

Student Handbook

August 2024 Revision

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Cariboo Adventist Academy

Developing Children Mentally, Spiritually, and Physically

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ABOUT CAA

Cariboo Adventist Academy (CAA) is a coeducational day school, Kindergarten to Grade 12, situated in Williams Lake, BC. It is operated by the Seventh-Day Adventist Churches of the Williams Lake area in conjunction with the British Columbia Conference of Seventh-day Adventists.

The school was established in 1961. It has been located at its present site since 1971. Since 1979, Cariboo Adventist Academy has graduated students from a full secondary program. Facilities consist of two buildings: a classroom complex, first opened in 1971; and a gymnasium/classroom complex opened in 1987.

The school is governed by a School Board composed of elected members from the constituent Seventh-day Adventist churches.

The school is operated primarily for Seventh-day Adventist children in the Cariboo area, but all students who desire a Christian education are welcome.

CAA is accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities and is classified as a Group 1 school (Kindergarten to Grade 12) under the BC Independent School Act. For further information write or call:

Principal
Cariboo Adventist Academy
1405 South Lakeside Drive
Williams Lake, BC
V2G 3A7
Phone (250) 392-4741
Fax (250) 392-6583

CAA MISSION STATEMENT

The total program at Cariboo Adventist Academy is designed to guide the student in developing a meaningful, personal relationship with God, church, country, community, family, and self, while harmoniously developing their physical, mental, social, and spiritual abilities as lifelong learners.

FUNDAMENTAL RELIGIOUS BELIEFS

Cariboo Adventist Academy (CAA) is a religious school, operated by the Seventh-day Adventist Church. CAA ultimately exists to inculcate Seventh-day Adventist (SDA) religious beliefs into all aspects of school programming and to ensure behaviour conduct is consistent with Seventh-day

Adventist religious beliefs. The Seventh-day Adventist Church bases its beliefs on the Word of God and the collective understanding of the Seventh-day Adventist Church worldwide. As a Seventh-day Adventist school, CAA is run according to the principles found in the 28 Fundamental Beliefs of the Seventh-day Adventist church. Information about these beliefs may be found at www.adventist.org/beliefs/.

CARIBOO ADVENTIST ACADEMY STAFF

Administration

Mrs. Lisa Brucks.....	Vice Principal and Kindergarten/Grade 1 Teacher
Mrs. Louise Smith.....	Business Manager
Mr. Adam Pardy.....	Principal and High School Teacher
Mrs. Miriam Silveira.....	Office Administrative Assistant

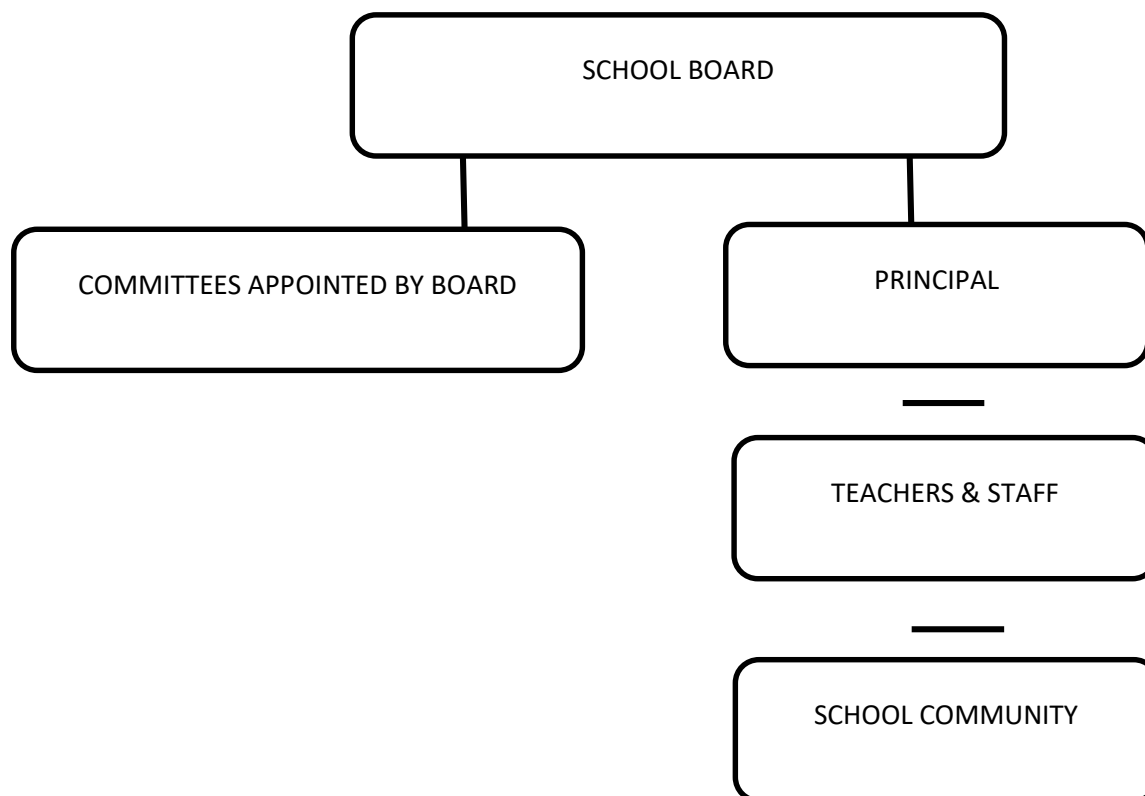
Teachers/Educational Assistants

Mr. Jayden Brucks	High School Teacher
Mrs. Julia Brucks	High School Teacher
Mrs. Andrea Bustamante.....	High School Teacher
Ms. Wendy Pascual Chablé.....	Grade 6/7 Teacher
Ms. Yedy Pascual Chablé.....	Grade 2/3 Teacher
Mr. Neftali Dominguez.....	Educational Assistant and Technology Coordinator
Mr. Richard Gray	Work Experience Coordinator
Mrs. Cory Hanson.....	Educational Assistant
Mrs. Carmen Harrynarine.....	High School Teacher
Ms. Annaliese Hunter-Owega.....	Educational Assistant
Ms. Cali Jorde.....	Educational Assistant
Ms. Emma Nichols.....	Grade 4/5 Teacher
Mrs. Irine Peasgood.....	Educational Assistant
Mr. Kazen Rova.....	Educational Assistant

Support Staff

Mrs. Anita Davidson.....	IEP Coordinator
Mrs. Shelly Pasaribu.....	Janitor

CARIBOO ADVENTIST ACADEMY GOVERNANCE MODEL



OUR PHILOSOPHY

The educational philosophy of Cariboo Adventist Academy is based on the beliefs and practices of the Seventh-Day Adventist Church, which believes that all true wisdom and knowledge come from God. The Word of God is the foundation on which our educational principles are based. Cariboo Adventist Academy will assist parents in providing a God-centered learning experience for their children.

OUR CURRICULUM

CAA presents a balanced program, which integrates the subjects recommended by the British Columbia (BC) Ministry of Education (MOE) with the Biblical faith and Christian principles of living. All courses offered at CAA follow the SDA North American Division (NAD) Curriculum Guides and the BC MOE Curriculum. For information about the NAD Curriculum Guides go to v1.adventisteducation.org and for more information about the BC MOE curriculum go to curriculum.gov.bc.ca. All courses are taught from a Seventh-day Adventist perspective. Religious programming includes the integration of Biblical teachings into non-religious subjects, designated religious classes for each grade, weekly assembly services with a worship component, and daily classroom worship. Additionally, all students are encouraged to participate in community service experiences.

CHRISTIAN EDUCATIONAL OBJECTIVES

Spiritual

1. To incorporate a spiritual dimension into our classes that will encourage our students to accept Jesus as their Saviour.
2. To help our students grow spiritually and give them opportunity to participate in spiritual activities.

