

# **CALVIN CHRISTIAN SCHOOL**

## **Parent Handbook September 2006**

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***"Your Word is a lamp to my feet and a light for my path"***

*Psalm 119:105*

*Greetings and welcome to Calvin Christian School. The school is an independent Christian elementary school. It is operated by the Calvin Christian School Society. The society has both parent members and community members who are committed to the following objective:*

*"...to establish, maintain and conduct classes for elementary education based on and consistent with the Holy Bible as the infallible Word of God...Such instruction will be in accordance with the basis (of the Constitution) and directed toward the end that these children may occupy their places worthily in society, church and state." (from the Purpose of the Corporation)*

*The school began in 1952; its program of quality Christian education now serves students from Kindergarten to grade eight. The school's faculty members are all qualified teachers. CCS is further served by a support staff consisting of paraeducators, a finance manager, secretary and custodian. School bus transportation is available. The school is funded fully by the membership and supporting community. It receives no funding from the provincial government. The tuition fee is a family rate. The members of the school society elect a Board of Directors which has the ultimate responsibility for the operation of the school.*

*The school is also the home of Jubilee School, a day time program for 4 year old children of Christian families. More information can be obtained about Jubilee School by calling the school's office.*

*The purpose of this handbook is to acquaint you more fully with Calvin Christian School. Inside you will find information about courses of study, nurture and discipline, rules and regulations, and other useful data to make you more fully aware of our policies and procedures. There is a lot more information available to you which is not in written form. We encourage you to call the school office with your questions and comments.*

*We thank our covenant God for providing the faith, the facilities, the dedicated parents, students and teachers that make Christian education at Calvin Christian School a living experience.*

*T. J. Postma,  
Principal*

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# THE STRUCTURE OF THE CALVIN CHRISTIAN SCHOOL SOCIETY

Calvin Christian School is operated by the Calvin Christian School Society. Membership in the Society is open to parents who wish to enroll their children, as well as to other friends and supporters of the cause of Christian education who are in agreement with the basis, purpose and principle guidelines of the Society. Members of the school society are encouraged to be involved in the school's operations. Members may serve on school committees and serve as volunteers. Please call the school office for more information.

## The Calvin Christian School Society

ELECTS

### The Board of Directors ("BOD")

which  
APPOINTS

<b>Committees</b>	<b>Personnel</b>
Admissions Committee	Principal
Bazaar Committee	Vice Principals
Building Committee (incl. Health & Safety)	Teachers
Capital Development Committee	Librarian
Contract Partnership Committee	Paraeducators
Education Committee (incl. CARE, Library, Computer)	Finance Manager
Finance Committee (incl. Tuition Assistance)	Secretary
Fund Raising Committee	Custodians
Personnel Committee (incl. Adhoc Interview)	Bus Drivers
Public Relations Committee	
Transportation Committee	
Willing Workers	

Each committee provides the BOD with minutes or reports. There are also adhoc committees, which for a limited time and deal with an assigned topic. Adhoc committees provide the BOD with advice or suggest direction for the BOD to take.

### AFFILIATION

Calvin Christian School is a member of the Ontario Alliance of Christian School Societies (OACSS), an organization serving about 77 schools across the province, with a total enrolment of some 13,000 students. CCS is also a member of Christian Schools International (CSI), which serves some 400 schools across North America.

### MORE ABOUT THE CCS COMMITTEES AND SUBCOMMITTEES:

Parent Handbook      CCS - Hamilton

The **Admissions Committee** helps establish admissions policies and visits those new families who are applying for school society membership. The visits are designed to get to know these families a little better and respond to questions, concerns and expectations. The Admissions Committee recommends membership status to the BOD for approval.

The **Building Committee** maintains the building and the grounds. Small renovations and building assignments are usually handled by the members of the Building Committee. The Health and Safety Committee is a sub-committee of the Building Committee and it deals with a wide variety of areas that involve the health and safety of the students and staff.

The **Bazaar Committee** is one of our fund raising committees. It organizes and holds the annual bazaar at the end of November. Do come out for lots of fun, food, merchandise and auction sales.

### The **Capital Development Committee**

The **Contract Partnership Committee** deals specifically with contractual items between the staff and the BOD. This committee consists of one staff representative and one BOD representative, plus two community representatives.

The **Education Committee** is involved with student services, curriculum review, teacher observations, and various related policies. *CARE (Caring Assistants Regarding Emergencies)* is a sub-committee which serves to assist the Principal in responding to emergencies and tragedies. The *Library Sub-committee* assists the librarian in establishing library policies, procedures and policies; it provides feedback on various library issues and reports back to the Edcom. The *Computer Sub-committee* ensures that computer hardware is current and functional.

The **Executive Committee** is a BOD committee with the primary task of assisting the BOD to function effectively. This committee also plans board meeting agendas, considers long range planning, rules on recommendations which require timely resolutions, and deals with unusual or sensitive situations.

The **Finance Committee** looks after the financial matters of the school—ranging from tuition and salaries to capital expenditures. The Finance Committee helps the BOD establish the annual budget, and it responds to families who need help in meeting their tuition obligations.

The **Fund Raising Committee** is busy all year round with various fund raising projects such as grocery vouchers, grocery sales, clothing sales, flower sales, pancake breakfasts, and much more.

The **Personnel Committee** deals with staff evaluations, personnel issues, policies regarding staff employment, and staffing needs. The Personnel Committee consists of selected BOD members. The Personnel Committee establishes an *Adhoc Interview Committee* whenever the BOD wishes to interview candidates for employment positions at CCS.

The **Public Relations Committee** promotes CCS at various functions and in the media. This committee gets the word out about CCS. It hosts Open House Day, Grand Parents Day, and Information Evening (an opportunity for new families to visit the school and learn about the programs and services). The PR Committee also hosts the back to school barbeque in September.

The **Transportation Committee** works to keep four CCS buses on the road, picking up students from as far as south Caledonia, as far east as Mt. Albion Rd, as far west as Powerline Rd., and as far north as the escarpment. Routes are established during the summer holidays.

The **Willing Workers** work together to put on banquets or meals for special occasions. You can call the school to obtain the phone number of the contact person. Call the Willing Workers if you are planning a wedding or an anniversary. They raise funds for CCS.

The **Golf Tournament Committee** is not a BOD committee however it does serve CCS by raising funds through a golf tournament for special needs children and the special education program.

## MISSION STATEMENT

**The mission of Calvin Christian School is to assist parents by providing for each student a Bible based elementary education in a supportive Christian classroom community that nurtures growth in knowledge, maturity and commitment to God for sharing in the life and work of His people in the world.**

Each student:	emphasis on individual ability and interest
Bible based * see goal statement #1	according to the norms of God's Word
Elementary:	the importance of basics and the nature of young students
Christian classroom community:	emphasizes the importance of support, a mini community, modelling, values and practising Christian living
Nurtures:	care for, nourish; a learning process of encouraging, risking, leading and training
Knowledge: see goal statement #2	includes information, attitudes, and abilities
Maturity: see goal statement #3	includes personality integration, independence, self-esteem, discipline
Commitment: see goal statement #4	discipleship, willingness to serve, trust and obedience
Sharing: see goal statement #5	children are part of a community that models a Christian lifestyle and presence in the world that includes worship, work and witness in all areas of human activity
His people: see goal statement #6	set aside in a neo-pagan world

Approved by CCS BOD Fall, 1996

\* The Mission Statement is further spelled out and implemented in our CCS Program of Studies Goal Statements.

## STATEMENT OF PRINCIPLES

An extensive document detailing our perspective (as based on Scripture) on a list of topics ranging from creation of the universe to vocation can be found on our website.

### FOUNDATIONAL PERSPECTIVE

#### THE CENTRALITY OF SCRIPTURE AND OF RELIGION

The Christian religion has always maintained that humans are more than just rational or social animals. They are conscious beings, especially created to have fellowship with God, their Creator. This spiritual dimension is given concrete embodiment in the concept of "soul." This relationship with God is the most important relationship in human life and effects, either directly or indirectly, all other activities and dimensions. The orthodox Protestant churches believe that value commitments are the most significant components of human relationships, activities, and ideas. This whole idea is captured by the phrase that *life in its entirety is religious*.

The communities represented by our school supporters further take the position that the Holy Scriptures (the Bible) are central to the faith and well-being of the Christian. God's Word is the light on his path of life, giving enlightenment and meaning to all of his everyday activities. The Scriptures have to be loved and known, so that in their totality they become part of one's being and one's general world and life view. The Word of God speaks to life's situations through and within the life of each Christian in an organic and integral fashion.

Calvin Christian School strives to be a "Reformed" Christian school. One possible formulation of our definition of being "Reformed" in education is the following passage from the CSI resource paper *In Their Father's House* by Dr. N.H. Beversluis:

Being reformed in education is to be guided by a way of thinking about God's sovereignty and human responsibility as covenantal—as being so within human life in all its fullness, including the education of the young. By reformed is meant, therefore, a way of thinking and a way of living; a way of interpreting history and a way of reading the Bible; a way of accepting the Christian's vocation in the world under the real and present lordship of Jesus Christ. By reformed is meant a way of understanding and obeying God's three great commands given in the beginning in the garden and reaffirmed through Christ's restoration of "all things." These are the commands to love God above all in personal piety; to love one another in human community; and, under the impulse and power of those loves, to do the world's work in cultural affirmation and transformation.

Understood this way, reformed denotes more than religion in its creedal, institutional, and ceremonial expressions, and more, too, than religion in its private and devotional sense. Religion in this wider sense is above all the expression of the reformed world view in a comprehensive life orientation. Such religion is commitment expressed in social and cultural discipleship. As denoting religion in this all-encompassing sense, being reformed has everything to do with schools and with what goes on in them.

## CHRISTIAN CURRICULUM DISTINCTIVES

We define curriculum as the set of programs designed for the students of a particular school. This limited focus does not negate the importance of the role of the teacher, the school atmosphere, or the many subtle influences that permeate the educational process. Rather, the specified curriculum dimension permits the expression of a number of distinctive characteristics:

1. The course of studies will include a number of starting points that direct the students to the central message of the Scriptures. All the parts flow together into one confession: Jesus is Saviour and Lord and the child may serve Him in obedience and joy. The instruction has a purpose: nudging, encouraging, practising, convincing, and preparing the child for a competent Christian service.

