

# Calvin Christian School

## Parent Handbook September 2022

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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, 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 serves students from Kindergarten to grade eight. The school's faculty members are all qualified teachers. CCS is further served by a staff consisting of paraeducators, a finance manager, before and afterschool care personnel, bus drivers, secretaries and custodians. School bus transportation is available. The school is funded fully by the membership and supporting community. Currently, 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 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 or explore our website: [www.ccs-hamilton.ca](http://www.ccs-hamilton.ca)*

*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.*

*Mr. A. Boonstra,  
Principal*

## Of Special Note - Dealing with COVID-19

We are pleased to offer the Parent Handbook as a guide as to what you can expect when your child is enrolled at Calvin Christian School. Under normal circumstances, the information in this handbook provides reliable information to help you understand a typical school year. However, because of the ongoing COVID-19 health crisis, I feel it is important to inform you that some of the information in the handbook will not be our actual practice. There may be instances where the **CCS Return to School Plan - 2021-2022** will be the document to reference in certain situations. If necessary, CCS will consider using the “Return to School Plan” to help navigate unexpected pandemic related situations. If at any time you are unsure of the practices or protocols implemented by the school, you can always contact the school office or me.

In addition to dealing with the pandemic, CCS continues to operate a second campus - Unity, located in beautiful Caledonia. The Unity Campus primarily serves the families in the Caledonia community and includes JK through Grade 3. However, many of the specific practices and procedures occurring at Unity may not be reflected in this handbook at this time. Specific procedures, policies, rules, etc. that are unique to the Unity Campus, will be communicated via other means, mostly memos, letters or our website.

In the meantime, we are pleased that you have entrusted your child(ren) into our care. We are committed to doing our best to support your child’s learning while a student at Calvin Christian School.

Mr. A. Boonstra  
Principal

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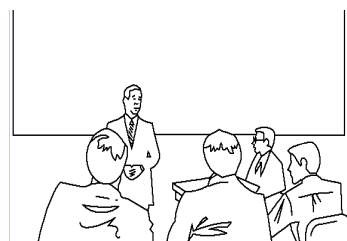
## THE STRUCTURE OF THE CALVIN CHRISTIAN SCHOOL SOCIETY

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

Standing Committees	Personnel
Auction Committee	Principal
Bazaar Committee	Vice Principals
Building Committee (incl. Health & Safety)	Teachers
Racial Diversity and Belonging Committee	Librarian
Contract Partnership Committee	Paraeducators
Education Committee	Finance Manager
Finance Committee (incl. Tuition Assistance)	Office Manager
Fundraising Committee	Secretary
Golf Committee	Bus Drivers
Membership Committee	Database Coordinator
Personnel Committee (incl. Adhoc Interview)	School Care Supervisor
Public Relations Committee	International Admissions Manager

Each committee provides the BOD with minutes or reports. There are also ad hoc committees, which exist for a limited time and deal with an assigned topic. Ad Hoc committees provide the BOD with timely advice or suggest direction for the BOD to take.

### AFFILIATION

Calvin Christian School is a member of Edvance, an organization serving about 75 schools across the province, with a total enrollment of some 12,000 students. CCS is also a member of Christian Schools Canada and Christian Schools International.

**MORE ABOUT THE CCS COMMITTEES AND SUBCOMMITTEES:**

The **Auction Committee** is one of our fundraising committees. It organizes an annual auction in mid-February. Not only does the committee raise funds for CCS, they also foster a sense of community.

The **Bazaar Committee** is one of our fundraising committees. It organizes and holds the annual bazaar in mid-November. Do come out for lots of fun, food, merchandise and auction sales.

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 dealing with a wide variety of areas that involve the health and safety of the students and staff.

The **Contract Partnership Committee** deals specifically with contractual items between the staff and the BOD. This committee consists of one staff representative, a 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 librarians in establishing library policies, procedures and policies; it provides feedback on various library issues and reports back to the Edcom.

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, rules on recommendations which require timely resolutions, and deals with unusual or sensitive situations. The *Strategic Planning Committee* is a sub-committee assisting in developing long range plans.

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 **Fundraising 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 **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.

The **Membership 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 Membership Committee recommends membership status to the BOD for approval.

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, Grandparents 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 **Racial Diversity and Belonging Committee** promotes racial diversity in our school and explores ways to take action steps to foster belonging and equity.

## SLOGAN

Equipping to Shine

## VISION STATEMENT

Calvin Christian School's vision is that all God's children are  
"thoroughly equipped for every good work." 2 Timothy 3:17.

## 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 (p.5)	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

\* The **Mission Statement** is further spelled out and implemented in the **CCS Program of Studies Goal Statements**. The **CCS Graduate Profile** captures the essence of these statements and is presented to the graduates at graduation.



## FOUNDATIONAL PERSPECTIVE

### Statement of Principles

An extensive document, *Statement of Principles*, detailing our Biblical perspective regarding a list of topics ranging from creation of the universe to vocation can be found on our website. Our *Statement of Principles* comprise part of Bylaw #7 of the CCS Society Constitution.

### Reformed Perspective

Calvin Christian School was founded on the principles of the Reformed theology. Here are a few essential thoughts:

1) The Christian religion has always maintained that humans are more than just rational or social beings. We are conscious beings, created to have fellowship with God, our Creator. This relationship with our Creator is the most important relationship in human life and it affects all activities and dimensions. That is why Christians confess Christ as Lord; He is all and is in all (see Col. 1:17 and 3:11). This is captured by the phrase that *life in its entirety is religious*.

2) Furthermore, the Christian religion takes the position that the Bible is central to the faith and well-being of each Christian. God's Word is the light on our path of life, providing meaning to all of our everyday activities. The Bible has to be loved and known so that it shapes what we think, do and say. It moulds our aspirations and our understanding of our personal existence. That is why we say the *Bible shapes one's world and life view*.

3) In *Their Father's House*, the late Dr. N.H. Beversluis further elaborates:

*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.*

In summary, being Reformed points to a comprehensive life orientation where Christ holds all things together; it points to the centrality of the Bible, and it expresses commitment to God in personal, social and cultural discipleship.

Being Reformed, then, has everything to do with schools and with what goes on in them.



## 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 over the nine years at CCS...

- 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

These goals also show up in our CCS Graduate Profile, which is given to the graduates in the form of a letter at graduation. The slogan, vision, mission and goal statements all lead to the graduate profile!