Intellectual

1. To provide an educational environment in which all students can reach their full potential.
2. To provide an academic foundation designed to prepare our students to enter university, college, technical, or vocational school.

Social

1. To develop skills in our students that will enable them to live in a multicultural society.
2. To inspire our students to become responsible contributors to family, the community, and the nation.

Physical

1. To provide our students with the opportunity to develop their physical skills for work and recreation.
2. To encourage our students to develop and actively practice the principles of healthful living.

POLICIES

CHILD ABUSE AND NEGLECT POLICY

As mandatory reporters, it is the legal responsibility of CAA to report concerns regarding a child's safety and well-being directly to the Ministry of Children and Family Development (see Sections 13 and 14 of the "Child, Family and Community Service Act"). Specific policy information is available upon request at the office.

HARASSMENT AND BULLYING PREVENTION POLICY

The safety and wellbeing of children in Adventist schools is of paramount consideration. Children deserve to be protected from abuse, neglect, bullying, harm or threat of harm. Therefore, all Seventh-day Adventist Church BC conference (SDABC) schools will ensure that children attending these schools will experience a learning environment that enables every child to feel safe, accepted and respected.

SDABC schools will continuously develop strategies to make students feel valued, respected and connected within the school community. This will include the protection of the students' physical safety, social connectedness, inclusiveness as well as protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity and expression, while remaining consistent with the Seventh-day Adventist faith-values, cultural perspective and philosophical values.

Any student engaging in activities of promoting hatred, intolerance, aggression, or hostility, including bullying, cyberbullying, discrimination, harassment, sexual harassment, intimidation, threatening or violent behavior against any individual or group because of their gender, race, culture, religion, sexual orientation or gender identity and expression threatens the safety and wellbeing of students. These behaviours may occur at school, at a school-related activity, or in any other circumstances where engaging in the activity will have an impact on the school environment. These aforementioned activities will immediately become subject to disciplinary review which may include consultation with parents and legal authorities. A student's age, unique personal needs and mitigating circumstances will be considered in such a review, and every sensible option to educate and remediate will be explored. However, the protection of every student's physical safety, social connectedness, inclusiveness as well as protection from all forms of bullying, will carry the highest priority. Major behavioural infractions such as these may result in removal from enrollment at a SDABC school and/or referral to law enforcement.

SDABC schools and the authority will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint concerning a breach of this policy.

Definitions

In the Discrimination Protection Policy, the following terms are held to have the following definitions:

Harassment includes any unwanted physical or verbal behaviour that offends or humiliates you. Generally, harassment is a behaviour that persists over time. Serious one-time incidents can also be considered harassment. Harassment occurs when someone makes unwelcome jokes or

remarks, threatens or intimidates on any of the prohibited grounds of discrimination under the Canadian Human Rights Act.

Sexual Harassment is defined by the Canadian Labour Code as any conduct, comment, gesture, or contact of a sexual nature that is likely to cause offense or humiliation to any employee; or that might, on reasonable grounds, be perceived by that employee as placing a condition of a sexual nature on employment or on any opportunity for training or promotion.

Sexual harassment may involve but is not limited to any of the following types of behaviour:

- Words used to describe a person
- Derogatory or degrading remarks directed toward members of one sex
- Sexual suggestive or obscene comments or gestures
- Unwelcome remarks, questions, jokes, or innuendo of a sexual nature including sexist comments or sexual invitations
- Verbal abuse, intimidation, or threats of a sexual nature
- Leering, staring, or making sexual gestures
- Unwelcome inquiries or comments about a person's sex life
- Offensive pictures, graffiti, cartoons, or sayings
- Unwanted physical contact such as touching, patting, pinching, or hugging
- Physical assault of a sexual nature

Discrimination is prohibited by the Canadian Human Rights Act on the following grounds: race, national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability, and conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered.

Bullying is a form of aggressive behaviour that is intended to hurt, harm, or intimidate another person. It can be physical, verbal, or social in nature, and it involves a power imbalance between the person who is bullying and the person who is being bullied. Bullying is usually repeated over a length of time.

Examples of physical bullying including hitting, kicking, or pushing another person. Verbal bullying may involve teasing, name-calling, or spreading rumours about someone. Social bullying can involve exclusion, shaming, or threatening behaviour.

ANTI-BULLYING POLICY

CAA is committed to providing a compassionate, receptive and non-threatening atmosphere for each and every one of our pupils to learn and succeed in. We believe this to be an outgrowth of our values as an intentionally Christian community. We believe that love and respect are foundations for our relationships with God and others. Accordingly, we have a “zero-tolerance” policy against bullying, meaning that bullying of any sort is deemed unacceptable in our school community. If bullying does occur, students should be assured that all incidents will be addressed quickly and fairly.

Bullying is defined as a pattern, or extreme incident, of aggression, intimidation and/or cruelty. Bullying carries the ramification of causing pain and stress to the victim. Bullying is never justified and is not excusable as “kids being kids”, “just teasing”, or any other rationalizations.

Specific types of bullying may include, but are not limited to:

EMOTIONAL: Being deliberately unkind, shunning, excluding or tormenting. Examples: *Forcing another student to be “left out” of a game or activity, passing notes making fun of a victim, or making threatening faces or gestures.*

PHYSICAL: Pushing, kicking, hitting, tripping, punching or using any other sort of violence against a victim. Examples: *Shoving a victim into lockers while changing classes in the hallway, throwing bottles or other objects at a victim.*

RACIST/INTOLERANT: Taunts, slurs and/or physical threats directed around a victim’s race, religion or ethnicity. Examples: *Spreading graffiti with racial slurs.*

SEXUAL: Initiating and/or executing unwanted physical contact, making sexually threatening and/or abuse comments. Examples: *Grabbing a victim’s body, using derogatory labels such as “slut”.*

VERBAL: Name-calling, ridiculing, using words to attack, threaten or insult. Examples: *Spreading rumors, making fun of a student’s appearance, mannerisms or intelligence.*

Please note that an instance of bullying may fall into more than one “category” listed above. The school will monitor, as much as possible, bullying that occurs online through social media such as Facebook, Instagram, TikTok, etc. that is reported to the school. (The school bears no responsibility to deal with events that have not been reported.) If this can be verified, consequences at the school can occur at the discretion of the Principal even if it is determined that the bullying took place off school grounds and after school hours.

Bullying Report/Response Procedures

1. All bullying incidents should be reported immediately to a staff member.
2. Staff member will record all reported bullying incidents and may share them with the principal.
3. Parents of both victim and perpetrator may be informed and summoned to the school for a meeting about the problem separately.
4. In severe instances, local police may be contacted.
5. The bullying behavior or threats will be investigated quickly and fully, with both victim and perpetrator informed that the behavior will/must stop immediately.
6. The bullying perpetrator may meet with a designated staff member and (if they are willing to cooperate) his/her parents to understand the seriousness of his/her actions (to include placing themselves in the victim's shoes to appreciate the undesirable effects of the behavior), and to learn appropriate means of changing behavior.
7. The bully may be asked to genuinely apologize to the victim either in person or in writing.
8. There may be a range of corrective responses up to suspension for the perpetrator.
9. After the incident has been thoroughly investigated and dealt with, faculty will monitor both students (including regular "check-ins") to ensure that bullying does not resume or reoccur.

Selecting and Applying Responses: Staff is aware that consequences must fit with the age of the student, his/her social development, and the situation. Staff apply "rising expectations" as students enter higher grades. In addition, staff will consider whether the bullying incident was a repeat or copy of earlier incidents. Staff apply rising consequences if a student repeats a previously addressed behavior. Natural consequences go hand in hand with teaching acceptable behavior and working to assist the child who bullied to replace negative behaviours with positive. The school's first response always is to teach.

