



rcoa

REGENT CHRISTIAN ONLINE ACADEMY

POLICY MANUAL

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Academic Integrity Policy

Whatever you do, work heartily, as for the Lord and not for men... Colossians 3:23

Regent Christian Online Academy strives for excellence. We work towards “developing children who reach for excellence in education and the development of high moral and ethical standards through genuine Christian character” - RCOA vision. In keeping with this, we wish to communicate with all of our learners/families the importance of maintaining academic integrity while schooling at home. We will employ a variety of strategies to verify that learner work is authentic and not plagiarized or completed by someone else.

The purpose of the Academic Integrity Policy is to ensure that learners have fair and equal opportunities to demonstrate their abilities, and to prevent learners from attempting to gain unfair advantages. We trust our learners/teaching parents to follow our Policy for Academic Integrity as stated below.

What is Academic Integrity?

- Completing your own work.
- Representing your work honestly and accurately by documenting your research.
- Learning from your mistakes and learning for its own sake.

Teachers will...

- Clearly communicate to learners/parents RCOA’s Test Taking Policy.
- Discuss the meaning of and need for academic integrity with learners.
- Ensure parents are aware of the need for academic integrity and are provided with strategies to support learners.
- Set specific assignments, tests and quizzes as part of the learner learning plan that are marked by the teacher.
- View videos or photos of learners engaged in learning.
- Receive samples, including draft copies, of learner work on a regular basis.
- View a wide range of learner work throughout each term.
- When necessary employ standardized tests to gauge ability level.

RCOA will...

1. Provide opportunities to demonstrate academic integrity.
2. Provide assessments that encourage academic integrity.
 - a. Online Quizzes (mYrcoa and BCOS) are designed to shuffle multiple-choice selections and question order.
 - b. Written answers in quizzes and tests require higher-order thinking and not something that is easily Googled and copied.
 - c. Answers in courses such as Math and Science must require steps to be shown, not just the answer.
 - d. Teachers reserve the right to contact learners to ask them to defend their work or explain it orally to demonstrate understanding. Teachers may adjust assignment and quiz or test marks based on follow up conversations.
 - e. Courses contain opportunities for audio and/or visual assignment submissions.

3. Provide face to face, Skype or telephone contact.
4. Ensure that learners are held to a high standard of academic integrity by holding them accountable.
 - a. Teachers will require learners to write or re-write any course quizzes or tests in a proctored setting or live online via video if there are questions around academic integrity.
 - b. Teachers will follow up with audio or visual contact via Skype/Face to Face meeting or telephone to question learner understanding any time there is suspicion of cheating on an in-course quiz or assignment.
 - c. If a teacher has any doubts regarding possible plagiarism or cheating, the teacher will use investigatory tools such as performing a google search with selected portions of suspected text, or directly contacting the learner to quiz their knowledge in real time or contacting the tech department to investigate any abnormalities.
5. Supervised Proctored Exams
 - a. Grade 8/9: Once per core academic course^[1] learners must write proctored tests in an approved RCOA testing center.
 - b. Grade 10 – 12: Twice per core academic course^[2] learners must write proctored tests in an approved RCOA testing center.
 - c. If traveling to a testing center is not viable option, permission may be granted to write with an approved proctor.

Penalties

1. Penalties for irregularities and violations of the academic integrity policy may vary depending on the nature of the violation. Penalties may include but are not limited to:
 - Requiring learner to retake or complete a different test or assignment.
 - Requiring the learner to write a supervised test to assure authenticity.
 - Giving the learner a zero on the test or assignment.
 - Withdrawing the learner from the course.
 - Withdrawing the learner from the school.
2. Irregularities and violations may include but are not limited to:
 - Violating any of the exam security policies or procedures previously mentioned.
 - Obtaining improper access to the exam, or a part of the exam, or information about the exam.
 - Referring to, looking through, or working through any exam section, other than the allotted time period for that exam.
 - Using any prohibited aids.
 - Copying from another learner's work or published work.
 - Attempting to give or receive assistance, in any form, with another person during the exam time.
 - Attempting to take the exam for someone else.

^[1] core academic courses include: Grade 8/9: Math, English, Social Studies, Science

^[2] core academic courses include: Grade 10: Math - AWM10 and FMP10, Science 10, Social Studies 10, English 10; grade 11: Maths, Sciences, Social Studies, English; grade 12: all academic courses in Sciences and Humanities.

- Not following RCOA's Test Taking Policy
- 3. In cases of plagiarism, refer to the Plagiarism Policy.
- 4. In cases where the penalty is disputed, refer to the Procedure for Conflict Resolution.

Tech Department

Tech support will:

- Provide teachers and administrators with evidence of unusual login activity
- Trace IP addresses when required, e.g. cheating is suspected

Academic Distinctives Policy

The following are elements of RCOA's academic distinctives:

Christian Viewpoint

Regent Christian Academy teachers look for and encourage the integration of a Biblical world view into each subject K - 9. All courses offered at the grade 10 – 12 level use a Biblical world view to explore the content and skills as appropriate.

RCOA's goal is to develop Biblically creative and constructively thinking young people who are prepared for vocational callings and other God-given responsibilities in life.

Academic Emphasis

RCOA recognizes the importance of successfully completing academic subjects to a high standard in preparation for today's changing job markets. Learners aiming for the Dogwood Graduation Program Achievement are required to meet the expectations as outlined by the ministry of education.

Learners who plan to pursue post-secondary education must realize that competition for acceptance may be high and that opportunities are granted to those who are willing to work hard to display good work ethics and a solid grasp of the learning objectives.

Character Development

At RCOA we believe that academics are an avenue that can develop Christian Character. The development of good study habits, goal setting and personal integrity is paramount.

Admissions Policy

RCOA is a Group I (K-12) Christian Distributed Learning School fully authorized by the Ministry of Education (Office of the Inspector of Independent Schools). We believe it is our goal and mandate to support Christian families as they "train up their children" according to biblical principles.

Before filling out our online application forms every family should get to know us by reading thoroughly through the four drop down menus on the www.rcoa.ca website (About Us, Admissions, Programs, Face to Face). If you have any unanswered questions don't hesitate to contact us before applying.

Please be aware that in order to receive educational benefits from the British Columbia Ministry of Education, each parent will have to provide through uploads and filling in the information on the enrolment application:

1. A copy of the child's birth certificate
2. Medical emergency numbers
3. Health concerns information
4. Doctor's name and contact numbers
5. Care card number
6. Guardian's home and work contact information
7. Parent/Guardian verification:
 - Lawfully admitted to Canada
 - Resident of British Columbia

Any forms that are not uploaded will be requested of you once your enrolment as a DL family has been confirmed.

Assessment Policy

Since RCOA is a Ministry funded program we are accountable to the authorities above us to ensure that enrolled learners have a program that meets the B.C. Ed Plan. We also seek to honour God first in all we do by maintaining the utmost integrity through being honest and fair to both the Ministry and our families. We have worked hard to be very creative and flexible in how and when the standards are met. Since many popular and fantastic homeschool curriculums don't follow the same sequence of study as the B.C. Ed Plan, and since many homeschool families thrive by designing their program around the individual child's interest, taking advantage of current events or family trips to select their course of study or teach topics at multiple levels in Family Unit studies, we give you broad parameters to work within especially with the content of areas of the B.C. Ed Plan. Grades 10-12 courses are credit- based according to graduation requirements.

Assessment for Individualized Courses

RCOA is about relationship; the more established the relationship between parent/learner and teacher the more efficient and accurate the reporting is and the more flexible we can be. This relationship begins in late August & September with the designing of the Student Learning Plan (SLP) which is a collaborative effort of the learner, parent, teacher and our Homelearning Consultant. Over the year this relationship grows through a variety of means best suited to the individual family and can include; home visits, email progress reports, phone conversations, texting/social media communication, participation in RCOA Community Classes (CC) or Partners in Education (PIE) classes, tutoring sessions, parent or learner comments on OTIS, optional basis skills testing, and most importantly: formative & summative assessment.

We believe in and support learning that takes place within the family during everyday living so sharing with your teacher about learner's outings, personal reading, church and community activities, and areas of special interest are all an integral part of giving us accurate information to give a quality assessment of learner learning.

The basic system is based on the B.C Ed Plan. We keep a K-12 running database of all the standards the learners are meeting in their entire course of study while enrolled at RCOA and this is added to and information transferred from year to year. Our teachers are responsible to assess learner progress based on the different aspects as listed in the B.C. Ed Plan. Progress through each subject area can be individualized by the teacher assessment of the ministry of education learning objectives. As the teacher and the parent work together to encourage continued progress to the ability of each child, then grade levels become important, but secondary.

RCOA desires that Language Arts and Math courses be fairly rigorously followed grade by grade, but we also desire that Social Studies and Science be covered in a way that suits each family's learning

style and individual needs. For these two subjects we have asked the teacher to focus on the skills at grade level and allow the content to be more flexible. However, as a Canadian school we do believe that all relevant Canadian studies be presented.

Making Learning Visible

We expect our learners to engage in weekly, meaningful academic conversations with the teacher(s). We have used our knowledge of the variety of homeschool styles and philosophies to make suggestions for samples that will relate to how parents/learners have chosen to design home programs. Online portfolios on our learning management systems give learners an opportunity to build self-assessment skills as they select work to upload that best demonstrates their progress. It is a showcase of their work and invites us to get to know them through their interests and achievements.

Online portfolios may include a collection of learning samples, Quick Scales check lists, and any other assessment tool that the family feels would contribute to the portfolio. Online portfolios provide an opportunity to showcase authentic learner learning. Aside from the personal home visits, Community Class, and Partners in Education class involvement, the online portfolio is a wonderfully valid and crucial way in which a teacher can get to know each learner.

Family visits for face-to face interactions with learners happen three times each year with our K – 7 learners, during the first two weeks of November, March, and June.

The Grading Process K – 9

Each of the three terms has a distinctly different focus and purpose:

November – First Term Visit - the primary intent of this visit is to give the RCOA teacher an idea of where the learner's skills and abilities are and to establish if the curriculum and/or courses selected are working adequately for the learner to achieve their goals for this academic year. There should be approximately 25% of the year's work completed at this point. First Report Cards are then issued and are strictly anecdotal for Grades K-9.

March – Second Term Visit - this is the most substantial visit and the content is to be reflective of approximately 50% of the year's work. Your Home Learning Support Teacher (HLST) will start by looking at the range of standards being met and the degree of completion (minimal, fully, & exceeds) from the learner's enrolled grade level then they take into account extended studies from other grade levels. Studies can extend back into previous levels and beyond into the next levels but we need to require that the majority of the standards & processes are met from a level before moving into the next level. Second Term Report Cards are then issued and learners are given descriptors or letter grades.

June – Third Portfolio - this is the “wrap up” visit and like the first visit will be reflective of approximately 25% of the year’s work. However the focus will be on providing specific evidences to demonstrate completion of the Student Learning Plan. Final Report Cards are issued at the end of June, complete with descriptors or grades.

The Grading Process 10 -12

RCOA provides four term reports for learners in grade 10 -1 2. The goal of each report is provide the learning with a summative assessment (percentage grade) of their achievements to date of the learning objectives covered. These term reports also allow teachers to provide an indication of the learners pacing.

Assignment Grading and Resubmission Policy

It is an integral part of the teaching responsibility of the teacher to provide careful evaluation and timely assignment of an appropriate grade to each enrolled student. Teachers are to assign grades on assignments and examinations that reflect the student’s relative mastery of the skills and processes as related to the ministry expectations. Grading of student work should be based on ministry-required learning standards and provide clear expectations for mastery that are communicated to students so that they understand the learning expectations. Criteria for grading should be clearly communicated to students and parents.

There is a presumption that grades assigned are correct. It is the responsibility of anyone appealing an assigned grade to demonstrate otherwise. In the absence of compelling reasons, such a clerical error or prejudice, the grade determined by the teacher is to be considered final.

Teachers may allow students a reasonable opportunity to resubmit or redo an assignment or examination for which the student received a failing grade. The teacher may offer this at their discretion. The resubmit or redo must not be the same assignment or examination.

Teachers may issue a student an “Incomplete” (“I”). Incomplete grades require a statement on the report card that outlines a plan to complete the work outstanding in order to replace the Incomplete with a grade as well as a date by which the plan will be met. A grade of “o” shall be issued for each assignment missing after that date and an average shall be calculated. The date may be modified upon approval of the teacher.

Teachers shall make reasonable efforts to personally contact parents/guardians of students who have missing assignments or are in jeopardy of failing.

Grades will be assigned based on the provincial standard as follows:

<p><u>Indicator Key</u></p> <p>4 Point Scale <i>K - Grade 5</i></p> <p>Letter Grade <i>Grades 6 - 9</i></p> <p>Percentage <i>Grades 10 - 12</i></p> <hr/> <p>I <i>Incomplete or In Progress</i></p> <p>NA <i>Not Applicable/Available</i></p> <p>RM <i>Requirements Met</i></p> <p>RNM <i>Requirements Not Met</i></p>	<p><u>Learning Conversation Language (BDAE)</u></p> <p><i>Refers to knowledge, understanding, and skills</i></p> <p>Beginning <i>Significant support needed</i></p> <p>Developing <i>Shows growing independence</i></p> <p>Applying <i>Works independently toward learning goals</i></p> <p>Extending <i>Consistently demonstrates exceptional competence in new contexts and in reflective ways</i></p>	<p><u>4 Point Scale</u></p> <p>4 <i>Excelling</i></p> <p>3 <i>Meeting</i></p> <p>2 <i>Minimally Meeting</i></p> <p>1 <i>Not Yet Meeting</i></p> <p><u>Letter Grade Percentage</u></p> <p>A <i>86% - 100%</i></p> <p>B <i>73% - 85%</i></p> <p>C+ <i>67% - 72%</i></p> <p>C <i>60% - 66%</i></p> <p>C- <i>50% - 59%</i></p> <p>F <i>0% - 49%</i></p>
<p>Term indicators communicate the child's level of mastery during that time period</p>		

Challenge Policy (Undocumented Demonstrated Prior Learning)

This policy describes how Regent Christian Online Academy (RCOA) will award credit to learners who can demonstrate prior learning.

With some exceptions for international learners (see the [International Student Graduation Credit Policy](#) for further information), all learners enrolled with RCOA will be entitled to undertake a free challenge process to assess their prior learning for any Ministry-developed graduation program course offered by any BC board that school year, as well as any Board Authorized (BAA) course taught in the enrolling district that school year. This entitlement to a free challenge process with RCOA does not apply in the following circumstances:

- the learner has already challenged the course and received a passing grade
- the learner has already completed the course through previous enrolment, or
- the learner has already been granted equivalency for the course.