2. The course of studies will promote a spiritual-emotional response that leads to a sense of wonder and amazement, culminating in "this is my Father's world, I am part of the fantastic universe, intricately made and cared for." At the same time, the child is led to experience some of the sadness of broken relationships, a longing for renewal, and a "waiting upon the Lord." The child will also come face to face with the mystery that not everything can be comprehended. The human mind is limited.

3. General criteria for selecting programs at the elementary level are these: First, the content of the course of studies is carefully selected to present the Truth, to foster the good and beautiful, and to develop the knowledge, skills, and attitudes necessary for competent Christian service. Second, the emphasis is on the structure and functions of created things, plants, animals and people. Third, the programs will emphasize the study of the normative (positive) development of human culture.

4. Another distinctive characteristic of Christian curriculum relates to its organization of the learning process. The students are led through five stages of learning in a way that stresses personal meaning and a holistic perception of reality. The five stages are:

- Introducing the new learning to the student's experience and previous learning;
- Abstracting specific learning activities for analysis, conceptualization and precision learning;
- Reformulating the new knowledge, skills and understandings to verify the student's personal achievement and insight;
- Leading the student to incorporate the new learning into an expanded, richer understanding of the world and purpose for living;
- Teaching of skills in context of meaningful activities.

## CCS PROGRAM OF STUDIES GOAL STATEMENTS

The CCS Program of Studies is derived from our Mission Statement. It is implemented within the context of a supportive Christian and elementary classroom community. The program should enable each student

- 1) to gain Bible knowledge, and to develop and promote a Bible based perspective for the various subjects and skills;
  - discloses creation norm
  - connects with the Bible
  - understands the scriptures
- 2) to discover, explore and develop particular knowledge, skills, and talents that God has given;
  - information
  - strategies
  - abilities
  - numeracy
  - literacy
- 3) to mature as an image bearer of God in relation to self, others and the environment for responsible Christian citizenship;
  - attitude
  - relationships
  - creative applications
  - appropriate use of environment
  - norms of health and safety
  - maturity
  - personal and social skills
  - integration with all aspects of creation
  - norms of the Christian community
  - discernment and perception
- 4) to develop a deeper commitment to love and serve God in work and play;
  - devotions and celebration
  - school atmosphere
  - fruit of the Spirit
  - personal commitment
  - discipleship
  - trust and obedience
- 5) to develop competency, sensitivity, and skills necessary for effective learning, thinking and communication;
  - comprehension
  - critical thinking
  - problem solving
  - sharing
  - communication in various forms
- 6) to learn about and acquire an appreciation for the customs, habits, and beliefs of the local community, of the country, and of other faith communities, ethnic groups and cultures.
  - familiar with God's crown of creation
  - appreciation and respect for uniqueness and variety

Approved by Education Committee, Spring, 1998

# CURRICULUM

## APPROACH TO CURRICULUM

The curriculum at CCS aims to be **CHRIST centred, TEACHER directed, and CHILD oriented.** The curriculum at CCS aims to be CHRIST centred, TEACHER directed, and CHILD oriented. The curriculum is built on the understanding that human life, in its entirety, is religious, and we are called to serve God in all areas of life. All activities within the scope of education at CCS grow out of this starting point.

## BIBLE

The CCS Bible program imparts knowledge of the Bible and encourages students to move to a deeper faith. The program presents the story of God and his covenantal relationship with his people in chronological order, and provides contexts for the Bible stories. In the primary grades, Bible is taught in a concentric way. Key stories are presented in the beginning, and then revisited and added to in the following years. CCS uses the Christian Schools International Bible series for its program. This series emphasizes a storytelling approach in the early years, and progresses to a biographical and “heroes of faith” study in the intermediate grades. The Bible program incorporates regular memorization of Scripture passages which are relevant to the course of study.

## LANGUAGE ARTS

The CCS literacy program is designed to produce fluent readers and writers who can express and receive meaning through language. As students become independent readers, they can experience the joy of accessing knowledge about God’s world through the process of reading. CCS uses a balanced literacy program based on the Four Blocks Literacy Model in the primary grades. The blocks consist of Working with Words, Guided Reading, Self-selected Reading, and Writing. In the junior and intermediate grades, there is a sequential, skill-building program which continues to be based on the Four Blocks approach at the junior level. There is a focus on development of vocabulary, word analysis, sentence structure, comprehension skills, and a critical appreciation of literature as a response to God’s world.

## MATHEMATICS

The CCS math curriculum is based on the OACS Scope & Sequence for Mathematics. Through a structured and sequential program, students explore mathematical concepts and make meaningful connections to the real world. To build mathematical literacy, students are provided with purposeful practice and meaningful problem-solving opportunities.

## SCIENCE / SOCIAL STUDIES

**Creation Studies** is a science/social studies program developed by the OACS for grades one to three. It meets or exceeds the 1998 Ontario Curriculum Ministry of Education guidelines while reflecting a distinctive Christian worldview for each unit. Through this comprehensive study, students discover how all of creation and culture brings praise to God. Curriculum strands include studies of plants and animals, earth and space,

Canadian geography and citizenship, local communities, and communities around the world.

The **Science** program in grades three to eight deepens the understanding of the strands introduced in the primary grades, and continues to acknowledge God as the creator of the universe, and to emphasize our responsibility to appreciate and care for his creation.

**History** and **Geography** are part of the social studies program at all levels, but are taught as separate subjects in grades seven and eight. Geography is approached from an ecosystem or biome perspective at this level. History focuses on history of Christianity in the Mediterranean world and Canadian history.

## **FAMILY STUDIES**

The Family Studies program at CCS is based on the CSI health curriculum, “Healthy Living.” Strands include growth and development, disease prevention, substance abuse, emotional and mental health, family life and human sexuality, and personal health and safety. The program in grades seven and eight are based on OACS manuals, “The Early Adolescent” and “The Middle Adolescent,” and address personal well-being, body functions, and social-emotional life skills. The CCS Family Studies program develops the fundamentals concerning self and family through age-appropriate lessons, and includes units on good and bad touch, stranger alert, and healthy peer interactions.

## **MUSIC**

Since all of us have been created with one of the finest musical instruments, the human voice, music is an important part of our curriculum. In the primary grades, we concentrate on singing, rhythm and beat, using *Orff* and *Kodaly* methods. In the junior grades, recorder playing enhances music skills and the teaching of theory. Choir and instruments allow for the practice of good skills and the enjoyment of performance. MusicCanada is the primary curriculum resource for grades one to six. The grades seven and eight program consists of a band program. Details concerning the rationale and logistics of the band program are available in the school’s *Music Band Policy and Guidelines at CCS* document. Co-curricular music related programs at CCS include the Concert Band, Chamber Choir, and the Instrumental Praise Team. These groups are made up of volunteers and they perform at special events.

## **PHYSICAL EDUCATION**

In the primary and junior grades the emphasis lies in the development of motor coordination, muscle tone, and creative movement, as well as initial sports skills. The ensuing grades continue to develop these skills and focus somewhat more on team sports skills such as baseball, soccer, volleyball and basketball.

## **VISUAL ARTS**

The CCS art program provides students with the opportunity to express themselves in visual ways using a variety of tools, materials, and techniques. Students develop their

creative gifts through learning to appreciate a wide variety of art works and to apply elements and principles of design in their own work.

## **FRENCH**

French is taught formally to the students in grades 1 to 8, with regular exposure to the language beginning in Kindergarten. Our purpose is to learn to speak and understand Canada's other official language and to learn to appreciate another culture. Our formal program provides maximum opportunity to hear and speak French. French is taught primarily through a conversational method in primary grades. Vocabulary, pronunciation, and grammatical structures are developed through situation dialogues.

## **INFORMATION RESOURCES**

CCS has a computer room and a library. Programs are in place to assist students in using both sources of information.

Concerning computers: The students in grades four to six develop word processing and keyboarding skills. In grades seven and eight, these skills are reinforced, and students also receive instruction on the use of the Internet. CCS uses a reliable filtering system and carefully monitors student use of the Internet.

Concerning the library: The school's library provides students with books and other research material. The part time librarian supervises and implements the library program, which includes a scope and sequence for development of library and reference skills. Please contact the librarian for more information about the library program at CCS.

## **SPECIAL EDUCATION (LEARNING) RESOURCE PROGRAM**

CCS is an inclusive school which recognizes that each child is uniquely created by God with a distinctive learning style and aptitude. Due to their learning differences, some children need classroom accommodations or program modifications to experience success in their learning. At CCS, students with learning exceptionalities are integrated into the regular classroom to the fullest extent possible. The special education resource teachers collaborate with classroom teachers to make appropriate classroom accommodations. They also teach withdrawal classes for students who are in need of individual or small group instruction for one or more subjects. Participation in the resource program is preceded by a formal process consisting of a referral, a diagnostic assessment, and a placement decision. If you have concerns about your child's learning, please speak to your child's teacher to initiate a possible referral to the special education resource department.

### **Enrichment:**

Some students have special learning needs due to their exceptional intellectual capacities. The special education resource department advocates for all students at CCS to have significant learning opportunities. Resource teachers monitor the learning needs and emotional needs of students who are exceptionally bright but at-risk, and may provide support for classroom teachers to implement appropriate programs. Enrichment opportunities are most commonly provided in the regular classroom. Teachers strive to make learning interesting, stimulating, and meaningful for all their students, and to provide more open-ended activities and multi-level assignments to highly capable students. Normally, bright and gifted students will be sufficiently stimulated by the challenges of the CCS academic program. A weekly math enrichment class is regularly provided to qualifying grade 8 students. The general school program is further enriched through a variety of activities, such as Fine Arts Festival, Science Fair, Winter Activities, Sports

programs, Recorder Choir, Chamber Choir, Battle of the Books, Spelling Bee, Computer Club, Musicals or Concerts, etc.

## PROGRESS REPORTS

Reporting pupil progress to parents or guardians is a responsibility that CCS takes seriously. It is our duty to assess progress thoroughly, evaluate it professionally and report it honestly. Progress reports are issued three times per academic year - in December, March and June. Teachers will also issue Progress Communication Reports through out the year to further provide you with information regarding your child's progress. The Progress Communication Report is mainly set up to communicate concerns and to communicate recommendations to address the concerns. You are encouraged to attend parent/teacher conferences at the December and March report times; however, please feel free to arrange for additional conferences with your child's teacher(s) and/or the Principal at any time throughout the school year. Effective communication between home and school is a significant aid to pupil progress.

