



# Elementary Student and Parent Handbook

*Firmly Planted, Deeply Rooted, Growing Strong*

Dear Students and Parents,

Welcome back for another year of education at Cedars Christian School. We are pleased to offer you a unique program with many opportunities. Our vision for Christian education stems from our desire to develop your unique potential, to help you learn how to internalize spiritual values and to lead you towards a life of service, obedience, stewardship, fellowship and discipleship to God.

The **effort** you put into your homework and studying greatly determines your grades on your report cards and provincial tests and exams. The **enthusiasm** you put into student council activities determines the success of these exciting programs. The **attitude** and **hard work** you put into athletics determines your success and your ability to achieve your goals. Your **responsiveness** if you make a mistake determines your ability to learn and grow as you go through school. **You** are the biggest factor in determining your success at school.

You can grow in your relationship with God this year if you make the effort. It is our goal at Cedars that you would **be inspired** to serve others joyfully, **be motivated** to obey God willingly, and **be led** to give generously. May God bless each of you as you give yourself to service, obedience, stewardship, discipleship and fellowship each day at Cedars.

Sincerely,

Winston Price  
Elementary Vice-Principal

## Cedars' Roots

*He is like a tree planted by streams of water, which yields its fruit in season and whose leaf does not wither. Whatever he does prospers.*  
*Psalm 1:3*

### A. History and Purpose

The fact that Cedars has over 30 years of history is a testimony to God's faithfulness, as well as to the visionary leadership of its founding members, and to the many committed people who have built it into the thriving school that it is today. Their persistence and dedication was driven by the belief that all of life, including education, must fall under the lordship of Christ.

Cedars began in 1977 with 77 students in grades 1 to 7, in rented facilities on the present site. Subsequently the school was purchased, adjacent property was added, and the facilities were expanded on several occasions.

From its inception, Cedars has been truly interdenominational. The school presently draws students from over 20 Christian churches.

### B. Vision Statement

Parents, under the Lordship and by the authority of God, have established Cedars Christian School to provide a Christ-centered, child oriented environment which will nurture a child academically, spiritually, socially, emotionally, aesthetically and physically.

All instruction, recognized by the BC Ministry of Education, is taught by BC certified teachers and supported by an active parent society, to incorporate a Christian perspective in every aspect of daily education. Both staff and parents unite to help the child to:

- Develop their unique potential
- Internalize spiritual values
- Live a life of service, fellowship, stewardship, discipleship and obedience to God.

### C. Goals for Cedars Christian School

The purpose of Cedars Christian School is to assist parents in their role of educating their children inside a Biblical worldview. Our vision is to develop the unique potential of every student, to help students internalize spiritual values and to teach our children how to live lives of service, obedience, stewardship, fellowship and discipleship to God.

#### 1. Academic Development

We want our students to acquire a body of knowledge in Biblical studies, communications, social sciences, physical and biological sciences, mathematics and the arts in order to help them understand the structure of God's world and human society.

Our students will develop a comprehensive set of skills that will enable them to communicate accurately with language, to understand and solve mathematical problems, to comprehend information and ideas

presented through words, numbers and symbols, to express themselves creatively in art, music and drama and to be able to observe, analyze, synthesize, evaluate and draw conclusions.

They will develop a strong sense of history, which will help them to better understand the social institutions and traditions shaping our society.

Our students will acquire a set of Christian values and principles, which they can apply to the questions and issues, which they will face in life.

## **2. Physical Development**

There are two main concerns in defining the physical aspect of a student's life as it relates to school. First, we would like to see our students develop physical strength, skills and gracefulness. They must be physically fit to do the work that God calls them to. And second, our students should develop effective patterns of self care. Their patterns of exercise, dress and nutrition reflect their attitudes about themselves. Their bodies are not their own but belong to Jesus Christ and are to be used in His service.

## **3. Emotional Development**

We want to see our students develop a healthy sense of self worth as image-bearers of God. They should be proud of themselves, their families, their background, their school, and their church and have the confidence to pursue high goals in academics, physical development and in their vocational choices. They must have the ability to accept responsibility, both for their mistakes and for their accomplishments. We want them to accept others and be sensitive to the needs of the people around them. CCS is a place that encourages students to have fun, to know and experience joy in life, and to effectively deal with life's disappointments.

## **4. Social Development**

Our students are encouraged to develop manners appropriate to the variety of situations in which they find themselves. They are guided to develop the strength to handle peer pressure with confidence and to stand up for their neighbors throughout the world. They should also be able to accept authority and be responsible when they are in positions of authority themselves. We want our graduates to be able to find their place in the church, community and family, recognizing the legitimacy of these and other social institutions.

