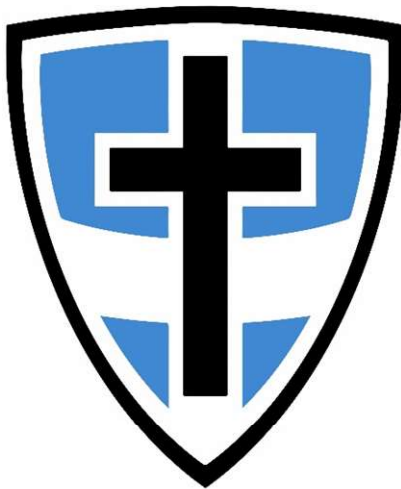


Cornerstone Christian Academy Student Handbook



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Cornerstone Christian Academy Student Handbook

“Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable - if anything is excellent or praiseworthy - think about such things. Whatever you have learned or received or heard from me, or seen in me - put into practice. And the God of peace will be with you.” Philippians 4: 8 – 9

Cornerstone Christian Academy (CCA) offers a program that integrates faith, life, and learning. It is our goal to fulfill the Greatest Commandments found in Matthew 22:37-39,

“Love the Lord your God with all your heart, with all your soul and with all your mind. Love your neighbour as yourself. This is the first and greatest commandment. And the second is like it: Love your neighbour as yourself.”

(New International Version)

CCA offers educational programming that utilizes the Alberta Education Curriculum, taught from a Christian perspective. CCA is affiliated with ACSI, the Association of Christian Schools International, and AISCA, the Association of Independent Schools and Colleges in Alberta. At CCA we recognize the importance of including faith in learning, and we respect, value, and honor the role and responsibility of students, parents, and community in this journey.

I. Cornerstone Christian Academy’s Mission Statement

“Believing. Learning. Acting. Growing. Created by God to be an influence in the world.”

Our school exists to equip students spiritually, academically, socially, and physically to be a positive Christian influence serving society through an educational program that integrates faith, life, and learning.

II. Beliefs

We believe that God desires that we confess Christ as Savior and Lord and live out our faith in a relationship with Jesus Christ in all we say and do. Please see Appendix One for the Cornerstone Christian Academy “Statement of Beliefs.”

At CCA,

- Our fundamental purpose is to promote each student’s learning, growth and understanding within a specifically Christ-centered context;
- Each student is precious and loved in the eyes of God, and each person’s true identity and worth is found in his/her relationship with God;
- Each student can learn and be successful. We value mistakes as steps in learning and developing our intellect;
- We will provide the greatest support to the student in greatest need; and
- Each person deserves to be loved as Christ commanded, and will be treated with dignity and respect in a safe, caring, and orderly learning environment.

Through our interactions we endeavor to promote the core values of empathy, self-control, integrity, family, and perseverance in our students.

Empathy

1 Peter 3:8

Empathy is experiencing the thoughts and feelings of others; basically, it’s being able to step into others’ shoes and see things from another person’s perspective. Our students are led to “be sympathetic, compassionate and humble,” which helps them to build meaningful relationships with one another.

Self-control

Philippians 4:8

Self-control is the ability to control one’s thoughts, word, and actions. Our students are encouraged to stop and think about possible outcomes before making a decision. By exercising self-control, they are set up to think, say and do “whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable.”

Integrity

Proverbs 4:25 – 27

Acting with integrity means doing the right thing, even if it’s difficult to do so. Integrity often requires courage. Our students are guided by the clear law and gospel message of Scripture in daily devotions and lessons “to be steadfast in all (their) ways.” Motivation from the love of Jesus and the example He sets drives acts of integrity.

Family

1 Corinthians 13:4 – 7

We see ourselves as a school family. Family creates a sense of belonging. Love of a Christian family “always protects, always trusts, always hopes, always perseveres.” Our collective sense of family contributes to a safe, welcoming learning environment in which students and teachers are treated with love and respect, and where everybody belongs.

Perseverance

1 Corinthians 10:31

Perseverance is the combination of passion and effort in order to accomplish long-term goals. It requires hard work, discipline, and care. Our students are encouraged, “Whatever you do, do it all for the glory of God.” By showing perseverance, our students learn from their mistakes and develop character, which gives glory to God.

III. Student Covenant

Students attending Cornerstone Christian Academy and the actions of those students are guided by the Cornerstone Christian Academy Student Covenant [please see Appendix Two].

The intent of the Covenant is to establish and reinforce the relationships that define our school. As the Covenant states, we desire to provide quality education that is consistent with Biblical principles and develops the character qualities of integrity, respect, obedience, self-discipline, Godly living, wisdom, responsibility, thankfulness, service, and a reliance on eternal values.

The Student Covenant and the Staff Covenant are the basis of all relationships and interactions among staff and students. Students and staff are called to conduct themselves in obedience to God's Word.

IV. Leadership

The Cornerstone Christian Academy Society Board is responsible for the governance and long range plans of CCA. The CCA Society Board is responsible to hire the principal, and ensure that an evaluation of personnel and programs is in place. The CCA Society Board will support the principal in areas of long term planning, and building & maintenance concerns. The CCA Society Board will develop policies and procedures which provide the framework for the operation of the School.

A majority of the CCA Society Board members come from the school parent community. Nominees will be submitted to the CCA Society Board; the Society will review the applications and decide if the applicants will serve on the Board.

