

Kunimoto
Alberta
International
School



2022-2023

**Policy and Information
Document**

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A. INFORMATION- Who we are and what we believe

i. KAIS PHILOSOPHY

KAIS students will receive the benefits of both the Japanese national curriculum as well as Alberta's excellent education system. There is a focus on creating and sustaining an education built on the ideas of appropriate scaffolding, an emphasis on English language literacy and numeracy as a foundation for all learning, the development of fair and consistent assessment practices, the integration of technology and the use of certified teachers in the development of curriculum at all levels ensures that Alberta has one of the best education systems in the world. In our double diploma program, students learn English as a means of communication and expression. It is a dual language program. We follow a scaffolded approach with grade 7 students taking English Language Arts classes and the rest of their instruction being in Japanese. In grade 8 students are exposed to social studies, science, and math in English as well as their full English Language Arts class. In grade 9 students have all their core classes in English with physical education and option classes also led by qualified Alberta teachers. The goal is for our students to slowly build English proficiency to a level that prepares them to take the full Alberta program of Studies. These classes will further support students in learning the important skills of critical and creative thinking, social literacy, numeracy, and finally physical literacy. The goal of this program is for students to foster teamwork and collaboration, enhance self-esteem and problem-solving skills, and to deepen their understanding of living in a connected and globalized world. Our goal is to have them all graduate with both a Japanese certificate and an Alberta diploma. (Pathway to Graduation is found in appendices pg 17). Our small class sizes allow us to develop individualized program plans for all students based on their strengths and goals.

Vision

Kunimoto Albert International School (KAIS) is a place where everyone:

- embraces lifelong learning
- demonstrates respect, courtesy and honesty
- is provided with a quality education
- takes responsibility for their learning
- works collaboratively to create a safe effective learning environment
- strives to be responsible global citizens.
- values innovation and inquiry
- approaches fluency both BICS and CALP

We expect students to grow as individuals in three specific areas:

- Develop an appreciation for and understanding of lifelong learning.
- Recognize our society's expectations of behavior and incorporate this behavior into their daily habits.
- Intentional work toward on fluency in their second language

Values

At KAIS we believe that:

- all decisions are based upon implications for learning
- mutual respect creates a safe environment; we encourage risk taking in their learning
- all students can achieve academic success
- staff collaboration (Japanese and English) maximizes student potential
- every student can develop leadership qualities and characteristics
- enthusiasm, dedication, and commitment lead to success
- all students should be responsible contributing members of our community
- an immersive experience with English

ii. CHARACTERISTICS OF EFFECTIVE SCHOOLS

The following factors have been identified by educational researchers as having the greatest influence on school effectiveness.

School Climate. In the effective school, there is an orderly, purposeful businesslike atmosphere, which is free from threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

Climate of High Expectations For Success. In the effective school, there is a climate of high expectation in which the staff believes and demonstrates that all students can attain mastery of the essential school skills, and they believe that they have the capability to help all students attain mastery.

Instructional Leadership. In the effective school, the principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

Instructional Focus. In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential skills. This requires staff to create activities where students are actively engaged in their own learning through a large variety of instructional methodologies and learning activities.

Frequent Monitoring of Student Progress. In the effective school, student academic progress is measured frequently. A variety of assessment procedures are used. The results of the assessments are used to improve individual student performances and also to improve the instructional program.

At the center of our school are you, the students - you are the reason for the existence of our school.

iii. EDUCATION DEVELOPMENT PLAN (three year plan)

Our school goals are established in the spring of the previous year to assist us with [Education Development Plan](#). Administration, staff, students and parents work together to establish goals for this living document.

Please Note: 2022-2023 is year one of a three-year cycle.

In addition, individual goals are set for ourselves. All staff members are required to develop an Individual Professional Growth Plan which must be shared with the appropriate school administrator.

The Ed plan can be found on the website.

SCHOOL EXPECTATIONS OF STAFF

A. Roles And Responsibilities

i. All staff Roles

In accordance with the Alberta Human Rights Act, at KAIS everyone is accepted and experiences a sense of belonging. Every person, no matter their ability, disability, language, cultural background, religion, sexual orientation and gender identity, has meaningful contributions to make. The school supports the endeavours of staff, students, parents and the community to promote positive student behaviour and conduct throughout our community of schools.

With these goals in mind, and in full consideration of grounds of discrimination set out in the Alberta Human Rights Act, every person shall:

- Demonstrate honesty and integrity
- Respect differences in people, their ideas and their opinions
- Acknowledge the right of everyone to be treated with dignity, at all times
- Take appropriate measures to help those in need
- Use non-violent means to resolve conflict
- Honour the role(s) of persons in positions of authority
- Show care and regard for school property and the property of others
- Comply with all applicable federal, provincial and municipal laws
- Refrain from, report and refuse to tolerate bullying or bullying behaviour, even if it happens outside of the school or school hours or electronically.

At KAIS, we are all models for the kinds of citizens we desire to be. We teach and learn by example, maintain proper decorum and demonstrate professionalism in all of our interactions. We take an active role in the maintenance of a positive school climate.

ii. Alberta Program Administrator Role

The program administrator plays an integral role in the operation of KAIS and the coordination between KAIS and Alberta Ed. They provide leadership for their team and assist the administration and staff in meeting the school's goals and responsibilities with respect to accreditation.

Responsibilities

Implementing New Curriculum and Change: The administrator serves as a leader and change agent in implementing new curriculum and innovative teaching strategies. They are to act as leaders and key communicators within the school. Creative and innovative approaches should be reviewed and monitored. Student success and achievement should consistently be promoted.

Mentoring Staff: The administrator serves as positive, proactive models for teachers. They are responsible for ensuring that appropriate mentoring is in place for new teachers and teachers experiencing new courses. They are leaders in planning professional development activities for their departments who strive to keep the department well informed about new curriculum developments.

Monitoring Instruction: The administrator assist the leadership team in monitoring instruction by ensuring that

- appropriate content is taught in the department in accordance with the Program of Studies;
- appropriate emphasis is placed on various aspects of the curriculum;
- appropriate instructional models are used to meet varying student needs and learning styles;
- program plans and evaluation strategies are being used (authentic, common and fair assessment practices);
- common course outlines, timelines, and evaluations are being developed and used;
- best practices are being shared;
- mentorship in and out of the classroom is taking place and team teaching is used where appropriate.