## **5. Resource Development**

The resources of time, money, energy and abilities are gifts of God and fulfill their purpose only when they are used to honor Christ. The ability to set goals and priorities is related to the use of resources. In setting goals, we want students to be wary of the self-indulgent materialism of our time.

## **6. Spiritual Goals**

We want our students to develop habits of regular spiritual discipline, both personally and in community, thus developing a hunger to know God, becoming Christ-like in all aspects of life, and being open to God's leading.

At CCS, spiritual development is based on the commitment unifying all aspects of one's life. A student may achieve academic excellence, but if that excellence is not attained within the context of a commitment to Christ, it is ultimately meaningless. We do not see a division between spiritual and physical or secular aspects of life. All aspects of life are spiritual in the sense that they are all directed either to serving the one true God or some false imitation of God.

A relationship with Jesus Christ provides the ultimate answers to the basic questions of who and what we are, what is the meaning of life, what are the sources of sin and salvation. The answers to these questions must form the basis for everything we do at CCS and we pray that this will be the basis on which our students live their lives. The answers provided to these questions are what make CCS and its students uniquely Christian.

## **D. Intermediate Program (Grade 4 - 7)**

The intermediate years add to the foundation laid in the Primary Program, the self-discipline and skills needed to function independently in junior and senior high school. These are also character-building years and frequently the time of developing a meaningful personal relationship with Jesus Christ. These years have great bearing on how students perform in high school and how well they hold up under pressures of teenage life. As in the primary years, the staff seeks to nurture the intermediate students spiritually, academically, socially, physically, and aesthetically.

### **Core Curriculum**

At Cedars the core curriculum is taught integrating a Christian perspective. Students also receive instruction in Bible, French, Computers, Art, and Library. An emphasis during these years is on learning the basics well. Students are encouraged to learn the proper writing structure, basic math facts and reading fluency to equip them for the years ahead in Junior and Senior High. Learning Assistance is available for students who have learning disabilities or delayed language development. Counseling services are also available several times a year and are provided by a Christian Counselor.

### **Academic Expectations**

Cedars Christian School has high expectations for students. That does not mean that only academically gifted students can do well at Cedars. It does mean, however, that all students are expected to apply themselves to their studies at school and in homework assignments.

### **Student Evaluation**

Expectations are established through evaluation and feedback. Feedback occurs on an ongoing basis in the form of verbal or writing comments, and in a more formal way at report card times. Report cards are issued three times a year. They communicate to students and parents how students are progressing in three dimensions in each of their courses: comprehension, attitude, and performance. Interim reports are sent out three times a year, mid-way during each reporting period.

### **Chapels**

Regular chapels are held with the intermediate students. Students are encouraged to actively participate in the chapel services not only by participating in singing but also by presenting dramas, reading scripture, and praying. Guest speakers are often invited to address our intermediate students in order to challenge them in their Christian walk.

### **Student-led Conferences**

After the first or second reporting period, teachers may plan with their students to have a conference with their parents (and teacher), led by the student. These have been a great experience for students and parents. It is a great opportunity for students to show parents what they've done and learned at school. It also gives students the chance to self-evaluate their progress and set goals for improvement. Parents have been able to encourage their kids greatly during these enriching conferences!

# Elementary Discipline Process and Code of Conduct

## General Expectations

At Cedars, a student is expected to:

- a) Perform to the best of his/her ability in all parts of the school program.
- b) Attend school regularly and be punctual.
- c) Take responsibility for completion of all work missed during absences.
- d) Bring a note from parents to the school after every absence.
- e) Be cooperative and considerate in day-to-day relationships with others.
- f) Be honest.
- g) Refrain from activities which may be dangerous (fighting, throwing snowballs, playing with knives, etc.)
- h) Respect the property of others and take responsibility for any damage he/she may cause.
- i) Cooperate with and show respect to teachers, students and other adults.
- j) Be courteous and well-mannered, cheerful and in service to others.

## Specific Rules In and Around the School

### *Students are to refrain from:*

- a) Marking or damaging school property. (Students are expected to pay for lost or damaged school property.)
- b) Bringing items which may cause injury (matches, knives, sticks, etc.).
- c) Wearing scanty clothing or clothing with obscene, suggestive or offensive words, pictures or slogans which are not considered appropriate.
- d) Wearing hats in class.
- e) Using blasphemy or crude language.
- f) Showing lack of respect to adults or fellow students through actions, words, gestures, tone of voice.
- g) Bringing electronic devices such as cell phones, ipods and MP3 players to school.

### *Hallways, Washrooms and Entryways:*

- a) Students are to walk quietly through the hallways.
- b) Students are not to tamper with fire extinguishers, thermostats or lights.
- c) Students are not to loiter in hallways, washroom, and entryways.
- d) Outdoor shoes/boots are to be removed in the boot room. (Elementary)
- e) Indoor shoes are to be either gym runners or other appropriate footwear.