CCS report cards are designed to combine the important and relevant features which best reflect the grade level of the child. Subsequently, the parent will notice different features depending on the grade level of the report card. At CCS, we have 4 different types of report cards: K report card, primary level report card, junior level report card and intermediate level report card.

The primary level report cards have several unique features which provide parents with a considerable amount of information: 1) The language arts program has been divided up into separate sections entitled: guided reading, working with words, writing, independent reading, and oral communication. Furthermore, there are skill objectives within each section. 2) The achievement indicators are Very good, Good, Satisfactory and Weak. These indicators are also found in the K report card and they help remove labels such as B student or D student. 3) Beside each achievement indicator is an effort mark.

The junior and intermediate level report cards are similar to each other in that they have letter or number grades denoting the student's progress, and effort grades which denote the effort the student has put into the work at hand. The rest of the section identifies particular skills and shows whether your child's progress in these skill areas is Good, Satisfactory or Unsatisfactory. The skills section can be elaborated upon in the "Comments" section at the right of the report.

A few words may be in order about marks on the junior and intermediate report cards. As you can determine from the marking scheme, the majority of the marks will fall into the B and C categories. We feel that the average progress expected of the majority of the students is at the B & C level, and so we give those two areas the largest numerical categories (from 60 - 89%). Thus, an A (from 90 to 100%) is reserved for truly exceptional work and should not be regarded as the norm.

The number grade for effort is as important as the letter grade for achievement. The student who achieves a C2 should receive merit equal to a student who achieves a B2. The differences in letter grades indicates that there are different God-given abilities and talents. The number grades indicate that both children have made satisfactory use of their

respective abilities.

Finally, please be aware that the semester system at the grades 7&8 level will show final marks for applicable first semester subjects on the 2<sup>nd</sup> term report card, and for second semester subjects on the 3<sup>rd</sup> term report card.

We hope that the CCS report cards will help you to assess your child's progress. It is impossible, however, to provide a complete evaluation in written form only. You are therefore encouraged to attend parent/teacher conferences or call the teacher.

## **PARENT TEACHER CONFERENCES**

We look forward to meeting you at the appointed time to discuss our mutual interest - your child's growth and development here at Calvin Christian School. What follows are a few suggestions that could be used as a guideline for fostering open and forthright discussion between parents and teachers.

Here are some of the questions a teacher might ask you at a conference:

1. What is your child's reaction to school?
2. What do you see as your child's strengths and weaknesses academically, socially and emotionally?
3. What do you understand your child's needs and goals to be?
4. Is there anything I should know that might affect performance at school?
5. How do you feel about the school, the classroom, the teacher, and your child's progress?

In addition to preparing answers to the questions stated above, parents can also help in this effort by writing down a list of questions for the teacher. Some of the questions might include the following:

1. What are my child's strengths and weaknesses?
2. Is my child working up to his or her full capacity?
3. Is my child respectful and co-operative? Does he or she listen and obey?
4. Does my child relate well to peers? If not, how can we help promote social skills?
5. What can we do to reinforce learning or assist with problem areas?
6. What evidence does my child give of spiritual growth?

Finally, in order to derive full benefit from the conference and to provide for on-going communication and co-operation there should also be follow-up. As parents, there are some specific things that you can do:

1. Show an on-going interest in your child's school work and school activities.
2. Encourage your child to do his or her best. Praise your child for a good effort. Don't compare one child to a sibling; instead, evaluate each as an individual.
3. Keep the lines of communication open. Be willing to call the teacher or stop in at school to check on the progress.
4. Provide a good learning environment and home study program at home.
5. Work at understanding the teacher's approach to education. Realize that teachers have strengths and weaknesses too. Be positive and supportive, as well as honest.
6. Pray for teachers, students, parents and the entire educational process daily. Teach your children to pray for them also.

## WHEN PARENTS ARE CONCERNED

Dear Parents:

Within any organization, whether Christian or not, there are times when issues and concerns are experienced. In this regard, Calvin Christian is no exception. Occasionally, parents get frustrated about something that may have happened in the classroom, or at school, and then wonder whether to express their concerns.

Please do. The school is in partnership with the home. Parents have the right to speak up when they have a question or are concerned about a matter that affects their child. In that respect, the parent is the best and the only long-term advocate for that child. Being an advocate for your child means that you want to be well informed about the school, to keep communication channels open, and to be willing to address a perceived problem in a fair and courteous manner.

To ensure a fair process that will lead to a quick and peaceful solution, we wish to outline the appropriate action when a difference occurs between parents and teachers about the education of a specific child enrolled in the school.

### **Step One**

Acquaint yourself with the problem situation well. Gather the information to get a clear and fair picture as you perceive it. Avoid an immediate, impulsive, possibly angry response.

### **Step Two**

Call or meet with the teacher to share your side of the story. Be prepared for a discussion, an alternate version, and an amicable effort to seek a solution. If the problem is accurate, insist on a plan of action for change.

### **Step Three**

If the action is unsatisfactory, take your concerns to the Principal, who will look into the matter promptly.

We wish to encourage you to express your concerns. There should be no fear of negative consequences.

It is understood that at every level, every reasonable effort will be made to resolve the issue as quickly and effectively as possible.

If at any time you are in doubt as to where you should address your concerns, do not hesitate to contact the school principal directly.

Sincerely,  
The CCS Board of Directors  
The Principal

## CHRISTIAN NURTURE

Christian nurture is a basic aim of both the Christian home and the Christian school. The necessity of close co-operation between home and school, and mutual support for each other cannot be over-emphasized. Both home and school should be organized so that the children are led to work out their faith in all areas of life.

In the school, teachers and pupils bear the responsibility of living together in a Christian manner. The relationship between teachers and students must reflect the Biblical command of mutual respect, recognizing the unique task of teaching and learning. Appropriate to their age pupils must conduct themselves in thought, word, and deed in such a way that their behaviour portrays a meaningful attempt to live Christianly.

The following criteria are helpful in designing and evaluating school rules:

In general, teachers look after the discipline concerns of their own classrooms and keep the Principal informed of any consistent misbehaviour. Matters brought to the attention of the Principal will be recorded for future reference. In general, parents are notified when a student is brought to the office for serious discipline purposes. Repeated visits may result in a temporary suspension. Immediate student suspension may also occur at the discretion of the Principal. The Principal will take into consideration the cause and nature of the offense, however, the Principal will also take into the consideration the person involved. At times, a child with a specific syndrome or disability that impacts behaviour must be afforded some accommodation.

Discipline related items that teachers will report to the Principal include:

- Open defiance or obvious disrespect;
- Excessive use of foul language and swearing;
- Cases of fighting, extortion, stealing and harassment;
- Persistent misbehaviour;
- Damage to school property.

It is impossible to run a school properly without specific rules. These rules are designed for the safety and good order of all pupils. Pupils are expected to adhere to these rules and parents are expected to support staff in the administration of them. The support of the entire community is needed to provide a sound Biblical education for our children. At the same time it is understood that staff will model Christian attitude and behaviour for the

students.

From time to time, the topic of bullying comes up. *A person is being bullied when he or she is exposed, repeatedly, and over time, to negative actions on the part of one or more other persons.*

We take bullying very seriously and seek to address it directly and indirectly.. Here are some examples of direct and indirect intervention/prevention:

apply the discipline policy, respond quickly to parental concerns, provide relationship instruction from a counsellor in class or at parent evenings, attend anti-bullying workshop (eg. McMaster), have annual police presentations, discuss the topic in family life and Bible studies, provide a strong and busy co-curricular program, promote peacekeepers, buddy classes, field day teams, student council, outreach involvement...

The Calvin Christian School Board of Directors approved a Discipline Policy for the school. You may obtain a copy from the office. One of the components of the Discipline Policy includes a "Student Code of Conduct". The students are reminded to encourage each other to follow the Code of Conduct.

## STUDENT CODE OF CONDUCT

### **OUR RELATIONSHIP WITH GOD**

We will speak of God in respectful ways.

We will encourage close relationship with God in others as well as ourselves through Bible reading, prayer, sharing, etc.

We will respect ourselves because God created us in his image.

### **OUR RELATIONSHIP WITH THOSE IN AUTHORITY**

We will be respectful in our speech and conduct.

We will be obedient to those in authority over us.

We will not condone disrespect displayed by others to those in authority.

### **OUR RELATIONSHIP TO OTHERS**

We will be respectful of others.

We will address each other properly and not resort to name calling, swearing or dirty language towards each other.

We will respect each other's property.

We will encourage everyone to feel included.

We will respect each other's person and remember "no touching except for helping."

We will learn to apologize when we fail and seek God's strength to continue building a community of love and respect.

### **OUR RELATIONSHIP TO SCHOOL PROPERTY**

We will respect school property. This includes furniture, books, equipment and building.

We will report any damage done and volunteer to pay for damages if we are responsible.

We will accept responsibility for the cleanliness of the school and grounds.

**But the fruit of the Spirit is love, joy, peace,  
patience, kindness, goodness, faithfulness, gentleness  
and self-control.**

**Against such things there is no law.**

**Galatians 5:22,23**

## **STUDENT DRESS**

The school's standard of dress code may be different than one parent or student's level of acceptance. The CCS dress code serves to provide guidance for you as you determine what your child should wear at CCS. The CCS dress code also establishes guidelines which we respectfully ask you to respect.

### **DRESS CODE FOR CALVIN CHRISTIAN SCHOOL - HAMILTON**

*(Current Code-revised)*

Clothing worn at CCS must be tasteful in appearance, suitable for school activities and weather. Student dress should reflect simplicity and modesty and exemplify cleanliness and neatness. Clothing should reflect that students are in a Christian learning environment.