Coordination with Alberta Ed: With reference to the Alberta Accreditation Handbook, the administrator will be responsible for

- updating PASI
- uploading important document onto PEDS
- communicating regularly with Alberta Accreditation Branch at Alberta Ed
- create/maintaining/reviewing important documents such as the Three-Year Plan and the Staff Handbook
- administering the achievement exams (filling in documents prior, ensuring tech is sufficient, administering PAT or Dip Exam)
- administering assurance surveys (or other surveys) and compiling data for discussion and to inform decision making
- participating in school recruitment activities and community outreach events
- creating and maintaining student records

In collaboration with other KAIS teachers, the administrator will

- create entrance exams at Junior High and High School Level

iii. Classroom Teacher Roles and Responsibilities

a. Be Professional -Professional responsibility is that of each staff member.

Teachers are required to abide by the [Alberta Teachers' Association's Code of Conduct](#). Supervision and Evaluation of Teaching Staff is done in accordance with the [Teaching Quality Standards for the province of Alberta](#).

Guidelines:

Be Punctual - for school, classes, and all assigned duties and required meetings.

Be Accessible and Available - to your students and colleagues before and after school. For some students this is the only time outside of class that they can talk with you and discuss any problems.

Plan –Year, unit and lesson plans should reflect the program of studies.

Dress - as a professional. Staff serve as important role models and are requested to dress in appropriate, casual professional clothing which is not revealing and does not have logos which support inappropriate subject matter. There will be times when formal attire is warranted. Clean, dry footwear should be worn at all times. Please remove wet, dirty footwear.

Participate – Engaging with students outside the classroom helps to build relationships and rapport which supports management within the classroom. All members of staff are encouraged to become involved in their school's extra-curricular program. This may include club participation, event attendance or even participation in the additional cultural activities put on by the school

Meet Deadlines - Remember that the people setting your deadlines likely have deadlines of their own to meet. Check your email regularly and create a calendar of work due dates.

Listen and Implement - suggestions of administrators. Take the time to discuss your concerns with them, and **ALWAYS** follow channels of communication.

i. Professional Growth Plans

All staff members are required to complete an annual Professional Growth Plan. The growth plan should be based upon the TQS from Alberta Ed.

PGPs will be formally reviewed twice each year by the administrator

Templates and exemplars can be found

<https://legacy.teachers.ab.ca/For%20Members/ProfessionalGrowth/Pages/Teacher%20Professional%20Growth%20Plans.aspx>

b. Engage in Fair Assessment Practices

Assessment is using your professional judgment to determine where your students are at (their current knowledge, skills and abilities) so that you can help them to get to where they need to go (your curricular outcomes). This requires three types of ongoing assessment. The easiest way to explain this is to look at assessment as Before the Learning, During the Learning and After the Learning. Assessment doesn't always need to have a grade associated with it.

Before the Learning is often referred to as **diagnostic assessment**. This means you have students complete various tasks or assignments so you can determine what they already know. This allows you to adapt your planning and teaching to fit your classroom situation.

During the Learning is often called **formative assessment** and it allows you and your students to refine their understanding of the material and concepts being learned. Sometimes this means assignments or tasks are completed with your feedback and sometimes it is just an opportunity for students to practice what they have learned. Assessment is informal in both of these situations.

After the Learning is often called **summative assessment**. This involves an evaluation of the students' acquired learning of curricular outcomes. It happens at the end of learning. This does not mean only at the end of a unit or the end of a semester. Any concept or outcome can have a summative assessment; in fact you may choose to have more than one.

The important thing to remember about assessment is that we all do each of these three types naturally; we call it good teaching or best practice. When you take in homework to check understanding or ask students to review what they learned the day before through discussion, you are assessing.

SCHOOL EXPECTATIONS OF STUDENTS

From the [Alberta Education Act](#) ROLE OF THE STUDENT states:

1. Students are expected to:

- 1.1. Use their abilities and talents to gain maximum learning benefits from their school experiences;
- 1.2. Contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living;
- 1.3. Co-operate fully with everyone authorized by the Board to provide education programs and other services;
- 1.4. Comply with the rules of the school; and
 - 1.4.1. Respect and comply with the rules of any school that the student is visiting;
- 1.5. Account to the student's teachers for the student's conduct
- 1.6. Attend school regularly and punctually;
- 1.7. Choose appropriate behaviours, with full understanding of the consequences that invariably follow their choices;
- 1.8. Treat other students and staff with dignity, respect and fairness;
- 1.9. Contribute to a learning environment that is free from physical, emotional, and social abuse;
- 1.10. Positively contribute to the student's school and community and, to the greatest extent possible, to a learning environment that is well-ordered, peaceful, safe, non-threatening, and conducive to learning and optimal growth;
- 1.11. Refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.

2. Students are accountable for:

- 2.1. Demonstrating respect for authority;
- 2.2. Demonstrating respect for others and their property;
- 2.3. Demonstrating respect for school property, equipment and textbooks;
- 2.4. Demonstrating respect for the diversity of all people.

3. Students are prohibited from engaging in unacceptable behaviour within the school or on any school trips or activities.

The Education Act, Statutes of Alberta, 2012, Chapter E-0.3, current as of July 18, 2019, in force September 1, 2019, Section 31 states:

A) **Students:** A student, as a partner in education, has the responsibility to:

- a. attend school regularly and punctually;
- b. be ready to learn and actively engage in and diligently pursue the student's education;
- c. ensure that the students conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- d. respect the rights of others in the school;
- e. refrain from, report and not tolerate bullying or bullying behaviour directed towards others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
- f. comply with the rules of the school;
- g. co-operate with everyone authorized by the board to provide education programs and other services;
- h. be accountable to the student's teachers and other school staff for the student's conduct; and
- i. positively contribute to the student's school and community.

Conflict Resolution:

1. When a student finds or meets a conflict, they should talk to their homeroom teacher or assistant homeroom teacher. The homeroom teacher goes between the parties concerned and tries to stop the conflict.
2. When a teacher finds or meets a conflict, they should talk to the students' homeroom teacher and their head of the grade. The homeroom teacher goes between the parties concerned, and tries to stop the conflict.
3. The homeroom teacher makes a report to their parents.
4. The head of the grade makes a report to a vice principal.

It is vital that all students, parents, staff, and community members understand that our school has a culture that is different than the culture that may exist in your own homes, businesses, in the media, and on the street. Living up to the expectations of our school culture will greatly assist in promoting a safe and caring school environment where students can learn and a consistent set of expectations is experienced by all.

Active Learning

Definition: To participate in learning by engaging in classroom activities, assignments and exams.

Expectation: Students take responsibility for their education by actively learning the curricula of their course load to the best of their ability.

Why?: By actively engaging in their learning, students are making the most of their education. Students are encouraged to access teacher during class, at lunch and after school. Students who fall behind, choose not to complete assignments, and/or plagiarize/cheat on assignments or tests are not engaging actively in their learning. Grade 9 and the KAIS program is the perfect opportunity for students to discover the best way to learn for them; we encourage our students to make the most of their years with us.