This entitlement does not include Board Authorized courses taught in a non-enrolling district.

RCOA will cooperate with other schools and boards of education in order to allow learners to challenge courses that are not offered at a learner's own school.

Prior to engaging in a challenge process, an RCOA certified teacher will review any documentation of prior learning that a learner presents in order to determine if credit can be awarded through equivalency and consult with Administration before moving forward in the Challenge process.

RCOA will make available for challenge in the district Ministry-developed or Board Authorized Grade 10, 11 or 12 courses (including courses with a Grade 10, 11 or 12 Graduation Program examination) one year after full implementation of the relevant education program guide or Board Authorized course description.

There is no limit to the number of credits that may be awarded through challenge.

Procedures for Challenge

RCOA will document the challenge assessment delivered to each learner, including a pre-challenge equivalency review, and the documentation will be made available to Ministry auditors if requested.

Learners will be able to demonstrate their readiness to challenge a course based on factors such as a recommendation from a previous teacher, or from evidence that relevant learning has been acquired outside the regular classroom setting. The demonstration will not be an onerous process. The RCOA certified teacher, in consultation with learners/parents and administration, will make the decision about readiness.

Once readiness has been determined, the ministry course will be entered into RCOA's Online Information Tracking System (OTIS) and the RCOA teacher will continue with the process by finding an appropriate way to evaluate the learners' undocumented prior learning. Examples of assessment strategies that could be used in a challenge process include such things as hands-on demonstrations, oral performances, interviews, written examinations, or presentations of a collection of work.

Once the RCOA teacher is satisfied that the learner has indeed met the ministry learning outcomes for the course, credit will be awarded through challenge following the procedures of the board of education as stated in this document. Awarding credit through challenge at RCOA will be based on the same standards used for learners who have taken the course through enrollment. A challenge is considered successful when a learner has achieved at least a C- and 50 percent.

For reporting and transcript purposes, RCOA will assign a letter grade and percentage to all credits awarded through challenge processes.

Course Challenge Form

Source: [Ministry of Education](#)

Date:

Learner (Last Name, First Name):

Learner PEN:

Teacher Name:

Course Challenged:

Date	Evidence	Description of Evidence

RCOA teacher is to check off each box when complete. All boxes must be checked before this form is submitted for approval to administration.

- RCOA certified teacher (HLST) determines if the learner is a candidate for the challenge process (via conversation with the learner or a past teacher or evidence as the HLST deems worthy)
- HLST provides learner with some preparation material prior to further assessment (perhaps a practice exam, work book pages or a conversation with learner)
- HLST provides an assessment when sure they are confident the learner will succeed.
- HLST provides a school mark based on the assessment completed.
- HLST provides evidence of learning with the submission of this form to administration (minimum of two samples required)
- HLST communicates with the learner that if the course is provincially examinable, the learner is required to write the exam.
- HLST understands and communicates to learner: School mark is combined with exam mark for final course grade. 50% is a pass
- The HLST will document all parts of this process and submit to administration for storage in the learners file.

Report Comment and Final Course Grade Earned

Course Grade:

Course Comment:

Child Abuse and Neglect Policy for Employees

1. Preamble

Ensuring that a School Authority has policies and procedures in place to respond promptly and effectively to incidents of child abuse and neglect is a responsible approach to protecting students as well as the interests of the School Authority. This document provides guidelines for independent schools when establishing policy and responding to child abuse and neglect.

This document underscores the importance of a collaborative approach between independent school authorities and personnel, the Ministry of Children and Family Development, and the police to respond effectively to incidents of suspected child abuse and neglect and to ensure that children are protected.

Regent Christian Online Academy (RCOA) is committed to the prevention of child abuse and the enhancement of the well-being and safety of the students entrusted to its care. This commitment is made first and foremost as an ethical and legal responsibility, but is also recognized as a response to government and societal expectations for the well-being and safety of students.

2. Purpose

The purpose of this policy is to provide specific guidance to the contractors & employees of RCOA in fulfilling the commitment to assist in child abuse prevention and in providing reporting protocols if child abuse is suspected or known to have occurred.

RCOA may add, modify, or remove portions of this Child Abuse and Neglect Policy for Employees when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised policy. The most recent update of this Child Abuse Prevention Policy for Employees can be found in the RCOA Policy Manual or is available from the administration.

3. Guiding Principles:

The following guiding principles are provided to inform all parties serving children and families:

- The safety and well-being of children are the paramount considerations.
- Children are entitled to be protected from abuse, neglect, harm or threat of harm.
- A family is the preferred environment for the care and upbringing of children and the responsibility for the protection of children rests primarily with the parents.

4. Protocol on Reporting Child Abuse and/or Neglect Involving Parents or Parental Failure to Protect a Child

The following protocol will be used when dealing with a suspected case of child abuse:

- a. The school principal is designated as the “Appointed School Official (ASO).” All staff and volunteer personnel will be informed if a person other than the principal has been named as the Appointed School Official.
- b. Any school personnel who suspect or have information that a child is being abused or at risk of being abused, must promptly contact the Ministry of Children and Family Development (MCFD) or the Aboriginal Child and Family Services Agency (See Appendix A for contact information) AND the Appointed School Official. If the Appointed School Official is the alleged abuser, then school personnel, after reporting to the previously mentioned agencies, will report to the Superintendent, head, or chairperson of the Board of Directors governing the school.

It is the legal duty of all persons who have concerns that a child is being or is likely to be abused or neglected to report to the appropriate authorities, who will assess the report and, if appropriate, conduct an investigation. (CFCSA Section 13)

- c. Anyone who has reason to believe that a child has been or is likely to be physically harmed, sexually abused or exploited, or neglected by a parent or guardian, or otherwise in need of protection as set out in Section 13 of the *Child, Family and Community Services Act* is legally responsible under Section 14 of the Act to report promptly to a child welfare worker. “Reason to believe” simply means that, based on what was seen or information received, a person believes a child has been or is likely to be at risk. The reporter need not be certain. It is the child welfare worker’s job to determine whether abuse or neglect has occurred or is likely to occur.

School personnel, who are uncertain about their duty to report, will consult with a child welfare worker who can discuss the options and appropriate course of action (See Appendix A for contact information).

- d. The police must be contacted immediately if the child is in any immediate danger.
- e. School personnel will not contact the parents or guardians who may be involved in allegedly abusing the child; this is the responsibility of the child welfare worker.
- f. School personnel will cooperate fully with any resulting investigation, including assisting with the interviews of children and staff as necessary.
- g. The school will protect personal information regarding the investigation, including the reporter’s identity, against improper or unauthorized disclosure or use. School personnel should not share information with outside agencies about child abuse investigations, particularly if the police are involved.
- h. The Appointed School Official will ensure that the school environment is safe during any investigation.
- i. School personnel will support students who are victims of child abuse or neglect.

5. Procedures Where Allegations of Child Abuse are Made Against Independent School Staff, Volunteers, Contract Service Providers or Others in the School Setting

According to the MCFD handbook, “*The BC Handbook for Action on Child Abuse and Neglect – For Service Providers*”, p 32, “If the abuse occurs in a setting such as a school, youth custody or child care centre, the head of the organization is responsible for responding.” It is the legal responsibility of school officials and employees to provide a safe learning environment for students. If the school officials and employees believe that a child is being abused or at risk, there is a legal duty to report the concern to the local child welfare worker and the police if the child is in imminent danger.

- a. Independent School officials have the primary responsibility for dealing with allegations of child abuse involving independent school employees, volunteers, contract service providers, or others on independent school property or supervising an independent school activity outside of the school.
 - i. **Staff Member**
Where there are allegations of child abuse by a school staff member, the principal or ASO is responsible to investigate the allegations and report the matter to a Child Welfare Worker if there is reason to believe that the child is in need of protection, or the police if there is reason to believe the child is in imminent danger or that a criminal offense has been committed. The principal has the authority under the Independent School Act (ISA), Section 7 (2) (b) to suspend a school staff member whose presence threatens the safety and welfare of students.
 - ii. **Volunteer**
Where there are allegations of child abuse by a volunteer, the principal or ASO is responsible to investigate the allegations and report the matter to a Child Welfare Worker if there is reason to believe that the child is in need of protection, or the

police if there is reason to believe the child is in imminent danger or that a criminal offense has been committed. The School Authority has the authority to issue a “No Trespass Order” prohibiting attendance at school by a volunteer whose presence threatens the safety and welfare of students.

iii. Contract Workers and Other Persons

Where there are allegations of child abuse by a contract worker or other person at school or at an independent school activity outside of the school, the principal or ASO is responsible to investigate the allegations and report the matter to a Child Welfare Worker if there is reason to believe that the child is in need of protection, or the police if there is reason to believe the child is in imminent danger or that a criminal offense has been committed. The School Authority has the authority to issue a “No Trespass Order” prohibiting from attending at the school a contract worker or other person whose presence threatens the safety and welfare of students.

School personnel, who are uncertain about their duty to report, are encouraged to consult with a child welfare worker who can discuss the options and appropriate course of action (See Appendix A for contact information).

- b. School personnel who have reason to believe that another employee, volunteer, contract service provider or other person on school property or supervising an independent school activity outside of the school has abused a student, must report the incident or information to the school principal or Appointed School Official. It is the responsibility of the principal or ASO to investigate the allegations and, in collaboration with the school personnel, determine what action is required.
- c. Parents of children alleged to have been abused in the school setting must be informed by the principal or Appointed School Official of the allegations and the outcome of the school investigation, unless there are special circumstances, e.g., relating to a child protection or police investigation, or endangerment of the child.
- d. In addition to the authority provided in the Independent School Act (ISA, (School ABC) has the following policy(s) dealing with professional misconduct of employees: (Cite the policy(s) by the independent school or association)
- e. Where there are allegations of child abuse by a staff member, volunteer, contract service provider or other persons, the School Authority has the authority to issue a “No Trespass Order” prohibiting the volunteer’s attendance at school. The order, provided orally or in writing, to the volunteer, contracted service provider or other person, and copied to the police, must specify the date of issue, the reason for the order and the termination date of the order (Such orders may be re-issued on an annual basis if required). This authority is provided under the Trespass Act, s. 4 (1), (b)(c).

Reporting to the Police

- f. Not every incident that might constitute an offense if proven will warrant police involvement. School officials are expected to exercise judgment. Where there is reason to believe that the alleged child abuse by employees, volunteers, contract service providers or other persons may constitute a criminal offence warranting police involvement, the school official should consult with the police regarding the matter.

Reporting to a Child Welfare Worker

- g. Although the primary responsibility for dealing with abuse allegations involving independent school staff, volunteers or contract workers, rests with an independent school official, there may still be a need to report to a Child Welfare Worker. Where there is reason to believe that abuse or neglect has taken place outside the scope of the independent school investigation and

the parent is unwilling or unable to protect the child, or there is reason to believe that the parent is unwilling or unable to protect the child with respect to the abuse that is the subject of the independent school investigation, a school official must report this to a Child Welfare Worker in accordance with the Child, Family and Community Service Act (CFCSA).

6. Duty to Report Professional Misconduct

An authorized person (certificate holder or a person who holds a letter of permission), must promptly provide the commissioner a written and signed report if the authorized person has reason to believe that another authorized person has engaged in conduct that involves sexual abuse or sexual exploitation of a student (Teachers Act, s 38 (1)(b)).

If a principal suspends, dismisses or disciplines an authorized person for misconduct that involves physical harm to a student or minor, or significant emotional harm to a student or minor, the principal must without delay send to the commissioner a report regarding the suspension, dismissal or disciplinary action (ISA s. 7.2).

If an authority suspends, dismisses or disciplines an authorized person, the authority must without delay notify the principal who must without delay report the matter to the commissioner (ISA s. 7.3).

7. Protocols on Relationships with Partner Agencies

The school will obtain the names and contact information of local agencies that will provide assistance when dealing with child abuse and/or neglect. (Agencies and contact information are provided in Appendix A.)

The Appointed School Official will inform school staff of local protocols that are in place with MCFD or a Delegated Aboriginal Child and Family Services Agency, for cases of suspected child abuse and/or neglect. Police are contacted whenever there is a criminal investigation or the child is in immediate danger. Employees should become familiar with these protocols as outlined in Appendix A.

School personnel will promote a working relationship with the local MCFD and Police on reporting suspected cases of child abuse and/or neglect and cooperating with these parties in their response to reports. The school will identify personnel within MCFD who are able to support the school in training staff to recognize signs of abuse, protect abused students and report abuse and neglect to the appropriate authorities.

8. Staff Training and Review

The Appointed School Official will ensure that annual training is provided to all school personnel, contractors and volunteers who are working with children and ensure they are aware of and understand how to carry out their legal duty when responding to concerns about child abuse and/or neglect.

Training will include recognizing child abuse and/or neglect, what actions are required, prevention measures, reporting child abuse and/or neglect protocols, and everyone's legal responsibility if they suspect abuse and/or neglect of a child. (Specific information on child abuse and/or neglect is included under Appendix B.)

The authority/school will train school personnel on how to respond when concerns about child abuse and/or neglect arise. This information is available in *The BC Handbook for Action on Child Abuse and Neglect*.

The authority/school will annually review with school personnel the information on different types of child abuse, recognizing child abuse and/or neglect and types of disclosures that abused children may provide. This information is available in *The BC Handbook for Action on Child Abuse and Neglect*, pages 21 – 33.

The details of the annual training provided by the school will be found [*ABC School should fill in this section according to the school's cycle of annual in-service training for staff*]. Abuse Sample Policy/FISA BC December 7, 2011 8

QUICK REFERENCE POSSIBLE INDICATORS OF CHILD ABUSE AND/OR NEGLECT

- ❑ Unexplained bruises, different coloured bruises, welts, cuts, burns, bite marks-especially on the face, lower back, thighs or upper arms
- ❑ Unexplained fractures, repeated injuries over time
- ❑ Constant complaints such as sore throats or stomach aches that have no medical explanation
- ❑ Lack of proper hygiene, constant hunger, clothing inappropriate for weather conditions
- ❑ Irritation, bruising, bleeding, pain or itching near genitals or anus
- ❑ Bruises on breasts, buttocks, or thighs
- ❑ Sudden onset of nightmares, bedwetting, and/or fear of the dark
- ❑ Cuts or sores on arms or legs
- ❑ Self harming behaviours
- ❑ Fear of going home, attempts to run away
- ❑ Sudden change in attitude towards someone previously liked and trusted
- ❑ Expressing bizarre, sophisticated or unusual sexual knowledge not typical for age, language or play
- ❑ Becoming anxious and fearful after being outgoing and friendly
- ❑ Expressing sadness, crying frequently, becoming depressed
- ❑ Lacking friends or not participating in activities
- ❑ Irregular or non-attendance at school

Appendix A

Contact Information for Partner Agencies with Respect to Child Abuse

In the event of suspected child abuse and/or neglect, the individual learning of or suspecting abuse and/or neglect will contact one or more of the following agencies: Ministry of Children and Family Development (MCFD), the Delegated Aboriginal Child and Family Services Agencies, the Police if the child is in immediate danger and/or when a criminal offense is suspected. In a case where the disclosure suggests that the child is in immediate danger, the child is kept at the school until the police arrive.

