



FRASER VALLEY
ADVENTIST ACADEMY

K-12 Handbook

“Train a child in the way he should go,
and when he is old he will not turn from it.”
~Proverbs 22:6

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I. School Directory

Position	Name	Extension
Administration		
Principal	Solijon Muse, Leidamae	315/501
Vice-Principal	Gonzales, Anita	352/511
Registrar, IT	Septembre, Jean	332/552
Secretary & librarian	Septembre, Joan	301/500
Accountant	Russell, Colleen	341/505
VSTA Bus manager	Graham, Scott	318/561
Chaplain	Martinez, Sergio	335/508
Teaching Staff		
HS sciences	Acosta, Ryan	330/555
Grade 4	Agustin, Katelyn	346/522
Kindergarten	Aradanas, Kristine	306/520
Grade 6	Belonio, Stephanie	305/527
Grade 5	Bendzsel, Axl	342/525
Grade 1	Bendzsel, Sasha/Hudema, Madison	308/521
Health & PE	Berthelot, Marie	350/509
K-12 Music	Dodds, Sandra	325/544
Kindergarten	Hudema, Madison	306/520
Grade 8	Manuel, Tanya	309/526
Fitness & Conditioning	Maua, Renae	301/500
Grade 2	Monsanto, Risie	307/524
HS English	Morales, Daysie	333/551
Athletics & Foods	Muse Ryan	314/509
Grade 3	Olit, Sara	336/523
Grade 9	Olit, Sean	326/542
Grade 7	Pardy, Loreнна	320/528
HS Math	Rumambi, Gwen	317/505
HS Math	Sammy, Aaron	331/554
Support Staff		
Learning Assistance	Russell, Kelly	

Education Assistants	Kuppers, Kerstin
Education Assistant	Lomudak, Sandra
Digital Management	Pacheco, Kellita
Grant Writer	Seres, Katie
Maintenance	Teters, Kent

II. About Fraser Valley Adventist Academy

Vision Statement

To create an environment of excellence for learning, community, and family, all for the glory of God.

Mission Statement

To equip and prepare tomorrow's leaders through Faith, Values, Academics, and Achievements.

Fundamental Religious Beliefs

Fraser Valley Adventist Academy (FVAA) is a religious school, operated by the Seventh-day Adventist (SDA) Church. FVAA ultimately exists to inculcate SDA religious beliefs into all aspects of school programming and to ensure behavior conduct is consistent with SDA religious beliefs. The SDA Church bases its beliefs on the Word of God and the collective understanding of the SDA Church worldwide. For more information about the 28 fundamental beliefs of the SDA Church, go to <https://www.adventist.org/beliefs/>.

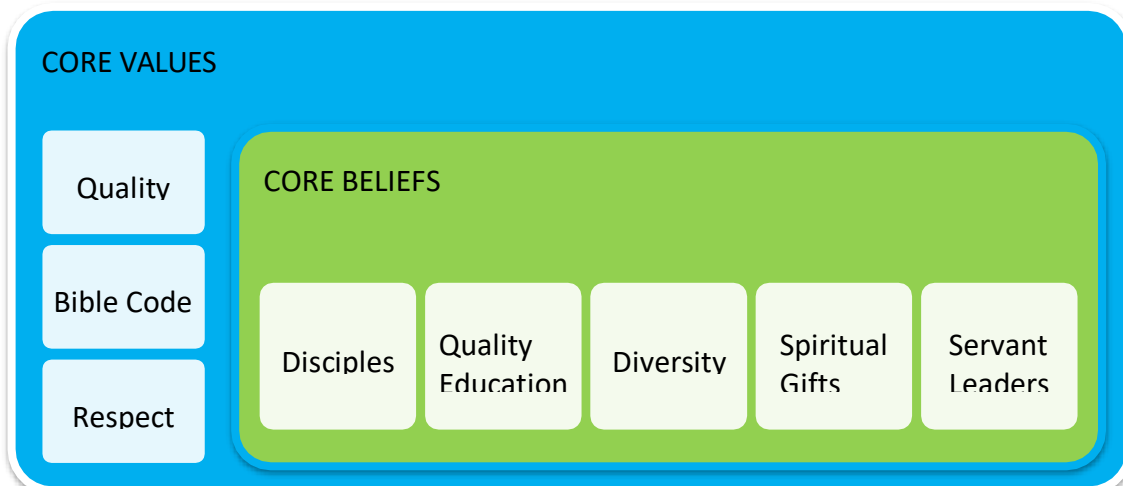
Core Beliefs

1. This is God's plan. He will do with me what He will.
2. An ethical code of conduct is biblical.
3. The students are first.
4. People want to do their best.
5. Quality education and service excellence improves lives.
6. Everyone is important to Jesus, so they are important to me.
7. Environmental stewardship is a lifestyle.
8. We think globally and act locally.
9. Success is contagious, so let's spread the infection.

Core Values

1. **Honesty and Integrity.** We will use Holy Spirit-guided judgment with and in the use of our time, talents and the resources He has given us (1 Cor 6:19). Through our Holy Spirit-enabled obedience to God's commands (Rev 12:17; Rom 8:5-8), we aspire to express reverence before God (Rev 14:6,7).
2. **Great Customer Service.** We'll treat others the way we want to be treated (Luke 6:31; Matthew 7:12). God has made us a loving church family (John 1:12; 20:17). Therefore, we care for each other and support each other in struggles and joys.
3. **Value People.** As a foretaste of Heaven, we enjoy each other's company and seek to meet each other in needs through fellowship and service (Col 1:4,5). The parable of the Good Samaritan still applies in our lives (Luke 10:25-37; John 13:35).

4. **Quality Offer.** Each and every product and service we provide will represent our best efforts (Eccl 9:10). It is a privilege to meet the needs of others through service and it allows us to grow in our walk with God.
5. **Work/Life Balance.** We will work hard, but we will not sacrifice our health or families for temporary gain (Mark 8:36; Matthew 16:26; Luke 9:25; Job 22:2; Eccl 1:3). Realizing that life with God is a journey, we as individuals and as a group seek His will for our lives daily. We value time spent with God in prayer, study, meditation, worship, nature, and service.
6. **Achieve Goals and Expectations.** We will challenge ourselves daily to receive all of the blessings God wants to give us (1 Chronicles 4:9). Our word is our bond, so we don't knowingly overpromise or over commit (Eccl 5:4; Job 22:27).
7. **Continuous Improvement.** We are not satisfied with the person and school we were yesterday. We can do better as God prepares us for holiness and Heaven (Romans 6:22; Proverbs 10:22; Luke 6:24-49).
8. **Social Responsibility.** Realizing our value in God's sight through the gift of His Holy Spirit (Rom 8:14-17), we seek to reflect God's character by the expression of His presence, shown in love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control (Gal 5:22,23).



School History

FVAA was founded by individuals who possessed a deep passion for establishing a school where their children would receive top-quality Christian education. In the late 1940's, the Langley SDA Church started a small school, operating nine grades with two teachers. Several years later, the church members of Langley, Aldergrove, Mission, Chilliwack and White Rock decided that it would be best to consolidate their schools and operate one unified school in the Fraser Valley region. After much prayer, a location was finally chosen in the Aldergrove area. Norman Bird purchased and donated the property at the price of \$19,000.00. To this day, this has been the home of FVAA.

In the fall of 1971, FVAA was opened, but as the school building was not yet ready, classes were held in the Langley two-room school on 55A Avenue and in school rooms of the Christian Reformed Church located nearby. The first principal, Mr. Date Vanderweff, was busy overseeing grades one through nine in the two locations and helping to build the new facility. Church members worked hard to complete the school building (presently the elementary building) so that in the fall of 1972, all the students could be together at the new location. The mayor of Langley, Mayor George Preston, helped to officially open FVAA.

