



CHEK
ACROSS BC

Christian schooling at home.

PARENT-STUDENT HANDBOOK 2010-2011

Assisting and encouraging parents
in the pursuit of a
Christ-centred schooling at home program

www.chekabc.ca

February 2010

CHEK Parent – Student Handbook

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Dear Parents,

On behalf of the Nelson Christian School Society Board of Directors and the staff of Christian Home Education in the Kootenays and Across BC, we are pleased to introduce you to our Home Learning Support Program. We are sure you will find CHEK to be not only completely committed to schooling at home but that it is one of the best programs to assist parents in their schooling at home activity.

In this Handbook, you will find CHEK's basic principles of belief as well as the operational procedures of the program. It is hoped that this will serve as a guide, which can be referred to throughout the school year.

We are here to serve you. Our program includes parent input regarding the operation of the program, parent choice of curriculum, parent-set goals and purpose, group activities, achievement tests (if desired), resources, and a highly qualified BC certified teacher to work in partnership with you.

Since Christian Home Education in the Kootenays and Across BC is a distinctly Christian organization, it aims to assist parents who desire to educate their children in accord with the principles of Scripture. Part of this assistance is provided through a Christian curriculum. CHEK has developed Grade 10 and Grade 11 courses in Bible. CHEK has developed a Planning 10 course to reflect the Christian perspective. CHEK has also developed a package for students from Kindergarten through grade 9. It is a curriculum choice for parents with an extended component which provides a step by step procedure for schooling at home. This helps to remove much of the stress from the schooling at home experience.

A similar provision has been made for high school students who desire curriculum material that will be consistent with Biblical standards. CHEK high school teachers have developed grade 10, 11 and 12 English courses that avoid the use of questionable literature content. The grade 10, 11 and 12 Social Studies courses, while secular in nature, have a chapter by chapter component, designed and added by CHEK, which enables the student to see the course content within a Biblical framework.

We look forward to working with you as you seek to home school your children and give them the best in education.