## CURRICULUM

### CHRISTIAN CURRICULUM DISTINCTIVES

Curriculum at CCS is the avenue by which our students are led to biblical wisdom. We define curriculum as “intended learning” designed for the students of a particular school. The importance of the role of the teacher, the school atmosphere, and the many subtle influences that permeate the educational process, should further support and help nurture the student. A distinctively Christian curriculum differs significantly from that of a non-Christian school in at least three respects:

- 1) First, the curriculum in a Christian school reflects and displays God’s dynamic design for the universe. All subjects are understood not simply as cultural products or human inventions but as determined by God’s work of creation. All subjects provide a glimpse into the marvellous plan and design of God’s creation, and into the will and program of the Creator. Christian curriculum directs students to God, His creation and His Word.
- 2) Second, Christian curriculum emphasizes divinely ordained interrelatedness through which coherence and harmony, and dependence and interdependence, continue to be displayed. The student is led to become sensitive to the wonderful unity and diversity of God’s creation.
- 3) Third, the primary goal of Christian curriculum is to mould students to become followers of Jesus... that is, wise and responsible disciples of Christ. Insight and wisdom are needed in order to address the broken relations and issues of our times.

### APPROACH TO CURRICULUM

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 our Lord in all areas of life. All activities within the scope of education at CCS grow out of this starting point. The teacher plans how to deliver curriculum with the holistic needs of the child in mind.

### 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 language arts 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 programs which involve working with words, guided reading, self-selected reading and writing. There are ongoing sequential, skill-building programs which focus on the 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 Edvance 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 the name for a science/social studies program developed by the Edvance for grades one to three. It meets or stands alongside the 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. Science is further enhanced with the inclusion of engineering programs in various grades (see below).

**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. In history, the focus is on 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. In addition the program in grades seven and eight 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. Prior to a discussion on human sexuality, a letter is sent home so that parents are given an outline upon which they can further dialogue with their children. CCS is not required to follow the Ministry of Education programs.

## 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. 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. Musicanada 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 may include the Concert Band, Jazz Band, Intermediate and Senior Choirs, and the Instrumental Praise Team. These groups are made up of student 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 some 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 conversational and action methods in primary grades. Vocabulary, pronunciation, and grammatical structures are developed through situation dialogues.



## INFORMATION RESOURCES

CCS is equipped with 4 Chromecarts with 30 Chromebooks on each cart 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 database, spreadsheets and 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 and student profiles are carefully created and communicated. 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. Students requiring extensive modifications are given an IEP, from which the curriculum, instruction and assessment are based. CCS recognizes the importance of meeting the student's needs and so diligent communication with the parents is essential. If you have concerns about your child's progress in learning, please speak to your child's teacher to initiate a possible referral to the special education resource department.

### Enrichment:

Some students have learning needs due to their exceptional intellectual capacities. The special education department advocates for all students at CCS to have significant learning opportunities. Resource teachers monitor the learning 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. CCS has also established the *Next Steps Program* whereby bright and gifted students are placed in a separate program that provides a variety of learning challenges that could involve problem solving, iPad apps, and much more. Furthermore, the general school program is also enriched through a variety of regulated activities, such as Fine Arts Festival, Science Fair, sport programs, Recorder Choir, Chamber Choir, Concert Band, Battle of the Books, Spelling Bee, Computer Club, Robotics Program, musicals or concerts, etc. When students participate in these activities, they will be engaged in enrichment opportunities as well.

### **Engineering**

With the completion of a successful engineering pilot program at the grade 4 level, CCS has now implemented similar programs in grades 5-8.

In general, engineering is the application of scientific knowledge in order to design, build and maintain technologies. For our purposes, we will define it as that discipline which incorporates science and math studies along with some technological resources to achieve a desired end product which could include a new technology.

#### **Rationale for Engineering**

- Children are natural engineers and this comes through during play activities when they design games, build infrastructure in the sandbox, and take things apart.
- Math and science tend to be taught without applications; engineering will introduce applications along with creative problem solving opportunities and skills.
- The problem solving process removes the stigma of failure as failure is an important part of the process.
- Engineering involves expanded use of resources, particularly technology.
- Collaborative thinking, critical thinking and communication are essential 21st century skills which emerge in engineering.
- The students are engaged with the project and with each other.
- Decision making skills are advanced.

#### **Strategy**

The preferred strategy is following a project based learning approach where students are exposed to a driving question that requires engagement, exploration, elaboration, explanation and evaluation. The student is asked the question, told to imagine or brainstorm solutions, create and test a plan, and improve or modify the end product. Skills and content related to math and science should be included in the approach. Exposure to or familiarity with certain technologies as resources should be included as well. The end product should be presentable and measurable.

### **Responsive Classroom**

The Responsive Classroom approach is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. At CCS, we seek to equip our students with the social and emotional skills - cooperation, responsibility, empathy and self control, as well as the set of academic skills - perseverance and academic mindset, that allows our students to thrive. Educating the whole child to be image bearers of Christ is our ultimate goal.

## PROGRESS REPORTS & REPORT CARDS

Reporting pupil progress to parents or guardians is a responsibility that CCS takes seriously. It is our duty to assess progress thoroughly, evaluate professionally and report honestly. Our primary and formal means of reporting to parents are through progress reports, report cards and parent/teacher conferences.

The **progress reports** are forwarded in November and April of each school year. These reports are like interim reports. They are used to communicate initial progress in the semester. Specific concerns can be addressed early – well before the end of the semester. The parent will be asked to respond directly to this report by attending a follow up parent / teacher conference.

CCS end of semester **report cards** come out in January and June. They reveal assessment of learning or summative assessment. They do not present marks associated with assessment for learning.

The report cards for grades 1-8 include letter grades, indicators (eg. IEP, remediation, insufficient evidence, etc.) and performance marks (effort marks in terms of meeting the skill objectives). In addition, the report cards have a growing in wisdom and living in community section which assess learning and social skills and work habits, such as organization, collaboration, self regulation, responsibility, etc.

The CCS report card sustains the best of the CCS tradition because it includes skill objective sections. In addition, the report card includes some features from the Separate School Board such as a much larger “comments” section.

At CCS, we have 5 main levels of report cards: kindergarten (JK/SK), primary level (Gr. 1/2), junior level (Gr. 3/4), intermediate level (Gr. 5/6) and senior level (Gr. 7/8). The report cards are designed to combine the important and relevant features which best reflect the grade level they correspond to. Subsequently, the parent will notice different features and skill objectives at various levels.