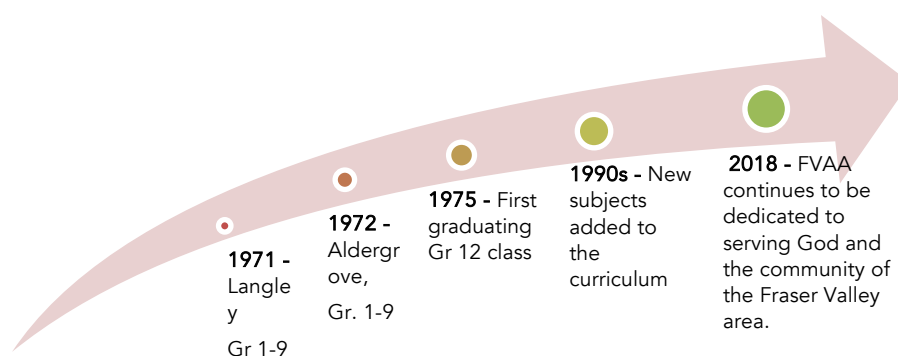
Three years later, with more dreams and hard work, the school grew to include grades ten through twelve. The first FVAA grade twelve class graduated in 1975, consisting of twelve graduating students.

Soon after the first building was completed, work began on a second phase, which included administration offices, classrooms and a gymnasium. Many local church members, including several from the United States, gave much of their time, work, and money to construct the new additions and to furnish them. Later, an additional building was added to house classes in vocational training. A mobile building was also brought in to be used as a library.

In the early 1990s, the local church constituency decided that it was time to expand the school facility. The new wing was to include a computer lab, a cafeteria, and a music room, as well as various classrooms. Once again, the dedication and sacrifice of many individuals made this dream a reality.

FVAA continues to thrive today, having expanded with the addition of a kindergarten class, the development of a strong athletics program, and the offering of high school AP English and additional elective classes. We have a current enrolment of approximately 240 students, with 29 dedicated teachers and support staff working here daily.

For nearly 50 years FVAA has graduated students who have gone on to pursue various careers in areas such as engineering, teaching, business, medicine and more. Leading students towards discovering their God-given skills and developing their faith, values, academics and achievements has always been, and always will be, the primary goal of our constituents and staff.



III. Admissions

Admissions Philosophy

FVAA exists to provide an opportunity for young people to prepare for service to God and man. Our school program is designed to allow students to experience opportunities that will help them develop mentally, socially, academically, spiritually and physically. At FVAA students will be encouraged to accept Jesus Christ as their personal Saviour.

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

Families wishing to apply for admission to FVAA must follow the procedure outlined below. Applications for admission will be evaluated based on a number of factors including previous academic performance, attendance records, teacher/principal recommendations, parent cooperation and observation of the prospective student in academic and social settings. New applications are considered on an on-going basis.

Admissions Considerations

The administration may decline applications if it believes the school may not be the best fit for the applicant or if there are concerns that the applicant's influence might not align with the school's values and goals.

Any misleading or inaccurate information, including omission of documented pertinent information, may nullify a student's acceptance and enrollment in the school.

Students with Special Learning Needs

FVAA will accept students with special learning needs only if appropriate educational support and programming are available.

1. Families of prospective students with special learning needs are required to fully disclose any relevant educational or medical recommendations when applying for admission. All necessary documentation must be provided before the student can be enrolled. Any nondisclosure of special learning needs may result in forfeiture of enrollment.
2. In order to assess the needs of students and the ability of the school to meet those needs, the school will require all relevant documents and information (including that listed below) no later than April 30 in the year prior to the September admission date. Exceptions may be made, including in circumstances of mid-year transfers, on a case-by-

case basis involving the BC Conference Office of Education (OE) and depending on how quickly assessments can be completed.

3. The school will seek assistance in assessing its ability to meet any special needs. This assistance will include advice from the OE and, when appropriate, from treating or consulting physicians, counsellors or others. Parents and guardians are responsible for providing complete information and any necessary consents so that the level of accommodation can be reasonably and efficiently assessed.
4. All circumstances will be considered in determining whether special needs can be met. Schools have limited budgets and will access extra government funding whenever reasonably possible when additional services and/or personnel are required to accommodate special needs. The ability of a school to meet special needs may depend on such funding, which the school does not control.
5. FVAA reserves the right to re-evaluate the enrollment of students with special learning needs at any time during their education and dismiss students whose needs cannot be met by the school. If the school concludes that it cannot meet a student's special needs, the parent/guardians may contact the superintendent and ask to have that determination reviewed.

International Students

Non-resident students planning to attend FVAA must apply for a student visa as early as possible to prevent registration delays. The school reserves the right to require proof of English language proficiency and assess the student and place them in the appropriate grade level.

FVAA also reserves the right to limit the number of international students who require English language supports to no more than 25% of each grade/class or no more than 20% of the total school enrollment.

IV. School Finance

Tuition and Fees

For information regarding tuition, fees and payment options, see the Financial Application form on the school website.

Tuition Assistance

Parents can apply for tuition assistance by completing an application on the FAST program. Students who are receiving tuition assistance will be monitored quarterly for attendance and academic performance to ensure that donors' funds are being used responsibly. (Contact the Business Office for more information tuition assistance and scholarship information.)

Homestays

- SDA high school students living in an area of BC not served by another academy may be charged the constituent tuition rate.
- All students from outside the Fraser Valley area, who will not be living with a parent/guardian, must find accommodations in a boarding situation that are acceptable to FVAA.
- International student agents are responsible for finding their clients homestay families.

V. School Operations

Hours of Operations

Student school day hours:

- Monday – Thursday 8:15 a.m. – 3:00 p.m.
- Friday 8:15 a.m. – 1:30 p.m.

High school students are encouraged to arrive no earlier than 8:05 a.m. and no later than 8:10 a.m.

Office hours are 90 minutes beyond end of school hours.

Arrivals and Departures

Supervision of students begins at 8:00 a.m. each morning. Students should not arrive on campus before this time, as proper supervision is not available. The exception to this policy would be in cases of extra-curricular activities sponsored by a specific teacher. Classrooms will be open to the students at 8:00 a.m.

Afternoon bus runs leave the school within 5 minutes after the dismissal bell. Students not leaving the school on a regularly scheduled bus must wait for pick-up in the main entrance of the administrative building; they will not be allowed to wander around the school grounds or buildings. Unless PRIOR arrangements have been made for additional supervision, all students must be picked up within 10 mins. of school ending.

Students *will not* be allowed to stay after school to wait for siblings in athletic programs or for evening events unless they have made special arrangements with a teacher for supervision. Special arrangements may be made on a case-by-case basis.

School Lunches

Many K-9 classrooms have microwaves available for REHEATING food. However, due to time constraints and many students, a ONE-MINUTE time limit for reheating items will be enforced. High school students eat in the cafeteria, where microwaves are available for reheating food.

Attendance Policy

In addition to supporting academic excellence, good attendance and punctuality are valuable life skills that can be achieved by every student. Students are expected to be prompt and regular in attendance at all classes, study periods and assemblies. Absences and tardiness disrupt the continuity of instruction, remove the benefit of regular classroom instruction, and cannot fully be substituted with out-of-class materials.

Appointments

Dental and medical appointments should be requested for outside school hours. When this is not possible, arrangements should be made in advance with the office and teacher(s) involved.

Campus Leave

The administration may grant permission to leave campus during the day under the following circumstances:

- The student is in Grade 12, is travelling alone, and has a signed Campus Leave Form on file
- A parent or guardian is picking up the student for a pre-arranged appointment and has signed the student out at the office
- A parent or guardian has arranged for leave from campus in advance

Students should not request permission to leave campus if they will be absent from class or other school obligations.