If a child is in immediate danger, or if a criminal offense has occurred, is occurring, or is likely to occur, call the police. Make a report to the child welfare worker at MCFD after you have called the police.

If the child is not in immediate danger, but you have reason to believe that he or she has been or is likely to be abused or neglected, call a local child welfare worker at MCFD. Contact information is listed in Appendix A of this policy. If it is after hours and you are not sure whom to call, phone the Helpline for Children toll free at 310-1234 (no area code) any time of day or night from anywhere in BC.

To report a case of suspected abuse and neglect to the Ministry of Children and Family Development, please call the following number(s):

- MCFD (local office(s)): <find local number for the area where you support families>

OR

- Aboriginal Child and Family Service Agency: <find local number for the area where you support families>

2. **After hours calls** to MCFD or Delegated Aboriginal Child and Family Service Agencies, please call:

- In Vancouver, North Shore, Richmond – 604 660 4927
- In the Lower Mainland, Burnaby, Delta, Maple Ridge, Langley – 604 660 8180
- In any community of BC – 1 800 663 9122
- Or anytime from anywhere, toll free – 310-1234

To report a case of suspected abuse and neglect involving an Aboriginal student, please call 1 800 663 7867 and ask for the Delegated Aboriginal Child and Family Services Agency nearest you.

3. To report that a child is in immediate danger and/or a criminal offence against a child has been or is likely to be committed, please call:

- Police: <find local number for the area where you support families> -Emergency: 9-1-1

Appendix B

Frequently Asked Questions

1. WHAT IS CHILD ABUSE AND WHAT ARE THE POSSIBLE INDICATORS OF CHILD ABUSE AND/OR NEGLECT?

Child abuse and/or neglect occurs with alarming frequency. As public awareness of the subject has grown, so has the number of reported and confirmed cases. The following definitions and possible indicators of abuse are adapted from *The BC Handbook for Action on Child Abuse and Neglect - For Service Providers*.

PHYSICAL ABUSE

Physical abuse is a deliberate physical assault or action by a person that results in, or is likely to result in, physical harm to a child. It includes the use of unreasonable force to discipline a child or prevent a child from harming him/herself or others. The injuries sustained by the child may vary in severity and range from minor bruising, burns, welts or bite marks to major fractures of the bones or skull, to, in the most extreme cases, death.

POSSIBLE INDICATORS OF PHYSICAL ABUSE

Physical Indicators

- any injury to an infant who is not yet mobile, especially head/facial injuries
- injuries to a toddler or older child for which there is no explanation, the explanation does not fit with the injuries, or the story keeps changing
- injuries at different stages of healing
- injuries that have a pattern or look like they may have been caused by an object (hand, stick, buckle, stove element)
- bruising in unusual places such as ears, trunk, neck or buttocks

Behavioural Indicators

- afraid or reluctant to go home, or runs away
- shows unusual aggression, rages or tantrums
- flinches when touched

- has changes in school performance and attendance
- withdraws from family, friends and activities previously enjoyed
- poor self-esteem (e.g. describes self as bad, feels punishment is deserved, is very withdrawn)
- suicidal thoughts or self-destructive behaviour (e.g. self-mutilation, suicide attempt, extreme risk-taking behaviour)

SEXUAL ABUSE

Sexual abuse occurs when a child is used (or likely to be used) for the sexual gratification of another person. It includes:

- touching or invitation to touch for sexual purposes
- intercourse (vaginal, oral, or anal)
- menacing or threatening sexual acts, obscene gestures, obscene communications or stalking
- sexual references to the child's body/behaviour by words/gestures
- requests that the child expose their body for sexual purposes
- deliberate exposure of the child to sexual activity or material
- sexual aspects of organized or ritual abuse

SEXUAL EXPLOITATION

Sexual exploitation is a form of sexual abuse that occurs when a child engages in a sexual activity, usually through manipulation or coercion, in exchange for money, drugs, food, shelter or other considerations. Sexual activity includes:

- performing sexual acts
- sexually explicit activity for entertainment
- involvement with escort or massage parlour services
- appearing in pornographic images

Children living on the street are particularly vulnerable to exploitation. Children in the sex trade are not prostitutes or criminals. They are victims of abuse.

POSSIBLE INDICATORS OF SEXUAL ABUSE AND EXPLOITATION

Physical Indicators

- unexplained or persistent pain, bleeding or unusual discharge in the genital or anal area
- pregnancy
- sexually transmitted diseases

Behavioural Indicators

- engages in age-inappropriate sexual play or exhibits age-inappropriate sexual knowledge (e.g. through drawing or play)
- forces or coerces another child to engage in sexual play
- inserts objects into vagina or rectum
- directs sexually intrusive behaviour to adults
- has unexplained gifts, new clothes or money
- has changes in school performance and attendance
- is secretive about "new" friends, activities, phone calls or internet use
- has unexplained developmental setbacks (e.g. was toilet trained but reverts back)
- is involved in sexually exploitive activities, such as performing sex acts for money

- is involved in behaviours such as misuse of drug or alcohol, stealing, fire-setting
- flinches when touched

EMOTIONAL ABUSE

This is the most difficult type of abuse to define and recognize. It may range from ignoring to habitually humiliating the child to withholding life-sustaining nurturing. Generally, it involves acts or omissions by those in contact with a child that are likely to have serious, negative emotional impacts. Emotional abuse may occur separately from, or along with, other forms of abuse and neglect. It includes the emotional harm caused by witnessing domestic violence. Emotional abuse can include a pattern of:

- scapegoating
- rejection
- verbal attacks on the child
- threats
- insults
- humiliation

Emotional harm

When emotional abuse is chronic and persistent, it can result in emotional harm to the child. Under the *Child, Family and Community Service Act*, a child is defined as emotionally harmed if they demonstrate severe:

- anxiety
- depression
- withdrawal
- self-destructive or aggressive behaviour

POSSIBLE INDICATORS OF EMOTIONAL ABUSE

Physical Indicators

- bed-wetting and/or frequent diarrhea
- frequent psychosomatic complaints, headaches, nausea, abdominal pains

Behavioural Indicators

- mental or emotional development lags
- isolated and has no friends or complains of social isolation
- behaviours inappropriate for age
- fear of failure, overly high standards, reluctant to play
- fears consequences of actions, often leading to lying
- extreme withdrawal or aggressiveness, mood swings
- overly compliant, too well-mannered
- excessive neatness and cleanliness
- extreme attention-seeking behaviours
- poor peer relationships
- severe depression, suicidal ideation
- runaway attempts
- violence is a subject for art or writing
- forbidden contact with other children
- shows little anxiety toward strangers

- unusual severe anxiety or worries

NEGLECT

Neglect is failure to provide for a child's basic needs. It involves an act of omission by the parent or guardian, resulting in (or likely to result in) harm to the child. Neglect may include failure to provide food, shelter, basic health care, supervision or protection from risks, to the extent that the child's physical health, development or safety is, or is likely to be, harmed.

POSSIBLE INDICATORS OF NEGLECT

Physical Indicators

- injuries where medical care has been unusually delayed or avoided
- injuries resulting from a lack of supervision
- medical or dental needs that are consistently unattended to
- "failure to thrive" where no medical reason has been found
- clothing consistently inadequate for weather conditions
- persistent hunger
- poor or inadequate nutrition
- poor personal hygiene

Behavioural Indicators

- forages for, hoards or steals food
- developmental delay or setbacks related to a lack of stimulation
- poor school attendance
- inappropriately takes on a caregiver role for a parent or siblings
- tired or unable to concentrate at school
- appears sad or has flat affect
- reluctant to go home; speaks of being or appears to be left alone at home a lot, unsupervised
- is involved in behaviours such as misuse of drugs or alcohol, stealing, fire-setting
- does not respond to affection or stimulation

2. UNDER WHAT CONDITIONS IS THERE A DUTY TO REPORT?

Part 3, Section 13 of the Child, Family and Community Services Act 1996 (amended 2002) clarifies when protection is needed:

Section 13 (1) A child needs protection in the following circumstances:

- (a) if the child has been, or is likely to be, physically harmed by the child's parent;
- (b) if the child has been, or is likely to be, sexually abused or exploited by the child's parent;
- (c) if the child has been, or is likely to be, physically harmed, sexually abused or sexually exploited by another person and if the child's parent is unwilling or unable to protect the child;
- (d) if the child has been, or is likely to be, physically harmed because of neglect by the child's parent;
- (e) if the child is emotionally harmed by the parent's conduct;
- (f) if the child is deprived of necessary health care;
- (g) if the child's development is likely to be seriously impaired by a treatable condition and the child's parent refuses to provide or consent to treatment;
- (h) if the child's parent is unable or unwilling to care for the child and has not made adequate provision for the child's care;
- (i) if the child is or has been absent from home in circumstances that endanger the child's safety or well-being;
- (j) if the child's parent is dead and adequate provision has not been made for the child's care;

(k) if the child has been abandoned and adequate provision has not been made for the child's care;
(l) if the child is in the care of a director or another person by agreement and the child's parent is unwilling or unable to resume care when the agreement is no longer in force.

(1.1) For the purpose of *subsection(1)(b) and (c)* and *section 14(1)(a)* but without limiting the meaning of "sexually abused" or "sexually exploited", a child has been or is likely to be sexually abused or sexually exploited if the child has been, or is likely to be,

- (a) encouraged or helped to engage in prostitution, or
- (b) coerced or inveigled into engaging in prostitution.

(2) For the purpose of *subsection (1)(e)*, a child is emotionally harmed if the child demonstrates severe

- (a) anxiety,
- (b) depression,
- (c) withdrawal, or
- (d) self-destructive or aggressive behaviour.

3. WHAT SHOULD BE REPORTED?

The person making the report does not need to have all of the following information before making a report, especially if the child is in immediate danger. Provide the information that you can and provide follow-up information as required.

When reporting suspected child abuse or neglect, the child welfare worker may ask about:

- The child's name, age, address, and phone number
- Any immediate concerns for the student's safety
- Why you believe the child needs protection
- Any statements or disclosures the student has made
- The alleged offender's name, address, and relationship to the child, if known.
- Any other children, such as siblings, who may be involved or at risk
- Any previous incidents or concerns for the child
- Any other relevant information such as the student's language, culture, disability or special needs

The *Child, Family and Community Service Act* (CFCSA) requires that anyone who has reason to believe that a child has been or is likely to be abused or neglected, or that the parent is unwilling or unable to protect the child, MUST report the suspected abuse or neglect to a child welfare worker or directly to the police if a child is in immediate danger. As "service providers," it is incumbent on all to be aware of and alert to signs of child abuse or neglect and to be knowledgeable about how to respond when concerns about child abuse or neglect arise.

Legislation and Government Protocols

The following legislation and protocols are in place to protect the safety and wellbeing of children:

a) The *Child, Family and Community Service Act*, available online at

www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm

b) The *Criminal Code of Canada*, available online at <http://laws.justice.gc.ca/en/C-46/>

c) *Freedom of Information and Protection of Privacy Act*, available online at

http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/96165_01

d) *Youth Criminal Justice Act*, available online www.justice.gc.ca

e) *The BC Handbook for Action on Child Abuse and Neglect – For Service Providers*, available online at

www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf

f) *Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report*,

available online at http://www.mcf.gov.bc.ca/child_protection/pdf/child_welfare_your_role.pdf

Appendix D

Glossary/Definitions

Appointed School Official: The person designated by the authority/school to take responsibility for child abuse and/or neglect cases on behalf of the school.

Aboriginal: Includes First Nations, Inuit, and Metis peoples

Authorized Person: A certificate holder, or a person who holds a letter of permission issued under section 35 of the Teachers Act.

Child: Anyone under the age of 19 in British Columbia; Ref: *Child, Family and Community Service Act (CFCSA)*

Child Welfare Worker: A person delegated under the CFCSA to provide child welfare services, including responses to suspected child abuse and/or neglect

Delegated Aboriginal Child and Family Services Agency: An organization that provides culturally-appropriate services to Aboriginal children and families, and whose child welfare workers have delegated authority under the *Child, Family and Community Service Act* to provide child welfare services, including responses to suspected child abuse and/or neglect

Independent School Authority: Generally means a society with a board of directors registered under the Society Act, operating an independent school

Parent or Guardian: The mother of a child; the father of a child; a person to whom custody of the child has been granted by a court order or agreement; or a person with whom the child resides and who stands in place of the child's mother or father

Partner Agency: Refers to an agency that has been established by government for purposes of contact, communication and information sharing on child abuse, and for the purpose of this policy, include the Ministry of Children and Family Development, Delegated Aboriginal Child and Family Services Agencies and the police

Service Provider: Any of a wide range of employees, contractors, and volunteers who provide services for children and families in an independent school. Extensive child support is also provided through agencies in the community (See page 8 of the *BC Handbook for Action on Child Abuse and Neglect – For Service Providers* for an extended list)

Computer Loan Policy

RCOA offers refurbished laptops for loan according to the following terms:

- All equipment remains the property of RCOA and must be returned by the specified due date.
- \$100 cash deposit is required per laptop.
- Limits per family may apply depending on RCOA's supply.
- Deposit fully refundable if items are returned in good condition.

If you have any questions, direct them to our Business Manager, [Carolyn Langley](#).

Course Completion Policy

Expectations for course completion and timeframes for course withdraw are important pieces in striving for excellence. Developing children who reach for excellence in education and the development of high moral and ethical standards through genuine Christian character is part of our vision. RCOA's course completion policy is one of many that strive to encourage learners to set high standards.

The purpose of RCOA's Course Completion Policy is to hold learners accountable to acceptable deadlines for permissible withdrawal from courses and for course completion.

