

PARENT-STUDENT HANDBOOK



Christian schooling @ home

"Growing in Christ Centred: Character, Service and Academics"

CHEK ABC

THE SCHOOL

CHEK ABC is a K to 12 Christian school operating under the BC Ministry of Education Independent School Branch. It has BC certified teachers serving the whole province assisting parents in educating students with Christian World View. It provides accredited BC education for students who have chosen home based education. Students who complete Grade 12 will receive from the BC Ministry of Education the Provincial Graduation Diploma (Dogwood) or the Provincial School Completion Certificate (Evergreen).

MISSION STATEMENT

Growing in Christ Centred: Character, Service and Academics

THE PURPOSE OF CHEK ABC

- We provide Christian based support to families who choose home-based education for their K – 9 child(ren).
- We provide a high school program with a Christian World View where students complete the BC Provincial High School Diploma (Dogwood) or the BC Ministry of Education School Completion Certificate (Evergreen).

OPEN ENROLLMENT

Our programs are open to anyone who wants a Christian Education, no matter their faith background. CHEK ABC is not connected with any particular church body or denomination. Enrollment is dependent upon space and program fit.

CHEK ABC IS A NON-PROFIT SOCIETY

The Nelson Christian School Society operating CHEK ABC is a registered charitable Canadian organization. Donations to the Society are used for the promotion of Christian education and our CHEK ABC Global program. All donations to the Society are eligible for tax receipts for charitable purposes. Tax receipts are issued by the end of February.

Under the Independent School Funding Agreement, CHEK ABC receives a grant from the Provincial Government equal to 50% of the per-pupil cost (non-capital costs) of the public school grant to public DL programs. While the grant is less, the compensatory factor is that there is freedom to use faith-based curriculum materials. CHEK ABC seeks to equal the service and funding to parents that is provided by public school programs. This requires careful management of our funds.

HOW TO CONTACT US:

Do you have any questions not answered in this handbook? If so, please contact:

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TABLE OF CONTENTS

CHEK ABC	Page 2
Table of Contents	Page 4
Welcome from the Principal	Page 5
Statement of Faith	Page 6
Programs	Page 7
Admissions	Page 15
Parental Involvement	Page 17
The Planning Process	Page 19
Required Courses K-9	Page 20
Required Courses High School 10-12	Page 21
CHEK ABC Learning Outcomes	Page 22
Student Allowance and Resources Available	Page 23
Curriculum-in-a-Box	Page 26
Assessment	Page 27
Reporting	Page 31
Policies	Page 33
Conclusion	Page 39

Dear Parents,

At CHEK ABC we love Home Education! Whether you are just considering home schooling; currently a home educator; or a seasoned professional, we want to welcome you to CHEK ABC. We are a vibrant Home Education and Online Education school that has students, staff and Learning Centres right across BC. Our teachers work with students and families in rural areas, small towns, remote locations and large cities. We pride ourselves in providing some of the best education programs and services to families and students in BC.

We get many questions asking us what CHEK ABC stands for: Christian Home Educators of the Kootenays Across BC. From our humble beginnings over 10 years ago as an education option for families in the Kootenay Region, to today where we serve students, staff, and Learning Centres right across the entire province.

At CHEK ABC we believe that Home Education and Online Education needs to be flexible and geared for the challenges that students and families face. Our Online courses give flexibility in time and space and our Home Education programs allow parents option of choosing resources and programs that are the right 'fit' for their child and lifestyle. We celebrate the uniqueness of each student and the blessings that can come when a family chooses to school at home. We have a generous student allowance program that gives students access to some of the best resources in the province.

Our programs integrate our Christian Faith in an authentic way. We rejoice that parents have the ability to share their faith with their child(ren) as they help teach them. We are continually seeking and writing new curriculums that model and encourage a relationship with Jesus.

As you explore our handbook, if you have any questions, do not hesitate to contact us directly. We are here to serve and support you in your home education journey. We look forward to connecting with you in the near future! Blessings, Kevin Bernhardt Superintendent Nelson Christian School Society

Blessings,

Kevin Bernhardt
Superintendent
Nelson Christian School Society



NELSON CHRISTIAN SCHOOL SOCIETY STATEMENT OF FAITH

We believe the Bible to be the inspired, the only infallible, authoritative Word of God. (II Tim. 3:16; II Pet.1:20-21).

We believe that there is one God, and that three persons eternally share the Divine Nature. The Bible refers to these persons as the Father, the Son, and the Holy Spirit. God is both self-existent and personal. (John 14:10, 26; 15:26)

We believe that Jesus Christ, His Son, is fully God and fully human. He was born a virgin birth, lived a sinless life, died for the sins of humankind, was resurrected bodily on the third day, ascended into heaven and is coming again in power and glory to establish His kingdom of righteousness and peace. Jesus Christ is the only provision that God has given for people to be reconciled to Him. Jesus' life on earth also serves as the model for the Christian life. (John 14:6; Acts 4:12; 1 Tim 2:5)

We believe that the Holy Spirit is God. He is sent to indwell, guide, and empower the believer and to convict the world of sin, righteousness and judgment. (John 14: 16; Ephesians 1: 19-20; 1 Corinthians 12)

We believe that human beings are created in the image of God. Because of Adam's sin, we have all turned against God and this has resulted in spiritual death for all humankind, which can only be satisfied by reconciliation with God through Christ. God continues to love us and reach out to us. (John 3:16; 2 Corinthians 5:17; Romans 3:23)

We believe that God offers us salvation by His grace alone and we receive it freely as a gift through personal faith in the finished work of Jesus Christ. This Righteous gift of Redemption is received and cannot be earned. God freely offers salvation to all people, and our salvation is secure. (Ephesians 2:8,9; Romans 8:38,39; Ephesians 1: 13; 2:4)

We believe that the church is not an institution, but is the body of believers in fellowship with Christ and with each other. God wants all Christians to live out their spiritual lives in a relational context. This context of Christian love relationships is a crucial feature of our witness for Christ as it reflects God's character to the world. Our mission is to preach the good news and disciple believers locally and worldwide. (John 13:34, 35; 1 Corinthians 12:12-26; Matthew 28:19)

We believe that Satan is the personal, spiritual adversary of God and God's followers. Satan actively opposes the work of the church and the spiritual vitality of Christians. Satan is doomed to final defeat and judgment when Christ returns. (Ephesians 6:12; Revelation 20)

We believe this age will conclude with the return of Christ. At that time, He will complete God's plan. God will then assign all people their eternal destinies. Those who have responded to Jesus Christ with saving faith will receive the eternal life they have already been promised (John 5:24), while those who have not will be eternally separated from God. (Matthew 24:29-31; Revelation 20 Matthew 25:46; 2 Thessalonians 1:5-10)

All staff members subscribe to the above statement of faith and are living it out in their lives.

PROGRAMS

THE K-9 ONLINE PROGRAM

CHEK ABC maintains flexibility to accommodate student differences in the K-9 program. Teachers come alongside parents and help to plan a unique program that fits the family's educational philosophy, activities, and needs of each child. CHEK ABC teachers assess how the Provincial Learning Standards are being met within each learning approach.

We have an excellent staff of dedicated, Christian teachers across BC who works personally with each family. We have local teachers in local communities. Our teachers host a variety of activities, and in several locations, for our students and families to participate in.

Types of K-9 Program options:

Non-Traditional Learning *Integrated and creative family approach*

CHEK ABC teachers respect the different educational philosophies of parents and therefore parents have the freedom to pursue their learning goals for students in their family. This results in the following:

- The freedom to choose the resources and activities that best suits the family
- The freedom to have parent and student (as applicable) in the family work with the teacher in developing a Student Learning Plan (SLP)
- The freedom to meet Provincial Learning Standards in different ways
- The freedom for the student to demonstrate learning in a variety of ways
- The freedom to provide perceptions on student progress.

CHEK ABC Designed Programs *Structure with Flexibility and Choice*

For families who are new to schooling at home and don't know where to begin, or those wanting to make their resource selection easy, CHEK ABC will create the program for them. Using CHEK ABC suggested resource lists for each grade level or Curriculum-in-a-Box resources, teachers will create a learning plan that is suitable for each student.

Lists that are provided for each grade level and include:

- Everything needed to form a solid educational program and meet BC Ministry of Education standards
- Suggested alternate materials to increase flexibility
- Christian content or Christian perspective in course material

Grade 9 Online Program

CHEK ABC recognizes the unique needs of Grade 9 students and have created online courses for Grade 9 students with the same rigors of high school learning. Grade 9 students can choose as few or many online course(s) that they want - replacing traditional at-home courses. Each course is Moodle based and the student works with one of our high school specialist teachers, teaching them the skills to be successful at online, independent learning.

