



Student Handbook

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ABOUT WEST COAST ADVENTIST DL SCHOOL

History

Founded in 2006, West Coast Adventist School is part of the Seventh-day Adventist educational system. This educational system is the largest protestant education system in the world and has been in existence for over a century. We draw on this experience and combine that with new technology to enable us to bring to you Adventist Christian education no matter where you live in British Columbia or the world. Given the SDA education philosophy of recognizing the role of parents as the primary educators of their children, this school could be a natural fit. For SDA parents, many of whom want an Adventist component in their home educational program, it makes sense that the Distributed Learning option be offered.

We are pleased to be offering the Kindergarten to Grade 12 programs. These programs are fully accredited with the British Columbia Ministry of Education.

What Makes Us Different?

Christian – Is it important for your children to learn in a religious environment, and be able to use Adventist Christian curriculum resources in your DL program? If so, then you should enrol them in a Seventh-day Adventist DL school. Public school DL programs must be secular.

Direct – Parents are an important part of our learning equation. However, each learner is also provided with direct access to his/her teacher, who administers and evaluates the learner's educational journey. Students can contact the teacher by phone, e-mail, or through direct online tutoring.

Live – With the WCAS program, students will participate in live classes with other students while they are being instructed by the teacher. The number of live meetings will vary. Students in the primary and elementary grades meet once a week in a live class with the teacher while high school students may choose to meet for all classes for every school day.

West Coast Adventist School will provide quality, personalized distance learning based on the individual needs of the student. We will encourage and motivate the student to reach their full potential academically, spiritually, emotionally, and physically.

THE SCHOOL

Mission Statement

Our mission at West Coast Adventist School is to provide the highest quality Adventist Christian education in a Distributed Learning environment.

Philosophy, Purpose and Objectives

We believe that all true wisdom and knowledge comes from God, who is the Creator and sustainer of the entire universe is the source of knowledge and wisdom. In His image, God created man perfect. Because of sin, man lost his original estate. Christian education, through the harmonious development of the physical, the mental, and the spiritual powers, and by perfecting faith in Christ,

- Restores in us the image of God,
- Nurtures in us a dedication to work with God on earth
- Develops in us a willingness to serve others, and
- Prepares us for the higher joy of eternal life.

We accept divine revelation as the guiding principle of our philosophy of education. We believe that teachers are servants of God, and that students are children of God. We operate our school to ensure that our youth may receive a balanced physical, mental, moral, and social education in harmony with Christian standards and ideals, with God as the Source of all moral value and truth. The specific objectives of the school are as follows:

1. Spiritual—To encourage and help students to have a personal relationship with Jesus Christ, a true knowledge of God, and a desire to do His will.
2. Mental – To help students develop habits of accuracy, diligence, and sound judgment, based on Christian principles and provide academic training in a variety of subjects which allow students to move successfully to other learning institutions. To help students know how to learn as well as how to speak, read, write, and compute.
3. Social—To help students develop a desirable personality while learning to value, respect and relate to others in loving and considerate ways. The school wants to produce young people with sound interpersonal skills, with the ability to contribute to social progress, fairness and justice, and who can make a difference in the next generation.
4. Physical—To teach and encourage students to develop a healthy lifestyle, enabling them to enjoy personal health so that they can be of service to God and man.

Parent/Teacher Relationship

We encourage parental involvement at our school. The success of the school depends in a large measure upon cooperation between parents and teachers. Parents are encouraged to maintain an interest in their child's education, and the teacher will be available to discuss the student's progress.

Administration

West Coast Adventist School is a distributed learning institution offering grades Kindergarten through twelve. The Seventh-day Adventist Church in British Columbia owns the school. The school board is comprised of the officers of the Office of Education, SDABC and representation from the K-12 Board of Education, WCAS Administration and the constituency.

The Ministry of Education through the Independent School branch ensures that standards are maintained in educational programs, staff qualifications and facilities. The Federation of Independent School Associations (FISA) acts as a liaison between the government and the various Independent School groups who works with government and other groups to promote support of independent schools. The Administration of the West Coast Adventist School is designed to ensure that:

1. *The stated philosophy is upheld.*
2. *The parents' concerns regarding education of their children are fully expressed and meet with this philosophy.*
3. *WCAS meets the requirements of the Independent Schools Branch of the British Columbia Ministry of Education.*

Personal Information & Privacy Policy

WCAS is responsible for all student's private information and will ensure that it is handled properly, that it will not give access to or disclose any information outside of the school's jurisdiction and will store all student records in a safe environment in compliance with the Ministry of Education publication entitled, "Student Records: Requirements and Best Practice Guidelines for Independent Schools."