## PARENT TEACHER CONFERENCES

It is impossible to provide a complete report of a student's progress in written form only. Parents are encouraged to attend parent/teacher conferences. Parent/teacher conferences are scheduled after Progress Reports are sent home, usually sometime in November and April. Parents can book a time slot for the conference; however, please feel free to arrange for additional conferences with the 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 student progress.

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 cooperation 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.

*The parent/teacher conferences are usually held in mid November and mid April.  
The conferences take place in the school's gymnasium.*



## 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

P.S. Other grievance procedures involving admissions and student placement can be obtained from the school office under document #537.

## 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. Students must conduct themselves in thought, word, and deed in such a way that their behaviour portrays a meaningful attempt to live Christianly at their age level.

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

- the call to obedience to God in contrast to man's urge to be free from control;
- the "love your neighbour" command that expresses itself in seeking the best for one another, in respect, sharing, safety;
- treating discipline matters with a restorative focus;
- the demands of the developmental stages and emotional needs of the child;
- teacher requirements in nurturing and managing a group of individuals;
- some commonly accepted standards of behaviour in our school society.

In general, teachers look after the discipline concerns of their own students 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 suspension ("in-school" or at home). 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 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 or repeated 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 called on to adhere to these rules and parents are expected to support the staff in their implementation of the rules. The support of the entire community is needed. Obedience to rules is something God expects of all of us. In this connection, it is understood that staff members 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. We have an anti-bullying plan in place and this plan includes a scope and sequence of topics at each grade level, a bystander reporting box and a comprehensive supervision policy. The plan draws

attention to 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, have annual police presentations and special assemblies, discuss the topic in family life and Bible studies, provide a strong and busy co-curricular program, promote peacekeepers, buddy classes, field day teams, outreach involvement...

Calvin Christian School Board of Directors has implemented a Good-Discipline Policy for the school. A copy is on the website (#558.1). It is important that parents read this document and understand that our focus is on **restorative practices**.

One of the components of the Good-Discipline Policy includes a "Student Code of Conduct". The students are reminded to encourage each other to follow the Code of Conduct. Everything hinges on our *heart* relationship with God.

## STUDENT CODE OF CONDUCT

### ☐ OUR RELATIONSHIP WITH GOD

We will be respectful when we use God's name.  
We will be respectful during prayer and Bible reading.  
We will respect ourselves because God created us in His image.

### ☐ OUR RELATIONSHIP WITH THOSE IN AUTHORITY

We will listen to all the adults at school.  
We will obey the school rules.

### ☐ OUR RELATIONSHIP TO SELF AND OTHERS

We will be polite and respectful to the people around us because we are all God's children.  
When we do or say wrong things we will learn to apologize and ask God to help us do what is right.  
We will encourage everyone to feel included.  
We will avoid touching except in friendship and to help.  
We will respect the belongings of others.

### ☐ OUR RELATIONSHIP TO SCHOOL PROPERTY

We will take care of our school and the things in it.  
We will take care of the school grounds and playground equipment.

*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*

What does it mean to be respectful? *polite, kind, courteous, gracious, humble, considerate*

What does it mean to respect? *value, appreciate, consider, regard, honour, esteem*

## STUDENT DRESS CODE

The school's standard of dress code may be different than one parent or student's level of acceptance. The CCS *Student Dress Code Policy (#551)* 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

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. HDCH students using our services for the purposes of transportation to or from HDCH are also expected to adhere to the CCS dress policy if not wearing their uniform while on the CCS bus.

#### Shirts and tops

- must have sleeves and a modest neckline
- must be long enough to cover midriff at all times
- tank tops, muscle shirts, and spaghetti straps are not permitted
- sayings, words, pictures, and logos must be positive in nature

#### 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 to the point where skin is revealed.  
Patches under the tear may be acceptable.
- activewear is permitted, however, yoga or spandex bottoms must be paired with a long shirt

#### 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
- undergarments should not be visible, regardless of the activity

#### Accessories

- head coverings must be taken off when entering the classroom
- for safety reasons, we suggest that jewelry and earrings be close fitting
- facial piercings are not permitted
- must not promote an unacceptable life style (i.e. inappropriate music groups, alcohol, etc)

#### 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 are not acceptable
- students will need a pair of non-marking shoes for Phys.Ed. and/or indoor use.

Approved by the Education Committee and Board of Directors, December 2013; amended September 2015.

*Your cooperation 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 4 Chromecarts with 30 Chromebooks on each. There are also computers in the classrooms. A *Computer Use Policy (#552.1)* is available at your request. The internet system is guarded by means of a filtering program. 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 Treat the Chromecarts and Chromebooks carefully.

#### 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 and supervision.

#### 4.2 Students may not send emails without receiving a teacher's approval.

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

#### 4.4 Students must keep food and drink away from computers.

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

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

#### 4.7 Students must log-off before leaving the computer.

#### 4.8 Students may not be in the computer room before or after school.

### 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, specifically replacement cost of hardware broken.

Note: For rules regarding personal electronic devices, please see page 22.

## HOME STUDY and HOME WORK

Families are urged to set aside a specific time slot each evening of a school day 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, do a review, and how to do independent reading, research and summaries. 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 15 minutes for grades 1-3; 30 minutes for grades 4-6; 45 minutes 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 minute 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 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 (#535.1)* 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.

### EXPECTATIONS

#### Parents can expect the school to...

Fulfill our mission  
Provide a safe, nurturing environment  
Provide consistent communication about the child  
Provide consistent communication about the school  
Provide opportunity for involvement  
Offer a listening ear at any time  
Respect the child and the family  
Prayerfully commit to fulfilling Christ-centred mission  
Pray for the family

#### The school can expect the home to...

Support our mission at home  
Provide a quiet study environment  
Provide consistent communication  
Attend pertinent school meetings  
Be appropriately involved  
Support values and policies  
Seek information and facts  
Respect school faculty and staff  
Provide prayerful support

## General Policies, Procedures and Information

### ABSENCES and TARDINESS

1. If your child is going to be absent, it is important to notify the school. Please have a sibling notify the teacher or the front office. If this is not possible, please call or email the school office by 9:00 a.m.
2. Students are not allowed to leave the school grounds during school hours unless accompanied by a parent or designate.
3. 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.

### ACCESS / ARRIVAL / BELLS

1. Students who walk or bike to school or who are dropped off by parents should arrive no earlier than 8:25 a.m. Teacher supervision begins at about that time. (Please see Student Drop Off and Pick Up section in this handbook.)
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. Upon entrance, students will go directly to class and put on their indoor shoes. 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 front sidewalk (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.