Excused Absences

In general, absences are excused due to illness, extenuating circumstances or a death in the family. A parent or guardian must contact the office to inform the office of the reason for the absence. Any absence for which parent contact has not been made will be considered unexcused. *Please keep in mind that it is the school that determines whether an absence will be recorded as excused or unexcused.*

Chronic absenteeism, especially when it appears to coincide with tests, major assignments, weekends, etc., is of concern to the school administration. Maintaining a lifestyle of healthy food choices, plenty of rest and exercise, careful planning and study of course assignments and developing an attitude of pursuing excellence will help support the habit of regular attendance.

Regular assignments due on the day of an absence must be handed in immediately upon the student's return to class. It is the student's/parent's responsibility to obtain missed assignments from the teacher(s) and to have them completed within two school days or as arranged with the teacher.

Unexcused Absences

An unexcused absence is one in which a student is absent, without a legitimate reason, as a matter of convenience, or in which a student accumulates three tardies in any one course. Non-legitimate reasons for absence are situations such as oversleeping, missed busses, hair appointments, babysitting, student pictures, working, vacations that have not followed a parental request and leaving school without receiving permission from the office.

Major assignments must be handed in on the due date whether the student is present or not.

School-Sponsored Absences

Absences resulting from school-sponsored activities are excused; however, students must complete any missed assignments. Students participating in a school-sponsored activity must have prior approval from secondary staff and administration. Permission to participate will be granted on an individual basis taking into consideration satisfactory grades, attendance and citizenship.

Tardies

Students are considered tardy if entering the room after the start bell for the class period rings. Three tardies are equivalent to one unexcused absence. A student missing more than ten minutes during a class period is considered absent.

Consequences of Unexcused Absences

- 2 absences – Parents/guardians are notified by phone and/or written communication by the student's classroom/homeroom teacher.

- 4 absences- Parents/guardians and students are notified by written communication when four unexcused absences, or equivalent tardies, have been accumulated in any one class.
- 6 absences- Parents/guardians and students are notified by phone and/or written communication when six unexcused absences. A meeting with the parent/guardian and student may be required to discuss the student's program and intentions.

Important Note: Regardless of the number of excused and unexcused absences, or the combination thereof, the Ministry of Education requires that grade 10-12 students not miss more than 15% of class time in order to receive credit for the course.

Absences Due to Family Vacations

There are several extended vacation periods during the school year. Parents are requested to plan their vacations to coincide with these holiday times. Pleasure trips during regular school time may be considered unexcused absences. Please inform the office of any trip that involves the student being out of the classroom for any period of time. Teachers require a certain amount of time to prepare assignments in advance and pleasure trips place an extra burden on the successful presentation of a course; if assignments are not available in advance of the absences, students must complete them upon return under arrangement with the teacher. Any absence that will be over 5 consecutive days away, an extended absence form will need to be completed and returned to the office.

Additionally, if you are out of town, but your child is staying with another family for an extended period of time, please make sure the office has this information.

School Closing Policy

Students travel by bus from Abbotsford to as far as Surrey, and weather and road conditions will vary. In all decisions, safety of students must be considered first. A decision to close school due to weather conditions will be communicated on the FVAA Facebook and Instagram pages and with voicemail sent through One Call Now system.

Continued poor road conditions may result in a decision to follow a pre-planned "snow route" for any and all bus runs. Each bus driver will communicate this information, including times, to parents.

Once school begins for the day, it will not close down except in extreme situations. A threat of freeway closure may result in some buses leaving early while school remains open. Parents will be contacted in all situations when students are taken home early. Parents may choose to pick up the students at the school early in the event of worsening weather.

In the event of a power failure, school will be able to continue as usual for the remainder of the day with the use of generators.

VI. Dress Policy

Uniform Policy

All FVAA students are expected to wear full uniforms except on the occasional casual Friday or fun costume days.

	REQUIRED	OPTIONAL
K-5 Boys	- Navy cardigan or V-neck sweater (Must be purchased from Cambridge) - Dark grey or navy uniform pants (May be purchased from Cambridge, Gap Kids, Walmart, Children's Place, Old Navy) - White shirt (golf or dress style) - Black/navy/white/grey socks - Black shoes, non-marking (No flip-flops or slides) - They should be appropriate for PE and inside class	- Royal blue golf shirt (Must be purchased from Cambridge) - Navy sweater vest (Must be purchased from Cambridge) - Dark grey or navy walking shorts - Length to top of knee
K-5 Girls	- Navy cardigan or V-neck sweater (Must be purchased from Cambridge) - Plaid kilt or jumper (knee length) (Must be purchased from Cambridge) - White shirt (golf or dress style) - Button-up, with collar - Black/navy/white/grey socks, black/navy tights and/or leggings - Black shoes, non-marking (No flip-flops or slides) They should be appropriate for PE and inside class	- Dark grey or navy uniform pants (May be purchased from Cambridge, Gap Kids, Walmart, Children's Place Old Navy) - Royal blue golf shirt (Must be purchased from Cambridge) - Navy sweater vest (Must be purchased from Cambridge) - Dark grey or navy walking shorts or capris (Length to top of knee or longer)
6-12 Boys	- Navy cardigan or V-neck sweater (Must be purchased from Cambridge) - Dark grey uniform pants (May be purchased from Cambridge) - White collared shirt (golf or dress style) - Black/navy/white/grey socks - Black shoes, non-marking (No flip-flops or slides)	- Royal blue golf shirt (Must be purchased from Cambridge) - Navy sweater vest (Must be purchased from Cambridge) - Dark grey walking shorts - Length to top of knee - Navy blazer with FVAA crest (gr. 9-12) Available at Cambridge
6-12 Girls	- Navy cardigan or V-neck sweater (Must be purchased from Cambridge) - Plaid kilt (length to top of knee) Must be purchased from Cambridge - White shirt (golf or dress style) - Button-up, with collar - Black/navy/white/grey socks, black/navy tights and/or leggings - Black shoes, non-marking (No flip-flops or slides) They should be appropriate for PE and inside class	- Royal blue golf shirt (Must be purchased from Cambridge) - Navy sweater vest (Must be purchased from Cambridge) - Dark grey uniform pants (May be purchased from Cambridge) - Dark grey walking shorts (Knee length) - Dark grey capris - Navy blazer with FVAA crest (gr. 9-12) Must be purchased from Cambridge

Uniform Details

- All shirts must have collars and be white or royal blue.
- PE shirts or uniform-coloured T-shirts are not acceptable for class.
- When a school sweater is worn, it should be worn over a collared shirt.
- All shirts are to be worn tucked in when worn under a sweater.
- Indoor shoes must be closed-toe black shoes.
- Socks should be solid black/navy/white/grey. Black/navy leggings or tights are acceptable under skirts.
- For added warmth, an extra layer of solid black or solid white may be worn under school sweaters & shirts. *Outside jackets, scarves, hats, and hooded sweatshirts are not to be worn inside with the uniform.*
- Skirts need to be altered as necessary to just above the knee or longer.
- Students are permitted to wear PE uniforms for active play during free time. No other clothing is permitted during school hours. Students should be in uniform even during spare blocks.
- PE uniforms are required for participation in physical education classes for grades 9-10. They are optional for middle school students. Shirts must be purchased through the school. Black athletic shorts (with a minimum 5-inch inseam) or pants can be purchased elsewhere.
- Minimal jewelry is permitted with uniforms, for example one pair of stud-type earrings and/or a friendship/cultural bracelet if desired. Necklaces, hoop earrings, and rings are not permitted.
- High school students' pants must be dark grey dress pants available at Cambridge. Grey jeans are not acceptable. Students in grades K-8 may wear dark grey or navy pants.
- Dark grey capris or knee-length shorts are an acceptable alternative to uniform skirts or pants. They should be dressy and not have cargo-type pockets.