WCAS follows the guidelines outlined by the Seventh-day Adventist Office of Education in the policy entitled "Personal Information Privacy Policy for Education Parents and Students of the Seventh-day Adventist Schools (BC Conference)."

ADMISSION

Admission Policy

Membership in the church is not a requirement for admission. Our school admits students of any race, religion, color, national or ethnic origin, sexual orientation or gender identity and expression. We welcome any young person who desires a character-building education and is willing to support the standards of the school and comply with its regulations.

To choose West Coast Adventist School is to choose to uphold its standards.

Parents must be willing to support the purpose, philosophy and program by:

- 1. Completing and signing the Student Application Form, indicating they have read, understood and are in agreement with the policies and regulations of this school.*
- 2. Accepting responsibility for conferences with teachers and students when the situation warrants.*
- 3. Accepting responsibility for making sure that logs and other communication with the teacher is taking place.*

Students must be willing to support the school by:

- 1. Agreeing to adhere to the standards and regulations of the school as outlined in this Handbook.*
- 2. Endeavoring to demonstrate commitment by effort and work.*
- 3. Honesty in assignments or reporting activities.*
- 4. Ethically using the Internet and WCAS website.*

Parents and **students** are asked to study this Handbook carefully before taking the following steps:

1. Complete registration form package and submit with photocopy of original birth certificate and BC CareCard:

West Coast Adventist School
Box 1000
1626 McCallum Road
Abbotsford, BC V2S 4P5
office@wcasdl.ca

2. A student entering Kindergarten must be 5 years of age prior to Dec. 30 and a student entering Grade one must be 6 years of age by the same date.

3. Parents/guardians must sign the application forms giving their approval for the student to attend.

Students with Special Needs: The resources of WCAS are limited in terms of what can be offered in the way of learning assistance. Students who require learning assistance will only be enrolled if there are adequate resources for the child.

Financial Information

WCAS financial plan is provided to offset the cost of what would normally be provided to a student who is in a regular school program. Under that general guideline, WCAS will cover the costs of learning materials necessary for the implementation of the student-learning plan.

Costs include:

- 1. Paper-based and/or computer-based learning resources*
- 2. Administration materials (teacher guides, etc.)*
- 3. Lessons, and/or programs directly related to course outcomes*
- 4. Tutoring*
- 5. Any other costs that directly relates to the student's learning plan.*

While costs for instruction in athletic programs (e.g. gymnastics) may be covered, season or day passes for skiing, etc. will not be covered. Stationary supplies will not be covered. Non-consumable materials (hard cover books, teachers' manuals, etc) can be used on a loan basis from WCAS for a refundable fee.

Book Fees

Most of the materials a student would need for the completion of any course taken through WCAS are available online through e-textbooks. However, hardcopy materials loaned to the student are subject to a refundable fee. When students receive books there will be an invoice specifying the amount of the fee for those books. This invoice is payable upon receipt of the materials. When the student has finished the course the books may be returned, and the fees paid will be reimbursed. Failure to return the books, or returning books in an unusable condition, will result in the fees being used to replace those resources.

Conditions

WCAS will deal with third parties to provide educational services, materials, educational resources, or supplies to students and will not pay funds directly to students or the parents of students without prior approval and supporting documentation.

Unused funds will not be carried over into the next academic year, nor can they be used to cover the purchase of resources intended for use in the following year.

Funds will be prorated based on percentage of enrolment. If students leave the program during the school year for any reason, the cost of the program will be prorated and that amount will be charged to the student and/or parent, and any borrowed resources or equipment must be purchased or returned.