#### **Shirts and tops**

- must have sleeves and a modest neckline
- must be long enough to be tucked in
- tank tops, muscle shirts, and spaghetti straps are not permitted
- clothing must be free of slogans although a brand name is acceptable

#### **Pants**

- must be worn no lower than the hips and must cover all underwear
- must not drag on the ground but may be rolled up to accommodate differences in shoe height
- must not have torn knees, hems or backsides
- track pants are allowed for grades K - 3 only

#### **Shorts and Skirts**

- must be an appropriate length (at least to the tips of the fingers with the arm hanging at the side)
- must not have frayed edges
- spandex shorts are not appropriate

#### **Accessories**

- hats and bandannas must be taken off when entering the classroom
- for safety reasons, we suggest that jewelry and earrings be dose fitting
- facial piercings are not permitted
- must not promote music groups, alcohol or an unacceptable life style

#### **Footwear**

- shoes must be worn with socks
- shoes must be suitable for school life
- sandals without socks are appropriate if securely attached to the foot
- flip flops and slide ons are not acceptable
- students will need a pair of shoes for Phys. Ed. and/or indoor use

Approved by the Education Committee and Board of Directors, Spring, 2001.

*Your co-operation is appreciated to ensure that your child arrives comfortably dressed in clothing suitable for a day of learning in a Christian school. Concerns and questions should be brought to the attention of the Education Committee.*

# COMPUTER USE AT CCS

God is pleased to provide His people with tools for instruction and for learning. These tools are intended for good use and not for abuse. They are intended for service and devotion. The computer is a marvellous tool with seemingly limitless potential. It too can be used and abused. Our goal is to use it as another God given tool through which our students can grow in knowledge, maturity and commitment to God, and through which our students can benefit others.

CCS has a computer lab which houses 30 computers. There are also computers in the classrooms. A *Computer Use Policy* is available at your request. The internet system is guarded by means of a filtering program. The computer lab is generally locked before and after school. Students are required to follow the rules and the guidelines. Printed below are sections from the policy:

## 3.0 RESPONSIBILITIES OF THE STUDENT

3.1 Use computer technology and computer generated information in God honouring ways:

3.1.1 Do not plagiarize.

3.1.2 Do not break copyright rules.

3.1.3 Do not disrupt or damage equipment.

3.1.4 Do not engage in unnecessary printing.

3.1.4 Do not tamper with, steal or remove information from another person's file.

3.1.5 Do not visit or download unacceptable Internet sites.

3.1.6 Practice responsive obedience and Christian discernment.

3.1.7 Collaborate with others by sharing useful information.

3.1.8 Keep the computer area tidy.

3.2 Respect and obey the computer guidelines.

3.3 Safeguard your files and the computer's files.

## 4.0 CCS COMPUTER HARDWARE GUIDELINES

4.1 Students may not access a computer without a teacher's permission.

4.2 Students may not access the Internet at anytime without a teacher's supervision.

4.3 Students may not send e-mails without receiving a teacher's approval.

4.4 Students may not be on chat lines unless the teacher has established a clear objective for doing so.

4.5 Students may not eat in the computer room.

4.6 Students may not copy or use removable storage media unless the teacher has given prior approval.

4.7 Students must remove obsolete assignments from the computer's file.

4.8 Students must log-off before leaving the computer.

## 5.0 SANCTIONS and REMEDIATION

5.1 Students, who convey by their actions a lower level of trust, will have their computer use privileges modified by the teacher to concur with their level of accountability. A teacher may restrict or revoke computer access. The teacher will notify the parents.

5.2 Students, who continue to convey reasons for broken trust, will be sent to the Principal. The Principal may take further disciplinary action including suspending a student.

5.3 Damage to hardware resulting from student action may result in a form of restitution -- such as

fees or fines.

## HOME STUDY and HOME WORK

Families are urged to set aside a specific time slot each (school day) evening for home study during which children can study, read, review, complete assignments or engage in other school related work. *Home study can include homework (specific, prescribed assignments from the child's teacher with due dates).* Home study plays a vital role in the attainment of good progress. A student learns how to work and study effectively and independently. With effective home study habits, the student is reinforced in how to solve problems, how to review, to summarize and to do independent reading and research. Studies show that home study can benefit the child academically and personally. It helps the parents keep informed. Home study is an integral part of schooling and education. In fact, education does not just happen at school. Suggested home study time could be ½ hour for grades 1-3; 1 hour for grades 4-6; 1.5 hours for grades 7&8.

Primary and junior grade students make the best progress under the direct supervision of the classroom teacher. However, some homework is inevitable at any grade level. The teacher is expected to use his/her discretion in keeping the amount of homework reasonable. Teachers will try to keep assigned homework within the 10 minutes rule: i.e. take the grade level and multiply by 10 minutes for total homework time. Within the scope of a home study environment, parents should check to make sure the child completes or has completed the homework. When there is little or no homework, parents are asked to encourage their children to take the time to do math drills, subject reviews, spelling drills, reading, educational computer games... even though these tasks may not have been prescribed as homework for the next day. A *Home Study and Home Work Guidelines* document is available with more information.

Home study is a good habit which can be learned through regular practice each evening. If no homework is assigned, use the home study opportunity for review, reading, research and for drills.  
Have a regular time and place to study.  
Make a study schedule.  
Take short breaks between periods of study.  
Do the most difficult subjects first.  
Oral drill is helpful in many subjects. Integrate seeing, hearing and writing as important components of any drill work. Math computation drills are very important and strongly recommended.  
There is much satisfaction that comes from doing the work thoroughly and well.

**Please write a note to the teacher if for some reason homework cannot be completed.**

Generally, teachers send homework home if the child is absent due to illness. If you do not wish to have homework sent home, please let the teacher know.

## GENERAL RULES

1. Students should address teachers politely as Mr., Mrs., Miss, Ms., Sir.
2. Common rules of courtesy are to be emphasized.
3. The Christian qualities of love, respect and courteousness towards teachers and towards other

students are expected behaviour. "Talking back" to teachers, insolence, cruel or excessive teasing, foul language or swearing, lying, destruction of property or other forms of negative behaviour will not be tolerated. Physical fighting may result in suspension from school for up to three days and for five days for a repeated offence. (See 'Christian Nurture' in this handbook)

4. Certain rooms of the school are intended for the use of the staff members. These include offices, staff room, staff washrooms, supply and storage rooms and custodian's rooms. If students need to go to the staff room, one of the offices, or another classroom, rules of courtesy direct that one should knock politely and wait for a response.

### **ARRIVAL, DISMISSAL, RECESS, PLAYGROUND**

1. Students who walk or bike to school should arrive no earlier than 15 minutes before the bell sounds.

2. Students riding bicycles to and from school must park their bikes in an area near the NE entrance doors immediately upon arrival. For safety's sake, bikes must be walked while on school property. Also, in the interest of safety, it is recommended that students in grades K - 3 not ride their bicycles to school.

3. Bell rules must be adhered to. All students should be in their classes and prepared for work when the second bell rings.

4. All students are to go outside quickly during recesses and noon hours, unless permission to stay in has been given by a teacher. Students staying inside must be in their classrooms.

5. The Principal's and the parent's permission are required to leave the school grounds.

6. Snowball throwing is not permitted anywhere on school property.

7. Permission from the supervising teacher is necessary to retrieve balls from the neighbour's property. Balls on the school roof will be removed periodically by the custodian.

8. All garbage is to be put in the proper containers. Do not litter the school grounds.

9. The front side walk (along the road), the bus loop, and the front grass areas are out of bounds for students. They may not play or loiter there. The bus shelter is out of bounds except for arrival and departure purposes.

10. Upon entrance, students will go directly to class and put on their indoor shoes.

### **PROPERTY**

1. Students are expected to keep their desks and room tidy at all times. Nothing should be left on the floor. Cupboards and shelves should be neat and orderly.

2. Students are expected to care for school property. Purposeful damage and damage caused by negligence must be paid by the student.

3. Scribbling or doodling on schoolbooks or textbooks, and on desks is not permitted.

### **LUNCH TIME**

1. Students should remain in their classrooms while eating.

2. **NO** food may be taken into the washrooms at any time.

3. Eating during class time is not permitted without specific permission.

### **HALLWAYS**

1. Students must use the hallways in a considerate manner.

2. Running in the halls, boisterous behaviour, and loud talking are not permitted.

3. Students are expected to be "quiet in the halls", that is, speaking in subdued voices when classes are in session.

# GENERAL POLICIES, PROCEDURES AND INFORMATION

## ABSENCES AND TARDINESS

If your child is going to be absent, it is important to notify the school. Please have a sibling notify the teacher. If this is not possible, please notify the school office by 9:00 a.m. Students are not allowed to leave the school grounds during school hours unless accompanied by a parent or designate. Students must report to the office to sign in if they are late. If they are repeatedly late, the parents will be advised and asked to make adjustments.

## ASSEMBLIES AND PROGRAMS

At least once a month we plan to have an assembly. Most of the assemblies incorporate Christian themes and feast days. Parents are welcomed to attend our assemblies. On the first day of school, we begin with a devotional assembly; we have a closing assembly on the last day of school. At Christmas time, we have a Christmas assembly. Each year, we have a Spring Program but we rotate the responsibility for this program. Grades K-4 are responsible for one year and grades 5-8 the next year.

## AWARDS

At CCS, we seek to award students for personal achievements and team achievements. At our awards assembly in June, we offer activity bars to those who participate in various school functions. We offer ribbons, etc., for achievements in sports, contests, and fairs. At graduation, we give plaques to the grade 8 recipients of the following awards: CCS Good Citizenship Award, Academic Achievement Award, Academic Excellence Award, Valedictorian Award, Athletic Award. The terms, conditions, and selection process of each of these awards are spelled out in a handout the grade 8 students receive. Many of our students help out in various capacities. We thank them with pizza lunches or ice cream treats, and/or special trips, such as a trip to Marineland.

## CALENDAR

We forward the annual calendar in August and usually attach a copy to the school directory. In addition, you receive a monthly calendar at the beginning of each school month.

## CLASS TRIPS / FIELD TRIPS

We generally distinguish between class trips and field trips. A class trip is defined as an enjoyment trip for the whole class. The trip may not necessarily tie in with a unit of study and usually takes place at the end of the school year. The grade 8 trip to Ottawa is an example of a class trip. Field trips generally reinforce a unit of study. Local trips to RBG are examples of field trips. Parents are advised via the *Courier* or a newsletter of pending field and class trips. Teachers are required to have chaperones join the class. In most cases, the Student Fund absorbs the costs of class/field trips. On occasion, students may be asked to pay a small fee. At the beginning of each school year, parents are asked to complete the *Co-curricular Consent Form*. This form requests your permission or consent for your child to participate in co-curricular activities. Co-curricular activities include class/field trips, tournaments, fine arts etc. Parents may be invited to volunteer as chaperones. By and large, we will arrange for school bus transportation, however, parents may also be asked to provide transportation.