Lates/Attendance

Definition: Lates: coming after the usual, proper or expected time. Attendance: being in the classroom and actively learning

Expectation: Students are expected to arrive in class before the bell rings, come prepared for class and attend class on a daily basis.

Why?: We are trying to reinforce the learning environment for students and teachers by seeing students actively getting to class and being on time. Late students disrupt the learning environment. It is very difficult for students to be successful if they do not attend class or are consistently late.

Respectful Communication

Definition: Appropriate communication between staff members, between students, between students and staff, and between students, staff and parents. Appropriate communication is the practice of non-heated conversations, positive body language, appropriate volume, tone and choice of language, as well as active listening. It treats those involved with dignity, honours their rights and recognizes the responsibilities they have to others without regard to race, religious beliefs, colour, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family or sexual orientation. This also includes all electronic communications such as Facebook, Instagram, Snapchat, TikTok, etc.

Expectation: Respectful communication is to be used at all times.

Why?: In showing respect, we are building strong relationships within our school. We are educating our students not only to be technically prepared for life, but also to be good citizens. We wish to help our students develop so they will interact appropriately in future places of learning and in the work environment. By using respectful communication, we demonstrate our partnership in creating a positive learning environment.

Respectful Treatment of and Interactions with Others

Definition: Using dignity, respect, inclusion and fairness in the treatment of and the interactions with students, staff, and others.

Expectation: Students will respect the rights of others and will work toward creating an inclusive culture through their treatment of and interactions with others. They will refrain from, report and not tolerate bullying, degrading or exclusive behaviour directed toward others in the school, regardless of whether or not it occurs

within the school building, during the school day or by electronic means such as Facebook, Instagram, Snapchat, TikTok, etc.. Students will treat others with dignity, honour their rights and recognize the responsibilities they have to others without regard to race, religious beliefs, colour, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family or sexual orientation.

Why? By treating and interacting with others respectfully, we are creating an inclusive school where everyone knows they have worth and value. This contributes to a learning environment that is well-ordered, peaceful, safe, non-threatening and conducive to learning.

Self-Advocacy and Self-Efficacy

Definition: Self-advocacy is the ability to speak-up for oneself and the things one believes are important—being able to ask for what is needed and/or wanted, and being able to share one’s thoughts and feelings. Self-efficacy refers to one’s belief in one’s capacity to be successful in one’s endeavours.

Expectation: Students will grow in their self-advocacy and self-efficacy over their time in high school.

Why? The transition from adolescent to adult means learning to see oneself as able to achieve success because one has the ability to advocate for what is needed to be so. High School is the perfect opportunity for students to flex their independence. In high school, students have the opportunity to grow in their decision-making and confidence. By moving from dependency to independency with the support of their Grade Coordinator, Grade Level Counselor, teachers and parents, students set themselves up for success with a high school diploma which serves them as they enter into the world of post-secondary education and/or work.

Academic Integrity

Definition: As a student at Kunimoto Alberta, we expect you to act with honesty, trust and responsibility. Basically, academic integrity means not cheating, plagiarizing or engaging in other forms of academic dishonesty.

Expectation: students will not copy other students work, nor will they plagiarize (use information off the internet and present it as their own).

Why? Ethical behaviour is of utmost importance at Kunimoto and critical to success in handling challenges throughout a lifetime. Authentic learning can only happen when you are committed to presenting work honestly. **Plagiarized material will not be graded and the student will receive a mark of zero.**

All students are responsible for ensuring that they follow these behaviour expectations.

Consequences for inappropriate behaviour may include some or all of the following:

- Reprimand
- Parental involvement
- Loss of privileges
- Removal from Kunimoto Alberta Program

General School Information

A. BELL SCHEDULE

Junior High School

PERIOD
Wednesday Staff Meetings 8:15
Homeroom 8:30-8:45
1ST PERIOD 8:45 - 9:30
2ND PERIOD 9:40 - 10:25
3RD PERIOD 10:35 - 11:20
4TH PERIOD 11:30 - 12:15
LUNCH 12:15 – 12:55
5TH PERIOD 12:55 - 1:40
6TH PERIOD 1:50 - 2:35
7th PERIOD 2:45 - 3:30
CLEANING
8th PERIOD 4:00 – 4:45 No bell at end of day

B. HOURS of OPERATION

Doors will be unlocked at 7:00am. Please do not arrive before this time.

C. ATTENDANCE/LATES

EXCUSED ABSENCES (Education Act Section 7.4)

- the student is unable to attend by reason of sickness or other unavoidable cause
- the day is recognized as a religious holiday by the religious denomination to which the student belongs
- the principal of the school has suspended the student from school and the suspension is still in effect
- the student has been expelled from a school and has not been enrolled in another education program or
- The board, or if the student is enrolled in a private school or resides in an unorganized territory, the Minister
 - determines that the parent of the student has shown sufficient cause as to why the student should not be required to attend school, and
 - excuses the student from attending school for a prescribed period of time.

Please note: Parent/guardian awareness of an absence does not ensure that the absence is excused.

EXTENSIVE ABSENCES WITH PARENTAL NOTIFICATION

A student is considered to have extensive absences once non-attendance is hindering progress in any given class. (These include excused and unexcused absences).

- parental notification does not indicate the absence was excused;
- poor performance is most often associated with poor attendance;
- extended illness or leave; please contact your homeroom teacher

D. MISSED WORK POLICY

Missed Class or Missed Work Policy

- If a student misses class, the student will be required to make up **all missed school work** upon their return. They will be expected to check in with their KAIS teacher afterschool on the first day they are back to discuss missed work and come up with a plan for completion.
- Students will be able to access missed material from home (google classroom) so they should have an idea of the work they are missing prior to their return.
- Teachers are also available at lunch and afterschool to help.

NOTE: regardless if the absence is excused or unexcused, students will be required to make up all missed work.

E. FINAL EXAMS AND FINAL GRADES

Many exam dates are preset by Alberta Education and **CANNOT** be changed; therefore, please be present on your exam date.

ATTENDANCE FOR FINAL EXAMS and/or Provincial Achievement Exams

Final exams must be written at the scheduled time. Only illness confirmed by a doctor's note or emergency situations will be accepted as a valid excuse for not writing an exam. If there are exceptional circumstances that will not allow a student to write a final exam at a scheduled time, a request must be made in writing to the principal prior to the scheduled writing time. A decision will be made based on the information provided. Students whose requests are approved will be scheduled to write final exams at a time convenient for the teacher. An early holiday is not considered school excused. Extenuating circumstances should be communicated to the Principal in writing.