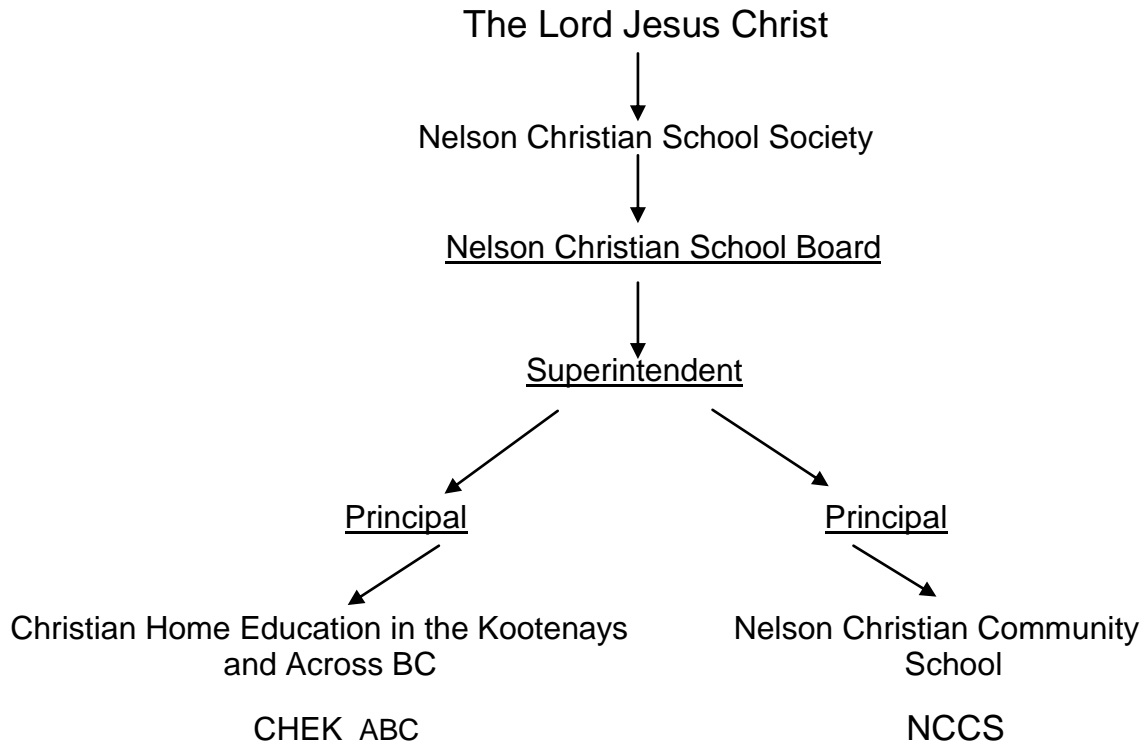
Bill Wilson
Superintendent/Principal

OUR STATEMENT OF FAITH

1. We believe the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God. (2 Timothy 3:15; 2 Peter 1:21)
2. We believe there is one God, eternally existent in three persons – Father, Son, and Holy Spirit. (Genesis 1:1; Matthew 28:19; John 10:30)
3. We believe in the deity of Christ (John 10:30)
 - His virgin birth (Isaiah 7:14; Matthew 1:23; Luke 1:35)
 - His sinless life (Hebrews 4:15; 7:26)
 - His miracles (John 2:11)
 - His vicarious and atoning death (1 Corinthians 15:3; Ephesians 1:7; Hebrews 2:9)
 - His resurrection (John 11:25; 1 Corinthians 15:4)
 - His ascension to the right hand of the Father (Mark 16:19)
 - His personal return in power and glory (Acts 1:11; Revelation 19:11)
4. We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature; that men are justified on the single ground of faith in the shed blood of Christ and that only by God's grace and through faith alone are we saved. (John 3:16-19; John 5:24; Romans 5:8-9; Ephesians 2:8-10)
5. We believe in the resurrection of both the saved and the lost: they that are saved unto the resurrection of life, and they that are lost unto the resurrection of damnation. (John 5:29)
6. We believe in the spiritual unity of believers in our Lord Jesus Christ. (1 Corinthians 12:12,13; Galatians 3:26-28; Romans 8:9)
7. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life. (Romans 8:13, 14; 1 Corinthians 3:16; 6:19, 20; Ephesians 4:30; Ephesians 5:18)

As a matter of firm policy, it is mandatory that all board members and staff subscribe to the above statement of faith in a manner and method prescribed by the Board of Directors.

CHEK VISION



Our vision is to make the Distributed Learning program designed by the Ministry of Education, available to parents and enable them to pursue schooling at home. We offer curriculum for Kindergarten through grade 12, leading to graduation with the Dogwood Diploma. This program is operated by the Nelson Christian School Society under the name of Christian Home Education in the Kootenays and Across BC. CHEK provides a local teacher, holding BC certification, and opportunity for parents to choose their own curriculum and fully integrate Christian faith into all subject areas.

ORGANIZATIONAL STRUCTURE

The Society has appointed a Board to accomplish its goals. In pursuit of fulfilling the goals of the Society, the Board oversees the work of two educational divisions: the campus school or NCCS and the Christian schooling at home program or CHEK. These are two completely separate divisions which do not compete with each other. They work together in a complementary manner. They are simply two divisions of THE SAME OPERATION, having the same goals and pursuing the one purpose of serving the Lord Jesus Christ and glorifying His name. This is one Christian venture and one Christian service ministering to parents, who themselves have one goal, and that is to glorify God in the education of their children, by putting the Lord Jesus Christ at the heart of the educational program.



A HIGH LEVEL OF SERVICE

LOCAL TEACHERS

CHEK focuses on providing local teachers in a local community to work personally with each individual family. This is the preferred way of serving families. If a local teacher is not available, a teacher from another location will visit the local community to work personally with those families. Should the distance be too great for a teacher to personally visit the community a total on-line option is available.

FLEXIBLE TEACHER CONTACT

The teacher's support can be accessed during school hours in a number of ways. The following are some ways in which contact is maintained:

- Activity days held from time to time
- Periodic home visits
- Meet the teacher at an agreed on time and place
- Use of the computer
- Use of the telephone
- Use of the fax machine
- Use of the web cam where service is available

SPECIFIC TEACHER ASSISTANCE

In fulfilling teacher responsibilities as outlined in this Handbook, the teacher will do the following:

The teacher will assist the family in the choice of the curriculum that will be used. The curriculum chosen should fulfill most of the learning outcomes. If the curriculum is deficient in any area, then supplemental material will be chosen to overcome the deficiency. The parent does not have to be concerned with the Provincial Learning Outcomes (PLO's). This is the teacher's job. To quote from one of the largest schooling-at-home providers in the Province, "It is the job of (the teacher) to discover the provincial learning outcomes in your program. We don't want you as a home educator to be burdened with the task of matching the PLO's. This is our role as teachers. The language...of learning outcomes is specific to skills, tasks, projects, and activities."

The Student Learning Plan (SLP) is developed in a cooperative effort by the parents and the teacher. Older students may contribute to the process. The SLP is based on the chosen curriculum which has been determined by the teacher to generally fulfill PLO's. It requires a personal on-site visit by the teacher, at which time agreement is reached on the content of the SLP. This content will include goals for the year, learning activities, books and materials to facilitate learning, instructional times, strategies and schedules. A parent signature on the plan, and, as applicable, the signature of the student will indicate that the parent and student have been part of the process. A copy of the PLO will be provided for each subject, at the applicable grade level. Information concerning what guides the teacher in recommending a curriculum, and any supplemental resources will be included as he or she exercises professional skill in making connections between curriculum and outcomes. The ability to discover and make the connections between the parents' program and the provincial outcomes requires a high level of professional expertise and a special "skill set" on the part of the professional educator. Throughout the year, the teacher will focus on teaching strategies, learning activities and lesson plan ideas, as the parent and teacher work together to meet the educational needs of each child. Learning activities will be designed to meet individual needs, will address a variety of

learning styles and will be based on the chosen curriculum. The learning activities will enable the students to represent their work in various forms. **The teacher will give the student opportunity to express his or her satisfaction with the learning experience by responding to emails that focus on that aspect of the learning interaction.**

The teacher will create learning schedules for the year to assist students in work completion over a ten month period. An agreement will be reached between teacher, parent and student (as applicable) in how to monitor timelines. The teacher will assess (judge) and evaluate (give a mark to) work samples, match student work to provincial outcomes and family goals, taking into account individual needs and learning styles, and update student progress regularly. Three formal written report cards will be provided for the student each year.

The teacher will explain to parents and students the value in writing the Foundation Skills Assessment Tests at the grade 4 and 7 levels and how writing these tests assist both parents and students to have success in his or her academic work.

