



PARENT – STUDENT
HANDBOOK
OF
CREDO
CHRISTIAN
ELEMENTARY SCHOOL
LANGLEY, B.C.



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at the beginning of every school year.



THE PURPOSE OF THIS HANDBOOK

The purpose of this *Handbook* is to inform parents, students, and others involved in the operation of the Credo Christian Elementary School about its organization and its programs. Through this means we hope to erase any confusion or misconceptions about requirements as well as inform students and their parents what is being taught and what student expectations ought to be. It is expected that parents communicate these to the student.

This *Handbook* explains many of our policies, procedures, and expectations. It is suggested to set it aside for handy reference. Suggestions for improvement are always welcome.

We hope that we can continue in our concerted effort to direct the students in the way that they should go. It is our desire that they may form, develop, and sharpen their power to discern all things; that they may learn the truth concerning the creation, the creatures, the Lord and His gospel. When Psalm 111 speaks of the fear of the Lord being the beginning of wisdom, then it refers to acknowledging God as Lord, to Whose Holy Will we must subject ourselves in all our doings.

Our Curriculum consists of several subject areas. In each of these subjects we must try to show how God is at work in that particular aspect of creation. This may not be so evident in the typical everyday lesson. Nevertheless, we continually strive to make the perspective, the motivations, the atmosphere conducive to the direction required of us. It is our prayer that the Holy Spirit will guide us in this immense task. May God grant teachers, parents and students the strength and wisdom to carry out their respective tasks and responsibilities.

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ORGANIZATIONAL

A. Brief History of the School

The Canadian Reformed School Association of Langley, Inc., operating the Credo Christian Elementary School is an 'offshoot' of the Canadian Reformed School Association of Surrey, B.C. The latter Association was founded in 1951 with the aim of building a school which would offer Reformed education. On Sept. 5, 1955 the Canadian Reformed School (Burnaby) was officially opened, having an enrolment of 58 pupils in 8 grades divided between 2 classrooms. The name "William of Orange Christian School" was officially adopted in 1956.

A new four-room school building was constructed in 1962. By 1966, more than 100 pupils were enrolled. In 1974 a new school building, with 8 classrooms, a library, and a science room, was opened in Cloverdale.

Due to rapid growth in the Langley area and the William of Orange School bursting at the seams, (about 300 students) it was decided to build and operate a second school in the Langley district.

This school was officially opened in 1986. The new building was erected on 52nd Avenue east of 216 Street and was named Credo Christian Elementary School. By 1989 the Langley Canadian Reformed School Society separated from its 'parent' Surrey Canadian Reformed School Society to operate the Credo Christian Elementary School on its own.

B. School Board and its Committees.

The Credo Christian Elementary School is operated by a society of parents who must be members of the Canadian Reformed Church. The Society also includes members who are not parents of school-age children. As well, it enlists the support of several donors. This society elects a board of trustees which generally functions as a decision-making body in the operation of the school. Twice annually, (Oct. and May) it calls a membership meeting to vote on budget and discuss matters of general interest.

Elections for the board take place at the October membership meeting. A Board member's term is three years and (s)he is re-electable for a second term. Distribution of board duties/offices are scheduled at the first meeting after the October membership meeting.

Among the many mandates the board has, the most important are:

- to maintain a school with a distinctive Reformed character.
- to employ a competent staff.
- to ensure that adequate funds are available for the operation of the school.

Although the Board assumes all responsibility, it delegates many of its duties to committees. At present the Committees of the Board are:

- The Education Committee
- The Development Committee

- The Maintenance Committee
- The Special Education Committee
- The Finance Committee

Each committee is chaired by one of the Board members who has been elected to that position. Whereas some committees may have more than one Board member, the committee's slates are filled by other society members. The principal is ex-officio a member of the Education Committee and the Board Chairman is ex-officio a member of all committees. A slate of officers and committee members appears in *Branches* which is published monthly. The Board also appoints a member to represent it at the Credo Christian High school Board meetings.

As of June 30, 2005, the Canadian Reformed School Association of Langley BC, which operates Credo Christian Elementary School has assumed additional responsibility as legal authority for Credo Christian High School. The Canadian Reformed School Association of Langley thus operates two existing schools as one school (Credo Christian Schools) under one legal authority with a Credo Christian Elementary school (K-7) and a Credo Christian High School (8-12) campus at their present respective Langley locations.

C. *Branches*

The *Branches* is published once monthly. The purpose of this publication is to communicate to the members of the Society the on-going activity at the school in order for all concerned to be kept informed as to the welfare of the school. The *Branches* usually contains the following:

- Chairman's message.
- Principal's report concerning past and future activities.
- Brief reports of Board Meetings.
- Pupil's reports of events/activities.
- Financial statements/updates.
- Miscellaneous announcements and/or reminders.

All *Branches* material is to be forwarded to the principal who, with the Board chairman, functions as editor.

D. Enrolment Policy

Conditions of Membership

- parents, guardians, single persons who are at least 18 years of age.
- a member of a Canadian or American Reformed church, or a member of a church with whom the Canadian Reformed Churches maintain ecclesiastical fellowship, and affirms the basis and purpose of the Society as outlined in the Constitution, may apply to the Directors for membership in the Society and, upon acceptance by the Directors, shall be a member
- are up-to-date in their contributions or fees as approved annually by the School Society.

- believe it to be their God-given duty to educate and instruct their children in accordance with God's Word.
- acknowledge that the basis of the School is God's infallible Word and that the Ecumenical Creeds and the Three Forms of Unity summarize and explain the teachings of the Bible.
- have the right of voting at the meetings of the society and are eligible to participate in various activities designated by the Board.
- normally only children of members of the association may be enrolled. However, the Board may interview non-member parents wishing to enrol their children in our school to determine admittance. In any case, non-member parents who have been permitted to enrol their children at this school do not have membership rights.

E. Financing the School

The School is financed by the parents, general support of the Canadian Reformed Community and the Government of British Columbia (50%). Full participation keeps this partially privately funded school financially efficient. Several categories of participation have been set up with different levels of financial commitment. These categories set out the family tuition amount are based on the grade level of the eldest child enrolled at CCES or Credo Christian High School.

Membership	those who are members but do not have children in the school.
Kindergarten	those who have children in Kindergarten only
Elementary (1-3)	those whose eldest child is enrolled at the grade 1-3 level
Elementary (4-7)	those whose eldest child is enrolled at the grade 4-7 level
Junior High	those whose eldest child is enrolled at the grade 8-10 level
Senior High	those whose eldest child is enrolled at the grade 11-12 level

Fees for these categories usually change yearly.

