



26026 – 48 Avenue, Aldergrove,
BC V4W 1J2 Phone:
604.607.3822 Fax: 604.856.1002
Email: info@fvaa.net Website: www.fvaa.net

K-12 Handbook

Updated August 2023

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

Table of Contents

School Directory	3
Vision and Mission Statements	4
Core Values and Beliefs	5
School History	6
Admissions	7
Finances	8
School Operations	8
Closing Policy	10
Academic Program	10
Attendance Policies	12
Discipline Policies	14
Harassment Policies	19
Dress Code Policy	21
Medical Information	23
Parent Involvement	25
Safety Policy	26
Student Life	27
Busing and Transportation	31

School Directory

Administration

<u>Ext.</u>	
315/501	Solijon Muse, Leidamae (Principal)
332/552	Septembre (Registrar, IT)
301/500	Septembre, Joan (Secretary & librarian)
341/505	Russell, Colleen (Accountant)
318/561	Graham, Scott (VSTA bus manager)
335/508	Davila, Max (Chaplain)

Teaching Staff

<u>Ext.</u>	
330/555	Acosta, Ryan (HS sciences)
346/522	Agustin, Katelyn (Grade 4)
305/527	Belonio, Stephanie (Grade 6)
342/525	Bendzsel, Axl (Grade 5)
308/521	Bendzsel, Sasha (Grade 1)
350/509	Berthelot, Marie
325/544	Dodds, Sandra (K-12 Music)
320/528	Esteves, Ruth (Grade 7)
352/511	Gonzales, Anita (5-12 French, HS socials & art)
306/520	Hudema, Madison (Kindergarten)
321/544	Kettner, Heidi (K-4 Music)
309/526	Manuel, Tanya (Grade 8)
333/551	McMahon, Daphne (HS English)
307/524	Monsanto, Risie (Grade 2)
314/509	Muse Ryan (Athletics)
336/523	Olit, Sara (Grade 3)
326/542	Olit, Sean (Grade 9)
317/505	Rumambi, Gwen (HS math & foods)
331/554	Sammy, Aaron (HS math)

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.

Anti-Discrimination Protection Policy

The safety and well-being 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 schools will ensure that children attending this school will experience a learning environment that enables every child to feel safe, accepted and respected.

Adventist 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.

Core Beliefs

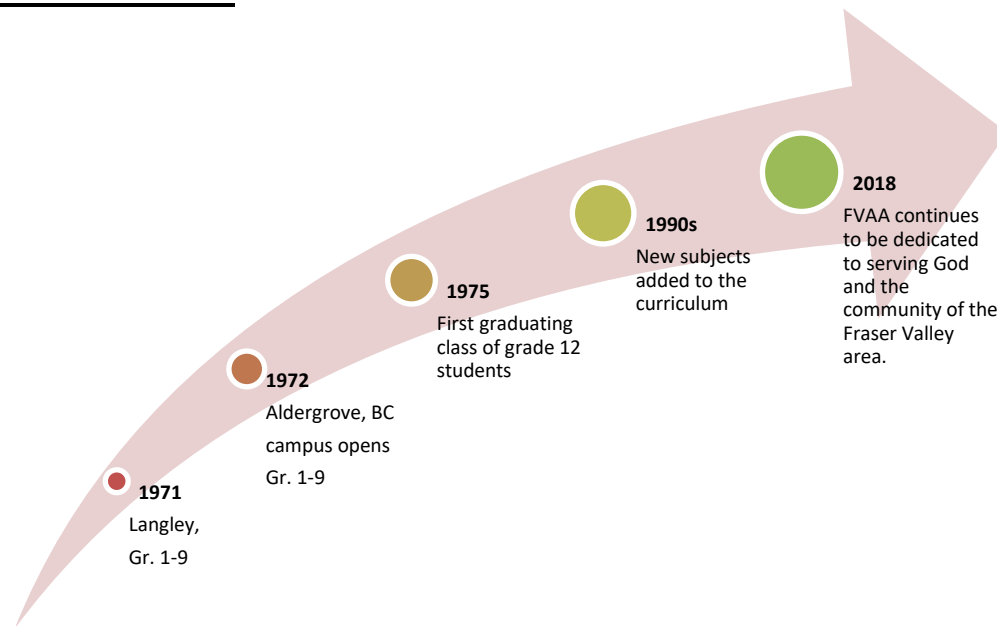
1. This is God's plan. He will do with me what He will.
2. An ethical code of conduct is biblical.
3. The students are first.
4. People want to do their best.
5. Quality education and service excellence improves lives.
6. Everyone is important to Jesus, so they are important to me.
7. Environmental stewardship 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



Fraser Valley Adventist Academy 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 Seventh-day Adventist 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 Fraser Valley Adventist Academy.