THE CHEK ABC ONLINE HIGH SCHOOL

At the high school level, CHEK ABC provides the same level of high-quality faith based education as found in our K-9 Program. Students across the province take online courses with specialist teachers on a schedule that is suitable for them. The CHEK ABC High School Counsellor works with each student and provides guidance throughout the high school years to ensure that graduation requirements are met.

Types of graduation programs include:

The Dogwood Diploma – Most students choose this route, as it is the BC Ministry of Education Graduation Diploma. Students must complete 80 credits in order to graduate. This program provides the most options for post-secondary program choices, institutions and career options. Students may have until the school year in which they turn 19 to complete all Dogwood Diploma requirements.

For more information on the Dogwood Diploma, please visit the BC Ministry Website:

[https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation#:~:text=Dogwood%20Diploma%20%2D%20at%20a%20glance,of%2080%20credits%20to%20graduate.&text=A%20Language%20Arts%2010%2C%2011,required%2012%20\(12%20credits%20total\)](https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation#:~:text=Dogwood%20Diploma%20%2D%20at%20a%20glance,of%2080%20credits%20to%20graduate.&text=A%20Language%20Arts%2010%2C%2011,required%2012%20(12%20credits%20total))

The Evergreen Certificate (The School Completion Certificate) – This program is suited for students with Special Needs and is designed around their own personal goals. Students work on individualized courses that meet their unique needs. The Evergreen Certificate will acknowledge that the student has completed a certain number of courses and has spent sufficient time in school and is ready to move onto opportunities in the workforce or further schooling opportunities.

For more information on the Evergreen Certificate, please visit the BC Ministry Website:

<http://www2.gov.bc.ca/gov/content/education-training/k-12/support/school-completion-certificate-program>

The Adult Dogwood Diploma – For adults who have not yet graduated, or students 18 years and older, the Adult Dogwood Diploma is an option for meeting personal educational and career goals. Requirements of the Adult Dogwood include a Math 11 or 12, a Language Arts 12, and three additional Grade 12 courses.

For more information on the Adult Dogwood Diploma, please visit the BC Ministry Website:

<http://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program>

Cross Enrollment – A high school student may enroll in more than one school at the same time. CHEK ABC accepts students studying at other DL or brick and mortar schools across the province for a few select courses. The school at which most courses are taken is the “School of Record” and holds the student file, provides guidance on course programming, and ensures the student will graduate.

THE CHEK ABC SPECIAL EDUCATION PROGRAM

CHEK ABC provides Special Education services to students with learning and physical needs. We recognize that these students have unique needs and to help them excel academically we work with families to provide modifications and accommodations to their program to meet their individual goals. The CHEK ABC School Based team works with parents, service providers and Educational Assistants to write and oversee Individualized Education Plans that meet the student's needs.

DEFINITIONS AND TERMINOLOGY

Special Needs: a student who has a disability of an intellectual, physical, sensory, emotional or behavioural nature, has a learning disability or special gift or talent

SPED: Special Education

SETA: Special Education Teacher Assistant

Adapted: The student works on grade level curriculum, but teaching and assessment strategies are designed to accommodate the student's special needs. Adaptations may include oral exams, additional time, scribes, readers and assistive technologies. A letter grade or percentage is used to indicate academic progress on grade level Ministry learning standards.

Modified: The learning standards for a student's program do not follow grade level expectations. Relevant, subject specific, or practical goals are set and the educational program focuses on meeting these individual goals. Students are assessed on their progress towards their stated IEP goals.

In some cases, a student's program may include both "adapted" and "modified" courses.

IEP: Individual Education Plan – All students with special needs have an IEP. This is the key document that guides the learning activities and support services for the year. It is based on medical and professional documents and clearly outlines specific goals the student will be working towards during the year, the services and resources required to support the learning, and the assessment procedures and "benchmarks" that would be observed throughout the year. Students may work on an adapted or modified program.

CHEK ABC SCHOOL BASED TEAM

CHEK ABC employs a school based team approach to meet the needs of students in the Special Education Department. Each team member contributes to developing and overseeing the IEP and educational programming of the student.

- **The Special Education Program Coordinator** - The SPED Program Coordinator of CHEK ABC is responsible for all students with special needs in the program and ensures that all aspects of the IEP are fully documented, implemented, and serviced. All budget matters and staffing are organized by the Program Coordinator.
- **The IEP Consultant** - The IEP Consultant is an educator who is professionally qualified in the area of Special Needs and leads the school-based team to develop the IEP. Further oversight, evaluation, and IEP reviews are provided throughout the year. The IEP Consultant provides

guidance to the teacher and may administer specialized tests, if required.

- **The Teacher** - The teacher works directly with the student and parent and is responsible for designing, supervising and assessing the regular educational program for the student. The teacher collaborates with the IEP Consultant on the development and oversight of the IEP and directs support and community services, when required.
- **Parents** – Parents are responsible for the day to day teaching of their children. Parents are able to provide school personnel in-depth knowledge of their child and are responsible for planning, development, and implementation of educational programs, alongside the SPED Consultant. Parents are informed concerning required access to technology, technical competence required of the student, the components and expectations of the program and the learning and support services available through the program.
- **Students** - Some students are called upon to contribute to the process of assessment and planning for their own educational programs and contribute as they are able.
- **Community Personnel** – Community resources are accessed when specialized professionals are needed to support the growth and development of the student goals as outlined in the IEP. These include, but are not limited to:
 - Speech Pathologists,
 - Occupational/Physical Therapists,
 - Behaviour Interventionists,
 - Psychiatrists,
 - Paediatricians and
 - Counsellors.
- **EA** – A teaching assistant may be hired or contracted in order to work directly with a student towards the goals identified in the IEP. A regular schedule and meeting place is determined and agreed upon by all parties.

MINISTRY OF EDUCATION SPECIAL NEEDS FUNDING

Students Who Meet Requirements for Extra Funding

These are students who have been diagnosed with a learning/physical special need, and who the BC Ministry of Education recognizes and supports with additional funding.

The eight disabilities that qualify for extra funding include:

- A. Level One Code A Funding - Dependent Handicapped - Completely dependent on others for meeting all daily living needs. The broad range of intellectual abilities of the student must be recognized. The specific educational and health needs will be addressed through specialized strategies. Medical assessments and health care plans must be taken into consideration.
- B. Level One Code B funding - Deaf/Blind - Visual and auditory impairment can range from partial sight to total blindness and moderate to profound hearing loss. Current information on vision and hearing, physical development, academic abilities, educational achievement and communicative competence must be on hand.

- C. Level Two Code C Funding - Moderate to Profound Intellectual Disability** - Functions at greater than 3 standard deviations below the norm on an individually administered Level C assessment instrument of intellectual functioning and there is delayed adaptive behaviour and functioning of similar degree. Such students require support in a number of areas and are delayed in social-emotional development. If there is sensory impairment, physical disability, or medical health needs the support services may include an occupational therapist, a physiotherapist, a speech language pathologist and educators as part of the team.
- D. Level Two Code D Funding - Physically Disabled, Chronic Health Impairment** - Has one or more of the following:
- a. Nervous system impairment that impacts movement or mobility
 - b. Musculoskeletal condition
 - c. Chronic health impairment that seriously impacts student's education and achievement. A medical diagnosis is not sufficient in itself to determine need for funding. The condition must significantly affect functioning and education.
- E. Level Two Code E Funding - Visually Impaired** - A student, who in the opinion of a professional in the field of eye care has:
- a. Visual acuity of 6/21 (20/70 or less in the better eye after correction)
 - b. A visual field of 20 degrees or less
 - c. A progressive eye disease with prognosis of becoming one of the above in the next few years, or
 - d. A visual problem or related visual stamina that is not correctable and that results in the student functioning as if his or her visual acuity is limited to 6/21 (20/70) or less.
- F. Level Two Code F Funding - Deaf/Hearing Impaired** - A medically diagnosed hearing loss that results in a substantial education difficulty. The audiological assessment affirms:
- a. A bilateral hearing loss,
 - b. A cochlear implant, or
 - c. A unilateral loss with significant speech/language delay. There must be significant hearing loss in the affected ear and an annual assessment of impact must be documented.
- G. Level Two Code G Funding - Autism Spectrum Disorder** - A diagnosis of ASD must be made by a qualified professional and must affect educational performance. The categories of this disorder are:
- a. Autism Disorder,
 - b. PDD - NOS/Atypical Autism,
 - c. Asperger Disorder/Syndrome,
 - d. Rett Syndrome, or
 - e. Childhood Disintegrative Disorder.
- H. Level Three Code H Funding - Intensive Behavioural Interventions/Serious Mental Illness** - Intensive behavioural intervention is required when the student exhibits anti-social disruptive behaviour in most environments which is consistent and persistent over time. Mental illness is diagnosed by a qualified professional. The illness manifests itself in profound withdrawal or other negative internalizing behaviours. He or she is vulnerable, fragile and "at risk" without extensive support.

