete homework assignments on time.

Our online educational subscriptions are a good homework practice tool for students who need extra enforcement in Language Arts and Math. Teachers supply the usernames and passwords at the beginning of the school year.

ILLNESS

A child who is running a fever, recently vomiting or whose condition is contagious should be kept at home. 24 hours without medication, a student may return to classes. Students are sent home if they are not well.

Below are the guidelines as set out by Alberta Health Services. These are the diseases that must be reported to Public Health and the child should stay home from school until well:

Chickenpox	Meningitis
COVID-19	Mumps
Diphtheria	Polio
Encephalitis	Reye’s Syndrome
Gastronintestinal Infections	Rubella
Hemophilus Influenza	Tuberculosis
Hepatitis	Whooping Cough
Measles	

Scabies is not reported, but the child needs to stay home until treatment is finished.

Strep Throat/Scarlet Fever is not reported, but the child stays home until on antibiotics for 24 hours.

Ringworm: It needs to stay covered and have anti-fungal cream on it. If these steps are followed the student can rejoin classroom activities.

Lice: Must be treated at home, and the child is to be given a separate area for their backpacks, jackets, etc. If these steps are followed the student can rejoin classroom activities.

Fifth Disease: Because it is difficult to spread and is contagious only before symptoms show, a student can rejoin classroom activities.

Hand-Foot-and-Mouth Disease: Because it is only contagious before symptoms show, a student can rejoin classroom activities.



Mononucleosis: Can attend school if they feel well.

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Pink Eye: A physician can say how long the child should stay home from school or childcare. Or they can simply wait at home until it clears up on its own.

Pinworms: Students can attend school. Just make sure they wash their hands after using the toilet.

INCLEMENT WEATHER

Cold temperatures, wind chill, and snow can make getting to and from school challenging. The school **will not** close due to bad weather. Assume that the school is open unless you hear otherwise through media or directly from the school. Schools need to remain open even under severe weather conditions to provide a safe environment for students who choose to attend. It is up to the parent to decide whether to send your child to school on days with severe weather but inform the school if you choose to keep your child at home. Students will be kept inside during recess if: it is raining heavily, or temperatures drop to -21 degrees Celsius or lower. If CAA is involved in an emergency (such as a tornado warning), students will be held in assigned locations until the warning expires. Parents always have the discretion to keep students at home if they believe weather conditions are too hazardous, although they are usually noted as an unexcused absence.

INTRAMURAL/INTERSCHOLASTIC SPORTS (Gr. 5-12)

Coralwood Adventist Academy has the unique opportunity to display a Christlike character through positive team building skills and sportsmanship conduct. Activities have been chosen which we feel will be positive for the participants and for the school. Students must have a cumulative GPA of 2.25 (65%) and no current "F" grades to participate in any interscholastic sport. The discretion of Administration in connection with the coach can be applied for extenuating circumstances or instances of Academic intervention.

Parents should arrange to pick up their students promptly after all school programming. Repeated delay in pick-up may result in dismissal from the program or activity.

Homeschool students may request permission to participate in the intramural program. Parents and graduates may come to observe. Any other visitors must have permission from the administration prior to the planned visit.

LEARNING GAP DETECTION POLICY

(A policy for identifying and working with students experiencing learning challenges)

1. Teacher will observe and make mental notes regarding all student progress.
2. Teachers will record and date anecdotal notes for any student showing signs of recurring observed learning challenges.
3. After three to five anecdotal notes pertaining to one concept or learning behaviour, the teacher will conference with the principal and the parent regarding the specific observation, providing tangible exemplars. This conference will be recorded in writing and dated.
4. At the time of #3, possible strategies to be implemented at school and at home will be suggested and recorded.
5. A follow-up conference (parents, teacher, principal) one month later will take place. Additional tangible evidence will be provided from both the teacher and the parents. A decision as to the next step to be taken will be based upon the progress results.
6. Possible outcomes for #5:
 - *Student continues with specific support from home and school
 - *Student is placed in a specified Independent Program Plan (IPP)
 - *Student is assigned to a more appropriate grade level for optimum success
 - *Further professional counsel is sought regarding physical or psychological testing which may be required
7. Follow-up conferences with parents, principal and teacher will occur every six to eight weeks regarding student progress. Documentation and recorded evidence must always be present.



LEAVING CAMPUS

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Once a student arrives on campus, the student must remain on campus until his/her classes for the day are completed.

Students who leave the campus may leave **ONLY** after parents or an authorized person comes to the school office and signs them out.

Students returning from a dentist or doctor's appointment must be signed back into school by the parent or authorized person.

Students planning to go to a friends' or relatives' home (different from the daily routine) need to fill out the form in the School Office so that person can be placed on file.

Students who become ill during the school day need to report to the School Office and will be released to go home after their parents are contacted by an authorized employee and the parent approves such release.

Students who leave campus without permission at lunch or during school hours are subject to disciplinary action.

Students in grades 9-12 are allowed to leave campus provided the parental permission form is filled out and have passing grades. The Parental Permission Form given at the beginning of the school year should be signed, dated and on file in the Office prior to students leaving campus. After parental and administrative permission have been granted, the student must sign out on the form provided in the office and sign in again upon their return each time they leave campus during school hours. Students leaving campus without parental and administrative permission or returning late to classes, will receive unexcused absences for classes missed and may have privileges taken away at the discretion of administration.

LIBRARY

The library provides a quiet place for study and the love of reading. Students are expected to check out library materials properly before taking them from the library. Books are checked out for three-week periods. Students will be billed accordingly for lost books.

LOCKERS

Lockers owned and maintained by the school are provided as a convenience to students for storage of books, outerwear, and school supplies for Grades 5-12 students. The student is responsible for keeping it clean and organized. The school reserves the right to inspect the contents of lockers and book bags at any time, with or without the student present if there is a concern for a posed threat or blatant disregard for the rules/policies.

LOST AND FOUND

Students are encouraged to place their names in all personal books, notebooks, backpacks, jackets, etc. LOST AND FOUND is in the office. If a student leaves his/her items lying around, they can be reclaimed at the office. CAA is not responsible for lost or stolen personal possessions of staff, students, or visitors. Lost uniform pieces are hung up in the lower elementary lobby for a specific period and then taken to the office. At the end of every term LOST AND FOUND items will be donated.

MEDICATION AT SCHOOL

If a student needs to take medication during school hours a note needs to be given to the school office by the physician or parent. This medication will be kept in a locked box or refrigerator, and a record of the medication given, time of day, and amount will be kept. All medication must be labeled with the child's name and kept in the office. This includes Aspirin, Tylenol, etc. Students are not to share medication.



MEDICAL EMERGENCY PROCEDURE

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If a student is injured at school, he/she will be cared for temporarily by the teacher, and the parent will be notified. Teachers will render the level of First Aid that they are trained for. If emergency medical attention is necessary, EMS will be called, the student's parent(s) will be called and/or the student will be taken to the doctor or to the emergency room at the hospital. All incidents requiring any level of care will be documented and filed in the school office. A copy of the incident report will be sent home with the student. Teachers do not diagnose a health condition or give any medications, including aspirin, Tylenol, Ibuprofen, etc. without permission from parent or guardian.

MUSIC

All school music organizations and various classroom groups have performances outside school hours. The success of each group depends on all members. Therefore, all performances are required. If family plans prevent participation in a scheduled performance (including weekend church performances) advance arrangements should be made. The school will announce the dates as far in advance as possible, attempting to give four weeks' notice.

NUT SENSITIVE

Some of the students at our school possess life-threatening peanut allergies. As a result, we ask that parents refrain from packing peanut products or products that may contain peanuts in school lunches or on special occasions where food is sent to classrooms for parties, etc.