1. Learners have twelve months from course activation to complete a course.
 - a. Extensions may be granted upon request with permission from the teacher and administrator.
2. Courses that are not completed in the twelve month period as stated in #1 above and are not granted an extension may be...
 - a. Withdrawn – no course mark earned, if less than 50% of the expectations are met OR the deadline has past...
Course Withdrawal Deadline: A course must be withdrawn by the 10th day after release of the second report card in the course. After that date, a course may no longer be dropped. A letter grade will be assigned and represented on the learner's permanent record.
 - b. Awarded a final course mark (zero given for outcomes not complete and averaged with course mark earned to date), if more than 50% of the expectations are met.

Penalties

1. When a learner has been withdrawn from a course due to inactivity or failure to complete, reenrollment in the same course is not permissible until the next school year.
2. No refund of curriculum funds provided.

Discrimination Protection Policy

The safety and wellbeing of children in Regent Christian Online Academy (RCOA) is of paramount consideration. Children deserve to be protected from abuse, neglect, bullying, harm or threat of harm. Therefore, RCOA will ensure that children attending our school will experience a learning environment that enables every child to feel safe, accepted and respected.

Electronic Supervision Policy

This policy addresses the monitoring of electronic communication between teachers and learners/parents and between learners. All communication from RCOA teachers and staff is to be cced to 'archive' so that administration can 'monitor' it. All emails sent to 'archive' are reviewed by members of the administration.

Teachers are asked to document phone conversations had with learners/parents and online communications between teacher and learner like skype or zoom are to be recorded.

Teachers and learners are asked to cc parents on email communications.

Online learning management systems (mYrcoa, FreshGrade) are monitored by administration.

Parents are given opportunity to observe learner accounts.

Emergency Preparedness Policy

As Regent Christian Online Academy (RCOA) is a Distributed Learning (DL) Independent School, much of the emergency preparedness rests on the parents who are educating at home. Families are to review the RCOA Home Emergency Preparedness Guidelines (can be found in the Policy Manual on www.rcoa.ca) and follow them to the best of their abilities.

In regards to Community Classes (CC), Partners in Education (PIE), High School Clubs & Classes which meet 5-7 hours in a given week, the rental locations in use have emergency procedures & support that RCOA staff and learners follow. In addition, there are further expectations listed in the RCOA [First Aid & Emergency Procedures](#) guide.

Considering the length of class is around 1/5 in comparison to Brick & Mortar schools, classes that meet weekly are expected to have 1-2 fire drills, 1 earthquake drill, and 1 lock down drill.

The following support documents are available for reference:

- [Emergency Management Planning Guide](#) for Brick & Mortar Schools
- [Fire Drills for Schools](#)
- [The Great British Columbia Shake Out](#)
- [Earthquake Drill Ideas](#)
- [Lockdown Drill](#)

Equivalency Policy (Documented Demonstrated Prior Learning)

This policy describes how secondary schools award credit to learners who can demonstrate prior learning.

With some exceptions for international learners (see the [International Student Graduation Credit Policy](#) for further information), all learners enrolled with a board of education are entitled to apply for an equivalency review of their documented prior learning.

Schools will award credit based on equivalency for Grades 10, 11 and 12 Ministry-developed courses (including courses with a Graduation Program Exam) and Board Authorized courses.

There is no limit to the number of credits learners may be awarded through equivalency.

Boards of education must not charge learners for equivalency reviews; however, learners may be asked to provide translations if documents are not in English or French.

Procedures for Equivalency

Schools will award credit through equivalency following the procedures of the board of education.

For the purpose of determining equivalency, comparison of courses may be based on factors such as the following:

- comparison of learning outcomes
- comparison of general subject matter
- comparison of depth or breadth of coverage of subject matter
- comparison of assessment methods, instruments, and standards.

To be deemed equivalent, there should be a match of approximately 80 percent or more of the learning outcomes to either a Ministry-developed or Board Authorized Grade 10, 11 or 12 course.

In order to receive credits through equivalency, learners must provide the appropriate documentation as proof of successful completion of the course.

For reporting and transcript purposes, schools should assign a letter grade and percentage to all credits awarded through equivalency. If the learner's documents show only a letter grade or level, schools may choose to assign a percentage, based on the mid-point of the matching British Columbia letter grade range. Schools may use "[Transfer Standing](#)" (TS) if it is not possible to determine a letter grade and a percentage from the documentation.

Source: <http://www2.gov.bc.ca/gov/topic.page?id=A83BFC1275564C8E85146617D30BF2FE>
(Ministry of Education Site)

Equivalency credits are only granted for courses and programs that meet all of the following requirements:

- The learner is able to provide documentation that the course has been successfully completed. HLST is to include this with the Equivalency Policy Form (below).

- The course matches approximately 80% of the prescribed learning outcomes of a Ministry Authorized, Board/Authority Authorized, or Locally Developed course taught within the district.
- The course has been taken at another institution or educational jurisdiction outside the regular BC school system.
- The course satisfies different learning outcomes than those of the courses for which the learner already has credit - a learner cannot receive credit for two equivalent courses.
- HLST provides an assessment based on grade assigned by previous educator.
- If the course is provincially examinable, the learner is required to write the exam. School mark is combined with exam mark for final course grade. 50% is a pass

Course Equivalency Form

Date:

Learner (Last Name, First Name):

Learner PEN:

Teacher Name (equivalency):

Course:

**School Course was taken:
(original):**

Name of Assessing Teacher

Date	Documentation Provided (Copy of previous report)	Description of Evidence

The RCOA process is as follows. Teacher is to mark each when complete or understood and communicated where needed with the learner:

- The learner is to provide documentation that the course has been successfully completed. HLST is to include this with the Equivalency Policy Form.
- After viewing the documentation and communicating with the learner, the HLST confirms that the course matches approximately 80% of the prescribed learning outcomes of a Ministry Authorized, Board/Authority Authorized, or Locally Developed course taught within the district.
- HLST provides an assessment based on grade assigned by previous educator.
- If the course is provincially examinable, the learner is required to write the exam. School mark is combined with exam mark for final course grade. 50% is a pass

Report Comment and Final Course Grade Earned

Course Grade:

Course Comment:

Evaluation of Teachers, Directors and Principal

All teachers at RCOA are self-employed and on yearly contract. This policy outlines major performance expectations of RCOA's Teacher Contract (see contract) but does not lay out the substantial duties normally expected of a teacher in an employee relationship with a school. For RCOA's list of these expectations, please see RCOA's "Role of a Teacher" policy and the Teacher Handbook. The teacher's hours of work and communication schedules are left to the professional discretion of the teacher, as they are self-employed.

Teacher Evaluation Policy

Teachers in their first year at RCOA are evaluated within the first three months. Newer teachers are evaluated every year. Experienced teachers are evaluated every three years.

Evaluation of the contract will be based on:

- 1. The satisfaction of the families they serve**

The Ministry of Education requires that there be meaningful contact with each DL family on a weekly basis. This communication may be accomplished through personal visits to the home, emails, OTIS (our PLO data tracking tool), and phone calls. Other communication tools may be used after consultation with the principal.

- 2. The satisfaction of the Principal/ Vice-Principal**

The teacher must demonstrate to the principal and/ or vice-principal that regular communication to learners and the parents is occurring. Teachers are required to maintain and keep current (once per month) our PLO tracking system and to carbon copy the principal on all email communication. A journal must be kept documenting telephone communications and personal visits.

- 3. General teacher expectations listed in the "Role of a Teacher" policy**

A reasonable time frame will be set to allow the teacher to address performance/compliance issues. Support, training, and encouragement will also be offered to help the teacher in the fulfillment of teaching obligations. If the issue is not addressed in the set amount of time given, another meeting will be held between the teacher and principal to discuss job suitability. If all attempts at resolution fail, the contract with the teacher may be terminated. The teacher may refer to the Appeals Policy.

New staff members are probationary for the first two years of contract work at RCOA. Continued contract work will be based on the principal's evaluation. If an evaluation is unsatisfactory, the principal of RCOA, in consultation with the Superintendent, may not renew a teacher's contract. The teacher involved may request a meeting of the Superintendent to support resolution of any contract issue. (see Appeals Policy).

External Credentials Policy

This policy describes how Regent Christian Online Academy (RCOA) allows learners to earn credit towards graduation through certain [external credentials](#) approved by the Ministry.

All learners enrolled with RCOA are entitled to receive credit if they have earned a Ministry-approved credential.

The Ministry of Education has sole authority to review and approve external credentials and assessments, and to provide an official list of these approved credentials and assessments to schools. The list is published in the Ministry's online [Course Registry](#). Some external credentials are classified as required courses and others as elective courses. Grade 12-level external credentials count towards the required number of Grade 12 level credits needed to satisfy graduation requirements.

RCOA will not charge learners for external credential reviews.

There is no limit to the number of credits a learner may earn by using external credentials with RCOA. However, there may be credit restrictions between credentials where the external courses or programs are deemed to be equivalent. RCOA will ensure that learners do not receive double credit for credentials deemed equivalent. Credit restrictions are available on the Course Registry website.

Although external credentials may contribute towards graduation requirements, they may or may not meet general or specific admissions requirements for post-secondary institutions. It is learners' responsibility to verify admissions requirements for the post-secondary institutions they plan to attend.

The Ministry reserves authority to treat results from specific external assessments on the same basis as results from Grade 12 examinable subjects.

Procedures for External Credentials

In order to earn credit for an approved credential, learners must provide the appropriate documentation proving successful completion of the external assessment, course or program via the [External Credit Application](#) on the RCOA website.

Learners may have earned an approved external credential prior to entering Grade 10. If so, RCOA will award credit if they present their credential any time after they enter Grade 10 via the [External Credit Application](#) on the RCOA website.

Once verified as an approved external credential, RCOA will submit the credits to the ministry of education on the learners' behalf.

For reporting and transcript purposes, RCOA will assign all credits received as a result of an external credential both a letter grade and percentage, if possible to determine. If impossible to determine, "Transfer Standing" (TS) may be used.

Source: [Ministry of Education](#)

Grade Promotion Policy

In accordance with the B.C. Education Plan, Regent Christian Online Academy (RCOA) has the responsibility of overseeing home educated learners' intellectual development and a shared responsibility with families and community for learners' spiritual and social development.

RCOA is dedicated to ensuring that all learners achieve success in their home education journey and leave with the skills and knowledge needed to make successful transitions to work, community life, and further learning. This guideline adheres to the Ministry of Education policy and guidelines and has as its goal that all students achieve the learning outlined in the B.C. Educational Plan.

RCOA endorses the principles of learning noting that:

- Learning requires the active participation of the learner
- Learners learn in a variety of ways and at different rates
- Learning is both an individual and group process

Promotional Practices

- Promotion and placement practices are essentially matters of judging what is best for the learner. A learner should progress through school along a continuum. A learner's rate of progress should be evaluated continually, taking into account academic, social, emotional, spiritual, and physical growth.
- Promotion indicates that a learner has successfully demonstrated ability in the skills, processes, and standards for a course or grade and has the right to attempt the next course or grade.
- Promotion decisions involve placing students on the basis of their individual learning rates relative to the skills, processes, and standards as outlined in the B.C. Ed Plan
- Promotion should be based on comprehensive assessment and approved by the administration.
- Interest, attitude, attendance and work habits all contribute directly to achievement but are not in themselves factors on which promotion should be based.
- On OTIS, the Grade Assignment used is "This learner is promoted to the next grade."

Continuation

- Continuation in a grade may result when a learner has not demonstrated successful performance based on the skills, processes, and standards as outlined in the B.C. Ed Plan.
- Continuation does not mean repetition; in fact, repetition of the previous year's work is not appropriate. Teachers should suggest use alternative materials and instructional strategies to help students meet expectations.
- Cases where progress and eventual promotion appear doubtful should be examined early in the school year so that appropriate steps may be taken and parents may be informed. Report card comments should give parents a clear picture of the learner's progress.
- The decision to advance or repeat a grade or course will be made in the best interests of that learner by the teacher, parents and the administrator.
- On OTIS, the Grade Assignment used can be one of the following:

- “This learner is assigned to the next grade. See comment box for explanation.”
- “This learner will continue in the same grade. See comment box for areas to work on and include in the Student Learning Plan for the next academic year.”

Alternative, Modified and Individual Education Programs

- A learner who is not meeting course or grade placement expectations may have access to the Learning Assistance or Special Needs programs.
- When a teacher has concerns about a learner’s ability to meet course or grade expectations, a referral to the Learning Assistance (LA) team shall be made. The LA team shall make recommendations regarding program adaptations or modifications and shall monitor the delivery of the program.
- Learners on adapted or modified programs should be evaluated and reported on according to the Individualized Education Plan (IEP).
- In cases where a learner is identified as having special needs and procedures are in place to provide that learner with an IEP; placement will be based on the Special Education Policy (found in the Policy Manual on www.rcoa.ca).
- Administration should ensure that teachers, learners, and parents are aware of the educational impact of modified programs on the student’s ability to access post-secondary education or training.

Benchmarks

The Ministry of Education wants to assure that no learner falls “between the cracks”. Benchmark statements were integrated into the report card process for learners in Grades 3, 6, or 9. The teacher’s responsibility is to verify whether or not the learner has accomplished the majority of the concepts between K-3, Grades 4-6, and Grades 7-9. If the learner has not accomplished a majority of the concepts, areas that need to be covered are listed in the comments and will be integrated into the Student Learning Plan for the next academic year.

- On OTIS, the Benchmark options include:
 - “This learner has covered the majority of essential concepts up to this grade.
 - “This learner has not covered the majority of the essential concepts up to this grade. See comment box for areas to work on and include in the Student Learning Plan for the next academic year.”
 - “This learner is on an Individualized Educational Plan (IEP) with modification and has covered the majority of the essential concepts of the IEP up to this grade.”
 - “This learner is on an Individualized Educational Plan (IEP) with modification and has not covered the majority of the essential concepts of the IEP up to this grade. See comment box for areas to work on and include in the Student Learning Plan for the next academic year.”

Harassment, Abuse & Anti-Bullying & Cyber-Bullying Policy

1. GENERAL STATEMENT

Regent Christian Online Academy (RCOA) promotes an educational environment of safety, acceptance and respect for all learners. RCOA recognizes the dignity and worth of every person as being created in the image of God and to that end wishes to provide a workplace and a learning environment free of harassment. RCOA is committed to maintaining a learning and working environment which is positive and respectful of every individual. The Board, employees, students, and other members within the school community, all have an obligation to promote, monitor and maintain a harassment-free learning and working environment.