The CCA Society Board is the top of the authority chain. If an issue cannot be solved at the most direct level (parent-staff, staff-staff, etc.), then the issue will be brought to the attention of the Principal. If the issue still cannot be resolved at the level of the Principal, it may be brought to the CCA Society Board for review.

The CCA Society Board will be leaders of all fundraising committees and will have multiple fundraising events throughout the school year. The Board will be responsible for planning, finding volunteers, and the implementation of each event. CCA Society Board members are encouraged to attend each event, when possible, to provide support to the School.

The principal of Cornerstone Christian Academy is responsible for the daily operation and management of CCA. The principal will ensure that all Alberta Education requirements are met. The principal is also responsible to implement the CCA Society Board's Vision and Purpose Document, Mission Statements, values, and upholds the integrity of the Biblical program. The principal will be accountable to the CCA Society Board. All teachers, support staff, custodians, and bus drivers are held accountable to the principal. The principal will be responsible for the hiring of all staff. The principal is invited to consult with the Society Board as needed.

V. School Culture

A. Positive Actions and Interactions

- Staff assist students in conflict resolution that encourages open communication, quick settlement, and the discretion of parties involved. We strive to achieve reconciliation and forgiveness. In understanding that we all make mistakes and realizing that we grow from accepting consequences, we learn to care for one another.
- Staff and students are called to model respectful behavior as per the Student and Staff Covenants.
- Each day begins with Staff Devotions. Staff members pray for students and their families, and seek ways to encourage, pray for, and support one another.
- Students assist in Chapel activities. Chapel brings students and staff together in music, prayer, study of God's Word, and discussion.
- Chapel worship may be led by school staff, guest presenters from the school's faith community, or by students.

B. Smooth Transitions Within and Between Schools

- Our newsletter, school calendar, and school website [www.cornerstonekingman.ca] keep our community members aware of events at the school.
- New families are welcomed into the school with activities including "Meet the Staff" and Parent/Teacher Conferences.
- Staff participate in transition meetings with parents for all students entering senior high and for students with specific learning needs.

C. A Healthy Sense of Belonging

- The CCA school staff and the Cornerstone Society work to support our parents and students as they participate in the daily life of the school.
- Parents are valued members of our community, and we welcome and encourage volunteer participation in class activities.
- Bonds among students are built through participation in activities such as Worship, theme days, sports teams, school clubs, camping trips, leadership activities, and elementary and secondary Spiritual Emphasis Weeks.
- All students are recognized and supported as being valued members of the Cornerstone family.
- Each student is greeted upon arrival to the school and upon entry into the classroom.
- Each day begins with classroom devotions.

VI. School Guidelines

A. Admissions

Cornerstone Christian Academy is rooted in evangelical Christianity, and our parents agree with the integration of Biblical principles into the education of their children. All families are welcome at Cornerstone Christian Academy; however, all families are expected to comply with the policies and regulations of the school, the Statement of Faith, and the Student Covenant. To ensure that harmony exists between what is taught at home and at school, parents will be required to attend an admissions meeting conducted by the principal. Students may be asked to attend the meeting.

Admission to Cornerstone Christian Academy is based on the following:

- The family's desire for Christian education
- The family's alignment with our mission and vision
- The ability of the school to meet the student's academic and social needs
- Available classroom space

GUIDELINES

1. Parents interested in registering their children at Cornerstone Christian Academy should make arrangements to visit our school and learn about the programming.
2. The Registration Package must be filled out completely and the following must be attached: the registration fee, a copy of the most current report card, any special needs assessments. If in kindergarten, a copy of the Birth Certificate must also be submitted. Entrance exams may be given at the discretion of the principal.
3. The principal will make arrangements to meet with the parents and possibly the student once the registration package is complete.
4. Parents will be informed of the acceptance or decline of their registration after the complete application has been reviewed and parents and students have had a meeting with the principal.
5. Students who will be five years old by February 28 may register in Kindergarten, and students who will be six years old by February 28 may be registered in Grade One.
6. Admitted families are on a probation period for three months. At the end of the three-month period, the principal and the staff will assess the progress of the student.
7. Priority in the admission of individual children will be given to families whose children are currently registered and to the children of staff members employed by the school.

8. The principal has the authority to determine the grade placement of each student registering or reregistering in the school. This will be determined by review of the report card, and if necessary, additional placement testing.

B. Society and School Fees

The CCA Society is responsible for all school finances, such as paying staff salaries, the maintenance of the school building and the school buses, the payment of utility costs and insurances, and the provision of all school supplies, including the school's Christian Education curriculum supplies. In order to meet these responsibilities, the Society charges an annual tuition fee.

Students participating in Band class, school teams, school activities, or attending field trips incur additional fees on a cost-recovery basis for the class or activity.

C. Communication with Home

CCA communicates with families in the following ways:

1. Phone and email - Phone and email are the primary methods of communication between the school and home. Parents and community members are encouraged to contact us with questions or concerns. Parents must make sure we have a current and active phone number and email address.
2. Newsletters/forms/information – Newsletters are shared electronically approximately every two weeks. At a parent's request, the newsletter can be sent home with a student in the family. Information specific to a certain grade or group will only be sent with students in that grade or group. Forms and information are generally posted to the website as well.