SPECIAL PROFESSIONAL ASSISTANCE FOR STUDENTS TO IDENTIFY LEARNING ABILITIES AND DETERMINE CAREER DIRECTION

CHEK teachers have completed "Structure of the Intellect" (SOI) training and are able to test a student to determine his or her learning abilities and styles. The testing reveals such things as:

- Is my child gifted?
- Is my child learning-disabled?

Information is provided on:

- What are my child's strengths and weaknesses?
- Why does my child excel in one subject but struggle with others?
- Are my expectations appropriate for my child's abilities?
- On what areas should I focus my attention?

The Training in SOI has also given the teachers expertise to provide a number of educational procedures to meet individual student needs. The SOI tests can also be administered to indicate possible career choices and are especially valuable to students in the Graduation Program who are planning for future careers.

Parents may use funds from their resource allotment to pay for this service. Parents may also appeal to the CHEK administration for additional financial assistance to cover the cost of the assessment.

SPECIAL EDUCATION

CHEK provides services for special education students at all levels of disability. A teacher with special training in learning disabilities is on the CHEK staff to assist in delivering special services to students.

CURRICULUM CONSULTANT

Parents may choose their own curriculum or may use the CHEK curriculum package. In all cases a curriculum specialist who is part of the CHEK administrative staff is available to assist teachers and parents in all curriculum matters as the need arises. A school counselor is also part of the CHEK administration staff.

ASSOCIATE DIRECTOR OF ADMINISTRATIVE SERVICES

The Associate Director is on duty in the school office each school day to assist parents, teachers and students with administrative matters relating to the program. There is immediate response from the Associate Director to ensure the efficient function of the program.

A CHRISTIAN PROGRAM

CHEK is a Christian Ministry founded to assist Christian families, and others who share the same values, who choose schooling at home as an educational alternative.

CHEK has Christian teachers who meet locally with families on an agreed upon schedule.

CHEK emphasizes the integration of faith and learning and pursues the distinctive CHEK outcomes as listed in the Handbook. Teachers pray for and pray with parents and students.

CHEK encourages the use of Christian curriculum and resources to meet Provincial Learning Outcomes.

CHEK includes BIBLE as a subject both at the elementary and secondary levels. Bible is graded and will appear on the hard copy of the Student Report Card.

CHEK seeks to meet the needs of all students, both those who are intellectually and/or physically challenged and those who are gifted.

ANNUAL PARENT SURVEY

In February of each year a Parent Survey is mailed out to each family so that parents can offer their perceptions of how well CHEK is meeting their expectations in the effort to school their children at home. These are carefully analyzed and recorded in the school office. Suggestions are implemented as far as possible and any need for changes are carefully noted, with action being taken to make necessary changes for the new school year. Parent input is highly valued and contributes to making the CHEK program the best that it can be.

STUDENT RESPONSE

Student response to the program will be monitored during the year. Teachers are responsible for communication with students and ascertaining how their students relate to the program. The students' perceptions are important to CHEK.

THE PURPOSE OF CHEK

- To help parents fulfill their responsibility by providing Christ-centered support services for their home education program.
- To build on thoroughly Biblical principles. In harmony with these principles is the belief that the child does not belong to the state, (province or government), nor to the school, nor to any other social organization, but the child belongs to the parents.
- To assist the children in seeing:
 - that the world is God's creation
 - that each one of us is created in His image
 - that they need to consider their response to Him

A NON -DENOMINATIONAL PROGRAM

The program is not operated by a church or any group of churches. It functions on a totally non-denominational basis.

MISSION STATEMENT

The mission of CHEK is to assist and encourage parents in the pursuit of a Christ-centred schooling at home program.

MAJOR GOAL

CHEK aims to support an environment that encourages the development of Christian character. Characteristics such as the stewardship of time and talents, honesty and trustworthiness, respect for duly constituted authority, purity of life, patience, perseverance and compassion are communicated to students by the **ROLE MODELLING OF BOTH PARENTS AND TEACHERS** in the home and in CHEK-organized activities.

TEACHER/PARENT AND STUDENT COMMITMENT

CHEK is a fully accredited and recognized organization authorized to offer schooling to students from Kindergarten to Grade Twelve who have chosen to study at home. It is authorized to prepare students for the Provincial Grade Twelve Diploma which is recognized by all post secondary institutions. It is funded and inspected by the Ministry of Education which requires that there be documentary evidence that each student enrolled is **ACTIVELY** pursuing a learning plan. In order to help ensure that active learning will be carried on, it is necessary for those involved to agree to do certain things. Teachers, parents and students must work together to achieve the expected educational goals. Should the parent not feel comfortable with the stated terms in the agreement it is recommended that the family be registered rather than enrolled. The following sets forth the essential elements of the agreement:

RESPONSIBILITIES OF THE TEACHER:

- To work with parents in the choice of a curriculum, or resources, and as early as possible after enrollment or reenrollment in the program, develop a Student Learning Plan which outlines all topics to be covered, instructional strategies to be followed and assessment procedures to be used.
- To work with the parents to integrate the special CHEK outcomes into the Student Learning Plan as outlined in the Parent/Student Handbook.
- To read students' files within 6 weeks of the assignment.
- To be available to students and parents during normal school hours according to an agreed upon schedule.
- To contact the individual student at least once each week by phone, email, personal visit, or group activity, and collect weekly evidence of student work for each core subject.
- To keep a record of the contact with each student.
- To develop a plan for collecting student work samples.
- To take full responsibility for connecting Ministry of Education outcomes to student

work and in cooperation with the parents and students, devise a method for ensuring that the student spends enough time on school work.