Please check product labels carefully to ensure that you do not inadvertently endanger the health of one of our students.

Anaphylaxis management is a shared responsibility that includes allergic children, their parents, caregivers, and the entire school community.

Parents

Parents should make every effort to teach their allergic children to self-protect. Good safety habits should be established from an early age. Parents

- Must educate the allergic child on avoidance strategies.
- Are responsible for informing the school about the child's allergies, updating the school on any changes (e.g. diagnosis of an additional allergy, outgrowing an allergy),
- Providing the child/school with an epinephrine auto-injector which is not expired.
- Should complete a Life-Threatening Allergy Alert Sheet which has the child's photograph and allergy information, emergency contact numbers, emergency protocol, and signature of the parent/guardian.
- Should provide consent which allows school staff to use an epinephrine auto-injector when they consider it necessary in an allergic emergency.
- Should sign a waiver absolving the school of responsibility if epinephrine was not injected.
- For food-allergic children, they should provide non-perishable foods and safe snacks for special occasions.
- Should communicate with school staff about field trip arrangements.



Children at Risk

Allergic children who have been diagnosed as being at risk of anaphylaxis should:

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- Have one auto-injector with the child's name on it, kept in a readily available location which is unlocked (preferably carried on the person).
- Be encouraged to carry their own auto-injector when age appropriate.
- Be discouraged from eating if they do not have an auto-injector with them.
- Be very cautious when eating foods prepared by others.
- Wear medical identification, such as a Medic Alert bracelet (or necklace for older children) which clearly identifies their allergy, or a special badge in the case of very young children in the nursery setting.

School Community

All school staff should be aware of children who have an allergy that may predispose them to anaphylaxis and be prepared to treat an allergic reaction. Information about children with life-threatening allergies should be made available. Many teachers keep a copy of their student's Anaphylaxis Emergency Plans in their daybook; this is where important information is organized for substitute teachers.

School office should consult with the parent before posting the child's plan. It should be kept in areas which are accessible to staff, while respecting the privacy of the child (e.g., office, staff room, lunchroom, or cafeteria). Older children are often more reluctant to have their plan posted in the classroom where it is visible to all.

The entire school population should be educated regarding the seriousness of anaphylaxis and be taught how to help their peers. This could be achieved through general awareness sessions in an assembly or a health lesson. Peers should be taught that bullying and teasing students at risk of anaphylaxis is unacceptable. Bullying and teasing incidents will be dealt with immediately by staff and administration.

OFF CAMPUS CONDUCT

The school expects students to live in harmony with the Christian values and standards defined by the school handbook both on campus and away. The school generally does not discipline for minor off-campus offences. However, when an offence is serious and has an effect on the school, the principal may apply one or more of the following disciplines:

1. Student leaders may be removed from leadership positions. (Substance abuse of any kind will result in removal from office.)
2. The student may be suspended, asked to withdraw, or declined readmission.
3. Criminal conduct will be reported to law enforcement officials.
4. Parents will be informed.

Students are encouraged to be representatives for Christ and Coralwood by their language, conversations and subject matter presented (this includes social media and networking).

OUTDOOR SCHOOL

GRADE 5-6

Each May/June the Grade 5 and 6 classes are invited to attend Outdoor School hosted by the Alberta Seventh-day Adventist Conference. This program enriches the students' experience in outdoor pursuits and nature. Other Seventh-day Adventist schools from around the conference also attend. All Grade 5 and 6 students are encouraged to attend. Students who do not attend will receive an unexcused absence. Their grade may reflect this absence. Parent volunteers with a current VSC are encouraged to participate. There are no Grade 5 and 6 classes during those days.



GRADE 7-8

In late September the Grade 7 and 8 classes are invited to attend Outdoor School hosted by the Alberta Seventh-day Adventist Conference. Activities may include canoeing down the Red Deer River and testing PH, phosphate and temperature of the water which brings the students to a place of creating analogies and spiritual connections from nature. Parent volunteers with a current VSC are encouraged to participate. There are no grade 7 and 8 classes during those days. Students who do not attend will receive unexcused absences and their grade may reflect this absence.

GRADE 9

In late September the Grade 9 class is invited to attend Outdoor School hosted by the Alberta Seventh-day Adventist Conference. Students may be involved in an array of activities like canoeing, repelling down a cliff, hiking, and camping all based on orienteering. Students build camaraderie and a respect for nature. Parent volunteers with a current VSC are encouraged to participate. There are no grade 9 classes during those days. Students who do not attend will receive unexcused absences and their grade may reflect this absence.

GRADE 10-12

In the spring, the Grades 10-12 are invited to attend Palisades in Jasper National Park, Alberta. Students may be involved in wilderness navigation learning. Students develop and strengthen leadership skills and a respect for nature. Parent volunteers with a current VSC are encouraged to participate. The trip is three days. There are no grade 10-12 classes during those days.

OVERNIGHT TRIPS

Due to insurance requirements, all overnight trips require parental permission and an Acknowledgement of Risk form for each occasion. These activities require CAA school board and Alberta ADCOM approval, so all documentation submitted is required. Parents with valid VSC are welcome to participate. Students who comply with the following expectations will be invited to attend overnight trips. 1) Currently must be passing all classes 2) Tuition account is paid up to date and 3) All trip fees are paid by given deadlines. Students who are unable to meet all three requirements will not participate in the overnight trip.

PARENT/TEACHER INTERVIEWS

ELEMENTARY (K-6)

The school year for elementary school is divided into three terms. Parent/teacher interviews are held after the first term. After second term parents are encouraged to book an appointment with the teacher if needed. They can be held online or at the school (see the calendar). The office will send out an appointment schedule for parents to sign up and then teachers will confirm that date. In addition to the term reports, students who are doing unsatisfactory work will be notified and possibly required to have a meeting with the teacher and principal to work on a plan to bring success and progress. Communication with teachers is vital to strengthening the partnership.

JUNIOR HIGH/SENIOR HIGH (Gr. 7-12)

The school year for junior high and high school is divided into four quarters/two semesters. Parent/teacher interviews are held at the end of first quarter and third quarter. The office will send out an appointment schedule for parents to sign up. In addition to the term reports, students who are doing unsatisfactory work will be notified and possibly required to have a meeting with the teacher and/or principal to work on a plan to bring success and progress. Communication with teachers is vital to strengthening the partnership.

PERSONAL PROPERTY

Personal property that is used in a manner that interferes with the education process or conflicts with the school standards will be taken from the student and held until a parent comes to claim the property. Toys should not be brought to school to play with during recesses. Teachers may confiscate the item for a set time. Bringing an item for Show & Tell is the exception.



PHONE ALERTS

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Phone alerts may be sent by a periodic method of communication from the Office. Families will receive an automated phone call from the Principal/Office to reach all families at once. Listen to the message before calling the office. Unexcused absences will receive a voice alert that will be sent to your email/phone/text notifying you of their absence. Please contact your child’s teacher as soon you know your child will be absent from school.

PLAGIARISM

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Citing works is vitally important and students who intentionally copy will be disciplined and assignment is given a zero. Repeated offenses may result in expulsion.

POWERSCHOOL

PowerSchool provides innovative, K-12 education technology software fueling better school management, student growth, and family engagement. It is the current grading system. A code and a password will be sent to each student and family in September allowing assignments and scores to be checked regularly. Assignments are uploaded weekly to inform parents of their child’s progress. It is the parents’ responsibility to regularly check their child’s academic progress.