D. Contacting Students at School

While students are at school, staff are responsible for the well-being of students. It is understood that external events may happen that require students to be notified. If students need to be contacted, parents can contact the school at 780 672-7197 and messages will be delivered to students. Please refrain from calling or texting students while students are in class.

E. Medical Information

Parents are required to fill out medical information on the registration form when their child enrolls in the school and update it as changes occur. It is the responsibility of the parent to inform the school, in writing, of medical concerns that have the potential of affecting school activities. Students may have medications administered while attending the school if appropriate forms are completed by the child's physician and parents and provided to the school office. Students are not to provide or administer medications to other students. Medications such as Tylenol and Advil can be administered to students by staff if parents have provided e-mail or text consent.

In the case of serious illness or injury during a time that parents cannot be contacted, students will be transported directly to medical facilities, and if recommended by the medical staff, will be admitted to hospital.

F. Inclement Weather/School Closure

CCA may close in an event that makes it unsafe to be open as determined by the principal. In the event that weather makes it unsafe for buses to operate, such as extreme cold, Cornerstone Christian Academy will be closed, and an announcement via the “bus fan-out” will be made as early as possible. Buses will not operate when the combined temperature and wind chill is – 35 Celsius or colder, but the school will be open. The school will be closed when temperatures drop below -40 Celsius. Bus drivers are responsible for notifying their passengers by 7:00 AM if the bus is not running that day. Please remember that it is always the parent’s decision to send a student to school during inclement weather conditions.

G. Bell Schedule

Period	Time
Gathering	8:30 - 8:35
1	8:35 - 9:20
2	9:20 - 10:05
3	10:05 - 10:50
Break	10:50 - 11:05
4	11:05 - 11:50
5	11:50 - 12:35
Lunch	12:35 - 12:45
Noon break	12:45- 1:10
6	1:10 - 1:55
7	1:55- 2:40
Break	2:40 - 2:55
8	2:55 - 3:45
Dismissal	3:45
Minutes Instruction per day	370 minutes

H. Vehicles and Transportation

Students who drive vehicles to school are required to park in the west parking lot. Students must follow all local laws and are not permitted to drive ATVs to school. Special circumstances will be dealt with on a case - by - case basis. Once a student arrives at school, the student’s vehicle must remain parked until the student leaves for the day. Student drivers are not permitted to drive other students to and from school. Only student drivers with teacher permission have access to their vehicles during the day in the parking lot.

Parents are required to complete the “Transportation in Private Vehicles” form in order to transport other students to school events.

I. Closed Campus/Students Arriving & Leaving

Since CCA is considered a closed campus, students are not permitted to leave school grounds without permission. Students arriving late or leaving early are required to sign-in at the office. Students leaving early must be picked up by a parent or provide parental permission.

J. Hallway & Change Room Lockers

Lockers are assigned to students at the start of the school year. Students are asked to keep valuables at home for safekeeping as the school does not carry liability insurance for the loss of personal property. Students provide staff with combinations or an extra key so lockers can be entered if required (for example, if a student is absent and needs a binder). School administration has the legal right to inspect lockers and contents to maintain the integrity of the school environment; student permission or presence is not required. Students are expected to care for their lockers and keep them clean. The care of personal property is each student’s responsibility. In order to keep lockers secure, students should not share their locker combinations.

K. Textbooks, Resource Materials, and Library Books

Textbooks, resource materials, and library books are lent to students by Cornerstone Christian Academy. Damage or loss will be charged to the student to whom the property is lent.

L. Electronic Use Policy

Cornerstone Christian Academy provides staff and students access to the Internet. Students are expected to use this resource appropriately and respectfully. Students (and their parents/guardians) must complete an “Acceptable Use Agreement” form when they enroll at the school and before they are permitted to use the technology available in the school. Students are allowed to bring in their own devices, but usage of personally owned devices is governed by this policy.

1. Electronic Devices include, but are not limited to, laptops, cell phones, music devices, iPods, etc.
2. Using technology is a privilege, not a right. Technology may be used at the discretion of staff. Students are expected to put devices away if they are asked to do so.
3. All users are expected to abide by generally accepted rules of network etiquette:
 - Consider all interactions using technology (email, social media, texting, messaging, etc.) to be as if you were talking to the person face-to-face.
 - Be polite and use appropriate language
 - Do not use the network in such a way that you disrupt the use of the network by others.
 - Treat all communications and information accessible via the Internet as the private property of those who put it on the network. Do not vandalize or attempt to vandalize such communication or information.
 - Do not attempt to harm, modify or destroy data of another user.

- Do not attempt to harm, hurt or injure another person or their integrity and character.
 - Never allow others to use your password.
 - Do not engage in activities prohibited under any law.
4. The School may from time to time regulate access to material on the Internet. The School reserves the right to review any material or user accounts and to monitor file server space in order to determine whether the use of the network is appropriate. The School reserves the right to review any material, whether it is stored in the cloud or locally, that is tied to a Cornerstone account.
 5. Do not write on or deface in any way the computers, monitors, hard-drives, mouse pads, or any other computer peripheral device. Keyboards or mice are not to be unplugged.

Violation of any of these rules may lead to suspension of computer privileges.

The school is not responsible for the loss, damage or theft of personal devices brought to school.

Use is the responsibility of the user. Consequences will be given if electronic device use is inappropriate.