Students that fit this category need the intervention of other community agencies, are a serious risk to themselves or others, and interfere with their own academic progress and that of others.

In assessing such students, functional behaviour over time should be noted, as well as information from different aspects of the student's life. Other conditions which may be contributing to the student's behaviour should be ruled out such as hearing loss, learning disabilities, side effects of medication or the possibility of other medical or health impairments.

CHEK ABC supports these students by applying to the BC Ministry of Education for additional funding, which can be used to support the IEP in the following ways:

- A Special Education department and School Based Team that works with the family to develop an Individual Education Plan (IEP) and implement the strategies within the plan
- Access to special services such Occupational, Physical, and Speech Therapists, etc.
- Access to additional support staff such as a Special Education Teacher Assistant (SETA)
- Access to specialized programming
- Access to specialized technology and software to support learning

A budget is created with the CHEK ABC school based team to ensure that additional funds used are based on documented need.

Students who do not meet Requirements for Extra Funding

This level encompasses students who do not qualify for extra funding but DO have a special education determination of some kind. Supports, adaptations to course work, and specialized curriculum are provided to assist students in meeting their goals. Courses may be adapted or modified. If the student continues to experience difficulty, further assessment and intervention strategies may be needed. Please note that all of these disabilities must be diagnosed by professional specialists and be fully documented.

They fall into the following categories:

- *Code Q - Learning Disabilities* – Students have a documented learning disability by a qualified Educational Psychologist.
- *Code K -Mild Intellectual Disabilities*– Students whose assessment documentation shows that intellectual functioning as well as some adaptive skill areas are two or more standard deviations below the average.
- *Code P - Gifted Students* - Students have documented high intellectual ability, notable creativity and/or remarkable skills in certain disciplines.
- *Code R - Students requiring Behavior Support or those with Mental Illness*– Students who show aggression, and/or hyperactivity and/or possible psychological issues such as anxiety, stress related disorder, depression, social issues.

USES Program

CHEK ABC recognizes the uniqueness of every student and we believe that all students should have equitable access to education. Students with high incidence special needs designations (K, P, Q, and R), do not qualify for additional funding from the Ministry of Education. However, we recognize the value of additional educational supports for these students. The USES (Unfunded Special Education Students) Program, is designed to provide additional support for these students.

A CHEK ABC Teacher will work with the family to write an IEP for the student and make a plan for additional support. Additional supports may include: EA time, SLP, OT, BI, counsellors, specialized curriculum, etc.

Individuals interested in the program must apply under the Special Education enrollment link. You will be asked to provide professional assessments by qualified professionals to verify the designation. Space is limited and application approval will be based on need and availability of funds.

Some of our students do not meet requirements for extra funding from the BC Ministry of Education but still qualify for additional educational supports. These students may have ADD, ADHD, dyslexia, speech problems, reading and writing difficulties, memory problems, delayed maturation or learn at a very slow rate.

PIVOT POINT FAMILY GROWTH CENTRES

CHEK ABC has a contract with Pivot Point for students whose parents choose to have services provided through them. Pivot Point and their instructors deliver the SPED program at one of their many learning centers. The CHEK ABC special education teacher oversees the program, writes the Report Card, IEP and orders resources.

CHEK ABC supports SPED students by:

- A Special Education department and School Based Team that works with the family to develop an Individual Education Plan (IEP) and implement the strategies within the plan
- Services as available and applicable through CHEK ABC dependent on funds available.
- Access to specialized technology and software to support learning
- Adaptations and modifications are recommended as part of regular course programming

SPECIAL NEEDS GRADUATION

Graduation With An IEP

A student can graduate with the Provincial Graduation Diploma (Dogwood) when on an adapted IEP because it still follows the Provincial Learning Outcomes. The student must write the required Provincial Assessments and may need extra time to write and/or a reader or a scribe to complete the exam. Applications for adaptations to write a Provincial Assessment must be made through the Special Education at the school.

School Completion With An IEP

Students whose learning disabilities require a program that does not meet Provincial Learning Outcomes may still complete school with appropriate recognition. The School Completion Certificate is granted by the Ministry of Education to students who complete twelve years of schooling.

LEARNING SUPPORT

At CHEK ABC we are aware that each student and every situation is unique. Some students may have difficulties with their schoolwork even though they don't fit into any of the BC ministry funded or designated categories. These students may struggle because they may have Dyslexia, ADD (attention deficit disorder) or ADHD (attention deficit hyperactivity disorder) Memory Deficits, Conceptual Deficits, Auditory Processing Deficits, Poor Work Habits, Visual Perceptual Deficits, Spatial Awareness Deficits or generally difficulties in Reading, Writing, Spelling, Speaking and Math.

CHEK ABC recognizes the importance of supporting these students and will work with each student to develop

strategies to help them overcome their challenges. Once a difficulty is identified and noted, the CHEK ABC teacher will make a referral to the SE Department. From there, support is provided by the IEP consultant; strategies are suggested, implemented and monitored; and additional testing or referrals may be made. A support plan may be drafted for such students to identify adaptations that will be necessary in the regular educational program for the child to meet success.

CHEK ABC GLOBAL

CHEKABC supports missionary families as they serve out of the country and have to educate their children while on the field. Families in the CHEK ABC Global program have access to a Missionary Support Teacher and relevant resources. A program is developed with their individual needs in mind.

ADMISSIONS

CHEK ABC is a Christian based program and accepts students whose parents support the education of their children in a faith-based school.

Enrollment is simple. Students may enroll online by going to the school web site at www.chekabc.ca.

Admission to CHEK ABC is based on:

- Suitability of the student(s) for self directed, home based learning
- Commitment from the parents to carry out learning activities
- BC residence and Canadian citizenship (or documented immigration)

ADMISSION OPTIONS

REGISTERED students

- Are considered a homeschooler according to BC law and do not receive teacher assistance.
- The family is responsible for the student's program and supplying all resources.
- The program does not have to align with Ministry of Education learning standards.

ENROLLED Students

- Have the support of a Christian BC Certified Teacher.
- Are in regular weekly contact with the teacher.
- Meet grade level Ministry of Education learning standards.
- May access up to \$550 for third party expenditures, and \$225 school based resources which support the learning plan. (Grades K-9 only)
- Provide samples of work done in all courses for assessment. (Grades K-9 only)
- Receive Report Cards, after student work has been assessed.
- Receive Provincial Graduation Diplomas (Dogwood) or School Completion Certificates (Evergreen)
- Are eligible for CHEK ABC scholarship(s).

CROSS ENROLLED Students

Grades 8 to 12 students may enroll with more than one school at a time.

- May take grade 8 – 12 courses with CHEK ABC and others at another BC School.
- Work with specialist teachers.
- Are in regular contact with the course teachers.
- Meet Ministry of Education learning standards.

ADMISSIONS PROCESS

Enrollment can be completed online by accessing the CHEK ABC Website (www.chekabc.ca)

Admissions Process for K-9 Students

- Click the "enrollment" tab on the website and complete the required fields.
- Any outstanding documents need to be sent to the CHEK ABC office (i.e. copy of birth certificate, legal documents)
- The Admissions department contacts the family and conducts a phone interview.
- A local teacher contacts the family to arrange for an initial meeting

- During the first meeting the teacher explains the CHEK ABC program, role and responsibility of the teacher and the parents and begins program planning
- The teacher makes a recommendation on acceptance.
- Parent and teacher develop a Student Learning Plan (SLP).
- Resources are ordered and the student begins the program.

Admissions Process for High School Students

- If a student wishes to fully ENROLL with CHEK ABC, enroll through the “enrollment” tab on the website and complete the required fields.
- If a student wishes to CROSS-ENROLL with CHEK ABC, enroll through the “Cross- enrollment” tab on the website and complete the required fields.
- The High School Counselor contacts the family or student for an interview.
- The course load for the year is determined.
- Students are enrolled in courses, resources are ordered, and specialist teachers contact the student to begin courses.

Tuition Fees for K-9 Enrolled Students

- A) A non-refundable \$50 tuition per child with a higher student allotment
- B) No tuition with a lower student allotment.

