



CREDO

CHRISTIAN HIGH SCHOOL

Parent Handbook

I BELIEVE. I BELONG.

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MESSAGE FROM THE PRINCIPAL

Much of what is generally known about Credo Christian High School probably comes through informal communication links. Much of that information certainly has value, but we recognize a need to ensure that parents, students and others in the school community have a more comprehensive picture of why we're here, what we do, and how it's carried out. Although our foundational positions of Reformed Education remain constant, the "face" of Education is changing very rapidly. We need to be sure that parents and others in the supporting community remain fully informed and, therefore, a revision of this School Handbook is important.

This School Handbook will outline both our goals and our expectations. We've tried to show that Reformed Education is best delivered when a community recognizes its joint responsibilities and when those involved in the day to day work understand their individual responsibilities.

We continue to be grateful to a Covenant God who provides for us day to day. We pray that in everything we say and do we may more and more reflect His image as we learn to walk with God in the classroom and beyond.

K. Dykstra

A. VISION AND HISTORY

1. The Underlying Motivation

Within the Reformed community the responsibility for nurturing children is held in high regard. At the baptism of their children, parents promise "to instruct this child...and to have him instructed...to the utmost..." of their power.

For many parents this promise has motivated them to send their children to Credo Christian High School. Parents desire that their children are educated in a school where the teaching is consistent with that of the home as well as the church. The school is seen in large part as an extension of the home. The teachers have been granted delegated responsibility under the direct supervision of a society elected board. All teaching and learning and supporting activities are carried out in the conviction that the Bible is the inerrant Word of God and so gives direction to what we say as well as do.

2. A Christian School with a Reformed Perspective

The vision of Credo Christian High School is as follows:

By the grace of God, in partnership with the church and home, our Christian Schools with a Reformed perspective, share in educating God's children to gratefully embrace their citizenship in the kingdom of God and communities.

Students understand that living in covenant relationship requires an obedient heartfelt response to God's promises and a life of responsible stewardship.

This vision is consistent with the four hallmarks of Reformed education, as formulated by the Covenant Canadian Reformed Teachers' College:

Reformed education is:

- **Covenantal:** *Our children have a unique identity as covenant children and are called to reflect that status;*
- **Confessional:** *God's Word, as we summarize and confess it with the church of all ages in the ecumenical creeds and the three Forms of Unity, is the foundation of Reformed education and the standard for all the activities of the school;*
- **Antithetical:** *God has placed enmity between the kingdom of light and the kingdom of darkness (Genesis 3:15), and uses weak people, including children, to silence Satan (Psalm 8).*
- **Characterized by a unity of purpose:** *What is taught in the school is consistent with what is taught in the church and in the home.*

3. Education Goals

Education does not begin or end with the school. The home and the church are also vital centres of learning. The school as an extension of the home has a more narrowly defined focus, which delineates its responsibilities from the home and the church.

The BC education program is structured around "core competencies" which are developed at all grade levels. These are grouped into three categories:

- Communication (both written and verbal)
- Thinking (including critical thinking and creative thinking)
- Personal/social (including a healthy personal identity and responsibility)

These core competencies also apply to a Christian life, and allow students to serve God and community in

accordance with their gifts and in whatever capacity he places them.

While formal education is often focused on intellectual and academic development, students are not the sum total of intellectual, physical, social and psychological components. They are covenant children, set aside with a purpose and an obligation for service. Their component parts are woven and knit together to form a spiritual unity. Education at CCHS attempts to reflect that unity.

4. History of Credo Christian High School

4.1 Deep Roots

The history of Credo Christian High School reaches back to a meeting in November of 1951 suggesting the need for Reformed Education. Many meetings later and after much "labour of love" the William of Orange Christian School opened its doors on September 5, 1955 with an enrolment of 58 students in grades 1 through 8.

4.2 Expansion

After considerable growth and numerous expansions, the membership at a meeting in June 1971 adopted a motion to start a junior high school. In 1974, grade 9 was added, and in 1975 grade 10 was added to complete the junior high grades. In 1977 the board was asked to investigate the possibility of adding grades 11 and 12.

4.3 Joint Venture

The consideration to add grades 11 and 12 prompted a decision to establish a high school in a separate building as a joint venture with the Abbotsford society (which operated the John Calvin School in Yarrow). Grades 8, 9, and 10 students, along with a newly formed grade 11 class, moved into rented facilities (from the Vancouver Bible College in Surrey) and started a new academic year in September of 1978. In 1979 grade 12 was added, and in June of 1980 the first graduating class (18 students) of the combined schools was presented.

4.4 A New Building

In September 1980 the staff and students moved into new facilities on 52nd Avenue in Langley. The following year the completed building was dedicated and so the work of teaching and learning took on a new sense of permanence. Enrolment at Credo Christian High school continued to climb. Staff was added and soon it was recognized that more programs were required to meet the needs of all the students.

4.5 Expanding Programs

In May 1985 the membership approved a building expansion to include an Industrial Education shop, additional classroom, office and storage for an Industrial Education (Technology) program. Through the generous support of Ladies' Auxiliaries, an extensive Industrial Education and Home Economics program was started in September 1985.

Enrolments continued to climb, more staff were added, and projections for the future suggested that soon further expansions would be needed.

4.6 More Classrooms

At a membership meeting in October 1989 unanimous approval was given to proceed with a building program to add 8 classrooms (to include new science labs, music room, and art room) as well as additional Physical Education change rooms.

In May of 1991 this addition was by-and-large completed. In September 1991, Instrumental Music (Band) and Arts Foundations programs were started.

4.7 Further Growth and Development

In September 1997 office and library expansions were completed. Technology enhancements increased accessibility for student learning.

Renovations in the computer labs have enabled growth to include three complete labs, fully networked and online. Advancement into cyberspace has opened new opportunities for learning.

In June 2009 a successful Capital Campaign gave the Board the green light to begin renovating the gymnasium and begin construction of an additional Technology classroom.

In 2016, funds were raised to substantially renovate one of the science laboratories.

In 2018, a covered outdoor sports field was constructed.

In 2021, the grade 8 classes moved to their respective elementary schools under a new middle school model. Also in that year, William of Orange Christian School closed and its students were transferred to Credo Christian Elementary School.

4.8 The Future

Economic realities and family pressures continue to impact the school. It is recognized there is a need for each generation to claim the vision and to take ownership to develop education faithfully in accordance with Biblical principles as understood in the Reformed tradition.

B. ORGANIZATION AND GOVERNANCE

1. Authority/Administrative Structure

From a legal perspective, Credo Christian High School operates under one Legal Authority (Canadian Reformed School Society of Langley) as Credo Christian Schools - operating two campuses, each with its own principal. For contact purpose with the Ministry of Education, the High School Principal acts in the capacity of superintendent.

The Credo Christian Elementary School Board is elected from members of the Canadian Reformed School Society of Langley, and functions as the Legal Authority. The Legal Authority delegates to a special High School Board of Directors, the responsibility of the day to day operations of the High School. This board reports to the Legal Authority at combined meetings and requests ratification of the actions taken on their behalf.

1.1 High School Board

The High School Society membership consists of the combined memberships of the societies that operate the respective elementary schools (John Calvin School and Credo Christian Elementary School). Of the eight-member board, this High School Society membership elects three representatives from each of the elementary schools. The remaining two members are appointed by the elementary school boards.

The board meets with the membership in the fall and the spring of each academic year to present a review of the year's proceedings as well as to gain new budget approvals. In addition, the board and the school communicate through a regular news bulletin, the Credo Chronicle.