Ordering Uniforms

Uniforms may be ordered by the following methods:

- **Online** at www.cambridgeuniforms.com (must set up an account with the school code: VAL825.)
- **By phone:** please call 604-924.9929.
- **By email** at orders@cambridgeuniforms.com.
- **At the store** (in person): please call or email ahead to book an appointment.
- **At the FVAA office:** Selective used uniform pieces are available at the school office. (As these are private sales, cash or a cheque is required.)

Personal Grooming and Accessories

Hair:

- Well-groomed and in conventional good taste

- Natural colors and no extreme styles
- Any accessories should be simple and in uniform colours

Make-up:

- Natural appearing and in conventional good taste

Non-ear body piercings or look-alike piercings:

- Clothing must completely cover any non-ear body piercings at all times including dress down days and all school-related activities

Hats, Caps, Toques, Hoods, and Sunglasses:

- Worn for appropriate activities
- Expected to be removed indoors

Jewelry:

- Jewelry is not permitted with uniforms.
- The exceptions are: ONE pair of simple ear studs and/or a friendship/cultural bracelet. (Hoop earrings, necklaces, and rings are not allowed.)

Accessories:

- Accessories like hoodies, scarves, and hats may not be worn with uniforms.
- If students need extra warmth, see Uniform Details on the previous page.

Casual Day Dress Code

On days when casual dress is permitted, the following guidelines apply:

Jewelry:

- If worn, it is expected to be modest in size and quantity and in conventional good taste. Any necklaces, hoop earrings, or rings must be removed for PE.
- The school will not take responsibility for lost or stolen jewelry items.

Clothing in General:

- Garments are to be attractive and appropriate for the occasion.
- Not low-cut, excessively short or revealing.
- Underwear is not to be visible.
- Shirt and pants should overlap with enough material to allow for movement without showing skin.
- Any illustrations or messaging should be in alignment with school values.

Skirts, Dresses, Pants and Shorts:

- Not low-cut, revealing, excessively short or baggy and/or worn low on hips.
- In conventional good taste.
- Dresses or skirt length should end just above the knee.
- Jeans and pants are not to be excessively tight nor should have any rips, distress, or holes above mid-thigh.
- Shorts must have at least a 5-inch inseam.

Footwear:

- Appropriate for the activity. Required at school at all times. Examples: Shoes, sandals, athletic shoes

Dress Code Accountability

Individual teachers have the responsibility and authority to monitor compliance with the dress code. A written warning is given to students whose clothing, in the opinion of the teacher, violates the dress code. A copy of the warning is filed in the administration office. Students may be asked to change into more appropriate clothing; if the student is not able to find a better choice of apparel, he or she will be sent to the office to talk about alternatives. Repeated violations of the dress code will result in disciplinary action such as loss of privilege to participate in up-coming special activity days.

VII. Academic Program

Bible/Religious Studies Classes

As FVAA is a Christian Bible-based school, attendance to Bible/Religious Studies classes is mandatory for all students. Every student is required to participate in class activities and receive a passing mark in order to maintain enrollment at FVAA. Lessons are based around the Bible and Christian values, as well as how to apply lessons learned to everyday living in a secular world.

Policy for ELL Students Regarding English Courses

English Language Learners (ELL), while attending Fraser Valley Adventist Academy, need to take English classes necessary for a BC diploma at the school, not through Distance Learning or other options.

Evaluation Procedures

Report cards are issued at the end of each trimester (grades K-8) or quarter (grades 9-12). All students are evaluated by the learning outcomes that have been established for each particular course. Students are evaluated according to daily assignments, projects and testing.

Grading Scale for Grades K-8

At FVAA we utilize a proficiency scale for Kindergarten to Grade 8 students defined by the following descriptors:

- **Extending:** Extending beyond learning outcomes (given out occasionally)
- **Proficient:** Meeting learning outcomes
- **Developing:** Minimally meeting learning outcomes
- **Emerging:** Not yet meeting learning outcomes

Grading Scale for Grades 9-12

At FVAA we utilize a grading system for Grades 9-12 students defined by the following:

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

Other Definitions:

- **Insufficient Evidence (IE):** The student is not demonstrating minimally acceptable performance in relation to expected learning outcomes for the course or subject and grade. An “I” letter grade may only be assigned in accordance with section 3 or the *Provincial Letter Grade order*. Incomplete work must be completed within one week from the beginning of the next quarter or an “F” will be recorded. No “I” will be recorded in the final quarter.
- **Failed or Failing (F):** The student has not demonstrated, or is not demonstrating, the minimally acceptable performance in relation to expected learning outcomes for the course or subject and grade. “F” may only be used if an “I” (In Progress or Incomplete) has been previously assigned.
- **Withdrawal (W):** According to board policy, the administrative office in charge of a school may grant permission to a student to withdraw from a course or subject. This may be done on the request of the parents or, when appropriate, the student.
- **Standing Granted (SG):** If completion of normal requirements is not possible, but a sufficient level of performance has been attained, and it is determined to be in the best interest of the student, the standing may be granted for the course, subject or grade. Standing Granted is used only in the cases of serious illness, hospitalization, late entry or early leaving; standing is granted only as the result of an adjudication process authorized by the administration.
- **Transfer Standing (TS):** Transfer Standing may be granted by the administrative officer in charge of the school on the basis of an examination of records from an institution other than a school, as defined in the School Act. Alternatively, the administrative office in charge of a school may assign a letter grade on the basis of an examination of those records.

Graduation Requirements

All grade 10-12 students must successfully complete 80 credits of course work on the 2023 Graduation Program. Students attending FVAA are required to complete an additional 16 credits due to the addition of Religious Studies classes. The chart below outlines the required curriculum and the elective requirements. Students will need to work closely with the school principal and registrar to ensure a plan is in place for reaching graduation goals.

Students need:

- 52 credits from required courses
- 28 credits from elective courses – 16 of those must be at the Grade 12 level
- All students must complete at least 1 course with an Indigenous focus
- FVAA students must complete an additional 16 credits, which include Religious Studies classes

BC Required Courses

Core Subject Area	Minimum Credits
Language Arts 10	4
Language Arts 11	4
Language Arts 12	4
Social Studies 10	4
a Social Studies 11 or 12	4
an Indigenous 11 or 12 course	4
Science 10	4
a Science 11 or 12	4
a Mathematics 10	4
a Mathematics 11 or 12	4
Physical and Health Education 10	4
Career Life Education 10	4
Career Life Connections	4
At least one Arts Education 10, 11, or 12 or one Applied Design, Skills, and Technologies 10, 11, or 12	4
Elective Course	
Students must earn at least 28 elective credits for Grades 10-12 courses; 16 credits MUST be at the grade 12 level (including English 12 or Communications 12)	24
Required Assessments	
Provincial examinations in literacy and numeracy. Scores will appear separately on transcripts on a scale of 1-4.	
OVERALL TOTAL	80 Credits

High school students need to consult the *Course Description* handbook for grades 11 & 12 course pre-requisites. A grade minimum of 60% is required in courses that lead to a higher level. A *Graduation Requirements Tracking Sheet* is provided for all high school students in the *Course Description* handbook.

Course Changes

After the published dates for allowable course changes, a high-school student's schedule is considered permanent. Apply for course withdrawal or change by filling out the special form available at the school office. The enrollment change will not take place until that procedure is complete.

Retention and Advancement

Only in rare instances will a student be retained in a grade or advanced to another level, and only after extensive assessment, testing, and discussion with parents and administration and with the approval of the BC Conference Office of Education. Decisions will take into account a variety of factors including achievement, performance, educational history, age, emotional maturity, attitudes and current research surrounding the practice of retention/advancement.