The school administration is responsible for ensuring that anti-harassment education is provided to its students and staff. RCOA's policies are stated online, teachers are instructed at staff meetings on proper protocol, and online communication is constantly monitored. Harassment in the learning environment is not acceptable and any student who violates this policy may be subject to remedial or disciplinary action, up to and including expulsion from school. Any employee who violates or does not enforce this policy may also be subject to remedial or disciplinary action, up to and including termination. All staff, volunteers, and students of this school are expected to conduct themselves with respect and dignity, demonstrating the worth of others as children of God.

Harassment occurs, regardless of intent, when a learner harasses another learner or adult, or when an adult harasses a learner, or an adult harasses an adult. Some examples of harassment include bullying, taunting, persistent teasing, or leering, shunning, repeated jokes or innuendoes, false accusations, verbal or physical abuse (which may also need to be reported to the Ministry of Children and Families), and stalking.

Harassment is defined as including:

Personal Harassment is repeated, unwelcome, offensive conduct or comments, directed towards a specific person, or persons, and has the effect of creating an intimidating, humiliating, or offensive learning environment.

Sexual Harassment is defined as repeated, unwelcome sexual advances, comments, looks, suggestions, audio and visual material of a sexual nature, requests for sexual favours and other verbal or physical conduct emphasizing sexuality, or sexual identity which such conduct interferes with a student's school performance or creates an intimidating, hostile, and offensive learning environment.

Discriminatory Harassment is defined as discrimination contrary to the BC Human Rights Code and includes discriminatory acts against a student with respect to the learning environment or any educational program or service provided to the student because of race, colour, ancestry, place of origin, gender, sexual orientation or gender identity and expression, religion, marital status, family status, and physical or mental ability, while remaining consistent with RCOA's faith- values, cultural perspectives and philosophical values.

Some examples of harassment include bullying, taunting, persistent teasing, or leering, shunning, repeated jokes or innuendoes, false accusations, verbal or physical abuse (which may also need to be reported to the Ministry of Children and Families), and stalking.

Any student, who is subjected to harassment as defined in this policy, shall have the right to file a complaint in accordance with the procedures as set out in the regulations to this policy. No student shall be subject to retaliation for making a complaint of harassment against another student, volunteer, director, or employee.

The right to confidentiality, both of the complainant and the respondent, will be respected in accordance with the *Freedom of Information and Protection of Privacy Act*, S. B.C.

2. EDUCATION

1. The school administration shall ensure that all students, employees, volunteers, and parents at the school are informed of the student harassment policy and procedures through our monthly Newsletter and stating all policies online. Furthermore, it is a requirement of enrolment and employment to read and agree to all policies stated on our website.
2. The school administration shall ensure that the school has educational activities to create awareness, understanding and prevention of harassment in the learning environment. Students are made aware of policies through their online courses and their teachers through personal and email contact.
3. These opportunities will include Health and Careers (K-9), and especially Planning 10!

LEARNERS WILL BE TAUGHT (K-12)

If you are harassed:

- Don't ignore harassment
- Don't feel guilty
- Tell the harasser when conduct is inappropriate and unwanted and tell them to stop
- Approach a counsellor, teacher, administrator, parent or trusted adult for advice, support and strategies to stop the harassment. Students are encouraged to share any concerns with their parents, who in turn are encouraged to immediately contact the principal by phone or email.

If you witness harassment:

- Refuse to join in
- Support the student being harassed
- Approach a counsellor, teacher, administrator, parent or trusted adult for advice, support and strategies to stop the harassment
- Encourage the student being harassed to inform a teacher, counsellor or administrator about the incident
- Students will be encouraged to document the facts of their concerns in writing.

3. GENERAL REGULATIONS

1. These processes shall vary according to the age and characteristics of the students involved.
2. Harassment complaints may be resolved through informal discussion, counselling or confidential mediation. The principal will decide on which action is most appropriate.
3. This school is committed to resolving any reported complaint or incident through a process of reconciliation that maximizes the potential for healing, restoration and, hopefully, continuation of the working relationship.

4. RESOLUTION PROCESS

When a staff member receives a complaint from a student:

- Gather the facts of the alleged incident – when, where, who, what.
- Determine which steps the student has taken to resolve his/her concern.
- The staff member will assist the student to reach a resolution.
- Parents will be informed of the complaint (at the secondary level, this will be determined in consultation with the student).

However, if:

- The harassment continues, or
- The staff member determines that the complaint is of a serious nature, or
- The learner decides to seek further assistance, a formal resolution may be pursued by the following under the process under “Written Complaint”.

Written Complaint Process

1. Complete a written complaint form (seek assistance if needed)
2. Complaint forms will be submitted to the principal/administrator.
3. Upon receipt of the complaint form, the administrator will conduct a full investigation into the allegation.
4. The administrator will meet with the complainant, and contact the parents of the parties involved to inform them of the complaint and the process of investigation.
5. All information provided to the administrator shall be kept in confidence by the individuals involved in the investigation.
6. Where the administration deems appropriate, he/she may prepare and submit a report for the school board with copies to both parties. Where the complaint is serious and of merit, the administration will submit such a report to the school board. The report should include a summary of the discussions to date and any recommendations as to the appropriate action to take.
7. Upon receiving a report from the administration, the school board may investigate the complaint, and will choose an individual in whom they have confidence to be fair and impartial. The individual investigating the complaint on behalf of the board will advise the complainant and the alleged perpetrator that an investigation has begun.
8. Following completion of the investigation, the individual who conducted the investigation will report the findings to the school board and will recommend the appropriate action to be taken. The school board will then decide on the appropriate action to be taken, if applicable, and will ensure that it is carried out.
9. Where an investigation results in a finding of harassment, the administrator, after consultation with the parent and student, shall determine an appropriate response, which may include remedial and/or disciplinary action. This response may include restriction from certain aspects of the online environment, written apologies with appropriate scriptural basis, or leaving the school environment altogether.

The purpose of remedial action is to prevent further harassment and provide the harasser with an understanding of the impact of his/her conduct on the victim.

The purpose of the disciplinary action is to provide consequences for continuing and/or serious complaints of harassment. Whenever possible, such disciplinary action will be used in conjunction with remedial action.

10. Where the investigation discloses that no harassment has occurred and that the Complainant acted in a bad faith, the administrator may impose appropriate discipline, which may include restrictions from the online environment to being asked to leave the school.

Child Abuse, and the observation of the same, by a teacher or representative of the school, is certainly less visible in an online situation as with RCOA. Students are basically at home, mostly unobserved by the teacher.

However, there are two scenarios that must be addressed:

1. One day per week school. Even though the class time is voluntary and only 24 time per year, our teachers must be vigilant to notice any signs that could be an indication of child abuse, either-physically or emotionally, and to report suspected instances to the principal.
2. Online Abuse. In this case it is imperative that all online communication be monitored by the principal, whether it be teacher to student, or student to student. At RCOA all school communication is not only monitored, but saved, able to be retrieved for future references.

Anti-bullying teaching for students is almost unnecessary at RCOA, as the students rarely gather together, except for the one day per week school. Again, teachers must be vigilant and be prepared to support a created learning environment that is encouraging to every student. Working with the children involved, and their parents through the previous Resolution Processes will be of primary importance.

All the above principles apply, as well, to the situation where a staff member or an Administrator suffers from some form of abuse. The principal shall be immediately notified, and, in the case of the principal being subjected to abuse, the Supervisor of RCA shall be brought in to support the policies of RCOA.

It is recognized by RCOA that there does exist potential for predatory behaviour online. Abuse, bullying and harassment can exist and must be identified as totally unacceptable and linked with consequences. RCOA has posted this information of Policy on its website for all students, parents and teachers to be aware of. RCOA further believes that the teachers need to make a concerted effort to be vigilant to observe when students do get together, and to act in a professional manner in the dealing and reporting of the same. Teachers are encouraged only to visit homes when parents are present and to act in the highest professional manner when online at all times. Prevention is RCOA's best Policy in these regards, and the monitoring and the saving of communicative data is the best response.

High School Textbook Loanables Policy

RCOA provides textbooks for the most standard courses in the higher grades and you can order them using the OTIS form **Loanable Core Resources (10-12)**. We will only fill your order after we have received a completed **Textbook Deposit Contract** from you. This contract authorizes RCOA to hold a \$100 deposit (separate from OTIS funding) until the materials have been returned to us and any late fees and damage have been noted (damaged or lost books will be charged full replacement value). This is a one-time charge per family with high school learners and it covers all textbooks that the family loans.

Please be aware of the following:

- You do not need to complete this form if the course is being taken Online or in a F2F class as we provide those for you automatically once we receive a completed **Textbook Deposit Contract**.
- All loanables are due back at either RCOA office by the DUE DATE shown on your Library World email.
- Loanables for families in **Greater Victoria** can be picked up at our Island Office (#105 – 4475 Viewmont Ave., Victoria) during office hours.
- Loanables for families in **Greater Vancouver** can be picked up at our Lower Mainland Office (15100-66A Ave., Surrey) during office hours.
- Families living **outside Greater Victoria and Greater Vancouver** will receive their loanables by mail (at the school's expense).
- **Families are responsible for the cost of returning all their loanables to the school.**
- All resources that must be purchased (i.e. workbooks) can be done by completing the OTIS **Online Vendor Form (10-12)**. You will be charged the shipping costs of getting them to you.

Click here to see the [Textbook Deposit Contract](#) form.

Hiring Policy (Teacher/Staff)

Purpose

Regent Christian Online Academy seeks to hire teachers and staff members that are duly qualified and who have a demonstrated passion for working in a Christian environment where the goal is to educate children according to God's Word, the Bible.

Policy

Teachers

- Preference will be given to candidates who are graduates from a Christian college or university.
- Candidates will submit their resume and the school's teacher application form via RCOA's online application process.
- The Principal may assign the task of interviewing/hiring candidates to a qualified staff member.
- The Principal/qualified staff member will ensure that references have been checked.
- Prospective candidates will be interviewed by the Principal/qualified staff member who will evaluate academic qualifications and Christian commitment. There will be significant discussion around Christian Education.

Staff

- The Principal may assign the task of interviewing/hiring candidates to a qualified staff member.
- The Principal/qualified staff member will ensure that references have been checked.
- Selected candidates must be committed Christians who agree with the constitution of RCOA and adhere to the school's Statement of Faith and Christian Living.
- All candidates must undertake a criminal record check before hired.

Home Emergency Preparedness Guidelines

Our goal is to make preparing for emergencies as easy as possible for our families who educate at home. Based on the [PreparedBC website](#):

Know the Risks

Earthquakes, floods, tsunamis, and wildfires are just some of the potential hazards in B.C. Familiarize yourself with the ones that could occur in your community.

Prepare Your Home

A [household plan](#) will help you cope with the stress of emergencies.

Download a copy of the [PreparedBC: Household Preparedness Guide](#) (PDF) and the companion: [PreparedBC: Household Emergency Plan](#) (PDF). Fill in the blanks and you're on your way to a prepared household in 11 easy steps.

Build an Emergency Kit

When disaster hits, there won't be time to collect emergency supplies. Ensure you have [emergency kits](#) for your home, office and vehicle. They should all contain food, water and supplies for a minimum of 72 hours.

Meet Your Neighbours

When disaster strikes, [we're in it together](#). The most immediate help following a disaster will come from those directly around - your neighbours. Connecting with them today, and working together to prepare, will mean a better response and faster recovery.

Download a copy of the [In it Together: Neighbourhood Preparedness Guide](#) (PDF) and start the conversation today.

In addition,

As a “lock down drill” is geared toward Brick & Mortar schools, in the home – one should consider how to be prepared should there be **intruders** in the house. Some key points to remember include:

1. Remain calm
2. Get to a safe space
3. Open the window
4. Call the Police
5. Do not confront
6. Protect yourself
7. Don't move

This is based on the [Safe Sound Family website](#). Having a practice (like a drill at school) helps family members understand the process.

Independent Directed Studies (IDS) Policy

IDS allows learners to initiate their own learning under teacher supervision and is intended to allow learners to pursue curriculum in more detail.

IDS may focus on one or more of the learning outcomes of a course that has not been taken.

IDS allows recognition for learning in courses that learners do not complete credits may be 1, 2, 3, or 4 increments designated by number of hours 30, 60, 90, or 120.

Procedure:

- Learner approaches the High School Course Coordinator to discuss independent study.
- Teacher must be confident of the learner's ability to work independently.
- Learner and Course Coordinator or subject specific teacher will discuss development and write up an IDS plan using the template. This plan is then posted to the learner's Student Learning Plan (SLP) and sent to the Administration.
- Choose course code with number of credits 1-4, IDS 10A, 10B, 10C, 11A, 11B, 11C, 12A, 12B, 12C.
- The Principal must approve all IDS courses.
- The IDS course can then be requested through the appropriate online Course Request forms.

Learning Resources Policy (Content Coverage: Traffic Light Policy)

Purpose

Learning resources are texts, videos, software, and instructional materials that teachers use to assist students to meet the expectations for learning defined by the provincial and local curricula. Effective July 1, 2016, Independent school authorities are required to have policies and procedures on how learning resources are chosen for use in schools. The learning resources requirement is authorized under the authority of the Independent school act, s4(1)(b) and Section 4 of the Ministerial Order 41/19, the Education Standards Order. The Ministry no longer conducts evaluation processes to recommend learning resources, leaving the responsibility to the school authority.

Policy

Learning resources used in the classroom will be evaluated and approved by Regent Christian Online Academy (RCOA) with consideration given to curriculum fit, pedagogy, social considerations, age, and development appropriateness, as well as the school authority's philosophical, cultural, and religious values.

Our **Traffic Light Policy** focuses on the guidelines for content and resources in our **Face to Face (F2F) classes**. As a Christian School, RCOA takes seriously our mandate to model Christian principles and to provide a Christian Worldview in all of the courses we oversee in our face to face opportunities K - 12. There are times when 'learning' in our classes involves topics where a possibility of perspectives exists. In an effort to respect each family's right to educate their children as they see fit, we have created a 'Stop Light Policy' that categorizes topics into three areas:

- Topics we focus on teaching/studying in our classes (GREEN ZONE)
Topics and values that RCOA has given our teachers specific direction to address and reinforce in our F2F Classes. These are determined in consultation with RCOA Directors and Coordinators and outlines are made available to parents at the beginning of each year. We encourage the integration of a Christian Worldview by using resources from Christian publishers where possible and appropriate (but not exclusively) but most importantly through the Teacher's Christian Worldview presented in class.
 - Core Competencies: Communication Skills, Creative & Critical Thinking Skills, Positive Personal & Cultural Identity (including biblical worldview), Personal Awareness & Responsibility, and Social Responsibility, in keeping with Christian values.
 - Curricular Competencies: Skills needed in the 21st Century for obtaining, processing, and sharing knowledge
 - Content: Subject specific and grade appropriate vocabulary and knowledge as outlined in the New BC Ed Plan (RCOA classes are multi-grade therefore topics will be addressed in accordance with the range within that class)
- Topics that may be 'controversial' (YELLOW ZONE)
Topics that are an integral part of BC Ministry of Education's expectations that may be controversial but RCOA feels addressing them is necessary for the adequate coverage of various topics and for learners to gain a better understanding and appreciation of historical events & perspectives, current events, past & current cultures, and to promote critical thinking.