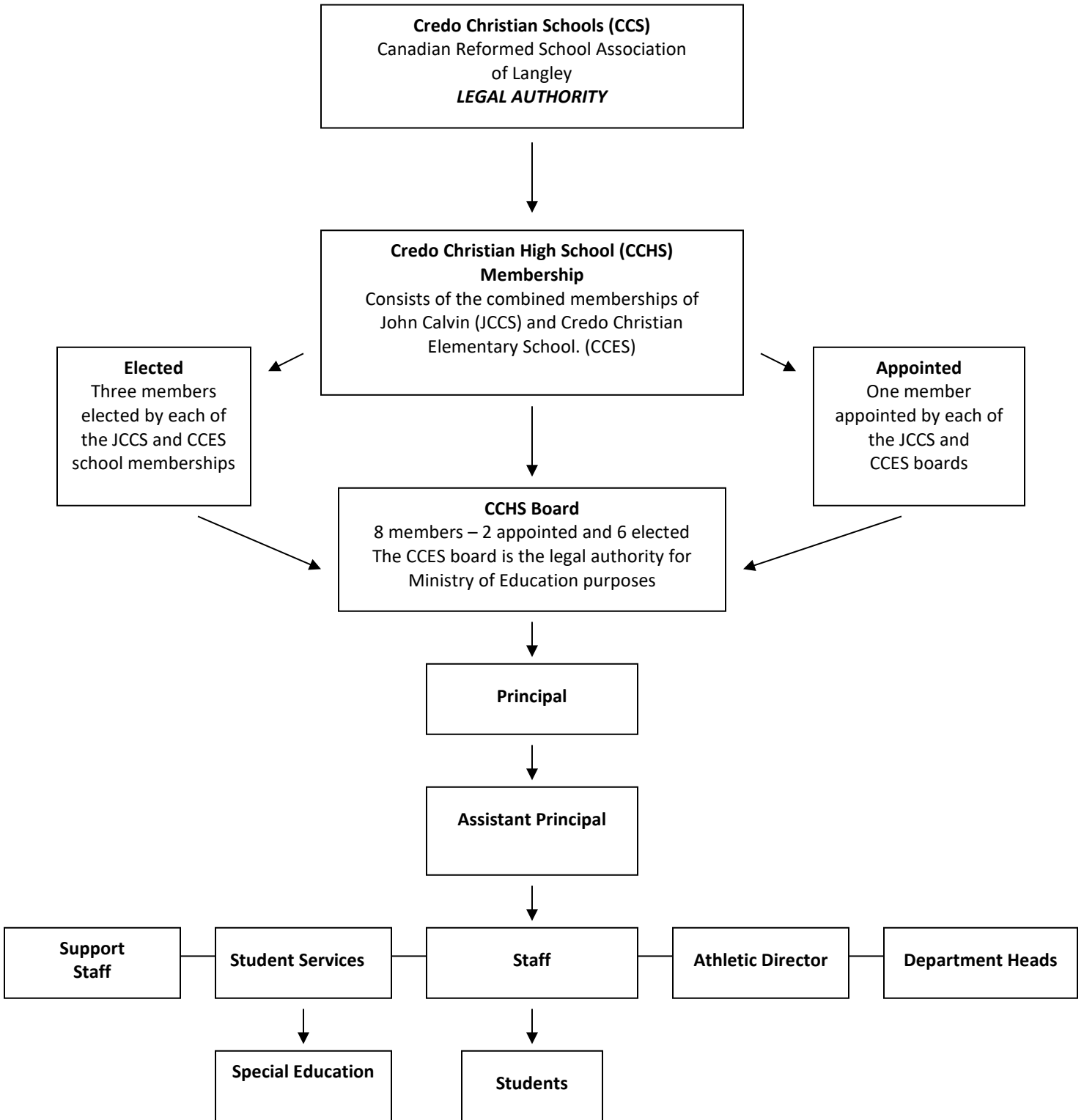
1.2 Board Responsibility

The school board elected by the membership carries the final responsibility for the education that takes place in the school. The board's duties are outlined in the board's Policy and Procedures Manual (and include the responsibility for setting policy; hiring; financial matters; building construction and maintenance; and responding to concerns brought to its attention.

Much of the daily responsibility is delegated to the school principal and, subsequently, to the staff.

Parents or members of the society who have concerns or questions relating to the daily operation of the school are asked to bring them to the attention of the school principal and/or staff. The board is prepared to further address such concerns if necessary.

1.3 Organizational Structure



1.4 Combined Boards

The boards of John Calvin Christian School, Credo Christian Elementary and Credo Christian High School are considered the Combined Boards and meet in January and April of each year to consider matters of mutual interest (i.e. salary committee reports, high school budget, etc.).

2. Policy Summaries

2.1 Admittance Policy

Children who attend Credo Christian High School are children of parents who are members of the Canadian Reformed Churches and churches in Ecclesiastical Fellowship. The Board of Credo Christian High School may make allowances for children of other denominations to be enrolled. All families desiring admission for their children will be visited by the Board.

From time to time the above mentioned churches, through their Refugee Committees, sponsor families from other parts of the world. The expectation for these families is that over time they integrate into their respective church communities. Enrolment is available to these students as long as the expectations are being realized.

International students are also welcome provided that they are recommended by a Canadian/United Reformed pastor, attend a Reformed church, and live with a Reformed family.

2.2 Conflict Management

In the context of a Christian School it is inevitable that from time to time there will be disagreement about how best to deliver an educational program that meets the expectations of all parents. The concern of a parent for a child is deeply felt. It is very important that such concerns are respected and that appropriate measures are taken to ensure that the school can balance the specific needs of some parents and the more general needs of other members in the supporting community.

Sometimes parents and teachers may simply need to agree to disagree over a particular item. However, before reaching that stage, it is important that reasonable steps have been taken in trying to resolve a particular concern.

According to Biblical principles, we need to start solving problems by first dealing directly with those who are most closely involved and then if necessary drawing others in. In line with LD 43 of the Heidelberg Catechism, we also need to ensure that that “false testimony” is not given and that people are not judged “rashly and unheard” (on the basis of hearsay). Instead, we are called to defend and promote our “neighbour’s honour and reputation”.

Our school is governed under the BC Independent School Act, which contains the expectation that policies and procedures developed by the school reflect the principles of “natural justice and procedural fairness.” This implies that our policies and practices recognize:

- discreet and independent stages for managing conflict
- the right of people to know the nature of the allegations made against them
- the right of people to respond directly to the individual making those allegations.
- a person’s right to know the process that will be followed in exploring an issue in dispute.
- the opportunity for an unbiased and unprejudiced appeal.

If a conflict cannot be solved internally, parents have access to an Ombudsperson through the Federation of Independent Schools of BC.

By establishing such practices, the Independent Schools may be seen by the Ministry as acting in an educationally responsible way that requires no further legislative intervention. This will help to ensure that the school is seen by the Ministry to be able to resolve issues internally rather than appeal to external support outside of the school

(and the church) community.

2.3 Student Records/ Privacy Policies

Student records are kept in accordance with Ministry directives and are regularly updated, as per our Student Records Policy. Required information is available to teachers, parents and students subject to the provisions of the Personal Information Protection Act, which requires us to articulate policies governing the collection, use, and disclosure of personal information collected with respect to employees, volunteers, parents, and students.

The Board has complied with provincial legislation by:

1. Appointing the CCHS principal as the Privacy Officer.
2. Approving a Personal Information Privacy Policy for Employees and Volunteers and a Personal Information Privacy Policy for Parents and Students. These documents are available upon request.

2.4 Child Abuse

Credo Christian High School recognizes its responsibility to provide a safe and caring environment for its students. To this end, the school has adopted a Child Abuse policy will take all necessary steps to prevent the occurrence of student abuse while students are under its care. Credo Christian High School will not tolerate any form of abuse either by its employees, volunteers, or students.

2.5 Harassment and Bullying Prevention Policy

Credo Christian High School is a community whose interrelationships are governed by mutual respect, shared responsibility and accountability. The school strives to develop the whole person – intellectually, spiritually, physically, socially, and emotionally – in an atmosphere of caring and respect. Thus, the school continuously develops strategies to make students feel valued, respected and connected within the school community.

Students are encouraged to report any conduct that makes them feel uncomfortable, is bothersome, and is contrary to a healthy community. This includes harassment or bullying. All reports are handled with discretion in consultation with those involved.

The report will be investigated by the administration and counselors. A course of action will be determined by those involved. Ideally, the situation will be mediated by counselors or administration. In addition, further disciplinary measures may be taken in accordance with our discipline policy.