Responses may include, but are not limited to:

- Reflection sheet/discussion
- Written or verbal apologies – if appropriate for the situation
- Relevant learning task – e.g. Writing in response to a posed scenario
- Parent conferences
- Loss of privileges including ability to leave campus during school day for grades 10-12
- Loss of access
- Being placed under specific supervision
- Restorative justice
- Involvement of the Discipline Committee

- Involvement of a Peace Officer
- In-school loss of time
- In-school suspension
- Out-of-school suspension
- Referral to a community program or services
- Transfer to another school
- Expulsion (the principal does not have the authority to expel a student, this must be an action of the School Board)

This list is intended to show the responses that are possible. This list does not indicate an order in which these responses will be applied.

ADMISSION POLICY

All students (regardless of religious affiliation) are welcome to attend CAA on the condition that they follow the Student Code of Conduct, and they fully participate in the religious programming of the school, including completing Bible class, attending school worships and assemblies, and participate in daily class worship and prayer. Additionally, parents must be willing for their child(ren) to be educated in Biblical principles and to support our philosophy, goals, and standards.

Families wishing to apply for admission to CAA must follow the procedure outlined below. Applications for admission will be evaluated based on a number of factors including previous academic performance, attendance records, teacher/principal recommendations, parent co-operation and observation of the prospective student in academic and social settings.

Students will be accepted using the following guidelines:

1. Preference will be given to families who have a Christian influence in the home. An indicator of this is regular attendance at a local church.
2. High school students will usually be accepted only at the beginning of a semester; extenuating circumstances may be considered on a case-by-case basis.
3. The resources of CAA are limited in terms of what can be offered in the way of learning assistance; students who require learning assistance will only be enrolled if there are adequate resources for the child.
4. Tuition charges should be paid on time; re-enrollment for the following school year may be impacted by unpaid or late tuition.
5. Students and parent/guardians must agree to abide by the policies in the CAA handbook and the CAA School Board.

6. Parents must agree to and sign the CAA Parent Code of Conduct Agreement; students must agree to and sign the CAA Student Code of Conduct Agreement.
7. Parents may be required to attend an orientation meeting.

Enrollment Procedures

1. The parents and guardians will make initial contact with the school. An appointment will be made with the Principal to discuss the enrollment.
2. The parents or guardians will fill out the Request for Enrollment form.
3. The Principal will contact the school in which the student is currently enrolled to obtain academic and behavioral information. Permission to obtain this information is included on the Request for Enrollment form.
4. A meeting will be arranged between the parents or guardians, the student, and the admissions committee or a designate.
5. Upon the recommendation of the admissions committee, the CAA School board will make the final approval for enrollment.
6. Once the student has received final approval for enrollment, the parents or guardians will fill out the Financial Agreement form.

Enrollment Procedures (Out-of-Province Students)

For registration, the following is required for each child:

1. The application for admission form is completely filled out and properly signed by the student and parent/guardian.
2. An official copy of all school marks from the grade most recently completed, in addition to all marks from other grades completed from grade 8 and higher, or all school marks from all "Forms" completed in overseas schools.
3. Copy of the local (e.g. Hong Kong) Certificate of Education (if completed).
4. Two letters of recommendation. One from school Principal and one from a teacher.
5. A completed medical form properly signed, including the consent for treatment section.
6. Proof of adequate medical insurance coverage.
7. Application fee of \$50.00 (Canadian) payable to Cariboo Adventist Academy.

Withdrawal During the School Year

Parents are required to give a minimum of one month's notice of students leaving or not returning, as that helps the school in activity planning and budgeting. Failure to provide notice may result in being charged a full month of tuition.

Graduation Track and Maximum Age

No student will be accepted by CAA if they are 19 or older on the first day of school.

New students to CAA must be capable of graduating before they age out of the school in order to be accepted; exceptions may be granted in special circumstances.

Delinquent Accounts Policy

All tuition fees are due and payable in full by June 30 of each school year. Unless appropriate arrangements were made, failure to pay outstanding tuition will result in denial of re-enrollment for the following school year.

If accounts are cleared after June 30, the parent(s) will be required to meet with the principal and/or the business manager to discuss re-enrollment requirements.

Retention Policy

The environment which CAA seeks to create is one which reflects the Christian values and principles upon which the school is founded and operated. These include respect, kindness, regard for the well-being of others, truthfulness and patience. As Christians, we believe that each person is a unique creation and child of God, and strive to build each other up, avoiding language or behavior such as gossip, spreading rumours, divisiveness, accusations, laying blame, spreading discontent, and discrimination in any form.

Students or parents who choose not to abide by these principles, as evidenced by their behavior and interactions with other students, parents, CAA teachers and staff, may forfeit the privilege of enrollment.

CODE OF CONDUCT

PARENT PLEDGE

By applying for enrollment of their children as students at CAA, parents agree to conduct themselves according to Christian values and principles when interacting with administration, teachers and staff, other parents, and students. They also agree to support the rules and regulations of the school and work cooperatively with teachers and administration so that CAA can provide a positive Christian learning environment. Conflicts or difference of opinion with others, within the context of the CAA community, will be handled as per the Parent/Teacher Conflict Resolution Process in this handbook.

- Parent responses that align with the parent pledge: asking questions, respectfully sharing a different perspective or voicing a concern, agreeing to disagree, focusing on a resolution, accepting a school response.
- Parent responses that do not align with the parent pledge: wrongfully accusing a teacher, blaming a teacher for their child's struggles, not accepting an administrative decision, bringing up all past grievances when dealing with a current concern, personal putdowns, threats, expressing discontent about a teacher or the school on an online platform or with other parents, communicating in a volatile or physical manner.

Failure to respect the communication expectations may result in: redirection from the teacher, administrative intervention, restricted communication, no trespassing order, or referral to school board.

STUDENT CODE OF CONDUCT AGREEMENT

By accepting the privilege of enrollment at CAA, students agree to uphold Christian values and principles in their language and behaviour and abide by the rules and regulations of the school as detailed in this handbook and/or communicated by administration.

Students will sign a commitment to the Student Code of Conduct at the beginning of each school year which reads:

- I will try my best and show pride in my work
- I will contribute to a positive learning environment
- I will be truthful and uphold my integrity
- I will treat others with dignity and respect, acting with compassion and kindness
- I will refrain from harassment and bullying of any kind
- I will refrain from sexual activities or displays of affection
- I will respect school property

STUDENT RESPONSIBILITIES

You have the responsibility to do well academically and socially. This will be evident by putting forth an effort to complete assignments, listening in class and working to create an atmosphere in the classroom that contributes to learning.

Responsibilities to fellow students: You have the responsibility to ensure that every student at CAA feels comfortable and has the freedom to learn. Acts of bullying, harassment (verbal, physical or sexual), or intimidation have no place in our school. You are encouraged to help your fellow students and to contribute to their well-being. You also have a responsibility to respect

their privacy. Borrowing items and looking in other students' lockers is only to be done with the other person's permission.

Responsibilities to teachers/staff members: The responsibility of teachers is to help the students learn. You are responsible to act in such a way that they may teach and not spend time asking you to control your behavior. You are responsible to see that all teachers and other staff members are treated with respect; blatant insubordination towards teachers and staff members will not be tolerated. You are responsible to be truthful to teachers and staff.

Responsibilities to the school: You have the responsibility to take care of your school. Acts of vandalism to school property do not demonstrate this type of care. Make an effort to keep the school grounds neat and clean.

SCHOOL GUIDELINES

DRESS CODE

How a student is dressed can impact their own educational achievement and safety, as well as the educational achievement and safety of those around them. Clothing contributes to the school atmosphere and learning environment, and as such, we encourage students to be dressed in a way that keeps the school a positive learning environment.

Different types of clothing are appropriate for different activities. The list below depicts what is appropriate under each circumstance.

Standard Dress Code

The Standard Dress Code applies to all public areas of the school, and to all official school trips, except where noted below.