ACADEMIC INFORMATION

The school follows curriculum guidelines established by the B.C. Conference of Seventh-day Adventists and in harmony with the requirements set by the B.C. Ministry of Education. The Seventh-day Adventist, North American Division Department of Education, oversees use of Reading, Bible, and Science/Health materials used. Other courses offered by WCAS follow the British Columbia Ministry of Education curriculum guidelines from a Christian perspective. For more information about the BC Curriculum, you can visit this site: <https://curriculum.gov.bc.ca/>

Testing

WCAS recognizes the importance of testing for the student and the school. With this in mind WCAS participates in the following achievement tests and other tests as required from time to time:

- **FSA (Foundation Skills Assessment)** – Taken in the fall generally, Grade 4 and 7 FSA tests as designed by the Ministry of Education are required, and it is expected that all students in the affected grades will participate. Contrary to reports in the media the FSA are not optional for BC residents.
- **High School Literacy and Numeracy Assessments** - mandatory for graduating high school students who are residents of BC. These assessments will be coordinated in the following manner:
 - The student will attend the local Seventh-day Adventist school in their community to write their exams in a supervised environment.
 - If there is no Seventh-day Adventist school in their community, arrangements will be made with a local high school in their community for them to write the exam at that high school.
 - Alternate arrangements will be made with the student should neither of these options be feasible.

Academic Honesty

West Coast's program is based on an element of trust, as assignments are completed at a distance, without the teacher providing direct supervision. When students are taking a test, it is expected that parents will provide supervision to ensure the students are using only the materials and resources that the teacher is expecting them to use. As well, work that is handed in is expected to be the student's own work. Teachers regularly check on the Internet to see if student work has been copied from other sources. In cases where the teacher finds that cheating has been taking place, the student will receive no grade for that assignment, will address the issue with the student and the parent, and will notify the administration this has happened. If there are recurrences of this practice, the student will be withdrawn from all courses with WCAS, and may not be allowed to re-register with the school in the future.

Assignment & Assessment Retakes

WCAS teachers are committed to providing excellence in DL education for all of their students. In the spirit of mastery-based learning, WCAS does offer students the opportunity to repeat assignments and assessments as necessary. However, the assessment procedure must ensure that the results obtained are a fair and true reflection of the ability of the learner. For this reason, the following criteria must be met for a student to apply for a retake on an assignment or assessment:

- The student's grade on the assignment or assessment must be less than 73%,
- the assignment must be free of any teacher suspicion relating to plagiarism or academic dishonesty (refer to the Academic Honesty Policy),
- the student must have less than 80% overall in the given course,
- and the retake request must be received by the teacher within five business days of receipt of the assessment or assignment results.

If the assignment or assessment meets the above requirements, the student may submit a request for a retake to the classroom teacher. The following policies will apply throughout the process:

- WCAS provides the opportunity for up to two resubmissions per assignment.
- WCAS provides the opportunity for one retake per unit test or major project.
- Students must submit the "WCAS Retake Application" form to be eligible to retake unit tests and major projects within five business days of receiving the initial mark.

The maximum grade a student can receive on a unit test or major project that has been retaken is 85%.

Course Challenge Policy

In cases where full-time WCAS students have demonstrated competency in a given subject area, it is possible that students can request to challenge a course. Students who wish to challenge a course are responsible to provide documentation of learning that satisfies the Ministry of Education curricular competencies. Contact with the adult who oversaw the learning (which cannot be solely a parent) and the teacher assigning the grade will need to be initiated and maintained, as well. Whether the curricular competencies have been satisfied will be at the discretion of the teacher. Additional proof of student learning may be required by the teacher. In this case, the student will not be assigned the grade until the requested documentation has been submitted. WCAS Students are not permitted to take Bible courses, or any other Board Authority Authorized course, as challenged credit. All WCAS students are required to take Bible as a live class.

A student can challenge a course if he or she:

- Has not already challenged the course and received a passing grade, or completed the course through previous enrolment, or been granted equivalency for the course.
- Can give compelling evidence that he or she will succeed in the challenge.

Course Challenge Process

The challenge process begins when it is determined that credit cannot be awarded through equivalency and a student has given compelling evidence that he or she will succeed in a challenge assessment.

To receive credit for a course that does not have a required exam, a student must:

- Obtain at least a C- (50% minimum) grade/score in the challenge course assessment. This course assessment is created by WCAS teachers and staff, and generally consists of a mid-term exam and final exam in core academic courses. In certain electives other criteria will be used to determine competency of the course curricular competencies at the discretion of the course teacher.