- To establish time lines and encourage the reluctant student by structuring their learning and requiring progress reports.
- To assess student work by collection of evidence of student learning including work samples, video tapes and photos, journals, tests and quizzes and observations during visits and group activities, if such activities are held.
- To administer tests as may be required and inform the parent concerning the Foundation Skills Assessment for grades 4 and 7 indicating the Ministry requirement concerning this test.
- To prepare interim and final report cards for each student during the year.
- To keep full and complete records on each student according to Ministry of Education guidelines.
- To work with parents to develop a schedule for regular meetings, both individual and collective, to generally occur during normal school hours.
- To plan and facilitate regular group learning experiences according to group wishes and needs.
- To examine all facilities used for Group Activities and ensure that they are safe and free from hazards and meet Ministry of Education requirements.

RESPONSIBILITIES OF THE PARENT:

- To choose the curriculum, in cooperation with the teacher, that integrates Christian faith and learning. In addition to this, I will obtain any additional resources that may be required to fill in areas not covered in the chosen curriculum to meet specific Ministry of Education outcomes.
- To work with the teacher to integrate the special CHEK outcomes as outlined in the Parent/Student Handbook.
- To work with the teacher to develop a Student Learning Plan (SLP), and to sign it indicating my input, my cooperation in its development, and my approval of the plan. This is an overview of topics to be covered, teaching strategies, and assessment procedures. It includes learning activities, books and materials, and instructional times and schedules. The SLP contains the recommended learning goals prescribed by the Ministry of Education, as well as personal family goals.
- To ensure that the teacher is able to maintain weekly contact with the student by phone, email, activity day, assigned meeting with the teacher, or a personal visit to our home.
- To assist the teacher in determining that sufficient time is spent on school work.
- To work with the teacher to develop a Student Assessment Plan that will meet Ministry of Education requirements and be suitable to the individual family.
- To consider the place that the Foundation Skills Assessment Tests have in the academic program.
- To participate in assessment activities and have the student submit samples of work to indicate that the student is actively engaged in learning in all the core subject areas.
- To supervise, encourage and motivate the student on a day-by-day basis, and to provide weekly evidence of student work for each core subject.
- To work with the teacher to develop a schedule of regular contact for individual family

support to meet the challenges of schooling at home.

- To communicate quickly and directly with the teacher regarding perceived needs for improvement in the way that educational services are delivered.
- To fulfill requirements for obtaining resources – contact the teacher who will approve all resource ordering.
- To return graduation program curriculum (10/11/12) to the CHEK office.
- To return any non consumable items, purchased with grant money, upon request from CHEK since all such items belong to the BC government.
- To view enrollment in CHEK, that carries full academic accreditation, as schooling at home.
- To assist the school by filling in the Annual Parent Survey Form and returning it to the CHEK office before the closing deadline.

RESPONSIBILITIES OF THE STUDENT:

- To put in the hours necessary to complete school work, and as applicable, assist the teacher in determining that sufficient time is spent on school work.
- To complete and hand in the assignments that I am given.
- To make the time to communicate with my teacher.
- To respond quickly to my teachers' emails and telephone calls.
- To do assignments and tests in the time frame required by my teacher.
- To submit work samples on a regular basis.
- To request assistance from the teacher whenever needed.
- To show the teacher that progress is being made.
- To work cooperatively with my teacher as he/she directs my course work.

If in the opinion of the teacher, as a professional educator, this agreement breaks down for any of the following reasons the teacher will send a full report to the Principal.

- there is a lack of cooperation on the part of the student,
- there is an incompatible relationship between the teacher and the student or parents,
- it appears to the teacher that the student is not making the expected progress, regardless of adaptations and modifications of activities and the attempt to meet the needs of different learning styles.

The Principal, upon receiving the report, shall review the case and act in the best interests of all concerned. If the problem is one of student progress, a review will be done to see if there is any way that further assistance can be provided for the student.

If, in the opinion of the Principal, CHEK can no longer continue service to the student, the Principal will drop the student from enrolled status to registered status until CHEK receives information to remove the student from registered status or receives information that the student has been or is enrolling in another school.

CHEK IS FULLY COMMITED TO THE HIGHEST AND BEST INTERESTS OF STUDENT

GUIDELINES FOR SOME CHEK OUTCOMES

The CHEK outcomes are to be acknowledged in the Student Learning Plan and integrated into each subject area as applicable.

1. **For the spiritual and moral growth of the student, CHEK will promote the following outcomes and cooperate with the parents to:**
 - a. teach the Bible as God's inspired Word and to develop attitudes of love and respect toward it
 - b. teach the basic doctrines of the Bible
 - c. lead the student to a decision of confessing Christ as Savior and Lord
 - d. develop a desire to know and obey the will of God as revealed in the Scriptures
 - e. equip the student to carry out the will of God daily
 - f. impart an understanding of, and stimulate involvement in, each Christian's place in the Church and its worldwide task of witnessing, evangelism, and discipling
 - g. develop a Biblical view toward godliness and sin, and to teach the student self-control and consideration for others
 - h. pursue the development of self-discipline and responsibility in the student, and to
 - i. help the student develop for himself a Christian world view by integrating life and studies with the Bible.