### ACCESSIBLE CUSTOMER SERVICE

CCS has an *Accessible Customer Service Policy (#485)* for people with disabilities. Please contact the school's office to learn more about our commitment to accessible customer service.

### ASSEMBLIES AND PROGRAMS

At least once a month we plan to have an assembly. Most of the assemblies celebrate the yearly school theme and/or special Christian holidays. 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 4-8 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 "winnits" (special stickers) 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 Renaissance Award, Fine Arts Award, Participation Award, Servant 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 outings.

## 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. We also provide a co-curricular calendar outlining key events that mainly involve our grades 7 & 8 students. The school website also contains calendars.

## 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. In addition to the *Co-curricular Consent Form*, a detailed letter is sent home for each trip and parent consent is needed before a child goes on the trip. 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. Drivers need to meet certain criteria:

- ✓ \$2 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 (4ft 9in) tall]
- ✓ valid driver's licence

Volunteer drivers must complete a *Volunteer Driver's Form (#572.2)*. If you have completed this form, please be sure to update it as soon as the relevant information changes. Let us know if you are no longer able to drive and we will 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, teachers provide weekly updates on the school website under their homepage. 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. Be sure to reference our website to access other school information. Finally, we are but a phone call or email away from each other.

## CUSTODY AND ACCESS RIGHTS

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 (#562.7)* 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.

## 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, may be encouraged to acquire tutoring services to bring the student's work up to date.

### **EDVENTURE LEARNING**

Edventure learning is an innovative approach in which students are motivated by a guiding question that has them dig deeper in their learning and discover how they can make a positive impact in their community. Students will be invited on a journey of cultivating a wonder of God's creation - gaining wisdom as they discover their place in His unfolding story - through meaningful work with practical implications for building His Kingdom. Students participate in field studies and outdoor learning opportunities to further their inquiry and provide opportunities to explore and learn about God through His creation.

### **FAIRS AND OTHER EVENTS**

Calvin Christian School offers a wide variety of programs including a Science Fair and a Book Fair. Fairs are often on a rotating cycle or held every other year. We have also committed to a large-scale musical performance yearly!

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

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

### **GRADE DIVISIONS**

Calvin Christian School is divided up into different divisions or crews: Kindergarten Crew (JK/SK), Primary Crew (Grade 1/2), Junior Crew (Grade 3/4), Intermediate Crew (Grade 5/6), and Senior Crew (Grade 7/8). The purpose of the crews is to allow for teachers to collaborate in planning student support services.

### **GRADUATION**

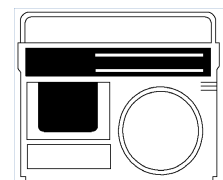
Graduation is a special event for our grade 8 students. The festivities begin with graduating-class pictures. This is followed by a banquet for the graduates and their parents. The ceremony, to which the community is invited, is usually held at Redeemer University College.

### **GYM CLOTHING**

Gym uniforms are required for students in grades 4-8. Gym uniforms can be ordered through our [Student Fees Form](#) (sent home in August). Students ordering new uniforms will have an opportunity to pick up their gym clothes at the Back to School Dessert Social. Gym shoes should have white or non-marking soles in order to prevent scuff marks on the gym floor.

### **INCLEMENT WEATHER AND SCHOOL CLOSING**

When dealing with inclement weather, the safety of staff and students will be the first priority. Since CCS operates its own buses, we generally take into consideration what the public board does when faced with inclement weather and if school bus carriers throughout the area are not running because of the weather, we will likely not operate our buses either. The decision to keep the school open or to close it will be made by the Principal. The closing of the school will be announced on our website and you will receive an e-blast. It will be posted on Facebook and on Twitter. There is a possibility that it will be posted or announced on radio station 900 CHML and CHCH TV, but that is not our priority. The announcement is usually made at approximately 7:00 a.m. A message will be left on the school's answering machine which you



can hear by entering 5 for “school alerts”. The Vice Principal will begin the phone chain for the bus students. School personnel are unable to field calls asking whether the buses will be running or not. Your cooperation is appreciated.

### ***OUR WEBSITE IS THE BEST PLACE TO GO FOR THE LATEST!***

If early closing is necessary due to anticipated poor weather conditions or for any other reason, information will be communicated by means of the website, an e-blast, Facebook and Twitter. Families will only be contacted if alternate arrangements need to be made (eg. car pools, children to be picked up, etc.).

### **INCLEMENT WEATHER AND INDOORS**

Students are permitted to be inside as soon as they arrive during inclement or cold weather. Once inside, students are expected to be in their classrooms engaged in quiet activities. On certain “wet” days when it is not raining outside but the property is wet, 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 and we do this in order to cut down on the mud and to give the grass a chance to grow.

### **INDOOR ROOM**

The Indoor Room is made available on most days of the week, during the lunch recess. 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-July.

### **LUNCH TIME**

Students must stay at the school during the lunch hour. A student will not be allowed to “go off property 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. Unless a parent or teacher is prepared to accompany them, we prefer that you refrain from giving your child permission to leave school property during lunch time. Students should remain in their classrooms while eating. No food may be taken into the washrooms at any time.

### **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 (#563.3)* available on the website.

### **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 / SERVICE PROJECTS**

Our students are involved in a variety of outreach service projects. *Neighbour to Neighbour*, a

food bank next door, benefits from our food drives, while at Christmas time, various organizations receive clothing, gifts and food for the needy from our students. All of our students participate in a service project, organized by the class. 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*, *Jump Rope for Heart*, *Road to Hope*, etc. Other outreach activities include visits to senior citizen homes and malls, where we present choir, 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. This handbook and the website contain documents concerning parental concerns and grievances.

### **PARENT VISITORS**

Parents are welcome to enjoy CCS. Special days, such as Open House and assembly days are good opportunities to visit CCS. Any parent or designate entering the building on a school day between 8:50 a.m. and 3:25 p.m. must first report to the office.

### **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 to the Immanuel Church parking lot. Please see information elsewhere in this handbook concerning dropping off and picking up your children.

### **PBL**

PBL stands for Project Based Learning. CCS has committed to a student-centred approach to education, where students learn about a subject through the experience of solving an open-ended problem, introduced via an "entry event". 21<sup>st</sup> century skills, such as collaboration, critical thinking, communication, etc. are used to create a final project. This project is presented to an "authentic" audience at our Shine Festival.