In the fall of 1971, Fraser Valley Adventist Academy 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 Fraser Valley Adventist Academy.

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.

Fraser Valley Adventist Academy 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 Fraser Valley Adventist Academy 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.

ADMISSIONS

Fraser Valley Adventist Academy accepts students without prejudice to cultural, religious or political background. New applications are considered on an on-going basis. Parents must be willing for their child(ren) to be educated in biblical principles and to support our philosophy, goals, and standards. Students will be encouraged to accept Jesus Christ as their personal Saviour. Additionally, a time of worship and prayer will be a daily experience for all our students. Our policy provides for the admission of students who, by their behaviour and declaration, show commitment to the principles found in Scripture.

Fraser Valley Adventist Academy 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. Students are encouraged to make wise choices in their individual lives. Because of its unique character and Christian ideals, attendance at Fraser Valley Adventist Academy is a privilege. All students must be willing to function within the standards and expectations of the school.

Proof of English language proficiency may be required. Testing can be arranged with the International Program Coordinator or the English Language Learners teacher.

Applicants transferring from other institutions or schools will have their records assessed by the Admissions Committee and/or Administration for placement in the appropriate grade.

Visit the main office and the finance office to obtain details on admissions requirements, application forms, financial assistance and scholarship information. You may also download necessary documents and forms at www.fvaa.net.

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 (contact the Business Office for more information). Students who are receiving tuition assistance will be monitored quarterly for attendance and academic performance to ensure that donors' funds are being used responsibly.

Homestays- BC Residents

Seventh-day Adventist high school students living in an area of BC not served by another academy may be charged the constituent tuition rate.

Homestay Students

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 to find their clients homestay families.

SCHOOL OPERATIONS

Student School Hours

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

*School Office Hours: 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 30 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 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.

ACADEMIC PROGRAM

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 write the English 12 or Communications 12 Provincial Exam
- FVAA students must complete an additional 16 credits, which include Religious Studies classes

BC REQUIRED COURSES	
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 focused 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 COURSES	
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 credits
REQUIRED ASSESSMENTS	
Provincial examinations in literacy and numeracy are required. 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.

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.

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.

Evaluation Procedures

Report cards are issued at the end of each trimester (grades K-8) or semester (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

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

A 86 – 100%

B 73 – 85%

C+ 67 – 72%

C 60 – 66%

C - 50 – 59%

I / F 0 – 49%

IE – Insufficient Evidence	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 <i>Provincial Letter Grade order</i> . 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.
F – Failed or Failing	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.
W – Withdrawal	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.
SG – Standing Granted	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.
TS – Transfer Standing	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.

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.

ATTENDANCE POLICY

In addition to supporting academic excellence, good attendance and punctuality are valuable life skills that can be achieved by every student. Classes start at 8:15 each morning; high school students are encouraged to arrive no earlier than 8:05 a.m. and no later than 8:10 a.m.

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 and has a signed Campus Leave Form on file
- A parent or guardian is picking up the student for a pre-arranged appointment
- 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.

A teacher may issue an unexcused absence to a student who is dismissed from class for disciplinary reasons.

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.

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.

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.

DISCIPLINE POLICIES

Rationale

Fraser Valley Adventist Academy'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

“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.

Antidiscrimination/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 discrimination, 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.

Method

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:

- 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. Antiracist education and policy review

- 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

- 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.
 - a. Administration supports and documentation
 - i. Support and guidance of classroom teacher
 - ii. Collaborative problem solving with students, parents, and teachers
 - b. Discipline Committee support and documentation
 - i. Support and guidance of classroom teacher and administration
 - ii. Collaborative problem solving with students, parents, and teachers
 - c. Chaplaincy services
 - d. 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
 - a. Collaboration with teacher for classroom interventions + documentation
 - b. Intervention with student and parents + documentation
 - c. Refer to Discipline Committee
- 3) Discipline Committee
 - a. Collaboration with classroom teacher and administration
 - b. 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.

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

HARASSMENT – INTIMIDATION - BULLYING POLICY

Rationale

All students have the basic right to 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 policy is designed to promote a school environment free from discrimination against individuals because of their age, race, religion, gender, status, or ability.