2. **For the student's personal and social development, CHEK will promote the following outcomes and cooperate with the parents to:**
 - a. help the student develop his personality based both on a proper understanding and acceptance of himself as a unique individual created in the image of God, and on the fullest possible development of his own capabilities
 - b. teach the student to treat everyone with love and respect since others, too, are made in God's image
 - c. develop the student as a contributing member of his society who realizes his dependence on God
 - d. develop the student as a contributing member of society who realizes his dependence on others and their dependence on him
 - e. promote an understanding of time as a God-given commodity, and the individual responsibility for effective use of time
 - f. show a Biblical view of life and work, and provide skills for personal relationships and future endeavors
 - g. develop Biblical attitudes toward marriage and the family, (the family, as historically understood and defined in Scripture as a husband, wife and children) and also the understanding and skills needed to establish God-honoring homes
 - h. promote physical fitness, good health habits, and wise use of the body as the temple of God, and to
 - i. impart Biblical attitudes toward material things, and to encourage individual responsibility for using them for God's glory.

3. **Academically, CHEK will promote the following outcomes and cooperate with parents to:**
 - a. promote high academic standards within the potential of the individual as uniquely created
 - b. help each student gain a thorough comprehension and command of the fundamental processes used in communicating and dealing with others, such as reading, writing, speaking, listening and mathematics

- c. teach and encourage the use of good study habits
- d. teach the student how to do independent research and to reason logically
- e. motivate the student to pursue independent study in the area of personal interest
- f. develop creative and critical thinking and the proper use of Biblical criteria for evaluation
- g. promote good citizenship through developing the understanding and appreciation of our Christian and Canadian heritage of responsible freedom, human dignity and acceptance of authority
- h. discuss current affairs in all fields and relate them to God's plan for man
- i. produce an understanding and appreciation for God's world, awareness of man's role in his environment, and his God-given responsibilities to use/preserve it
- j. promote an appreciation of the fine arts through the development of the student's understanding and personal expression, and to
- k. adapt curriculum to real-life situations in the community.

CERTIFICATION AND AFFILIATION

CHEK is operated by the Nelson Christian School Society; a non-profit Society incorporated under the Society's Act. The Board of Directors is made up of parents and others from the community who are concerned with providing quality Christian education. CHEK is recognized by the Independent School Branch of the Ministry of Education to offer schooling at home support to families in the province of BC.

STAFF

The administration of CHEK has the exclusive prerogative to select and recommend teachers for the educational staff. First consideration will be given to qualified teachers in the local geographical area where schooling at home parents reside. Appointments to the educational staff are made using the following criteria:

1. Each appointee must be a committed Christian, fully accepting the Statement of Faith and holding no doctrines or practices that have not been part of that which is recognized as "historic Christian faith."
2. Each appointee must be in philosophical agreement with schooling at home, and agree to and support the objectives of Christian Education.
3. Each appointee must hold teaching credentials acceptable under the provisions of the BC College of Teachers or the Independent School Branch of the Ministry of Education.

CURRICULUM

CHEK will partner with parents to select comprehensive curriculum from sources acceptable to the parent which will cover topics that can be seen to meet the BC Ministry of Education outcomes for education. The goal in the selection of curriculum is to meet or exceed all Ministry requirements. Parents may choose whatever curriculum that suits the needs of their family. CHEK, however has spent much time and resources to develop curriculum that removes from the parent much of the work of integrating a Christian faith perspective to learning materials and removes from the parent all concern over "provincial outcomes." The CHEK materials offer a simple step by step process in all Kindergarten to grade nine course work. At the grade 10 to 12 level the goal has been to obtain course material that has a less complicated format and will be "student friendly."

SECOND LANGUAGE REQUIREMENTS:

CHEK offers Rosetta Stone and/or Tell Me More online to families. High speed internet is necessary to access these programs.

IMPORTANT NOTE ON CURRICULUM:

Everyone has some kind of a world view, which by definition is the way one sees his or her world. There is no such thing as neutrality. Everyone was born somewhere, has received some kind of an upbringing and has been influenced by some kind of an environment. He or she believes certain things and does not believe other things. Everyone sees the world within a certain framework.

CHEK is committed to a Christian world view and takes the Bible as the framework through which the world is seen. Having taken this position, the CHEK courses that are formally offered either integrate Christian faith into the body of the course or have a component added that provides the Christian perspective.

KINDERGARTEN TO GRADE 9

CHEK has developed Schooling At Home Manuals for Kindergarten to grade 9 which fully integrates faith and learning.

GRADES 10, 11 AND 12

Bible courses for grades 10 and 11 have been developed by CHEK

The Planning 10 course fully integrates Christian thought into the course.

English courses for grades 10, 11 and 12 have been prepared by CHEK high school teachers whose special area of expertise is in teaching English. These courses fulfill all provincial requirements and at the same time fulfill biblical standards that relate to literature and its content.

Social Studies courses for grades 10 and 11 are secular courses used in provincial high schools but have an added component to each course, in a chapter by chapter format, which challenges the student to think of the content of the course within a Christian framework of thought.