### **PERSONAL ELECTRONIC/DIGITAL DEVICES (PED)**

We believe children are called to interact with one another and develop good social skills. PEDs (including, but not limited to, iPods, laptop computers, translators, handheld electronic games, iPads, cellphones, headphones, earbuds, and cameras) tend to isolate the student into a world that minimizes contact with others. Furthermore, we cannot always monitor what students are listening to or doing. Our *Personal Electronic Device Guidelines(#552.2)* states that the classroom teacher will decide if PEDs may be brought to school to be used for specific educational purposes. A cell phone can be used without permission for emergency purposes only. An emergency occurs when someone's well being is at risk. Students may not take pictures without teacher permission and without the permission of those being photographed. Pictures may not be posted on the internet without permission of those who were photographed. A copy of our *Guidelines* is available on the website.

### **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. Retakes are permitted at the photographer's discretion.

**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.

### **PROFESSIONAL ACTIVITY DAYS**

Faculty members attend to professional development as required through professional growth plans and at conferences and activities involving all of the faculty or involving many Christian schools. Some professional activity days are scheduled during the school year. They involve evaluation days, curriculum days and teacher conferences (eg. Edifide). There is no school for our students on those days. Our annual calendars list those dates.

### **PROMOTION AND RETENTION**

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. The *Student Placement Guidelines (#541)* document spells out our guidelines.

### **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 school books or textbooks, and on desks is not permitted.
4. 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.
5. All garbage is to be put in the proper containers. Do not litter the school grounds. Recycle as required.

### **SAFETY PATROLS AND PEACEKEEPERS**

Student safety patrols for buses and crosswalks are under the direct supervision of the Vice Principal in cooperation 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.

### **SAFETY / SECURITY**

Student welfare is very important at CCS. There are many documents and procedures in place. They include indoor and outdoor supervision regulations, the CCS discipline policy, child abuse policy, class/field trip policy, privacy policy, custody policy, and much more. Here are a few important points regarding essential components of safety and security at CCS:

- 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.
- All guests and service providers must report to the office; parents must report to the office between 8:50 a.m. and 3:30 p.m. Junior Kindergarten (JK) parents may go directly to the JK class during lunch time to pick up their children.
- Parents are reminded to contact the office if someone else will be coming to school to pick up

their child(ren). Should the office not be informed in a timely manner, it is possible the child will not be released into the care of the person designated by parents.

- Students who are in activities that run after normal school hours (ie. sport teams) should be picked up at the time designated by the teacher. Please be on time. If you are more than 15 minutes late, your child will be placed in the After School Care Program and you will be billed for the service.

- One very important area that requires our attention on a regular basis is safety drills.

Calvin Christian School conducts annual safety drills as follows:

1) fire drills ...a minimum of six times per year... usually three in the early fall and three in the late spring

2) tornado drill ... a minimum of one in the school year

3) lock down ... a minimum of two times per year ... usually one in the fall and one in the spring

Some students become tense or nervous when they learn we are about to conduct a safety drill. We will continue to do our best to prep and accommodate these students where possible.

Parents are encouraged to talk to their children at the beginning of the school year about the importance of safety drills, and reassure their children that such drills are practice drills and that a real fire or tornado or lock down is unlikely.

## SEMESTER SYSTEM

CCS has incorporated a semester system to divide up the school year. The first semester concludes in January and the second semester concludes in June. Furthermore, our grade 7&8 students have several subjects which are on a semester system. These subjects are taught intensely for half of the school year. The subjects include: history/geography, music/art/health, computer/literature.

## SCHOOL COUNSELLING

CCS is committed to supporting students when it comes to the social and emotional well being as was stated in the Responsive Classroom section of the handbook. In addition to Responsive Classroom, we also have a school counsellor who provides social and emotional support to students individually. A referral system is in place where students can meet with the school counselor in order to address concerns they may have. Our school counselor also leads classwide sessions to help students deal with challenges in life, including bullying problems.

## SCHOOL DAY

### Balanced Day Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50	HEALTHY START / MORNING TRANSITION / BODY BREAK				
10:30-10:50	NUTRITION BREAK #1 (JK/SK/5/6/7) / RECESS (1/2/3/4/8)				
10:55-11:15	RECESS (JK/SK/5/6/7) / NUTRITION BREAK #1 (1/2/3/4/8)				
12:45-1:05	NUTRITION BREAK #2 (JK/SK/5/6/7) / RECESS (1/2/3/4/8)				
1:10-1:30	RECESS (JK/SK/5/6/7) / NUTRITION BREAK #1 (1/2/3/4/8)				
1:30	QUIET TIME (JK-6)				
3:00	SNACK (JK-8)				
3:15	DISMISSAL (JK-8)				

**SHOES/FOOTWEAR**

The CCS Dress Code document states certain rules regarding the type of footwear that is or is not permissible at CCS. 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 are wearing their indoor shoes. Cooperation on the part of everyone will go a long way to making our custodian's job manageable. Also, regarding shoes, please purchase indoor/gym shoes with white or non-marking soles in order to avoid leaving scuff marks on our gym floor.

**SHINE FESTIVAL**

CCS hosts an annual Shine Festival where students are provided the opportunity to showcase the projects that they have worked on during the semester. The hope is that the final product will be “beautiful” work that has been created for an authentic audience. You are highly encouraged to attend our Shine Festival, usually held in the Spring.

**SKATEBOARDS AND ROLLERBLADES**

In the interest of student safety, students may not use skateboards and rollerblades 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.

**STAFF DEVOTIONS**

Each week, on Monday afternoons at 3:45 a.m., staff spends a few moments in devotions. Please leave a message on the answering machine if you need to contact staff at this time.

**STANDARDIZED TESTING**

The school conducts formal testing of all students in all grades. Recently, we have begun using MAP testing (measurement of academic progress) for our students in grade 1 through 8. It is an online adaptive assessment that offers growth progress data for students in math, reading and language usage. As a student takes the assessments online, the questions adapt based on the previous answers to find out exactly what the students knows or doesn't know in that subject area. MAP is a norm referenced test - tests measure students in their achievement in comparison to other students in their age and/or grade. 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 testing provides sufficient and reliable information.

**STUDENT INSURANCE**

We have provided a link on our website should parents seek added insurance for their child. This insurance option is a third party arrangement. CCS does not endorse the company, we simply provide the option for you to consider.

**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 (#541)* from the school's office.

### **SUPPLIES & 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 4-8 students are provided an *Agenda* book that is used to track school 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. 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 important.