DIPLOMA EXAMS

Diploma Exams are conducted in the following courses: English 30-1, English 30-2, Social Studies 30-1, Social Studies 30-2, Mathematics 30-1, 30-2, Biology 30, Chemistry 30, Physics 30 and Science 30. The student's final course mark will consist of weighting of the school awarded mark and the diploma examination mark.

The student's high school transcript will show a school awarded mark, a diploma exam mark and a final course mark for each subject. Students must write their exam a minimum of one hour before handing in to the supervisor.

IMPORTANT: On scheduled diploma examination dates, students who arrive late to school as a result of inclement weather **MAY** or **MAY NOT** be allowed to write the examination upon approval of Alberta Education. They may also have to write during the next exam writing session which is usually 3 months from the date. Key takeaway...show up for your exams.

Student Evaluation

Marks are calculated cumulatively per term at the junior high level. High school courses will be marked cumulatively for the year. All marks must at the high school be given as a percentage, to the nearest whole number. Marks at the junior high level will be turned into a letter grade. See the grading system in appendix page 16.

Each student shall be evaluated in the following areas with statistical information gathered and recorded in the teacher's record book:

Final Examinations

- Provincial diploma examination courses do not require a school final exam.
- A final examination will have a weighting factor of no more than 30% of the final mark
- Elective courses may have final examinations at the discretion of the teacher.
- A copy of each final examination must be given to the administrator.
- Final examinations written by students are to be kept for one term after the students have received their final marks.

Year's Work

It is recommended that additional evaluative information be gathered and recorded for each student from the following areas:

- General classroom work & activities (projects, labs, self-reflections)
- Exams: Unit Finals/Midterms
- Quizzes
- Studentship (summative ONLY if supported by program of studies, otherwise formative only)*

Unless specifically stated, weighted factors for areas described above shall be determined by the departments. It is essential that when multiple sections of a course are taught by different teachers, the teachers should work towards establishing uniform weighting factors.

Junior High Grades:

GRADING SCHEME			
Excellent (Level 5)	90-100% 85-89% 80-84%	A+ A A-	Student is demonstrating an excellent understanding of the grade curriculum.
Good (Level 4)	77-79% 73-76% 70-72%	B+ B B-	Student is demonstrating a good understanding of the grade curriculum.
Satisfactory (Level 3)	67-69% 63-66% 60-62%	C+ C C-	Student is demonstrating a satisfactory understanding of the grade curriculum.
Needs Improvement (Level 2)	57-59% 53-56% 50-52%	D+ D D-	Student is demonstrating a limited understanding of the grade curriculum.
Below Standard (Level 1)	0-50%	R	Student is not yet demonstrating an acceptable understanding of the grade curriculum.

High School Grades: Students will receive a cumulative grade which is a weighted average of all their assessments throughout the entire year. It will be recorded as a percentage.

Honors with distinction	90-100%	Student is demonstrating a standard of excellence in curricular outcomes.
Honors	80-89%	Student is demonstrating an above average understanding of the curricular outcomes.
Acceptable Standard	50-79%	Student has been successful and will get credits in the course.
Below Grade Level	0-49%	Student has not been successful in meeting enough curricular outcomes and must repeat the course.

F. TECHNOLOGY USE

The iPads distributed to all of you can be used at school and at home in the same way as conventional learning tools such as textbooks and notebooks. It is intended for use in a variety of educational activities. Deepen your learning by using the iPad, enhance the learning effect, and live in the future however, if you use it incorrectly, you could get into trouble, hurt others, or violate the law. In order to use the product properly for its intended purpose and to avoid unnecessary dangers, please follow the rules and restrictions described in this guide.

Please use the iPad after fully understanding the section.

Use of the Device

1. iPad can be used for learning in various aspects of school life, just like textbooks, notebooks, writing utensils, etc.
2. Please bring it to school every day as it will be useful.
3. Handle with care to prevent loss or damage.
4. Use while commuting to and from school is limited to study-related use in accordance with the mobile/smartphone usage rules.
5. When not in use, please keep it in a locker with a key and manage it responsibly.
6. Please follow the teacher's guidance and school rules at school, and follow the guidance of parents at home.

Any use unrelated to the class is prohibited such as during lunch breaks

Please be careful not to use it for play even during breaks or after school. If you violate

The school will temporarily keep your iPad.

* Especially when taking pictures, if the subject is a person, it is necessary to confirm with the person that you have their permission.

7. The iPad is set for educational activities at school. Do not change that setting.

8. In the unlikely event that something is lost or broken, please notify your homeroom teacher immediately.

9. Individuals cannot download an app. If there is an application that is absolutely necessary, ask the teacher

10. Do not use it at home for purposes other than learning. Also, regarding the use of the iPad at home Be sure to discuss with your parents/guardians the rules at home, such as when you can use the device, especially when you can use it.

11. Please do not delete the application that has already been installed as well as the management system. Delete

If you do, you will not be able to connect to the school wireless network. Use in school life such as classes

Use of the Internet

1. Please use the Internet appropriately for the purpose of use at school. The following actions are prohibited.

stop.

A. Access to games, chats, and harmful sites

B. Acts related to product sales such as auctions

C. Mischief, swearing, slander, and harassment using e-mail, bulletin boards, blogs, SNS, etc.

Infringement of public order and morals such as threats, invasion of privacy, disclosure of personal information or confidential information act

D. Illegal acts such as copyright infringement and unauthorized access

E. Anything else that is not considered beneficial for education

If it is violated, temporary custody of the iPad, use of the school computer and network will be withdrawn. We may also take measures for lifestyle guidance.

2. Never post information that can identify an individual (name, phone number, photo, etc.) on the Internet

Of course, it is quite possible that the safety of your family and classmates will be threatened if you post information on the Internet. Please remember that information is information that an unspecified number of people will see.

In the world, there are people who can read information on your iPad through the Internet and extract personal information. There are people with malicious intent who try to take it. Do not open emails from unknown senders

Please be careful not to enter personal information easily.