The above has been pursued in fulfillment of the purposes and goals of CHEK which are to:

- Help parents fulfill their responsibility by providing Christ-centered support services for their home education program.
- Help the student develop for him or herself a Christian world view by integrating life and studies with the Bible.

ONLINE OPTIONS

CHEK provides courses online with teachers that are specialists in their field at the grad level. The CHEK developed online courses are designed for students to work at their own pace within a school year. Online courses offered include:

Planning 10, English 10/11/12, Math 10/11/12, Socials 10, Science 10, Bible 10/11/12, Grad Transitions and Second Languages: French, Spanish, German.

In all courses the student communicates directly with the teacher for assistance, instruction and guidance. CHEK offers all courses necessary for high school graduation, making sure that a grad student is well prepared academically for a post secondary education. Where CHEK developed **elective** courses are not available, teachers and parents obtain resources from Christian publishers or participate in local community activities according to the student learning plan (SLP) to meet BC high school standards.

ADMISSIONS POLICY

CHEK is open to people of all backgrounds. However, being a Christian program that has its roots in evangelical Christianity, CHEK will only accept students whose parents consent to and support the education of their children in accordance with Christian values.

All regular admissions will be handled by the CHEK administration within the policy guidelines.

ACADEMIC POLICY

1. An Academic Approach - In addition to encouraging the development of Christian character as noted elsewhere in the Handbook, CHEK encourages excellence in academic achievement. The program emphasizes the BASICS IN EDUCATION. Students who receive a solid foundation in reading, writing and arithmetic experience fewer difficulties as they advance through the grades to higher levels of learning.
2. Report Cards - Reporting to parents will be on a continuous basis through the year. In addition, parents will receive three report cards. These are given out in November, March and June.
3. Grading Systems –
Kindergarten to grade 3 student progress will be expressed in written and oral comments which will be **related to expected learning outcomes**.
 - 1 Exceeds Expectations
 - Growth and development of skills and understanding are beyond program expectations
 - New concepts and skills are mastered, applied and extended
 - 2 Meeting Expectations
 - Growth and development of skills and understanding are at the level of program expectations
 - New concepts and skills are understood and applied
 - 3 Approaching Expectations
 - Meets expectations but only at a minimal level
 - Is in need of further encouragement and support
 - 4 Not Yet Meeting Expectations
 - Growth and development of skills and understanding are lower than program expectations

- New concepts and skills are not yet mastered or sufficiently understood.
- Frequent teacher encouragement and support is needed in most aspects of the program

Grades 4 to 12 student progress will be expressed in letter grades and comments which will be related to expected learning outcomes. The one exception is for students on a “modified” program. Such students are given only comments which will be related to the student’s “modified” program.

The grading system is as follows:

A	Excellent	86 – 100%
B	Very good performance	73 – 85%
C+	Good performance	67 – 72%
C	Satisfactory performance	60 – 66%
C-	Marginally acceptable	50 – 59%
F	Failed or failing and not minimally acceptable	0 – 49%
I	“In progress” or “Incomplete” not minimally acceptable	

Should a student be working on a course that is not completed within the normal school year, a grade of “I” or “IP” will be assigned which means that the course is “in progress” or that it is “incomplete.” When the course is complete, a regular grade will be assigned. In grade 10-12, “I” will be assigned if the student has completed 60% of the course or more by the end of June, otherwise “F” will be assigned.

4. National Standardized Tests - Parents are encouraged to have their children write the Canadian Achievement Tests or the Canadian Test of Basic Skills. These tests have nothing to do with the Ministry of Education or even with CHEK as an organization, but are just between the teacher and parents and are designed to assist both the parents and the teacher to discern where there may be an academic weakness that needs more attention than other areas where the student has shown strength. **These tests will not normally be administered to Grade 4 or 7 students** as each February, the Ministry of Education assigns the Foundational Skills Assessment to students in these grades.
5. Ministry of Education Test – Foundation Skills Assessment (FSA) - The Foundation Skills Assessment or FSA is a Ministry of Education test which has been developed by BC teachers. It is a test that students in the Province take twice in their first eight years of schooling; once in grade 4 and once in grade 7. These exams are not related to the student’s report card marks or promotion from grade to grade. The usefulness of the FSA is that it provides another piece of information for parents and teachers. It is a snapshot in time that confirms what teachers have reported to parents or raises questions for discussion with the child’s teacher.
6. A Locally Based Program - Though there are a variety of models in the home-school program, to give parents wider choices, the emphasis in the CHEK program is placed on the individualized “face to face” model. In this model parents in a local area enroll in the program and form a group. If there is a BC certified teacher in the local area, that teacher may be considered for appointment by CHEK as the teacher for the group. Normally, in cases where a local teacher is not available, a teacher from another area may serve the home school group.

GRADUATION PROGRAM: GRADES 10 – 12

Students who enroll in grades 10, 11 and 12 with CHEK Across BC will follow the Ministry guidelines to graduate with a Dogwood Diploma. The Graduation Program for DL students is the same for all students across the province, whether in campus schools or DL schools. Students working for the Dogwood Diploma will find that the program is more restricted than that of the Kindergarten to Grade 9 program. The Diploma is a Ministry of Education Diploma and has specific requirements that all students must meet. Students can also meet the goals of their educational program other than the pursuit of a Dogwood Graduation Diploma and will be awarded a School Completion Certificate. The teacher will assist each student in the choice of courses and resources that will meet all requirements. The high school Counselor in the CHEK office will also be available to assist each student in planning their high school program.