The school telephone directory is updated annually 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 necessary. 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 arrange for supply teachers or we rotate other teachers into the classroom.

Not making a team can become a difficult and emotional reality for some students to accept.

CCS has established an *Interscholastic Sports Policy (#571.4)* which seeks to address the issues of competition and opportunities for participation. A copy is handed out to grs. 7 & 8 students each year. Our students also participate in a Spelling Bee tournament and a "Battle of the Books" tournament. From time to time other competitive co-curricular activities are offered to students as well.

### **WEBSITE [www.ccs-hamilton.ca](http://www.ccs-hamilton.ca)**

Calvin Christian School has a very informative and active website. We hope it provides much of the information you seek on a timely basis. Various forms, guidelines, policies can be downloaded. Information from the classrooms is available. Our weekly Courier is there for you to read. In fact, you may be reading this Parent Handbook from the website. We have included pictures of Christian education in action for you to enjoy and recommend to others. There is an enrollment section that you can reference when encouraging others to check out CCS.

There are certain sections that are meant for those who register – usually parents. This entitles you to access various documents and areas 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! We seek to continue to improve the website and so we welcome your feedback.

**STUDENT DROP-OFF & PICK-UP****DROP - OFF**

- 1) Students arriving earlier than 8:25 a.m. should be enrolled in the Before School Care Program. (Please read about this program on page 36.)
- 2) Passenger vehicles are prohibited from entering the bus loop or the school parking lot between 8:30 and 9:00 a.m. on school days. We respectfully ask that you please obey 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.
- 3) 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. For safety reasons, please avoid dropping children off along West 5<sup>th</sup> Street.
- 4) The Immanuel Church parking lot is available for parents dropping off their children. The gate will be opened and children can walk along the paved path to the school. We will have a supervisor waiting at the church gate for students in JK and SK. This supervisor will escort children to the school at approximately 8:45 a.m.

**PICK - UP (Park in the Immanuel Church parking lot)**

- 1) Enter the school grounds via the gate between Immanuel and Calvin. Wait on the south end of school property (soccer field) for your child(ren) to come out of the school building.
  - a) When you see your child walk out of the school building connect with him/her and exit the school property via the gate you entered earlier.
  - b) If necessary, children are to remain on the south end of the soccer field until a parent arrives.
  - c) Teachers will be looking to make sure that each child is accompanied by an adult when exiting through the gate to the church parking lot.
  - d) Children should be supervised by an adult while walking in the church parking lot.
- 2) Keep the sidewalk clear so that families can enter and exit the property, especially those with strollers.
- 3) Jubilee and SK students will be waiting on the sidewalk, along the fence with their teachers. This allows for quick and easy pick up of the youngest children.
- 4) Be extra cautious when walking to your car in the Immanuel Church parking lot.
- 5) It is important to also supervise your younger (non-CCS) children while you wait and before you exit the school grounds. We are concerned for their safety, particularly while climbing trees or back stops, and engaging in rough play. Please ensure that your children refrain from these activities.
- 6) The parking duty teacher will remain at the church lot until all children are picked up. If you are late, your child will return to the school and wait in the front foyer. If you have not arrived after 10 minutes, your child(ren) will be enrolled into the After School Care Program (see page 36).
- 7) Please respect the signs and arrows on the church parking lot regarding entrance and exit lanes.
- 8) 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.
- 9) For your information, the soccer field gate is locked from 9:15 a.m. to 3:00 p.m. and again at 5:00.



## TRANSPORTATION



### The Parents

Wherever the word "parents" occurs in this policy, the term "guardians" may be substituted.

- a) Parents are responsible for the safety and conduct of their children prior to bus pickup and after bus drop off on their return home.
- b) Parents must remind students to behave in accordance with established conduct, discipline and safety policies.
- c) Parents should be familiar with the Code of Conduct for Students. This form will be forwarded with the student at the beginning of the school year.
  - i) 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 privilege may require a conference involving the driver, the Principal (or his delegate), the student and the parents. A second suspension means termination of riding privileges for the balance of the school year.
- d) Parents should communicate safety and discipline concerns to the Principal; routing concerns may be communicated to the Transportation Committee through the route supervisors.
- e) Parents must ensure payment is arranged with the Financial Manager at the beginning of each new school year. Failure to do so may result in a denial of transportation services.
- f) 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 or the principal must be obtained at least one day prior to the date; the bus driver uses his/her discretion, pending space availability, and is absolutely under no obligation to agree to the request.
- g) Parents should consult the "Parent Handbook" for relevant transportation information.
- h) Parents are to convey any pickup or drop off changes within the standard route to bus driver prior to route start (absent, getting off at different stop...), preferably 24hrs in advance.
- i) On the rare occasion when a bus is not operating (usually because of mechanical problems) parents will be expected to provide transportation for their child(ren).

### THE STUDENTS

It is expected that every student will behave responsibly, not only while traveling 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 waiting on the premises of any other school, each student is responsible to the Principal 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 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 Principal. Students are expected to cooperate 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) Be at the stop 5 minutes before the designated pick up time
- b) Stand well away from the roadway and in a single file line until the bus is stopped; board the bus in an orderly fashion using the handrail and go straight to your assigned seat.
- c) If it is necessary to cross the road to board the bus, wait for the driver's signal, wait for the patroller to be in place, check traffic and follow instructions (verbal and hand) of the driver and/or bus patrols.

**2) Unloading Procedures**

- a) Leave the bus in a single line and orderly fashion, using the handrail.
- b) If it is necessary to walk towards the rear of the bus to get to the 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, only then continue along the shoulder of the road to the laneway.
- c) If it is necessary to cross the road, when everyone is off, walk along the shoulder towards the front of the bus, then when the bus driver indicates it is safe to proceed, check for on-coming traffic and continue to do so while crossing the road.