G. PROGRAM ORGANIZATION

KAIS Curriculum Course Pathway to Graduation			
Credits	Grade 10	Grade 11	Grade 12
1			
2	Japanese Language & Culture 10 125 hours - 5 credits Japanese Teacher	Japanese Language & Culture 20 125 hours - 5 Credits Japanese Teacher	Japanese Language & Culture 30 125 hours - 5 Credits Japanese Teacher
3			
4			
5			
6	English Language Arts 10-1 125 hours - 5 credits Alberta Teacher	English Language Arts 20-1 125 hours - 5 credits Alberta Teacher	English Language Arts 30-1 125 hours - 5 credits Alberta Teacher
7			
8			
9	Social Studies 10-1 125 hours - 5 credits Alberta Teacher	Social Studies 20-1 125 hours - 5 credits Alberta Teacher	Social Studies 30-1 125 hours - 5 credits Alberta Teacher
10			
11			
12			
13	Math 10-C 125 hours - 5 credits Alberta Teacher	Math 20-1 125 hours - 5 credits Alberta Teacher	Math 30-1 125 hours - 5 credits Alberta Teacher
14			
15			
16			
17	Science 10 125 hours - 5 credits Alberta Teacher	Science 20 or Biology 20 or Chemistry 20 125 hours - 5 credits Alberta Teacher	Science 30 or Biology 30 or Chemistry 30 125 hours - 5 credits Alberta Teacher
18			
19			
20			
21	Physical Education 10 75 hours - 3 credits Alberta & Japanese Teacher	Physical Education 20 75 hours - 3 credits Alberta & Japanese Teacher	Physical Education 30 75 hours - 3 credits Alberta & Japanese Teacher
22			
23			
24			
25	ESL 10 Alberta Teacher 50 hours - 2 credits (Optional)	ESL 20 Alberta Teacher 50 hours - 2 credits (Optional)	CALM 75 hours - 3 credits Alberta Teacher
26			
27			
28			
29	Visual Arts 10 75 hours - 3 credits Alberta & Japanese Teacher	Visual Arts 20 75 hours - 3 credits Alberta & Japanese Teacher	
30			
31			
32			
33	Western Canadian History 20 75 hours - 3 Credits Alberta Teacher (Optional)		
34			
35			
36			
37	Total Credits Earned - 30	Total Credits Earned - 33	Total Credits Earned - 37
Total Alberta Credits - 100			

Course Legend
Mandatory Courses (56 credits)
30-Level Electives (10 credits)
<ul style="list-style-type: none"> • Math 30-1 • Science 30 or • Biology 30 or Chemistry 30
Combination Electives (12 credits)
<ul style="list-style-type: none"> • Fine Arts courses • Physical Education 20 and/or 30
Remaining Electives (22 credits)
<ul style="list-style-type: none"> • Japanese Language & Culture • English as a Second Language (ESL) • Western Canadian History

Important Notes

- Alberta Education requires each 5 credit course to be 125 hours in length.
- 1 Alberta credit is equal to 25 hours or 1500 minutes.

H. HIGH SCHOOL COMPLETION

ALBERTA HIGH SCHOOL DIPLOMA PROGRAM

ALBERTA HIGH SCHOOL DIPLOMA REQUIREMENTS

100 CREDITS (MINIMUM) WITH 76 CREDITS IN THE FOLLOWING:

ENGLISH (INCLUDING 5 CREDITS IN EITHER ENGLISH 30-1 OR 30-2)	15 CREDITS
SOCIAL STUDIES (INCLUDING 5 CREDITS IN EITHER SOCIAL 30-1 OR 30-2)	15 CREDITS
MATHEMATICS (5 CREDITS MUST BE AT THE GR. 11 LEVEL)	10 CREDITS
SCIENCE OR BIOLOGY OR CHEMISTRY OR PHYSICS	10 CREDITS
PHYSICAL EDUCATION (MINIMUM)	3 CREDITS
CAREER AND LIFE MANAGEMENT (MINIMUM)	3 CREDITS
CAREER AND TECHNOLOGY STUDIES (CTS) OR FINE ARTS OR SECOND LANGUAGES OR PHYSICAL EDUCATION 20 AND/OR 30	10 CREDITS
2 OTHER GRADE 12 COURSES*	10 CREDITS
PLUS: OTHER CREDITS OF YOUR CHOICE **	24 CREDITIS

TOTAL (MINIMUM) 100 CREDITS

* 10 credits in any two other 30 level courses, other than English or Social Studies, including languages, fine arts, CTS, Work Experience 35 or other 30 level academic courses.

** 24 credits in courses of your choice.

NOTE: WE STRONGLY RECOMMEND THAT ALL STUDENTS ATTEMPT TO GRADUATE WITH A MINIMUM OF 110 CREDITS. STUDENTS MUST COMPLETE, OR BE ENROLLED IN, REQUIRED COURSES IN THEIR GRADE LEVEL BEFORE THEY WILL BE ENROLLED IN COMPLEMENTARY COURSES. (I.E., STUDENTS CANNOT TAKE MECHANICS 2 IN GRADE 11 IF NOT AT GRADE LEVEL)

NOTE: All Courses at the Grade 10 Level are compulsory for Graduation

I. CORE COURSES

ENGLISH

English is one of the required courses that students must take at all grade levels. Students will be enrolled based upon their Grade 9 ELA Teacher recommendation. It is important for students to determine their end goal for English and then follow an appropriate path.

ENGLISH 10-1, 20-1 AND 30-1

5 CREDITS EACH

The English 10-1, 20-1 and 30-1 are academically focused courses tailored for the students who wish to attend college or university post-secondary. As such, students will need to become increasingly self-motivated and independent in

ENGLISH 10-2, 20-2 AND 30-2

successfully meeting the course requirements.

5 CREDITS EACH

These English courses, while increasingly challenging through the three years, are designed for the student who wishes to attend some colleges, trade, or technical schools, or plan to enter the workforce following high school.

MATHEMATICS

Students should be aware of the following as they enter one of the math programs at Spruce Grove Composite High School:

- All math courses are 5 credits. Students require a grade 11 level math course to graduate from high school.
- Diploma exams will be written in Math 30-1 and Math 30-2.
- Math 30-1 and 30-2 are accepted as a prerequisite for a variety of programs offered at universities, colleges and technical institutions. For the most recent information regarding mathematics requirements at post-secondary institutions and programs in Alberta refer to the Alberta Learning Information Service (ALIS) website. <http://alis.alberta.ca/ec/ep/aas/ta/mathreq.html>
- Parents and students can access further course information on the Alberta Education website at <http://education.alberta.ca/teachers/program/math/parents.aspx>.
- For courses requiring a graphing calculator, the T1-84 will be the calculator used by the teachers in the classroom. A list of other allowable calculators is posted on the Alberta Education website, (under the link called Using Calculators and Computers) <http://education.alberta.ca/admin/testing/diplomaexams/exambulletins.aspx>.