****All SPED students have to pay the Non-Refundable tuition of \$50****

Tuition Fees for Grades 10-12, Cross Enrolled, International and Adult Students

- \$150 or \$200 for online Grades 8 & 9 courses.
 - \$1,250/course International Student tuition
 - \$650/course Graduated Adult student tuition
 - \$200/course Adult student tuition
 - \$75 High School course withdrawal fee
 - \$50 High School course non-activation fee
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PARENTAL INVOLVEMENT

Parents are the primary facilitators of their children's education in a home-based learning setting. The teacher is in partnership with the parents to facilitate the meeting of Ministry of Education learning standards. Teachers, parents, and students must work together to achieve the expected educational goals. The following affirms the responsibilities and commitments of each party:

CHEK ABC TEACHERS AGREE TO:

- Develop a Student Learning Plan which meets the BC Ministry of Education learning standards
- Work with parents in the choice of activities and resources, as early as possible after enrollment or re-enrollment in the program
- Co-ordinate and approve all resource ordering
- Review student files
- Be available to students and parents during normal school hours and schedule regular meetings as required
- Develop a communication plan to contact the individual student and/or parent at least once each week by phone, email, personal visit, or group activity
- Regularly collect evidence of student work for each core subject
- Connect Ministry of Education learning standards and competencies to student work
- Establish time lines and assists students and families in structuring learning
- Assess student work and prepare three report cards for each student during the year
- Administer standardized tests
- Schedule and administer the Foundation Skills Assessment (FSA) for students in grades 4 and 7
- Plan and facilitate regular group learning experiences dependent on the enrollment and learning

PARENTS AGREE TO:

- Work with the teacher to coordinate a Student Learning Plan (SLP), and sign off in agreement of the plan
- Choose activities and resources, in cooperation with the teacher, that meets specific Ministry of Education learning standards
- Acquire resources as approved by the teacher
- Participate and facilitate weekly contact with the students' teacher
- Supervise, encourage and motivate the student on a day-by-day basis, and ensure that sufficient time is given for school work
- Submit student work for assessment in all subject areas
- Request and participate in standardized tests, if desired
- Ensure that students in grades 4 and 7 participate in the Foundation Skills Assessment Test
- Participate in report card assessment visits with the teacher three times per year
- Bring concerns directly to the teacher as soon as possible
- Return any non consumable resources purchased with Ministry of Education money to CHEK ABC
- Ensure that the student's work is of their own and they write quizzes and tests without assistance of any kind.

CHEK ABC STUDENTS AGREE TO:

- Put in the time needed to finish school work
- Complete all assignments that are required
- Communicate with the teacher
- Share learning and experiences with the teacher

- Ask questions and request help from the teacher whenever needed
 - Complete all school work on his/her own and not copy from someone else. They will write quizzes and tests without assistance of any kind.
-

THE PLANNING PROCESS

THE K-9 STUDENT LEARNING PLAN

Once a student is accepted into the CHEK ABC program, planning for the school year begins. A Student Learning Plan (SLP) is created in collaboration between the teacher and parent, and this directs the learning throughout the year.

- SLP work begins with collecting an inventory of student skills and core competencies. Goals for student development and growth are then identified. All learning activities are planned around these individual goals.
- SLP's reflect the unique family circumstance(s), goals of the parent, and learning needs/interests of the student.
- Every required subject is reflected in the SLP.
- Recognizing the inclusive, integrated, and personal nature of home learning, SLP's reflect an individual pace, multi-grade activities, and cross-curricular learning.
- All planned activities in an SLP have direct links to BC Ministry Curriculum content and core competencies.
- All resources that will be required to implement the learning program are included. These resources may include print resources, as well as digital, local, or technological resources.
- A budget is created to ensure that all resources are obtained.
- SLP's identify methods of assessment of student learning, relevant to the activities planned for.

What can you, as the parent, do to prepare for your SLP meeting?

- Review expectations of the BC Ministry of Education curriculum for the appropriate grade level(s): <https://curriculum.gov.bc.ca/curriculum>
- Create a list of your child's perceived strengths and weaknesses. Begin to outline some possible goals you may have for the year.
- Identify all community activities you expect your child to be involved in (i.e. – music lessons, PE activities, field trips, etc.)
- Identify any family activities that naturally occur (i.e. – church attendance, travel, family outreaches, etc.)
- A list of any resources that you would like to use.

Your CHEK ABC teacher will give you some forms to record the above on, which will help guide your conversation, the planning process, and provide background which is beneficial to your teacher.

REQUIRED COURSES K – 9

The following are required courses for each grade:

REQUIRED COURSES	K-4	5-7	8	9
English Language Arts	X	X	X	X
Mathematics	X	X	X	X
Social Studies	X	X	X	X
Science	X	X	X	X
Physical and Health Education	X	X	X	X
Career Education	X	X	X	X
Arts Education	Unified	Unified	Unified	Unified OR Discipline Specific
Second Language*	n/a	X	X	Optional
Applied Design, Skills, and Technologies	Integrated	Gr. 5 integrated Gr. 6/7 3 Modules	1	1

Our Second Language program focuses on primarily French or Spanish. However, upon special request students may be able to take other Ministry approved languages.

*For detailed information on BC Ministry required curriculum and expectations, please visit:
<https://curriculum.gov.bc.ca/curriculum>*

HIGH SCHOOL COURSE SELECTION

The CHEK ABC High School Counselor advises students on their course selection to ensure that they are meeting BC Dogwood requirements, or the requirements for their individualized program or post-secondary requirements. Students work with specialist course teachers online and at a pace that is convenient for them. CHEK ABC provides course material and instruction at no charge to the family. Students in grades 10 – 12 who are currently enrolled in a public or independent secondary school may cross enroll and take only a few online courses with CHEK ABC. Students are required to read and sign a Course Engagement Contract for each course to ensure active engagement in all aspects of each course.

***Please note** – the BC Ministry of Education High School Curriculum will be changing in the 2018-2019 school year. For details, visit the website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/curriculum-and-assessment/curriculum>
 Please contact the CHEK ABC High School Counselor to discuss your specific situation.

REQUIRED COURSES	
SUBJECT AREA	Minimum Credits
Career Life Education 10	4
Composition & Literature Studies 10 or Composition & Creative Writing 10	4
A Language Arts 11	4
A Language Arts 12	4
A Mathematics 10	4
A Mathematics 11	4
A Fine Arts and/or Applied Skills 10, 11 or 12	4
Social Studies 10	4
Social Studies 11 or 12	4
Science 10	4
A Science 11 or 12	4
Physical & Health Education 10	4
Total	48 Credits
ELECTIVE COURSES	
Students must earn at least 28 elective credits for Grade 10-12 courses	Minimum Credits
Additional Grade 10-12 Credits	28 CREDITS
CAREER LIFE EDUCATION/CONNECTIONS/CAPSTONE	
Students must earn 8 credits for Career Life Courses	8
Overall Total	80
Of the 80 credits for graduation, at least 16 must be at the Grade 12 level, including English Studies 12. Others may be required or elective courses.	

CHEK ABC'S LEARNING OUTCOMES

At CHEK ABC, we go above and beyond the BC Ministry of Education outcomes for student learning. As a Christian school, we see our role as being a partner with families in helping students grow in their faith, in their social and emotional development, and in their academics. As such, we have developed additional outcomes that are integral to all programs within CHEK ABC. Our learning outcomes include:

1. For the *spiritual growth* of the student, the school promotes:

- a. Teaching the Bible as God's inspired Word and to developing a desire to follow it
- b. Developing a Biblical Worldview
- c. Leading the student to a relationship with Christ our Saviour
- d. Encouraging involvement in a Christian community for worship, study and fellowship
- e. Developing a Biblical Worldview
- f. Encouraging Christ-like character traits such as: self-discipline, responsibility, honesty, humility, patience and care for others

2. For the student's *social and emotional development*, the school promotes:

- a. Helping the student to acceptance him/herself as a unique individual created in the image of God,
- b. Teaching the student to treat others with love and respect
- c. Developing the student to become a contributing member of society and to realize his/her dependence on others and their dependence on him/her.
- d. The importance of effective use of time
- e. A Biblical view of life and work
- f. Skills for personal relationships and conflict resolution
- g. An understanding of one's emotions and feelings
- h. Biblical attitudes towards marriage, family, material possessions and stewardship
- i. Physical fitness, and good health habits

3. *Academically*, the school promotes:

- a. High academic standards within the potential of the individual as uniquely created
- b. Helping each student gain a thorough comprehension and command of the fundamental processes used in communicating and dealing with others, such as reading, writing, speaking, listening, and mathematics
- c. The use of good study habits
- d. Teach the student how to do independent research and to reason logically
- e. Independent study in the area of personal interest
- f. Developing critical thinking skills
- g. Appreciation of our Canadian rights and responsibilities: freedom, human dignity, and acceptance of authority
- h. Discussions on current affairs
- i. Producing an understanding and appreciation for God's world, an awareness of man's role in his environment, and his responsibilities to use and preserve it properly
- j. An appreciation of the fine arts
- k. Adapting curriculum to real-life situations that are applicable communities in BC and beyond

STUDENT ALLOWANCE AND RESOURCES

Teachers work with parents to determine the educational program and CHEK ABC supplies the relevant books, materials, and activities to support the program. To assist with resource acquisition, CHEK ABC provides a Student Allowance, which can be used in many ways, dependent on the goals and educational programming of each student. When the SLP is developed, a budget is established to ensure that all resources will be made available within the allotted amount. The Student Allowance provides for resources in the following categories:

SCHOOL BASED RESOURCES

CHEK ABC offers several avenues of educational resources for families and costs can be deducted from an internal School Based Resource amount of \$225. They include:

1. CHEK ABC Librarium

The Librarium has many useful items available for loan that can form the basis of an entire educational program. This includes non-consumable books and resources, as well as Ministry texts.