*Only drivers with...*

- ✓ \$1 million personal liability insurance coverage for their vehicle
- ✓ seat belt or booster seat for each student [a seat belt is permissible provided each child is at least 8 years old and/or weighs at least 36 kg]

(80lbs) and/or is at least 145 cm (4ft9in) tall]

✓ valid driver's licence

... are allowed to drive students.

Please complete a Volunteer Driver's Form. If you have completed this form, please be sure to update it as soon as the relevant information changes. We would also like to know if you no longer wish to drive for our students and therefore wish to shred your form.

### **COMMUNICATION**

We seek to strengthen the communication channels between home and school. To that end, we forward the *Courier* on a weekly basis. The *In Touch* newsletter also comes to you on a regular basis, either through your church mailboxes or from your child at school. In addition to the above, many teachers send weekly newsletters home to keep you up to date. Teachers may also decide to forward a progress communication sheet which advises a parent of a special concern and suggests ways to address that concern; or teachers may elect to send a homework communication which keeps the parent advised of homework and assignments. Furthermore, report cards, and parent/teacher conferences all serve to keep the channels open. Finally, we are but a phone call away from each other.

### **CUSTODY AND ACCESS MATTERS**

From time to time we learn of relational difficulties between a husband and wife. Sometimes, the difficulties result in court agreements which affect the custody and access rights of both parents. The school office needs to know the particulars which pertain to the education and well being of the child while at school. A Custody Form is available at the office and it must be completed. With respect to education, information, and access, the school will communicate with the student's home address unless it has been properly advised otherwise.

### **FAIRS AND OTHER EVENTS**

Calvin Christian School offers a wide variety programs including the Science/Hobby Fair, the Fine Arts Festival, the Book Fair, the Winter Activities, and more. Most of these events are on a rotating cycle or held every other year. Once in a while, we'll even do a large scale musical!

### **FIELD DAY AND MASTER FIELD DAY**

Our students participate in our own field day (track and field activities plus games for the younger children). The best athletes attend the Niagara District Christian Schools' Master Field Day. Master Field Day is usually held in Hamilton and 4-8 staff organizes and administers the event. This usually means K-3 students attend school and older non-participating students join us to cheer our athletes on or they remain at home.

### **EARLY AND LATE HOLIDAYS**

Sometimes parents find it necessary to take children out of school on days other than designated holidays. The regulations of the *Ontario Education Act* restrict school administrators from giving permission for extended holidays. Parents who do choose to remove their children for extended holidays take upon themselves the responsibility to see to it that the students do not fall behind, and, if necessary, are responsible to acquire a tutor to bring the student's work up to date.

### **GRADE DIVISIONS**

Calvin Christian School grade levels are designated as: K-3 = primary division; 4-6 = junior division; 7-8 = intermediate division.

### **GRADUATION**

Graduation is a special event for our grade 8 students. The festivities begin with individual and

graduating-class pictures. This is followed by a banquet for the graduates and their parents. The ceremony, to which the community is invited, is usually held at Redeemer University College.

### **GYM CLOTHING**

Gym uniforms are required for students in grades 4-8. A *Gym Uniform Order Form* is sent home in September. Students ordering new uniforms will have an opportunity to try on samples for size before the uniforms are ordered from the supplier. Gym shoes should have white soles in order to prevent scuff marks on the gym floor.

## **INCLEMENT WEATHER AND SCHOOL CLOSING**

CCS operates its own buses. Generally speaking, if carriers throughout the area are not running, we will likely not operate our buses either. The decision whether or not to operate will be made by the Principal. The closing of the school will be announced on radio station 900 CHML

Please listen for radio announcements beginning at approximately 7:00 a.m.

A message will be left on the school's answering machine and the website. The Vice Principal will begin the phone chain for the bus students. Neither the Principal nor the Transportation Committee can field calls from all the individual families who ask whether the buses will be running or not. Your cooperation is appreciated.

If early closing is necessary due to anticipated weather conditions, information will be announced on the above listed radio station. Families will be contacted if alternate arrangements need to be made, (re: car pools, children to be picked up, etc.). The Principal, or designate, will stay at school until all students have been picked up.

## **INCLEMENT WEATHER AND INDOORS**

Students are permitted to be inside as soon as they arrive during inclement or cold weather. Once inside students are, of course, expected to be in their classrooms engaged in quiet activities. On certain "wet" days we will call for a pavement recess. This means some of the students will be allowed outside to play on the pavement only while others are in the gym. This occurs mainly in the spring season to cut down on the mud and to give grass a chance to grow.

## **INDOOR ROOM**

The Indoor Room is made available from 12:45 to 1:20 p.m. on Monday, Wednesday, and Friday. The students are sent there to finish school work or for disciplinary reasons. The room is supervised, and the number of times a student is sent is monitored.

## **LOST AND FOUND**

Pupils are advised to have their items labelled or marked. The custodian will display lost and found items at the end of each month after which unclaimed articles will be donated to a charitable organization. Lost and found items left over the summer holidays will be donated by mid-September.

## **LUNCH TIME**

Students must stay at the school during the lunch hour. A student will not be allowed to "go out for lunch" unless he or she is accompanied by the parent. Please advise the school office if you wish to remove your child from school during the lunch hour. We discourage students from going to Terryberry Library on their own. Unless a parent or teacher is prepared to accompany them, we prefer that you refrain from giving permission to leave school property during lunch time or noon hour.

## **MEDICATION**

Our policy states that the school will not administer non-prescription medication. The school will administer prescription medication provided the parent has read the policy and completed the *Request for Medication Administration Form*.

## **NOON HOUR**

Please see our comments about leaving school property during lunch time. The noon hour is for student outdoor play, intramurals, team and choir practices, and in some cases, completing work. We encourage our older students (grade 8) to participate in various activities, although they are

also often permitted to stay in, and even socialize in the classroom.

## **ONTARIO STUDENT RECORD (OSR)**

Our school maintains an OSR file for every student. This file contains copies of all student report cards and other information pertaining to a student's participation at school. The file is passed on to the student's highschool at graduation. If a student transfers to our school, the previous school sends us the OSR. The OSR file is available for parents to view. Please contact the Principal.

## **OUTREACH**

Our students are involved in a variety of outreach type projects. *Neighbour to Neighbour*, a food bank next door, benefits from our food drives and on site help from grade 8 students. At Christmas time, *Missions Services* receives clothing, gifts and food for the needy from our students. Our grade 8 students provide "Christmas service projects" for the local community. Our students also forward special gifts (shoe boxes) for orphaned children in eastern Europe. We raise funds for a foster child and sponsor a school in a 3<sup>rd</sup> world country. We participate in special community fund raising such as the Terry Fox Marathon of Hope and, when feasible, Jump Rope for Heart. Other outreach activities include visits to senior citizen homes and malls, where we present music and band performances.

## **PARENTAL CONCERNS**

Calvin Christian School encourages parents to be closely involved in their children's education and welcomes regular contact between parents and the school. We believe that home and school relationships will be enhanced by a clear understanding of the proper procedure for settling differences that arise from time to time. Please find a document entitled "When Parents are Concerned" elsewhere in this Handbook.

## **PARKING LOT**

Our school parking lot is designated for staff parking and visitor parking. Tight turns in this area and traffic flow through the bus loop makes it impossible to accommodate vehicles involved with student pick up and drop off. These vehicles must go the Immanuel Church parking lot. Please see document elsewhere in this handbook concerning dropping off and picking up your children.

## **PICTURES/PHOTOS**

Class pictures and individual pictures are taken in the fall season. We encourage our students to dress appropriately. Parents receive proofs and packages to select from. Re-takes are permitted at the photographer's discretion. If more than one proof is offered, the photographer tends to deny re-takes.

## **PIPEDA (PERSONAL INFORMATION PROTECTION and ELECTRONIC DOCUMENTS ACT)**

Christian communities are required to respect biblical norms to respect the dignity of individuals, including the appropriate collection, storage, and use of personal information. CCS has a *Privacy (PIPEDA) Policy* in place. This policy is available in the school's office. We require that parents complete a form entitled, *Media Consent Form*, which indicates whether we may publish names, works and pictures of their children.

## **PROGRAM DAYS**

Faculty members attend professional development days organized by the Ontario Alliance of Christian Schools or by the Principal. A primary program day (grades 1-3), for example, means students in those grades will not be attending school for that day. Students from the other grades are expected to attend school. There is one program day per division each year.

## **PROMOTION AND RETENTION**

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Parents should have a good indication by the second term report card (at the latest) as to how their child's academic progress will impact his/her grade status for the next school year. Policies regarding retention are appropriately considered within the scope of a parent/teacher/principal conference.

### **RADIOS/WALKMANS/GAMEBOY/iBODS**

We believe children are called to interact with one another and develop good social skills. Radios, walkmans, gameboys and iBODS tend to isolate the student into a world that minimizes contact with others. Furthermore, we cannot always police what students are listening to. These items are not allowed on school property.

### **RAINBOWS**

Rainbows is a support group offered for students who are grieving due to loss of loved ones or because of relational breakdowns between parents and/or significant others. An entry process and curriculum are in place. In most cases, the class meets at noon hour. The leaders are trained and caring; they seek to assist the child in feeling accepted and at peace.

### **SAFETY PATROLS AND PEACEKEEPERS**

Student safety patrols for buses and crosswalks are under the direct supervision of the Vice Principal in co-operation with the bus drivers, crossing guards and the Safety Department of the Hamilton Wentworth Police Department. Compliance with safety rules and appropriate conduct on buses is essential to the safe transportation of our students. Any behaviour which is an infraction of safety procedures, or which interferes with the safe operation of our buses, will be dealt with by the Vice Principal.

Grade 8 students also serve as "peacekeepers" and are assigned the task of assisting teachers during yard duty at the primary end on a rotating basis. The students will help with games and provide appropriate conflict resolution strategies. They will report major conflicts to the supervising teacher.

### **SCHOOL DAY**

0.3681	Entrance bell
0.3715	Classes begin
0.4375	Recess bell
0.4549	Entrance bell
0.4583	Classes resume
0.5208	Lunch bell
0.5313	Recess bell
0.052	Entrance bell
0.056	Classes resume
0.1389	Closing bell
0.1424	Dismissal bell

Students will have an opportunity for a snack and a short washroom break during the afternoon session. This enables bus riders in particular to receive nourishment prior to a long ride home.