Teachers are required to seek Administration approval before providing learning about topics in this zone. These topics are presented with a Christian Worldview and aim to respect the various range of Christian perspectives represented in our RCOA families. These topics are addressed with discernment and carefully chosen resources. Whenever possible, advance notice to families will be given through program outlines, announcements of special events, and/or parent information sessions. Parents have the option to inquire of the teacher/presenter more details on how/when the topic(s) will be covered and either prepare their child(ren) beforehand or have their child(ren) not participate in all, or select portions of the program, providing alternative instruction of the topic(s) at home themselves.

- Religious expressions practices, Myths & Legends of various times and cultures - Egyptian, Greek, Roman, Aztec, Islamic, some First Nations beliefs, etc. All are treated with the perspective that these are attempts of man to worship the “unknown gods” and/or faiths. Our teachers are aware that although some aspects may align with Christian beliefs, many of these are in direct opposition to what God presents as Biblical Truth.
 - Current Events – These are covered in age appropriate settings with a conservative approach, particularly potentially disturbing ones such as terrorism.
 - Politics – particularly during elections. Teachers do not share their own personal biases.
 - Observation of Holidays and Holy Days - RCOA does not promote or recognize Halloween. Generally accepted holidays such as Sunday/Sabbath, Christmas, Thanksgiving, and Easter are observed but typically fall on “off” days for classes. Valentines and St. Patrick’s and other popular classroom theme days, if promoted, will include a Christian emphasis. Occasionally if a study topic warrants, a teacher may choose to incorporate study of and Messianic observance of holy days of Biblical Jewish origin such as Hanukah & Passover and may look at events of observance in the calendar from other cultures in a study unit however this will be clearly defined as study not observance.
 - Godless Evolutionary Teachings (Darwinism) and Old Earth vs Young Earth Creationism views – RCOA Science classes will always present God as the creator/designer of all that exists. How and when that came about is a point of debate among Christians therefore RCOA encourages a range of views to be presented with learners directed to evaluate further in the home study portions of their program. Teachers will never challenge a parental perspective in front of a learner.
 - Magic/Mystical/Wizardry/Apocalyptic – This covers literature such as the Narnia Series and Lord of the Rings as well as games with learning potential like Minecraft. RCOA chooses literature that does not include these elements unless a direct correlation to Bible truth exists where the content contains a “redemptive” quality.
 - Literature Study with “Deep” Themes such as: Historical, Political, or Social Satire – This covers literature such as Animal Farm, Lord of the Flies, Holes, Hunger Games, 1984 & some Shakespeare. These types of books will be reserved to units in our High School classes and the class outlines will clearly state the resources to be used in advance.
- Topics we avoid covering in a F2F class setting (RED ZONE)
Topics that are a part of the Ministry of Education Expectations but, RCOA identifies these as best addressed under the realm of parental instruction within the home study parts of the program. These will purposely not be addressed in our Elementary F2F opportunities. Evidence provided to the evaluating teacher of anecdotal summaries of the family’s perspective and depth of coverage will be sufficient. Should any of these topics come up in class

discussions (i.e. generated by a learner) the teacher will redirect the discussions and direct elementary learners to address that topic with their parents.

During the Transition Years of grades 8 & 9, as discernment grows, some of these topics may be considered appropriate for discussion and presentations. Our Subject Specialist High School Teachers will apply the “Yellow Zone” cautions when venturing into “Red Zone” topics. Some courses within the Grad Program do specifically address some of these topics we strongly encourage parents to engage with their children and communicate openly with the teachers during study of these courses.

- Sexuality/Pornography – Other than a general reference to the blessings of the Biblical perspective of the design and purpose within marriage and the anatomy of the body from a science perspective.
- Abortion/Euthanasia/Suicide – As a school, RCOA holds to the biblical truth that God is the determiner of life and death.
- Domestic Violence – RCOA recognizes that, for some learners, this could trigger emotional responses
- Drug & Alcohol Use and Addiction – RCOA respects each family’s convictions and ability to guide their children in appropriate use to safeguard against addiction.

When it comes to resources used in the **home portion** of our programming (**Individualized**):

Parents select resources from our library in consultation with our Program Advisors/Curriculum Consultants, there are options to accommodate different learning styles and perspectives. For example: In Science we have resources that cover evolution and adaptation from young earth creation, old earth creation, and secular perspectives all three are approved as covering the BC Outcomes by our Curriculum Advisors.

Evaluating resources from the perspective of pedagogical, social, philosophical, cultural, and religious values will:

- encourage understanding and promote positive social attitudes and respect for diversity and individual differences
- ensure that students will see themselves and their life experiences, within a free, pluralistic, and democratic society as evidenced in the learning materials they use in their classroom.
- identify potential controversial or offensive elements that may exist in the content or presentation

Challenges to the use of Board recommended learning resources must be made in writing to the principal, identifying the learning resource and stating the reason why the resource(s) may not be suitable. Within 14 days of written receipt of a learning resource challenge, the principal will convene a meeting of a committee consisting of a minimum of two representatives of the school, one of whom must be an administrator and another a practicing teacher. Based on the committee’s recommendation, the authority may dismiss the challenge, raise awareness of the implications of using the resource or withdraw the resource.

Learner Safety Policy

This policy applies to all Regent Christian Online Academy (RCOA) staff who provide and support learning in third party locations. It addresses health and safety. Emotional safety is included in the Harassment, Abuse & Anti-Bullying Policy as well as the RCOA [Community Class Code of Conduct & Behaviour Management Guidelines](#) & [First Aid and Emergency Procedures](#).

RCOA will provide health support appropriate to their duty of care towards learners, including learners with intensive health requirements.

RCOA staff will:

- Implement procedures and practices related to learner health that comply with guidelines (i.e. Infection Prevention and Control)
- Follow guidelines in relation to incidents by using the [Incident Report Form](#) which includes emailing the report to the administrator who oversees the class or club as well as archive@rcoa.ca
- Provide when required first aid (including emergency care) and temporary care for learners who become unwell in classes

Responsibilities:

All school staff are to:	<ul style="list-style-type: none">• Take reasonable measures to protect students against risk of injury or harm which should reasonably have been foreseen• Take reasonable care for the health and safety of all students, including assisting in an emergency
First Aid trained school staff are to:	<ul style="list-style-type: none">• Administer medications if required• Administer first aid in accordance with the First Aid & Emergency Procedures
Parents/care givers are responsible for:	<ul style="list-style-type: none">• Cooperating with RCOA on medical, health, and safety matters• Informing RCOA of the medical and health needs of the learner at enrolment or when medical/health conditions develop or change• If required, providing medication and 'consumables' for administration by the staff• Where relevant, collaborating with the staff in planning to support the child's health needs while in class including updating information and reviewing plans• If required, at the request of the staff, removing the student from the class in the event of a health issue or emergency.

The following support documents are available on the Community Classes Main Page:

- [Behaviour Management Guidelines](#)
- [Community Class Code of Conduct](#)
- [First Aid & Emergency Procedures](#) (includes an Incident Report Form & the Anaphylaxis Handbook)

The Harassment, Abuse & Anti-Bullying Policy can be found in the Policy Manual on www.rcoa.ca

Memberships & Subscriptions Guideline

Year-long memberships and subscriptions will only be purchased from July 1st to Dec 31st for learners intending to complete the current school year with RCOA. Memberships and subscriptions will be terminated for learners/families who withdraw from RCOA or switch from enrolled to registered in the school year.

Family memberships can only be purchased when the cost is less than the cost of paying an individual membership for each enrolled learner.

For example, let's assume a learner membership is \$200/year and a family membership is \$500/year. If a family has 3 enrolled learners, it would cost \$600 to pay for individual memberships, so the \$500 family membership would be allowable. If a family had one enrolled learner, then the family membership would cost more than the individual membership, so it would not be allowable.

Parent-Learner Appeal (Procedural Fairness)

Regent Christian Online Academy (RCOA) deeply respects the views and wishes of all parents working with our program. Regent Christian Online Academy has been called to serve the homeschooling community with a special focus in the Lower mainland and southern Vancouver Island. Our administration, teachers, and support staff are all devoted Christians. We serve you by:

- Working Together
- Building Relationships
- Listening to you

Our desire is to honour God with a program of integrity that will serve home-based learning families with maximum flexibility. We believe God intended the parents to be the primary discipler in a child's moral, spiritual, and intellectual development. Our role is to support you in that calling - Deuteronomy 6:5-7. We understand that home-based learning is unique in its timetable and delivery and have therefore designed our program to fit who you are. However, there are going to be situations and times when the school or one of its representatives may have a different perspective or understanding about one of our policies, etc. and/or when a parent/learner would like to address an issue that has to do with school policy or practice. Let us make the commitment together to resolve issues quickly, and correctly. Therefore:

- With the Matthew 18 principle in mind, the issues must first be dealt with by the persons directly involved.
- The guiding principle needs to be viewed as procedurally fair and unbiased.
- If the issue cannot be resolved through open discussion, the matter should then be brought to the attention of the principal.
- The principal will review the case and may consult the Administrative Team. If this step does not result in a resolution, then the matter will be referred to the Superintendent of RCA, Mr. Paul Johnson.
- If this action does not resolve the problem, then the matter will be referred to an Appeals Board to be appointed by the Superintendent. A timely decision will be the goal along with written reasons.
- Teachers and other school staff are governed, as well, by their Contract of Employment and by the Employment Standards Act.
- If the problem still remains unresolved, then the matter will go before the RCOA School Board. A majority decision of the School Board will be deemed final, and the parents/learners will be properly informed, in writing, of this decision.

Parent-Learner Expectation Policy

Guiding Principles:

1. Everyone has the right to be treated with respect, dignity and fairness.
2. Everyone has the right to an impartial review of a decision by a higher authority, without the threat of retribution.
3. The process should make available to all parties wise and impartial counsel.
4. The process should always strive toward reconciliation and restoration.

Academic Expectations

RCOA is also an academic institution. We value displaying our Christian commitment through excellence in Education. It would be our hope and purpose to foster quality learning in every home that we have the privilege to be associated with. To this end:

1. RCOA will only have B.C. Teacher Regulation Branch certified Christian Teachers to oversee learners.
2. RCOA will endeavour, to the best of our abilities, to be properly accountable to the Inspector of Independent Schools for the full and proper delivery of educational programs as defined by the [B.C. Independent Schools: Distributed Learning Policy](#)
3. Learners and Parents are expected to work closely with and support the assigned Home Learning Support Teacher (HLST), as the HLST fulfills the responsibilities as defined under the Standards for Delivery of K-12 Independent School Distributed Learning in British Columbia.
4. If a learner/parent feels that they cannot support and work with that HLST's directions, then, subject to the guiding principles stated above, and the parent/learner appeal process also stated, that the learner may be asked to leave the DL program. The learner could then choose another program in another school, or perhaps switch to registered status. Our sincere hope would be to find some way to finish off the academic year, if at all possible.

Plagiarism Policy

A learner's work must be original and sources (where information and key ideas were located) must be cited appropriately. Learner work that is not cited appropriately may be determined to be plagiarized.

Plagiarism is commonly referred to as “the passing off of another person's work as one's own, whether deliberate or accidental. Accidental plagiarism is usually the result of poor citation or referencing or poor preparation or a misunderstanding of plagiarism. Deliberate plagiarism is an attempt to claim another person's work as one's own” (<http://en.wikipedia.org/wiki/plagiarism>) and is a form of intellectual theft.

It is the learners' responsibility to understand in full what plagiarism is and how to correctly avoid it. Learners are encouraged to visit the sites listed below before turning in assignments to RCOA teachers. Learners suspected of plagiarism will be questioned by the teacher to determine why he/she 'stole' someone else's ideas (misunderstanding, carelessness or mean spiritedness).

- If it is determined that this was done carelessly, the first offense will result in a loss of credit for that assignment.
- If it is clear that he/she misunderstood, an opportunity will be allowed to complete the assignment (or something similar) again for partial credits to demonstrate willingness to grow in understanding.
- Those that plagiarize knowingly will have caused a breach of trust shared between teachers and learners that will take time to rebuild. The assignment will be awarded a 'zero' with no opportunity to resubmit. The learner will be placed on 'probation'.

At RCOA, learner work submitted for Humanities courses, is routinely check by a plagiarism identification program called *Turnitin*.

To learn more about how to correctly cite another's ideas or words be sure to check one or more of these sites:

- http://www.wadsworth.com/english_d/special_feature/plagiarism/definition.html
- <http://memorial.library.wisc.edu/citing.htm>
- MLA style: <http://owl.english.purdue.edu/owl/resource/557/01>
- APA style: <http://owl.english.purdue.edu/owl/resource/560/01>

In addition, learners may want to learn how to identify a reputable internet resource:

- <http://lib.nmsu.edu/instruction/evalcrit.html>

To learn more about the *Turnitin* program visit:

- http://www.turnitin.com/research_site/e_important_terms.html

Principal and Directors' Evaluation Policy

The Principal and directors of RCOA are employees of Regent Christian Academy Society and are subject to the responsibilities and privileges of a salaried employee.

Purpose

Evaluations aim to provide beneficial and meaningful feedback for the school leaders (principal and directors) so that they can reach their fullest potential. The goal is to provide evaluations that guide the leaders in identifying their strengths for the purpose of increasing their effectiveness as well as an opportunity to identify possible areas for development and/or areas of concern.

Procedure

Principal Evaluation

Periodic Principal performance evaluations are initiated by the Head of School (or approved designate), and may include an external evaluator.

All evaluations of performance will be made available, in writing, to the Board and the principal of RCOA.

If the results of performance evaluation of the Principal are unsatisfactory; goals and strategies will be developed by the Head of School to work on areas of concern. If the unsatisfactory performance continues, another written report will be given to the Principal, and a copy forwarded to the school board, with a recommendation not to renew the contract.

Directors' Evaluation

Periodic Directors' evaluations are initiated by the Principal (or approved designate) and may include the Head of School.

All evaluations of performance will be made available, in writing, to the director and the principal of RCOA.