PRINCIPAL INTERVIEW

All new students are expected to have a principal interview. Providing academic, social, financial, community, and spiritual expectations are shared with parents and students. Acceptance and re-admittance into Coralwood is based on willingness to provide a positive, safe, and effective learning environment for oneself and others.

All returning students will receive an acceptance letter based on academic performance, financial clearance, and proper conduct appropriate to the success of Coralwood.

SCHOOL PROPERTY DAMAGE

The student will pay for or replace all property which has been destroyed or damaged willfully or foolishly.

SEARCH AND SEIZURE

Coralwood Adventist Academy reserves the right to search student lockers, electronic media and files, and personal belongings for objects or materials deemed noncompliant with the school’s rules and regulations or which threaten the safety of the school or its students. All confiscated property will be returned to parents, at the discretion of the school administration.

SERVICE CREDIT/VOLUNTEER HOURS

To live and walk the Christian path is to minister to the “felt needs” of humanity as Jesus did while He walked this earth. CAA desires a life of service be a value we instill in our student body. The following requirements for Service Credit is in accordance with each Grade:

- K - Gr. 3 5 Service Credit Hours
- Grades 4-6 10 Service Credit Hours
- Grades 7/8 20 Service Credit Hours Required (1/2 internal, 1/2 external)
- Grade 9 40 Service Credit Hours Required (1/2 internal, 1/2 external)
- Grade 10 60 Service Credit Hours Required (1/2 internal, 1/2 external)



Grade 11	80 Service Credit Hours Required (1/2 internal, 1/2 external)
Grade 12	100 Service Credit Hours Required (1/2 internal, 1/2 external)

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These hours will be calculated on the Service Credit form. Students will be responsible to keep track of their hours by recording their hours. Regular checks-in will be monitored by Administration. Certificates will be awarded for completion of Service Credit Hours.

SOCIAL CONDUCT

Coralwood Adventist Academy encourages students to cultivate healthy relationships and maintain proper decorum at school and at school sponsored events. We encourage students to develop social interactions appropriate for Christian young people, which will honour God. Rationale: Eccl. 3:1-8 says, "There is a time for everything under the sun." We believe He created us for relationships, which calls us to a higher standard than what society and culture may emulate. We encourage students at this age to develop holistically as individuals firmly grounded in his/her true value found in Christ alone prior to seeking validation of worth from the opposite sex. Public display of affection is prohibited.

The following guidelines are set forth to provide students and faculty with an understanding of appropriate and inappropriate social behaviour.

Inappropriate public displays of affection include, but are not limited to: students walking or sitting with arm(s) around each other; kissing; wrestling; cuddling; embracing; holding hands, heads in laps; laying heads on another person's shoulder or chest; caressing or massaging another person; running fingers through another person's hair; hands touching other parts of the body or being concealed; being in the wrong place at the wrong time together alone. Students are asked not to display inappropriate outward affection toward one another in ways that cause others to feel uncomfortable.

Students involved in inappropriate expressions of affection will be spoken to privately and respectfully with a view of modifying their behaviour and educating them. If students continue to show unacceptable public affection after being talked to, the parents will be notified, and the matter will be referred to Administration.

Care for each other in the context of a positive and caring school setting can often be outward in physical expressions such as friendly hugs, pats on the back or shoulders, handshakes and other forms of physical contact that are wholesome and appropriate in a community setting. All such contact should be open and inclusive within a social group to be acceptable.

STANDARDIZED TESTING AND PAT'S

Students may be involved in two types of assessment in any given year.

The **Canadian Achievement Tests 4 (CAT4)** may be given each year to students in Grades 2, 3, 4, 5, 7, 8, 10, & 11. These tests are used to determine students' achievement in areas of reading, math, language, writing, and spelling. Upon request parents may discuss test results with the teacher/principal.

Every May and June, the Grade 6, 9, & 12 students, along with all other students in these grades throughout Alberta, write **Provincial Achievement Tests (PATs)** in core subject areas. The results from these tests serve as indicators of the students' knowledge acquisition as compared to other students in Alberta. Parents receive a written copy of their child's results from the school. Grade 12 PATs are mailed to the graduates.



STUDENT ORGANIZATIONS

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Elementary K-6

Opportunity for leadership is given to the grade 5 & 6 students through an elected office that will plan and organize monthly activities for the lower elementary students. The elementary student association (ESA) has a teacher who will sit on the committee to lead and guide events. Elections are done in October where students are to create and get approval for campaign signage.

Offices have GPA requirements:

1. ESA President (must have a 2.75 GPA / 75%)
2. ESA Vice President (must have a 2.5 GPA / 70%)
3. ESA Secretary (must have a 2.5 GPA / 70%)
4. ESA Treasurer (must have a 2.5 GPA / 70%)
5. ESA Class Representatives (must have an average of not less than 2.25 / 65% and no "F" grade)

Grades 7-12

The acceptance of leadership to either an elected or an appointed office carries with it a responsibility. Students who assume these positions should realize that their character and behaviour must be exemplary of a Seventh-day Adventist Christian. Their lifestyle should be in harmony with the spirit and purposes of the school and the church. Students' academic performance, class conduct, attitude and attendance will be considered in determining eligibility for and maintaining any elected or appointed office or position of leadership. Students on probation or those who have had any major disciplinary action the prior year will not be eligible for office. Students who come under discipline may forfeit the right to continue serving in any elected or appointed office. A poor attendance record may also jeopardize student positions of responsibility or office. Students may hold only one office at a time.

Offices have GPA requirements:

1. SA President (must have a 2.75 GPA / 75%)
2. SA Executive Officers must have a 2.5 GPA / 70%)
3. Major Offices (Class Representatives, Choir/Band Presidents, Yearbook Editor, Team Captains, etc.) require a GPA average of not less than 2.25 / 65% and no "F" grade.

Eligibility is based on the previous semester's work. Each officer must have been a student at CAA for one full semester preceding election. All campaign signage is to be approved by the sponsor.

STUDENT RECORDS

A student's record is regarded as confidential, and release of the record or of information contained therein is governed by regulations of the federal law. All records are now online through a program called Provincial Approach to Student Information (PASI) and parents may ask to review records and are entitled to challenge the content of records.

STUDENT SCHOOL INSURANCE

Student school insurance covers injuries only during school hours and/or at school functions. It does not cover personal property loss, either on or off campus or at school-sponsored activities.

STUDENT SHOWCASE

Kindergarten to grade 12 students can demonstrate to their parents their successes and highlights of the school year at the annual Student Showcase which may occur once a year often after second term/February. Parents are invited to attend and enjoy their children who lead them through what a normal day at Coralwood looks like. This support is very important as students look forward to showcasing their work with pride and confidence to their parents.



SUBSTANCE ABUSE AND PREVENTION

Coralwood Adventist Academy does not condone the use of tobacco, alcohol, or legal or illegal drugs outside of those prescribed by a physician. Students who choose to use these products either on or away from campus will face school discipline and be placed on an intervention program. In some cases, the student may be asked to withdraw from school. It is the position of the school to use a variety of resources to discourage its students from using harmful substances. We believe that the body is God's temple and that it should be protected and preserved for Him. We teach our students that they are not able to reach their full potential if they are using harmful chemical stimulants.

There are three components to the program:

1. The first aims at prevention. The school uses a variety of programs and methods to communicate with students and parents to dissuade students from using or experimenting with harmful substances.
2. The second part relates to those students who are using or experimenting with addictive substances and aims at interrupting these habits and patterns of usage. When this is discovered by the school, the student is placed on suspension from school and the matter is investigated.