Anyone applying to have a student attend this school must:

- meet membership conditions.
- have paid an entrance fee of \$3600.00 prior to enrolment in Grade 1 less any previous membership fees paid.

F. Federation Independent School Association (FISA)

Our school is an Associate Member of the FISA. This federation, founded in 1966, is an umbrella organization for the independent schools of B.C. representing over 60,000 students in 340 schools. FISA is dedicated to assist independent schools in maintaining their independence while seeking fair treatment for them in legislative and financial terms. In practice, this involves the Federation in frequent contact with elected officials concerning legislation and funding and with Ministry of Education officials in administering the Independent School Act. Independent school teachers serve on external evaluation teams, the Teacher Certification Committee, examination and assessment test panels, and various Ministry of Education Committees.

G. Volunteer Services

A number of volunteer services have been very active in our school. Parents, grandparents, and other willing persons have given some of their time and talents to assist the Staff at School. Some volunteer as class mothers, some as librarians, some as club leaders, some as drivers/monitors for class trips. Those volunteers who serve on a regular basis are subject to a Criminal Record Check, as required by law.

The Credo School Aid is also a group of volunteers that organizes and directs various fund raising activities to raise money for items beneficial for the school and pupils.

SCHOOL PROGRAM

A. CCES Mission Statement

The purpose of our parental Christian School is to educate our children to develop their individual potential and to acquire the knowledge, skills and attitudes needed for a life of responsible stewardship in God's kingdom.

This mandate presents a description of the "responsible disciple" as one who is:

1. a relational being:
 - serving GOD in obeying His Word, The Bible, as the authoritative norm of life,
 - seeking the good of his neighbour and of all of Creation,
 - seeking what is good for himself through proper care of the gifts God gave him.

2. a reflective being:
 - aware that all of Creation is under the Lordship of Jesus Christ,
 - willing and able to use his God-given talents to develop skills and knowledge in all areas of life,
 - thoughtful, able to learn and think critically, testing the spirits of this age, and who can communicate information from a broad knowledge base.

B. School Philosophy

Believing that the Lord God, by graciously giving us the Scriptures, has revealed to His people ordering principles intensely relevant to education and required of man that he bring the Word of God in all its power to bear upon education, we confess:

- Life: That human life in its entirety is religion. Men must serve God everywhere, and our children must therefore be educated to that end.
- Bible: That the Bible as the written Word of God is the Truth by which the Holy Spirit enlightens our understanding of God, ourselves, and the world; and is the infallible authority by which He directs and governs all our activities, including the education of our children.
- Three Forms of Unity: That these creedal statements summarize and explain the teachings found in the Bible.
- Creation: That the world in its origin, gracious preservation and ultimate restoration, is the work of the Triune God; and that its purpose is the glorification of His name. Hence we can understand the world rightly only in its relationship to Him.
- Man: That man was created in the image of God to enjoy covenantal fellowship with His Creator and to reflect in his person and works the excellence of his Maker and was instructed to exercise dominion over

the world in strict and loving obedience to God and to interpret all reality in accordance with His design and law.

- Sin: That sin is disobedience to God's law and that man by sinning, forsook his office, and task, estranged himself from God and his neighbour and brought God's curse upon the creation. As a result, man became corrupt in heart and blind to the true meaning of life, repressing and misusing the revelation of God in creation and in the Scriptures.
- Christ: That the Christ of the Scriptures, truly God and fully man, has reconciled the world to God and redeems our life in its entirety. Through His Spirit He renews our heart to love God and our neighbour; and redirects our understanding rightly to know God, ourselves, and the world.
- The Kingdom of God: That the Kingdom of God is His righteous and universal regime through Jesus Christ whose rule in grace and power makes education possible in every area of life to His commandment to love the Lord with all our heart and mind.
- Parents: By birth and baptism are children of the Covenant which God has made with His people. The baptismal promise made by parents implies that children are to be prepared for independent life as covenant children living in a positive relationship with God. A Christ-centred education implies, thus, a covenantal education. The authority and responsibility for educating children belongs to the parents (guardian) of the children. Parents may seek help from those who can competently carry out this God-given parental task.

C. CCES Goals of Education

- To develop an awareness that man is a religious being: all his actions and thoughts are determined by his faith.
- To develop the awareness that all of Creation is under God's dominion.
- To foster an awareness that Christ redeems and renews all of life from sin.
- To nurture the individual so that he may be a willing instrument in service to God as prophet, priest and king.
- To equip the child for his task of service as responsible steward in God's Kingdom.
- To lead the child to acknowledge that "knowing" is also a commitment, an action to serve Him in obedience: a heart response.
- To foster recognition of the Bible as infallible, authoritative, and normative for all of life.
- To foster loving and prayerful obedience to God's Word.
- To encourage the use of God-given talents to develop skills in and gain knowledge of all areas of life.
- To promote, through instruction, modelling, and chastening, self-discipline: the ability and means to guide oneself, on the basis of God's Word, in the way one should go.

D. Principles Governing Learning and the Learner.

Learning requires active participation of the learner

- learning is using knowledge in meaningful settings, through practice
- learning is making discoveries and being able to organize and reorganize learning experiences
- learning requires listening, observing and decision making leading to internalization.

People learn in a variety of ways and at different rates.

- learning is whole, not compartmentalized, and must be meaningful in order to claim permanence
- learners have different experiential knowledge backgrounds
- learners have different learning styles
- some learners can achieve more than others because they have been created uniquely
- younger students think more egocentrically and concretely, while older students more socially oriented and think in more abstract ways.

Learning is both an individual and a social process.

- learners are social beings who have their own unique backgrounds and who interact with and learn from adults and other children.
- the social interaction component of learning also contributes to motivation to learn and the development of interpersonal skills
- some students learn best when they work individually
- all learners need some time to work individually.

The learner is an image bearer.

In his task:

- his highest aim, as God's workmanship, is to glorify God and fully enjoy Him forever
- he is to be a prophet, confessing Christ's name
- he is to be a priest, presenting himself as a living sacrifice of thankfulness to Christ
- he is to be king, ruling over creation as a vice-regent.

In his nature:

- he is religious
- sinful
- responsible
- accountable
- rational
- creative
- unique
- morally aware
- in need of purpose and direction

E. Principles Governing Teaching and the Teacher.

Teaching involves guiding, unfolding, structuring, and enabling.