**3) Rules and Regulations**

- a) Ride the assigned bus and be on time at the bus stop, the bus will not wait.
- b) 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 blades must be covered by guards, tied together and 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) Skies and poles may not be transported on a school bus.
  - iii) With the exception of hockey sticks, skates and helmets, no other hockey equipment shall be transported to and from school on a bus without special permission from the Principal or the driver.
  - iv) Musical instruments shall be kept on the student's lap, and not played.
  - v) 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, cooperatively by the Principal and the driver.
  - vi) Larger items such as projects, collections, models or displays require permission from the driver. This permission must be obtained at least two days prior to the time it is needed.
  - vii) Weapons, such as knives, or anything of a dangerous nature are forbidden.
- c) Stay with the assigned seating plan unless permitted to move.
- d) Leave windows closed unless authorized by the driver or bus patrol to open them.
- e) Keep arms and head inside the bus at all times.
- f) Do not eat/drink on a school bus unless authorized by the driver or required by specific diet.
- g) No smoking, vaping, or lighting of matches/lighters on the bus.
- h) Do not throw objects inside of the bus, or out the bus window.
- i) Do not stand while the bus is in motion unless with the express consent of the driver or in some extenuating cases, the bus patroller.
- j) Do not distract the driver in any way.

- k) Personal electronic devices (tablets, phones, etc) are allowed on the bus, however there is to be no audible volume for others to hear and devices are not to be shared or displayed to others.
- l) Do not fight, yell, or use profanity on the bus.
- m) Keep the aisles clear.
- n) Do not interfere with emergency equipment.
- o) Obey the instructions of the bus driver and bus patrols.

## STUDENT HEALTH CARE

CCS receives the services of the Public Health Department which include Hepatitis B immunization, meningococcal C immunization, 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. Information concerning Public Health Services and additional support can be obtained by calling 905-546-2424. 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. Call the school's office if you wish a copy of a document containing a list of reportable diseases. We also have a pandemic response plan in place and it will be posted on the website when necessary.

Grade seven students receive Hepatitis B shots on two occasions during the year... this is optional. The meningococcal C immunization is also offered at the school to the grade seven students. This is required. CCS also facilitates the HPV inoculation for grade eight students on school property. Further information can be obtained by calling the Immunization Information Line: 905-540-5250.

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 preventive 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,
- \* rapid, weak pulse
- \* collapse, loss of consciousness, cessation of breathing, 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 foods 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, 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

**Please note that Calvin Christian School cannot enforce its Anaphylactic Policy during special functions such as the CCS Bazaar and the Back to School Dessert Social. Parents are expected to exercise responsibility to protect their child(ren) from any risks during and outside of school hours.**

**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.*

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

(from the Canadian Paediatric Society)

A list of reportable communicable diseases can be obtained by calling the school's office or connecting with Public Health Services at 905-546-2424.

Also try Infectious Diseases Information and fact sheets: [www.cdc.gov/az.do](http://www.cdc.gov/az.do)

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	<b>RUBELLA</b>
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 the 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	<b>SCARLET FEVER</b>
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	<b>STREP THROAT</b>
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... this includes no more nits. The student must be nit free.

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

Many infections are transmitted because of improper or poor hygiene. The foremost preventative action against many germs is proper handwashing. Handwashing must take place after using the toilet, before eating and after playing outside.

Other important tips for parents and teachers are: no sharing of drinks, food; use alcohol wipes when there is no running water; encourage students to bring their own labelled water or drink container on trips and sports activities; discourage sharing of towels.

In general, when a student becomes ill while at school, the student will be placed in the health room and the parents notified to pick up their child from school.

## **PART TIME KINDERGARTEN PROGRAM**

Calvin Christian School offers a Half Time Kindergarten program that includes both Junior Kindergarten (JK) and Senior Kindergarten (SK) options. Children who are 4 years of age by December 31 are placed in our JK class and children 5 years of age by December 31 are placed in SK. Typically we offer two JK classes, where one class meets on Mondays / Wednesdays and the other class meets on Tuesdays / Thursdays. Similarly, we have two SK classes, where one meets Mondays / Wednesdays and as well as every other Friday, and the other meets Tuesdays / Thursdays and every other Friday.

## **FULL TIME OPTIONAL KINDERGARTEN PROGRAM**

Calvin Christian School also offers a Full Time Optional Kindergarten program for JK and SK students. The JK and SK students are placed in a combined class and are taught from the same curriculum. Because the program is optional, there are additional fees if you have children in the other grades. The additional fees are charged to make the program viable. Furthermore, the program will only be offered if there is sufficient enrollment.

## **SCHOOL CARE PROGRAMS**

### **Before School Care Program**

The Before School Care Program (BSC) is available for parents who need to drop off their children prior to regular supervision time at CCS by teachers (8:25 a.m.). The children receive before school care that includes recreational time and opportunities to complete homework. This program is available from 7:30 a.m. - 8:30 a.m. Parents have the option to sign up on a regular basis (3-5 mornings per week); on an occasional basis (1-2 mornings per week) or only on an as needed basis. A form (# 730.1) is available in the office or on the website for BSC registration. There is a fee for this service with a reduced fee when an after 8:00 enrolment occurs.



**After School Care Program**

The After School Care Program (ASC) is for CCS students who need supervised care between 3:30 and 5:30 p.m. on school days. Activities are arranged and snacks are provided; homework time is also available. Parents can sign up for regular supervision (3-5 days per school week) or occasional supervision (1-2 days per week) or only as needed – in which case the office will need to be called by 3 p.m. The fee for this service is set annually and it is a per student per session fee (a session is two hours) with a reduced fee for a family with 3 or more children. There will be an additional fee (per student) after 5:30 p.m. for each minute the parents are late. This can really add up so please be on time. A form (#730.2) is available in the office or on the website for ASC registration.

**TRIP** (Tuition Reduction Incentive Program)

CCS is excited to offer you the opportunity to reduce your tuition obligations. We offer a variety of gift cards ordered directly through our school office or from Fundscrip for stores and merchants that many of you already shop at. There is no additional cost to you as the gift cards are sold at face value. You may enrol in TRIP at any time. Since CCS is able to purchase gift cards at a discount, 50% of the discount received is passed on in the form of tuition reduction. As registrants, you are able to direct tuition credits earned to your own personal account, the account of another family, or to the CCS Tuition Assistance Fund. For more information, please visit [www.ccs-hamilton.ca](http://www.ccs-hamilton.ca) and click on TRIP or call Melissa Nagtegaal at 905-388-2645 ext. 235.

**PRIVATE MUSIC LESSONS**

Calvin Christian School permits a private music lesson program which enables parents to sign their children up for piano lessons and/or voice lessons. These lessons are managed privately between the instructor and the parent. The school provides a place for the lesson and it allows the student ½ hour per week to leave class for the lesson. Having the lessons take place at school is viewed by parents as a much appreciated convenience. Private music lesson registration forms are available on the school's website or call the school office.