It is critical in this phase of the program that students are confronted with their usage problem, acknowledge their involvement, and show a desire to make changes in their lives. This is important for them to remain as students at CAA. Those who deny use and obstruct the investigations may be asked to withdraw from school. In all cases, the school desires to be seen as caring and understanding in dealing with the students while at the same time holding a firm line and standard of abstinence.

3. The aftercare phase provides a component that attempts to keep students who have been diagnosed as user's abusers and who have gone through treatment, from returning to tobacco, drug and/or alcohol use. The following discipline applies for students with substance abuse on or off campus:

Drugs

Students will receive a five-day suspension for their first violation and will not be readmitted to school until they complete a professional assessment. The student must also be enrolled in a drug treatment program prior to re-admittance and may be subject at any time to random drug testing for a period of one calendar year.

Alcohol Students will receive a three-day suspension for their first violation and will not be readmitted to school until they complete a professional assessment. The student must also be enrolled in an assessment or treatment program prior to re-admittance and may be subject at any time to random drug testing for a period of one calendar year.

Tobacco Students will receive a two-day suspension for their first violation and may be required to participate in a stop smoking program.

SUPERVISION COMPLIANCE

Faculty is assigned to supervise students daily. Elementary supervision begins at 8:00 am and ends at 3:45 pm. Junior High/Senior High supervision begins at 8:00 and ends at 3:45 pm. Before and after these hours parents and caregivers are fully responsible for child supervision. These requests should be respected and complied with.



SUSPENSION / EXPULSION

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At times, due to a student's conduct, it will be necessary to ask the student to leave the classroom to give him/her time to think about their conduct and how this could be changed in the future. The severity of the misbehaviour will determine whether there should be an in or out of school suspension. The student is expected to complete all work missed during his/her absence. The student may be placed on probation upon his/her return to school.

The circumstances regarding temporary withdrawal and suggestions for future improvement will be discussed with the parent(s)/guardian(s) concerned as soon as possible.

If a student is dismissed with cause during the school year, Coralwood Adventist Academy may consider giving the funding allowance (pro-rated) to the next school of enrollment.

The Expulsion Appeal Process

Where the pupil has been expelled, the principal shall immediately notify in writing the student, his/her teachers, and the student's parent(s)/guardian(s).

The parent(s)/guardian(s) of a student who is asked to withdraw may, within three days of notification, appeal in writing to the Board through the principal's office. The final avenue for appeal is to the Alberta Conference of Seventh-day Adventist Superintendent of Education.

THE APPEAL PROCESS

Following are four steps for parents to follow should they have an issue to resolve:

1. If parents or constituents have concerns relating to decisions made regarding student instruction or assessment **the teacher** is the first contact regarding communication of differences and scheduling of a venue for resolving the issue. Any contact between an individual and a teacher regarding a specific issue must be documented using a **Parent/Staff form**, copies of which are kept by both parent and staff.
2. If the issue is broader or cannot be resolved then the **principal or administrator** shall be contacted. Once again, any contact between an individual and the principal or Administrator needs to be documented on the same **Parent/Staff form** used in step #1. Documentation is kept on file.
3. Most issues can be addressed by using steps #1 and #2 outlined above. Parents and members of the local School Board have no inherent rights as individuals to assume authority or responsibility to resolve issues other than pointing the individuals that seek a resolution to the proper process that the school has developed for this purpose. The responsibility has been placed on the shoulders of the school administration and the School Board.
4. If the issue has not found a resolution after the above process has been followed, the concerned party may bring the issue to the attention of the **Superintendent of Schools for the Alberta Conference of Seventh-day Adventists**. He/she will deal with it in an appropriate manner in accordance with the Alberta Conference K - 12 Education Board Policy. (All documentation relating to #1 and #2 above will have been forwarded on to the Superintendent when the concerned party opts to bring the issue forward.) Any decisions made by the Superintendent are final.

TELEPHONE USAGE

The teacher and Office phones are primarily for school business, however, if it is important, the student may use the office phone by obtaining permission from his/her teacher and/or office staff. If parents need to call their children or teachers, it is preferred that they call at recess, noon hour or after school. **When phoning regarding student pick-up a minimum of 15-minutes prior to dismissal is appreciated.**



TRIPS

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Trips of any kind are planned with the best interest of the student and activity in mind. To emphasize the development of drama, choral, or chimes skills students must contribute to the quality program and Coralwood students are invited to go on trip if the following criteria are met.

1. Student grades are passing
2. Student financial account is up to date
3. No discipline issues have transpired
4. All trip fees paid on time

Out of province trips may be planned on the even years during the first week of Spring Break. These trips require extra planning and organization for its success and efficiency.

Mission Trips are planned for the odd years during Spring Break. This is for high school students only. These trips require a lot of extra planning and organization. Students need to have a valid passport and up to date immunizations to participate. Conference sponsored mission trips guidelines must be followed.

TRANSFER OR NEW STUDENTS

Transfer or new students coming from outside of Alberta should write directly to the principal for information and include a transcript for the purposes of evaluating the subjects previously taken. All students transferring into CAA may be tested to determine their grade level.

TRANSPORTATION

Coralwood Adventist Academy is not responsible for the safety of students using any means of transportation other than that provided by the school. Taxis and Ubers are the responsibility of the parent to provide when transporting students to and from school.

TRANSPORTATION POLICY

The term “school transportation” is defined as “transportation on a school bus, school van or private passenger automobile driven by a member of the faculty or staff of the school, a parent, or other adult with a valid drivers’ license whom the school has specifically designated to transport covered persons to a school supervised and sponsored activity” (ARM/Christian Educators Insurance Trust, 2007, p.4). It is the policy of Coralwood Adventist Academy to provide transportation as defined by the previous statement, which is approved by the Alberta Conference of SDA, Adventist Risk Management and Christian Educators Insurance Trust.

To provide transportation for school activities, sometimes it is necessary to use volunteer drivers and their vehicles. The school has an obligation to know if volunteers have good driving records before they are allowed to drive students on school functions.



1. All volunteer drivers must be screened by the administration and faculty of Coralwood Adventist Academy.
2. The school administration has the right to accept or reject volunteer drivers based on the information provided.
3. The school administration can re-evaluate screened volunteer drivers at any time during the school year.
4. The minimum age for drivers is 25 years of age.
5. Each driver must be properly licensed and have proper insurance in force.
6. No vehicle is to carry more than the official rated load capacity and all passengers must wear seat belts. No double belting is allowed. Violations of this policy could result in insurance refusing to pay claims.
7. Adventist Risk Management and the Alberta Conference recommends volunteers have \$2 million liability coverage.
8. All drivers must provide proof of insurance and drivers' license (copies must be on file).

Bus Rules

- Leave the bus cleaner than you found it.
- All drinks on the bus must have a screw top unless specified.
- No electronics on the bus, unless under a teacher/administrator's supervision and given at select times for picture or parental purposes.
- A garbage bag is at the front of the bus for disposal of garbage.
- The medical information binder is to be taken for any field trip/overnight trip, and stored on the bus
- For Grades K up to gr. 6, three students per seat.
- For Grades 7-12, two students per seat only.
- No standing on any seat at any time.
- Noise level is to be managed to provide for a safe driving environment.
- At supervisor's discretion, no standing or legs hanging into the middle aisle.

VISITORS

All visitors must stop and register at the office and receive a visitor's identification badge. Students bringing a guest to the classroom, must give 24 hours' notice and receive permission from the principal.

VOLUNTEERS

We welcome the support of volunteers at Coralwood Adventist Academy. Each one must have a current Vulnerable Sector Check (VSC) on file in the office. Once screened, volunteers will be placed on the running document Volunteer list.