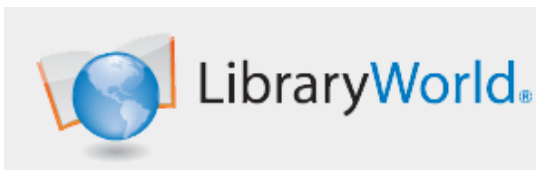
Librarium Membership fees:

\$25/student per year

Membership fees include:

- The borrowing of as many books as needed from the Librarium
- Two shipments TO families, and one free shipping BACK to CHEK ABC. Student allowances will be charged the cost of shipping over and above these amounts.
- Assistance in sourcing and ordering educational materials.

Families and teachers are encouraged to check the Librarium FIRST when planning SLP's.



You can view what is available or make holds using this link:

<http://opac.libraryworld.com/opac/home.php>

Library Name: CHEKLIBRARY

No password

Or use the Mobile app version

For items not listed on the inventory:

- a) Enquiry can be made. If an item isn't listed, it may not have been itemized yet, may be expected to be returned, or a bulk order has been made.
- b) Requests can be placed for loan. When books are returned or new purchases planned for, requests may or may not be granted and will be on a first come, first served basis.
- c) Request can be placed for purchase. The cost of the order will be deducted from the student School Based resource allotment.
- d) Every effort will be made to accommodate requests or alternate suggestions will be provided.

Return Policy:

- All books loaned out through the CHEK ABC Librarium are property of CHEK ABC and must be returned. Exception can be made if the family will be using them the following year. Notice needs

- to be made to the Librarium to check the item out for another school year.
- Textbooks, if not returned, will be deducted from the student allowance (or invoiced to the family) at actual replacement cost.
- Damaged books will be dealt with on an individual basis and a fee may be charged to the family.

2. CHEK ABC Sponsored Group Activities

CHEK ABC sponsors many learning events throughout the year and vary depending on location, need, student demographic, and opportunity. The value of group activities is to:

- build community
- meet subject specific learning standards
- provide opportunities for the teacher to interact with the student's learning.

Group activities may include, but are not limited to:

- Weekly classes
- Occasional special events or workshops
- Guest speakers
- Field trips
- Learning Centres
- Online classes
- Blended learning classes
- Sports opportunities

When a CHEK ABC sponsored activity is planned, a fee per student is determined and this is deducted from School Based Resources.

3. Computer and Equipment Lease Program

Families may choose to lease a laptop computer from CHEK ABC for a 3-year term. At the end of the term, the family owns the computer. CHEK ABC provides the option of computers set with MS office installed. We will provide assistance for the first month of the lease. CHEK ABC also has other equipment available for lease such as: printers, globes, robotics kits, microscopes, etc.

4. Online Subscriptions

CHEK ABC encourages and supports many options for online learning. Subscriptions to online resources can be charged to the student's School Based Resource fund. Parents may choose:

- Free and reduced subscriptions offered through the 'CHEK ABC Family Room'
- Individual and specific subscriptions relevant for their family

THIRD PARTY RESOURCES

CHEK ABC provides resources and activities through the use of Third Party vendors in various communities. Third Party vendors are community members or local/online businesses who offer goods or services unique to a student and which CHEK ABC cannot provide directly. Students may have access to a maximum of \$550 for Third Party purchases.

Third Party funds may be used to provide instruction in subject areas that are difficult in a DL setting. This includes opportunities most likely in Physical and Health Education, Arts Education, and Applied Design, Skills and Technologies.

Third Party purchases may include:

- Individual curriculum that could not be ordered through the Librarium

- Consumable workbooks
- Consumable supplies (ie – art supplies)
- Lessons in approved subject areas
- Passes/memberships

All Third Party Purchases:

- Are approved by the teacher before ordering.
- Are planned for and indicated on the SLP and SLP budget.
- Are paid directly to the vendor, not the parent.
- May be ordered by the teacher, or by the Curriculum Resource Manager.

Guidelines when planning for Third Party Purchases:

- A portion of funds for the upcoming school year is available as of May 1 to purchase CORE curriculum (Math, Science, Social Studies, Language Arts). An SLP and SLP Budget must be on file prior to the release of these initial funds. Remaining funds are available after October 15.
- CHEK ABC does not pay for lessons/activities between July 1 and September 30.
- Funds remaining after May 1 cannot be carried over to the next school year.
- Parents are responsible for adhering to each vendor's return/exchange policies.
- All non-consumable resources are considered property of CHEK ABC and must be returned.
- High School students are provided course materials, and may access Third Party resource funds for elective courses.
- All purchases are subject to the SLP & must stay within Third Party amounts. Parents may be required to reimburse CHEK ABC for purchases that are not relevant to the SLP or for amounts over the allotted funding for each family.

Purchasing from Third Parties:

1. To order resources, contact your local teacher or our Curriculum & Resource Manager.
2. To order activities:
 - a) Submit the completed activity registration form to your CHEK ABC teacher. The teacher will make arrangements for payment. Parents are to ensure that the student is registered for the program.
 - b) For independent contractors: Ask the music teacher, activity instructor, etc., to complete the CHEK ABC Billing Form (available at www.chekabc.ca) and return it to your teacher. (Please note: The CHEK ABC Billing Form is for vendors to complete, NOT parents or teachers.)
 - c) Invoices may also be sent directly from the vendor to the CHEK ABC office at accounting@chekabc.ca

CHEK ABC does not pay for lessons/activities between July 1 and September 30. Students may begin lessons in September if the teacher or activity organization knows payment will not be made until October 30th.

*****Please note: The BC Ministry of Education requires that students receive instruction/lessons from individuals who have a clear Criminal Record Check. All third party contractors must have proof of a cleared CRC with the Department of Justice.*****

Not Acceptable Third Party resource purchases:

- Anything considered toys: Lego, yoyos, Video games and systems, etc.
- Sports equipment
- Uniforms or clothing required for activities such as dance, martial arts, skating, hockey, etc.
- Furniture items or storage containers
- Movies (can be rented from NETFLIX or local library)
- Tools or small appliances
- Musical instruments
- Electronics (headsets, computers, DVD or CD players, cameras, iPods, mp3 players, etc.)
- Items not necessarily considered “educational” in the broader educational community
- Family passes that include adult fees – unless a Family Pass is less expensive than purchasing individual student/child passes.
- Transportation, food, or souvenirs
- Tutoring

(Exceptions to this list may apply to students with extra Special Education funding)

Equipment Policy:

Parents should not purchase with Third Party resource funds non-consumable items that are considered equipment (i.e. tools, electronics, music instruments, etc.). Equipment may be borrowed (eg. microscopes) if owned by CHEK ABC, and if approved, a nominal user fee and postage will be applied to the student allowance.

Shipping, Duty & brokerage fees:

CHEK ABC is not responsible for these fees and cannot reimburse parents.

FAMILY RESOURCES

CHEK ABC will provide resources generally considered part of a student’s educational program. However, items normally considered the responsibility of the family in a Brick and Mortar setting also applies to DL. These include:

- Family owned books/resources
- Movies
- Educational toys
- Furniture and organizational tools
- Sports and music equipment
- Sports clothing, costumes, and uniforms
- Computer and internet access
- Basic consumable school supplies
- Electronics
- Transportation
- Tutoring

CURRICULUM-IN-A-BOX

We are pleased to offer a Curriculum-in-a-Box option. It is an all-in-one package that offers all the resources needed to teach the core subject areas (Bible, Language Arts, Math, Science, Social Studies and Art (in Grades K-2 only)) for grades Kindergarten to 9. Curriculum in a Box takes the hassle out of deciding what to choose and the resources are quickly shipped directly to your home in one neat package. The lists are available on our website (www.chekabc.ca), as to what is included at each grade level. Please contact us directly or talk with your local teacher for more information on how to get a box and the cost per grade level.