If the results of performance evaluation of the director are unsatisfactory; goals and strategies will be developed by the Principal (or approved designate) to work on areas of concern. If the unsatisfactory performance continues, another written report will be given to the director, and a copy forwarded to the Head of School, outlining the Principal's intention not to renew the director's contract.

Privacy of Information Policy

PIPA, British Columbia's own legislation, regulates the collection, use, and disclosure of personal information to private organizations, and it applies to independent school authorities. It came into effect in January 2004. [Read PIPA \(Bill 38\)](#).

RCOA realizes that, as a DL school to learners learning at home, we have a unique access to homes, family dynamics and other aspects of each family's personal lives due to the nature of our work. We have therefore resolved:

- Not to collect, use, or disclose personal information without the consent of the individual (unless otherwise permitted under the Act)
- When information is collected, RCOA will disclose to the individual the purposes for the collection.
- RCOA will only collect, use or disclose information for the purposes that a reasonable person would consider appropriate in the circumstances and that fulfill the purposes of the Independent Schools Act.
- Learners, parents and staff of RCOA will have the right to access their own personal information held by RCOA.
- Teacher to learner and learner to learner email and Internal messaging through RCOA's computer system and online courses will be monitored through the archiving system (archive@rcoa.ca) and the same will be deemed needful and appropriate for the protection from potential harassment.
- Online Application Forms will clearly ask for permission to use information collected for purposes of newspaper articles, sports releases, etc.
- RCOA designates Mr. Mark Langley, the principal of RCOA, as the officer responsible for compliance with PIPA, and to respond to complaints regarding the application of PIPA.

Other information to consider:

[Freedom of Information and Protection of Privacy Act](#)

Probation and Termination of Staff Policy

Probation for New Personnel

All new staff members are on probation for the first three months of employment at RCOA. Continued employment may be based on the Principal/approved staff person's evaluation. If an evaluation is unsatisfactory, the principal, in consultation with the school board, may dismiss the staff member during or at the end of the three-month period, or extend the probation period another six weeks.

Warnings and Probation for Experienced Staff

Staff members who are no longer on probation, but whose performance becomes unsatisfactory will have a meeting with their administrator to discuss the situation. Goals and strategies may be implemented to address the performance issue.

If the unsatisfactory performance continues, a written report will be given to the staff member and a copy forwarded to the school board or its appointed committee. The principal, in consultation with division administrators and school board, may dismiss the staff member.

Terminations

Terminations are treated confidentially and professionally by all concerned.

Dismissal due to misconduct must be reported to the Teacher Regulation Branch of the BC Ministry of Education.

Professional Development for Teachers and Administrators Policy

To be effective as a school/ educational ministry, Regent Christian Online Academy (RCOA) Teachers and Administrators need to continually be growing, learning and enjoy being challenged to excellence. In addition, the world of Distributed Learning (DL) is still quite new. When linked with technology, which is constantly changing, the need to attend opportunities to learn and reflect is paramount. To this end RCOA has developed:

- A three day professional development event each year before the start of the academic year. Plenary speakers, workshops and interactive opportunities with fellow teachers are all part of this time for all staff of RCOA.
- Two collaboratives each year (two on the Mainland and two on the Island) are also created and planned for to equip teachers.
- Monthly Skype meeting with focus groups.
- Weekly Skype meetings for Administration
- ACSI events for teachers and administration
- BC Digital conference
- SN training at several conferences each year.
- Home Education conferences each year.

RCOA Statement of Faith

We believe . . .

. . . the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God (2 Timothy 3:16, 2 Peter 1:21).

. . . there is one God, eternally existent in three persons—Father, Son, and Holy Spirit (Genesis 1:1, Matthew 28:19, John 10:30).

. . . in the deity of Christ (John 10:33), His virgin birth (Isaiah 7:14, Matthew 1:23, Luke 1:35), His sinless life (Hebrews 4:15, Hebrews 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 God (Mark 16:19), His personal return in power and glory (Acts 1:11, Revelation 19:11).

. . . in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature; and that we 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 we are saved (John 3:16–19, John 5:24, Romans 3:23, Romans 5:8–9, Ephesians 2:8–10, Titus 3:5).

. . . in the resurrection of both the saved and the lost—the saved to the resurrection of life, and the lost to the resurrection of condemnation (John 5:28–29).

. . . in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9, 1 Corinthians 12:12–13, Galatians 3:26–28).

. . . 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, 1 Corinthians 6:19–20, Ephesians 4:30, Ephesians 5:18).

Reimbursement Policy

On May 2006, the Ministry of Education mandated that DL schools may not directly reimburse parents for any purchase they have made to support their educational goals. "School authorities using third parties to provide educational services, materials, educational resources or supplies to students must pay the third party directly and not the parent of the student or any other person." The one exception to this rule is the Internet Reimbursement see #11 below.

As of February 15, 2014 a cap of \$600 per FTE in grades K-12 will be implemented for reimbursements to third part resources and service providers.

RCOA will purchase for you all needed curriculum, supplies, and services through a Purchase Order system. Our procedure to procure for you the finest in academic tools and still allow you to have input and choice in flexible options will be as follows:

1. All purchases must be linked to your Student Learning Plan (SLP). Therefore,
2. Each family must have their curriculum consultation with our coordinators, Brenda Fawkes or Monica Thain, before RCOA can purchase materials for you. Returning K-7 families complete this process with their teachers.
3. A Curriculum Consultant will contact you immediately after your enrolment or re-enrolment has been accepted for the new academic year.
4. Once you have been enrolled and after you have formed the beginnings of your SLP from this consultation, you will receive from the RCOA office your Purchase Order Number (POs) for your academic program needs for the current year.
5. Purchase Orders (POs) may be used to obtain curriculum and services for the next school year no sooner than **May 1st**, to assist you in being fully prepared for the coming academic year. Funding use expires on May 1st as well, so basically PO funding is available from May 1st to May 1st.
6. Presently, we have budgeted \$600 per learner (Gr K-9) to create a family budget. Grades 10-12 are offered on a per course funding basis, and your budget for high school students will be determined by how many courses your student signs up for. Please keep in mind that the Ministry will not fund students who enrol but never participate in the course (Activation), and courses and funding must be used for RCOA course resources only.
7. RCOA has established a working relationship with a great variety of suppliers of educational materials. We have worked, and will continue to work diligently to obtain any and all curriculum that is best for your child, and in most cases, have it delivered to the Community Class in your area or one of the RCOA offices (Lower Mainland and Island). However, if you have in mind a provider that we do not have listed, then please advise us of contact information and we will endeavor to create a working relationship with them, as well.

8. If your SLP calls for it, we will arrange to pay for dancing lessons, music lessons, sport team registration fees, etc., or any other activity that is within your school program (Third Party Providers). However costumes, instruments and sporting equipment are the parent's responsibility to purchase.
9. RCOA has also developed an extensive Loanable Library. Much, if not all of your "core" curriculum can be "borrowed" for the year. Our library also has a good supply of secondary, support materials, including Special Needs materials. With wise use of this library you can utilize the \$600 funding allocation per learner mostly for Third Party providers to enrich your home education program.
10. The Ministry of Education does not permit RCOA to purchase equipment that families can keep. We can only loan equipment. Please see our Computer Loan policy. We also have microscopes that we can loan out to our families.
11. We are allowed to reimburse parents for internet costs. We will issue each family, through Direct Deposit, up to \$300, in July, providing you have supplied us with evidence that you pay for Internet.
12. RCOA will issue a voucher to families that are enroled/registered with us, and who have had their consultation to form the curriculum portion of their SLP, to make possible the purchase of curriculum at the CHEC convention, in Kelowna, in April.
13. We have budgeted \$150 for each registered homeschooler, as well. Once registered with RCOA, you do not need to have a consultation or form an SLP.
14. We, at RCOA, will continue to offer families schooling at home flexible options that honour your convictions and that meet your needs.

Residency Policy

RCOA is providing Distributed Learning to a few students who are “ordinarily residents” of British Columbia, but temporarily out of province. RCOA has determined that if the vast majority of the following indicators or evidences can be demonstrated as true, then that student may claim “ordinary resident” status, and may receive and participate in an educational program:

- There is no specific time limit that a student must only be “out of BC”.
- The family needs to agree to continuous communication with the RCOA Home Learning Support Teacher (HLST) and establish that they will have quality internet access.
- Passports, citizenship cards, birth certificates, driving licenses or Care Cards.
- Local utility of property ownership or leasing or rental of dwelling.
- British Columbia mailing address
- Bank accounts/credit cards
- Registration of automobile, etc.

The parent/legal guardian must be lawfully in Canada by demonstrating proof that they are one of the following:

- Canadian citizen
- Landed immigrant
- Refugee
- Student Visa (more than 1 year)
- Work Visa (more than 1 year)
- Diplomat or consular official

RCOA will require that all parents sign a Residency Form developed by the office of the Inspector of Independent Schools.

Role of the Parent, Teacher & EA/SEA

Role of the Parent:

We believe God intended parents to be the primary disciplers in a child's moral, spiritual, and intellectual development. Our role is to support you in that calling. Deut. 6:5-7.

With this in mind, parents who wish to enrol their children in a DL program have many wonderful and important responsibilities. You are schooling at home and will generally be responsible to supervise your children's daily activities and to work alongside the teacher to implement a quality learning program.

Therefore, this will require of the parents to:

1. Choose the correct type of schooling at home that is right for you. Our page on Admissions Policies and Home Learning Options may be helpful to you.
2. To collaborate with our Curriculum consultants (Mrs. Brenda Fawkes or Mrs. Monica Thain) and your assigned teacher to develop a Student Learning Plan (course outlines) for each core and non-core subjects.
3. To request from RCOA loanable resources and/or purchase orders (POs) to obtain your required curriculum and services. (See Curriculum and Program Activities Budget).
4. Support and assist with the collection and documentation of academic achievement throughout the year through the gathering of tests, work samples and marks.
5. Communicate academic progress on a regular basis (weekly) to your child's teacher. This could be through email, text, phone calls, Skype (or similar interface), Facebook, use of RCOA's Online Tracking & Information System (OTIS), face-to-face visits, online assignments through mYrcoa, Community Classes (CC) & Partners in Education (PIE).
6. To reflect positively and collaboratively with the teacher(s) from RCOA on progress academically.
7. Accept responsibility for the safety procedures that should be followed in the event of the fire or earthquake.
8. Assume responsibility if equipment has been borrowed from the school (computers, microscopes, etc.) for safety and the security of such.
9. To provide the school with all requested documentation for residency, place of birth, medical information, etc. that the Ministry of Education (MoE) expects RCOA to keep on file.
10. Create and keep a consistent, daily routine for academic success. You have flexibility in your scheduling and holiday times keeping mind that children are expected to be involved in a variety of

active learning endeavors that allows each learner to complete outcomes laid out by the MoE and your RCOA teacher.

11. To participate in the FSA (Foundation Skills Assessment) at Grades 4 and 7.
12. Be diligent in parental oversight with online courses when that option is chosen for a subject (Grades 5-12). Your children must know about and be kept to a time frame so that the course will be properly and completely finished. Parents are often asked to monitor tests and be supportive with assignments.
13. A special request: please pray for RCOA and your child's teacher in particular. However competent the parents or the teacher may be, we all need the help and blessing of the Holy Spirit. What we are all truly interested in is combining the knowledge and skills learned with character development to help produce young people that will make a difference in this world, and to operate with wisdom and be able to display the grace and the love of God to their generation. Our teachers and staff will be praying for you.

Role of the Teacher:

We believe God has called our Home Learning Support Teachers (HLSTs) to lead, guide and support families in their choice to home educate.

According to the Standards for Delivery of K-12 Independent School Distributed Learning, teaching staff contracted by RCOA must:

1. Be certified by the Teacher Regulation Branch and be a certificate holder in good and current standing.
2. Be willing to have a criminal record check completed every five years for all the teachers certified through the TRB.
3. Be responsible for the: (the four pillars)
 - Planning – In collaboration with the parents and our curriculum coordinator the teacher creates a Student Learning Plan for each student (yearly course overview).
 - Implementing – The teacher is responsible to ensure that quality and effective teaching is happening in the home. This is done through, regular (weekly) communication through email, text, phone calls, Skype (or similar interface), Facebook, use of RCOA's Online Tracking & Information System (OTIS), face-to-face visits, online assignments through mYrcoa, Community Classes (CC) & Partners in Education (PIE).
 - Assessment – Teachers evaluate and assess learner progress based on their professional assessment utilizing appropriate input from parents and the student.

- Reporting Out – Informal reporting is done during the normal reporting sessions, but teachers are expected to produce three formal progress reports per year.

Teachers shall determine and incorporate a mix of modalities in their instruction that corresponds to the Student Learning Plan and to ensure that their teaching meets a variety of learning styles.

Teachers should be prepared to meet with an Inspection team once per year and be able to demonstrate that they are fulfilling the four pillars of teaching in a Distributed Learning environment.

Teachers should be prepared to demonstrate to the principal that they are regularly communicating with their students and parents, and that responsible academic progress is taking place. They must be able to demonstrate that they have created and have a good knowledge of each SLP, and have addressed the parent/learner concerns in a professional manner. Additionally, they must be able to demonstrate dated evidence that each learner is "actively participating" in that SLP three weeks after the initial activation date (1701 submission)

Role of the Educational Assistant or Student Special Need Assistant:

1. Educational Assistants (EAs) in the classroom do not plan or assess. They carry out tasks as outlined by the certified teacher. See job description and EA Contract for more detail.
2. Special Education Assistants (SEAs) in the home take the learner through lessons and curriculum, as planned by the teacher, and report to the teacher on the progress of the learner in meeting their IEP goals. See job description in SN handbook and SEA Contract for more detail.

School Leaving Certificate Policy (Evergreen Certificate)

The Ministry of Education will award School Completion Certificates (Evergreen Certificates) based upon Ministerial Orders and Regulations in accordance with the School Act. School Completion Certificates are intended to recognize the accomplishments of learners, including those with special needs, who have succeeded in meeting the goals of their educational program other than graduation. Learners whose high school program (grades 10 -12) has included modifications in a required course(s) are not eligible to receive a Dogwood Diploma. These learners will receive a School Leaving Certificate (Evergreen Certificate) from the Ministry of Education.

PROCEDURES:

At the end of Grade 9, parents, teachers, special needs coordinator, and/or LA coordinator, and campus administrator will meet to review the student's graduation program. The student should also be included unless s/he is unable or unwilling to participate.

Based on student ability, academic history, course expectations (Learning Outcomes as outlined in the IRP's for each course); it will be determined whether the student should be placed on an adapted or modified program (on a course-by-course basis).