2.6 Acceptable Use of the Internet

Credo Christian High School appreciates the two-edged sword associated with student use of the Internet and social media. On the one hand, this technology can provide a great educational benefit for our students; unfortunately, some materials that are available on the internet may contain items that are illegal, defamatory, offensive and very dangerous for our students. Social media can become equally problematic for our students if not used appropriately.

Teachers must encourage our students to avail themselves of the legitimate advantages of these technologies, but they must also be vigilant to see that students use them responsibly.

Students and staff who use the computer network at the school agree to abide by the Acceptable Use Policy, which is reviewed with all incoming students and staff.

2.7 Field Trips

Field trips are an integral and compulsory part of the curriculum. Staff members plan the details of these trips on an individual basis and receive permission from Administration to provide these positive education experiences to their students. Mutual trust, confidence, and cooperation among all parties are fundamental to successful trips and excursions.

Teachers are to notify parents of all arrangements and details pertaining to field trips through an information letter which will include a Parent Permission Form and/or a Waiver Form. These forms must be signed electronically by the parent prior to the field trip.

2.8 Discipline

The idea of discipline falls closely in line with the concept of discipleship. In a Christian school, we recognize that seeing discipline in this way helps us connect it to faithfully following Jesus Christ. Discipline encourages students to live out their calling as Christ's followers.

At the same time, from a school's perspective, discipline is needed to maintain a safe and effective environment for all members of the community, to encourage self-discipline in each student, and to guide individuals in a healthy relationship with God and their neighbors. To this end, discipline involves encouragement, instruction, mentoring, correction, and admonition (II Timothy 3:16-17), leading to proper discipleship.

We wish to work alongside parents, to encourage their children to proper living. In this regard, we desire to follow a consistent path of discipline, directly involving parents at specific points along the way, and providing students and parents with a clear rationale and pathway for discipline.

In addition, we hope for restoration between parties whenever more direct discipline is required. Restoration is achievable when individuals demonstrate honesty, awareness, and a spirit of humility and repentance. Even when restoration is sought and found, there are potential restitutions that must be made. While there is grace, there are also consequences for actions and, as a part of the restoration process, we work toward community-building once again.

When expectations of a student policy are not met, the community will remember that the Lord requires us to "act justly and to love mercy and to walk humbly with [our] God" (Micah 6:8). Those being corrected will be shown respect and after careful investigation, the school administration will work with staff, students and parents to ensure that consequences are implemented that are just and will most likely bring about true repentance and full restoration. At the same time, each situation and student are unique. While all discipline needs to be firm, fair and consistent, not each situation merits the same consequences. Disciplinary action will take into account personal situations and contexts.

The complete CCHS discipline policy can be found at the end of this document.

3. Ministry of Education

The school's responsibility to the Ministry of Education is outlined in the Independent School Act. The main areas of accountability are concerned with:

- **Certification**
All teachers must be certified through the Teacher Regulation Branch.
- **Curriculum**
The Ministry sets minimum time requirements and prescribes content and competency standards. Latitude is given for designating Board Authority Authorized (BAA) Courses (e.g. Bible 11, 12, etc.), which are thereby given provincial recognition for graduation purposes.
- **External Evaluation**
The school is evaluated every six years to ensure that it complies with the Independent School Act as a condition for continued funding.
- **Group 1**
The school is registered as a Group 1 school and receives provincial grants equivalent to 50% of the

average per pupil cost of education in the Langley School District.

- **Learning Assessment**

The school participates in regular province wide curriculum assessment as well as grade 10 and 12 provincial assessments.

4. Federation of Independent Schools (F.I.S.A.)

The Federation (established in 1966) is an umbrella organization, which acts on behalf of its members as liaison between schools and the government and other educational institutions. In particular, the Federation acts to:

- ensure equitable sharing of education tax dollars
- maintain independence while cooperating with government
- increase public acceptance of Independent Schools
- provide information on behalf of its members
- maintain a central office for agencies that for ease of administration prefer not to deal with many individual schools.

The high school (along with the elementary feeder schools) is a member of F.I.S.A. through the Associate Member Society (A.M.S.). Our F.I.S.A. representative is Kent Dykstra.

C. INSIDE THE SCHOOL COMMUNITY

1. A Team Approach

To optimize the educational opportunities requires a concerted team effort. Through participating societies, the parents elect a board to establish the school policies. Within these school policies, the daily operational decisions are made by the principal and staff. The board is responsible to ensure that decisions conform with the basis and direction established for the school.

Much of what happens in school is determined by the curriculum that is selected. However, the values that are modelled, the principles that are held to be true, as well as subsequent actions, also contribute significantly in shaping the overall school program. All staff are encouraged to set high standards of conduct consistent with their place and responsibility.

2. Administration (Principal/Assistant Principal)

The school administration is responsible for the daily operation of the school. These include scheduling, curriculum oversight, evaluation and reporting, oversight of extra-curricular activities, public relations, staffing, and student services.

3. Teaching Staff

Teachers form the foundation for student learning at CCHS through planning, delivering and evaluating instruction. They include:

Mrs. Sharon Allison
Mrs. Maria Bay
Mrs. Jan Bredenhof
Mrs. Tonya Breukelman
Mr. Benjamin den Boer
Mr. Fritz Douma
Mrs. Lydia Driegen
Mr. Kent Dykstra
Ms. Mary Jane Helder
Rev. Karlo Janssen
Mr. Shawn Meints
Mrs. Sheila Van Delft
Ms. Amy VanderHoek
Mr. Burke VanderHorst
Ms. Kayla VanderHorst
Mr. Tom VanderHorst
Ms. Wilma VanOosten
Mr. David Wu
Mrs. Raina Wust

4. Support Staff

Support staff include:

- **Library technician** (Caroline Visscher and Joyce Meerstra)
 - provide support to maintain the Library as a resource location for students and teachers
- **Educational Assistants** (Lili Du, Aidan Feunekes, Leanne Hofsink, Heather Kleine-Deters, Michelle Vandeburgt)
 - provide educational support as needed for students with particularly defined learning difficulties
- **Counsellors** (Raina Wust)
 - provide advice and support to students in the areas of career planning and post-secondary counselling
 - are available for conversations with students regarding personal issues, and refer students and parents to professional help when necessary.
- **Administrative assistants** (Helen Bulthuis, Heidi Roukema)
 - provide clerical support to administration and teaching staff
- **Bookkeeper** (Sharon Allison)
 - **maintains financial** records and accounts
 - provides the necessary communication with board (Treasurer) and principal
- **Custodial** (Bob Horstman is our building manager; Robertson's Building Services provides janitorial services)
 - maintain and monitor cleanliness in and around the school premises

5. Volunteers

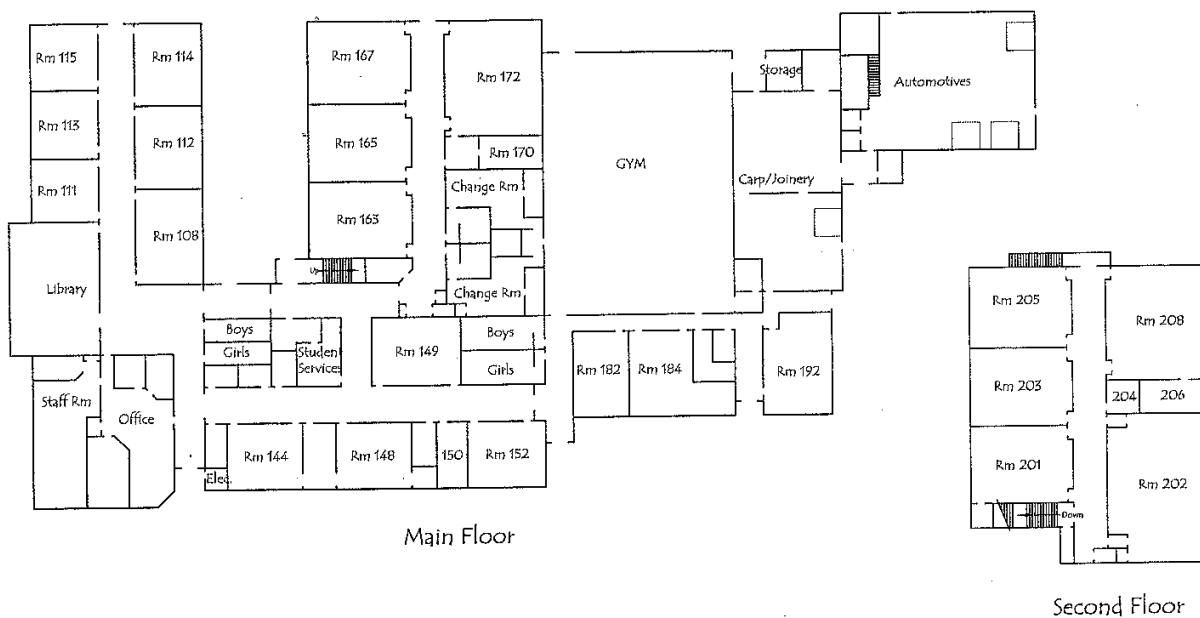
- **Transportation:** A number of volunteers provide a valuable service through transporting students to and from school events. There continues to be a need for a variety of such services.
- **Ladies Auxiliaries:** Ladies auxiliaries in the various supporting school societies provide much needed additional revenues for "extras" in the school. The school continues to be indebted to them for their commitment and service.