ASSESSMENT

At CHEK ABC we value the teacher-student relationship and recognize that in order for student assessment to be authentic, there must be regular engagement with one another. In order for this to occur, we encourage regular weekly communication that includes updates on student progress, as well as samples of student work to date. This helps teachers give special assistance to students where needed, evaluate the implementation of the academic program, and to accurately report on the student's progress.

Teachers at CHEK ABC use a variety of means to assess students. These include:

1. *Informal evaluation* such as: observation, oral questions, short assignments, discussion and participation.
2. *Formal evaluation* such as: projects, writing assignments, performances, tests (short answer, multiple choice, matching, and cloze), reports and research.
3. BC Ministry of Education *Performance Standards* will be used.

Throughout the assessment process, CHEK ABC teachers focus on:

How students **understand concepts** related to the subject

How the understanding is **arrived at**, such as through problem solving, reasoning, enquiring

How the understanding is **communicated** such as through written work, verbal communication, drawing, or numbers.

How students **demonstrate** their understanding and **apply** their knowledge.

INFORMAL EVALUATION

Weekly Communication

Weekly contact with students provides teachers with opportunities to gather information for informal evaluations, and garner feedback on the process of learning that is occurring through formal studies, as well as through non-written activities such as games, baking, conversations, and reading books. It also provides opportunity for the parent/student to receive encouragement, guidance, and further support.

What can weekly communication look like? CHEK ABC encourages parents and teachers to decide on the best communication plan, given each individual family circumstance. Weekly support may include, but is not limited to:

- Communication through our ParentSquare online portal
- Digital Portfolio submissions and feedback
- Emails or video conference calls
- Phone calls
- Activity days, field trips, Learning Centres or classes
- Home visits
- Meeting the teacher at an agreed on time and place
- Moodle Courses (high school/online)

What should you share with your teacher on a weekly basis?

You may share any learning activity that your child has been engaged in, either formal or informal. Progress and work samples in academic subjects can be shared, but also any extra-curricular activities, family outings,

church events, or local home schooling co-op group activities. Students sometimes win awards or participate in community activities and these things can be shared with teachers. High school students should submit completed work and ask questions on course material on a weekly basis.

CHEK ABC Teachers strive to respond to any communication from a parent/student within 24 hours or one business day.

FORMAL EVALUATION

K-9 Formal Evaluation

Throughout the course of the term, students will complete various projects, unit assignments, and tests. These are used as benchmark assessments in how well the student is meeting the learning standards set out for them. The teacher assesses these completed work samples, ensuring they meet provincial and CHEK ABC learning standards as well as the individual goals set out in the SLP. These cumulative assessments are used as the basis for grades provided on a report card.

Families are encouraged to send in completed work regularly throughout each term. The more samples a teacher has access to, the more authentic the assessment will be. CHEK ABC encourages teachers and parents to determine the best way to receive completed work samples, dependent on the individual circumstances of the family. Work sample submission can include, but is not limited to:

- Uploading to a digital student portfolio
- Scanning and emailing
- Given directly to a teacher at a home visit
- Contacting the teacher to arrange a drop off
- Dropping at group activities, learning centres, or classes
- Mailing hard copies

High School Formal Evaluation

High school teachers provide course outlines at the beginning of a course, which clearly identify the assignments, tests, quizzes and exams that are required for course completion. The course outline includes expectations for student work, assignment/test weightings, and rubrics. Students complete and submit all assignments in order to achieve a final grade. Should adaptations be required for the course, teachers have the discretion to examine the situation and determine what would be best for the student. Once adaptations have been made, all requirements are to be met.

Supervised Testing

Students are required to participate in at least one supervised testing session per study period (Summer, Semester 1, and Semester 2). These testing sessions are mandatory, are supervised by a certified CHEK ABC teacher, and are written at a designated location closest to the student. Original photo ID is required upon arrival. The tests to be taken during the testing sessions are provided by the course teacher.

Each supervised test is worth a minimum of 10% of a students' final grade. A final exam may be required to be supervised and may be worth a greater percentage of the final grade. If a supervised exam is not within 10% of a student's course grade, then the teacher may assign a course grade based on the supervised exam results.

Please note: At the teacher's discretion, some students may be asked to participate in two test sessions per study term to ensure student authenticity.

Foundation Skills Assessment (FSA)

The FSA is a BC Ministry of Education mandatory annual standardized test for all British Columbia students in Grades 4 and 7. CHEK ABC participates fully in the administration and marking of these tests. The tests cover Reading Comprehension, Writing, and Numeracy and are completed partly online and in written booklets. The tests give a snapshot of the students' competency in basic skills compared to other students across the province. They are helpful to both the parent and the teacher in recognizing areas of need/focus and planning to support learning. Writing sessions are arranged and supervised by CHEK ABC teachers each year.

For additional details and samples of the FSA please see the BC Ministry of Education website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

ACADEMIC INTEGRITY

At CHEK ABC we have a high standard of integrity and require this same level of our students in all of their course work. Both elementary and high school students should always work to do their best and submit work that is their own. Students should work towards authentic achievement in all areas of their lives, and CHEK ABC teachers are available to assist students as they work towards their academic goals. Building a trusting relationship is key to academic integrity and authentic assessment. Throughout each term, our teachers verify student work to confirm their level of achievement. They may:

- Conduct face-to-face visits with all K-9 students and their families throughout the school year. During these visits students are asked to demonstrate their level of skill in various academic areas.
- Engage students in additional discussions regarding student work via email written exchange, digital portfolios, Moodle chats, and forums
- Conduct online oral interviews with high school students to discuss course content and level of understanding
- Assign various assignments which evaluate critical thinking skills
- Administer Timed written tests
- Cross reference student work with the student's previous or current teacher(s)
- Cross reference student work with standardized test results
- Require the students write a supervised test invigilated by a BC certified teacher
- Check photo ID at supervised tests

Cheating

Cheating in any form is not acceptable and does not demonstrate academic integrity. CHEK ABC defines cheating as:

a) Plagiarism:

- Copying (word for word in concept/idea) from another person the contents of an activity, assignment, essay, test or examination
- Not giving proper credit to the author, or creator of material included in an activity, assignment, essay, test, or examination.
- Using text downloaded from the Internet
- Paraphrasing the words of a text very closely
- Borrowing statistics from another source or person
- Copying from the essays or the notes of another student
- Downloading or copying pictures, photographs, or diagrams without acknowledging sources
- Accessing sample or completed activities, assignments, essays, test or examinations online or through other sources and claiming that it is one's work.

b) Enlisting the assistance of a tutor to complete assignments

- c) Being in possession of or having used any secure materials in an activity, assignment, test or examination. This includes answer keys and unauthorized copies of a test or examination.
- d) Sharing activities, assignments, tests or examinations with other students to pass off as their own.
- e) Communicating with other students during a test or examination through signals, verbal, written or electronic means.
- f) Giving or receiving assistance of any kind in answering questions during an activity, assignment, test or examination
- g) Possessing any book, paper or item that might assist in writing a test or examination, including a dictionary or piece of electronic equipment, that is not specifically authorized
- h) Removing any piece of the test or examination materials from the examination room, including work pages after the test or exam has finished.
- i) Continuing to write or altering a response after the examination session has ended.

Consequences for Cheating

Any student deemed to have cheated on a provincial exam, local exam, test, essay, assignment or activity will receive a mark of "0".

A review is conducted with the teacher and Principal to determine disciplinary action and may include:

- The teacher may allow the student to complete a make-up assignment to demonstrate the student's understanding of learning. This assignment is assessed and weighted at the teacher's discretion.
- Withdrawal of the course (without refund)
- Starting the course again
- Not being allowed to enroll in another course

If the exam is a Grade 12 exam, the eligibility for CHEK ABC scholarships is affected.

REPORTING

INFORMAL REPORTING

When teachers, students and parents are in weekly communication, informal reporting happens regularly. With the collection of evidence of student engagement in the educational program, regular, timely, and relevant feedback can be provided throughout the course of the school year.

Informal reports containing information regarding student progress in relation to the learning standards will be provided to parents between formal reporting periods. These can include (but are not limited to):

- Student led portfolio assessments
- Parent- teacher conferences
- Portfolio summaries and/or slideshows
- Grade book updates
- Telephone calls, emails, home visits

FORMAL REPORT CARDS

Report cards are issued at the end of each term and provides a cumulative assessment of the student's performance over a term. Each subject is represented and student progress is documented either through performance standards, letter grades, or percentages, as well as reporting comments. Year-end summative report cards close out the SLP for the year and all associated funding for the year.

K-9 Report cards are issued in November, March and June, and high school report cards are issued in November, January, April, and June.