Special Education School Completion

School completion certificates are issued to students who meet the goals of their Individual Education Plan (IEP), but who cannot meet the BC curriculum goals for graduation. Students whose core academic subjects are modified will qualify for a school completion certificate (Evergreen Diploma), not a Dogwood Diploma. The decision to modify core academic subjects must be made only in consultation with parents, school administration, and instructional personnel. Students on a school completion certificate program will also have longer-term educational, career, and life goals addressed in their Individual Education Plan to help their transition into post-secondary life.

VIII. Discipline Policies

Discipline Philosophy

FVAA's discipline policy and disciplinary procedures are designed to increase our understanding of our students and promote skill building to help each child better succeed and cope with their unique circumstances. Each child will be given opportunities to develop responsibility and self-management, aiming to promote a sense of well-being and the effective operation of the school community. The discipline policy lays out guidelines for acceptable student behaviour that are directly related to the principles and values of our school and to the school's commitment to promoting a respectful, healthy, and safe environment in which all students can prosper. Particular attention will be given to developing in each student a sense of purpose, accomplishment, and identity as a valued child of God.

Redemption & Restorative

"To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized—this was to be the work of redemption. This is the object of education, the great object of life." – Ellen G. White {ED 15.2}

As the chart below outlines, the FVAA approach will focus more on relationship and community than rules and punishment. Our goal will always be to restore each individual into right relationships with their fellow man and their Creator.

TRADITIONAL APPROACH	RESTORATIVE APPROACH
SCHOOL RULES ARE BROKEN.	PEOPLE AND RELATIONSHIPS ARE HARMED.
JUSTICE FOCUSES ON ESTABLISHING GUILT.	JUSTICE IDENTIFIES NEEDS AND RESPONSIBILITY.
ACCOUNTABILITY = PUNISHMENT	ACCOUNTABILITY = UNDERSTANDING IMPACT AND REPAIRING HARM.
JUSTICE DIRECTED AT THE OFFENDER; THE VICTIM IS IGNORED.	OFFENDER, VICTIM, AND SCHOOL ALL HAVE DIRECT ROLES IN THE JUSTICE PROCESS.
RULES AND INTENT OUTWEIGH WHETHER OUTCOME IS POSITIVE OR NEGATIVE.	OFFENDER IS RESPONSIBLE FOR HARMFUL BEHAVIOR, REPAIRING HARM AND WORKING TOWARDS POSITIVE OUTCOMES.
LIMITED OPPORTUNITY FOR EXPRESSING REMORSE OR MAKING AMENDS.	OPPORTUNITY GIVEN TO MAKE AMENDS AND EXPRESS REMORSE.

Trauma-Informed Discipline

“The goal of creating a “trauma sensitive school” is to reduce problem behaviors and emotional difficulties, as well as optimize positive and productive functioning for all children and youth. When schools are able to address the behavioral health needs of students in a proactive manner, rather than a reactive one, they can increase the resources available to promote educational goals.” -fixschooldiscipline.org/trauma

Our discipline policy and procedures will also take the approach that “kids do well if they can” (Ablon) and will include skill-building interventions and take into account whether the child’s emotional, social, physical, spiritual needs are being adequately met.

Bias Awareness

Fraser Valley Adventist Academy (FVAA) is committed to an approach to discipline that is both redemptive and restorative in nature. Understanding the immeasurable value of each individual as image bearers of our Creator, FVAA strives towards discipline policies and procedures that are both anti-racist and trauma informed. FVAA is committed to disciplinary practices that avoid all forms of unfair treatment, including bias toward race, culture, and gender. Staff seeks to make decisions that are equitable and informed by each individual’s circumstance regardless of race, culture, or gender.

Rights and Responsibilities

Each MEMBER of the FVAA community has the right to...

- learn and work in a disruption-free environment.
- have his or her positive behaviour recognized.
- be protected from physical harm and verbal abuse.
- have his or her personal property protected.
- be treated with kindness and care.
- be provided with the best learning and work opportunities possible.

Therefore, each TEACHER, has the responsibility to...

- provide a safe, Christian and supportive environment.
- treat students with respect and consideration.
- provide quality curriculum that reaches students.
- nurture a positive relationship with students and their parents.
- understand, support and follow the goals and procedures of the discipline policy.
- model the parameters of appropriate behaviour for students.

Therefore, each STUDENT, has the responsibility to...

- understand, support and obey all school rules, graciously submitting to any correction.
- show respect to all members of the school community (i.e. teachers, adults, and fellow students).
- 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 school property and the property of others.
- maintain a clean, neat environment.
- complete daily class requirements/assignments.

Therefore, each PARENT has the responsibility to

- ensure that their child is on time for school and extra-curricular activities.
- provide a home environment that is supportive of the school goals.
- nurture a positive relationship with their child's teacher or teachers.
- understand and support the school discipline policy publicly and privately.
- discuss any concerns regarding a specific disciplinary measure with the staff member involved.
- support the school's learning and teaching philosophy.

Student Code of Conduct

Students who attend FVAA are expected to support the school and its philosophy of providing a quality and wholesome Christian education to its students in a safe learning environment where students live by the principle Jesus taught in Matthew 7:12 "Treat other people the way you would like them to treat you."

Every student at FVAA is part of a team that will work together, learn together, play together, and together develop a healthy respect for God, His Word, teachers, staff, fellow students, visitors, and for his/herself. Students are to measure and make their choices based on the virtues of Philippians 4:8.

FVAA Students are expected to uphold the Student Code of Conduct at all times while enrolled at the school, as embodied in the following statements:

- I will try my best.
- I will contribute to a positive learning environment.
- I will be truthful and uphold my integrity.
- I will treat others with dignity and respect, acting with compassion and kindness.
- I will refrain from harassment and bullying of any kind.
- I will refrain from sexual activities or displays of affection.
- I will respect myself, all FVAA/VSTA staff & volunteers, and school property.

Discipline Methods

Informed by the work of Stephen Covey in his book *The Seven Habits of Highly Effective People*, FVAA seeks to reach its Aim by working collaboratively and proactively. Better understanding the role of trauma and bias in the lives of our students helps us see and address stressors in the lives of our students that can grow into larger problems. Our discipline procedures will “seek first to understand, then be understood” (Habit 5) and always “think win-win” in our search for a redemptive and restorative solution for the child and our school community.

At each level, the goal is the development of behavioral support plans for at-risk students, as well as to the school’s development of disciplinary approaches that are supportive and collaborative rather than punitive and exclusionary. Individual interventions will not only involve skill building and trauma processing with individual students, but also collaborate with parents/caregivers and other family members.

3 Tiers of Proactive Engagement:

Tier 1: School-wide positive behavioral interventions and supports

- a. Skill-building and modelling positive behaviours
- b. Core Competencies curricular focus
- c. On-going self-assessments and goal setting
- d. 7-Habits implementation
- e. Social-Emotional education

Tier 2: Prevention for students who are at risk

- a. Teacher support and documentation
 - i. Collaborative problem solving with students
 - ii. Collaborative problem solving with students and parents
- b. Chaplaincy services
- c. Students of concern flagged

- d. Referrals for support services

Tier 3: Intensive interventions focused on students and families who are the most chronically and intensely at risk of negative behaviour, and in need of greater supports.

1. Administration supports and documentation
 - I. Support and guidance of classroom teacher
 - II. Collaborative problem solving with students, parents, and teachers
2. Discipline Committee support and documentation
 - i. Support and guidance of classroom teacher and administration
 - ii. Collaborative problem solving with students, parents, and teachers
3. Chaplaincy services
4. Referrals for support services

3 Stages of Intervention

- 1. Classroom Teacher**
 - a. Classroom intervention with student + documentation
 - b. Classroom intervention with student and parents + documentation
 - c. Refer to Administration
- 2. Administration**
 - d. Collaboration with teacher for classroom interventions + documentation
 - e. Intervention with student and parents + documentation
 - f. Refer to Discipline Committee
- 3. Discipline Committee**
 - g. Collaboration with classroom teacher and administration
 - h. Intervention with student and parents + documentation

Exceptional Misconduct/Criminal Acts

Student behaviour that is extreme, unlawful, or violent will result in the student being referred directly to administration, and appropriate consequences will be assigned in consultation with the disciplinary committee. Such acts may include, but are not limited to assault, explosives, larceny, vandalism, illegal drugs, and dangerous weapons.