Banned Symbols

- Clothing must not depict anything that would be illegal for anyone under 18 (e.g. tobacco, alcohol, marijuana, pornography, violence, etc.)
- Clothing must not depict anything that is against the CAA rules (e.g. vulgar language)
- Clothing must not depict satanic, extremist, gang-related, or hate symbols
- Clothing must not violate the school's harassment or anti-bullying policy

Safety

- Clothing must not be a safety hazard to either its wearer or those around them (e.g. clothing that drags significantly along the floor, large holes)
- All students should wear appropriate footwear

Coverage

- All students must wear appropriate undergarments at school
- All undergarments must be completely covered by an outer layer of clothing, and must not be visible at any normally visible angle
- Clothing must completely cover the buttocks, stomach, chest, and back.
- All tops should have shoulder straps that are at least 3cm
- Translucent or transparent garments are not considered appropriate on their own, although they may be worn over top of another outer layer of clothing
- Clothing must not be so tight that it reveals genitalia
- Any holes in clothing must not cause a violation of any of the above requirements

Miscellaneous

- Pajamas detract from an academic learning environment and are not permitted unless specifically allowed by a teacher or an announced school event
- No hats or hoods should be worn inside the building
- Special classroom activities (e.g. science lab) may have their own dress requirements

Athletics Dress Code

This dress code applies to students actively participating in official team sports or physical education class.

- Tops: Students should wear a single top; jackets and heavy sweaters are not appropriate for physical activity unless specifically allowed by the teacher
- Bottoms: Students should wear shorts, sweat pants, or other activewear pants; jeans are not appropriate for physical activity
- Footwear: Students must have dedicated, non-marking running shoes that are only for use in the gym, and are never worn outdoors; boots, sandals, and slides are not appropriate for physical activity
- Jewelry, in particular large and dangly jewelry, should not be worn during athletic activity as it could be a safety hazard to the student and other participants in the activity, unless specifically allowed by the teacher
- Unless specifically addressed in the athletics dress code, the standard dress code remains in effect

Swimming Dress Code

This dress code applies to students actively participating in official school swim events.

- Speedos and Bikinis are not permitted as swimsuits
- Swimsuits should cover all areas normally covered by undergarments

- Changing into and out of swimsuits should be done in a private area; where necessary, a teacher or staff may designate an appropriate area

Students who do not comply with the dress code may be asked not to participate in class or the activity until they are in compliance or until the activity ends.

ATTENDANCE

Studies have shown that regular class attendance has the strongest positive impact on student academic achievement, above motivation, intelligence, race, gender, socioeconomic status, and even previous academic achievement. CAA students are therefore required to attend school regularly and to be on time.

Reporting Absences or Tardies

If a student is going to miss all or part of a school day, parents must notify the office administrative assistant in advance, as well as their child's teachers. Email, phone, or a written note are considered acceptable means of communicating an absence.

If the office administrative assistant has not received any communication from the family regarding an absence, and a student is found to be absent from school, the office administrative assistant or designate will contact the parents and/or the emergency contacts to inquire and notify about the absence; and if it is appropriate to do so, the school will notify local authorities regarding a missing child.

School Grounds

Students are required to remain on the school grounds, either by attending classes or by studying in the library or student lounge, throughout the school day. Students who need to leave during the school day due to a medical or other appointment must check out at the office or other designated location prior to leaving and check in upon their return.

When elementary students are picked up at the end of the school day, the student and/or parent and/or designated pick-up person must check out with the playground supervisor prior to leaving the school grounds. Elementary students may only leave school grounds with the people designated by the parents as having pick-up privileges on their official student records.

Students in grades 11 or 12 may be given the privilege of leaving the school during the school day, when they are not in class. Such students must not be on academic probation, must have a clean disciplinary record, and need to have written permission from their parents. In addition, students may only leave campus in vehicles driven by people for whom the parents have granted permission. Students may find their permission to leave campus suspended if they do not return to campus in time for their classes.

During field trips, students remain in the care of their teacher or designate and all of the above applies to mid-day or end-of-day departures from field trips.

Vacations

In line with encouraging strong academic achievement, we strongly encourage families to avoid taking students away on vacation during school days. A two-week vacation period is provided during Christmas break and March break; please plan your extended vacations during these times.

If it is necessary for students to miss extended periods of class time, you may request work for your child in advance. Teachers are not obligated to provide work that is missed, nor are they obligated to re-teach missed lessons; but teachers may choose to provide work in advance of an extended absence upon request. If work is provided, parents are responsible to ensure that the work is completed outside of school. Parents are requested to give at least ten school days advance notice of an extended absence in order to give teachers sufficient time to prepare the make-up material. Students will arrange to re-take missed tests at the discretion of the teacher following their return to class, within a reasonable time period.

Punctuality

Students are expected to be on-time for all of their classes. Students who are continually absent or late will be out of harmony with the objectives of CAA and may be asked to find a school elsewhere which suits their pattern of attendance. Parents will be contacted if there is persistent lateness at the beginning of the school day.

In the event of particularly bad weather, parents should notify the office if weather will cause their child to be late or absent from class.

Excused Absences

Legitimate excuses for an absence include illness of a student, a medical appointment, extremely poor weather, or a death in the family. If a student is absent for a legitimate reason, the parent may contact the office in order to provide the reason for the absence and have the absence excused.

All absences are treated as unexcused absences unless they are excused by a parent or staff member.

High School Attendance

For students in high school, students who enter a classroom after the second bell has rung will be recorded as being tardy. If a student is more than 15 minutes late to class, the tardy will be converted to an unexcused absence. Every three tardies will be counted as one unexcused absence for the high school attendance policy.

Tardies may be excused if another teacher or staff member caused the late entry to class.

Students who disappear from the classroom without permission from the instructor may be charged with a tardy or an unexcused absence, depending on the length of time missing from the classroom.

Students who record nine unexcused absences for one course will be dropped from the course, and will need to pay a \$20 fee in order to resume their registration in the course.

Students who miss twenty percent of a course's class periods, whether excused or unexcused, will forfeit their credit for the course; in special circumstances (e.g. significant illness requiring hospitalization), the administration may choose to override this policy and reinstate the credit. In a normal semester, twenty percent of class periods comes out to 18 absences.

DISCIPLINE POLICY

The purpose of the CAA Discipline Policy is to ensure the safety of each student who attends this school. It is our aim to correct negative behaviours and guide restorative change in the student. However, this aim needs to be balanced against the safety of every other student and staff member at this school.

School rules are divided into four categories, with level 4 being the most serious. Rules that are listed in *italics* are also laws enacted by a branch of the Canadian government, and violations of these laws may result in police involvement, especially if the student is 12 years old or older.

Technology Code of Conduct violations may also result in a loss of technology privileges, in addition to the discipline mentioned below. Violation of the Playground Policy may also result in a loss of playground privileges, in addition to the discipline mentioned below.

These rules will only be enforced when a student is on school property, on the district school bus, or on a school-organized field trip. The only exceptions to this will be off-campus or online bullying, and off-campus incidents which result in police involvement.

The policy is divided into three age groups. The first age division selected is grade 6 and up, because 12 years old is the age at which a child can be arrested in British Columbia, and the possibility of arrest implies an additional level of responsibility that such students should meet, as well as requires a different approach to school discipline. Around half of a typical grade 6 class turns 12 in any given year, so grade 6 was chosen as the cut-off.

For the Grade 6 and up group, the school will deal with level 2-4 violations at an administrative level; level 1 violations will generally be dealt with by the teacher.

The second age division selected is grade 2-5, because 7 years old is considered the “age of reason”; below age 7, from a developmental standpoint, students cannot always be expected to rationalize their actions, and from a common law perspective, children under age 7 cannot be considered legally responsible for any crime.

For the Grade 2-5 group, the school will deal with level 3-4 violations at an administrative level, in conjunction with the student’s homeroom teacher; level 1-2 violations will generally be dealt with by the homeroom teacher, or by the witnessing teacher/staff in consultation with the homeroom teacher. The police will not be called in to deal with anything that occurs at the grade 2-5 level, except for extreme behaviour. Any suspensions issued must be approved by the administration.