- through invested and personal authority the teacher is in a position to guide the child to become a responsible steward
- this calls the teacher
 - unfold the basis, contours, and implications of a Christian vision of life; this is done through instruction, and having children uncover and reformulate knowledge for themselves.
 - structure the classroom so that students experience love, tolerance, patience, encouragement, respect, forgiveness, sharing, and cooperation.
 - enable students to use their gifts in service to God and their fellow creatures: working out commitment, fulfilling responsibility, exercising discipleship;

The teacher is an image bearer:

- his highest aim, as God's workmanship, is to glorify God and fully enjoy Him forever
- he is to be a prophet, confessing Christ's name
- he is to be a priest, presenting himself as a living sacrifice of thankfulness to Christ
- he is to be king, ruling over creation as a vice-regent
- he is to assist the parents in fulfilling their promise at baptism
- he is to be committed to the Lord personally and professionally and equipped with a Christian perspective
- he is to nurture the students lovingly towards responsible stewardship.

F. Principles Governing the Learning Environment

The learning environment

- is attractive and conducive to learning
- provides a sense of acceptance and security
- provides for individual differences
- provides opportunity for experience, interaction, reflection, and communication
- focuses on learning processes as the curriculum builds the knowledge, concepts, and skills of the subject areas
- encourages critical and creative thinking
- allows for the integration of the subject area
- defines learning activities clearly in order to be fully motivating; there is maximal pupil participation in the learning activities
- provides a place where children learn to accept and use their abilities through interaction and learn to experience the joys and difficulties of working unitedly toward common goals.

G. Principles Governing Assessment and Evaluation.

Assessment and evaluation

- must reflect Biblical understanding of the nature of children and of knowledge
- must assess the effectiveness of the curriculum and teaching methods in relation to the goals of the school
- must be functional and timely
- must have clearly defined procedures
- must be a continuous and integral part of the instructional process
- must include a variety of techniques and strategies
- must focus on identifying and documenting student's growth and improvement
- must consider the process of learning as well as the outcome.

H. Principles Governing Reporting Student Achievement

Reporting to parents and students

- should be both formal and informal: formal by means of report cards, informal by means of conferences, visits, telephone calls, etc.
- must include information about the potential and effort of the student
- should be done regularly and frequently
- should be consistent throughout the school
- should provide a meaningful picture of what a student can do
- should reference letter grades to a description of what the student can do.

I. Curricular Principles

Bible History

- Story of Jesus Christ and His work of redemption and God's mighty deeds.
- It is taught because the Lord demands it from us (Deut. 6:6,7) for our salvation, that we may be complete, equipped for every good work.
- Makes us aware of our covenantal relationship with God.

Church History

- Christ, as Head of the church, gathers, defends and preserves His Church.
- How the Church is to be governed.
- Divergent beliefs as they appear in our environment.
- Everyone to be a living member of the Church.

Memory Work

- students are given a *Book of Praise* and/or a Bible passage to learn, usually each week. Memory work may also use School Program (Christmas, Spring, etc.) passages.

Music

- God's structures for organized sounds and rhythmical patterns.
- Another vehicle to praise God.
- Develops individual abilities leading to aesthetic insight with good taste and spiritual discernment.

Social Studies (History and Geography)

- The continuous revealing of God's plan for His people.
- God governs and guides all affairs of mankind.
- Major historical events serve as background for our stewardship in the service of God.
- The normative task man has with respect to his natural environment.
- The understanding of the unfolding and formative processes of cultural expansion.
- An understanding of the role that God's people have played in history.
- Develops discernment of the spirits of the times (both past and present) in order to understand today's forces and motivating ideas, and their direction.

Language Arts

- The gift we may use to communicate with God and with each other.
- To be used to glorify God and to serve others.
- Means of communication used so as to effectively fulfil the cultural mandate.
- The ability to critically evaluate the world as it is portrayed in Literature and to distinguish the good from the trivial, the meaningful from the superficial and the distorted.
- Shows how literature contributes to deeper understanding of society and culture.
- Develops ability to express oneself orally and in written form.

Mathematics

- An aspect of creation; the logical structuring of.
- The investigation and description of the numerical and spatial aspect of the universe around us.
- The number system is to be used to His glory; is part of the orderly structuring in God's creation; respect for God's laws for creation and trust the dependability of God upholding these law structures.

Science

- The world is a cosmos rather than a chaos.
- There is structural order rather than evolutionary process to so-called perfection.
- Develops awareness of richness of creation and see that all things, including physical objects, are part of God's plan.
- Scientific activity is culture bound and therefore has religious direction.

- Develops awareness that Science plays an important part in our society and has helped to (mis)shape that society. (health, population, resources, etc.)
- Recognize that Science has a limited place in the structure of knowledge; it can never become the ultimate authority in our lives lest man makes himself or science a god.
- Deepens one's understanding of general structure of science, the concepts, laws, theories, methods of scientific inquiry.

French

- Develops interest, awareness and understanding of different cultures and languages.
- The laws governing the way people communicate.
- How language draws people together into a community and that it interrelates with its culture.

Art

- Develops abilities to use various media to express oneself pictorially
- Perspective in viewing art.
- Concepts that enhance both the ability to create and to respond (line, color, light and shade, shape texture, form, design).
- Aesthetic perception and awareness.
- Another way of serving God.

Physical Education

- The body is a priceless possession (I Cor. 3:16, 17) whose proper care is a Christian responsibility.
- Trains one's body to move most efficiently to serve God and neighbor the more meaningfully.
- Movement is an important channel through which children form perceptions of God's creation.
- Educates the child in the proper use of his body throughout life.
- Not an end itself ("body beautiful", glory of personal achievements, longer and more enjoyable life), but a requirement God places upon us to present our bodies "as a living sacrifice".

J. Instructional Program

Subjects taught at this school are:

Kindergarten:

Bible History, Phonics, Reading, Printing, Mathematics, Sciences, Social Studies, Health, Art, Music, Physical Education.

Grades 1, 2 and 3:

Bible History, Phonics, Reading, Printing, Spelling, Mathematics, Sciences, Social Studies, Health, Art, Music, Physical Education.

Grades 4, 5, 6 & 7:

Bible History, Church History, Social Studies, Science, Mathematics, Language Arts, French, Physical Education, Music, Art, Personal Planning, Information Technology..

The Education Committee regularly reviews the program in terms of objectives and contents.

K. Textbooks

Consideration is given as to what textbooks are used in our school, but wherever possible Christian textbooks are given top priority. All new text series recommended by the staff are reviewed by the Education Committee and approved by the Board. However important textbooks may be, they are not viewed as the main criterion in determining the speed of progress or in determining the amount of material to be covered.

All textbooks are stamped with the school stamp and numbered. The first two digits represent the year the book was purchased. Upon receipt of book, pupils are required to enter name in school stamp and teachers record their textbook number. All textbooks are expensive items and are supplied on loan to the student. Students must accept responsibility for their books and return them at the end of the year. If a book is lost or has been damaged due to negligence or abuse, a charge will be levied for the purchase of a new book.