Appropriate times for using personal devices include prior to school, breaks, lunch, and after school. However, usage must be appropriate, and students may be asked to put devices away if devices become an issue at these designated times.

If students require any of the devices above as an educational accommodation, IPP's must be written by teachers identifying these needs.

Consequences for offenses:

- First offense: The cellular device (electronic device) will be removed from the student and placed on the teacher's desk for the duration of the period.
- Second offense: The electronic device is given to the principal by the staff member and will be returned to the student at the end of the school day. The staff member will notify the guardian of the offense.
- Third offense: The electronic device is given to the principal by the staff member and the parents will be notified by principal of the offense, and will be asked to pick up their child's device. A student's access to internet at the school may be revoked.

M. Homework

Homework supplements instructional time in the classroom to enhance knowledge and learning in order for each student to achieve the key learning outcomes established by Alberta Education. Homework is intended to complete tasks started but not finished in class: it is not intended as the introduction of new material. All students are encouraged to read at home on a regular basis.

If a student struggles to keep up or for a variety of reasons seems to be taking more time than normal to complete work, parents are requested to contact their son/daughter's teacher to discuss the matter.

Teachers will maintain regular contact with parents so parents are aware of class activities and expectations. Teachers initially provide information to parents regarding their homework practices and e-Teacher options (such as teacher websites, Google Docs, and email distributions) on course outlines or by letters sent home. Parents are encouraged to contact their son/daughter's teacher to further support their child's development in a particular course. Using an agenda is encouraged to develop accountability and organization.

N. Student Code of Conduct

This Code of Conduct is written in the context of the *Alberta Human Rights Act* and Alberta's *Education Act*. As legislatively mandated by section 33(3)(d)(i) of the *Education Act*, as amended from time to time, the Code of Conduct herein set out has the following purpose: to ensure that students at Cornerstone Christian Academy feel welcome, cared for, respected and safe at school that develops the character qualities of integrity, respect, obedience, self-discipline, Godly living, wisdom, responsibility, thankfulness, service and a reliance on eternal values.

In order to ensure that students conduct themselves in an appropriate manner at all times, the students attending the School shall be subject to this Code of Conduct.

Code of Conduct

Students shall conduct themselves so as to reasonably comply with the following Code of Conduct:

- i. be diligent in pursuing their studies;
- ii. attend school regularly and punctually;
- iii. co-operate fully with everyone authorized by the board to provide education programs and other services;
- iv. comply with school rules;
- v. be accountable to their teachers for their conduct;
- vi. respect the rights of others;
- vii. ensure that they contribute positively to the environment and culture of the School;
- viii. refrain from, report and not tolerate bullying or bullying behaviour directed to others in the school, whether or not it occurs within the school building, during the school day, or by electronic means.

a) Activities that may constitute a violation of this Code of Conduct include, but are not limited to, bullying whether in person during the school day or by electronic means; physical harm or assault upon others; harassment; hazing; gang activities; weapons in school; drug, vape, tobacco, and alcohol use; and improper conduct on busses or on field trips.

b) 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.

In the assessment of the potential consequences of unacceptable behaviour, the School shall also consider a student's age, maturity, individual circumstances, and frequency of the

misconduct. In addition, the specific circumstances of the situation and of the student must be taken into account when determining appropriate responses to unacceptable behaviour.

When a student engages in unacceptable behaviour, consequences may include, but are not limited to:

- i. temporary assignment of a student to an alternate supervised area within the school; temporary assignment of a student to an alternate learning location;
- ii. short term removal of privileges including removal from school-related extra- curricular activities and/or groups;
- iii. interventions such as positive behaviour supports, contracts, counselling, restorative practices;
- iv. replacement or retribution for loss of or damage to property; in-school or out-of- school suspension; and/or a recommendation for expulsion.

The School must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.

This Code of Conduct shall be made publicly available on the School website and shall be provided to all staff, students, and parents.

This Code of Conduct shall be reviewed each school year.

O. Discipline Policy

Our goal is to emphasize interactions and habits that contribute positively to the school environment, and to present consistent expectations of student behaviors. Staff will remind students of desired behaviors before students are disciplined for infractions. In situations where a student's choices have disrupted the environment, students will be given the opportunity to "make things right." Students may be asked to complete a "Reflections Sheet" to indicate their understanding of how to behave in similar circumstances in the future, with a copy being sent home for parents to sign, or a teacher may require the student to write a note of apology for behaviors, with a copy being sent home for parents to sign.

Staff are to complete and submit a "Student Misconduct Form" or anecdotal description of an incident to inform the principal of student misbehavior. The principal will retain these records as the basis for interactions with the student and parents.

Staff will be explicit in their descriptions of how students are to behave, and will diligently model desired behaviors and responses. At the same time as upholding expected behaviors, staff are called to embody grace in our interactions with students.

Student misbehaviors are classified as "Minor Offenses" or "Major Offenses."

Minor Offenses include such actions as talking out of turn, non-completion of an assignment, losing or damaging an item, disrespectful actions, disturbing other students, and skipping or being late for class. Consequences of minor offenses [at staff's discretion] include a "Reflection Assignment" and/or verbal reprimand, detention, restitution of lost or damaged property, service

to the school community [cleaning an area or completing an assigned task], or a note/email/phone call to parents.