WEAPONS

CAA has an obligation to protect the health, welfare, and safety of students. Students shall not possess, conceal, or use a weapon on school property or at school sponsored activities.

Students should not even "pretend" to play with or be in possession of pretend weapons.

Weapons shall include, but not be limited to firearms; knives; metal knuckles; straight razors; explosives; noxious, irritating, or poisonous gases; poisons; drugs; or other items possessed with the intent to injure, threaten, or harass students, staff members, parents, or patrons.

Any student who gives evidence of possession or use of a "dangerous weapon" on or about the school premises or at any school sponsored activity shall be suspended immediately from the school and recommended for expulsion for not less than one year.



WHOLE SCHOOL ASSEMBLIES

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Whole school student assemblies happen throughout the school year to enhance the sense of extended family we strive to maintain in the school. All students are expected to attend. Parents and guests are always welcome to attend assemblies. Home Schooling children and families are invited and always welcome. Assembly dates and times are announced in the Weekly Memo.

WORSHIP

A worship period is held at the beginning of the day in each home room. This is a time when students and their teacher invite God's presence to be with them throughout the day. Worship time is maximized with minimal interruptions.

YEARBOOK

A Yearbook is produced by a Yearbook committee every year. The costs are covered in the Activity Fee. Returning students will receive them in September of the following year. Departing students are notified in September to stop by and pick them up.



ACADEMIC INFORMATION

ACADEMIC PLACEMENT

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CAA administers both entrance and qualifying tests. In addition, it reserves the right to set additional academic and behaviour benchmarks as deemed advisable. The results of such tests will be used in determining placement in a study program most suited for the student's long-term development.

ACADEMIC INTERVENTION PROGRAM

Academics and learning are two of the major purposes for CAA. Grades are a direct reflection of a student's progress. When a student is struggling academically, the school has a responsibility to help that student refocus his/her attention. Academic intervention is designed to help the student prioritize his/her time. Students will be placed on Academic Probation in need of intervention at the end of each quarter according to the following system:

General Academic Probation: Two D's, or One F

Critical Academic Probation: Three or more D's, or One D and one F; or Two or more F's.

The following actions will be taken when a student is placed on **General Academic Probation:**

- The parent is contacted for Grade 7-9 students
- The student must meet with the respective teachers
- The student must not miss any classes or leave school grounds during spares
- The student will not be eligible to participate in school-sponsored extracurricular activities for the following quarter effective immediately.
- The student must attend 5 days of After School Intervention for one hour with a designated teacher.

The following actions will be taken when a student is placed on **Critical Academic Probation:**

- The school will call a parent/student/teacher conference to discuss alternatives, including possible need for personalized tutorial help at additional cost.
- The student will remain on academic probation until he/she receives a term grade above the limit for academic probation.
- The student will not be eligible to participate in school-sponsored extracurricular activities for the remainder of the quarter
- The student must attend 5 days of After school Intervention for one hour with a designated teacher.

AFTER SCHOOL INTERVENTION

Students who are on General Academic Probation or Critical Academic Probation are required to spend one week after school for an hour under the supervision of the principal or designated teacher.

Students are to uphold the following expectations:

- 1) be on time
- 2) prohibited from using any technology
- 3) use the time to study; no sleeping
- 4) come prepared to study
- 5) no talking
- 6) no eating or snacking



ASSESSMENT SCALE

Kindergarten: The numerical system of grading is used. Numbers used for evaluation indicated age-appropriate skill/behaviour:

- 1 - Outstanding Achievement
- 2 - Satisfactory Progress
- 3 - Progress with Support
- 4 - Encountering Difficulty
- N/A - Not Applicable

Grade 1 & 2: The numerical system of grading is used.

- 1 - Commendable Progress
- 2 - Satisfactory Progress
- 3 - Progress with Support
- 4 - Encountering Difficulty
- N/A - Not Applicable

Grades 3 - 12: The letter system or percentages are used for grading.

Excellent	Above Average	Satisfactory	Below Average	Unsatisfactory
A+ = 95.5 - 100%	B+ = 81.5 - 84%	C+ = 69.5 - 72%	D = 49.5 - 59%	F = 0 - 49%
A = 89.5 - 95%	B = 77.5 - 81%	C = 64.5 - 69%		
A- = 84.5 - 89%	B- = 72.5 - 77%	C- = 59.5 - 64%		

Incomplete Grade

If, because of illness or extenuating circumstances, a student has not completed sufficient work to earn a grade, he/she may be given an Incomplete. **An incomplete grade must be removed within four weeks after the close of the term's grading period, or the grade automatically becomes an "F".**

Pass - Kindergarten to Grade 12

A student who is unable to achieve grade-level expectancy will be given special consideration. The teacher and/or principal will counsel with the parents and the student to ensure understanding and cooperation in the student's academic planning. Where retention at a given grade level is under consideration, the teacher and/or principal will consult the conference superintendent of education. Retention may be considered for a student who has not met minimum requirements in three (3) major subjects (language arts, math, social studies, or science). The parent will be notified of any recommendations. Social passing may be allowed in consultation with the principal and vice-president/superintendent of education.



AWARDS

Academic Excellence is awarded at the end of each reporting period to the students in Grades 3-12 who meet the following criteria based on weighted Core classes:

- Honour Roll: 80-84.9% with no mark less than 70%
- High Honours: 85-89.9% with no mark less than 80%
- Principal's List: 90% with no mark less than 85%
- Their names will be listed and posted in the school foyer and CAA News

Athletics Award is given at the end of each year to one female and one male in Grades 1-3, 4-6, 7-9 and 10-12, by the specific Core Group, who meet the following criteria:

- participates and excels in several team sports
- participates and excels in PE class
- demonstrates leadership skills
- demonstrates superior commitment and effort
- demonstrates good sportsmanship in practices and in competition

Caring Heart Award is given to one who meets the following criteria at the end of each year to one grade 12 student by the North American Division.

- demonstrates a strong citizenship record
- demonstrates evidence of a personal commitment to witnessing service activities
- serves as an overall example on campus
- participation in mission trips
- confident with witnessing

Citizenship Award is given at the end of each year to one student in Grades 7-8, 9, and 10-12, by the specific division, who meets the following criteria:

- demonstrates kind actions toward others
- demonstrates respect toward staff, visitors, peers, supervisors, school's property, and others' property
- abides by the school rules and expectations and acts responsibly in the classroom and on the field (no disciplinary action)
- demonstrates a positive influence and takes the initiative to help others (i.e., without being asked)
- takes responsibility and initiative for his/her learning

High Honour Roll - is given to students who have 85-89.9% in all subjects and no major discipline/attendance problem in the most recent quarterly grading period.

Honour Roll is given to students who have 80-84.9% in all subjects and no major discipline/attendance problems in the most recent quarterly grading period.

Leadership Award is given to one student in Grades 7-12 who meets the following criteria:

- exemplifies leadership by the role(s) they fill in the school
- demonstrates a commitment to academics as reflected in their GPA
- leads the student body/peers to make wise choices by their example and upholding of the school's policies, procedures and rules

Perfect Attendance Award is given at the end of the year to students with no tardies or absences throughout the year.



Principal's List are students who have 90% in all subjects, and no major discipline/attendance problems in the most recent quarterly grading period.

Salutatorian & Valedictorian - Grade 12 is based on Grade Point Average (G.P.A.). The student with the highest G.P.A. will be recognized with a V-stole and medal at graduation.

Student of the Year Award - is given to one student in Grades 1-3, 4-6, 7-9, 10-12 who meet the following criteria:

- exemplifies positive citizenship within the school
- upholds spiritual values and academics.