Report cards reflect the collaboration of teacher, parent and student. For Grades K-9 a home visit is conducted to review term progress, evaluate the student portfolio, and self assess. At the high school level, report cards reflect progress to date in course materials.

At CHEK ABC we believe in a gradation of the introduction of formal letter grades.

- At the Grades K-9 level, student report cards contain a Performance Scale in academic areas with subject and term comments.
- By high school (Grades 10-12) all courses receive letter grades in term and final semesters.

Grades used to indicate student achievement:

<i>Grades K-9 Performance Scale</i>	<i>Grades 4-12 Letter Grade Definitions</i>
<i>BEG = Beginning – Beginning to acquire knowledge Skills, strategies and processes</i>	<i>A (86-100%)</i>
<i>DEV = Developing – Developing the ability to apply Knowledge, skills, strategies and processes</i>	<i>B (73-85%)</i>
<i>APP = Applying – Applying knowledge, skills, strategies And processes consistently</i>	<i>C+ (60-66%)</i>
<i>EXT = Extending – Extending knowledge, skills, strategies and processes creatively and strategically</i>	<i>C- (50-59%)</i>
	<i>I Incomplete</i>
	<i>F (<50%)</i>

Procedure to Appeal a Final School Grade

Every student and/or parent has the right to appeal a final school grade once a course is completed. The appeal process works as follows:

- A written letter is sent to the teacher outlining the appeal. The teacher may choose to resolve the appeal by:
 - o Allowing the student to re-submit the assignment
 - o Re-marking the assignment
 - o Providing another assignment as a replacement
 - o Keeping the assigned grade
 - o Providing another solution at his/her discretion
 - If the student/parent is still not satisfied, and appeal can be made to the Principal
 - o The Principal investigates the appeal
 - o The Principal makes a final decision and shares it with the teacher/student/family.
-

CHEK ABC POLICIES

DEVELOPING A CULTURE OF SAFETY, ACCEPTANCE AND RESPECT FOR ALL STUDENTS AND STAFF

Developing a culture of safety, acceptance and respect is paramount to CHEK ABC. We strive to build a culture that protects students and staff from discrimination, abuse, neglect (children), bullying, harm, or threat of harm regardless of their gender, race, culture, religion, sexual orientation, or gender identity and expression. This is done through:

- 1) Anti-bullying and safety policies for students and staff. These policies are communicated verbally and are available through the Student/Parent and Staff CHEK ABC handbooks. All handbooks can be accessed through the CHEK ABC website at anytime.
- 2) Established mechanisms for reporting concerns. CHEK ABC has a formal process for dealing with complaints or concerns – for both staff and students.
- 3) Educating all staff on what is and how to recognize abuse, bullying, discrimination, neglect and harm. Training is part of our start-of-year staff training and is followed up at various staff meetings throughout the year.
- 4) Online safety policy for students taking online courses. Online communications between staff and students are archived.
- 5) Promoting a culture of safety and respect through an ‘all staff on supervision’ approach.
- 6) Ensuring adequate student supervision at all CHEK ABC sponsored activities, Learning Centres and field trips. This is kept to a minimum of a 1 (adult) to 7 (students) ratio. All parent volunteers are debriefed on their role and how to report bully concerns prior to the activity.
- 7) Staff participation in Professional Development workshops and courses in the areas of abuse, neglect, discrimination, anti-bullying and awareness of cultural and other student needs.
- 8) Mandatory participation in the ERASE Bullying program.
- 9) Engaging parents in giving input into the educational program and sharing their culture and expectations.
- 10) Promote open communication between administrators, teachers, staff, students, and families.
- 11) Communicate norms, expectations, and values that support a healthy and positive school community.
- 12) Engaging students in their education process and acknowledging their successes.
- 13) Acknowledge all students by their preferred name.
- 14) Connecting students who are experiencing academic or social concerns with appropriate supports.

BULLYING AND HARASSMENT

CHEK ABC is a safe environment for staff and students. As a community we do not tolerate bullying or harassment in any form.

At CHEK ABC we define bullying as:

1. An action that is targeted towards an individual
2. An action that intended to harm an individual
3. An action that is repeated

We recognize that bullying can take the following forms:

1. Verbal (name calling)
2. Physical (pushing/punching)
3. Social (excluding someone)
4. Extortion (stealing or taking something away from someone)
5. Cyberbullying (using technology - phone, text, email, social media)

At CHEK ABC, we believe that part of addressing bullying is not just reactive through discipline of the bully, but through:

- Educating students about bullying and the power of the bystander through:
 - o Suggesting and providing resources as part of curriculum planning
 - o During group activities provide expectations for student conduct, given the environment and activity
 - o Provide a student Code of Conduct
- Adequate supervision of students while in a group setting
- Training personnel and participating in the ERASE Bullying program.

Action taken by the teacher/supervisor:

- We consider an accusation of bullying to be serious.
- The incident of bullying is investigated immediately by the teacher/supervisor, and a full account of the incident is recorded
- The teacher/supervisor interviews all concerned. Parents are contacted and made aware.
- Disciplinary measures are implemented

Students who have been bullied are supported in the following ways:

- Have an immediate opportunity to discuss the experience with a safe adult
- Given emotional support
- Be assured of the intent to investigate and resolve

Students who bully:

- Are given the opportunity to confess their actions
- Are explained the seriousness of the behaviour
- Parents are contacted and a meeting is set to discuss the behaviour and to set a consequence
- Are given the opportunity to build forgiveness, reconciliation and trust to the victim

Disciplinary action taken includes:

- Exclusion from Learning Centre/group activities
- Write out a plan how the behaviour will be corrected and restoration can be made to the victim
- Apology letters written to the victim
- Research and writing on the effects of bullying
- Repair/repayment of any physical items taken or broken

SOCIAL MEDIA

Definitions:

Social Media - anything that allows people to communicate or share information online or electronically, and includes social networks (like Facebook, Twitter, or Snapchat), messaging services (like email or texting), or other online communities (like YouTube). (www.saferschoolstogether.com, Social Media Guidelines Resource)

Social Media technology is widely used in culture and is a consideration for its impact in a DL educational setting. CHEK ABC advocates for wise, safe, and moderate use of Social Media in its educational program, and between students, staff, and parents.

Student use of Social Media

- Students, while enrolled at CHEK ABC, are to communicate with teachers and other students through CHEK ABC approved platforms, including, but not limited to:
 - o Moodle
 - o CHEK ABC student email account
 - o Student personal email account
 - o Shared Google platform (such as classroom, google docs, hangouts, etc.)
 - o CHEK ABC endorsed platforms/pages of Social Media that are set up and controlled by a CHEK ABC staff member.
- Students may have personal social media accounts. CHEK ABC expects students to:
 - o Behave online in a way that supports family and school community values. Their online presence should match their in-person presence.
 - o Use Social Media responsibly, demonstrating respect for themselves and their futures, their friends, peers, and other online users.
 - o Abide by the terms of service/contract that is set out by the APP/social media platforms. This is especially critical when relating to minimum age of use and appropriate conduct.
 - o “Friend” or accept invitations from people they already know. Students should use privacy settings to control access to their network and personal information.
 - o Strive to use the Internet in the safest way possible. Students are not to exchange personal information (birth dates, phone numbers, addresses, pictures, social insurance numbers), or passwords.
- Students must be aware of the potential consequences for what they post online. Anything shared by students will leave a digital footprint that is public, permanent, and searchable. Students should only post what they would want friends, peers, family members, teachers or future employers to see. Students are strongly encouraged to think critically about content shared and associated impacts before posting online.

- Students must not impersonate or use someone else's identity online. This includes creating fake profiles and deliberately compromising another person's social media account.
- Students are required to immediately report to a trusting adult, any content or behaviour that is inappropriate, compromising, illegal, or not suitable.
- Students are to refrain from posting/sending/communicating/messaging anything that is hateful, hurtful, or disrespectful to another individual. Students are prohibited from engaging in any cyberbullying behaviour.
- Students are to respect the privacy of others. They are not permitted to use a mobile device to capture or post an image or voice recording of another without that individual's permission.
- Students are to refrain from posting hateful, hurtful or disrespectful messages about CHEK ABC, it's staff and administration. Any concerns should be brought directly to the parties involved.