L. Student Supplies

For the K through 3 students most supplies are provided by the school. The 4 - 7 students need to provide for their own classroom supplies. Students will also need to provide for their own gym clothing and school bag. Uniform school P.E. clothes are mandatory for the grades 4 - 7. A list of supplies needed appears in the June and August issues of *Branches* and is also posted on the school web site.

M. Homework

Homework in the lower grades (gr. 1 - 4) consists mainly of uncompleted assignments and memory work. In the higher grades pupils could expect homework of 1/2 hour - 1 hour per day. Assignments or tests are given at least three days in advance to allow students ample time to prepare. Quizzes may be given without any prior notice. Students in the higher grades are responsible to catch up on work missed during days of absence. Students should be encouraged to assume proper study habits:

- schedule a regular time for study and start promptly,
- have ready all the materials needed and set aside anything that will distract their concentration,
- be acquainted with proper reviewing and studying techniques,
- maintain neat and well-organized notes/notebooks,
- study in a quiet place,
- concentrate on task at hand and banish irrelevant thought.

Student Agendas are given to the students and they are expected to use them.

N. Library Policy

Library hours are usually held almost every day at various times. Volunteer librarians check books in and out usually 2 or 3 afternoons per week. Books may be taken out for two weeks and the loan may be renewed for one more week. Pupils are allowed four books. Grade 6 & 7 students returning books late must pay overdue fines. Lost and/or abused books need to be replaced by the student responsible. Pupils who have overdue books may not take out another book unless with specific permission from the teacher.

O. Records and Reports of Students

The school operates on a three-term academic year. Report cards are issued at the end of each term (late Nov., early March, end of June). Parent-teacher interviews are scheduled after the first Reporting Session. Student-Parent Conferences are held after the March Reporting Session.

Student Progress Reports for students in Kindergarten to Grade 3 must be in writing and in relation to expected learning outcomes set out in the curriculum. That is, progress reports for these children must contain written reporting comments and a performance scale to report on each of the subjects. In addition, these reports must also include a separate description of the students social responsibility.

Student Progress Reports for students in Grades 4-7 must contain letter grades and written comments.

Academic achievement is evaluated in each subject taught according to the following grade key:

A	-	86 – 100	outstanding
B	-	73 - 86	very good
C+	-	67 - 72	good
C	-	60 - 66	satisfactory
C-	-	50 - 59	poor
D	-	40 - 49	insufficient
E	-	below 40%	

Effort put forth in each subject is determined according to the following key:

G	-	Good
S	-	Satisfactory
N	-	Needs improvement

Students are also assessed in terms of *social development* and *work habits*. The complete explanation of this segment of reporting can be found on the report card.

P. Promotion/Retention

The decision to retain a pupil at a given grade level should meet the following criteria:

- (lack of) progress throughout the year,
- pattern of (lack of) progress in previous years,

- work habits and social development,
- parental input
- Psycho-social counsellor input,
- Special-Ed teacher input.

Parents should be made aware of retention possibilities or pupil difficulties throughout the year, and certainly no later than the March Report.

Q. Student Record Folder

The Student Record consists of the following:

1. Permanent Student Record card
2. Report Cards
3. brief summary of each course taught
4. a documentation file
5. documents, photographs, and additional information that in the opinion of the principal should form part of the pupil record.

The Student Record enables the educators to chart the progress of each pupil by recording such facts as schools attended, studies undertaken, and results achieved in these studies. Any other information may be inserted in the Student Record folder if the information will serve as an aid to the improvement of instruction. Such other information may be provided by BC Foundational Skills Assessments (gr. 4 & 7) and professional consultation services. Pupil information collected and maintained is restricted to that which will help teachers develop appropriate programs of instruction for their pupils. Needless to say, the Student Record is guarded with the strictest confidentiality.

R. Special Education

Our Special Education classes are partly funded by the B.C. government, and partly by William of Orange and CCES. Students in these classes receive additional service which requires additional staff/costs. The School has a written special education policy and procedures outlining the program, and its admission and exit criteria (*CCES Special Education Manual*). All Special Education (SPED) students have an Individual Education Plan (IEP).

The Ministry has categorized Special Education as follows:

Level 1

- Physically Dependent
- Deaf/Blind

Level 2

- Moderate to Profound Intellectual Disabilities
- Physical Disability or Chronic Health Impairment
- Visual Impairment
- Deaf or Hard of Hearing
- Autism

Level 3

- Intensive Behavioral Intervention or Serious Mental Illness

There are some categories of students who need Learning Assistance or Special Education which are not funded:

- Learning Assistance (LA)
- English as a Second Language (ESL)
- Mild Intellectual Disability
- Gifted
- Learning Disability/Severe Learning Disabilities
- Moderate Behavioral Support/Mental Illness
- Speech and Language Services

Funds needed for these students are covered by the regular block funding. Students in the non-funded categories receive Learning Assistance in the basic curriculum areas of Language Arts and Math. These students require limited and often short-term assistance. The L.A. teacher works closely with the classroom teacher in planning strategies and modifications which will enable students to experience success within the regular class. The L.A. component is not part of the Special Education agreement with WOCS.

SCHOOL ORDER AND DISCIPLINE

A. School Hours:

8:40	- first bell
8:45	- second bell; classes begin
10:15-10:35	- morning recess
11:45-12:20	- primary lunch (K-3)
12:20-12:55	- intermediate lunch(4-7)
3:00	- afternoon classes end

Students go outside in most weather, they are expected to be dressed for rain or shine. During heavy rain or extremely cold weather, pupils are allowed to come into the building as soon as they arrive at the school, but are expected to stay in their own classrooms.

B. Entrance and Exit

- Upon the first bell students are to immediately go to their own classroom and, upon the second bell they must be seated in the classroom seats.
- Upon entering students must remove their boots and/or shoes and place these neatly in their cubicle. Students must wear indoor shoes or slippers.
- Students are to leave the school building directly after dismissal, unless they have permission to stay in. Students are requested not to congregate at the front entrance but to proceed to their bus line, car, bike or wait for their ride.
- Students must refrain from excessive noise in the halls.

C. Student Conduct Policies

- Running in the building is prohibited because it can be dangerous.
- Littering is prohibited, be it in the school or on the schoolyard; litter can be thrown in the garbage cans.
- Snowballing is not permitted anywhere on the school premises.
- Bicycling, roller blading or riding scooters is not allowed on the school premises. Students biking to school must park their bikes in the bicycle rack. Bicycle riding is a privilege which may be taken away if proper rules of safety and conduct are not maintained.
- Students should wear clothing depicting a Christian lifestyle. This is essentially the concern of the parents. However, if a student comes to school wearing clothes which we feel are imprudent, immoral, or unhealthful, the principal will contact the home or ask the pupil to go home and come back wearing clothes that are more suitable to the school environment.
- Students using the *school bus* are to conduct themselves in a safe and responsible manner according to the rules which have been set up and forwarded by the Combined Christian Schools Transportation Association.
- Students' use of the telephone is not allowed except in emergencies and situations deemed necessary by the teacher.
- Students abusing school property will be required to pay for damages incurred.