Definition

Harassment is 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

HIB Consequences

First Offense: Warning/Note in file

Second Offense: Responsibility contract/1-3 days in-school suspension/Parents notified

Third Offense: Short-term suspension/Incident investigated/Report filed/ Parents notified

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

Fifth Offense: Expulsion

Appealing Disciplinary Action – Grievance Policy

Refer to page 18 of this handbook

DRESS CODE POLICY

Uniforms – 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 <ul style="list-style-type: none"> Must be purchased from Cambridge Dark grey or navy uniform pants <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> They should be appropriate for PE and inside class 	Royal blue golf shirt <ul style="list-style-type: none"> Must be purchased from Cambridge Navy sweater vest <ul style="list-style-type: none"> Must be purchased from Cambridge Dark grey or navy walking shorts <ul style="list-style-type: none"> Length to top of knee
K-5 Girls	Navy cardigan or V-neck sweater <ul style="list-style-type: none"> Must be purchased from Cambridge Plaid kilt or jumper (knee length) <ul style="list-style-type: none"> Must be purchased from Cambridge White shirt (golf or dress style) <ul style="list-style-type: none"> Button-up, with collar Black/navy/white/grey socks, black/navy tights and/or leggings Black shoes, non-marking (No flip-flops or slides) <ul style="list-style-type: none"> They should be appropriate for PE and inside class 	Dark grey or navy uniform pants <ul style="list-style-type: none"> May be purchased from Cambridge, Gap Kids, Walmart, Children’s Place Old Navy Royal blue golf shirt <ul style="list-style-type: none"> Must be purchased from Cambridge Navy sweater vest <ul style="list-style-type: none"> Must be purchased from Cambridge Dark grey or navy walking shorts or capris <ul style="list-style-type: none"> Length to top of knee or longer
6-12 Boys	Navy cardigan or V-neck sweater <ul style="list-style-type: none"> Must be purchased from Cambridge Dark grey or navy uniform pants <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Must be purchased from Cambridge Navy sweater vest <ul style="list-style-type: none"> Must be purchased from Cambridge Dark grey walking shorts <ul style="list-style-type: none"> Length to top of knee Navy blazer with FVAA crest (gr. 9-12) <ul style="list-style-type: none"> Available at Cambridge
6-12 Girls	Navy cardigan or V-neck sweater <ul style="list-style-type: none"> Must be purchased from Cambridge Plaid kilt or jumper (length to top of knee) <ul style="list-style-type: none"> Must be purchased from Cambridge White shirt (golf or dress style) <ul style="list-style-type: none"> Button-up, with collar Black/navy/white/grey socks, black/navy tights and/or leggings Black shoes, non-marking (No flip-flops or slides) <ul style="list-style-type: none"> They should be appropriate for PE and inside class 	Royal blue golf shirt <ul style="list-style-type: none"> Must be purchased from Cambridge Navy sweater vest <ul style="list-style-type: none"> Must be purchased from Cambridge Dark grey uniform pants <ul style="list-style-type: none"> May be purchased from Cambridge Dark grey walking shorts (Knee length) Dark grey capris Navy blazer with FVAA crest (gr. 9-12) <ul style="list-style-type: none"> Must be purchased from Cambridge

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 due to safety reasons in PE.)

Accessories: Accessories like hoodies, scarves, and hats may not be worn with uniforms. If students need extra warmth, see additional details below.

*You may order online at www.cambridgeuniforms.com. You will need to set up an account. The school code is VAL825. For phone orders, please call 604-924.9929. Orders may also be emailed to orders@cambridgeuniforms.com. If you would

like to visit the store, please call or email ahead to book an appointment.

****Used uniform - some pieces are available at the school office. You may come in and see if we have the sizes you are needing. As these are private sales, cash or a cheque is required.**

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 and hooded sweatshirts are not acceptable.*
- 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. They can be purchased through the school.
- Minimal jewelry is permitted with uniforms, for example one pair of stud-type earrings and/or a friendship/cultural bracelet if desired. No necklaces, hoop earrings, or rings are allowed due to safety reasons in PE.
- Pants must be dark grey dress pants available at Cambridge. Grey jeans are not acceptable. Students in grades K-5 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.