**INTERNATIONAL STUDENTS**

Calvin Christian School is blessed with the presence of international students – most of whom come from Korea. Our Korean families have a separate admissions policy. Newly enrolled students must attend CELLS (Calvin English Language Learning Support). All matters pertaining to Korean enrollment are administered on our behalf by Mr. Daniel Won, our International Admissions Manager. Korean families are urged to contact him with their questions and concerns. Mr. Won keeps in close contact with the school.

**LOST IN CLOUDS OF ACRONYMS AND ORGANIZATIONS?**

1. **C.O.T.** stands for the College of Teachers. It is a self-regulating professional body for Ontario teachers. Membership is open to 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. Member teachers have an Ontario teacher certificate known as a Certificate of Qualification.



2. **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. Their website is: [www.christianschools.ca](http://www.christianschools.ca)

3. **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 member 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)

4. **C.S.P.C.** is the Christian School Principal's Certificate. This certificate is awarded by Edvance to principals in Christian schools who have successfully met the requirements.

5. **C.S.T.C.** is the Christian School Teachers Certificate. This certificate is issued jointly by Vocate and Edvance upon completion of required courses and two years of teaching.

6. **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.

7. **O.C.T** refers to a Ontario Certified Teacher who receives certification through the College of Teachers.

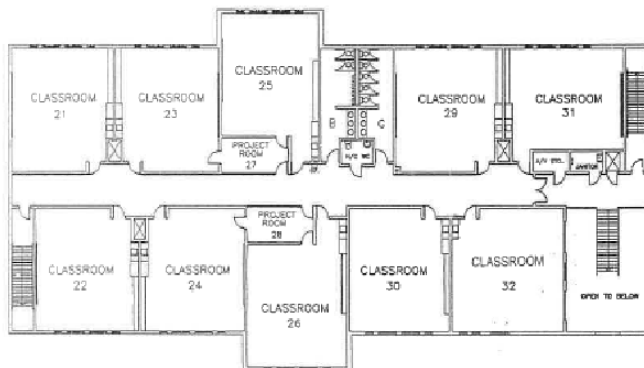
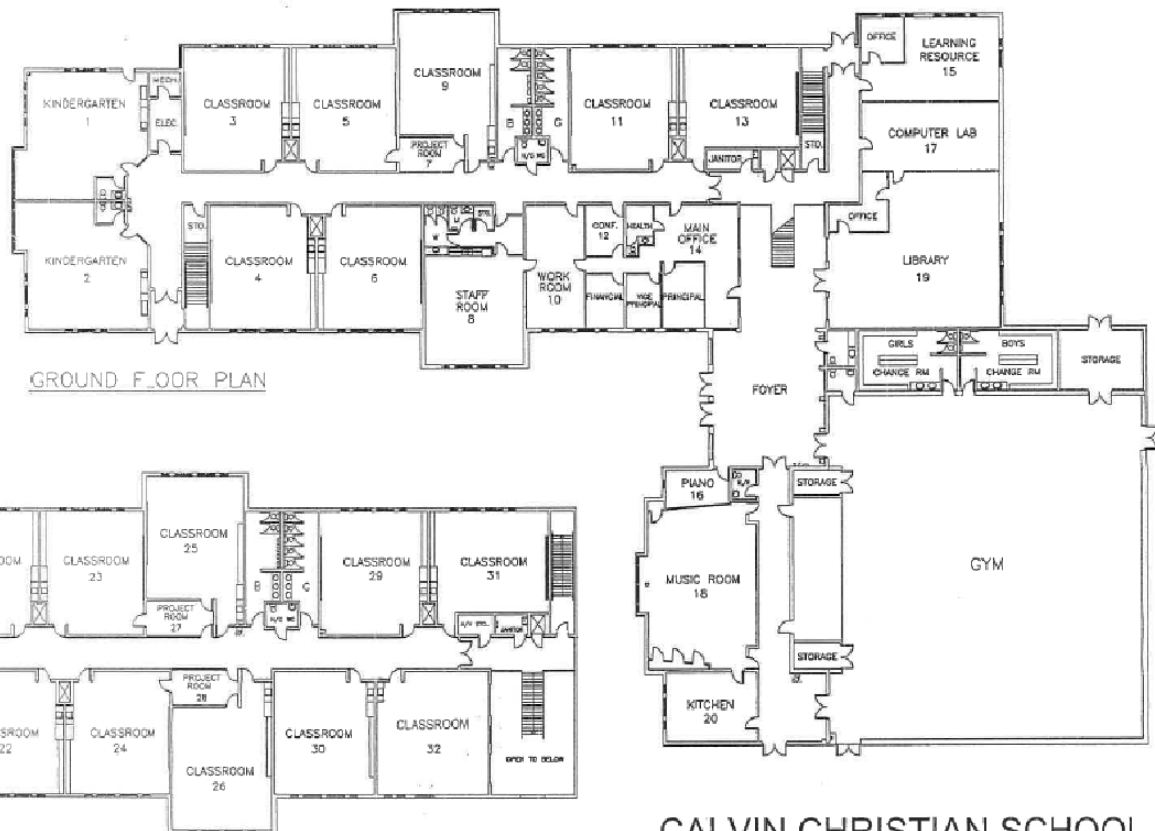
8. **Sp. C** refers to a Specialist Certificate. This certificate could apply to a primary teacher specialist or a special education specialist etc.

9. **Vocate** is the Christian schools employee association, serving schools and teachers in Ontario. The website is: <https://vocate.ca/>

10. **Edvance** is a Christian service organization serving Christian schools and their employees. It seeks to promote excellence in Christian education by promoting excellence in leadership. More information can be obtained through their website: [www.edvance.ca](http://www.edvance.ca)

**SCHOOL LAYOUT (PLEASE REFERENCE THE CCS DIRECTORY FOR THE LATEST)**

Kindergarten A/B	-	Room 2	Grade 4A	-	Room 29
Kindergarten C	-	Room 1	Grade 4B	-	Room 31
Kindergarten D	-	Room 3	Grade 5A	-	Room 22
Grade 1A	-	Room 4	Grade 5B	-	Room 21
Grade 1B	-	Room 6	Grade 6A	-	Room 24
Grade 2A	-	Room 9	Grade 6B	-	Room 23
Grade 2B	-	Room 5	Grade 7A	-	Room 32
Grade 3A	-	Room 13	Grade 7B	-	Room 30
Grade 3B	-	Room 11	Grade 8A	-	Room 26
			Grade 8B	-	Room 25



**CALVIN CHRISTIAN SCHOOL**