D. SCHOOL FACILITIES

The school property consists of about 6 acres adjacent to the Langley Canadian Reformed Church at

21846 - 52 Avenue
Langley, British Columbia
V2Y 2M7
Phone: 604-530-5396
Email: office@credochs.com
Website: www.credochs.com

The school has a total of 55,560 square feet available for instructional purposes.



Academic Classrooms

108
111
112
113
114
115
163
165
167
203
205

Specialized Areas

---- Library
---- Gymnasium
149 - Science Lab
172 - Science Lab
208 - Science Lab
144 - Computer Room
148 - Computer Room
152 - Computer Room
182 - Kitchen
184 - Sewing Room
190 - Drafting Room
---- Automotive
---- Carpentry and Joinery
201 - Art Room
202 - Music Room

3. Computer Rooms

Students may have access to the computer rooms provided prior permission has been granted by a staff member. It should be noted that the computers in Room 148 are often unavailable in the evening due to an arrangement between the school and Langley School District's Continuing Education Department that provides evening classes on a fee for service basis.

4. Gym Facilities

The community may wish to make use of the gym facilities when available (for a nominal fee). Arrangements for such use are to be coordinated through the school secretary, Mrs. A. Horstman.

5. Telephone

The office phone is available for emergency use and for other valid reasons. Students may also use their own devices in the office during school hours.

6. Other Facilities

The request for the use of all other school facilities can be directed to the principal.

E. ADMISSION, ENROLMENT AND FINANCIAL INFORMATION

1. Admission

Admission is available to all children whose parents are members of the school society. Others who wish to be considered for admission must make a formal written request to the board.

2. Enrolments

Provincial grants are based on registered enrolments living in Canada as of September 30 in each academic year.

Parents are urged to ensure that absence from school is limited, not only for academic reasons, but also to ensure that provincial grants will not be adversely affected.

3. Financial Information

3.1 Tuition Fees

Tuition fees for members of the local elementary school society are set at a family rate by the elementary boards and are determined on the basis of the grade in which the oldest family child is enrolled (either in the high school or in any of the elementary feeder schools). Tuition fees for those who are not members of the society are determined by the board.

For current tuition fees, please contact your elementary school society.

3.2 Related School Fees

There are a number of "school fees" that high school students are asked to provide each year (or as needed). The school board has

3.21 Caution Fee (Textbook Deposit)

All students new to the school are to pay a \$30 caution fee. Unreturned books will be invoiced to the student in August. Each September students are to ensure their caution fee account balance is at \$30. Caution fee credit balances are paid back to students who leave before graduating. The caution fee is used for the graduation gown rental for students who leave at graduation.

3.22 Course Fees

Some elective courses (e.g. band, shop, Foods) require students to pay a "course fee". The annual rates for these are provided before September of each year.

3.23 School Annual

All students are strongly urged to purchase a school yearbook. The cost for production has been reduced significantly in recent years to ensure it remains affordable for all. The price of a yearbook is \$30.

3.24 School Pictures

Students may purchase school pictures early in the fall through [LifeTouch's website](#). All students will have a picture taken which will be included in the school's Yearbook. Students will receive photo proofs and complementary picture ID cards.

3.25 School Supplies

Students are responsible to ensure that they have all the required daily supplies. Details are provided in each class and are posted on the school website.

3.26 Other

From time to time students may be asked to pay for certain extras which are not included in the school fees. Care is taken to ensure that these extras are minimized. However, special events, field trips and particular purchases (which students can keep) are costs which may be passed along to the students.

F. ACADEMICS

1. Curriculum

The curriculum is the educational program offered by the school. This curriculum is organized into various broad categories of curriculum strands within which are found courses offered. It may be that courses can fall within two (apparently) different curriculum strands. This is particularly so in grades 11 and 12 where graduation requirements can be met in a variety of ways.

For more information on subject areas and courses, please consult the CCHS Course Calendar. The Calendar also has tools to help students and parents plan their courses in the senior grades to ensure that they are eligible for graduation. Our Student Services Department is always willing to assist with this.

2. Special Education

Since children with special needs are equal citizens in “the kingdom of God and communities,” our mission also applies to them. These children have a place in our school.

As Christians we believe that we must be an inclusive caring and sharing community, a covenant community in relationship with God and our neighbor. Inclusion gives special needs students the opportunity to share the gifts of covenantal fellowship not only academically, but also socially and spiritually. Inclusion benefits also those students who are not disabled. All students discover that there are more similarities than differences between themselves and other students.

The practice of including students with special needs in regular instructional environments throughout their schooling is motivated by

- the desire to include all covenant children in a Reformed Christian environment
- the desire to meet the needs of the whole person
- an appreciation of the social dimensions of growth and development

The school has a Special Education Handbook, which is available upon request. Below are some highlights from the Handbook.

2.1 Placement

While our aim is to include children with special needs in the regular classrooms, there may be cases where the needs of the student are such that some or all of a student’s education takes place in a setting outside the regular classroom. These decisions will be made in conjunction with the parents. In these cases, efforts will be made to integrate the students in other settings.

2.2 Modified Program

Some students whose academic ability is significantly below that of the mainstream will still remain in the regular classroom environment. However, these students will be placed on a modified program and will be encouraged to achieve to the best of their ability level.

The grading and reporting for these students reflects the modified program they follow. If their program is significantly modified, such students will be eligible for an Evergreen Certificate instead of the standard BC Dogwood Diploma.

2.3 Funding

Some students are eligible for Special Education funding from the provincial government. It is important to note, however, that the supplemental Special Education funding provided by the Ministry is meant to fund the program, and is not strictly allocated to the various students in the program. It is also important to note that the school is

bound by provincial policy to use the supplemental funding received for the purposes of Special Education. In practice, the costs of the Special Education Program far exceed the supplemental funding received.

Funding for educational assessments is provided in accordance with the Educational Assessments Policy

2.4 Planning

Students receiving Special Education will have an Individual Education Plan that documents the adaptations and modifications to the students' educational program. Parents are given an opportunity to be involved in the creation of the IEP.

2.5 Evaluation and Reporting

Students receiving special education may have adapted assessment strategies (e.g., additional time, a reader, a scribe) which should be listed in the IEP. If the student is able to meet the outcomes in the regular curriculum, the standard reporting procedures will be used. If the student's educational outcomes are modified to the extent that the student is not able to meet the outcomes in the regular curriculum, a modified reporting procedure will be used.

3. Grading and Reporting

- The grading of academic achievement is based on the completion of daily work, term assignments as well as tests and exams. Students are urged to schedule their time to ensure preparedness.
- Report cards are issued after quarters 1,2 and 4. Parent-teacher interviews are scheduled after quarters 1 and 2.
- Parents can keep up-to-date with student achievement using the MyEdBC system. Please contact the office for instructions on how to access this system. (office@credochs.com)
- An Honour Roll is maintained and lists students who have achieved an overall average of at least 80%. An Honour Roll With Distinction lists students with an overall average above 86%.