PROVINCIAL EXAMS

Students enrolled in CHEK will write provincial exams, as required by the Ministry. The Student Learning Plan will be created early in July, which is the beginning of the CHEK school year, or not later than September, in a cooperative endeavour by the teacher, the parent and the student. The SLP will incorporate the Graduation Program requirements. Provincial exam schedules are set by the Ministry of Education for different times during the year. Students who expect to write a Provincial Exam must fill in the school application form entitled “Application to Write a Provincial Examination” and submit the application on the date indicated on the CHEK calendar. Students will complete the “Graduation Student Course Selection” form which will list what courses are taken and where they are taken so that codes and credit amounts, which relate to school marks and Provincial Exams can be readily available.

Provincial Exams will be written at the local high school or Independent School in the city in which the student lives. The Principal or teacher is responsible for ensuring arrangements are made for the students to write at the appropriate institution. Students will write Provincial Exams at the same time as the other students in the Province who are in the Graduation Program. The teacher is responsible for assigning a school mark to the student, based on work samples that have been submitted.

SCHOLARSHIPS FOR GRAD STUDENTS

The Ministry’s “Passport to Education” booklet is issued to all CHEK students in grades 10 to 12 at the beginning of grade 10. At the end of each school year, at the decision of the CHEK Principal, one student in each of the grades 10 to 12 who meet specific criteria based on academic performance, effort, work habits, citizenship and school or community involvement, will receive a “passport stamp.” At this time, these Ministry stamps represent award credits for tuition at approved universities, and colleges. (For more specific details, see the Ministry’s website at www.bced.gov.bc.ca/awards.)

Currently, the Grade 10 and 11 award amounts are \$250.00 each, and the Grade 12 is \$500.00. CHEK Grad Students who receive these awards will have the monetary amounts matched by CHEK, so that the Grade 10 and 11 students will receive a total of \$500.00 each, and the Grade 12 student will receive \$1,000.00 toward post-secondary education.

The Grade 12 student with the highest academic standing will also, upon graduation, be eligible for a special \$1,000.00 scholarship from CHEK to be applied toward the student’s post secondary educational studies.

PARTIAL OR FULL ENROLLMENT FOR GRAD STUDENTS

Recent Ministry changes have made it possible for grad students to enroll with more than one school at a time, if they choose. Since a full school year typically consists of 8 courses, schools will be funded based on how many courses a student is taking with the school. For example, a student may take 4 courses with CHEK and take the other 4 courses at another DL school or at a local high school (Public or Independent). Teachers are responsible for knowing which courses are taken at the other schools and for the completion of the Graduation Information Form which is filed in the CHEK office. The school offices are responsible for communicating with each other regarding the submission of information to the Ministry.

PARENTAL INVOLVEMENT

Parents are primary facilitators of their children's education. The teacher will be in partnership with the parents to meet the educational goals of the parents for their children and at the same time meet the Ministry of Education outcomes. The parents become the most important element in CHEK. Parents in partnership with the teacher will be encouraged to document the student's growth and achievements for the year.

VOLUNTARY ASSOCIATION

The association between CHEK and the schooling at home parents is totally voluntary and is based on the rights/responsibilities outlined in this Handbook. CHEK agrees to provide a service to parents and the parents agree to cooperate as they provide schooling at home for their children.

COMMUNICATION BETWEEN THE HOME AND CHEK

Normally, communication with parents will occur as follows:

- Home visits to develop the student learning plan
- Direct interaction during group activities – if the parent chooses such activities
- E-mail
- Fax
- Phone
- Special meetings at which parents, teacher and students are present
- Home visits – assigned days when parents and students can meet with the teacher at an agreed location.
- Should a teacher not live in the local area, K-9 students can be served through email, computer interaction and phone contact.

INTERPERSONAL RELATIONS

CHEK is fully committed to obeying the words of Jesus in Matthew 18:15-17. It is the policy of CHEK that should a concern arise over a teacher, that concern must not be discussed with anyone until it has first been discussed with the teacher. If further action is needed the issue must not be discussed with anyone until a full examination of the case is conducted by the Principal to whom the concern has been made known. That is the second step in seeking a resolution of the problem. Should there continue to be a lack of resolution of the problem it is then taken to the school board for action. If a solution is not reached at the board level an appeal may be made to an independent three person committee made up of members of the

Nelson Christian School Society. This committee will be appointed by the School Board. **All who are associated with CHEK must be fully committed to this policy and honour it at all times.**

GROUP ACTIVITIES

Group activities are an option in the city, town or local area where a number of schooling at home parents reside. Special arrangements may be made for those who are in isolated or remote areas. Group activities are one way in which CHEK can deliver the program. The value of group activities is:

- to build community
- to meet learning outcome requirements particularly for non-core subjects
- to provide opportunities for the teacher to be involved in the student's learning.

An outline of the CHEK procedures to ensure student safety will be provided for all field trips that are conducted in the name of CHEK.

ANTI-BULLYING – ACTIVITY DAYS

No student is permitted to engage in any behaviour that will create fear, discomfort, or disruption to any other person. No student is to be mistreated in any way, verbally, or physically (called names, teased, put down, shoved, hit, kicked, or harassed in any manner). Students will trust each other with courtesy and politeness. Bullying, teasing, fighting and name calling are strictly forbidden. Students must not show disrespect to each other, intimidate each other, or make each other feel less acceptable and less valuable. Students will not form cliques to the exclusion of other students.