Major Offenses include such actions as repeatedly committing minor offenses, physical or emotional abuse, violence, assault, and threats to student/staff safety (including possession of weapons); possession and/or use of prohibited drugs, including vapes and tobacco products, and/or alcohol; open defiance and/or opposition to authority; filming or recording of students or staff without their express consent; harassment of other students; theft; vandalism; bullying; and “conduct injurious to the moral tone of the school.” Consequences of major offenses include possibility of probation, suspension, expulsion, and involvement of civil authorities such as police when appropriate.

Due to the impact of suspensions and expulsions on student attendance and performance, suspensions and expulsions are considered as consequences only when the misbehavior has been of a serious nature, or when other means to remediate behaviors have not been successful.

The primary role of the teaching staff is to instruct and support the academic growth of the students. Teachers will notify the principal as trends of misbehavior develop, and the principal will assume responsibility for administering consequences.

P. Playground Use

The playground is an important area of our school facility, and we strive to ensure the safety and well-being of students using the playground at all times. We recognize that physical activity and outdoor play is an important element of a child’s development.

Students are expected to use playground structures as intended and return equipment to its proper place when finished.

Please report concerns immediately to the playground supervisor.

Students are expected to remain in designated areas while on the playground.

Secondary students who wish to use the playground may do so with supervisor’s consent and agree to abide by playground use expectations.

Q. Gymnasium Use

The gymnasium is an important area of our school facility, and we strive to ensure the safety and well-being of students and adults in the gym at all times.

Students are required to use appropriate clothing and footwear in the gymnasium

Adult supervision is needed for students to be in the gym, the gym storage room, and the Phys Ed office.

Food and drink are not allowed in the gym.

Students are expected to use the sports equipment as intended and return equipment to its proper place when finished.

R. Bus Behavior

Because the safety of all students is of paramount concern to our drivers, students are required to

1. Respect the driver and follow all directions of the driver;
2. Sit in their assigned seats, and to stay in their seats while the bus is in motion;
3. Refrain from throwing any items inside the bus or from the bus windows;
4. Keep bags and packs out of bus aisles;
5. Put all wrappers, papers, peels and garbage in students' own lunch kits; and
6. Refrain from bringing items such as toboggans, skateboards and large musical instruments on the bus. Skates must be kept in backpacks.

Bus students are reminded to have clothing that would provide protection from snow, cold and wind if the bus should become immobilized. The driver has the right to refuse transport of children not dressed for the weather.

Bus students are expected to abide by the same expectations held of students while in school. The driver has the responsibility to enforce behavior on the bus. Administration retains the right to suspend students from using the bus. Students whose behavior does not improve forfeit the privilege of riding the bus with no fee rebate.

S. Appropriate Dress

Students are asked to dress and behave in a manner respectful of the religious and academic purposes of the school. Staff at their discretion will ask students to change clothing if the student's dress or appearance is not appropriate.

1. Students are expected to dress modestly for school and school - sponsored activities.
2. Slogans and graphics must be in good taste.
3. P.E. clothing should be loose and comfortable for movement.
4. Students will use one pair of shoes for use outside of the school building, and one non-marking pair for use in the school building and gymnasium. Footwear is needed at all times.
5. Modest piercings conducive to safety and participation in activities are permitted.

Parents will be notified about clothing concerns.

VII. Learning Environment

A. Responsibilities

Staff are responsible for the well-being and learning opportunities of students, and at all times should work to build an appreciation of the process of learning. Staff use the CCA "Vision and Purpose" document and Alberta Education Program of Studies to encourage their students'

spiritual, academic, personal, social, moral, and physical development in support of the CCA mission “Believing. Learning. Acting. Growing. Created by God to be an influence in the world.”

Students are responsible for their learning. Students’ words and their deeds need to be respectful of the process of learning. Engagement and appropriate participation are required. This includes being present, being on-time, being prepared, being involved, being respectful, and being reflective. Students are expected to bring appropriate materials for class including calculators for Math [not cell phones] and gym clothes for Physical Education classes.

Parents are responsible for being involved in the learning and school life of their child(ren) through prayer, conversation, and actions. Communicating with the school and with their student(s) regarding celebrations and struggles is essential to encourage learning.

B. Special Programming and Grade Promotion

When circumstances warrant, administration, teachers, and parents will work together to develop a modified program for students.

Students in Grades One through Six need a need a score of “Achieving” in Bible, Numeracy/Mathematics and Literacy/Language Arts courses to be promoted into the next grade.

Students in Grades Seven and Eight need a mark of 50% in each core subject [Bible, Mathematics, Language Arts, Science, and Social Studies] to be promoted to the next grade. Final marks in Grade Nine courses determine which courses can be taken in Grade Ten, as per CCA’s “High School Orientation” guide.

A mark of 50% is needed to pass a Senior High course and earn credits for that course.

C. Assessment

Assessment is the process of collecting and interpreting information that can be used to inform students and parents about the progress being made towards attaining goals. Assessment is ongoing and focuses on both the process and product of learning. It may include formal and informal strategies such as conversations, observations, various products turned in for evaluation (assignments, projects, quizzes, tests, etc.), peer evaluations, and self-reflections of learning.

At the beginning of a course, secondary students will be provided with a course outline that clearly defines the evaluation standards for the course and provides them with a description of the learning outcomes being covered throughout the course.