4. Promotion

4.1 Junior High - Grade 9

Promotion in Junior High is largely determined on an individual basis. The school may recommend that a student repeat Grade 9 if they have failed multiple courses and are unlikely to succeed in Grade 10.

4.2 Senior High – Grades 10-12

In senior high, students pass courses, not grades. The following courses must be completed to receive a BC Dogwood diploma:

Required Courses

- | | |
|--------------------------------------|------------|
| • Language Arts 10, 11, 12 | 12 credits |
| • Social Studies 10, 11 | 8 credits |
| • Science 10 | 4 credits |
| • A Science 11 or 12 | 4 credits |
| • A Math 10 and a Math 11 | 8 credits |
| • Physical Education 10 | 4 credits |
| • Careers Explorations (gr 10) | 4 credits |
| • Career Life Connections (gr 11/12) | 4 credits |
| • A Fine Arts and /or Applied Skills | 4 credits |

Elective Courses

Students must earn at least a minimum of 28 elective credits for Grade 10-12 courses.

Indigenous Requirement

Students must complete an Indigenous-Focused course in order to graduate. At CCHS, this course is completed throughout a student's gr 9-12 years.

Additional Credo Diploma Requirements

In order to receive a Credo diploma and participate in the graduation ceremony, a student must be eligible for a BC diploma, and complete

- Bible 10, 11 and 12
- Church History 11 (listed as Comparative World Religions 12; also satisfies the Socials 11 provincial requirement)
- A Social Studies 12 course (History or Law)

5. Equivalency

Students enrolled at Credo Christian High School (CCHS) are entitled to apply for an Equivalency review of their documented prior learning.

CCHS 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 granted through Equivalency. For the purpose of determining Equivalency, comparison of courses may be based on factors such as

- 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% or more of the learning outcomes to either a Ministry-developed or board authorized Grade 10, 11 or 12 course.

CCHS may use "[Transfer Standing](#)" (TS) if it is not possible to determine a letter grade and a percentage from the documentation.

International Student Graduation Credits

International students whose educational program was not instructed in either French or English for at least two years prior to arriving in BC must earn credits through classroom instruction or online learning (not through Equivalency or Challenge) for the following courses:

- English 11 (or equivalent)
- English 12
- A Science course at the grade 11 or 12 level
- A Mathematics course at the grade 11 or 12 level
- A Social Studies course at the grade 11 or 12 level
- Career-Life Education and Career-Life Connections.

Challenge (Undocumented Demonstrated Prior Learning)

Students enrolled at Credo Christian High School (CCHS) are entitled to undertake a free Challenge process to assess their prior learning for any Ministry developed graduation program course offered by any Board of Education in the Province that school year, as well as any Board Authorized (BAA) course taught in the enrolling district that school year, provided the student has not already challenged the course and received a passing grade, or completed the course through previous enrolment, or been granted equivalency for the course.

This entitlement does not include board authorized courses taught in a non-enrolling district.

Prior to engaging in a Challenge process, schools must review any documentation of prior learning that a student presents in order to determine if credit can be awarded through Equivalency.

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

Procedures

Schools must document the Challenge assessment delivered to each student, including a pre-Challenge Equivalency review, and the documentation must be made available to Ministry auditors if requested.

Students should 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. 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.

A Challenge is successful when a student has achieved at least a C- and 50%.

6. External Credentials:

Students enrolled at Credo Christian High School (CCHS) 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. School boards may not charge students for external credential reviews.

There is no limit to the number of credits a student may earn by using external credentials. It is the responsibility of schools to ensure that students do not receive double credit for credentials deemed equivalent.

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 the responsibility of students to verify admissions requirements for the post-secondary institutions they plan to attend.

In order to earn credit for an approved credential, students must provide the appropriate documentation proving successful completion of the external assessment, course or program.

Students may have earned an approved external credential prior to entering Grade 10; if so, they are awarded credit if they present their credential any time after they enter Grade 10.

7. Independent Directed Study (IDS)

Students enrolled at Credo Christian High Schools (CCHS) may initiate their own area of learning and receive credit towards graduation. This policy is not a student entitlement but an enabling policy intended to encourage schools to allow students to pursue further studies of interest.

The learning outcomes of all Grade 10, 11 and 12 Ministry and board authorized courses are eligible to be used in IDS. A student may study one or more learning outcomes in depth, or study more broadly a wide variety of learning outcomes from a single course.

IDS credits may only be used to satisfy elective requirements.

IDS credits may be awarded by schools to students who have successfully completed independent work based on a subset of outcomes of Grade 10, 11 or 12 Ministry courses or board authorized courses.

The maximum value for a single IDS course is four credits, but there is no limit to the total number of IDS credits a student may earn. The number of credits a student earns for IDS will be set out in the plan developed by that student and a teacher, and approved by a principal.

G. EXTRA CURRICULAR

Students can benefit much from their involvement in school sponsored extra-curricular activities. Developing organization skills, fostering commitment and learning responsibility are some of the key benefits to this participation.

1. Student Action Leadership Team (S.A.L.T.)

The overall goal of SALT is to demonstrate and promote Christian leadership within the school and in our community. The team does this by organizing events and programs for the student body.

Each year more students apply than can be accommodated; the number selected ranges between twenty to twenty-four students. Because the group is larger than an average student council there is a wider range of talents and interests to draw from. Weekly meetings typically begin with a devotional on leadership as well as a lesson. The bulk of each meeting is spent planning activities to promote school spirit, to encourage interaction across the grades and to engage students in helping others within our Christian community and beyond.

2. Student Athletic Coordination Team (ACT)

The Student Action Leadership Team assists the Athletic Director and the PE Department Head by coordinating events and duties related to athletics. This team is selected in a similar manner to SALT and is open to students in grades 10-12.

3. Intramurals

Students are encouraged to participate in intramural sports. These activities take place during the day, primarily at lunch time.

4. Extra murals

Extramural activities involve participation with students in other schools, primarily in athletics. This allows students to praise God, pursue excellence, build character and have fun.

4.1 Seasons of Play

Fall: Cross Country
Boys Soccer
Volleyball
Winter: Basketball
Hockey
Spring: Track and Field
Badminton
Girls Soccer

4.2 League Participation

Our students are registered for play at the Langley School District, Fraser Valley and Provincial levels. Our students are also registered to participate in tournaments coordinated by the B.C. Christian Secondary School Athletics Association (BCCSSAA).

4.3 Student Participation

Students are encouraged to participate in these school sponsored activities. At the same time we caution students to ensure that this participation does not unduly affect the regular academic program. Students are responsible for any work missed because of sports involvement. If a student is failing a course or is near failing in multiple courses, they are likely to be placed on academic contract. If a student is failing two or more courses, they will need to withdraw from participation in the athletics program.

4.4 Additional Costs

The costs for running an extra-curricular sports program are significant and varied. Team registration, tournament fees, officials, uniforms and transportation make up most of these costs. The extra mural sports program is managed on a cost recovery basis as much as possible. Therefore, those who directly participate will be required to pay a "sports participation fee" to help defray costs. For current extra-curricular fees, please consult the athletic director through the school office.

Transportation to and from games continues to be a challenge in managing the program. Parents have been most helpful in providing some of this transportation. Staff often provides transportation for their teams by using their own vehicles. For some time, the school has had a sports bus made available through the generous support of the community. As much as possible the bus is used to transport team members. Often there will be more than one team participating at the same time. To accommodate the extra demand, we continue to rely on parents, staff and other volunteers to ensure the safe transport of our students.

H. OPERATIONAL PROCEDURES

A student Agenda (issued each September) outlines the daily operational procedures. Here, in this School Handbook, we're providing a more general overview of our expectations. Parents are also encouraged to familiarize themselves with the student Agenda.