To receive credit for a course that has a required exam, a student must:

- Complete the challenge process through the school and have a passing school percentage reported to the Ministry; and
- Write the provincial exam at one of the scheduled exam times set by the Ministry; and
- Obtain a final mark in the course of at least a C- (50% minimum) based on the combination of school mark (based on the challenge) and exam mark. The minimum passing score is the same as for students enrolled in the course.

Course Withdrawal Policy

Students who enroll in a course should do so with the intention of completing within a year of the active date. However, there may be times when it becomes necessary for a student to withdraw from a course for a variety of personal or academic reasons. If this happens before the student becomes active from the course, the course will simply be removed from the student's timetable and will not be posted to the student's transcript. However, in a case where the student is already active in a course, the course will be posted as "Withdrawn" (noted by a "W") on the student's Ministry of Education Transcript of Grades.

****Please note that if you withdraw from a WCAS course you will be unable to retake the course until two funding periods have passed. You can check with the office on when that might be.****

Students can make a request to be withdrawn from a course by writing an email to the WCAS office manager (office@wcasdl.ca). This request will be forwarded to the course teacher for consultation and confirmation. In the case where students have completed more than 80 percent of the course as determined by the teacher, students will not be permitted to withdraw. Students will be given the opportunity in those cases to choose one of the two options:

- Complete the remainder of the course, including any requested proctored or final exams
- Take a 'zero' for any remaining outstanding assignments or proctored exams, and a final grade will be submitted.

Teachers or Grad Advisors can make a request for a student to be withdrawn from a course in the following cases:

- Students communicate directly the request to be withdrawn.
- Students have been enrolled in the course for a year or more and no plan to complete is in sight. Communication must be sent to the student, as well.
- Students are not responding to communication about course work for more than 8 weeks.

Please note, that the withdrawal policy (not being able to start a course again for a minimum of 2 funding periods) applies in these situations, as well. As such, if a student confirms an intention to complete the remainder of the course, administration will reach out to the teacher to confirm re-opening the student's course.

Homeschooling

Parents who wish to register their child(ren) as homeschoolers through WCAS are able to do so. As per Ministry of Education policy, parents who wish to go the route of homeschooling will be overseeing the academic program of their child(ren) without the support of a teacher and without access to WCAS curriculum resources.

Grading System

In keeping with the Ministry guidelines for reporting student progress WCAS reports progress differently at various grade levels.

For Grades K to 8, performance is described as one of the following:

- Not Yet Meeting Expectations
- Approaching Expectations
- Meeting Expectations
- Exceeding Expectations

Use of the performance scale to show progress in language arts (including reading, writing, and speaking/listening), mathematics, social studies and science is mandatory. The performance scale may also be used to report progress in other areas, such as fine arts, personal planning, physical education, social responsibility and work habits.

Criterion-referenced letter grades in **Grades 9 to 12** indicate students' level of performance in relation to the prescribed learning outcomes set out in provincial curriculum guides for each subject or course and grade, and the learning outcomes for board authorized courses and independent directed studies. Letter grades must be included on report cards in Grades 10 to 12. Below are the various standard sets and criteria for assigning letter grades at the high school level:

A	The student demonstrates excellent or outstanding performance in relation to the learning outcomes for the course or subject and grade.	SG	Standing Granted. Although completion of normal requirements is not possible, a sufficient level of performance has been attained to warrant, consistent with the best interests of the student, the granting of standing for the course or subject and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry or early leaving, but may only be granted by an adjudication process authorized by the principal, vice-principal or director of instruction in charge of the school. Standing Granted may not be used for the Graduation Transitions or for a course with a required Graduation Program Examination.
B	The student demonstrates very good performance in relation to the learning outcomes for the course or subject and grade.	TS	Transfer Standing. May be granted by the principal, vice-principal, or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the <i>School Act</i> . Alternatively, the principal, vice-principal, or director of instruction in charge of a school may assign a letter grade on the basis of an examination of those records. Transfer Standing may not be used for the Graduation Transitions.
C+	The student demonstrates good performance in relation to the learning outcomes for the course or subject and grade.	RM	Requirement Met. The student has met the learning outcomes set out in the "Program Guide for Graduation Transitions". Requirement met may only be used for Graduation Transitions.
C	The student demonstrates satisfactory performance in relation to the expected learning outcomes for the course or subject and grade.		
C-	The student demonstrates minimally acceptable performance in relation to the learning outcomes for the course or subject and grade.		
I	In Progress or Incomplete. The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the learning outcomes. An "I" letter grade may only be assigned in accordance with section 3 of the Provincial Letter Grades Order.		
F	Failed or Failing. The student has not demonstrated, or is not demonstrating, minimally acceptable performance in relation to the learning outcomes for the course or subject and grade. The letter grade "F" may only be assigned if an "I" (In Progress) letter grade has been previously assigned for that course or subject and grade or if the "F" is assigned as a result of failing a provincially examinable course.		
W	Withdrawal. According to the policy of the board, and upon request of the parent of the student or, when appropriate, the student, the principal, vice principal or director of instruction in charge of a school may grant permission to a student to withdraw from a course or subject.		