Students from Grades Seven through Twelve receive report card grades in percentages.

Parents are encouraged to ask their child’s teacher how grades are determined.

Elementary students are assessed using the five levels of “Excelling”, “Proficient”, “Achieving”, “Developing”, and “Not Meeting”. A description of each level is below:

Academic Achievement of Provincial Expectations	Grades 1 to 6 Achievement
Very good to excellent understanding and application of concepts and skills	Exemplary
Good understanding and application of concepts and skills	Proficient
Basic understanding and application of concepts and skills	Achieving
Limited understanding and application of concepts and skills; see also teacher comments.	Developing
Does not yet demonstrate the required understanding and application of concepts and skills; see also teacher comments	Not Meeting

All student report cards assess learning behavior for that report period. The learning behavior categories and their descriptions are:

Learning Behaviours	
Scale	C: Consistently – almost all or all of the time S: Sometimes – less than half of the time U: Usually – More than half of the time R: Rarely – Almost never or never
Participation	The student participates actively in his/her learning, by contributing to class discussions/activities reflecting on his/her learning, using and providing feedback for improvement.
Work Ethic	The student is self-directed, takes responsibility for his/her own behaviour, manages time to complete work; takes care of and organizes material effectively.
Social Responsibility	The student displays social skills that contribute to making the learning environment and interactions positive, caring and safe.

D. Student Needs

We believe all students can be successful and the staff at CCA work together with students and their families to ensure that the needs of the student are met in order to be successful. Teachers are responsible for working with students to identify and satisfy needs. Parents are encouraged to contact the teacher with concerns or information that will help staff to meet the student's needs.

E. High School Academic Notes

Students should be registered in sufficient courses each year in order to graduate within three years.

- Grade 10 and Grade 11 students are expected to take 40 credits per year.
- It is recommended that Grade 12 students take 30 credits.

Work Experience and Registered Apprenticeship Programs are courses that can be included in creating full timetables. Green Certificate Courses are considered supplementary courses and are taken beyond the full timetable.

Students wishing to drop a course must complete a "Course Add/Course Drop Form" with consent of teachers, parents, and administration. Course changes should be completed by the end of the second full week in September [Semester One] or the end of the second full week of classes in February [Semester Two].

The Principal may waive these requirements if it is deemed in the best interest of the student's educational program.

F. Prerequisite Marks

Prerequisite marks are required prior to enrolling in the following courses:

ELA 10 – 1	– must achieve 60 % or more in ELA 9
Math 10-C	– must achieve 60% or more in Math 9
Science 10	– must achieve 60% or more Science 9
Social 10 – 1	– must achieve 60% or more in Social 9

Under extenuating circumstances, prerequisites for individual students may be reviewed by the Principal.

Students earning a grade between 40% and 50% in a "-1" level course may, with the approval of the Principal, advance to the "-2" or "-3" level course where available. If credit is earned in the higher-level course, credit will also be given for any prerequisite courses. The awarding of retroactive credits for prerequisite courses does not apply to Science 10.

Students, parents or guardians who wish to appeal school marks should indicate in writing the basis of the appeal within one week of the release of the student's mark.

Students must check with the institution that they plan to attend regarding high school requirements. Information of this nature can be obtained from the administration.

G. Diploma and Certificate of Achievement Requirements

High school students (and their parents) who plan to receive an Alberta Diploma or an Alberta Certificate of Achievement should be in contact with the principal regarding courses and programming.

Graduation is an honour and a celebration for students who have successfully met graduation requirements.

Students graduating from CCA must

1. Demonstrate conduct consistent with the standards of Cornerstone Christian Academy;
2. Obtain a minimum of 50% in school-awarded marks of courses required for graduation credits; and be passing all required courses by the April report card of the current school year;
3. Have 5 credits in Bible for every high school year spent at CCA;
4. Earn a minimum of 15 credits in the Grade 12 year; and
5. Meet Alberta Education requirements for a High School Diploma or Certificate of Achievement.

An academic and conduct review is made by staff and administration at the end of the first semester and on a continuing basis during the second semester. Students who may not be eligible to graduate will be counseled accordingly.

If a class has a Valedictorian, the Valedictorian will be selected by the school administration based on academic standing as per Rutherford Scholarship guidelines, leadership in the school and community, and on Christian character. Valedictorian candidates are required to achieve an honours standing in the first semester and the third report period of their Grade Twelve year.

H. Marks and Exams

Elementary students do not write final exams in their courses.

Final exams for Secondary students are mandatory and constitute 20% of the course grade in core courses [Language Arts, Math, Science, Social Studies]. Term assessments comprise the remaining 80% of the course grade. Complementary courses do not require a final exam. In these courses the course grade is comprised of term assessments

In Diploma Exam courses, classroom-based culminating assessments constitute a maximum of 20% of the school-awarded mark. A teacher-prepared course final exam is not required in a Diploma course.

Students are required to spend a minimum of one hour writing a final exam. Following completion of their exams, students will remain in an assigned, supervised study room. High school students will be allowed to leave the school after exams are completed.

High School final exams are scheduled in January and June. Diploma exams are scheduled by Alberta Education and rescheduling is not permitted for any reasons other than a school or family emergency. Requests to reschedule exams of any nature MUST be made through principal and not teachers or office staff.