GENERAL CURRICULUM

KINDERGARTEN - Kindergarten students are introduced to a program that is a stepping stone from home to school focusing on all subject areas with developmentally appropriate activities designed to meet each individual child's needs. The curriculum is organized into 10 thematic units with strong spiritual connections. A rich children's literature base is incorporated into each theme.

GRADES 1-6 - (WITH INTEGRATED COMPUTER STUDIES) - Grades 1-6 students take Bible, Math, Social Studies, Science, Language Arts (Spelling, Phonics, Handwriting, Writing, Reading), Health, Physical Education, Art, and Music all year long. Class periods range from 30 minutes to 60 minutes per day. Schedules are given at the beginning of each year.

GRADES 7-9 (WITH INTEGRATED COMPUTER STUDIES) — Grade 7-9 students take four core classes (Math, Science, Social Studies, Language Arts) all year long. Typically, each core class will have 1-2 periods per day. In addition, all students have Physical Education and Religious Studies. Grades 7-9 students choose an option each semester from electives offered. Elective classes vary from year to year.

GRADES 10-12 — Grades 10, 11 and 12 Senior High School courses are credit weighted and follow Alberta Education Guidelines. Students make choices based on Alberta Education High School Diploma requirements, and requirements for university, in consultation with academic and career counseling with the principal. When a student receives a High School diploma from Coralwood Adventist Academy, their academic transcript has been carefully reviewed and found meeting our standards of excellence. Students up to grade nine pass or fail the entire academic year, whereas High School students pass or fail individual courses.

PLANNING

High school credits are the unit of measure used to determine the amount of work and time spent to successfully complete course work. A five-credit course generally involves 125 hours of instruction, and a three-credit course normally involves 62.5 - 75 hours. Students will earn credits if they complete the school and course requirements and attain an average of 50% or better.



GRADE 12 GRADUATION REQUIREMENTS

GRADE 10 – Students are required to enroll with a full-credit load. (40 credits minimum)

GRADE 11 – Students should take a full course load. (35-38 Credits)

GRADE 12 – Along with meeting the AB High School Diploma requirements, students are encouraged to take a minimum load of 15 credits per semester and take extra credits or courses to leave school with the best possible high school background (30 Credits)

ALBERTA HIGH SCHOOL DIPLOMA (100 Required; 110 Recommended)

To receive high school credits for a course; a student must receive a mark of at least 50%. Students receiving a mark less than 65% and wishing to continue with the 10-1, 20-1, and 30-1 level courses should consider several options, which may include repeating the course or switching to an alternate stream. Students unsuccessful in the more difficult academic stream should consider taking an alternate academic route.

ADDING/DROPPING COURSES

From time to time, it may become necessary for students to drop or add a course. If a student wishes to drop a course they must do so within two weeks of beginning the course. If they wish to add a course they should also try to do this within the first two weeks of a new semester. If the “drop period” extends beyond this timeframe, the student will receive a Withdraw with Failure (WF) for that course, except for exclusive permission for extenuating circumstances from the principal. No student may add or drop a course without seeing the CAA Office and filling out an add/drop form with a parent’s signature.



CAA COURSE DESCRIPTIONS

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Biology 20 (5 Credits)

Unit A – Energy and Matter Exchange in the Biosphere Unit B – Ecosystems and Population Change

Unit C – Photosynthesis and Cellular Respiration

Unit D – Human Systems

Prerequisite: Science 10

Biology 30 (5 Credits)

Unit A – Nervous and Endocrine Systems

Unit B – Reproduction and Development

Unit C – Cell Division, Genetics and Microbiology

Unit D – Population and Community Dynamics

Prerequisites: Biology 20 - Chemistry 20 strongly advised.

CALM 20 (3 Credits)

The themes for this course include Career & Life Choices; Resource Choices; Personal Choices; Portfolio and Job Shadow. The student will compile a portfolio. CALM 20 students “job shadow” a work site for one day. All high school students are required to take this course during their high school career.

Chemistry 20 (5 Credits)

Unit A – The Diversity of Matter and Chemical Bonding Unit B – Forms of Matter: Gases

Unit C – Matter as Solutions, Acids and Bases

Unit D – Quantitative Relationships in Chemical Changes

Prerequisite: Science 10

Chemistry 30 (5 Credits)

Unit A - Thermochemical change

Unit B – Electrochemical changes

Unit C – Chemical Changes of Organic Compounds

Unit D – Chemical Equilibrium Focusing on Acid-Base Systems

Prerequisite: Chemistry 20 (it is recommended that a student also have a good mathematics base)

English 10-1 (5 Credits)

Here students will receive an introduction to high school literature and language with a focus on creative awareness as well as personal and critical analysis. Essays, poetry, short stories, plays and the novel are studied. It is strongly recommended that students wishing to take English 10 have achieved at least 60% in Language Arts 9.

English 20-1 (5 Credits)

Concepts learned in English 10 are extended further through more critical analysis culminating in oral and written expression. Students are expected to refine all language skill areas, their critical, interpretive, and writing skills.

Prerequisite: English 10-1

English 30-1 (5 Credits)

The English 30 program is designed so that critical literary analysis focuses on more complex structures.

Advanced writing assignments make up a considerable part of this course. Both modern and traditional works are studied to prepare students for university and college as well as other post-secondary experiences.

Prerequisite: English 20-1



English 10-2, 20-2, 30-2 (5 Credits)

These courses emphasize the practical use of English in writing, speaking, reading, listening, and viewing.

English 30-2 with a 65% to 70% is now accepted by many of Alberta's Colleges and is acceptable for entry to many programs. If a student has less than 65% in Language Arts 9 they should consider taking English 10-2. If they are successful with English 10-2 and pass with a mark in the range of 75% or higher, and have good work habits, the school may waive them on to English 20-1 (if that is the desire of the student and receives recommendations from the teacher and administration). Likewise, is the case for English 20-2.

English 10-2 (5 Credits)

This course emphasizes the language learning skills of listening, reading, speaking, viewing, and writing as they relate to the needs of everyday life. The literature section includes a novel, short stories, Shakespearean play, poetry and a modern drama. The emphasis of this course is on one's personal response to information covered.

English 20-2 (5 Credits)

This course is a continuation of grade 10 English. It is designed to increase the student's interest in reading, listening, writing, and understanding literature and formative language. An emphasis is placed on the student's ability to express ideas clearly, effectively, and accurately in both speech and writing, which in turn should facilitate communication.

Prerequisite: English 10-2 or 10-1

English 30-2 (5 Credits)

This program is a culmination of practical skills covered in English 10-2 & 20-2. It focuses upon practical writing and reading skills that are necessary to prepare students for technical schools, college, and life in general or the work force. Literary types such as essays, short stories, poetry, and plays are studied to ensure student's awareness of the function of literature in their everyday life.

Prerequisite: 20-2 or 20-1

English 10-4, 20-4, 30-4 (5 Credits)

The Knowledge and Employability language arts courses focus on developing the basic language skills needed for everyday living at home, in the community and in the workplace. Knowledge and Employability language arts highlight six language arts – listening, speaking, reading, writing, viewing, and representing.

Students will listen, speak, read, write, view, and represent to:

- Explore thoughts, ideas, feelings, and experiences
- Comprehend literature and other texts in oral, print, visual and multimedia forms and respond personally, critically, and creatively manage ideas and information
- Create oral, print, visual and multimedia texts and enhance the clarity and artistry of Communication.
- Respect, support and collaborate with others.