## **SHOES**

Given the layout of our school and the fact that coats and shoes must be brought into the classrooms, there is a higher level of responsibility on the part of our students to make sure that their shoes are reasonably clean – mud free before entering the building. In order to minimize dirt elsewhere, students may not go into the washrooms unless they have their indoor shoes on. Cooperation on the part of everyone will go a long ways to making our custodian's job manageable. Also, regarding shoes, please purchase indoor/gym shoes with white soles in order to avoid leaving scuff marks on our gym floor.

## **SECURITY**

For security reasons, all the gates leading into the school play areas are closed and locked for most of the school day. Please report any concern or news affecting security at CCS to the Principal immediately.

## **SEMESTER SYSTEM**

Our grades 7&8 students have several subjects which are on a semester system. These subjects are taught intensely for ½ of the school year. The subjects involved are: history/geography, music/art/health, computer/literature. The final marks for the 1<sup>st</sup> semester will be included on the 2<sup>nd</sup> term report card. The final marks for the 2<sup>nd</sup> semester will be on the last term report card. Teachers may opt to provide interim marks on the 1<sup>st</sup> report card for the 1<sup>st</sup> semester and on the 2<sup>nd</sup> report card for the 2<sup>nd</sup> semester.

## **SKATEBOARDS AND ROLLER BLADES**

In the interest of student safety, students may not use skateboards and roller blades on school property or on the church parking lot during student pick-up time.

## **SPORT ITEMS/EQUIPMENT**

Sport items such as soccer balls, baseballs, footballs, etc., are supplied by the school for team sport activities organized by the school. Students should bring their own sport items and equipment for their personal use during recess play time. But do not bring hardballs or wooden bats.

Special sport equipment is made available for the Peacekeepers.

## **STAFF DEVOTIONS**

Each week, on Monday morning at 8:20 a.m., staff spends a few moments in devotions. The school phone will be on "call answering," so please leave your message, or call directly after 9:00 a.m.

## **STANDARDIZED TESTING**

The school conducts formal testing of all students in all grades. The Canadian Test of Basic Skills (CTBS) is administered to grades 3 - 8 every other year. CTBS is an achievement test and it helps us to monitor the students development and provides us with an indication of how our students compare academically with students throughout Canada. The results of these tests are available to parents and are kept in the student's OSR. Our grades 1 and 2 students complete the Gates-MacGinitie Reading Tests in the spring. Calvin Christian School does not participate in the provincial (EQAO) in grades 3 and 6. These tests are very costly; their relevance to the CCS program is very limited; and we believe our current testing provides sufficient information.

## **STUDENT COUNCIL**

One of the many activities we encourage our students to participate in includes Student Council.

Members are from the older grades and must go through an election process. Student Council serves to organize student activities that can be fun or serious.

### **STUDENT FUND**

The Student Fund is a multi-purpose fund for student activities. Class trips, videos, tournaments, assemblies, awards, programs, etc., are all subsidized by the student fund. We earn money for the Student Fund through the sale of chocolate bars, entertainment books, and Gouda cheese. Parents are given the option to forego the chocolate sales by giving a specified amount of money to the Student Fund.

### **STUDENT INSURANCE**

Insurance forms are sent out in September and parents deal directly with the company if they wish to participate.

## **STUDENT PLACEMENT**

Calvin Christian School has guidelines in place that deal with:

- Entry (grade placement upon approval of admissions into CCS)
- Classroom Placement (determining which class list a student belongs to in September)
- Appeal (what to do if placement is not satisfactory)
- Acceleration & Retention (factors to consider).

Ask for a copy of *Student Placement Guidelines* from the school's office.

## **SUPPLIES AND EQUIPMENT, and Agenda Books**

The school supplies pencils, pens, erasers, rulers, notebooks, paper, duotangs and textbooks. Aside from pencils, notebooks and paper, all other items must be replaced by the student. The specifics are announced by the teacher or listed in the August newsletter to the parents.

A 3-ring binder for notebooks, a geometry set and a calculator need to be purchased by our older students. Grades 6-8 students are also required to purchase an *Agenda* book from the school to record their assignments.

## **TELEPHONES & TELEPHONE DIRECTORY**

The school has four phone lines. Three lines are available for incoming and outgoing phone calls. The 4<sup>th</sup> line is dedicated to the fax machine and the computer modem. Students who need to call home may do so via our reception phone. However, students must obtain permission—permission is usually granted if the phone call is highly necessary.

The school telephone directory is printed each year and made available in September.

## **TOURNAMENTS**

Selected students participate in team sport activities at tournaments. The coach, usually a teacher, accompanies the team and provides the appropriate supervision of team members at the tournaments. Coaches cannot supervise students who are not on the team. All non-participants are expected to be at school for a regular instruction day. We do arrange for supply teaching or rotate other teachers into the classroom. Our students also participate in a Spelling Bee tournament and a "Battle of the Books" tournament. Other competitive co-curricular activities include Science/Hobby Fair, Redeemer University College Science Fair, Niagara District Fine Arts Festival, etc.

## **WEB SITE**

You are welcomed to register on the school's web site. This entitles you to access various sections available to the school's supporting community only. Your registration will be confirmed by a CCS staff member. You will need to remember your password! The web site address is:

[www.ccshamilton.ca](http://www.ccshamilton.ca)

## STUDENT DROP-OFF & PICK-UP

- 1) All parents who pick up their children from school are asked to pick them up at the Immanuel Christian Reformed Church's parking lot before 3:40 p.m. Students in grades K-3 will be led by a teacher to the church parking lot. The parking duty teacher will remain at the church lot until all children are picked up. If the parent is late, your child will return to the school and wait in the front foyer.  
Parents with children in grades K-3 are asked to exit their cars and pick up their children at the north gate (the gate leading from the soccer field). Grades 4-8 students will proceed on their own but with caution.
- 2) Parents are asked to park their vehicles in the designated parking places at the church, but park in such a way to avoid having to back out after the children arrive.
- 3) Rainy days will mean that the primary children will be arriving quickly once they exit the school building. Please be ready for them.
- 4) Please respect the signs and arrows on the church parking lot regarding entrance and exit lanes. Vehicles can exit the church parking lot using the east exit for left and right turns. Cars exiting left on to Mohawk should stay to their left and cars turning right should stay to their right. The gate blocking the lane leading to West 5<sup>th</sup> Street is open for vehicle use as well. The "Neighbour to Neighbour" lane on to Athens Street is another exit possibility.
- 5) The Kindergarten children who need to board a bus will be escorted to the bus by their teacher. The Kindergarten teacher will help the bus duty teacher supervise the students. The other Kindergarten children will go with another teacher to the church parking lot.
- 6) It is important that parents inform the office well ahead of dismissal time if pick up arrangements made with their children have to be altered.
- 7) For your information, the soccer field gate is locked from 9:15 a.m. to 3:00 p.m. and again at 5:00 p.m.
- 8) Please do not use the Hungarian Church parking lot at any time for either pick up or drop off purposes. We have been reminded to respect private property.
- 9) For safety reasons, please avoid dropping children off along West 5<sup>th</sup> Street.
- 10) Passenger vehicles are prohibited from entering the bus loop between 8:30 and 9:00 a.m. on school days. We respectfully ask that you please respect this rule. School buses must have right of way and are severely hindered when passenger vehicles are trying to exit the entrance area of the bus loop or are blocking the bus parking zones in the bus loop. Buses are also in the loop between 3:00 p.m. and 3:30 p.m. and we ask that passenger vehicles stay out at that time as well.

# TRANSPORTATION POLICY

## Calvin Christian School

### THE PARENTS

- 1) Parents are responsible for the safety and conduct of their children at bus pick-up points until the children board the bus and when they leave the bus on their return home.
- 2) Parents must remind students to behave at all times in a manner that will reflect the wishes and expectations of the parents and in accordance with established conduct, discipline, and safety policies.
- 3) Parents should be familiar with the Transportation (Bus) Code of Conduct for Students. This form will be forwarded with the student at the beginning of the school year.
- 4) Parents must be aware that serious or repeated misconduct will be reported and recorded in accordance with the established discipline policy. Repeated reports of misconduct will result in suspension of riding privileges for up to two weeks. Reinstatement of privileges will require a conference involving the driver, the Vice Principal, the student and the parents. A second suspension means termination of riding privileges for the balance of the school year.
- 5) It is the parents' responsibility to determine whether or not it is safe for their children to leave for school in inclement or severe weather.
- 6) Parents should communicate safety and discipline concerns to the Vice Principal; routing concerns may be communicated to the route supervisors.
- 7) Parents should complete and return all relevant transportation registration forms promptly. They must be aware of eligibility rules and must arrange for a payment schedule.
- 8) Parents are reminded that if a school friend (who normally does not ride the bus) has been invited home, that permission from the bus driver must be procured at least one day prior to the date. The bus driver uses his/her discretion, pending space availability, and is under no obligation to agree to the request.

### THE STUDENTS

It is expected that every student will behave responsibly, not only while travelling on a school bus, but at pick-up and transfer points as well. These are essentially extensions of the school. While being transported or waiting at transfer points or on the premises of any other school, each student is responsible to the Principal or designate of that school for his/her conduct. All students riding Calvin Christian School buses are subject to the rules and regulations outlined in this Handbook and in related material regardless of which school they attend.

The CCS bus driver is authorized by the Principal to supervise the conduct of the students on a school bus and the driver may be assisted by student bus patrols appointed by the Vice Principal. Students are expected to co-operate with the patrols and the bus driver. The safety of the students is of paramount importance. Student altercations which directly or indirectly compromise or impede the safety of the riders will be reported and dealt with accordingly, as outlined in the discipline policy. The responsibility for compensation for any damage or destruction of school property by a student rests with the student and the parents.

Students must be aware of the following factors:

### **1. LOADING PROCEDURES**

- a. stand well away from the roadway until the bus is stopped;
- b. if it is not necessary to cross the road to board the bus, line up in single file, and when the bus is stopped, board the bus in an orderly fashion using the handrail;
- c. if it is necessary to cross the road, wait for the driver's signal, check traffic before crossing the road, staying at least 5-8 paces in front of the bus; and follow the instructions of the driver and/or bus patrols.