Diploma exams normally occur regardless of weather. Students are expected to make every reasonable effort to reach the school on these occasions. The school will be open for Diploma exams whether or not the buses are running.

I. Exam Rewrites and Missing Assignments Policy

If a student misses a deadline for an assessment due to extenuating circumstances, the student needs to make arrangements with the teacher to complete the assessment. The student will be held accountable for the revised due date. Strategies employed to support the student's completion of assignments could include:

- Working on the assignment at lunch,
- Contact with parents by phone, note or email, if a trend of non-completed assignments develops; and
- Suspension of curricular and extracurricular activities until missing tasks have been finished.

If the assignment is not submitted by the revised date, teachers will provide the principal with a record of interventions used. The principal will support the instructor and the student in completing the assignment.

A mark of zero will be assigned when these procedures are not successful in getting the student to submit the assignment for grading when due.

Assignments not submitted by the “Cut Off” date for each Report Period will receive scores of 0%. Assignments will not carry over from one reporting period into another reporting period.

Staff are encouraged to return assignments to students within a week of the due date. Students benefit from the prompt assignment feedback.

At the instructor’s discretion, students may improve an exam or summative assignment score. The instructor may require students to participate in a study session, provide study notes, or complete appropriate formative assignments before an alternate exam or assignment is completed and scored.

J. Attendance

Regular attendance is essential for success in learning. As such, students are expected to:

1. Attend scheduled classes;
2. Be punctual;
3. Complete and hand in the work assigned during their absence; and
4. Sign in and out at the office.

Students absent from school due to illness should not expect to participate with an athletic team in a game or practice that day.

Parents are asked to notify the school office (in advance if possible) of any student absences.

Students are expected to be in class on time. If a student is late, the student must sign in at the school office before going to class.

“Excused absences” include illness, medical appointments, and family emergencies, and require notification directly from a parent. Without notification, absences are recorded as “unexcused absences.”

Students who miss class have the responsibility of writing exams or submitting assignments on the first day of the student’s return to school unless alternate arrangements have been made. Since students are responsible for any learning they missed during their absence, students are expected to take the initiative to request and complete assignments or assessments given during their absence.

K. Spares

Students in Grades 10 and 11 typically do not have scheduled spares in their timetable. Students who have scheduled spares are expected to work in a supervised classroom, and are

not to disrupt other students. Students who have spares at the end of the day can leave the school grounds in their own vehicles.

L. Field Trips

Field trips are taken periodically. A permission form is sent home with the student and must be signed and returned to the teacher. Typically a fee is assessed for admission and a portion of the transportation. Parents may be asked to help with supervision or as chaperons. Expectations of appropriate school behavior apply to all field trips.

M. Awards

Elementary students are given awards in recognition of positive character traits and “Personal Best.” Each student will be recognized with a character award over the course of the year in Chapel or in the classroom. Personal Best awards will be presented at the year-end all-school Celebration Chapel.

Secondary students will be given recognition for participation, Godly leadership, sportsmanship, and academics. Recognition will include:

- Award for participation in Shakespeare;
- Most sportsmanlike player from each school team, as decided by coaches;
- “Athlete of the Year Award”
- Secondary Physical Education Award
- Excelling Band award;
- Excelling Art award;
- Honors Award for each student who achieves an average of 80% or higher in the core subjects of Bible, ELA, Math, Science and Social;
- Academic Achievement award to the highest Honour Award average per Secondary Grade;

These awards are presented at the final all-school Celebration Chapel at the end of the school year.

VIII. Extra-Curricular Activities

The provision of extra-curricular sports depends on student interest and availability of coaches. Sports activity fees will be charged to recover activity expenses.

Cornerstone Christian Academy Statement of Belief

1. That the Bible, consisting of the Old and New Testaments, is the inspired and inerrant Word of God and is the final authority for Christian faith and life.
2. That there is but one true and living God who exists in the past, the present, and forever throughout eternity in the Trinity of the Father, the Son and the Holy Spirit.
3. That God is the creator, sustainer and governor of all creation.
4. That Jesus Christ, the only begotten eternal Son of God, is given to people as the only salvation. He was conceived by the Holy Spirit and born of the Virgin Mary. In Him perfect humanity and deity is found in one person. He is the mediator between God and people. He was crucified on the cross for the sins of all people and His blood was shed to fulfil the requirements of God's righteousness. He rose again bodily from the dead, and ascended to Heaven. In the last day, Christ will return personally to earth as He has promised, to judge the living and the dead. There will be a bodily resurrection of the dead, with the believers inheriting eternal life and blessedness, and the non-believers eternal punishment and condemnation.
5. That the Holy Spirit convicts men, women and children of their sins, leads them into salvation in Christ, and as their counselor, He continues to transform their lives by comforting, helping, teaching, enlightening, and equipping them with gifts.
6. That people were created in the image of God. Since the first man Adam sinned against God, all people have come short of the glory of God, have lived in sin, and cannot, by their own effort, attain righteousness in the presence of God. We are all in need of God's grace. Salvation of people depends solely on the finished work of Christ who once and for all, poured out His blood on the cross as a vicarious atonement for the sins of all people. Those who confess and repent of their sins and receive Jesus Christ as Lord and Savior shall be saved.
7. That education should include instruction about the statements of faith listed above.