Learning Strategies 15

The Learning Strategies course promotes an appreciation for lifelong learning by encouraging students to assume responsibility for choices related to their learning environment. Students will identify their strengths and interests and develop skills to overcome barriers and become more effective learners. Leadership activities help students discover the value of peer/family support and community involvement. Developing self-awareness and self-confidence are an important goal with the hope that students will realize their potential and find personal success and satisfaction in school and in life.



- **Active Learner Strategies**

Activities include successful student posters; SMART Goals (personal/academic); organizational skills; time management plan; multiple intelligences in action; peer tutoring skills; active listening.

- **Study Strategies**

Topics include identifying key points; note taking; summarizing/paraphrasing; presentation skills; differentiated learning; interactive study skills; outlines/research skills; internet literacy; bibliographies/referencing/ test preparedness; test taking strategies; study groups

- **Making Time**

One period per week is devoted to homework, research, test preparation, or group collaboration.

- **Citizens of the World**

Leadership activities include using the knowledge, skills, and interest of students to identify a human need, issues or cause and promote awareness within the school. Students are expected to demonstrate commitment to this initiative and actively volunteer and provide service to others in the local and/or global community.

Mathematics -1, -2, -3 Course Sequences

All three course sequences will provide students with both mathematical reasoning and critical-thinking skills. Topics in the -1 sequence include permutations and combinations, relations and functions, sequences and series, and trigonometry. Topics in the -2 sequence include relations and functions, equations, probability, statistics and trigonometry. Topics in the -3 sequence include finance, geometry, measurement and trigonometry.

Physical Education 10 (3 or 5 Credits)

This is a required High School course that is an extension of the grade 9 program. The course consists of individual and team sports with an emphasis on skill development, improvement, fitness, participation, and fun.

Physical Education 20 (3 or 5 Credits)

Emphasis on individual and lifelong type sports. Students also receive training in anatomy and athletic training & conditioning. Typical programs may include games, swimming & water activities, wrestling, cycling, curling, badminton, cross country running, and golf.

Prerequisite: Physical Education 10

Physical Education 30 (3 or 5 Credits)

Physical Education 30 is an activity course with emphasis on individual activities that promote a healthy lifestyle, good sportsmanship, and individual contribution to sports by volunteering and officiating. A portion of the course is a continuation of the programs from Physical Education 20.

Prerequisite: Physical Education 20

Physics 20 (5 Credits)

Unit A – Kinematics

Unit B – Dynamics

Unit C – Circular Motion, Work and Energy

Unit D – Oscillatory Motion and Mechanical Waves

Prerequisite: Science 10

Physics 30 (5 Credits)

Unit A – Momentum and Impulse

Unit B – Forces and Fields

Unit C – Electromagnetic Radiation

Unit D – Atomic Physics



~~Prerequisite: Physics 20 (it is also recommended that a student have Mathematics 20-1)~~

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Religious Studies 15

This world is a confusing place to live in. On all sides, the modern student is being assailed by a barrage of ideas and perspectives about what is important in life. These ideas most often exclude God, or offer a warped picture of what “god” is. Through this course of study, students will be offered the opportunity to encounter the God of the Bible and will have the option of entering a new or deeper relationship with Him. These themes will be studied through a distinctive Seventh-day Adventist lens with instructional support from a variety of Adventist thinkers and seekers. The goal of this course is to transform students into intelligent, knowledgeable, and creative disciples for Jesus Christ.

Religious Studies 25

Bible Memorization - Learning how to hide the word of God in your heart.

Romans - An in-depth study of the book of Romans investigating the themes of salvation and how these themes relate to past, present, and future issues in life.

Christian Service - Understanding, exploring, and experiencing the Gospel Commission of Matthew 28, while developing awareness and compassion for others.

Gospel of John - An in-depth study of the various elements of the book of John with a focus on a personal relationship with Jesus.

Worldview and Religions - Studying, comparing, and analyzing the practices and beliefs of various worldview and religions.

Religious Studies 35

Bible Memorization - Learning how to hide the word of God in your heart.

Apologetics - Learning to give reasonable and logical answers for faith and practices. Time will be spent comparing a naturalistic or atheistic worldview with a biblical worldview.

The Sanctuary - An in-depth look at the wilderness sanctuary, both type and anti-type, centered on Christ and His ministry for humanity.

Beliefs - Exploring and integrating the 28 fundamental beliefs of SDA's into the daily life of the student.

Daniel and Revelation - Investigating methods of interpretation (hermeneutics), end-time (eschatological) and salvation (soteriological) themes in the books of Daniel and Revelation, especially as they apply to Jesus and the remnant church.

Relational and Life Skills - Understanding the different stages and types of relationships, and discovering biblical principles for relational and life skills.

Science 10 (5 Credits)

Unit A – Energy and Matter in Chemical Change

Unit B – Energy Flow in Technological Systems

Unit C – Cycling of Matter in Living Systems

Unit D – Energy Flow in Global Systems

It is recommended that students wishing to take Science 10 should achieve at least 60% in grade 9 Science.

Social Studies 10-1 (5 Credits)

This course explores multiple perspectives on the origins of globalization and its impact on society locally, nationally and internationally. This course explores the impact globalization has on identity, lands, cultures, economies, human rights, and quality of life.

Students who wish to enroll in Social Studies 10-1 should have at least 60% or higher in the grade 9 Social Studies course.

Social Studies 10-2 (5 Credits)

This course is similar to Social Studies 10-1 with less attention paid to detail. There is a greater emphasis on improving reading, writing, and processing skills. Students will explore the relationship among globalization,



This course is offered and recommended for students achieving less than 60% in grade 9 Social Studies. If students are successful in Social 10-2, have good work habits, and pass with a mark in the range of 75% or higher, the school may waiver them on to Social Studies 20- 1 (if that is the desire of the student and receives recommendations from the teacher and administration).

Social Studies 20-1 (5 Credits)

This course explores the origins of nationalism and the impact of nationalism on regional, international and global relations. Students explore the complexities of nationalism in Canada and in international contexts.

Prerequisite: Social Studies 10-1

Social Studies 20-2 (5 Credits)

Students will study the growth of nationalism in Canada as well as its impact on individuals in Canada and other locations. Students will examine historical and contemporary understandings of nationalism in Canada and the world.

If students are successful in Social Studies 20-2 and pass with a mark in the range of 75% or higher, the school may waiver them on to Social Studies 30-1. (See notes for Social Studies 10-2)

Prerequisite: Social Studies 10-1 or Social Studies 10-2

Social Studies 30-1 (5 Credits)

This course explores the origins and complexities of ideologies. Students will investigate, analyze, and evaluate government policies and actions and develop individual and collective responses to contemporary local, national and global issues.

Prerequisite: Social Studies 20-1

Social Studies 30-2 (5 Credits)

Students will examine the origins, values, and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism.

This course satisfies the requirements for a High School Diploma and is acceptable for entry into many programs at colleges.

Prerequisite: Social Studies 20-1 or 20-2

SENIOR HIGH SCHOLARSHIPS

Alexander Rutherford – is based on scholarship achievement in Grade 10 (\$400), Grade 11 (\$800), and Grade 12 (\$1300). The maximum value issued by the Government of Alberta is \$2,500. The minimum required average is 80% in five specified subjects for each grade level. All courses must be completed prior to Post-Secondary studies. Students may qualify for one or all three years. Applicants must be Alberta residents who plan to enroll or are enrolled in a full-time Post Secondary program of at least one semester in length.

Legacy Award – is based on attendance at Coralwood Adventist Academy from grades K-12. The applicant will receive \$500 to be used at any Post-Secondary program or at least one semester in length.