For the K-1 group, all violations will be dealt with by the homeroom teacher, under consultation with the school administration for serious offenses. Any suspensions issued must be approved by the administration.

An annotated version of the below rules written in age-appropriate language will be made available to students, either at the beginning of the school year, or when the class’ homeroom teacher feels it is necessary to do so.

Level 4

- *Aggravated Physical Assault*
- *Distribution of Alcohol, Tobacco, Vaping Products, or Marijuana, or other Illegal Drugs*
- *Distribution of pornographic material*
- *Indecent Exposure*
- *Sexual Activity*
- *Sexual Assault*
- *Voyeurism*

Disciplinary Procedure: Student will be given a lengthy suspension and referred to the school board for a possible expulsion. A Level 4 offense may involve police involvement.

Level 3

- Bringing a dangerous weapon to school
- *Bullying*
- *Physical Assault*
- *Sexting*
- *Theft over \$100*
- *Use or Possession of Alcohol, Tobacco, Vaping Products, or Marijuana, or paraphernalia related to the use of one of these substances*

- *Use or Possession of Illegal Drugs or paraphernalia related to illegal drugs*
- *Vandalism over \$100*

Disciplinary Procedure: Student will be given a suspension.

Level 2

- *Defamation*
- *Gambling*
- *Harassment*
- *Insubordination*
- *Lying to a teacher or staff member*
- *Setting off a false alarm*
- *Sharing pictures or videos of people without their consent*
- *Theft under \$100*
- *Threatening to commit assault*
- *Vandalism under \$100*
- *Viewing Pornography*

Disciplinary Procedure: Student will be given a suspension, a detention, or some other appropriate discipline as determined by the administration (6-12) or teacher (K-5).

Level 1

- *Being in an area where you are not supposed to be*
- *Cursing and other inappropriate language*
- *Disrupting the classroom learning environment*
- *Dress Code Violations*
- *Inappropriate use of technology (phones, chromebooks, computers, device connected to the school internet, etc.)*
- *Littering*
- *Plagiarism*
- *Possession of other banned items (e.g. energy drinks, fireworks, lighters, etc.)*
- *Public displays of affection (e.g. kissing, holding hands)*
- *Taking, editing, or posting pictures or videos of people without their consent*
- *Throwing snow*

Disciplinary Procedure: An appropriate discipline will be determined by the teacher involved or the administration (e.g. detention).

Factors that could change the level of an offense

An aggravating factor is something which could raise the level of an offense above where it is listed on the list above.

A mitigating factor is something which could lower the level of an offense below where it is listed on the list above.

Aggravating Factors

- Age gap (victim or witnesses are younger)
- The degree of the offense
- Repeat offense

Mitigating Factors

- The degree of the offense
- First-time offense
- If the incident was the result of negligence rather than a deliberate act
- If the incident was provoked
- Intrafamily offense (school may choose to refer the matter to the family)
- Special need or disability that is related to the offense

Other Words

The administration reserves the right to deviate from the code of conduct and impose any alternate form of discipline it feels is necessary depending on each individual situation. The administration reserves the right to impose discipline for offenses not listed in the discipline policy.

TECHNOLOGY

PERSONAL DIGITAL DEVICES POLICY

Policy Statement

Cariboo Adventist Academy strives to promote a focused learning environment with limited distractions and responsible use of digital technology. Cariboo Adventist Academy acknowledges research which indicates that students who use personal digital devices in the classroom are less engaged in classroom instruction and learning, and those exposed to highly addictive social media platforms experience adverse mental health outcomes and exposure to cyberbullying and online exploitation. For this reason, Cariboo Adventist Academy is

implementing a new Personal Digital Devices policy, effective September 2024, in alignment with the BC Ministry of Education which will restrict Personal Digital Devices in classroom learning.

“Personal Digital Devices” includes, but is not limited to, any personal electronic device that can be used to communicate or to access the internet, such as a cell phone, smartphone, tablet, smartwatch, or portable video game system.

Regulations

1. The use of and access to personal digital devices will not be permitted at any time during the school day for Kindergarten to Grade 7 students (including at recess and lunch).
2. Access to and the use of, personal digital devices for Grades 8 to 12 students will not be permitted at any time during the school day. At the teacher’s discretion, an exemption may be made when the use of such devices supports a specific curricular objective and is part of instructional planning.
3. Students and families are requested, where possible, to leave all personal digital devices at home, and not to bring them to school.
4. Students with Individual Education Plan (IEP) who require personal digital devices for full inclusion, will be exempt from the personal digital devices restrictions.
5. Students whose medical and health needs require a personal digital device (e.g., monitoring blood glucose levels for a student with diabetes) may apply for a limited exemption from this restriction.
6. Students must safely store their personal digital devices, on silent mode, out of sight during school hours. Any personal digital devices brought to school will be stored in school-designated areas. The security and storage of personal digital devices is the sole responsibility of the student. The school assumes no responsibility for the safety, security, loss, repair or replacement of personal digital devices.
7. In the event of a family emergency during school hours, parents may communicate with their child by phoning the school office. And likewise, students who need to phone their parents may use the phone at the school office.

REFERENCES

- [B.C. Launches Concrete Actions to Keep Kids Safe, Healthy](#)
- [BC Ministry of Education Policy on Personal Digital Device \(Cell Phone\) Restrictions in Schools](#)

- [Establishing Safe, Caring and Respectful Digital Communities](#) (Digital Literacy Training for students and families)

CHROMEBOOK POLICY

All high school students at CAA require a personal chromebook or laptop which will be used to enhance student learning during appropriate class times. If your child does not have a chromebook or laptop of their own, the school can provide a school-owned chromebook at a fee of \$100 per year. Students should only use their chromebook or laptop when needed, as directed by a teacher or staff member.

TECHNOLOGY CODE OF CONDUCT

Technology is a powerful tool that can be used to aid student learning. However, technology can also be misused in a way that detracts from student learning and in some cases commit criminal acts. Students from CAA, and all who use CAA's technology equipment and internet connection, are expected to:

- Respect the school's technological equipment, and treat it with sufficient care that will allow other people to continue using that equipment in the future
- Respect technological equipment that belongs to other students and staff, and refrain from using it or vandalizing it without permission
- Understand that school technology is provided in order to improve student learning and the functioning of this school, and minimize any uses of school technology that do not contribute to these goals
- Understand that the school's technology is a shared resource with other students and staff at this school, and agree to use the school's technology in a way that will not diminish the ability of other students and staff to access technology (e.g. share Chromebooks fairly, don't mine bitcoin, don't trick students into breaking their devices)
- Respect that each teacher has the right to set boundaries on the usage of technology in their classroom, and follow those boundaries when you are in their class
- Use social media appropriately, and follow age restrictions: note that Facebook, Instagram, Snapchat, TikTok, and virtually every other social media site requires a minimum age of 13 in order to use their service
- Secure their own accounts, and refrain from allowing others to use their own accounts and technology
- Refrain from hacking into school technology, or changing administrative settings
- Refrain from attempting to bypass the internet filter
- Refrain from breaking the laws of Canada and the province of British Columbia while using the school's technology; some laws are cited below as potential examples:

- Viewing, distributing, or purchasing pornographic content is illegal for students younger than 18
- Sexting (taking nude, near-nude, or sexual images of yourself or others, or showing and/or transmitting someone else's images to someone else) is illegal if any participant (model, viewer, sender) is younger than 18
- Downloading, streaming, or viewing pirated movies, shows, or other multimedia content is illegal
- Gambling is illegal for students younger than 19
- Bullying, harassing, hazing, discriminating (race, sex, religion, etc.), verbal abuse, threats, intimidation, defamation, and committing hate speech is illegal
- Filming people in a private place without their consent is illegal
- All people (students, staff, or visitors) are expected to refrain from doing any of the above activities while at Cariboo Adventist Academy, even if they are of legal age
- Quietly report to an authority if they suspect that any student or staff is using technology inappropriately

Students who do not meet the above expectations may find their ability to use technology in the classroom curtailed.