### **2. UNLOADING PROCEDURES**

- a. leave the bus in an orderly fashion in single file, using the handrail;
- b. if the laneway is directly beside the door of the bus, continue up the lane;
- c. if it is necessary to walk towards the rear of the bus to get to their laneway, remain on the shoulder of the road in line with the door and at a safe distance from the bus (3 paces) until the bus has gone; then continue along the shoulder of the road to the driveway;
- d. if it is necessary to cross the road, line up single file, and when everyone is off, walk ahead of the bus along the shoulder for 5-8 paces, when the bus driver indicates it is safe to proceed and the patrol is in place, cross the road, checking for on-coming traffic before and while crossing.

### **3. RULES AND REGULATIONS**

- a. be on time at the bus stop; the bus will not wait;
- b. students will be picked up and discharged only at designated stops, and ride the bus assigned;
- c. keep books, lunch boxes, etc., on one's lap and place large sports equipment in the area designated by the driver; in addition, the following specifics apply:
  - i) Skate shall have blades covered by guards, be tied together and/or carried in a bag. The skates shall be placed on the floor of the bus at the student's feet, unless the driver designates a specific area.
  - ii) Skis and poles may not be transported on a school bus.
  - iii) With the exception of hockey sticks, no hockey equipment shall be transported to and from school on a bus without special permission from the principal and the driver. Hockey sticks may be taken to school on Mondays and returned on Fridays and must be located in a designated area on the bus.
  - iv) Musical instruments may be transported in cases only, and shall be kept on the student's lap, while the student is on the bus.
  - v) Student projects such as collections, models, displays, etc., may not be carried to or from school on the bus unless specific permission is received from the principal. This permission must be obtained at least two days prior to the time it is needed.
  - vi) Firearms or things of a danger nature are forbidden.
  - vii) The decision whether or not to transport other items of equipment or objects that are normally not transported on the bus will be determined in advance, co-operatively by the principal and the driver.
- d. give priority of seating to the younger students on the bus;
- e. leave windows closed unless authorized by the driver to open them;
- f. keep arms and head inside the bus at all times;
- g. do not eat on the bus;
- h. do not smoke or light matches on the bus;
- i. do not throw objects inside of the bus, nor from the bus window;
- j. do not stand while the bus is in motion unless with the express consent of the driver;
- k. do not distract the driver in any way;
- l. radios, etc., are not permitted on the bus;
- m. do not damage the bus;
- n. do not scuffle, fight, yell, or use profanity on the bus;
- o. keep the aisles clear;

- p. respect private property and do not tamper with emergency equipment.

## STUDENT HEALTH CARE

CCS receives the services of the Public Health Department which include Hepatitis B immunization, meningococcal C immunization, dental screening, and a review of the immunization records of all students. Parents can call the Telehealth line at 1-866-797-0000 for advice or referrals of health related issues. You will need to have the Ontario Health Card number ready for them. The City of Hamilton also has a website called [www.myhamilton.ca](http://www.myhamilton.ca). This site has a link to the City of Hamilton Health Department. Our school Public Health Nurse is also available for consultation upon request.

CCS also works cooperatively with Public Health to enforce and adhere to the *Ontario Health Codes* for the prevention, control and containment of communicable diseases. The Principal may exclude students and/or personnel from school who are suspected or diagnosed with a communicable disease, or whose exposure to a communicable disease may threaten the well-being of that individual. All reportable communicable diseases will be referred to the Public Health Department by the Principal. Students suffering from communicable diseases such as pink eye, trench mouth, ringworm, scabies, impetigo, chicken pox, etc., should not return to school until advised to do so by their doctor.

Grade seven students receive Hepatitis B shots on two occasions during the year. The meningococcal C immunization is also offered at the school to the grade 7 students. Dental screening is offered to student in grades K, 2 and 8. Parents are afforded the option to refuse the immunizations and the screenings for their children.

CCS has a health room. This room is a place for ill children to rest while they wait for their parents to pick them up.

### ANAPHYLAXIS

**Anaphylaxis**, sometimes called “allergic shock,” is a potentially fatal allergic reaction to a specific substance, for example– **certain foods, bee/insect stings, latex, and some medications.**

A number of our students have this severe, life threatening allergic reaction condition. CCS seeks to reduce the risks of all students by providing for a reasonable and appropriate standard of care and by taking various preventative measures so that a student is not in danger. Accordingly, the CCS staff has been trained to respond to emergency situations. Please be aware that our school is a “peanut/nut sensitive school”. Furthermore, an Anaphylaxis Policy is in place which details the responsibilities of various CCS personnel as well as the parents.

Symptoms of anaphylaxis may include:

- \* sense of fear or impending doom
- \* tingling of the mouth
- \* swelling and/or itchiness of tongue, lips, eyes, face, body
- \* hives, swelling, blotchy redness
- \* flushing of face, neck
- \* **tightness in throat and/or chest, shortness of breath, wheezing, trouble swallowing, drooling, change in voice, excessive clearing of throat, marked nasal stuffiness**
- \* coughing, wheezing and/or choking
- \* nausea, vomiting, cramps, diarrhea
- \* weakness, dizziness, loss of colour, sweatiness
- \* sudden unsteadiness, collapse, loss of consciousness, cessation of breathing
- \* rapid, weak pulse rate
- \* coma, respiratory failure

It is essential that we all are aware of possible symptoms and the necessity of immediate treatment. Not all symptoms have to be present for an anaphylactic reaction to be taking place. Reactions can be delayed for up to two hours.

**Cross Contamination** occurs when the protein from the allergenic food comes in contact with other non-allergenic foods. While we may not see the traces of the food, there may be enough protein present to cause a serious reaction if the individual is anaphylactic to that protein. Cross contamination can occur by direct contact with the allergenic protein during processing, or when using utensils which have not been thoroughly cleaned.

**An Epipen** is a medically prescribed auto-injection device used to administer epinephrine in the case of an anaphylactic reaction. There are two possible dosages - usually prescribed according to a child's weight. Medication expiration dates are noted on the outside of the epipen.

**A Safe Environment** exists when the school has done all that is reasonable to prevent an anaphylactic reaction.

## RESPONSIBILITIES

### The Parents/Guardians of a Student with Anaphylactic Allergies

- must participate as actively as possible in the development of procedures to protect their children

- must assist by providing the school with up-to-date information and prescribed medication in a labelled Ziploc bag, being mindful of expiry dates. Note: *ideally, the school requires **two** epipens per anaphylactic child: one worn by the child or in the teacher's desk (age appropriate, and as determined by the parent and teacher), and one with the child's poster in the staff room*

- ensure that a treatment protocol is signed by the child's physician (preferably allergist)

- provide the Principal with a recent photograph of the student

- provide the student with medic-alert jewelry or other suitable identification

- assist the Principal in providing information for the school community and in establishing suggestions for student snacks and food to avoid

- assist the school in field trips and other events where feasible

- train children to recognize risks and to take preventative action

- remind child/teacher to take Epipens on class/field trips

### The Anaphylactic Students

- carry epinephrine, if age-appropriate

- wear medic-alert jewelry

- no sharing of food

- wash hands before and after eating

- be aware, when age-appropriate, of own medical condition and learn ways to keep self safe (eg: learn to read labels, learn to inject themselves recognizing that in an emergency they will need assistance)

### Other

- parents, students, renters, and other personnel must refrain from bringing peanut/nut products on school property

- bus drivers and staff members shall be aware of policy, be trained to administer an Epipen, and follow emergency response procedures

## SAFE SNACK INFORMATION

To assist you in providing peanut/nut free lunches and snacks. Please note: **it is important and necessary to ALWAYS read labels as the ingredients or manufacturing process may change at any time.** Also, please keep in mind that our school has children with anaphylaxis to other foods, and information specific to keeping those children safe will be provided by individual teachers.

### **Please Note:**

Food may be considered safe to send to school if:

- 1) It doesn't have peanuts or nuts listed as an ingredient.
- 2) It doesn't have a "may contain traces" or similar warning on the label.
- 3) Great care has been taken in any food preparation/baking process (home made or store bought) to reduce the risk of cross contamination.

Children should be reminded there is no sharing of food.

### **Words on labels that tell you peanut/nut protein could be in the product:**

arachis oil	hydrolyzed peanut protein	peanut flour
beer nuts	hydrolyzed plant protein	peanut meal
goober nuts	mandelona nuts*	peanut oil
goober peanuts	mixed nuts	peanut protein
goober peas	nuts	peanuts
ground nuts	peanut butter	

**The purchase and use of any bulk foods or ingredients is not recommended as cross-contamination can easily occur. Do not use any foods or ingredients that contain any kind of nuts, as commercially prepared foods may be prepared or mixed with peanuts.**

*\* mandelona nuts are peanuts which have been de-coloured and de-flavoured, then artificially flavoured with a nut flavouring such as almond, pecan or walnut and moulded to resemble that nut.*

A package of information concerning anaphylaxis is available in the school office. It contains brochures from Anaphylaxis Canada, relevant articles, and two research papers.

## WHEN TO SEND THEM TO SCHOOL AND WHEN TO KEEP THEM HOME

(from the Canadian Paediatric Society)

Disease	<b>CHICKENPOX</b>
Symptoms	Fever and headache; rash within 24 hours; itching for 4 days; blisters appear in crops over 3 to 4 days, turning to crusty scabs. Symptoms appear 11 to 21 days after exposure.
Transmission	Spread through the air and by direct contact with blister fluid, saliva, phlegm, or articles freshly soiled by the sick child.
Infectious Period	Up to five days before the onset of the rash, and not more than five days after the spots appear.
Return to School	When all lesions are dry (at least five days after the first crop of lesions appeared).
Siblings	Should only be attending school if they have already had the chicken pox.

Disease	<b>COMMON COLD</b>
Symptoms	Runny nose, sore throat, cough, decreased appetite
Transmission	Spread through the air and via contaminated hands and objects.
Infectious Period	From one day before to seven days after onset of symptoms.
Return to School	Child can attend school unless too ill to participate in activities or coughing excessively
Siblings	No need for siblings to stay home.