1. Academic Achievement

- Students are expected to apply themselves diligently to their work. We recognize there are differences in ability level. As much as possible we attempt to meet both the interest and the ability of the student through the course selection process.
- If it should appear that achievement is unacceptably low, then we will provide suitable opportunities for improvement through
 - additional assistance
 - placing the student on "contract"
 - more frequent communication with parents
- We must strive to maintain high standards of academic honesty. We recognize our students are prone to the entire range of temptations in claiming credit for that which they did not earn. We remind you that we consider this to be serious and will therefore deal with incidents accordingly.
- Regular attendance is an important factor in ensuring satisfactory academic achievement. Every effort needs to be made so that students are prepared and are on time.
- The completion of all homework and assignments is also a significant determinant for success in school. Parents are encouraged to review with their children the student agenda to ensure that the necessary work is being completed.

2. Counselling

Counselling services are provided to address the problems associated with

- deportment
- personal concerns
- academic achievement
- post-secondary and career options

It should be understood that in the event of suspected child abuse the school is under legal obligation to report this to the Ministry of Child and Family Services, as outlined in the school's Child Abuse Policy.

Concerns pointing to issues beyond the purview of the school will be sensitively handled. Advice may be sought from agencies outside the school.

The school has adopted a position statement on human sexuality, which is available upon request.

3. Deportment – Dress

The dress code can be a challenging issue to address, since there are a variety of opinions on what is appropriate. However, we all agree that that God's word - not the world - is our standard and starting point. Romans 13: 14 can serve as one reference point, "Rather, clothe yourselves with (put on) the Lord Jesus Christ, and do not think about how to gratify the desires of the flesh." We can also all agree that our students are the image bearers of Christ to those who visit the school from inside and outside of our community.

The manner in which our students and staff dress should be consistent with our beliefs. That would lead to clothing that is modest, decent and appropriate to the professional learning environment of our Christian School. We sincerely ask for the cooperation of our parents in engaging their sons and daughters in considering what is

suitable for our God-centered school.

Specifics of the dress code can be found in the student handbook or on the school website.

I. TRANSPORTATION

The safe transport of students to and from school requires the cooperation and concerted effort of many in the school community. Those who serve on "transportation committees" spend many volunteer hours finding the most cost-effective transportation routes. Bus drivers have a particularly heavy responsibility in providing the daily service to and from school.

1. Committee of Transportation and Maintenance (C.T.M.) – John Calvin

Transportation for those from the east end of the Fraser Valley is arranged through the John Calvin School C.T.M. Bus routes are finalized in August and parents are informed before September.

2. Combined Christian Schools Transportation Association (C.C.S.T.A.)

Transportation for those in the west end of the Fraser Valley is under the direction of the C.C.S.T.A. The director of this organization is Alan Dyck (ph. 778-986-9011).

3. Student Drivers

Students who drive to and from school must exercise due care to ensure the safety of others and to ensure that these privileges will in no way be limited. Students are to park their vehicles at their own risk and are to use the west end of the parking lot beyond the speed bump. The school assumes no responsibility for parked vehicles.

The school does not use student drivers for school-sponsored activities.

4. School Closure

School closure for inclement weather is determined largely by those responsible for bus transportation. It may happen that busses from a particular region are not able to operate. Under these circumstances school may not be in session. When it appears imminent that most students are unable to arrive safely will school be closed for the day.

Information regarding school closure will be posted on the school website www.credocho.com.

J. HEALTH AND SAFETY

1. Earthquake Drills/Fire Drills

Fire and earthquake drills are held on a regular basis. All students are informed about the procedures to be followed in the event of a practice.

It is important to recognize that setting a false fire alarm is a serious offence (covered under the Criminal Code of Canada). The school needs to deal with such an offence in a most serious manner.

2. Harassment

Every student should be free of fear of intimidation or harassment. Students who actively and persistently engage in activities that engender fear and anxiety in others and/or which make others feel devalued will be counselled accordingly (see Harassment and Bullying Prevention Policy).

3. Providing Medication

The school provides no medication. If it appears that a student needs medical attention the parents will be contacted or, if necessary, the student will be taken to the hospital for emergency treatment. It should be noted by parents who live in Washington that any emergency medical costs incurred on account of a hospital visit will need to be paid by the family.

4. Public Health

Provision is made to have immunization of students done at school. Parents are notified. Under the Infants Act, students can access medical services, including immunizations, without parental consent. However, the school respects the rights of parents to make medical decisions for their own children, and procedures are followed that minimize this possibility.

K. POST-SECONDARY INFORMATION

1. Student Services

Students are encouraged to use the Student Services department to familiarize themselves with career as well as post-secondary options. Mrs. Raina Wust and Mrs. Tonya Breukelman provide the majority of post-secondary counselling. Parents are invited to participate actively in the discussions regarding post-secondary options. Individual interviews are held with each student in grades 10-12 throughout the year. Because of the growing demand for admission, students are encouraged to submit applications within the first two months of their senior year.

2. Scholarships - Bursaries - Awards

An ever-increasing number of scholarships and awards are becoming available. Students are urged to consider applying for a variety of awards. Help and advice are always available through Student Services.

- **District Authority Scholarship Awards**

Each year District Scholarships are awarded to students through Ministry directed funds. Students with particular interests (other than academic) are encouraged to apply in March/April.

- **Fraser Valley Scholarship Foundation**

Through the generous support of various individuals and corporations, the Fraser Valley Scholarship Foundation is enabled to provide scholarships/bursaries to many worthy applicants. Students wishing to apply should request application forms in April/May.

- **University Entrance Scholarships**

Each year entrance scholarships are made available by the various local universities. Students wishing to apply should request applications for the university of their choice.

- **Community Scholarships – Bursaries**

Many other scholarships are available online. A list of local scholarships – bursaries is available upon request.

- **Governor General Bronze Medallion**

Each year the top academic graduating student is awarded the Governor General Bronze Medallion at the June graduation ceremonies.

3. Where Do Students Go?

Graduates attend a variety of post-secondary institutions including:

- British Columbia Institute of Technology
- Dordt College
- Covenant Canadian Reformed Teachers' College
- Kwantlen Polytechnic University
- Providence College
- Redeemer University
- Simon Fraser University
- Trinity Western University
- University of the Fraser Valley
- University of British Columbia

4. Entrance Requirements

The academic requirements vary to some degree between institutions. More particularly, students should pay close attention to the requirements for each program. Since much of this material is susceptible to annual review and change students are encouraged to inquire to be sure they have the most recent information.

L. DISCIPLINE POLICY

1. Rationale of Discipline

The idea of discipline falls closely in line with the concept of discipleship. In a Christian school, we recognize that seeing discipline in this way helps us connect it to faithfully following Jesus Christ. Discipline encourages students to live out their calling as Christ's followers.

At the same time, from a school's perspective, discipline is needed to maintain a safe and effective environment for all members of the community, to encourage self-discipline in each student, and to guide individuals in a healthy relationship with God and their neighbors. To this end, discipline involves encouragement, instruction, mentoring, correction, and admonition (2 Tim 3:16, 17), leading to proper discipleship.

We wish to work alongside parents, to encourage their children to proper living. In this regard, we desire to follow a consistent path of discipline, directly involving parents at specific points along the way, and providing students and parents with a clear rationale and pathway for discipline.

In addition, we hope for restoration between parties whenever more direct discipline is required. Restoration is achievable when individuals demonstrate honesty, awareness, and a spirit of humility and repentance. Even when restoration is sought and found, there are potential restitutions that must be made. While there is grace, there are also consequences for actions and, as a part of the restoration process, we work toward community-building once again.

When expectations of a student policy are not met, the community will remember that the Lord requires us to "act justly and to love mercy and to walk humbly with [our] God" (Micah 6:8). Those being corrected will be shown respect and after careful investigation, the school administration will work with staff, students and parents to ensure that consequences are implemented that are just and will most likely bring about true repentance and full restoration. At the same time, each situation and student are unique. While all discipline needs to be firm, fair and consistent, not each situation merits the same consequences. Disciplinary action will take into account personal situations and contexts.

2. Foundation of Restorative Practices

We believe that, when community or relationships are broken through different words or actions contrary to our community standards or policies, we need to seek restoration within the situation.

For restoration to be achieved, it is important that the following factors are present:

1. Honesty regarding any transgression,
2. Recognition of the people who have been impacted by the words or actions,
3. Responsibility be taken by the offending party,
4. Desire for restoration and an idea of a path forward.