Should a student consider him or herself to be mistreated in any way, the student will immediately report the matter to a supervisor or a teacher.

Definition of Bullying - Any deliberately hurtful behaviour whether physical or verbal. This includes the following:

- Physical: (hitting, kicking, theft)
- Verbal: (name calling, racist remarks or words that tend to demean another)
- Indirect: (spreading rumours, excluding someone from the social groups)

Student reporting:

Students are required to report incidents of bullying to the teacher in charge or to a supervisor who will immediately inform the teacher in charge. The teacher will act promptly and firmly to address the situation.

Action to be taken by the teacher in charge:

- The incident of bullying will be dealt with immediately by the teacher in charge, and a clear account of the incident will be recorded.
- The teacher in charge will interview all concerned and will develop a full record. Parents will be kept informed.
- Disciplinary measures will be implemented in consultation with all those concerned.

Students who have been bullied will be supported in the following ways:

- Have an immediate opportunity to discuss the experience.
- Given reassurance
- Be assured of continuous support

Students who have bullied will be assisted:

- By a full discussion of the incident, what brought it on, and the serious nature of the offence.
- By emphasizing the need for change and involving the parents or guardians in the change process.

Disciplinary steps to be taken:

- Warning that the offence must not continue.
- A major or minor exclusion from the activity days
- Requirement that the student write out how the behaviour will be corrected

HARASSMENT

No form of harassment of staff or students is permitted. Should any person perceive that he or she has been subject to harassment of any kind by anyone associated with the school, that one will present the details to the school administration and may, if necessary, appeal to the School Board. The whole appeal process may be used and action must be taken to eliminate the harassment.

PROCEDURE TO APPEAL TO THE SCHOOL BOARD

A request for a hearing by the board must be made to the Board Secretary at least seven days prior to the Board meeting. This request should be accompanied by a written brief so that it can be included on the agenda. All requests for hearings must be approved by the Principal or Superintendent and the Chair of the School Board.

At a hearing of a delegation the Chair of the Board will clarify procedures to be followed which will include the manner in which the delegation will present their case and the manner in which the Board will respond. The focus of attention must remain on the matters for which the hearing was requested.

The Board will make its decision after the delegation has been heard. This will take place either at the meeting in which the delegation was heard or at a later meeting. In any case, the Secretary of the Board will immediately inform the delegation of the board's decision when it is made.

FURTHER APPEAL PROCEDURES

Should the decision of the Board not be satisfactory to the delegation, the delegation may appeal to the Board to appoint a special committee to which a written brief can be submitted. The Board shall, within seven days, appoint a special committee made up of at least three members of the Nelson Christian School Society who will have had no previous involvement with the case. The committee shall appoint a Chair and at the hearing of the delegation the Chair will clarify procedures to be followed which will include the manner in which the delegation will present their case and the manner in which the committee will respond. The focus of attention must remain on the matters for which the hearing was requested. The committee will make its decision after the delegation has been heard. This will take place either at the meeting in which the delegation was heard or at a later meeting. In any case, the decision of the committee will be communicated to the delegation by a chosen member of the committee. The decision of the committee will be regarded as final.

ENROLLMENT AND REGISTRATION

Parents have a choice to have their students either enrolled or registered.

ENROLLED STUDENTS

Enrolled students have a Student Learning Plan developed by the parent and the liaison teacher. This plan is implemented and guides the schooling process during the year. In grades K – 9 there is considerable flexibility since the parents can choose their own curriculum materials to meet the goals that are set for each grade level. There is less flexibility at the high school level. The teacher, in cooperation with the parents, does the assessment and prepares the report cards during the year. Enrolled students receive funding to cover all curriculum costs and all associated activities which are contained in the Student Learning Plan. Enrolled students are engaged in what is called “schooling at home” or Distributed Learning (DL).

REGISTERED STUDENTS

Registered students do not have a liaison teacher who assists with a Student Learning Plan nor do they work with a certified teacher. Registered students do not receive funding for curriculum or activities in the way enrolled students receive funding. Families who wish to “register” rather than “enroll” students with CHEK are encouraged to call the CHEK office for full information. All children of school age in BC must be either “enrolled” in some school with regular classes or a schooling at home (Distributed Learning) program in either an independent or public school or “registered” in some independent or public school in the Province.

ENROLLMENT PROCEDURES

A. New Students

1. Contact the CHEK office to receive CHEK program information.
2. Prior to the application process being completed, a teacher will contact the interested family.
3. Upon acceptance of the application, and receipt of all required documentation, enrollment will be confirmed.

B. Continuing Students

If students currently enrolled in the program, plan on continuing for another year, they are encouraged to re-enroll BETWEEN FEBRUARY 1 and FEBRUARY 28. After FEBRUARY 28, re-enrollment will be accepted on a first come first served basis as space allows.

CONCLUSION

We are confident that both parents and students will support our attempts at organizing and operating CHEK for the highest benefit of all concerned. We will inform students, parents and staff when changes occur in our policies.

It is our prayer and our hope that the efforts going into CHEK will bring their rewards: students who have a good academic education as well as students who have a wholesome Christian view of life, of themselves and of others. In addition to this, we look forward to students who will grow up to love the Lord and His Word. May God bless you.