Percentages Associated with Letter Grades		
A	86	100
B	73	85
C+	67	72
C	60	66
C-	50	59
F	0	49

The successful completion of a course numbered 10, 11 or 12 requires a minimum of a C-.

GENERAL INFORMATION

Code of Conduct for Students

We believe the home is the primary influence on children. We also believe home and school must share the responsibility for teaching children appropriate behaviour and social skills. This socialization process, that is teaching children to relate positively with others and to understand the need for certain behaviours, is one of the more difficult aspects of parenting and teaching. Consequently, as parents do at home, teachers spend much time explaining the “whys” of this world. For example – why we don’t throw things, why we speak politely, why we don’t touch others’ property, why we show respect to others. By working together, we can increase the probability that students will learn these skills, thus resulting in increased self-respect, respect for others, responsibility, and enhanced learning.

Rights & Responsibilities

ALL MEMBERS of the WCAS community have the following rights:

- To learn and work in a safe environment
- To have their positive behaviour recognized
- To be protected for physical harm and verbal abuse
- To have their personal property protected
- To be treated with kindness and care
- To be provided with the best learning and work opportunities possible

Each TEACHER/SUPERVISOR, therefore, has the responsibility to:

- Provide a safe, Christian and supportive environment
- Treat students with respect and consideration
- Provide quality curriculum that reaches students
- Nurture positive relationships
- Understand, support, and follow the goals and procedures of the discipline policy

Each STUDENT, therefore, has the responsibility to:

- Understand, support and obey all home and school rules and graciously submit to correction when it is given
- Show respect to all members of their learning community
- Take responsibility for their own actions
- Care for one another and refrain from hurting each other by actions or words
- Actively engage in the learning process
- Demonstrate fairness and sportsmanship
- Show care for the property of others
- Maintain a clean, neat environment
- Complete daily class requirements/assignments

Electronic Supervision Policy

Access to the Internet will enable students to explore thousands of libraries, databases, museums, and other repositories of information and to exchange personal communication with other Internet users around the world. Families should be aware that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive. Unfortunately, while the purposes of the school are to use Internet resources for constructive educational goals, students may find ways to access other materials.

We believe that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration exceed the disadvantages when the appropriate precautions are taken. But ultimately, parents and guardians are responsible for setting and conveying the standards that their child (ren) should follow when using media and information sources. WCAS 's program requires that students do test and explore on the Internet. The school through login usernames and passwords have tried to keep the Website safe and private for the students. Anything posted to the Website will not bear names, background, private info, or place names of students. The personal information of students using the Website is for the strict use of WCAS and will not be shared with another student, or persons not connected to the immediate family.

Internet

The safety of students is a very high priority for WCAS and ensuring that safety is the joint responsibilities of WCAS, parents and the student. The school and its staff endeavor to work with students, and parents to reduce and minimize risk to students.

The following are guidelines we follow:

- Use the Internet only when given permission by your supervisor.
- Information found on the Internet is not always true.
- Some Internet pages contain commercials or ads- do not click on commercial or ad links.
- Be a good online citizen and do nothing that hurts other people or is against the law.

Responsibilities & Ethical Use

- Never login as someone else
- Tell an adult right away if you come across any information that makes you feel uncomfortable.
- All work completed using technology resources must be your own.
- Do not take part in online activity that will hurt yourself or others.

Information found on TV, video, and computers may be the property of someone else. Copy this information only with permission.

School Insurance

Basic minimum 24-hour accident coverage is included upon enrolling in the distributed learning school.