MISCELLANEOUS SCHOOL RULES

Authorized Areas: In order to provide proper supervision for students, there are designated areas that are under the care of staff members. Students are only to be in those areas. Students should not be in any area that is not supervised by a staff member without the explicit permission of a staff member.

Energy Drinks: Due to their impact on student behaviour and student health, as well as the serious risk posed by excessive consumption and addiction, students are banned from bringing or consuming energy drinks on school grounds.

Fire: Matches or lighters are not to be used students without specific teacher permission and supervision. Any type of fireworks is not allowed on school grounds. Fire extinguishers are for fire protection, to be used only in case of fire. Misuse of the fire alarm system is unlawful and can carry stiff penalties.

Food: Food should not be consumed in any high-school classroom except as needed for a class-related activity, unless the student has a documented health-related need to do so. Food may be consumed in the lunch room, locker room, or hallway; and any food-related waste should be properly cleaned up and/or disposed of.

Language: Vulgar and profane language is unacceptable. Students are encouraged to develop self-control and deal with their frustrations in an appropriate manner.

Lockers: Lockers are available for students in grades 4-12. All students are encouraged to use locks. All lockers are the property of CAA and may be inspected by the school at any time. Lockers should be kept tidy at all times. Pictures and slogans must reflect Christian ideals and may only be placed on the inside of a locker.

Locks: Locks are not to be tampered with. Students wishing to get into a room that is locked must ask a staff member for assistance. Forced entry will be dealt with as a “Break and Enter”. Use and possession of unauthorized keys is an offence and will be dealt with as such.

Motorcycles, Bikes and Motor Vehicles: Students may bring these to school on the condition that they are licensed and parked in the location designated by the principal or teacher responsible for parking. Posted or announced speed limits on the driveway are to be obeyed. No snowmobiles are allowed on the school grounds. Violation of any on this guideline will result in the loss of vehicle privileges. Bikes may be ridden to school but are *not to be ridden during school hours*. All bikes should have a lock while parked at the school.

Music: People have different tastes when it comes to music: some people may like country, while other people may like rock. Other people have a sensitivity to background noise and may find that painful. Out of respect for the people around them, students should not play music out loud, on a speaker or other public sound-amplifying device, while at school, unless at the express direction of a teacher or staff member. Students are free to listen to their own music using a pair of headphones or earbuds outside of class. During class, headphones or earbuds should only be used with the permission of the teacher.

Public Displays of Affection: Healthy friendships between students are encouraged. However, intense public displays of affection can be uncomfortable for everyone who has to witness them. During downtimes such as recess and lunch break, students are permitted to perform shoulder hugs and other platonic displays of friendship. For the sake of maintaining an innocent, sensitive, comfortable, and “work professional” environment, students will refrain from any suggestive and inappropriate displays of affection (e.g. kissing, hand holding, spooning) while at school, on the district school bus, or at school-sponsored events or field trips.

Snow Throwing: Snow throwing on the school grounds is not permitted except with the express permission of a teacher or staff member.

Tools and Weapons: Weapons of all kinds are never to come to school. Additionally, personal tools and bladed instruments are unnecessary at school and may cause others to become concerned for their security or well-being. Knives and bladed tools of all kinds, including letter

openers, Leathermans, box cutters, or razor blades are prohibited items at school and at school sponsored events.

MISCELLANEOUS INFORMATION

Assemblies: Assembly periods are scheduled to provide a time for cultural, religious, and educational programs. Announcements regarding school events, student activities and change in scheduling are also made during assembly. Attendance at assembly is mandatory.

Boarding Students: Students who are non-residents of Williams Lake are welcome. Cariboo Adventist Academy does not provide boarding facilities. The students may make arrangements to board in a private home on an individual basis.

Christian Emphasis: During the year, programs are conducted to emphasize Christian principles. Students are given the opportunity to make a spiritual commitment to accept Christ as their personal Saviour and Friend.

Library: The library contains books for reference and for pleasure reading. Books that are not reserved for use only in the library, may be checked out during the hours posted. Only properly checked out books are to leave the library. Students are expected to demonstrate maturity and responsibility in maintaining order quietness when using the library.

Lost and Found: First names and last names (or last initial), especially for primary school children, should be labelled on students' clothing in order to identify lost items. Items in the Lost and Found are disposed of at Christmas break, spring break, and at the end of the year at the discretion of the principal.

Teachers Driving Students: Teachers are not permitted to drive students onto or off of campus at any time without the express written permission of the parent/legal guardian of that student being filed in the office beforehand. At no time is one teacher permitted to transport only one student, as a matter of professional standard, unless the student is directly related to the teacher.

Textbooks: The school provides textbooks, but students may be charged for damage above normal wear and tear and for lost books. Textbooks should be returned at the end of the semester and the school year.

Visitors: In an effort to provide a safe campus our front door will remain locked during school hours. All visitors must buzz into the school and must report to the office of the administrative assistant prior to entering any other space in the school; all visitors must sign-in and sign-out at the office during any visit.

Per provincial regulations, any visitor to a class-in-session must sign a statutory declaration prior to entering the classroom; any repeat visitor to a class-in-session must have a criminal record check on file with the school and be approved by the school board as an official school volunteer. Before entering any classroom, arrangements must be made with the teachers involved and the school administration prior to the visit. Visitors who do not have such approval are limited to public areas such as the office and the library and must not enter any class-in-session.

Failure to comply with these regulations puts student safety at risk, and could result in being trespassed from the property.

ACADEMIC PROGRAM AND POLICIES

SCHOOL HOURS

School Hours for Grades K-3: School starts at 8:10 am and ends at 2:40pm

School hours for Grades 4-7: School starts at 8:20 am and ends at 3:00pm

School Hours for Grades 8-12: School starts at 8:20 am and ends at 3:20pm

Friday School Hours for K-12: School ends at 2:30 pm

SUPERVISION POLICY

Supervision of our K-7 students is provided from 7:45am to 3:30pm. Children are to be picked up promptly at the end of school. High school students and music students may be involved in a class or sports event that goes longer, but the school does not offer a general after-school daycare program. The school will make every attempt to contact the parents and/or the emergency contacts if their child is not picked up.

SCHOOL PROGRAM

Kindergarten: Our full-day Kindergarten shares a classroom with Grade 1 in the main building.

Grades K-7: Most grades in this area have two grades in a classroom, usually Grades K-1, 2-3, 4-5, and 6-7. The exact combinations may vary from year to year based on enrolment. Some courses in these grades are taught by specialist teachers, rather than their home room teacher.

Grade 8-12: Grades 8 to 12 are taught by subject. Students move from room to room to accommodate the various classes that they have. Most of their classes are in the gym complex. Students in grades 10-12 may take some of their elective courses online through West Coast Adventist School, our sister school offering a distributed learning alternative.

MISCELLANEOUS ACADEMICS

Access to student files: Parents or guardians who desire access to their child's file may do so providing that they give 3 school days' notice and under the understanding that the file never leaves the care of the office manager or principal.

Academic Advancement: Academic advancement is based on how prepared a student is to handle the next level. In the elementary section, advancement is done by grade.

In the high school section (10-12), advancement is done by course. Students who do not complete a required course will need to retake the course at their own discretion, either online, in summer school, or during the following school year.

HIGH SCHOOL ACADEMICS

Minimum Course Registration

Students in grade 10 and below are not permitted to take any spares.

Students in grade 11 are permitted to take a maximum of one spare.

Students in grade 12 are permitted to take a maximum of two spares.

The principal has the option of approving an exception to this rule if a) the student is on course to graduate at the end of the academic year and does not need further courses; b) the student is on an IEP.

Course Change Request

Students in high school may freely change their course registration during the first five school days of the semester.

Students who wish to change their course registration after the first five school days must pay a \$20 course change fee. They will need to complete a "course change request" form that is signed

by the teacher of the course they are leaving, the teacher of the course they are entering, and the principal.