While grace is always granted to a repentant sinner, those who demonstrate continued opposition and a lack of humility or remorse need to be corrected more directly. We hope that, through this, true repentance can be seen, so that restoration can be truly achieved.

3. Types/Steps of Discipline

We are aware that all individuals are sinful and, as a result, everyone makes mistakes. At the same time, we recognize the importance of self-control as an aspect of the fruit of the Spirit, in the lives of God's children (Gal. 5:22,23). Generally, when responding to situations, the following aspects of discipline are used sequentially, with one level acting as a step that leads to a higher level. Types of discipline are used to respond to the corresponding seriousness and/or the frequency of the discipline issue at hand. However, the school reserves the right to use any of the following types of discipline at any time.

Teachers and administrators are looking for respectful responsiveness from the student, with hopes of making a long- lasting positive impact on the student.

3.1. Verbal Warning(s) and Conversation

We recognize that discipline starts with the self, is taught and grounded at home, and is reinforced by the church and school. Classroom teachers have relationships with students and context for behaviours. Teachers should be the first contact for discipline, communicating with parents (and administration, when necessary) and teaching community behaviours. At the same time, preventive discipline, which consists of wise and clear expectations, should be laid out by parents, teachers, administrators, and the Board regarding acceptable behaviour within the school, as outlined by our community standards and policies.

When students break basic standards (e.g. disruptive behaviour in class), the teacher, a staff member or an administrator may speak to the student individually about the specific attitude or behaviour that is negatively affecting their work or the classroom. A discussion with the student may result in setting up behaviour guidelines or clear boundaries as effective discipline.

If this is successful, the student will demonstrate self-discipline in this regard going forward. Working with a student to correct behaviours does not always need to be punitive. Showing a level of grace is an important step in building a good relationship with each and every child. Verbal warnings will be documented solely for reference purposes.

3.2. Detentions, Office Detentions, and/or Community Service

If verbal warning was not heeded and/or a pattern of negative behaviour (e.g., chronically late, consistently disruptive) is noted, or in cases of a more severe infringement (e.g. bad language, crude behaviour), the student may be sent to the office and/or a detention may be administered for the student. Detentions will be served by students during lunch hour on Tuesdays or Thursdays in the assigned classroom at school. These will be recorded for further reference.

In some situations (based on severity or pattern), after-school detentions may be called for. These will be served as directed by administration, in consultation with the parents, from 3:30 – 5:00 (or a portion thereof) after the school day. Students will be required to perform community service on the school grounds or within the school. Parents and/or students will be responsible for determining transportation home.

3.3. Discipline Notice/Contact with Parents

On a regular basis, administration makes review of behavioural concerns at the school. Should there be a situation in which the number of detentions or office call-outs are pattern-forming and/or numerous, or in more extreme situations (e.g. vandalism, bullying, drugs/alcohol, violence), parents will be contacted to inform them of the concerns and/or situation. This will be for one of two purposes:

1. Preventative – notify the parents of current concerns (esp. in the case of patterns or moderate numbers of detentions or office callouts) with the hope of changed behaviour in school and the warning of a potential increase in response.
2. Action – notify the parents of a more severe situation and our intended response, in order to collaborate on the most effective path forward for the student. In these situations, other responses (in/out of school suspension) will generally be administered.

Discipline notices will be done via email, with a record of the notice being kept. In addition, a telephone call may be given by the administration or at the request of the parent.

In appropriate circumstances, the administration may initiate a behaviour plan. This is an agreement required by the administration for the continued participation of the student in the school. It will outline what specific standards the student must meet (attendance, completed homework, less disruption, etc.). Parents will be asked to read, sign, and return the plan to administration. All behaviour plans will be retained in the student file. Failure to meet the behaviour plan requirements may result in further disciplinary measures.

3.4. Suspension (in/out of school)

There are times when it is in the best interest of the individual or the community to provide a period of separation, or time is needed for the school and parents/caregivers to decide a course of action or treatment. In these instances, it is prudent to place a student under suspension. A suspension is imposed under one of two situations:

1. A student has demonstrated a pattern of infringements and/or the number of detentions or office call-outs are numerous. In addition, a discipline notice was sent to parents and change is not apparent.
2. A student has committed a serious infraction.

The school must contact the parents/guardians by phone or letter/email as soon as possible after a suspension has been issued, informing them of the reason for the suspension. If the parent cannot be contacted, the student will be placed on an "in-school" suspension until the parent/guardian is contacted. A discipline notice will be issued, as early as possible, clearly stating the reason for the suspension as well as the details of the suspension (i.e. date and time of contact with parents/guardian, date and time of meeting, and when the student is to return to classes) and the process of how to appeal to the Discipline Review Committee. The timing of the notice will be dependent upon further investigation and discussion among appropriate administrative members (e.g. principal, vice-principal, athletic director, special education coordinator). Students returning to school from a suspension may be subject to being placed on probation.

The length of the suspension will be determined based on a number of factors:

1. The severity of the incident
2. The disciplinary history of the student
3. The level of remorse and repentance of the student

Suspensions of over three days require notification to the Board chair. Any suspension of more than five days must meet Discipline Review Committee approval.

A student on suspension may not attend class, may not participate in extra-curricular activities (including team sports), and may not be on school property during school hours. Students are responsible for all assignments, projects, quizzes, tests, etc., and will receive credit for the completed work. The student may ask a friend to deliver homework, check the teacher's assignments on the Internet, and must adhere to all assignment deadlines.

Students may only come to the school (i.e., after school hours) with the prior permission of the administration to pick up homework. Typically, parents would come to pick up homework for the suspended student.

When appropriate, an "in-school" suspension may be given instead of an "off-grounds" suspension. An "in-school" suspension may be imposed for less serious infractions or in consultation with the parents, if the student poses no danger to the school. In an "in-school" suspension, the student will be asked to work in a school office for the given day. The student will be given different scheduled breaks from the regular school schedule and will not be permitted to speak with friends during their "in-school" suspension.

3.5. Probation/Behavioural Contracts

A probation/behavioural contract provides a period of testing or trial to ascertain whether a student can remain in the school, based on their current trajectory. A probation/behavioural contract may be used in a number of situations:

- Students returning to school after a suspension may be placed on probation. Probation will involve the careful supervision of the administrators responsible for discipline.
- Following a discipline notice or contact with parents, a student may be placed under a probation/behavioural contract.

If a student repeats the same offence or commits another serious infraction while on a probation/behavioural contract, the student will be subject to further suspension or expulsion.

Depending on the gravity of the infraction, a student may be placed on probation for the remainder of the school year.

School administration will evaluate the necessity for probation or a behavioural contract for a student. This will involve prayer and consultation/communication with teachers, parents, and other pertinent parties. The length of a probation period will be determined by the administration. Contracts will be signed by the administrator, student(s), and parent(s) involved. These will be held in the student's permanent file. The contract will specify any expectations and consequences for the student. These can include the student's full removal from extracurricular activities, if deemed warranted.

Should a student be suspended for a third time in a single year or for a fourth time during their years at Credo, the student will immediately go before the Disciplinary Review Committee of the Board to determine whether expulsion, rather than probation, be needed. If the Disciplinary Review Committee recommends probation, the student will remain on probation for the remainder of the school year.

3.6. Expulsion

Expulsion of a student from Credo is a last resort of discipline. This could occur because of an extremely serious situation (e.g., violence, drug use/trafficking, sexual assault) or because of repeated suspensions of the student.

If expulsion is being considered, the following procedures will take place, following investigation and documentation:

1. Expulsion of a student is a board decision on the recommendation of the discipline review committee. If a decision to expel a student is made, the principal will inform the parents/guardian. If the parents would like to meet with the principal, a meeting will be arranged at that time. A letter of expulsion will be sent to the parents as soon as possible.
2. A parent/guardian may appeal an expulsion decision. The appeal request must be in the form of a letter and be received within seven school days of the expulsion
3. Upon receiving a written appeal, the process in the Discipline Review Committee Terms of Reference will be followed.
4. Re-admission into a new school year after expulsion will be permitted at the board's discretion in consultation with the principal.