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:

- If worn, natural appearing and in conventional good taste

Tattoos, Body Piercing:

- Clothing must completely cover any tattoos and body piercings at all times

Hats, Caps, Toques, Hoods, and Sunglasses:

- Worn for appropriate activities
- Expected to be removed indoors

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.
- 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 skirts should be just above the knee.
- Leggings are not acceptable unless under a shirt or mid-thigh length, a dress, or a skirt.
- Jeans and pants are not to be excessively tight nor should have any rips, distress, or holes above mid-thigh.
- Shorts must be at least mid-thigh length.

Footwear:

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

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.

MEDICAL INFORMATION

Administering Medication

Teachers and staff are not permitted to dispense over-the-counter medications such as aspirin or ibuprofen to students. If your child is in need of 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.

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.

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, 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.
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.

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.

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.

PARENT INVOLVEMENT

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.**

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 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 on MyEd (high school only). Teachers can be contacted through email and phone, and appointments for additional conferences can be arranged with teachers as needed.

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 encourage each family to contribute 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.

- 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 \$2 million liability insurance.

SAFETY

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 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. 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

Fraser Valley Adventist Academy is committed to the health and safety of its students and anyone attending at FVAA. 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 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 to receive a Visitor’s Pass 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 supervised 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.

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 designate/approved areas of the buildings, use school equipment and facilities properly and safely, and keep the buildings and grounds clean.

After-School Sports

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.

Athletics Teams

These 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 chaplain, guide Bible students through the study of Bible doctrines and biblical values.

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. (Pandemic 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.

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
- All other electronic entertainment devices are not to be used 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 acquisition 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.

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.

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. I

Illness and Medications

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.

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.

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.

Public Display of Affection

Fraser Valley Adventist Academy 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.

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.

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.

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.

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.

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 the end-of-the-year awards assemblies, and at the graduation ceremonies.

Textbooks

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

Transcripts

FVAA follows the common policy that educational institutions provide an official/signed copy of a student transcript after a student request is made to FVAA. Please note that an official signed student transcript is different than a report card and contains a list of all completed classes with final marks. Transcript Request Forms are available in the main office or at www.fvaa.net. The official transcript will then be sent directly to the institution specified in the request.

Students may request two official transcripts at no charge. Additional transcripts are subject to a fee of \$10.00 per mailing that must be paid before the transcript will be sent. Graduated students may request transcripts directly from the BC Ministry of Education at www.bced.gov.bc.ca/transcript.

TRANSPORTATION AND BUSING

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 full charge of the bus and all passengers at all times.
2. Christian conduct, as outlined in the FVAA Student Handbook, is expected at all times. Coarse language and behaviour will not be tolerated.
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.
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 5 minutes after the PM dismissal bell. The bus cannot wait for late arrivals.
5. Stay off the road at all times while waiting for the bus. You are expected to act in a responsible manner and look out for each other's safety.
6. Observe safety rules for entering or leaving the bus as instructed by your driver.
7. Remain seated, facing forward at all times when the bus is in motion. Do not move around the bus while it is moving. The bus may have to make a sudden quick stop. Your safety and other's is at stake. BC Motor Vehicle Act Regulation 11, 13 (3) 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.
8. Eating or drinking juice or pop while on the buses is not permitted; drinking water is fine.
9. Put garbage and papers in the trashcan. Do not leave garbage and papers on the floor of the bus or throw it out the windows.
10. Loud talking and unnecessary noise is not permitted. It can distract the driver's attention from the road.
11. Know when your stop is coming and have your belongings ready to go when the bus stops. Exit promptly and look both ways for traffic before crossing the street.
12. Hand-held electronic games and personal stereos are permitted as long as they are not a distraction to the driver or other passengers. Games must be on silent mode.
13. Never climb on, or hang off the exterior of the bus.
14. Never yell or put your head or arms out of the bus windows. Close your window before exiting the bus.
15. You must be absolutely quiet when approaching a railroad-crossing stop.

16. In the event of a road emergency, stay in the bus unless directed otherwise by the driver.
17. Keep all personal belongings clear of the aisle and emergency exits. Students wishing to bring large items to or from school should arrange other transportation.
18. Sports balls and ice skates must be stored in a backpack or heavy bag before coming on the bus.
19. You have been assigned to a specific bus. Riding on another bus, without making prior arrangements, will not be permitted. After school activities off a student's normal route 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.
20. 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. Advance notification can help reduce wait list times.
21. Riders not willing to comply with these regulations or a driver's instructions will face disciplinary action from their teacher and/or administration up to and including suspension of bus riding privileges.