- Students are advised to have names or initials on all personal articles brought to school.
- On occasion a student may be required to stay after school. This will be done only after a warning has been issued for a previous, similar "offense". The teacher must contact the home if (s)he is retaining a student after school hours.
- Birthday parties: Should students want to invite classmates to a birthday party, CCES strongly recommends students (parents) to invite all the students of the same gender, if such invitation is done through the school. If not all students can be invited, for whatever reason, students should invite those classmates via the home route. Any presents, sleeping baggage should go to the party via the home, not the school. It is not a pleasant sight for those not invited to see invited classmates bring presents and sleeping gear to school; it a visual reminder that they were not invited and is a subtle form of harassment.

While these rules may seem many to some, and few to others it must be remembered that the purpose of discipline is "nurturing in the Lord" so that the child may aspire to self discipline. Pupils must be encouraged to accept responsibility for their words and actions. That also implies that a consistent pattern of expectations must be provided to which students can respond positively. The *Student Code of Conduct* section elaborates on a conduct policy that promotes self-discipline.

D. Dealing with Complaints

In order to foster harmony in our school community the Board wishes to make clear to parents that the proper route for complaints is the following:

- the parent discusses the concern with the teacher involved.
- if the matter is not resolved, the parent meets with the teacher and the principal.
- if still not resolved, the parent meets with the Board.

If a teacher has a complaint about a parent, the same steps must be followed. Complaints must be dealt with promptly and not allowed to sit and fester. If board members are approached by parents with a complaint, they must insist that the parent speak with the teacher first. All steps must be taken in a true spirit of reconciliation.

The Board has adopted a Due Process Framework Policy outlining in detail the due process in cases of conflict management. Copies of this policy are available from the principal upon request.

E. Requirements for Pupils

Perspective

We believe that we have been created in the image of God, but that, through the fall into sin, we have lost all the excellent gifts. Yet we are accountable for our sins. But God, out of grace, has established His covenant with us through Christ's redemptive work through which our gifts are restored. This applies to the pupils as well. We, as teachers must realize that they, too, are unique and prone to all manner of evil. Both teacher and pupil, acknowledging their sinful nature, may work together joyously in the knowledge that they are working for the coming of the Kingdom. Using the Bible as our guide, we may come to

better understand our tasks and responsibilities as stewards of God's "garden". As we equip our students, we should also direct them in the use of that equipment.

This implies that we have regard for the individual differences of the students to assist them in the acquisition of skills and knowledge required to enable them to function as children of the covenant in today's society. We must promote the willingness and understanding within the students so that they come to the independent and conscious use of their talents, skills and knowledge, to the honour and glory of God and to the benefit of their neighbours.

Basic Requirements for Students

A student shall:

- be diligent in attempting to master such studies as are part of the program in which the pupil is enrolled,
- exercise self-discipline,
- accept such discipline as would be exercised by a kind, firm and judicious parent,
- attend classes punctually and regularly,
- be courteous to fellow pupils and obedient and courteous to teachers,
- be clean in person and habits,
- take such tests and examinations as are required by or under the Act or as may be directed by the Ministry; and
- show respect for school property.
- a student may be excused by the teacher from attendance at school temporarily at any time at the written request of a parent of the student.

F. Suspensions and Expulsions

Suspensions refer to the student being excluded from attendance at school, usually for a period of one to three days. The decision to suspend is made by the principal after consultation with the teacher and parent concerned. Suspension does *not* excuse a student from homework or assignments given during the period of suspension.

Expulsion is the permanent dismissal of a student by the action of the School Board, upon recommendation of the principal and the Education Committee.

Every student is responsible to the principal for his/her conduct on school premises. The principal may suspend a student because of:

- persistent truancy
- persistent opposition to authority
- habitual neglect of duty
- wilful destruction of school property
- use of profane or foul language
- conduct injurious to the standards of the school
- conduct injurious to the physical or mental well-being of others in the school.

The section on Student Code of Conduct elaborates further on implementation procedures concerning these.

G. Attendance

In order to keep accurate records and to comply with provincial regulations, the following guidelines have been adopted.

Excused absences include:

- illness
- death in immediate family
- medical or dental appointment

When students will not be attending school for the day(s), parents are requested to phone the school prior to absence, before 8:45 a.m., or, when possible, to phone or write a note the day before absence. If a student is absent and the school has not been notified, the school will call the parent(s) concerned regarding the whereabouts of the child. If telephone contact has been made, no note is required.

Continual loss of school time through absence is a serious obstacle to academic progress. Parents are expected to encourage their children to attend school regularly and punctually.

Throughout the year cases of sickness arise at school or at home and children need a day or so to regain proper health. Often children are sent to school with a note requesting that they stay in at recess and/or noon hour because they still have a cold or are not feeling all that well. If you feel that your child is not well enough to play outside, please keep him/her home for an extra day or two until he/she can participate in all school activities and will not pass his/her cold or flu on to anyone else. Generally speaking, *if a child is well enough to go to school s/he is well enough to go outside for recesses*. Children need periods of fresh air and movement to ensure that they will be able to learn effectively.

Sometimes an injury or a sickness prohibits a student from participating in recess and/or physical education activities. If it is requested that a student be exempt from such activities for more than three days a medical certificate may be required.

On occasion students riding the bus will need to embark or disembark at a different location for varying reasons. Such students should forward to the bus-driver a *dated and signed note* (by parent) indicating the different location of embarking or disembarking. This rule would also apply to those students not normally riding the bus but on occasion visit elsewhere. Parents of these children must check with the bus driver if there is enough seating capacity to take in extra children as per CCSTA Policies.

On occasion, and for varying reasons, a teacher may deem it necessary to keep a child after school. Reasons for detainment could vary:

- disciplinary
- extra-curricular

In any case of detainment the parent must be contacted to be informed of later home-coming.

Once a child is on the school property, the child is not to leave the school property without permission from the teacher or a written note from the parent. This is simply a means of protecting your child.

H. School Closings

On occasion it may happen that there will be no school due to inclement weather, etc. . A radio announcement can be heard on CKNW 980 and Praise 106.5 FM. School closures are also posted on the school website. When *early dismissal* is necessary, the school will ensure that someone is at home to receive the children. It is important that we have your telephone number, *as well as an alternate number*, that we can call should an emergency develop.