Cornerstone Christian Academy Student Covenant

According to the Bible, parents are responsible for the training of their children (Deut. 6: 1 -7. Prov. 22:6; Eph. 6: 1-4). Cornerstone Christian Academy serves as partners in providing an excellent education consistent with biblical truth. Harmony between home and school provides the best environment for godly training to take place. We seek to nurture development of the following essential character traits in the lives of our students.

INTEGRITY: Maintaining a lifestyle that is above reproach.
A person should be honest, moral and trustworthy in all dealings (Titus 1:8; Job 27:5; Prov. 11:3; 1 Kings 9:4; Ps. 15).

RESPECT: An attitude that highly esteems those in properly placed authority.
Parents, teachers, employers, governmental authority and church leaders have been placed in our lives by God. God gave a biblical command to honour them for our own good. (Rom. 13:1-7; Heb. 13:7; 1 Peter 2:13-21; 1 Thess. 5:12-13).

OBEDIENCE: The outworking of the attitude of respect.
We are to obey God and all those He has placed over us in our lives. When we obey we show love and respect for God and the authorities He has ordained. Our lives then will be long and fruitful as He has promised (John 14:21; Eph. 6:1-4; Rom. 13: 1-7; Prov. 6:23).

SELF-DISCIPLINE: The ability to control one's thoughts and actions.
The goal is to have a life under control --- self-disciplined by the Spirit of God (Gal. 5:22-26; Job 5:1 7, Prov. 16:53, 25:28; 1 Tim. 4:7&8).

GODLY LIVING: A lifestyle that exhibits the fruit of the Spirit and flees from the acts of our sinful nature.
Our standards are found in God's Word and our desire must be one with God and His holiness (Gal. 5:16-26; 2 Tim. 2:22; 1 Peter 1:13-16, 2:9-10; 1 Cor. 6:12-20; Prov. 23:29-35; Phil. 4:4; Rom. 8:6-8).

WISDOM: Understanding what is true from God's perspective, and doing what is right.
Wisdom comes from God and our respect for Him. It is developed in our lives by our proper response to correction. If we do not respond to correction with a teachable spirit, the Bible calls us fools and unable to attain wisdom (Prov. 1:7, 20-33; Prov. 2:1-22; Prov. 4:7).

RESPONSIBILITY: Being dependable and accountable in all relationships and tasks.
We are accountable to each other to love, encourage confront comfort and forgive. Furthermore, initiative, intellectual integrity and excellence should be the marks of all tasks we attempt (1 Cor. 13; Matt. 18:15-17; Gal. 1-5; Eph. 5:29-32; Eccl. 9:10).

THANKFULNESS: Developing an attitude of gratefulness.

We are thankful for everything God brings into our lives. Knowing that God's dealings in our lives are intended for our "good" we will help create an attitude of gratefulness for the things others do for us (Phil 4: 6,7; I Thess. 5:1-8, Col. 2:7; Eph. 5:20).

SERVICE: A spirit of humility in focusing on the needs of others.

Christ is our example of living a life that is not self-centered but rather seeking ways to serve not rule (Eph. 5:2-11; Phil. 2:3-11; James 4:6,10).

ETERNAL VALUES: A focus that is upward.

The key is to live each day with the realization that only what is done for eternity counts (James 4: 14; Matt. 6:33. Matt. 6:19-21).

Appendix Three: Roles and Responsibilities

Who do you call when you have a question about the bus schedule? Who do you contact when you are wondering about a particular class? When should you be speaking with a teacher, the principal, or a Society Board member? Our roles often overlap, but hopefully this explanation might clarify who you should contact.

Teachers: Contact your student's teacher regarding assignments, classroom activities [such as a field trip or class party], classroom expectations, or about a situation that has happened in that teacher's class. Your first step is to speak with the teacher when you have a specific concern about classroom management, course content, or the manner in which material is presented. Your child's teacher is the primary caregiver for your child at school, so we encourage regular face-to-face contact with you and your child's teacher. If you have made this direct contact with the teacher and feel the situation has not been resolved, your next step is to speak with the principal.

Principal: Speak with your principal if you have already been in conversation with a teacher and you feel that additional support is needed. The principal is responsible for affairs such as education programming, timetables, school-based policies and procedures, and anything that affects the welfare of the school community as a whole. My role as principal is to support students, parents and teachers. What you say matters, and I want to hear your concerns so we can help resolve challenges that present themselves. I may act as a liaison between parents, students, and outside agencies that may be of assistance.

Society Board members: Contact a member of the CCA Society Board when you have a concern relating to the governance of the school.

The Society's role of managing Cornerstone Christian Academy differs from the administration's role of "running" the school's day-to-day activities. Administration is responsible for the delivery of the school's education program and school events, including behaviours in the classroom and on the playground. When Society Board members are contacted regarding "school issues", please understand that the Society Board member will refer you to speak with either the classroom teacher involved or the principal.

Please contact the school or one of the current Board members if you are interested in serving on the CCA Society Board.

Still not sure who to contact? Please phone us at school [780 672 – 7197] or email me at awelde@cornerstonekingman.ca and you will be directed to the appropriate person. One of the features of the CCA community that we most enjoy is the co-operative relationship among school staff, CCA Society, and our parents.

Alan Welde
Principal
Cornerstone Christian Academy