Transportation & Field Trips

Volunteer policy: All volunteers working with children on a regular basis must have a completed Criminal Record Check. Occasional volunteers such as drivers for field trips must be well known to the organization and complete a Statutory Declaration form – available from the Office of Education SDABC.

Driver policy: Anyone driving students must have the following filed with the office: a copy of their car insurance showing a minimum of \$2,000,000 coverage and a driver's abstract showing their driving record.

Accidents

In the event of an accident, every effort will be made to contact the parent/guardian immediately. When necessary, medical attention will be sought to ensure the wellbeing of the student.

Citizenship

The West Coast Adventist School is a Christian school. We therefore look for those who attend to desire an education with this special emphasis. All are expected to abide by the standards of the school and conduct themselves as courteous Christian young people. Admission to the school is considered a privilege for those students who can appreciate its unique character and ideals. Digital citizenship is of utmost importance in a Distributed Learning environment. Any form of bullying (online or otherwise) will not be tolerated and will result in disciplinary action.

Online Class Behaviour

WCAS provides live class as an opportunity for students to learn while engaging with each other and their classroom teachers. Since our time together is limited, it is very important that all students cooperate in a way that establishes a productive learning environment for all members of the class. The following are the expectations for WCAS students wishing to participate in live class:

Classroom Etiquette

Students will...

- Be prepared with pre-class activities completed and necessary materials on hand, ready to learn.
- Ensure that their environment is quiet and conducive to learning, avoiding background activity if at all possible.
- Arrive on time or enter quietly if late.

- Use their first name for participant identification in zoom.
- Adhere to teacher guidelines regarding when to speak and when to listen.
- Allow others to speak and avoid dominating class discussions.
- Avoid interrupting the teacher or fellow students.
- Unless speaking, keep their microphones muted.
- Provide relevant comments that lift up others and encourage learning.

Chat Box Behaviour

Students will...

- Use language that uplifts others, reflects the Christian atmosphere, and contributes to the class discussion positively.
- Use the chat box for asking questions that need to be addressed later, in order to avoid interrupting others.
- Avoid interrupting the class with comments that do not apply to the discussion.
- Only use graphics that are relevant to learning and are not a distraction.
- Use cyber etiquette while writing comments (for instance, avoid the use of caps, as it indicates the writer is yelling).

Video Camera Behaviour

Students will...

- Use the camera when instructed to do so by the teacher.
- Ensure that their entire faces are visible during live class and that they are present during live class, unless they have been given permission to step away by the teacher.
- Remain stationary during class, to avoid distracting other class members.
- Refrain from bringing objects into the line of sight of other class members, unless instructed to do so by the teacher.
- Avoid demonstrating any behaviour that may be interpreted as disrespectful, distracting, or unsafe on camera.

WCAS reserves the right to remove a student from live class at any time. Further disciplinary action will be pursued in a case where a student's behaviour is inconsistent with the above live class protocol.

Discipline Policy

The West Coast School Board upholds the discipline policy of the British Columbia Conference of the Seventh-day Adventist Church. Classroom control and discipline will be maintained. Insubordination will not be tolerated, nor harassment/bullying of other online students. The following guidelines will be implemented in case of an infraction:

1. *The child will be removed from the classroom and parents notified.*
2. *Before re-entering the class, a parent/teacher conference will be held.*
3. *If problems are not resolved, additional steps may be necessary, involving the Discipline Committee of the School Board.*

4. *Policy dictates that a teacher may suspend a student and that the School Board may find it necessary to expel a student.*

Daily Schedule

For students registered in Grades K-8, school hours are flexible in the student's home and it is this flexibility that makes distributed learning a unique experience. Friday hours may be flexible. For students in the live Grade 9-12 program, a daily timetable of classes is provided indicating when the student should be present in the online classroom for instruction.