NOTE: A graphing calculator is required for Math 10C, Math 20-1, Math 20-2, Math 30-1 and Math30-2

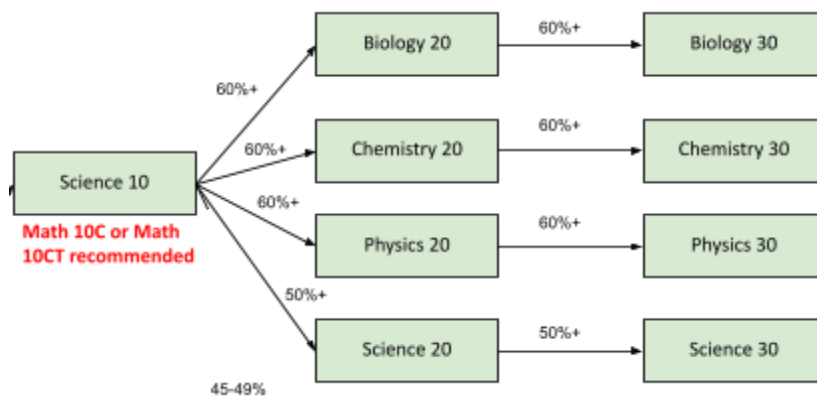
Curriculum Course Sequences:		
<p>Mathematics 10C, 20-1, 30-1</p> <p>For entry into: post-secondary programs at universities, colleges and technical institutions that may require further study of mathematics: <ul style="list-style-type: none"> Engineering Mathematics Sciences Business </p> <p>Designed for: students interested in careers emphasizing mathematics or sciences</p> <p>Topics in this sequence include: <i>permutations and combinations, relations and functions, sequences and series, trigonometry, logarithms, exponents and statistics</i></p>	<p>Mathematics 10C, 20-2, 30-2</p> <p>For entry into: a variety of programs and faculties at universities, colleges and technical institutions: <ul style="list-style-type: none"> Arts programs Civil engineering technology Medical technologies Some Apprenticeship Programs Business </p> <p>Designed for: students interested in careers in a wide variety of areas</p> <p>Topics in this sequence include: <i>relations and functions, equations, probability, trigonometry, logarithms</i></p>	<p>Mathematics 10-3, 20-3, 30-3</p> <p>For entry into: a variety of apprenticeship programs or the workforce: <ul style="list-style-type: none"> Trade programs Apprenticeship programs </p> <p>Designed for: students interested in trades or direct entry into the workforce</p> <p>Topics in this sequence include: <i>finance, geometry, measurement and trigonometry</i></p>

SCIENCES

A minimum of 10 credits in Science is required to earn an Alberta High School Diploma. There are several routes available in order to obtain these credits: it is highly recommended that students pursue two of the four available routes in Grades 11 and 12 should they wish to ensure all post-secondary options remain available to them.

In the senior high science programs, students focus on learning the big interconnecting ideas and principles. These ideas, or major themes, originate from science knowledge that transcends and unifies the natural science disciplines. These themes include change, diversity, energy, equilibrium, matter and systems; the process by which scientific knowledge is developed, including the role of experimental evidence; and the connections among science, technology and society. In addition to forming a framework for the curriculum, these ideas provide continuity with the junior high program and build on students' previous learning,

The program consists of many courses. Students have several choices regarding which science course to take, depending on their interests, abilities and future goals as shown in the following prerequisite chart:



SOCIAL STUDIES/ÉTUDES SOCIALES

15 Credits in Social Studies is required to graduate.

SOCIAL STUDIES 10-1, 20-1, AND 30-1

5 CREDITS

The Social Studies 10-1, 20-1 and 30-1 are focused courses tailored for the student who wishes to attend a post-secondary institution such as a college or university. The three levels of study include Globalization for Grade 10, Nationalism for Grade 11 and Perspectives on Ideology for Grade 12.

SOCIAL STUDIES 10-2, 20-2, AND 30-2

5 CREDITS

The Social Studies 10-2, 20-2 and 30-2 are more generalized courses designed for the student who wishes to attend a technical or trade school, or to enter the workforce immediately after completing high school. The three levels of study include Globalization for Grade 10, Nationalism for Grade 11 and Perspectives on Ideology for Grade 12.

J. ELECTIVE COURSES

PE & WELLNESS ELECTIVES

CALM (CAREER AND LIFE MANAGEMENT)

3 CREDITS

The aim of senior high school Career and Life Management (CALM) is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future. CALM is the core course for health literacy at the senior high school level in Alberta.

PERSONAL DEVELOPMENT

Physical Education requirements include excellent attendance, full participation and effort, social skills, motor skills and theory.

The P.E. course contents will be chosen from the following:

Badminton

Basketball

Bowling

Curling

European Handball

Fastball

Fitness

Football

Golf

Dance

Outdoor Education

Rugby

Soccer

Track and Field

Volleyball

JAPANESE LANGUAGE AND CULTURE

NOTE: STUDENTS IN GRADES 10, 11 OR 12 ARE ABLE TO TAKE JAPANESE 10

Japanese is not as difficult as you might imagine! Japanese 10, 20, 30 provides the student with the basic reading, speaking, listening and writing skills. Students will be using various textbooks, online resources and teacher designed resources as they complete courses in Japanese 10, 20, 30 and advanced courses. Students who take Advanced Japanese will use the Genki 1 textbook which is also used in Post Secondary classes. Students learn the two basic phonetic “alphabets” and numerous kanji or pictorial characters. Learning about Japan’s cultures is an integral part of learning the language. Students will receive many practical cultural points that will assist them in learning Japanese.

JAPANESE 10

5 CREDITS

No Prerequisite

Japanese 10 is intended for students who are NEW to the language. Japanese 10 will provide students with foundations in written and spoken Japanese. Students will develop many basic expressions and sentence patterns using various resources both in print and online. Students will also receive practice booklets to reinforce basic skills and refine them. Skits, presentations, movies and games round out an interactive class. A restaurant trip to Edmonton is planned each term. Several videos of Japanese home and school life as well as special Japanese guest presenters provide necessary cultural background for this course. Students in grade 10, 11 or 12 are able to take Japanese 10.

JAPANESE 20

5 CREDITS

Prerequisite 10

Japanese 20 will continue to use various resources online and in print and will receive booklets filled with activities to support both reading and writing skills in Japanese. Many skits and activities are also a part of this course. At this level, students have enough skills to develop a special project that highlights individual student’s strengths. We continue to offer a restaurant trip to expand language use and understanding of Japanese food and culture. Students will also learn to keyboard using our computer IME software.

JAPANESE 30

5 CREDITS

Prerequisite Japanese 20

Japanese 30 continues with expanding the sentence patterns and cultural knowledge of Japan. Students will continue to develop their reading and writing skills in a practical hands-on set of projects and skits. Students are even given the opportunity to create their own Japanese Manga! Students will have yearly opportunities to participate in an exchange program with Hokkaido, Japan upon completion of Japanese 20. Again, videos using Japanese at natural speed will help to teach listening and comprehension skills.