Students may drop a course no later than $\frac{2}{3}$ rd of the way through a course, or one week after the mid-term report card is issued, whichever date is later. Following the deadline, students are required to complete the courses they are registered in.

If the course is a one-term course, then the drop deadline is no later than $\frac{2}{3}$ rd of the way through the course, or one week after the mid-term progress report is issued, whichever date is later.

Challenge and Equivalency

In grades 10-12 Students may challenge a course if they can demonstrate prior knowledge and understanding and can complete a combination of a project and an exam to show proficiency.

Bible classes may not be challenged. It is a requirement for continued enrollment at CAA that students attend Bible class.

Progress Reports

Teachers are required to provide a progress report to students and parents no earlier than five weeks before a report card cut-off date, and no later than two weeks before a report card cut-off date, to any students who are on track to receive a grade of “emerging”, “incomplete”, or “fail”. If that progress report is not issued, then students will be granted a two-week extension after the report card is issued to bring their grades up to a passing mark.

If the course is a one-term course, teachers are required to provide at least one mid-term progress report to parents and students, roughly halfway through the course. This progress report may be used to determine the drop deadline.

Academic Probation

High school students (8-12) who receive one or more marks of “emerging” or “incomplete” or “fail” (below 50%) on one report card will be placed on academic probation. (Students on an IEP may have their academic probation waived if it is determined that they were showing good effort, or if they have a special need or cause related to the poor grade.)

Students may appeal academic probation if they can show that the instructor failed to provide a “potential failure warning” in the form of a progress report that showed that the student was at risk for failure at least two weeks prior to the report card cut-off date. If found to be true, then the student will be granted a two-week grace period with an opportunity to bring their grades above the pass/fail line: if completed successfully, the student will not be placed on academic probation.

A student on academic probation will not be permitted to participate in any extracurriculars and will be required to attend study hall after school at least two days each week. Students on academic probation who fail to attend the required study hall sessions (except for excused absences) may find themselves academically expelled from the school.

A student with a grade that remains at “emerging” or below 50% despite being on academic probation for a full term will be academically expelled from the school. This expulsion may be appealed to the principal, with leniency being shown for good effort and improvement.

Appeal Process: Grades

All high school students and parents have the right to know how their grades are calculated and/or arrived at. Teachers will be able to show exactly how any percentage grade was calculated. High school students will receive at the beginning of each course an outline of how the things they do are calculated.

If a student feels that a grade they have received is unfair or inaccurate, they should first talk with the teacher to get more complete information. (This talk with the teacher should not be attempted in the middle of class but at a time convenient to teacher and student.) If the student feels that their concerns have not been met, the students and guardian or parent will meet with the teacher to discuss the issue. The next step will be to contact the principal to review the concern.

DISTRIBUTED LEARNING COURSES

Students who are interested may take some of their courses through distributed learning at no extra cost. West Coast Adventist School offers courses for students to provide alternative choices in helping them to earn the necessary credits for graduation. Please see <https://wcasdl.ca/>

Students who would like to take a West Coast course should indicate their interest during the course selection process in late August/early September. Alternately, students could take on a West Coast course during the school year by filling out a Course Change Request Form and leaving it with the office administrative assistant; there is no fee for adding a West Coast course during the middle of the school year.

CAA may use DL courses to supplement the courses that need to be offered by the school.

GRADUATION REQUIREMENTS

Students at CAA are eligible to receive the Dogwood Diploma upon graduation.

In order to complete a Dogwood Diploma, students must complete the courses required by the Ministry of Education, along with a number of elective courses of their choice. They will also need to complete three provincial graduation assessments:

- Grade 10 Literacy Assessment.
- Grade 10 Numeracy Assessment.
- Grade 12 Literacy Assessment.

See the table below for more details.

REQUIRED COURSES	
SUBJECT AREA	Minimum Credits
Language Arts 10*	4
Physical and Health Education 10	4
Science 10	4
Social Studies 10	4
Mathematics 10*	4
Career Life Education 10	4
Language Arts 11*	4
Science 11 or 12*	4
Language Arts 12*	4
Mathematics 11 or 12*	4
Career Life Connections 12	4
An Indigenous Studies Course*	4
Fine Arts and/or Applied Skills 10,11 or 12*	4
ELECTIVE COURSES	
Students must earn at least 28 elective credits for Grades 10-12 courses.	28
<i>Additional Grade 10-12 credits*</i>	
OVERALL TOTAL	80 credits
<p><i>*Starred course requirements have multiple options which could be used to fulfill the graduation requirements.</i></p> <p><i>Of the 80 credits for graduation, at least 16 must be at the Grade 12 level, including a Grade 12 Language Arts course. Others may be required or elective courses.</i></p>	

CAA COURSE OFFERINGS

Not all of CAA's course offerings are offered every year; courses may be rotated depending on student demand and teacher availability. Additional course electives are available through our sister school, West Coast Adventist School, an online school.

Grade 10

Required Courses:

- Bible 10
- Literacy 10 & Composition 10 (these are two credit courses which combine to fulfill the four credit Language Arts 10 requirement)
- Apprenticeship & Workplace Math 10
- Foundations of Math & Pre-Calculus 10
- Science 10
- Social Studies 10
- Career Life Education 10
- Physical and Health Education 10

Electives:

- French 10
- Music 10: Concert Band
- Music 10: Concert Choir
- Computer Studies 10
- Art Studio 10
- Media Arts 10

West Coast Electives:

- Family and Society 10
- Entrepreneurship and Marketing 10
- Music 10: Orchestra
- Italian 10
- Spanish 10

Grade 11

Required Courses:

- Bible 11

- Literary Studies 11
- Workplace Math 11
- Pre-Calculus 11
- Socials 11
- Career Life Connections A

Electives:

- Life Sciences 11
- Chemistry 11
- Physics 11
- Fitness and Conditioning 11
- French 11
- Art Studio 11
- Media Arts 11
- Instrumental Music: Concert Band 11
- Choral Music: Concert Choir 11

West Coast Electives:

- Italian 11
- Spanish 11
- Computer Programming 11
- Engineering 11
- Marketing and Promotion 11
- Instrumental Music: Guitar 11
- Photography 11
- Psychology 11
- History of Mathematics 11
- Foundations of Mathematics 11

Grade 12

Required Courses:

- Bible 12
- Career Life Connections B
- English Studies 12
- Contemporary Indigenous Studies 12

*French 11 or a modern second language is a requirement for entering most universities. Take steps to confirm what your university requires.

Electives:

- Anatomy and Physiology 12
- Chemistry 12
- Physics 12
- Fitness and Conditioning 12
- French 12
- Art Studio 12
- Media Arts 12
- Instrumental Music: Concert Band 12
- Choral Music: Concert Choir 12
- Pre-Calculus 12
- Apprenticeship & Workplace Math 12

West Coast Electives:

- Culinary Arts 12
- Digital AV Media 12
- Instrumental Music: Guitar 12
- Instrumental Music: Orchestra 12
- Calculus 12
- Italian 12
- Spanish 12
- Social Studies 12: Comparative World Religions
- Social Studies 12: Law Studies
- Social Studies 12: Physical Geography

REPORTING STUDENT PROGRESS

ELEMENTARY LEARNING UPDATES

During the school year, you should expect to see 5 learning updates about your child. This will include 3 written learning updates (that could look like report cards), and 2 informal learning updates (could include conferences with a teacher, and phone calls or e-mails from a teacher). Schools set the schedule for when learning updates happen. However, your child's teacher may connect with you at any point.

PARENT/TEACHER CONFERENCES

Conferences will be scheduled twice during the year where parents will have an opportunity to meet with the teachers to discuss the progress their child is making.