Role of the Parent

By enrolling your child in WCAS program, you agree to the following:

- that your child's teacher is responsible for the learning program, and will collaborate with you to develop your child's learning plan, including course/unit outlines, description of instructional strategies and program implementation;
- that you and your child must meet with your teacher on several occasions during the school year, and that a log of progress must be submitted at least bi-weekly. You agree to facilitate the meetings in your home and/or a WCAS facility (or by electronic means where distance is too great);
- that your child's educational progress must be assessed by a West Coast teacher and reported on a regular basis, which will require you to support and assist with the gathering, recording and/or documentation of student achievement through test, work samples and maintenance of a portfolio (Guidelines included);
- that your child must undertake standardized testing, which includes participation in and the Ministry Foundation Skills Assessment in grades 4 and 7;
- that your child must have access to a computer, printer and internet connectivity

Suspensions

A student may be suspended from a class by a teacher or from school by the principal for the following reasons:

- Gross insubordination
- Persistent violation of school regulations
- Disruptive behaviour to the school or class program
- Bullying or harassment of another person

Dismissal & Withdrawal

The Administration is authorized to dismiss a student. This will not be done without a conference between parents, student and Administration.

Parent Appeal Procedure

Should a student and/or parent disagree with the disciplinary actions or other decisions of a teacher/principal/teacher's aide of the West Coast Adventist School, the following is the procedure for the appeal of those decisions and/or actions.

Try to resolve the problem by discussion at the lowest level of authority. It is important to follow the steps of this procedure to give administration ample opportunity to resolve the situation in an appropriate manner, to provide a teacher time to make any necessary changes, and the parent time to fully evaluate the situation in a reasonable manner. The following is the sequence of successive levels of authority:

1. *Supervisor*
2. *Teacher*
3. *Vice-principal*
4. *Principal*
5. *School Board: should a parent and /or student desire, they may request, in writing, the opportunity to present their appeal of a decision or action in writing and/or personal attendance at the next meeting of the School board or at a specially called board meeting.*
6. *Personnel of the Office of Education of the Seventh-day Adventist Church (SDABC) may be invited to meet with the parent or student and the school board on such occasions.*

SAFETY & EMERGENCY PROTOCOLS

Harassment and Bullying Prevention Policy

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

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

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

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

Fire Drills

It is the responsibility of parents to acquaint themselves and their child with the proper home evacuation procedures. All students learning at home should have a planned meeting area outside the home in case of fire. Fire drills should be held once a quarter. Students who attend one of WCAS's learning centers must practice Fire drills with their supervisors. The following procedure is recommended:

1. *When the alarm sounds, all students stand and calmly walk in single file to the nearest appropriate exit.*

2. *The first student through the exit door will hold it open until all in the room have exited.*
3. *All windows are closed, lights and equipment turned off by Teacher Assistant*
4. *Teacher surveys the building to verify that the prescribed exit route is safe and, if not, determines the use of a safe alternate route.*
5. *All students assemble in the pre-designated area.*
6. *The teacher takes attendance to ensure that all students are accounted for.*
7. *Students in other areas of the building should exit through the nearest door and walk around the outside of the building to join their class in the designated place.*
8. *Teacher assistant(s) will direct class back into the school after the all-clear is given.*

Earthquake Drills

Earthquakes occur suddenly, without any warning. At the earliest indication of the earth shifting, life-protecting actions must be taken. It has been noted that buildings rarely collapse and that shattering or falling non-structural objects most often cause injury and death. Earthquake drills are the single most important preparedness measure available. At least two earthquake evacuation drills should be held a year. The following response plan has been developed for use in the event of an earthquake:

1. *Students drop to their knees under their desks, tables, etc., turn their backs to the windows, and assume the earthquake safety position on knees and elbows, with their hands clasped behind their necks or head covered with a book or jacket. Count aloud to 60; earthquakes rarely last longer than 60 seconds and counting is calming.*
2. *Students who are outside should move away from the building.*
3. *Avoid all possible broken electrical, gas or water lines.*
4. *All students should remain in their respective areas and await further instructions from the person in charge to move to the outdoor evacuation area.*

Child Abuse Policy

Child abuse is a serious problem. It is morally and legally wrong. Its impact can last a lifetime and even extend to future generations. Anyone who has reason to believe that a child has been or is likely to be physically harmed, sexually abused, or sexually exploited by a parent or other person, or needs protection in the circumstances described in section 13(d) to (k) of the Child, Family and Community Service Act, is legally responsible, under section 14 of that act, to report promptly to a child protection social worker. In British Columbia, a child is anyone under the age of 19. Knowing this, West Coast Adventist School will follow protocols outlined in the booklet *Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse* when responding to child abuse and/or neglect situations.