Burman Scholarship – is based on being a first year, first time student at Burman University who successfully completes a minimum 80% course load per semester; fall and winter.



Criteria for Academic Excellence

Where merited, Coralwood Adventist Academy will recognize academic achievement for Graduates based on three tiers of Academic Honours:

- *Honours (overall cumulative 80% to 84.9% — red cords)
- ^Honours with Distinction (overall cumulative 85% to 89.9% — grey cords)
- † High Honours with Distinction (overall cumulative 90% and above — gold cords)

WORK EXPERIENCE

(Career Transitions) 15, 25, 35

These courses are designed to allow students to experience the world of occupations and on-the-job training. Work Experience should be used as career investigations for future jobs. We recommend that only Grade 11's and 12's take work experience. Students will be allowed to take up to 10 credits of work experience in any one year upon prior approval of school administration. We will be using a special screening process for all applicants. A student must be serious about work experience courses rather than taking them simply for credits.

The program will give students an opportunity to explore possible careers and thus assess their interests and aptitudes. The student should become more aware of the essential job fundamentals (ie: employer-employee relations, dependability, honesty, work ethic, promptness, etc.), as well as gain some basic skills and knowledge in that job. Students are expected to perform their Work Experience duties on a regular basis throughout the semester. The student cannot work for parents, close relatives, or apply for a Work Experience program in an area already being done through a part-time job.

Each of the new Work Experience 15-25-35 courses, at each level, may be offered for 3, 4, 5, 6, 7, 8, 9 or 10 credits. The number of work experience credits that may count toward a diploma is limited to 15.

The following procedures associated with work experience education courses apply:

- Each work experience course shall be time-based, i.e., 25 hours per credit.
- A student may enroll in Work Experience 35 without having completed Work Experience 15 and/or Work Experience 25.
- The provision of credits for waived prerequisite courses, as outlined in this handbook, do not apply to Work Experience 15-25-35.

ACCELERATION POLICY

The principal and faculty may approve a student's request for completion of the secondary curriculum in less than three (3) years if the student has given evidence of exceptional academic ability, as well as social and spiritual maturity.

Criteria for Identification

1. Procedure

- a. The program will be initiated by the student's written application to the academy principal for acceleration. Such an application must have the written consent of the parent.
- b. A program for acceleration should be planned as early as possible, and an application submitted to the senior academy during the first semester of the sophomore year.
- c. The student's projected program must be approved by the senior academy faculty and made a matter of record at the time the program is initiated.

2. Completion of an Acceleration Program

- a. The student who wishes to follow the acceleration program must meet the requirements of the next grade through testing from entrance into that grade.



b. Any student on an acceleration program must complete all curriculum requirements prior to receiving a diploma.

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HIGH SCHOOL DIPLOMA REQUIREMENTS

CREDITS	GRADE 10	GRADE 11	GRADE 12
15	English 10-1, 10-2	English 20-1, 20-2	English 30-1, 30-2
15	Social Studies 10-1, 10-2	Social Studies 20-1, 20-2	Social Studies 30-1, 30-2
10	Math 10C or 10-3	Math 20-1, 20-2 or 20-3	
10	Science 10 / 14	Science 20/24, Chemistry 20, Biology 20, Physics 20	
3	Physical Education 10		
3		CALM 20	
56	Total Specified Credits		
44	Unspecified Credits	10 credits must be 30/33/35 level, in addition to English and Social Studies, and 10 credits must be from Fine Arts, Physical Education 20/30, Second Languages, Career and Technology Studies, K & E, RAP, Green Certificate.	
100	Total Credits		

CAA PARTNERSHIP WITH PACe'S

CAA partners with PACe'S to provide a quality education for our high school students by offering online education for core subjects while Coralwood's in-person teachers provide some core subjects and options' classes.

Coralwood administration works with PACe'S administration to communicate effectively and efficiently with the student and parent.



BRIEF SUMMARY OF WHAT SEVENTH-DAY ADVENTISTS BELIEVE

Seventh-day Adventists believe in Salvation by faith alone through our Lord and Saviour, Jesus Christ. God, through His infinite grace, has given this gift of salvation freely to all who believe in Jesus. It is the purpose of the Seventh-day Adventist church to encourage all to accept Jesus as their Lord and Saviour, and to proclaim the hope of His soon return. Specifically, Adventists believe that:

1. We believe that the Bible is God's inspired Word, the only rule of faith and practice for the Christian.
2. We believe there is one God: Father, Son, and Holy Spirit, a unity of three co-eternal Persons.
3. We accept the death of Jesus Christ on Calvary as the atoning sacrifice for our sins and believe that through faith in His blood we are saved from sin and its penalty.
4. We accept by faith the righteousness of Christ, our Intercessor in the heavenly sanctuary, and accept His promise of transforming grace and power to live a loving Christ centered life in our homes and before the world.
5. We believe the Ten Commandments are a transcript of the character of God and a revelation of His will. It is our purpose by the power of the indwelling Christ to keep this law, including the fourth commandment, which requires observance of the seventh day of the week (Saturday) as the Sabbath of the Lord and the memorial of Creation.
6. We believe in the Biblical teaching of spiritual gifts and believe that the gift of prophecy is one of the identifying marks of the remnant church.
7. We believe that our bodies are the temple of the Holy Spirit; and will honour God by caring for them, avoiding the use of that which is harmful; abstaining from all unclean foods; from the use, manufacture or sale of tobacco, or alcoholic beverages; and from the misuse of or trafficking in narcotics or other drugs.
8. We believe in the New Testament teaching of baptism by immersion.
9. We believe in church organization to promote the gospel and that it is our privilege to support the church by our tithes and offerings and by our personal influence.
10. We look forward to the soon coming of Jesus and the blessed hope when "this mortal shall put on immortality". As we prepare to meet the Lord we are witnesses to His loving salvation, and by life and word help others to be ready for His glorious appearance.

PARENT COVENANT

- I will support Coralwood Adventist Academy's philosophy, mission and values.
- I have read the Parent-Student Handbook and I understand and support its policies.
- I will communicate regularly with my child's teachers and attend functions requiring parent participation (Parent-teacher interviews, Parent Information Night, Awards, ceremonies, student concerts and showcase learning events, constituency meetings and other community building events).
- I will practice the principle found in Matthew 18 where I am asked to resolve any difficulties with school personnel directly. If the conflict is unresolved, I will discuss the matter with the next person in authority. The line of authority is as follows, Teacher, Principal, School Board, Superintendent.
- I will support the school in maintaining a high standard of Christian conduct for its students. I accept that the CAA administration has the right to discipline my child(ren) if he/she does not respect its standards.
- I will provide CAA with updated medical information regarding my child(ren) during the school year. I authorize CAA to provide emergency medical treatment to my child(ren) if necessary.
- I will meet my financial obligation each year as signed in my financial contract.
- I confirm that the information detailed in this handbook is true and correct.



Closing Remarks

Coralwood Adventist Academy reserves the right to make changes and additions to the rules, regulations, and policies contained in the handbook to serve the best interests of the school, its students, and its standards; these changes apply to all students.

Coralwood Adventist Academy reserves the right to withdraw curriculum and specific courses, alter the course content, change the calendar, and to impose or increase fees.

We are not able to anticipate every possible situation for inclusion in our Parent-Student Handbook. However, we feel that situations can be addressed by the application of Christian principles. We expect that some of our statements will change from time to time, and perhaps some policies will be changed even before the printing of the next edition of this Handbook. We are confident that both the parents and the students will support our attempts at organizing and operating our school for the highest benefit of all. We will inform students, parents, and staff when changes occur in our policies.

Revised Thursday, February 1, 2024