FOUNDATIONS OF COMMUNICATION

At CHEK ABC we believe that it is our call as brothers and sisters in Christ to bring conflict concerns to each other. When a situation does not involve an inequity of power (i.e. bullying), we advocate that all individuals (staff, students, contractors, and parents) connected with CHEK ABC follow the intent of the actions that Jesus outlines in Matthew 18:15-17. This includes:

1. Bringing the concern or conflict to the other person/party involved and not making it public or a fodder for gossip.
2. If the conflict cannot be resolved by working together between the two parties, then one party may enlist the help of another trusted, unbiased individual to assist in the situation.
3. If the conflict cannot be resolved after the second attempt, then the party may make an appeal to administration within the school

GUIDE TO COMMUNICATION

✓ **Good communication is a partnership:**

We value the families of Nelson Christian Community School (NCCS), CHEK ABC and Balfour Community Preschool as partners in the learning process. We encourage proactive and healthy communication and interactions between our schools and homes.

Parents and guardians are valuable school supports for fundraising, volunteering, chaperoning, and participating in Parent Advisory Councils for our schools. Most important are the ways families support their child(ren) in both classroom and at-home learning.

✓ **How do I communicate with my child(ren)'s teacher?**

As a parent, we encourage you to have regular and ongoing contact with your child(ren)'s teacher with any questions or concerns that you may have. Please note that teachers are busy with their educational duties, so it may take at least up to 24 hours for them to address your question.

For NCCS and Balfour Community Preschool teachers, we ask that you respect their teaching and preparation time by setting appointments with them and not approaching teachers while classes are in session.

Acceptable forms of Communication include:

- o Email
- o Telephone
- o In-person

Not Acceptable forms of Communication:

- o Through a staff member's personal social media accounts
- o In-person while running into the staff member out and about in your community

✓ **What can I expect of my child(ren)s teacher?**

Families can expect timely updates from their teacher, this includes:

NCCS: Academic progress, classroom happenings and activities, attendance, in-school behaviours or behaviour concerns and volunteer opportunities

CHEK ABC: Student learning plans, budgets, resources, program activity and learning centre participation, or academic progress

Balfour Community Preschool: Classroom happenings and activities, feedback on child success, behaviour updates, and volunteer opportunities

NCCS and CHEK ABC issue three Report Cards per year for students in Grades Kindergarten to 9. Teachers write report card comments and issue subject grades. Report Cards are reviewed and approved by administration prior to being finalized. Please note the teacher responsible for each subject grade.

You can expect to have an opportunity to meet your child(ren)'s teacher after a report card has been issued to discuss academics, behaviour and goals.

✓ **How do I bring a concern forward?**

The goal for dealing with a concern is to work towards a mutual and respectful solution. If you have a concern, *contact your child(ren)'s teacher directly prior to contacting administration*. It is helpful to contact your child(ren)'s teacher during the school year, and prior to any issues building up. *If concerns cannot be resolved through direct contact with the classroom teacher, then families may contact the school administration*. When contacting staff please keep communication to the point, and *make sure your concerns are based on what you know to be true from your experience or your child(ren)'s experience only*.

We believe that bringing concerns forward on the behalf of another student/ family or based on a conversation with another student/family is furthering gossip. We want direct and timely communication from those directly involved with concerns.

It is important to be patient in the process as there are several sides of a story to be heard. Respectful communication is key to resolving issues proactively. ***Abusive communication will not be tolerated.***

For NCCS students and students participating in Learning Centres, we want to develop a culture of direct communication between students and teachers. Students are encouraged to speak to their teachers and/or trusted adults with concerns as age appropriate. The more we can have concerns expressed from a prime source, the better and timelier we can address the concerns. ***Concerns that have been allowed to lapse for months are very difficult to address.***

✓ **What can I expect of the school and administration?**

You can expect fairness, due process and timely response while keeping student learning and a Christ-focused culture at the centre of our work from administrators of our schools.

✓ **What can I expect out of a resolution?**

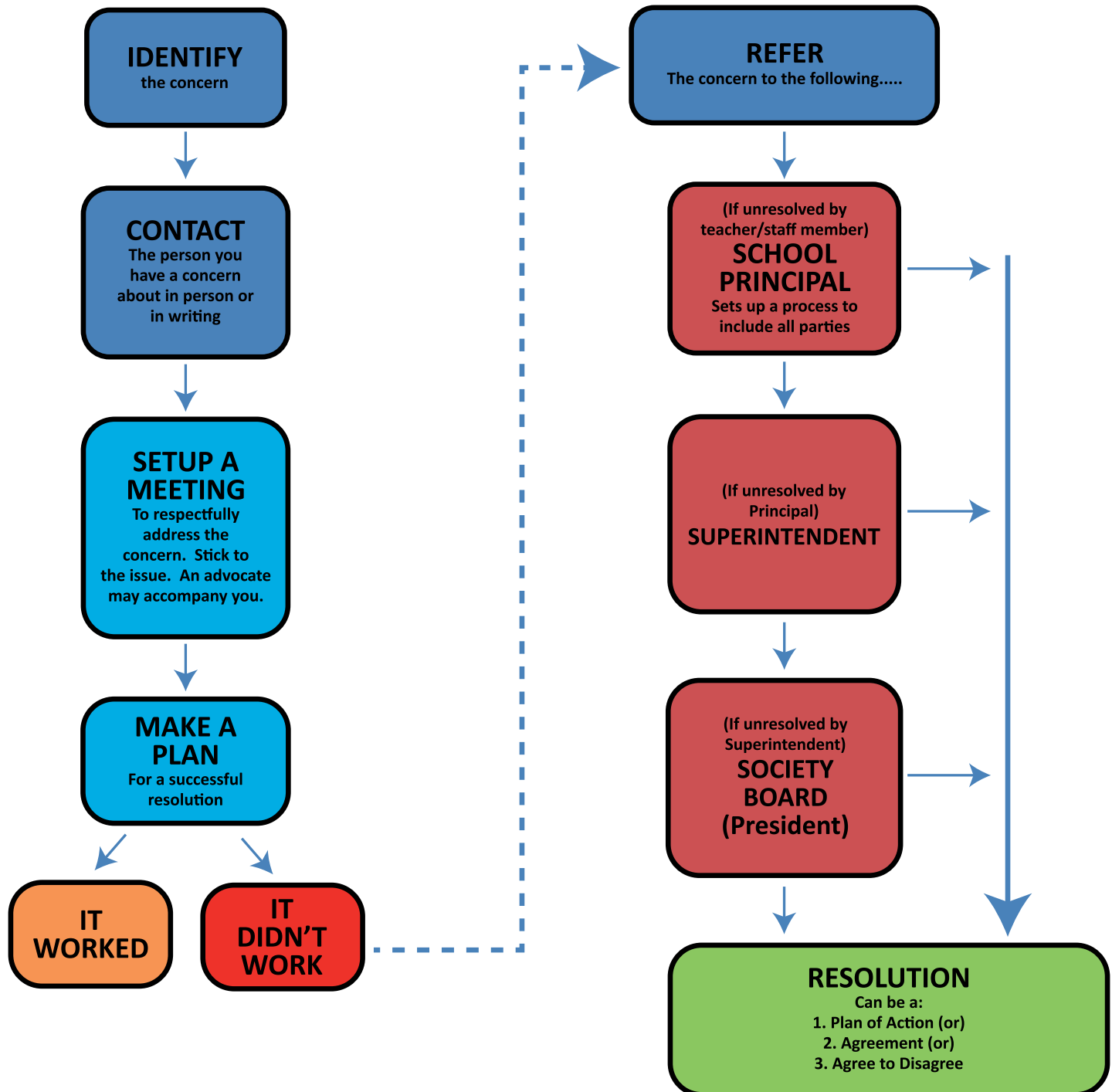
Our school and administrative staff, together with any other stakeholders, will work with you to come to a resolution of concerns. The resolution will fall into one of these 3 possibilities:

1. Plan of Action – a plan for both parties to follow to make changes in resolving the concern
2. Agreement – a formal arrangement outlining in writing what steps need to be taken to resolve the

concern

3. Agree to Disagree – an agreement where each party understands that their perspective on the concern is different and cannot be fully agreed to – but is accepted by each party involved

RESOLVING CONCERNS



PRIVACY

CHEK ABC is committed to safeguarding personal information of parents and students by meeting and exceeding the privacy standards set by British Columbia's Personal Information Protection Act (PIPA). See the Personal Information Privacy document.

A. CHEK ABC uses additional practices in order to keep personal information secure including the following:

- a. Signing of a Confidentiality Agreement by all employees and contractors
- b. Encryption of confidential documents that are sent electronically;
- c. Implementation of usernames and passwords to school devices, programs and databases. These are changed on a regular basis (minimum once per year);
- d. Registered mail may be utilized as deemed necessary;

CONCLUSION

Occasionally changes may be made to CHEK ABC policy. These may be done without notice. CHEK ABC strives to inform families and students of policy changes in a timely manner.

In closing, we look forward to partnering with parents to help develop students who pursue academic excellence and grow to love the Lord and His Word. May God bless you as you continue your journey of home education.