The school reserves the right to refuse to provide services to students who become a danger to others or are unwilling to work with faculty to acknowledge the rights of others and their own responsibilities.

Applicability

Behavioural expectations apply at school, at all official school functions and during transit to and from such functions and school. It may also apply to any behaviour outside of these settings, which is inconsistent with a genuine Christian commitment or detrimental to the reputation of the school. In such cases, appropriate action will be taken by the administration and/or discipline committee.

Appealing Disciplinary Action – Grievance Policy

Discipline administered by a teacher – If a parent has questions or concerns regarding discipline administered by a teacher the following procedure should be followed:

1. Discuss the matter with the teacher. If not resolved proceed to Step 2.
2. Discuss the matter with the teacher and the principal. If not resolved proceed to Step 3.
3. Discuss the matter with the board chair and the principal. If not resolved proceed to Step 4.
4. Present the matter to the full board. If not resolved proceed to Step 5.
5. Present the matter to the Superintendent of Education, BC Conference of Seventh-day Adventists.

If there is a need to go beyond Step 5, the Superintendent of Education will advise accordingly.

Discipline administered by the Discipline Committee – If a parent has questions or concerns regarding disciplinary action administered by the Discipline Committee the following procedure should be followed:

1. Discuss the matter with the Discipline Committee. If not resolved proceed to Step 2.
2. Discuss the matter with the principal. If not resolved proceed to Step 3.
3. Discuss the matter with the principal and the board chair. If not resolved proceed to Step 4.
4. Present the matter for independent review by selected members of the school board. If not resolved proceed to Step 5.
5. Present the matter to the full board. If not resolved proceed to Step 6.
6. Present the matter to the Superintendent of Education for the BC Conference of Seventh-day Adventists.

If there is a need to go beyond Step 6, the Superintendent for Education will advise accordingly.

Discipline References

- Dorado, J., Martinez, M., McArthur, L., & Leibovitz, T. (2016). Healthy Environments and Response to Trauma in Schools (HEARTS): A whole-school, multi-level, prevention and intervention program for creating trauma-informed, safe and supportive schools. *School Mental Health*, 8, 163-176. The final publication is available at Springer via <http://dx.doi.org/10.1007/s12310-016-9177-0>
- Kids do well if they can. <https://www.youtube.com/watch?v=zuOPZkFCLVs> (J. Stuart Ablon)
- School suspensions are an adult behavior. <https://www.youtube.com/watch?v=f8nkcRMZKV4> (Rosemarie Allen)
- White, E. G. (1903). *Education*. Mountain View, CA: Pacific Press Publishing Association
- Fix School Discipline Toolkit (PDF) www.fixschooldiscipline.org

IX. Harassment, Intimidation and Bullying Policy

Rationale

All students have the basic right to be educated in a supportive and safe environment. We value and promote the development of self-worth and the respect of the dignity and rights of others. We share responsibility for creating an environment that is characterized by mutual respect and support.

FVAA's Harassment and Bullying Prevention Policy is designed to promote a school environment free from harassment and bullying. FVAA strives to implement strategies which will make students feel valued, respected and connected within the school community. This includes 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 SDA faith-values, cultural perspective and philosophical values.

Any FVAA student engaging in activities which promote hatred, intolerance, aggression, or hostility which threatens the safety and wellbeing of other students (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) will be disciplined. These identified behaviours will be addressed by the school regardless of where the behaviour occurred whether at school, at a school-related activity, or in any other environment where engaging in the activity will have an impact on the school environment. Disciplinary action may include consultation with parents and legal authorities. A student's age, unique personal needs and mitigating circumstances will be considered in the disciplinary process. 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 from FVAA and/or referral to law enforcement.

FVAA 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.

Definition

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

Harassment may include any verbal, physical, visual, or sexual behaviour, which infringes on individual rights, threatening an individual's self-worth and dignity. The following behaviours may be regarded as harassment:

Physical:

- Fighting, threatening (bullying), intimidating gesture
- Invasion of personal space
- Repeated exclusion
- Intentional damaging of others' possessions

Verbal:

- Derogatory comments about family status, culture, religious beliefs, appearance, or ability
- Intimidating statements, making others feel afraid
- Repeated questioning or remarks about someone's private life
- Discriminatory, derogatory, offensive, threatening language, including joking that offends
- Starting rumours or making untrue statements about people

Visual:

- Any material that causes offence
- Offensive gestures

Sexual:

- Touching that causes discomfort or uneasiness
- Demanding sexual favours
- Making any unwanted advances of a sexual nature, suggestive looks
- Comments or jokes of a sexual nature

Cyber-bullying"

- Being cruel to others by sending or posting harmful material
- Engaging in other forms of social cruelty using the internet or other digital technologies
- It has various forms, including direct harassment and indirect activities that are intended to damage the reputation or interfere with the relationships of the student targeted, such as posting harmful material, impersonating the person, disseminating personal information or images, or activities that result in exclusion.

Consequences

- *First Offense:* Warning/ Incident investigated/Report filed /Note in file
- *Second Offense:* Incident investigated/Report filed/Responsibility contract/1-3 days in-school suspension/Parents notified
- *Third Offence:* Short-term suspension/Incident investigated/Report filed/ Parents notified

- *Fourth Offense:* Long-term suspension/Incident investigated/Report filed/Parents notified.
- *Fifth Offense:* Expulsion

X. Medical Information

Illness at School

The following guidelines will assist parents in making the decision to keep a child at home due to illness. The school will also follow these guidelines when making the decision to send a child home due to illness. Our primary concern is that our school remains as healthy a place as possible for all the students and teachers and to limit the spread of contagious illnesses. Please keep your child at home until they are ready to return to a working classroom.

COLD with FEVER	Keep child at home until symptoms return to that of a common cold (no fever for 24 hours without medication, mild cold symptoms).
PINK EYE	See physician. Keep children out of school 2 to 3 days while redness and discharge last.
SORE THROAT	Contagious; stay home until it clears up or seen by doctor.
NAUSEA/VOMITING	Stay home until cleared up for 24 hours.
FLU	See physician. Stay home until cleared up for 24 hours without medication.
IMPETIGO (crusty rash on face, arms or legs)	See physician. Stay at home until on antibiotics for 24 hours.
RASHES	Stay at home until physician says it is not contagious.

Administering Medication

Teachers and staff are not permitted to dispense over-the-counter medications such as aspirin or ibuprofen to students. If your child needs assistance in taking medication while at school, a note from the parent/guardian or a doctor is necessary before staff may legally help. Full instructions for proper administration of the medication must be provided.

Head Lice

Head lice are common pests in schools. Lice are not respecters of persons or places—anyone can get them. Lice are not a serious health hazard; they are simply a nuisance, requiring prompt and persistent attention.

If your child has lice, please notify the school immediately. They spread rapidly from child to child if they are not isolated and treated as soon as possible. If your child is diagnosed as having head lice, he or she will be sent home until proper treatment has been administered. Your

signature certifying that such treatment is in progress is required in order to re-admit your child to the classroom.

Medical Alert

If your child has a special medical condition such as a severe allergy, hearing or vision problem or other physical problem, please provide the office and teacher with the necessary information in writing.