Disease	<b>CONJUNCTIVITIS (Pink Eye)</b>
Symptoms	Red swollen eye; then thick, yellow discharge and crusting; eyes itch and smart, no pain; symptoms appear 24 to 72 hours after exposure.
Transmission	Spread by touching the eye or through contact with articles soiled with discharge or phlegm.
Infectious Period	Contagious until treated.
Return to School	When whites of eyes are clear and crusting is gone.
Siblings	No need for siblings to stay home.

Disease	<b>EAR INFECTIONS</b>
Symptoms	Earache, irritability, fever & cold symptoms
Transmission	Not infectious.
Return to School	No need to stay home, unless not feeling well enough to go.

Disease	<b>FEVER</b>
Symptoms	Temperature over 38.5°C. A child with a temp. of 40°C and higher will look and feel sick.
Transmission	Not infectious.
Return to School	Keep child away from school until he/she is feeling well enough to return.

Disease	<b>GASTROENTERITIS</b>
Symptoms	Poor appetite, vomiting, cramps, watery or bloody diarrhea. Symptoms usually appear 24 to 72 hours after exposure.
Transmission	Spread through contact with stool or through contaminated food, milk or water. Also spread through poor hygiene habits.
Infectious Period	Contagious while symptoms are present.
Return to School	When diarrhea stops and stool tests are negative.
Siblings	No need for siblings to stay home.

Disease	<b>RED MEASLES</b>
Symptoms	Fever, cough, red eyes, runny nose, red spots in mouth, swollen neck glands. Blotchy red rash spreads from face to neck to body over 3 days. Symptoms appear 7 to 18 days after exposure, with rash appearing on or about the 14th day.
Transmission	Spread through direct or airborne contact with saliva, phlegm, or articles soiled by the sick child.
Infectious Period	Contagious from 4 days before to 4 days after rash appears.
Return to School	Child can return to school anytime after the 4th day if s/he feels well enough.
Siblings	Siblings may continue to attend school if they are immunized. If they have not been immunized they may need a measles vaccine or immune globulin.

Disease	<b>PERTUSSIS (Whooping Cough)</b>
Symptoms	Cold-like symptoms with irritating cough. Coughing is prolonged and severe, and it may be characterized by a high-pitched whoop or crowing. Symptoms appear 7 to 10 days after exposure.
Transmission	Spread through direct or airborne contact with saliva, phlegm or articles soiled by the sick child.
Infectious Period	Contagious for up to 3 weeks after start of cough or up to 5 days after antibiotics are started.
Return to School	After at least 5 days of antibiotic treatment, assuming the child feels well.
Siblings	Siblings may continue to attend school if they are immunized. If they have not been immunized they may need a booster shot and antibiotic.

(Other)

**Disease**                    **RUBELLA**  
**Symptoms**                Mild fever, headache, cough ,red eyes, runny nose; swollen glands at back of neck; may not feel ill; rash consists of mottled or raised spots spreading from face to neck to body over 12 to 24 hours; symptoms appear 14 to 23 days after exposure,  
**Transmission**           Spread through direct contact with phlegm, saliva, or articles soiled by the sick child. People without symptoms can spread the infection.  
**Infectious Period**       Contagious from 7 days before to 4 days after rash appears.  
**Return to School**       Child should stay home for 7 days after rash appears and should avoid contact with non-immune pregnant women.  
**Siblings**                   Siblings may continue to attend school as long as they are uninfected and have been immunized against the disease.

**Disease**                    **SCARLET FEVER**  
**Symptoms**                Sore throat and fever; fine red rash that feels like sandpaper and fades on pressure. Most often appears on neck, chest, folds of armpits, elbow, groin, and inner thighs; symptoms appear 1 to 3 days after exposure.  
**Transmission**           Spread through direct contact with phlegm, saliva, or articles soiled by the sick child. Limited spread through the air. People without symptoms can spread the infection.  
**Infectious Period**       Contagious for 10 to 21 days after exposure, or 24 to 48 hours after antibiotics have been started.  
**Return to School**       Child can return to school 48 hours after the start of antibiotics if s/he is feeling well.  
**Siblings**                   Siblings may continue to attend.

**Disease**                    **STREP THROAT**  
**Symptoms**                Fever, sore throat.  
**Transmission**           Spread person to person  
**Infectious Period**       Contagious until 24 hours after the start of treatment.  
**Return to School**       Child can return to school 24 hours after the start of treatment.  
**Siblings**                   Siblings may continue to attend.

### **PEDICULOUS OR HEAD LICE:**

Head lice are tiny bugs that live on the scalp and lay eggs or nits. They cause itching and scratching and sores which can get infected. Anyone can get lice. They are commonly spread by sharing brushes and hair bands, helmets and hats.

To check for lice: use a bright light; spread the hair with a comb and look at the scalp. Lice are tiny, grayish insects which crawl fast; nits are oval and silvery white, they look like tiny grains of sand. Nits tend to bond to hair strands.

All people in your house need to be treated at the same time. Treating lice usually requires two treatments of special shampoo (such as SH-206) one week apart or as specified.

Children with head lice are required to stay home until the condition has cleared. Please be sure to advise the office of infestation. If more than one child is affected in a classroom, Calvin Christian School may call in people to check all the children in that classroom. The office sends home pamphlets in the beginning of the school year with details on head lice.

### **PIN WORMS**

Pin worms should be seen as a communicable nuisance. Pin worms afflict the anal area of a child. The eggs of the worms spread easily among children when children do not wash their hands carefully and regularly after going to the washroom. When you suspect your child has pin worms, call the doctor or the health line. The whole family needs to be treated. A child can return to school 24 hours after being treated. In general, we do not alert others if there is a case of pin worms. If the condition spreads to other children, we will alert others. Please advise the school's secretary if there is a case of pin worms. You can obtain more information from the communicable disease office at 905-546-2063

## LOST IN CLOUDS OF ACRONYMS?

1. **C.E.A.F.** is the Christian Economic Assistance Foundation which is committed to giving financial aid to Christian education in Canada in conjunction with OACSS policies.
2. **C.C.E.F.** is the Canadian Christian Education Foundation. It is devoted to raising money for the purpose of funding Christian textbooks. It is committed to supporting the curriculum programs of the CSI Curriculum Department. Its office is in Burlington.
3. **C.S.C.** is Christian School Canada, a recently established organization consisting of various school organizations (formerly CSI districts) in Canada. This organization deals with curriculum development, teacher certification, and Revenue Canada matters.
4. **C.S.I.** is Christian Schools International, which is the main organization of Christian schools from Reformed Christian communities in North America. Its head office is in Grand Rapids, Michigan. CSI develops and produces Christian curriculum that meets North American needs, and assists its members schools with various services. It offers a wide range of services. Christian schools apply for membership of CSI directly. It also administers the Christian School Pension and Insurance Fund. The website is: [www.CSIonline.org](http://www.CSIonline.org)
5. **C.S.P.C.** is the Christian School Principals Certificate. This certificate is awarded by the OCSAA Professional Standards Committee to principals in OACSS member schools who have successfully met the requirements, and is co-signed by the OACSS
6. **C.S.S.** is the Christian Stewardship Services which gives advice and information on estate planning, charitable giving and stewardly ways of using assets.
7. **C.S.T.C.** is the Christian School Teachers Certificate. This certificate is issued jointly by the OACSS and OCSTA to Christian school teachers who have successfully met its requirements and who teach in OACSS member schools.

8. **F.I.S.A.(O.)** is the Forum of Independent School Association in Ontario. It is a provincial organization of independent school groups. Its focus to strengthen cooperation among independent school groups and address matters of common concern with the Ministry of Education.
1. **F.I.S.C.** The Federation of Independent Schools in Canada is a national organization of independent schools dealing with federal matters such as income tax legislation, French grants and constitutional reform.
10. **M.O.E.** is the Ministry of Education; it is the official branch of the provincial government that sets policies for both public and separate school boards in Ontario.
- 11 **O.A.C.S.S.** The Ontario Alliance of Christian School Societies is a service organization for the schools of District 10 of CSI. It was organized in 1952 and exists to promote and strengthen Christian Education in Ontario and the Maritimes. It provides a wide range of services to its members. Member school societies are divided into 5 sections (Chatham, Hamilton, Toronto, Cobourg, Golden Triangle). The office is in Ancaster. The website is: [www.oacs.org](http://www.oacs.org)
12. **O.C.S.A.A.** is the Ontario Christian School Administrators Association and is the professional organization of the Christian school principals and vice-principals of the OACSS member societies. It exists to promote and strengthen Christian education in Ontario by providing help to the principals through Principal Club meetings, study groups, and the annual retreat.
13. **O.C.S.T.A.** is the Ontario Christian School Teachers Association; it is the service organization of Christian school teachers of the OACSS schools. It seeks to promote Christian education by striving to promote high standards among its members. It sponsors an annual teachers convention and publishes a bi-monthly newsletter called *OCSTA News*. OCSTA is divided into seven districts. Its office is in Ancaster, on the campus of Redeemer College.
14. **O.C.T.** is the Ontario College of Teachers. It is a self-regulating professional body for Ontario teachers. Membership is open for anyone who is qualified to teach in the province and is required to maintain an Ontario teaching certificate. The College also investigates complaints and takes appropriate disciplinary action.
15. **O.T.C.** is the Ontario Teacher Certificate. It is also referred to as a certificate of qualification. A teacher obtains this certification in Ontario only after completing required training programs and meeting specific expectations.
16. **M.A.T. / M.Ed.** are the Masters of Arts in teaching and Masters of Education degrees respectfully. Both are post graduate degrees.
17. **P.E.C.** Parents for Education Choice is a grassroots organization representing a variety of independent school supporters. P.E.C. encourages parents to place issues directly before their MPPs. Check their website at [www.parentseduchoice.org](http://www.parentseduchoice.org).
18. **Sp. C** refers to Specialist Certificate. This certificate could apply to a primary teacher specialist or a special education specialist etc.

## SCHOOL LAYOUT

Kindergarten -	Room 2	Grade 4B -	Room 31
Jubilee	Room 1	Grade 5A -	Room 22
Grade 1A -	Room 4	Grade 5B -	Room 21
Grade 1B -	Room 3	Grade 6A -	Room 24
Grade 2A -	Room 9	Grade 6B -	Room 23
Grade 2B -	Room 5	Grade 7A -	Room 30
Grade 3A -	Room 6	Grade 7B -	Room 29
Grade 3B -	Room 11	Grade 8A -	Room 26
Grade 4A -	Room 13	Grade 8B -	Room 25