K-12 REPORT CARD CONTENTS

Each written update will include:

- Information on how your child is doing in each area of learning
- Written comments (descriptive feedback) on your child's strengths and areas they need to work on, as well as their work habits and behaviour
- Information on the communication, thinking, and social skills that your child needs to be successful (Core Competencies) and your child's goal setting
- Information about your child's attendance
- If your child has an IEP, you will receive an update on how your child is progressing through their IEP objectives

K-9 PERFORMANCE SCALE

Students in K-9 will be marked according to the Provincial Proficiency Scale. The scale uses the terms "Emerging," "Developing," "Proficient," and "Extending" to describe student learning. Please see the table below for more information.

Emerging	Developing	Proficient	Extending
Emerging means your child is beginning to understand something in an area of learning. They are still learning but may need more support to move ahead. Emerging doesn't mean your child is unsuccessful in this area.	Developing means your child understands some things in an area of learning but still has other areas to work on. Like Emerging, it doesn't mean your child is unsuccessful in this area.	Proficient is the goal for your child. It's also the goal for all students. When your child is Proficient, it means they fully understand the required learning. But it doesn't mean their learning stops.	Extending is when students show a deeper understanding. It's when your child is able to apply their learning in new and different ways. Extending is not the goal for all students in every area of learning.

LETTER GRADES

Students in high school (10-12) receive percentage-based grades, on a scale from 0-100%. Percentages correspond to letter grades, as prescribed by ministry of education definitions, noted below:

A	86% to 100%
B	73% to 85 %
C+	67% to 72%
C	60% to 66%
C-	50% to 59%
F	0% to 49%

The Letter Grade “I”

- 1) An “I” (In Progress or Incomplete) may be assigned at any time during the school year and is not restricted to term and formal reports.
- 2) Where an “I” (In Progress or Incomplete) is assigned, the student and the parent of the student must be informed and have an opportunity to consult with the teacher on the plan of action specified in subsection (3) of the Provincial Letter Grades Order.
- 3) Where an “I” (In Progress or Incomplete) is assigned, teachers must be prepared to identify what the problem is and specify a plan of action that is intended to help students achieve the learning outcomes.
- 4) An “I” (In Progress or Incomplete) may be communicated in a variety of ways, including a written plan, verbally by telephone, or in a direct meeting involving teacher, parents and students.
- 5) Where an “I” (In Progress or Incomplete) is assigned, the “I” letter grade must be converted to another letter grade:
 - a) When letter grades are recorded on the Permanent Student Record card.
 - b) Before submission to the Ministry of Education for inclusion on that student’s transcript of grades.
 - c) Before a student’s records are transferred to another school, unless there is agreement between the principals of the two schools to defer the conversion of the “I” letter grade.

Core Competency Report Card

Some of your child’s report cards will include their self-reflection on the core competencies and their personal progress on them. Self-reflection is when your child thinks deeply about the skills they have developed and how they can continue to grow those skills.

There are three core competencies, which each have sub-competencies and facets.

Communication. The Communication competency encompasses the knowledge, skills, processes and dispositions we associate with interactions with others. Through their

communication, students acquire, develop and transform ideas and information, and make connections with others to share their ideas, express their individuality, further their learning, and get things done. The Communication competency is fundamental to finding satisfaction, purpose and joy.

The Communication core competency has two sub-competencies: Communicating and Collaborating. The Communicating sub-competency has three facets: Connecting and engaging with others; Focusing on intent and purpose; Acquiring and presenting information. The Collaborating sub-competency has three facets: Working collectively, Supporting group interactions, and Determining common purposes.

Thinking. The Thinking competency encompasses the knowledge, skills, and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into new understanding. Thinking competence requires specific thinking skills as well as habits of mind and metacognitive awareness. These are used to process information from a variety of sources, including thoughts and feelings that arise from the subconscious and unconscious mind and from embodied cognition to create new understandings.

The Thinking core competency has two sub-competencies: Creative Thinking and Critical and Reflective Thinking. The Creative Thinking sub-competency has three facets: Creating and innovating, Generating and incubating, and Evaluating and developing. The Critical and Reflective Thinking sub-competency has four facets: Analyzing and critiquing; Questioning and investigating; Designing and developing; and Reflecting and assessing.

Personal and Social. The Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and Social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

The Personal and Social core competency has three sub-competencies: Personal Awareness and Responsibility; Positive Personal and Cultural Identity; and Social Awareness and Responsibility. The Personal Awareness and Responsibility sub-competency has three facets: Self-advocating; Self-regulating; and Well-being. The Positive Personal and Cultural Identity has three facets: Understanding relationships and cultural contexts; Recognizing personal values and choices; Identifying personal strengths and abilities. The Social Awareness and Responsibility sub-competency has four facets: Building relationships; Contributing to community and caring for the environment; Resolving problems; Valuing diversity.

RECOGNITION AND AWARDS

PRINCIPAL'S LIST

Students may achieve the honour of making the Principal's List if all of their grades on their report card are at 86% or higher, and all of their work habits are G or higher.

HONOUR ROLL

Students may achieve the Honour Roll if all of their grades on their report card are at 73% or higher, and all of their work habits are at G or higher.

YEARLY AWARDS

1. **The Tammy Enns Memorial Scholarship** – may be (and usually is) given to a Grade 11 student who demonstrates Christian commitment, desirable citizenship traits and determination to succeed in face of difficulties and challenges. The account of the recipient of the award will be credited during the second semester of the second year of graduation studies.
2. **The Valedictorian** – of the graduating class will be the student who has achieved the highest percentage average in Grades 10-12. The valedictorian will be awarded a gold cord at graduation.
3. **The Salutatorian** – of the graduating class will be the student who has achieved the second-highest percentage average in Grades 10-12. The salutatorian will be awarded a silver cord at graduation.
4. **The Governor General's Bronze Medallion** – award is presented to the Grade 12 student who achieves the highest percentage average across all courses taken in Grades 11 and 12. It may not be awarded until all work, including final exams, have been graded and final marks have been issued. Courses completed after graduation, including in-progress courses from other institutions, do not need to be included in the calculation.
5. **The Mr. Big Memorial Scholarship** – is awarded to Grade 12 student who shows high academic promise and who plans to attend a Christian College or University after graduation. A cheque will be sent during second semester or quarter to the school where the student is enrolled.

FINANCIAL POLICIES

TUITION PAYMENT

Cariboo Adventist Academy relies on tuition charges to help meet expenses. The following policy indicates the school's relation to accounts.

1. Monthly tuition charges are due on the 5th of the month.
2. If an account is more than three months in arrears, the student(s) may be asked to leave the school until the account is paid.
3. A student will not be allowed to re-enter unless the previous year's account is paid in full.
4. Foreign Students are charged a flat rate for tuition which is payable at the beginning of the year. No discounts are given.

NOTE: We are pleased to announce that we will be able to issue tax-deductible receipts for tuition. Should the tuition be pre-paid, and a tax-deductible receipt be issued by the school for that period, the tuition cannot be refunded if the student withdraws from the school for any reason.

For further information regarding tuition rates, family discounts, and other financial matters, please refer to the current Financial Sheet you were given when registering.

FINANCIAL INFORMATION

2024-2025 School Year

The following are the tuition fees for the 2024-2025 school year per month.

Grade	1 st Child	2 nd Child	3 rd Child
Grades K-9	\$255.00	\$245.00	\$235.00
Grades 10-12	\$275.00	\$270.00	\$260.00

NOTE: No tuition will be charged beyond the 3rd child in the family.

OTHER FINANCIAL CONCERNS

1. Class parties or trips. Amount determined by the class. There may be fundraising.
2. Banquets. Attendance is not required. Tickets are sold at an announced price, determined by sponsoring class or group.
3. Extra-curricular groups such as band, choir, CASA sports teams. Amounts to be determined by the clubs. Fundraising may be provided.
4. Members of the Graduating Class. Dues are set by the class. Fundraising may be provided.
5. Ski-Day. Cost is usually about \$70.00. Cost will vary according to age and how much equipment is rented.

CONTACT INFORMATION

School Office	office@caa-bc.ca
Finance Office	finance@caa-bc.ca
Principal	principal@caawl.ca