3.7. Reintegration

As a Christian community, we recognize that we are all broken and make mistakes. After an expulsion, if a student and his/her family express a sincere desire to be reintegrated into Credo, and administration believe that circumstances have altered such that a successful reintegration would be possible, a request may be made to the Board to have the student return no sooner than the next school year. This request would need the approval of the Principal and Board. After the request has been made and evaluated, the family will be informed of the decision, which will be final.

4. Communicating Concerns

Parents or students who have concerns regarding classroom discipline, issues with teachers, etc. must first approach the teacher, in line with the spirit of Matthew 18:15-20. If the issue is not resolved, the parent or student

should contact the vice-principal and then the principal. If there is still no satisfaction, the parent or student should contact the Board (via the Board chair) to initiate a review by the Discipline Review Committee.

Teacher → Vice-principal → Principal → Board

Figure 1: Disciplinary Process is a pictorial view of the previous descriptions in this document. Thick arrows and those on the “top” demonstrate a potential path of discipline. The arrows on the “bottom” indicate the goal involved (self-discipline) in each of these situations.

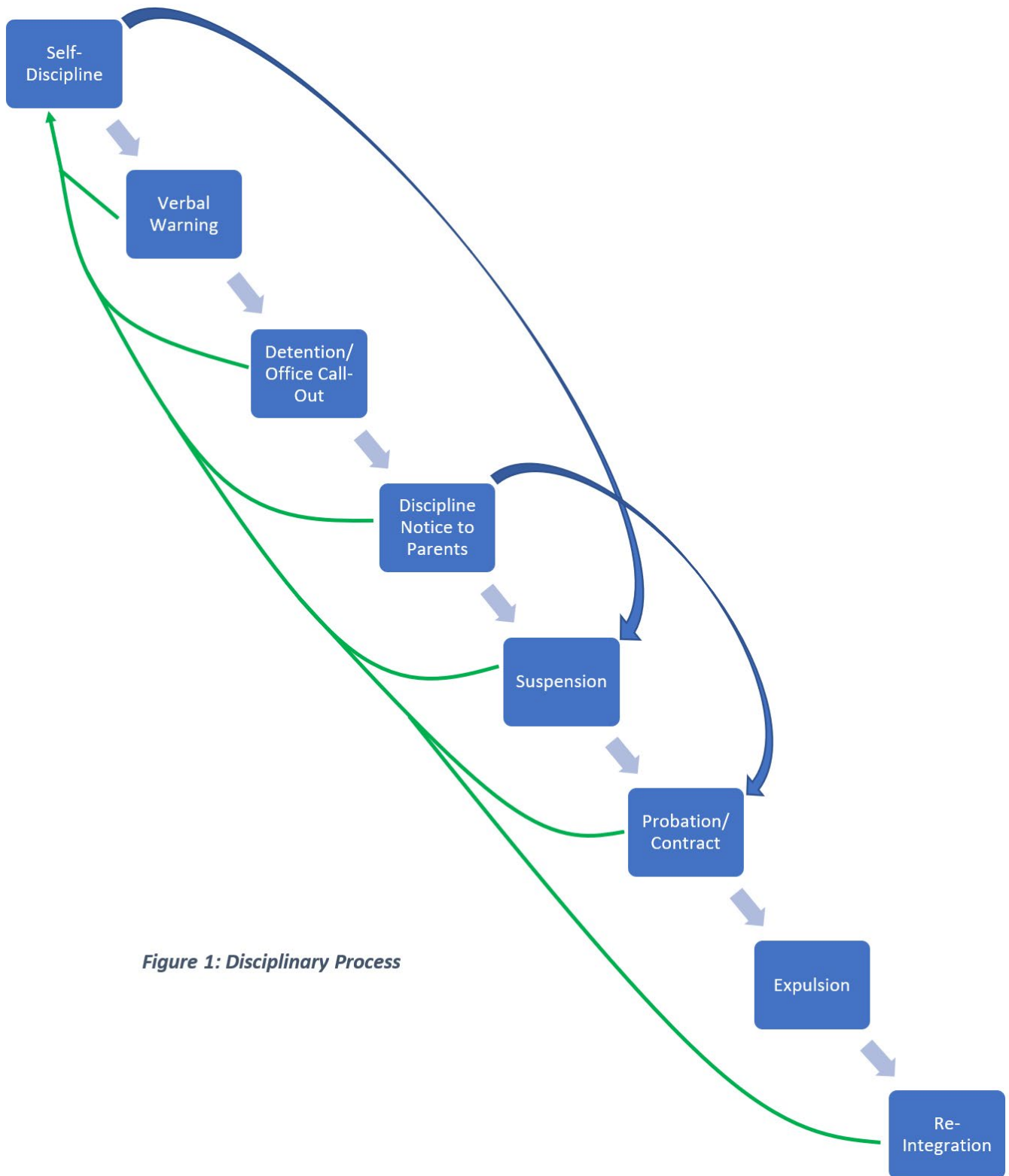


Figure 1: Disciplinary Process

5. Discipline Appeals

If parents feel that a suspension and/or expulsion has been handled incorrectly, and they have discussed this matter with the school's administration, yet the matter remains unresolved, an appeal can be made to the Board, via the Board chair. Appeals will only be heard at the discretion of the Board, and will first be directed to an Ad Hoc Discipline Review Committee.

The appeal process will include both the receipt of written submissions by parents and administration, as well as an opportunity for an oral presentation by the parties involved.

A decision will be provided to the student and parents as soon as possible.

If an appeal of the Discipline Review Committee were desired, it would be appealed to the School Board, who would make the final decision.

Minor Misconducts

Examples:

Repeated lates
Boisterous behaviour
Dress code violations
Disruptive behaviour
Unpreparedness
Poor language

Often, minor misconducts can be dealt with through conversation and/or office callouts or detentions. Lower levels of disciplinary response would be attempted first.

Serious Misconducts

Examples:

Patterns of minor misconducts
Skipping Class
Disrespectful behaviour
Threatening behaviour
Mean behaviour
Vandalism
Theft
Smoking/Vaping

Depending upon the severity of the misconduct, serious misconducts would be dealt with either through office callouts or detentions, or through after-school detentions or suspensions (in or out of school). In addition to this, conversations with students and notification to parents would occur.

Grave Misconducts

Examples:

Patterns of serious misconducts
Drugs/Alcohol
Physical Abuse
Verbal/Emotional Abuse
Bullying/Harassment
Sexual Harassment

Depending upon the severity of the misconduct, grave misconducts would be dealt with either through suspensions (in or out of school) or expulsion. In addition to this, conversations with students and notification to parents would occur.

6. Probation/Behaviour Contract:

[Student Name]

Date: [date]

Purpose: This contract has been written in response to [infraction(s)] on [date(s)] by [student name].

Basis:

Proceeding from the Word of God and recognizing that the fear of the LORD is the beginning of wisdom, our student handbook outlines a number of goals including:

- A desire to build a true Christian community, as brothers and sisters in Christ, at Credo Christian High School, based upon a genuine concern for one another, embraced in a spirit of Christian love.
- The cooperative efforts of students, teachers and parents will enable us to be guided in an appropriate direction.

As part of the explanation for these goals it states:

- Students at Credo Christian High School are expected to be respectful and considerate to one another, their teachers, and staff members; to observe all school expectations; and to contribute to the learning environment by being positive, courteous, and orderly.

Agreement:

In order for [student name] to be restored to his/her position as student at Credo Christian High School and to remain a student at the school s/he will agree to the following:

- 1.
- 2.
3. S/He demonstrates true remorse and has sought forgiveness, where needed.

If [student name] is caught in the sin of [infraction] again during the remainder of [time period] s/he will:

1. Be suspended from school for [time period of suspension], dependent upon a Board review;
2. Lose all extracurricular privileges until [insert reinstatement date];
3. Receive a visit from 2 board members, with his/her parents in attendance, before returning to school.

It is our hope and prayer that [student name] will [insert hope here] and seek to finish his/her year to the best of his/her ability.

Signed:

Student

Parent

Administration