Due to the possibility of students in our school having a severe life-threatening allergy to certain foods e.g., peanuts and nuts, we ask that you consult with your child's teacher before providing food for your child's class.

Health Services

Fraser Valley Adventist Academy students receive regular health services from the Langley Public Health Unit. Students who become ill during the day will be sent home upon notification of the parent(s)/guardian. Dispensing of medication in any form is not practiced at the school unless by written arrangement with the parent/guardian or prescribing physician.

Student Accident Insurance

A 24-hour student accident insurance policy is carried for the protection of students in the event of injury. Accidents must be reported immediately to the principal or to the supervising staff member. Application forms are available for the purpose of claiming reimbursement for expenditures not covered by B.C. Medical Insurance.

XI. Parent Involvement

Field Trips

Field trips are interesting days spent visiting resources in the community. They are planned and designed as an integral part of the course of study. Parents who have proper clearance may be encouraged to join us on field trips to enjoy the activity and/or help provide extra supervision.

Any trip away from the school campus requires that we have written or electronic permission from the parent/guardian. Verbal permission in person or over the telephone does not meet our legal requirements. Students are expected to return permission slips and money to school before the scheduled day to prevent the disappointment of being left behind at school because of a forgotten paper on the day of the trip.

Homework

Parents play a crucial role in the development of their child's homework and study skills. Through supervision, encouragement, interest, and direct modeling, parents can help to ensure long-term academic success. Good home learning habits include a regular schedule of homework/study time, a quiet place set aside for study, ensuring availability of materials and resources, and providing sufficient and appropriate lighting.

Incomplete homework requires a note from the parent/guardian explaining why the work was not done and when it will be completed. If a student is away from school, he or she is expected to complete all missed work promptly or as arranged with the teachers.

Parent-Teacher Conferences and Communication

Formal parent-teacher conferences are scheduled twice during the school year. It is *important* for parents to plan to attend these conferences. We encourage, however, all parents to inform themselves about their child's academic progress by being involved at home and by regularly checking assignment and test marks with the teacher. Parents of high school students are highly encouraged to keep track of student marks on MyEd. Teachers can be contacted through email and phone, and appointments for additional conferences can be arranged with teachers as needed.

Change of Address and/or Contact Information

It is extremely important that we are able to contact the parent, guardian or emergency contact person at all times. In the event that you move, change telephone numbers, email addresses, or modify your emergency contact person preference, please notify the school office IMMEDIATELY.

Parent/Volunteer Participation

Parents are an indispensable part of the FVAA family. We have a parent group called the Home & School Association. All parents are invited to be involved in the wide variety of activities and fundraisers sponsored by the Home & School throughout the year. We seek to have each family get involved by contributing the equivalent of 5 volunteer hours over the course of each school year. The following ideas are ways you may wish to become involved: field trip supervision, Home and School hot lunches, assisting in school maintenance and building projects, participating in school work bees, assisting a teacher with tutoring or classroom projects, helping with Home and School projects, and attending constituency meetings. Alternatively, a family can opt to pay \$150 in lieu of the 5 hours. All families are expected to provide 5 hours of volunteering or will be charged \$150.

All volunteers including those attending field trips require a Criminal Record Check. They may apply for a free CRC online (Please contact the school office for more details).

Parents/Volunteers providing transportation must submit a Driver's Abstract and copy of insurance to the office. All vehicles used to transport students must have a minimum of \$3 million liability insurance.

XII. Student Safety

Reporting Child Abuse

Child abuse is a serious problem. It is morally and legally wrong. Its impact can last a lifetime and even extend to future generations. Everyone who has reason to believe that a child has possibly been or is likely to be physically harmed, sexually abused or exploited by anyone, or needs protection in the circumstances described in section 13(1)(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, Fraser Valley Adventist Academy will follow all protocols outlined in relation to Child Abuse when responding to child abuse and/or neglect information or situations.

Emergency Response Drills

Regular fire, earthquake, and security drills are held regularly each year in order to train students how to respond in a real emergency situation. All parents, volunteers, and visitors are expected to evacuate the buildings with the students and staff. The marshalling area is on the play field at the back of the property.

Earthquakes and Other Disasters

In the event of a serious earthquake, flood or other disaster, students will remain at the school until local authorities have given an “all clear.” Parents may pick up their students at their own risk. Parents may obtain information by listening to NEWS 1130 AM and checking the school website and social media outlets. At the beginning of each year, students bring home information about personal emergency kits that should be filled and sent back to school in a timely manner.

Substance Use

FVAA is committed to the health and safety of its students and staff. FVAA recognizes that the use of drugs, tobacco, vapour products, alcohol, and certain medications, can have serious effects on students and the learning environment. Accordingly, FVAA is committed to preventing substance use and impairment on FVAA property, and at all times especially during school hours.

FVAA strictly prohibits students from possessing, manufacturing, offering for sale, selling, distributing, consuming, or using drugs, tobacco, vapour products, or alcohol during school hours and at school events, whether on or off FVAA property.

Possession of Weapons/Explosives

Possession of weapons, potentially dangerous items that might be used as a weapon, or items explosive in nature is strictly prohibited. This includes dangerous chemicals, fireworks, hunting knives, and pocket knives. We also strongly discourage “war toys”, military action figures, martial arts paraphernalia, and trendy toys where fighting and conflict is the central theme of play.

School Security

In order to ensure this school is a safe environment for children, FVAA implements the following security measures:

- All parents and visitors (including volunteers) must check in at the main office before going to any classroom or other locale on campus.
- Students waiting for pick up after school hours will wait in the main entrance in front of the school office or in a designated and monitored area.
- Guests of students must have prior approval of all teachers and administration a minimum of 48 hours in advance.
- Outside school doors are kept locked. Please ring the bell for admittance.

XIII. Student Life and Responsibilities

General Expectations

- To ensure the greatest opportunity for academic success, students are expected to be on time for school and classes, listen to the teachers, ask for help when needed, give their best effort in all they do, and complete and hand in all assignments on time. Students are responsible for their own actions and are accountable for all rules and responsibilities outlined in this handbook. The school provides numerous activities for social development. Students are expected to uphold wholesome standards and exercise self-control and self-discipline in their relationships with others.
- High school students are responsible to ensure they meet the requirements for graduation.
- Students are expected to conduct themselves in an appropriate manner at all times while on school property. Students are to walk in the hallways, use appropriate language and voice tone, interact respectfully, remain in designated/approved areas of the buildings, use school equipment and facilities properly and safely, and keep the buildings and grounds clean.

Extra-Curricular Activity Requirements

Students participating in extra-curricular activities such as educational, music, or sports tours, student association, class leadership, CASA sports, mission or outreach activities, must have no cumulative class marks below 60% or Incompletes and must not be involved in any serious discipline action.

After-School Sports and Athletics Teams

Several sports are available for participation by students after school. Announcements and sign-up sheets are available through the PE program. Students participating in after-school activities are responsible to arrange their own transportation home at the appointed end time of supervision. Prompt pick-up is essential.

Athletic teams provide opportunities for students to develop physical skills, leadership qualities, team cooperation, and a developing awareness of responsibility.

Bible Studies

Student leaders, in cooperation with the school pastor, guide Bible students through the study of Bible doctrines and biblical values.

Mission Trips

On alternate years to music tours, a group of high school students travel to a mission venue to help with church projects and participate in an on-going improvement project with local organizations.

Music Groups

FVAA has choirs and bands at various grade levels. They perform at school functions and at constituent churches. High school music groups also perform on tours.

Chapels & Week of Prayers

Chapels are usually by division and are scheduled weekly. Occasionally, all-school assemblies replace the usual chapels. A special week of spiritual emphasis is set aside in the fall and in the spring of each school year. Student involvement is a major part of this program, often involving music and speaking.