It is the responsibility of school personnel to ensure that parents understand the implications in terms of high school graduation and options after graduation of a student being placed on a modified program.

Once the decision about each course/program has been made, parents will be asked to sign the consent form for the program to be implemented.

If parents do not consent to their child's program being modified, the student will be placed on an adapted program. Parents will be informed that students on an adapted program:

- are evaluated according to the Learning Outcomes for each course as established by the Ministry of Education.
- must write the provincial exam (if it is mandatory) in order to receive credit for the course.
- must complete the course work with a passing grade in order to receive credit for the course.
- will be provided with ministry approved adaptations which will be indicated on the report.

EVALUATION of Students on Modified Programs:

- will be evaluated on the specific learning outcomes developed based on their academic, social, and/or behavioural goals as outlined in the student's IEP.
- will receive an achievement indicator for the modified course/program based on their progress/achievement on the learning outcomes developed for the course or program as outlined in the student's IEP.
- will receive a report card that will clearly indicate "Modified program – evaluation based on IEP goals".

Smoking and Vape Free School Policy

This policy developed in consultation with the health and safety requirements of British Columbia and the City of Surrey.

Purpose

Regent Christian Online Academy is entrusted with the health and safety of all its learners, staff, and volunteers. The school is committed to enforcing all local and Ministry policies that reduce risks to students, staff, and volunteers. The school is committed to enforcing a tobacco and vapour products free environment in accordance with current legislation.

Policy

In relation to section 2.2 of the Tobacco and Vapour Products Control Act (September 1, 2016), the use of tobacco and vapour products is banned on all public and private Kindergarten to grade 12 schools in British Columbia. A person must not smoke or use tobacco/e-cigarettes, or hold lighted tobacco/activated e-cigarettes on school property.

This ban extends to all school property at all times, regardless of whether or not the school is in session. The ban also includes vehicles, parking lots, play fields, driveways, and courtyards.

Any student found to be using tobacco/e-cigarettes/e-substances will be subject to disciplinary procedures as per Regent Christian Online Academy's Discipline Policy.

Additionally, any person found smoking or using e-cigarettes/e-substances within seven and one-half meters measured on the ground from a point directly below any point of any opening into any building, including any door or window that opens or any air intake, may be fined by the City of Surrey by-law enforcement.

Special Needs Department Policies

(Admissions, Programs, & Inclusion)

Enrolment for learners who may qualify for special education funding begins March first. As applications are received they are flagged in OTIS and the Director of Special Education reviews them. The parents are contacted by phone to discuss the application; their child's needs, potential for SN designation and SE grant funding support. This conversation also provides parents with information regarding the role of the school team and the school's expectations of parents. The special education director determines whether RCOA can meet the needs of the learner before acceptance is granted.

Once a learner with potential for coding is accepted, a special needs coordinator is assigned. The coordinator works with the family to create a funding justification file. This requires a multidisciplinary approach to diagnosis and determination of eligibility for funding. The coordinator compiles documentation that is no more than 4 -5 years old from a team of professionals including but not limited to a **Psychologist, a Pediatrician, an Occupational Therapist and/or Physiotherapist and a Speech Language Pathologist**. For level 3 coding reports from Mental Health professionals are required. The documentation can be separate assessment documents/reports and/or a comprehensive team report such as those provided by the CDBC and BCAAN clinics. The Director of Special Education and an internal special education review team inspect the funding justification file prior to funding being approved and requested.

RCOA follows the recommendations from the professional documentation and assessments used to request special needs grants from the Ministry of Education. A RCOA Special Needs Coordinator works directly with the parents to review these recommendations, select supports, and create a balanced program budget designed to meet the learner's unique needs. The Special Education Director and the Finance Manager review the special education budget prior to it being approved.

Enrolment for learners requiring Learning Assistance support also begins March first. These applications are also flagged in OTIS and reviewed by the Director of Special Education and one of our Learning Assistance Coordinators (elementary or secondary). The Learning Assistance Coordinator in consultation with the Director of Special Education determines whether RCOA can meet the needs of the learner before acceptance is granted.

Once a learner with specific learning support needs is accepted, a HLST or specialist teachers from the High School Team are assigned. The teachers may request involvement of the Learning Assistance Coordinator at any time using the Learning Support request form found on OTIS and accessible only by staff.

Incoming learners (new to RCOA) with existing IEPs and/or LA designations are immediately covered under the LA umbrella and documents are transferred to OTIS as soon as possible. This is followed by phone and email contact with the parent to be certain all the information we have is up-to-date. Drafting of the RCOA IEP is then completed and all stakeholders are invited to participate in editing the leaning plan.

There are 3 levels of LA involvement:

1. The **Consult** - in which the teacher, family and child are contacted and, after discussion, suggestions are offered. A consult report is written outlining the discussion and making recommendations for moving forward. Although sent to all stakeholders, this report is not usually added to OTIS.
2. The **Assessment** - may come through staff request or be a follow-up from the consult. The assessment report is posted to OTIS within 2 weeks of the assessment. It contains recommendations for adaptations and/or modifications to the child's program and states whether or not the intent is to place the child under the LA umbrella.
3. The **Designation** of a learner to receive LA support –
 - a. **Monitoring**: the child is within grade level parameters, works with minor adaptations, and is monitored by LA and the HLST, should further intervention become necessary it can be requested at any time. There is no change of status on OTIS.
 - b. **Learning Support Document (LSD)**: a short and concise document developed by a Learning Assistance Coordinator and designed to target the learner whose performance is within 2 years of his/her assigned grade but who requires certain official learning considerations to successfully navigate the curriculum. Its intent is to outline direct support for the learner whose need is very specific (academic subject, behavior, physical limitations, medical considerations or emotional challenges). It provides objectives for the HLST, the parent, the learner, and the LA team. This document is loaded onto OTIS to be updated at each report card.
 - c. **IEP**: Learners who are working two or more years above or below their grade assignments may be provided with an IEP to significantly adapt or modify their academic course work. Also included will be those whose behavior, physical, or emotional needs significantly impact their learning, requiring substantial changes and considerations to their learning but do not qualify for SN funding. Learners are also placed on IEP if... they are designated

KPQ or R after having had a Psych Ed assessment, if they are 2 or more years behind their grade placement in one or more subject area, or are in grades 10-12 needing adaptations for provincial exams or other formal testing situations. IEPs are reviewed by the Special Education Team at each reporting period.

Special Needs Department Service Delivery Policies

Delivery of Special Education Services focuses in on the strengths of individual learners. Supports are provided that build upon the individual learner's strengths with the home and community as the primary site of educational program delivery under the direction of the HLST/SNC. The IEP or Learning Support Document provides clear tangible supports for the learner, parent and teacher. Decisions around service provision are accomplished through consultation and collaboration between home, school and professional community partnerships. Supports are delivered using collaborative and flexible approaches.

Funded Special Needs Learners (Coded A-H): Learners coded for special education support will be provided with access to a range of supports. These may include but are not limited to: Special Needs Coordinators, access to Special Education Assistants, Occupational Therapy, Physiotherapy, Speech Language Therapy, Counseling support, Psychological services, professional assessment services, therapeutic tutoring and community support programs. Therapy equipment, specialized curriculum resources and technology resources (hardware/software/specialized devices) may also be provided. Ongoing review is provided to ensure appropriate use of funds and resources.

Learning Assistance Learners: "In school" supports may consist of access to Learning Assistance Coordinators, general learning assistance consultations, academic and learning styles assessments, individualized tutoring support delivered by RCOA teachers, participation in Reading and Math Intervention programs (face to face and/or digital resources), Special Education Assistant support, and specialized resources/ equipment. Learners supported through our Learning Assistance program may also be provided with additional supports (beyond the scope of the school team) as determined necessary through consultation and collaboration with our Learning Support Services team. Appropriate supports could include but are not limited to Speech Language assessments and therapy support, Occupational Therapy assessments and therapy support, Physiotherapy assessments and therapy supports, Counseling, Psychological Assessments and therapy, etc. The costs of additional services often involve partnership between the parents and the school.

F2F Opportunities for Learners with Special Needs

In order to help ensure that every student is successful and enjoys the RCOA Community Classes, Face to Face Classes, Clubs and Activities, we have put in place the following guidelines intended to prepare us to accommodate the unique needs of Learners with special needs.

Families of Learners with Special Needs will be required to attend a SN Support Team meeting with staff that are going to be involved with their child at class.

- The meeting cost will come from the learner's special needs budget.
- The meeting must happen before a learner with special needs may attend a Community or F2F Class/Club/Activity
- Subsequent years meetings will be called as the Class Coordinator and SNC determine a need.
- IEP details pertaining to group learning situations will be provided to the team members/staff

Families will provide an SEA, paid for from their child's SN budget, or a parent assistant for one-to-one support. It is the parent and the Special Needs Coordinator's responsibility to communicate with the SEA regarding their attendance and what support is expected of the SEA while there.

After the first term, parents (in collaboration with their child's SN Coordinator), may request that the student be permitted to attend without one-to-one support. Permission must be obtained from the Class Coordinator, the learner's SNC and the Director of Special Education. Decisions will be made on a case-by-case basis, in recognition of each unique situation.

Speech Therapy Policy

For a few families, getting professional help in the area of assessment and ongoing therapy for your children can be very frustrating. The Ministry of Education does not provide any extra funds for this much needed service unless your child fits into the Special Needs category, which means quite profound disability challenges, and Psycho-educational testing to verify the severity of those needs. In some cases funds can be provided through Extended Health Benefits programs, but that is certainly not always the case. To meet this need among our RCOA DL Families, RCOA will now be providing funds for the following:

- Professional Assessment/Screening Services – Delivered by a Speech-language Pathologist in Private practice. A written formal assessment report will be generated with immediate hands-on home strategies. This is normally about a \$100 value.
- Home Program and Ongoing Therapy – The goal here is to provide training, as much as possible, to the parents so that you can carry out the ongoing activities and therapies with oversight. This may include direct therapy from the professional, as well, as needed. RCOA will provide \$250 worth of these home/therapy strategies per year.

Important: All potential services must be referred to the RCOA office through your child's Home Learning Support Teacher (HLST). We trust this new service through RCOA will be a blessing to those in need.

Student Records Policy

All learner files will include a Permanent Student Record (Form 1704). The 1704 will be completed according to instructions, and include updated contact information, emergency medical information, and a brief summative explanation of academic progress, as well as each learner's PEN. For Registered Homeschoolers the 1704 will only contain contact information and PEN, as well as Notification of a learner being Home Schooled.

As well as the Permanent Student Record, each learner file will contain:

- Medical Alert (Health Services Info)
- Legal Alerts
- Other legal documents (Immigration documents, name change, etc...)
- Support Services (Psychometric testing, etc...)
- Individual Educational Plans (IEP's) or Case Management Plans where applicable
- Copies of the two most recent years of Learner Progress Reports or an Official Transcript of Grades

It will be RCOA's policy, until another school requests the files that the Permanent Student Record will be kept for 55 years after a learner has withdrawn or graduated.

Access and Disclosure of Student Records

Non digital Permanent Student Records will be stored in a fire-proof cabinet. Digital PR cards are stored securely on our server via our information tracking system.

Please note – Sensitive information, such as psychiatric reports, family assessments, counselling reports or records of alleged sexual or physical child abuse will be kept only where the school principal or persons authorized by the school principal can access them.

Learner and parents/guardians of the said learners will be permitted (unless restricted by courts) to examine all student records kept by RCOA (See Privacy of Information Policy), that pertain to them only, and not to other students records. Learners/parents may receive copies of Report Cards (from RCOA) or Transcripts (from the ministry of education).

Report Cards will be available on our server to all families through OTIS, and will not be held back because of nonpayment of any school fees. Graduating learners will receive Transcripts of credits earned and marks for grades 10-12. Copies of the transcripts will be sent to all B.C post-secondary institutions through the PSI Choices form.

The Student File items include:

- Learner Eligibility
 - Legal name of child

- Official name of parent or guardian with home and work contact information
- Residency Form
- Care Card #
- Emergency Contact #
- Doctor's name and contact #
- Serious discipline reports
- Relevant Standardized test scores

RCOA will maintain the privacy of the learner and the learner's family with regard to other professionals in the health, education and social support areas. RCOA will provide summaries and access to student records to these professionals upon parental consent and assurances of confidentiality.

In the case of separation or divorce of parents, RCOA will make every reasonable effort to follow the court's orders, should there be any such stipulations.

Transfer of Student Records

RCOA will transfer all student records, including the original copy of the Permanent Student Record (1704) to any school, public or independent, upon the receipt of that school's official request. The copy of the 1704 will indicate where, when and to what school the files were sent. Transfer of sensitive information will only occur upon receipt of parent/guardian consent.

Third Party Service Providers Policy

Third party service providers may be paid from learner allocated Ministry Funding for lessons for Fine Arts/PE/Applied Skills.

Tutoring for academic subjects may only be done by an RCOA teacher.

Coded learners level A- H and K, P, Q, and R will be approved for Third Party billings for Academic Tutoring as outlined in their IEP.

The Criminal Record Check (CRC) requirement must be verified by RCOA before RCOA staff can approve the third party service and before funds can be released for services. Once the CRC requirements have been met, the third party service provider is required to invoice RCOA for the services requested. Parents/learners must wait for CRC clearance from RCOA before proceeding with lessons. Lessons completed prior to CRC clearance will not be paid for with RCOA ministry funding and the parent will be responsible for those amounts owed.

Invoices from vendors are only accepted between July 1st and May 1st though services can be rendered up to June 30th

A family maximum of \$300/learner is available for services July 1-Jan 31 for K-9 students. This amount can be allocated unequally amongst K-9 enrolled siblings with approval from the teacher. If you want to access more than \$300 for one learner, approval must be given. Remaining funds are available for third party services after Feb 1.

Water Testing Policy

Purpose

Regent Christian Online Academy is committed to providing welcoming, safe, and sustainable facilities that enhance the learning and teaching environment. The school is committed to enforcing all local and Ministry policies that reduce risks to students, staff and volunteers.

Policy

Regent Christian Online Academy is committed to the health and safety of all its students, staff and volunteers. All K-12 schools in the Province are required to test for lead content in drinking water as of September 26, 2016. Regent Christian Online Academy will test for lead content in its plumbing/water supply system at our campus school, Regent Christian Academy, annually.

Procedures

If any lead content exceeds 0.010mg/L, the school will:

- Inform the Independent schools branch of the Ministry of Education
- Work with the Fraser health Authority and undertake mitigation strategies
- Communicate results of the testing and mitigation strategies with parents, students, staff and volunteers.