JAPANESE 31 (ADVANCED JAPANESE)

5 CREDITS

Prerequisite Japanese 30

Advanced Japanese is a course designed for students who have completed Japanese 30 and would like to further advance their Japanese language speaking, listening, writing and reading skills. The course will build off of concepts introduced in Japanese 30 and while following the Japanese 6Y curriculum, will focus on developing the applications skills associated with Japanese Language and Culture education. Advanced Japanese will focus on Project-Based learning where students will have the opportunity to learn more in-depth about specific cultural mannerisms and colloquial Japanese. Students will also expand their vocabulary through the continued study of Kanji characters

FINE ARTS ELECTIVES

ART 10

5 CREDITS

No prerequisite

Art 10 intends to introduce students to the fundamental elements of art through drawing, painting, sculpture, printmaking and art history. Students explore a variety of media, techniques, and subject matter. This is a project-based course involving hands-on work. There is a course fee for this program.

ART 20

5 CREDITS

Prerequisite: Art 10 (suggested average of 65% in Art 10)

Art 20 intends to broaden students' understanding of the elements of art and introduces the principles of design, in combined approaches. Areas of study may include drawing, painting, sculpture, printmaking and art history. Students will further their understanding of media, development of techniques, and exploration of subject matter. This is a project-based course involving hands-on work. There is a course fee for this program.

ART 30

5 CREDITS

Prerequisite: Art 20 (suggested average of 65% in Art 20)

Art 30 intends to apply student understanding of the elements of art and principles of design, techniques, media and subject matter. Students will explore personal areas of interest in drawing, painting and through innovative project development. This is a project-based course involving hands-on work. There is a course fee for this program.

CAREER AND TECHNOLOGY STUDIES ELECTIVES

OVERVIEW

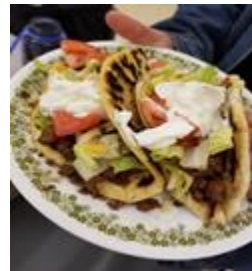
Career and Technology Studies (CTS) courses allow students to gain the skills they will need to cope with the rapidly changing work environment. CTS has been designed to give you hands-on experience that will help you enter the work force or gain entry to further studies in technology oriented careers.

FOODS 10

5+ CREDITS

(A course fee is charged to offset the cost of consumable supplies)

This course forms a solid base of skills and knowledge for your own personal use or for further studies in Foods. Students will have the opportunity to select and prepare a wide variety of products. Some examples include crepes, soups, salads, cakes and pastries, fresh pasta, cultural foods, meats and desserts.



FOODS 20

5+ CREDITS

Prerequisite: Foods 10 (minimum 5 credits)

(A course fee is charged to offset the cost of consumable supplies)

This intermediate level course builds on the skills acquired in Foods 10. Students will select and prepare such products as specialty pastries (choux, phyllo), angel cakes, creative appetizers, specialty breads and more



FOODS 30

5+ CREDITS

Prerequisite: Foods 20 (minimum 5 credits)

(A course fee is charged to offset the cost of consumable supplies)

This advanced level course requires a higher degree of skill. Students work more independently on more difficult products. There is an emphasis on cuisines from around the world, and students have the opportunity to prepare advanced baking and bread products; sauces and derivatives, various meat products, specialty desserts and more. Students will have the option to create their own foods portfolio that can be shown to potential employers or post-secondary schools and colleges.

Information Technology/Computers

3 credits

The Alberta ICT program of studies emphasizes technology as a ‘way of doing things’ – the processes, tools and techniques that alter human activity. As a curriculum it specifies what students from Kindergarten to grade 12 are expected to know, be able to do, and be like with respect to technology.

As technology is best learned within the context of applications, activities, projects, and problems that replicate real-life situations, the ICT program of studies is structured as a ‘curriculum within a curriculum’, using the core subjects of English Language Arts, Math, Science and Social Studies as a base. It is the processes, tools and techniques for:

- gathering and identifying information
- classifying and organizing
- summarizing and synthesizing
- analyzing and evaluating
- speculating and predicting.

POST-SECONDARY INSTITUTIONS, ALBERTA

- ★ **APPLY ALBERTA** is an online application system that allows students to apply to one or more post-secondary institutions and authorize transcript transfers between participating institutions in the province. <http://applyalberta.ca>
- ★ **ALBERTA UNIVERSITY OF THE ARTS** <https://www.auarts.ca/>
- ★ **AMBROSE UNIVERSITY COLLEGE** <https://ambrose.edu/>
- ★ **ATHABASCA UNIVERSITY**..... <http://www.athabascau.ca/>
- ★ **BANFF CENTER** <https://www.banffcentre.ca/>
- ★ **BOW VALLEY COLLEGE** <http://www.bowvalleycollege.ca/>
- ★ **BURMAN UNIVERSITY**..... <http://www.burmanu.ca/>
- ★ **CDI COLLEGE**..... www.cdicollege.ca
- ★ **CONCORDIA UNIVERSITY OF EDMONTON** <http://concordia.ab.ca/>
- ★ **GRANDE PRAIRIE REGIONAL COLLEGE** <https://www.gprc.ab.ca/>
- ★ **KEYANO COLLEGE** <http://www.keyano.ca/>
- ★ **LAKELAND COLLEGE**..... <http://www.lakelandcollege.ca/>
- ★ **LETHBRIDGE COLLEGE**..... <http://www.lethbridgecollege.ab.ca/>
- ★ **MACEWAN UNIVERSITY** <http://www.macewan.ca/>
- ★ **MEDICINE HAT COLLEGE** <https://www.mhc.ab.ca/>
- ★ **MOUNT ROYAL UNIVERSITY** <http://www.mtroyal.ca/>
- ★ **NORQUEST COLLEGE**..... <https://www.norquest.ca/>
- ★ **NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY**..... <http://www.nait.ca/>
- ★ **NORTHERN LAKES COLLEGE** <https://northernlakescollege.ca/>
- ★ **OLDS COLLEGE**..... <http://oldscollege.ca>
- ★ **PORTAGE COLLEGE**..... <http://www.portagecollege.ca/>
- ★ **PRAIRIE COLLEGE**..... <https://prairie.edu>
- ★ **RED DEER COLLEGE**..... <http://rdc.ab.ca/>
- ★ **SOUTHERN ALBERTA INSTITUTE OF ALBERTA**..... <http://www.sait.ca/>
- ★ **ST. MARY'S UNIVERSITY** <http://www.smu.ca/>
- ★ **THE KINGS UNIVERSITY COLLEGE** <https://www.kingsu.ca/>
- ★ **UNIVERSITY OF ALBERTA**..... <http://www.ualberta.ca/>
- ★ **UNIVERSITY OF CALGARY**..... <http://www.ucalgary.ca/>
- ★ **UNIVERSITY OF LETHBRIDGE** <http://www.uleth.ca/>
- ★ **YELLOWHEAD TRIBAL COLLEGE** <https://ytced.ab.ca>

F. Additional Policy Documents

1. Medical Treatment of Students

Staff is not to dispense prescription or non-prescription drugs to students. If students are feeling ill, we have a nurse on site. Please send the student (with another student) to the nurses office.