I. School Visitors

Visits to the school are welcome. However, visitors are requested, as a matter of courtesy, to obtain permission from the principal or a teacher prior to visiting. On occasion a parent may have a child picked up by someone who is not familiar to us at school. For the safety reasons we require that the parents inform the teacher or school office.

J. Change of Address

To avoid confusion and facilitate proper administration parents are requested to inform the School immediately, especially as these changes refer to address, phone number of home and/or work, or any other change of information as required through the Information Form upon school registration.

K. Getting off to a Good Start

As mentioned before, *Opening Day* is an exciting event for all concerned, especially for K students. They've heard about it from parents, brothers, sisters, or friends, and now they're eager to begin. But the school will probably mean some big changes in the K child's life. These changes are brought to the attention of the K students' parents on Kindergarten Day during the month of May.

STUDENT CODE OF CONDUCT

A. Perspective/Rationale

Schools in British Columbia are entrusted through the *School Act* with authority to establish codes of conduct (*School Act* Section 85 (2) (c)). Appropriate or acceptable conduct implies that students know what it means to conduct themselves in ways that are pleasing to the Lord. Acceptable conduct is achieved through self-discipline.

The word "discipline" is used in this section to refer to *the means to attain the ideal of travelling the right path*. Whereas this is primarily the responsibility of parents, teachers, as "*in loco parentis*", share in that responsibility. Biblical instruction is to train a child in the way he should go. The goal is *self-discipline*. As parents and teachers we are to teach the child that he is not his own and that not until his life is disciplined into submission to God and His service will his life be happy and peaceful. "The child must be formed to become the man of God, furnished completely unto every good work" (II Tim. 3:17).

To be sure, the child must be seen as a covenant child, living in a relationship with God that contains promises as well as obligations. The child needs to acknowledge his sinful nature but also to realize his need for forgiveness of sin. That also applies to parents and teachers. They, too, must show a reliance on the Lord. Their entire life's attitude should manifest itself to the child as a daily walking with God. Whether we are instructing, correcting, or counselling, the child must learn to live in the way he should go. He must learn to exercise self-control in order to live in obedience to God's laws for covenantal living. He must learn to accept the responsibilities placed upon him and to acknowledge that he is to be held accountable for them. That is true discipline.

This section focuses on the various means to attain the ideal of travelling the right path. It discusses the possible causes of student inappropriate or unacceptable conduct and the processes that should be followed to ensure effective discipline.

B. The Scope of the Student Code of Conduct

This Code of Conduct applies to students engaged in, present, or attending:

- any activity on the school premises whether during a regular school day, or on a day that is not a school day.
- any activity that is sponsored by, organized by or participated in by the school regardless of time or place.
- any activity in and around the school premises occurring during the school day or outside the school day that involves the invasion of privacy or property of neighboring residents, or that constitutes a nuisance or abusive behavior.

DISCIPLINE IN THE SCHOOL

THE MEANS TO ATTAIN THE IDEAL OF TRAVELLING THE RIGHT PATH

POSITIVE SCHOOL CLIMATE CORRECTION INSTRUCTION ADMONITION/COUNSELLING

A. Positive School Climate

- Teamwork: home and school, sharing of responsibilities
- Appropriate physical environment
- Clear and effective communication of school expectations
- Positive staff attitude and morals
- Encouragement and recognition of achievement
- Opportunities for shared activities and community interaction
- Nurturing of personal identity

B. Correction: To promote appropriate conduct in the future

- Done by those who are in authority, but one's authority requires service.
- Both the authoritative one and the obedient one OBEY IN THE LORD.
- Authority cannot be separated from love: AUTHORITY, OBEDIENCE, LOVE form a UNITY.
- Be CONSISTENT, CLEAR, FAIR.
- Examples of typical unacceptable conduct: ¹
 - late arrival for class
 - failure to bring required books, materials, and assignments to class
 - occasional truancy
 - minor class disruptions (unnecessary talking, joking, or disturbing of others)
 - wearing of inappropriate dress
 - lack of responsiveness, apathy
 - sarcastic, angry, or inappropriate remarks
 - use of inappropriate language
 - bullying, harassment, intimidation or put-downs
 - physical violence
 - retribution against a person who has reported an incident
 - theft of or damage to property.
- Unacceptable conduct can be caused by:
 - the need to test adult standards
 - the need to assert growing independence
 - academic frustration
 - poor self-concept
 - lack of parental guidance
- Corrective Procedures
 - dealing on a one-to-one basis

consulting other staff members
 discussing problem(s) with parents of disruptive students
 investigating and listening
 identifying the student or group of students causing unacceptable behavior
 moving physically close to problem-student during lesson
 using eye-contact and non-verbal signs
 changing seating arrangement or organization of the room periodically to
 provide variety and minimize issues between peers
 counselling students after class
 withdrawing privileges
 isolating a disruptive student from rest of class
 taking no action, thereby denying him the reinforcement and cause for
 continuing.

In all this, it needs to be pointed out that young persons are treated fairly and that their right to privacy is protected.

* THE GOAL IS CHANGE IN ATTITUDE, NOT JUST CHANGE IN BEHAVIOUR *

C. Instruction: Preventive Discipline

- Teachers are "in loco parentis" (taking the place of parents, while in school)
- Train the child in the way he should go: TO DEDICATE
- The goal is SELF-DISCIPLINE - - - disciplined in submission to God
- Preventive procedures incorporate basic practices of good teaching:
 - well-prepared lesson plans
 - effective routines
 - consistency
 - outlining and teaching school and class rules
 - showing enthusiasm
 - being aware of frustration levels of students
 - being available
 - moving purposefully around the room during lessons
 - giving recognition for good behavior
 - modelling
- There must be an awareness of Biblical view of child:
 - is a religious being
 - is unique
 - is a sinner
 - is rational
 - has moral awareness
 - is creative
 - has perceptions
 - is motivated
 - is interactive:
 - has responsibilities;
 - is accountable
 - has a self-image: influenced by "persons of significance"; influenced by "self-fulfilling prophecy"

needs closure: purpose and goal towards which to strive; desire for competence and achievement

D. Counselling: Restorative communication

- The need for CONFRONTATION,
- The need to CONFESS guilt and awareness that change in conduct must occur,
- Used for cases of unacceptable behavior or conflicts.
- Examples of unacceptable behavior or conflicts
 - excessive demand for attention
 - strong resistance to existing classroom or school organization and rules
 - chronic truancy
 - destructiveness towards self or property
 - physical assault
 - name calling
 - threats
 - exclusion
 - interpersonal conflicts
 - extreme physical and/or verbal hostility
 - erratic or irrational behavior
 - excessive anxieties or fears
 - severe depression and/or withdrawal
- Causes of severely unacceptable behavior:
 - physical and sexual abuse
 - family instability
 - inconsistent parenting
 - nutritional
 - neglect within the home and inadequacies by society in general
 - exposure to antisocial behavior
- Procedures for dealing with severely disruptive students:
 - adaptation of curriculum
 - family therapy
 - medical treatment
 - residential care
 - psychotherapy
 - prayer
 - referral of student to specialized personnel
 - counselling by in-school personnel
 - possible withdrawal from school in best interest of individual as well as other students.