Class Challenge (Grades 9-12)

Class challenge is a time for classes to bond and cooperate together as they participate in fun and friendly competition for the title of Class Champion.

Class Organizations (Grades 9-12)

Class organizations provide leadership opportunities for students. Each class elects officers in the fall of the year. Officers and sponsors are responsible for planning class activities.

Electronic Equipment Policy

Fraser Valley Adventist Academy is a Christian institution focused on providing a Christian atmosphere and a safe learning environment for all students. Students are encouraged to make wise choices when using electronic equipment. Such items should be used to enhance learning and not for entertainment during school hours.

It is our desire that each student expend the time and energy it takes to reach his/her full academic potential. Misuse of electronic equipment can interfere with reaching that goal. Therefore, the staff of FVAA have adopted the following guidelines for those who own electronic equipment:

- Cell phones, laptops, tablets, and similar devices are not to be used during class time unless approved as a learning device as directed/permitted by the teacher.
- Electronic devices used for entertainment are not permitted during school hours.
- Because students are encouraged to demonstrate social courtesies, if headphones pose a distraction, students will lose the privilege of their use for the remainder of the day.
- Any inappropriate use of electronic equipment at school may result in disciplinary action and/or confiscation of property.

Extra Clothing (Grades K-6)

Every K-6 student must have a full change of clothing kept in his/her locker in case of an emergency. For students in grade 5 or 6 this may consist of a gym strip.

Homework

When teachers require homework, it is viewed as a positive and enriching learning experience, providing opportunities for practice and relearning. Students are expected to complete all assignments.

Lockers

High school students are each assigned a locker and a lock. Students should learn to operate their combination lock and practice keeping it locked. This not only provides security for belongings but also removes the temptation to play practical jokes and pranks. The school is not responsible for lost valuables. Lockers are property of the school and may be searched at any time deemed necessary by administration.

A \$20 deposit is required to secure the locker and a lock. Deposits are returned at the end of the school year after the locker has been inspected for cleanliness and damage and the lock is returned.

Lost Articles

Students are expected to take care of their own personal property. Articles found in inappropriate places or turned in as found items will be placed in a "lost and found" area. Sales or donations of unclaimed items will be held periodically to disperse of unclaimed items. It is important that all school supplies, clothing, shoes, and personal items are CLEARLY LABELED. There are occasional disagreements over unlabeled items, and often the only solution is confiscation of the item. It is especially important that all school uniform items be labelled, as identification may become impossible.

Public Display of Affection

FVAA is an educational institution and a professional environment preparing students for the workplace. For this reason, it is our policy that students are not permitted to publicly display affection beyond such things as occasional brief hugs.

Skateboards/Rollerboards

Students are not to use skateboards, rollerblades, longboards, or other similar items on school property. If these items are brought to school, they must be kept in lockers and taken home at the end of the school day.

Birthday Invitations (Elementary)

Parents are welcome to celebrate birthdays at school as a whole class party with treats provided to all members of the class. (Allergy alert: Please confirm with your child's teacher that the treats you provide are acceptable. Homemade food may not be provided.) Advance arrangements must be made with the child's teacher to ensure the proper time and place. In consideration of other students, we ask that party invitations NOT be distributed at school as this can create negative feelings for those children left off the guest list.

Student Association

Students in grades 9-12 and staff are members of the Student Association. The main function of the association is student input and planning towards special activities within the school program.

Student Recognition

Students who display outstanding scholarship, responsibility, improvement in work, leadership, sportsmanship, creativity or service are given recognition through a variety of forms by their homeroom teacher, on special displays throughout the school buildings, at end-of-the-year awards assemblies, or at graduation ceremonies.

Textbooks

A student will be charged the replacement cost for any textbook that is damaged or is not returned to the school at the end of each semester or school year.

Transcripts

Graduated students may request transcripts directly from the BC Ministry of Education at www.bced.gov.bc.ca/transcript.

XIV. Transportation and Bussing

Transportation and Busing Arrangements

The role of the busing program is to provide safe and efficient transportation for students to and from home and school each day. Each student is assigned to a specific bus route and a specific seat on that bus.

Parents, guardians, and/or homestays are provided with information specific to pick-up and drop-off times and locations. Should you move during the course of the school year do not assume that there will be space on a different route for your child. Consult with the Operations Manager of Valley Student Transportation Association regarding any and all matters involving bus transportation.

Procedures and Regulations

The following information should be read and discussed with students. Full cooperation is expected at all times.

1. The Driver is in charge of the bus and all passengers at all times. Teachers will supervise during field trips.
2. Christian conduct, as outlined in the FVAA Student Handbook, is expected at all times. Bad language and behavior will not be tolerated. Your best classroom behavior is expected when riding the bus.
3. All riders must show respect for one another. Older riders should be aware of their influence on younger riders and consider their safety and comfort. You are expected to act responsibly and look out for the safety of other riders. Younger riders must be quiet so they can hear and follow directions given by their Driver or Bus Monitor.
4. Be on time: be at your bus stop 5 minutes prior to the scheduled AM departure time. Late arrivals must go to a later pickup spot on their route or arrange their own transportation. Buses are authorized to pick up and discharge students only at scheduled stops and will not

stop between pickups. All buses leave the school at 3:02PM / 1:32PM. The bus cannot wait for late arrivals.

5. Stay off the road while waiting for the bus. Wait until the bus door opens before walking on or off the bus.
6. Use all safety rules for boarding and leaving the bus as instructed by your driver.
7. Remain seated, facing forward, out of the aisle at all times while on the bus. Do not move around the bus. The driver may have to make a sudden quick stop or turn. Your safety and other's may be at risk. BC Motor Vehicle Act Regulation 11.13 (3)
8. The driver will assign a seat for which you are responsible; report damage to the bus driver at once. You may be charged for willful damage.
9. Eating or drinking while on the buses is not permitted, drinking water is ok.
10. Put garbage and papers in the trashcan when leaving the bus. Do not leave garbage and papers on the floor of the bus or throw trash out of the windows. BC Litter Act Regulation 239 (3) (6)
11. Loud talking and unnecessary noises are not permitted. It can distract the driver's attention from the road.
12. Pay attention when your stop is coming and be ready to leave when the bus door opens. Exit promptly and look both ways for traffic before crossing the street. Earbuds must be removed when entering and exiting the bus so you can hear the driver's instructions or a horn sounding.
13. Electronic use is a privilege. Your electronic device must be silent and not be a distraction to the driver. Electronic use must not interfere with you or other riders from sitting properly and quietly in their seats.
14. Never climb on or hang off the outside of the bus. Stay clear of the danger zone around the bus wheels.
15. Do not yell or put your head or arms out of the bus windows. Close your window before leaving the bus.
16. You must be absolutely quiet when approaching a railroad-crossing stop so the driver can listen for a train.
17. In the event of a road emergency, stay seated and quiet in the bus unless directed otherwise by the driver.

18. Keep yourself and all personal items out of the aisle and away from emergency exits. Students wishing to bring large items to or from school must arrange alternate transportation.
19. Sport balls and ice skates must be stored in a backpack or durable cloth bag before coming on the bus.
20. Students are assigned to a specific route and seat on that bus. Riding on another bus, without making prior arrangements, with the transportation office will not be permitted. Bus Passes are no longer available for after school activities off of a student's normal route. Any deviation from the set bus schedule, will require alternative transportation arrangements, for which the parent/guardian is responsible. VSTA reserves the right to reassign students to a different bus or make route and/or pickup/drop time changes as required.
21. Students moving must notify the school and transportation offices well in advance of the move with new address and contact information. Some buses may be full and have a waiting list. Students may have to use alternate transportation until space becomes available.
22. Unwillingness to follow these regulations or a Driver's instructions will face disciplinary action from administration up to and including suspension or total loss of bus use privileges.