In the event that a student sustains an injury during a school related activity, if appropriate, apply first aid or remain with the injured student and summon assistance. Please complete an [accident report](#) as soon as possible and submit to the principal.

ACCIDENTS AND ILLNESS

When a student becomes injured or ill, he/she is to notify a staff member. If the injury or illness appears serious, parents will be contacted and arrangements made for medical attention or for the student to go home. Under no circumstances is a student who is ill should leave the school without contacting a staff member.

To ensure students and staff are adequately prepared throughout the year, the school will practice emergency response drills such as fire drills, lockdowns, and evacuations.

Fire Drills – Students must proceed quickly and in an orderly fashion to their designated site outside of the school as determined by their classroom teacher.

LockDowns – Students must clear the hallways and public areas and proceed quickly and in an orderly fashion to a classroom to await further instructions.

Evacuations – Students must proceed quickly and in an orderly fashion to an area outside of the school as determined by the school Administration and as communicated by the classroom teacher. Students must stay with their class. In the event that the school must be evacuated, students will be safely transported to the pre-designated meeting area where they can be released to the custody of their parents.

Emergency Earthquake Procedures

- An alarm will sound.
- Teachers will direct students to hallways and do a headcount. (Teachers are responsible for locating all their students).
- Every student will grab their emergency preparedness kit which contains flashlight, protective head shield, blanket and a whistle.
- Students and staff will don their protective gear.
- Once headcount is confirmed, everyone calmly exits the building and convenes in the tennis court.
- When all students are accounted for, everyone heads towards the safety evacuation site (located approx. 10 minutes from the school). Umetsu-Sensei will coordinate response.

2. Kunimoto Conflict Resolution/Harassment Policy

The details (specific examples) of the prohibited acts listed in Article 55 of the Employment Regulations (Prohibited Acts of Harassment) refer to the following acts

- (1) Harassment related to pregnancy, childbirth, childcare leave, etc.
 - (i) Words or deeds that suggest dismissal or other disadvantageous treatment with regard to a subordinate's pregnancy, childbirth, or use of systems or measures for childcare or nursing care.
 - (ii) Words or deeds that hinder subordinates or co-workers from using systems or measures related to pregnancy, childbirth, childcare, or nursing care.
 - (iii) Harassment, etc. due to subordinates' or co-workers' use of systems or measures related to pregnancy, childbirth, childcare, or nursing care
 - (iv) Words or deeds suggesting dismissal or other disadvantageous treatment of a subordinate due to pregnancy, childbirth, etc.
 - (v) Harassment of a subordinate or colleague for pregnancy, childbirth, etc.
- (2) Sexual harassment
 - (i) Unnecessary questions or remarks concerning sexual or physical matters
 - (ii) Viewing, distribution, and posting of obscene pictures
 - (iii) Spreading rumours
 - (iv) Unnecessary physical contact
 - (v) Sexual language or behaviour that discourages other employees from working and inhibits them from exercising their abilities.
 - (vi) Coercion for companionship or sexual relations
 - (vii) Dismissal, unfair personnel evaluation, reassignment, or other disadvantageous action against a staff member who protests or refuses to accept sexually oriented language or behaviour.
 - (viii) Other sexually offensive language or behaviour to the other party or other staff members.

In addition to being unrelated to the sexual orientation and gender identity status of the other party, it applies not only to words or actions directed toward the opposite sex, but also to words or actions directed toward the same sex. Other employees in this item shall include not only the victim who was the direct recipient of the sexual conduct, but also all persons whose work environment has been disturbed by the sexual conduct.

- (3) Power harassment
 - (i) Verbal or physical violence that is injurious to the person's character.
 - (ii) Persistently and unilaterally blaming others for work-related errors or in front of a large number of staff members.
 - (iii) Shouting loudly.
 - (iv) Banging the desk violently.
 - (iv) Not knowingly giving work. Ignoring.
 - (v) Forcing a person to perform an act in violation of laws and regulations

- (vi) Forcing an employee to undergo an unreasonable transfer or resignation.
- (vii) Flickering dismissal.
- (viii) Unilaterally assigning duties that are clearly impossible to accomplish.
- (ix) Intentionally failing to give necessary information or communications.
- (x) Forcing employees to do things that are not necessary for their work (e.g., private errands)

(4) Conduct of a supervisor who acknowledges the fact that a subordinate employee is being subjected to harassment related to pregnancy, childbirth, childcare leave, etc., sexual harassment, or power harassment, but tacitly approves of such harassment.

Additional information regarding the establishment of a consultation service for harassment and how to handle it

(1) The person in charge of the consultation service confirms the facts from the consulter, and reports to the head of the department in each school. (2) Based on the report, the head of the department shall interview the offender, the victim, the supervisor, and other staff members as necessary, while giving consideration to the human rights of the consulter. However, this shall not apply if the head of the department is the offender himself/herself.

(2) A faculty member who is requested to be interviewed under the preceding paragraph may not refuse without justifiable reason.

(3) If an act of harassment is recognized, the school will take necessary measures to improve the working conditions and working environment of the victim, such as transferring the offender, in addition to disciplinary action, as measures to solve the problem.

(4) In responding to consultations and complaints, Gakuen will protect the privacy of the persons concerned and will not treat them disadvantageously because they have consulted with Gakuen or cooperated with Gakuen in confirming the facts.

(5) When an incident of harassment occurs, the school shall take appropriate measures to prevent recurrence, including re-emphasizing public awareness, conducting training, and preventing the cause of the incident and its recurrence.

3. Kunimoto Inclusive Ed Policy

The Preamble to the Education Act notes:

The Government of Alberta recognizes the importance of an inclusive education system that provides each student with the relevant learning opportunities and supports necessary to achieve enduring success.

An inclusive education system is one that demonstrates behaviours and decisions that reflect valuing all students. Within an inclusive education system all students experience the most appropriate learning environments and opportunities for each child to best achieve success, wherever they are. Each student belongs and receives a quality education no matter his/her ability, disability, language, cultural background, or age.

The success of inclusive education programming relies on the engagement, collaboration and involvement of students, parents, staff and community. At Kunimoto, we define an inclusive education system as one where

- a. learning activities are as defined in the Alberta Programs of Study;
- b. success is described for all students and it may look different for different students;
- c. have the supports and services they need to access and be successful within their educational programs
- d. students are safe and healthy; and
- e. students feel that they are welcomed and that they contribute.