E. Effective Administrative Procedures: 3 Stages

*Investigative Stage*²

- act objectively and calmly
- gather the facts (all pertinent details should be obtained from people directly involved as quickly as possible.
- give each party the opportunity to present his/her side of the story
- identify the problem

investigate the circumstances and try to find the cause of the problem
become aware of the student's school and family situation
take into consideration the student's profile (strengths and weaknesses)
attempt to find a pattern in the student's actions
document the situation accurately
evaluate objectively all of the information received
communicate with parents and other staff members.

Decision-making Stage. Consider the following:

the needs of the student, the school, the support-community
any precedents
involvement of outside agencies
possible alternatives
advantages/disadvantages of each alternative considered
consultation with key personnel
all possible consequences of each alternative
the effect on the student of each alternative
the practical application of each alternative
open lines of communication
precise records of the incident

Implementation Stage. During this time the inevitability of the consequences of the student's action is impressed upon him. The principal must make sure that:

the student and teachers involved are notified of the decision along with the rationale for it.
the decision is communicated to the student's parents
the decision is carried out
the lines of communication are kept open
the student is given the opportunity to repent and improve/correct his behavior
the situation is accurately and completely documented
the board's and school's procedural policies are followed at all times.

F. What School Procedures Should be used to Effectively Implement Corrective Process?

Office referral forms when sending student out of class.² This form should include:

Student's point of view
Teacher's point of view
date of referral/dismissal
contact made with teacher

Phoning/interviewing parents - involving parents.

After school/before school detentions

Pep talks - Appeal to students' sense of justice.

Workable short-term goals:

who - student/teacher
what will he do
when to be completed.
how many assignments

Establish clearly defined and specific rules. Our *Parent-Student Handbook* has these; e.g.:

in class on time
no hats, coats, gum
single file dismissals
books/notes left in hall; missed/late assignment

Send Conduct Code home for parents to sign to acknowledge familiarity.
Detention rules - what student will be doing during detention time, depending on nature of inappropriate conduct.

Suspension rules. These could imply any of the following:

suspended (after a number of repeated occurrences of one type of unacceptable behavior).

in school/out of school

1 day with work order

multiple without/with work order

any missed test/quiz marked "0"

Who to involve for what:

for which unacceptable behaviors teachers will involve the parent, the principal, social services.

What is the expected role of the parents in dealing with student discipline?

Sources of Authority:

1. "in loco parentis" : school authorities are considered to be acting on behalf of parents and have the same broad authority as would a parent.
2. BC School Act Regulations: Part 2, Section 36, 38, 39,; Part 2, Section 83 (c)-(e).
3. Child and Family Services Act, Section 68-72; 81.
4. Human Rights Code
5. The Criminal Code of Canada, Section 26, 43.

1. for School Order rules, see Section L, p. 27 of *Teacher's Handbook* and the School Order and Discipline sections of this handbook

2. Teachers will use one of the following forms:

1. Child Abuse Report
2. Report of a Concern/Incident -student
3. Report of a Concern/Incident -parent

These forms are available from the principal's office.

SCHOOL ACTIVITIES

A. A Christmas or Easter/Spring Program

This is performed alternately each year. The Christmas Program is usually performed on the last day before the Christmas vacation begins; the Easter/Spring Program usually on the last day before the Spring Break. These evening performances are held in the Langley Canadian Reformed Church.

B. Graduation Night

This is usually scheduled on the evening of the last day of the school year. Graduation exercises are held in the same church building.

C. Fine Arts/Variety Night/Science Exhibition/Open House/Grandparent's Day

Are held alternately each year in early Spring. Such days or nights display student talents in various categories and the school community is invited to view and enjoy these talents.

D. Sports Days

Are scheduled, locally, for late May or early June, at which time students compete against others in their own age groups. This is a one-day event and spectators are welcome to encourage the competitors. Refreshments and baked goods are provided and volunteers are usually needed to aid in the monitoring of these events.

E. Intra and Inter-mural Sports

Intra-mural sports refer to those team-sports activities performed "within our own walls". During the winter season teams are organized to compete against each other in sports. Such games could be played 3 or 4 days per week at the noon-hour recess.

Inter-mural sports refers to those athletic activities "among other schools". Our grade 6 and 7 pupils compete against other Christian Schools in track and field, soccer, softball, and volleyball.

All out-of-school activities require the signed consent of the parent of guardian.

F. Class Trips

These trips are scheduled for the grades K - 6 during the latter part of May or early June. Such trips may involve some distance driving and parents may on occasion be requested to drop their children off at a pre-determined meeting-place. This is usually an all-day affair but still considered an instructional day as such trips combine entertainment with education. Parental cooperation is vital if bus trips are to be successful. Notices are sent home well in advance of scheduled trips to inform parents of destination, purpose and requirements for trip. The grade 7 students travel to Victoria for a three day trip at the end of the school year. All class trips require the signed consent of the parent of guardian.

G Field Trips

On occasion a teacher may wish to take his/her pupils on a field trip to enrich their learning experience. The purpose of field trips is to relate the learning that takes place in school to places and things in the community. Some children learn more efficiently than others, but all children will learn more effectively when book learning is closely related to real experiences, such as are provided by field trips and by having people into the school to share experiences with the students. All field trips require signed permission notices from parents indicating informed consent. These notices also request parents to inform the teacher of certain medical or physical problems that child may have that should be watched when on the field trip. Supervision on field trips can be a problem because often it is expected to provide one adult supervisor for every 10 students. If you can volunteer your services to help with an excursion, we would appreciate it.

H Child Restraint Regulations

The Motor Vehicle Act requires all drivers to comply with all child restraint requirements. These are as follows:

- B. Infants are to be secured in a rear-facing infant seat away from an active frontal airbag until at least 12 months old and 9 kg (20 lbs.)
- C. Children at least 1 year old and 9 kg (20 lbs.) to at least 18 kg (40 lbs.) are to be secured in a child seat
- D. Children at least 18 kg (40 lbs.) are to be secured:
 - in a booster seat, in a seating position equipped with a shoulder harness or
 - in a lap belt, if a seating position equipped with a shoulder harness is not available
 - up to their 9th birthday or 145 cm tall, whichever comes first

These requirements mean that all drivers will be responsible for transporting children in an age/weight appropriate child restraint device up to their 9th birthday or 145 cm tall whichever comes first.

I Hot Lunch Days

From time to time hot lunches are offered to students by Credo Aid. The grade 7 students also offer hot dog and soup days as a fund raiser for their year end trip to Victoria. Children may be required to pay a minimal fee.

J Volunteers

There are many school-related activities in which parent volunteers are essential. Such cooperation is known to have positive effect on the tone of the school. We appreciate the fine effort which many of you make. Some activities for which parents volunteers are required:

- Hot lunches
- Fun Night/Bazaars
- Dinners
- Track and Field Day
- Field Trips (supervision or driving)
- Fine Arts/Variety Nights.

HEALTH and SAFETY MATTERS

A. School Nurse/Immunization

The Fraser Health District via the Langley Public Health Unit provides us with the services of a school nurse. Via her services the Health Unit keeps a medical record on every student, does periodic checks on hearing, vision, and general physical condition. Immunization records are also kept. Parents are encouraged to have their children immunized and provide proof of immunization.

B. Health Emergencies

On occasion a child may get ill to such an extent that it would be better for him/her to be brought home. Sometimes it may happen that a child has an injury that needs immediate medical attention. In both cases, the school will notify the child's parents to pick the child up. If, however, it is impossible for the parents to pick up the child, the school will make every effort that the child receives the medical attention as soon possible.

C. Safety Emergencies

Our school holds regular fire evacuation and earthquake drills. CCES makes use of the *Responding to a School Emergency: Putting an Effective Plan in Place* (a Society of Christian Schools publication) to deal with events such as fires, earthquakes, lock downs, sudden deaths and other traumas. Each classroom has an emergency preparedness kit containing supplies and survival items. CCES follows the emergency plan as outlined in the afore-mentioned SCS binder. In case of emergency, students will remain at school and be cared for by the school staff. If the emergency limits or restricts the use of the school, students will be relocated to an alternate site that will be announced on CKNW (980) with notification posted at the school premises. Please also check the school web site, if possible, information will be posted there. Parents are instructed not to call the school in emergencies. All telephone lines are needed for emergency use. You are advised to listen to the radio station for up-dated information. The school, however, will make every effort to keep parents informed and involved.

D. Peanut Free/Nut Aware

Teachers cannot guarantee that their classroom or the school is peanut-free. However, it is important that our school tries to be peanut-free. This means parents are expected to send peanut free snacks and lunches. Teachers also communicate to parents that any treats for birthdays or other special days need to be peanut free. If you are unsure that a treat is peanut-free, please do not send it. Students are instructed to not share food, drinks or utensils.

E. Child Abuse

Family and Child Services Act, Section 7 requires teachers to report Child abuse cases to the Ministry of Family and Child Services. CCES has in place a policy and order of procedure as pertaining recognition of abuse, duty to report, and reporting procedures

for teachers. Copies of the CCES Child Abuse Policy are available from the principal upon request.

F. Personal Information Privacy

Policy can be found in the CCES Teachers' Handbook and in the CCES Board Manual. This policy consists of two parts:

1. Personal Information Privacy Policy for Employees and Volunteers; and,
2. Personal Information and Privacy Policy for The BC Personal Information Protection Act (PIPA) has established privacy standards as required by federal law. CCES has a Personal Information Privacy Policy in place that is committed to meeting these privacy standards. This policy describes the policies and practices of CCES regarding the collection, use and disclosure of personal information about employees and volunteers, including steps the school has taken to ensure personal and financial information is handled appropriately and securely. The most recent update of this Personal Information Privacy Parents and Students.

CCES is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the Board has designated the principal as the Privacy Officer to be accountable for the school compliance with the privacy principles. Copies of this policy are available from the principal upon request.

G. Communicable Diseases

Under the Health Protection and Promotion Act, 1983 it is the principal's responsibility to report children suspected of having a communicable disease to the Health Nurse. If the Health Nurse is not available, the Principal should exclude the child from school and request the child's parents to have the child examined by the family medical doctor or the Health Unit personnel.

Readmission to school, ideally, should be by certificate of the family physician. For practical reasons this may not always be possible, in which case the principal should use his discretion.

The Health Unit requires the following communicable diseases to be reported and they recommend the minimum time of absence:

Communicable Disease	Communicability	Period of Control
Chickenpox	from 1 - 2 days before to 5 or 6 days after appearance of skin blisters.	exclude from school 1 week
Measles (red)	from 4 days before until 5 days after rash appears.	exclude from school until at least 5 days after rash appears.

Mumps	from 6 days before till 9 days after swelling starts	exclude from school until swelling has subsided and other symptoms have cleared.
Rubella (German Measles)	from 7 days before to 5 days after on set of rash	exclude from school for 5 days after rash appears.
Strep Infections (Scarlet Fever, Strep Throat) penicillin	during acute illness - about 10 days.	antibiotics, exclude from school - may return after 48 hours treatment with or effective antibiotic which should be continued for 10 days.
Whooping Cough (Pertussis)	from onset of first symptoms to about third week of the disease	exclude from school for 3 weeks from onset or until cough stops.
Conjunctivitis (Pink Eye)	contagious during the acute stage while there is drainage from eyes.	use of antibiotic ointment or drops are recommended
Impetigo Contagiosa (Staph infection)	contagious as long as sores continue to drain.	apply antibiotic cream as prescribed by family doctor.
Pediculosis (Head Lice, Body Lice, Pubic (Crab Lice)	communicable as long as lice or nits remain alive on person or clothing. remain	exclude student from school until effective treatment done - no lice or nits
Scabies (Sarcoptic itch, Acariasis, Seven Year Itch)	communicable until mites and eggs are destroyed by treatment - usually after 1 or 2 courses of treatment a week apart.	exclude from school for 24 hours after treatment.
Hepatitis B	several weeks before the onset of symptoms, through the acute period 45-180 days	see doctor, notify Health Unit

SCHOOL CALENDAR

A copy of the new School-year calendar is printed in the *Branches* (June issue). Such a Calendar is based to a large extent on Ministry of Education directives. These directives are issued in the Spring and specify the number of school days in each month, the holidays to be observed and the number of instructional hours the school must provide in a school-year. The minimum number of hours required of independent schools is 950. The above-mentioned Calendar lists the school holidays, professional development days, report card days, and special event days. On school holidays, neither pupils nor teachers will attend; on professional activity days the pupils will not attend school but the teachers will attend meetings or activities related to their profession.

STAFF

Staff assignments and profiles of staff members will be published annually in the August edition of *Branches* .