### *Classrooms:*

- a) Students are not to touch or remove materials in or on the teacher's desk or another student's desk without permission.
- b) Students are to comply with the individual rules and expectations specific to each classroom teacher.
- c) Students are not to be in any classroom but their own unless they are directed to be there.
- d) Students are responsible for keeping desks and shelves and floor tidy.

- e) Unregistered students are not to enter the classroom without prior permission. Only those students who are considering registering may visit classrooms. Former students may visit at lunch or after school.

### **Classroom Attire**

Students at Cedars Christian should dress appropriately for school and school-sponsored functions, with emphasis on neatness, cleanliness, and modesty that is fitting for a Christian school and what it stands for. It is the purpose of the school to encourage students to develop the ability to make decisions and assume responsibility for their appearance. The cooperation of all parents, teachers, and students will mean having a minimum of rules. We depend on the parents to (fully) supervise the appearance of their sons or daughters. Although not every home will agree with others, we believe that every home has the responsibility before God to support the common Christian values in dress if children are to live in community with each other. A brief inspection before they leave for school will avoid the necessity of having to phone parents to bring a change of clothes to school.

In any dress code there will inevitably be disagreements in interpretation. The intent is to create a look appropriate for Christian learning, and it will ultimately be the responsibility of the principals and teachers to judge the acceptability of the clothing worn by students.

Examples of this code include:

- a) facial or body piercing are not permitted, i.e. lips, eyebrows, nose rings, studs
- b) printed slogans or tattoos that refer to alcohol, drugs, offensive music groups, or that bear offensive messages or phrases that are not in line with Christian standards are not permitted
- c) clothing which exaggerates one's sexuality is not permitted, i.e. short skirts, short shorts, short shirts, low cut necklines, exposed waistlines, open backs, spaghetti straps, visible underwear, etc.
- d) hats are not permitted in classes, chapels, or assemblies
- e) limit of one ear-ring for boys in high school and elementary school
- f) hair must be well groomed and neatly trimmed
- g) students are to keep their hair out of their eyes
- h) appropriate footwear must be worn in school. (safety issue)
- i) t-shirts or hats which advertise for beer, secular rock bands and inappropriate slogans are not allowed

### **Library and Computer Lab**

- a) Appropriate classroom rules apply in the library and the computer lab.
- b) Candy, food and drink is not allowed in the library, computer lab or the gym.
- c) Noise and talking is to be suitable to the task at hand.
- d) Students are not to handle audio/visual or other electronic equipment without the permission and supervision of a staff member.
- e) No students are to be watching TV or using computers in the library before or after school, unless supervised by a teacher.

### **Gymnasium**

- a) Students are not to play in the gym unless under the direction and supervision of a teacher.
- b) Equipment rooms are out of bounds to students unless they are under the direction and supervision of a teacher.
- c) Eating is not allowed in the gym unless supervised.

- d) Good audience/spectator behaviour is expected during assemblies, performances or sports events. Students are expected to wear non-marking shoes only!

## Playgrounds

- a) Students must play only in approved areas. Primary children are not permitted to play in the big field.
- b) Throwing snowballs, stones, dirt, sticks, etc., is prohibited.
- c) Fighting is prohibited. Students who fight will receive an automatic one day out of school suspension.
- d) Students are not to leave the school grounds unless they have permission from a teacher.
- e) Bicycles are to be parked at the bicycle stands upon arrival at school; riding on the playgrounds is not permitted.
- f) Cedars requires students to wear a helmet when riding to and from school.
- g) Litter is to be placed in garbage containers.
- h) Students are to use all playground equipment in a safe manner.
- i) Skateboards and Heelies are not allowed at school.

## Lunch

Cedars Christian School is a **peanut/nut-free school**. There are students in our school who have severe anaphylactic reactions to nuts. This means we must all be diligent to refrain from sending any nut products to school with our children. Students are expected to eat in their classroom and to exercise regular mealtime manners and courtesy. Garbage is to be thrown out and recyclables are to be put in specific containers.

## In-Days/Out-Days

Students should come to school with appropriate clothing for the weather and are expected to spend non-class time outside unless an in-day is declared. In-days are declared when the temperature reaches -20 C or when there is significant wind chill.

Students who are not well and bring a note from home to stay in will be asked to sit in their classrooms at recess and lunch. However, we prefer students stay home until they are completely recovered.

## Bullying

Bullying is a pattern of repeated aggressive behaviour with negative intent, directed from one child to another where there is a power imbalance. Examples of bullying behaviours may include:

- a) Physical aggression: kicking, hitting, spitting, locking in a closed or confined space, inflicting bodily harm, threatening with a weapon
- b) Social alienation: gossiping, embarrassing, spreading rumours, maliciously excluding, threatening with total isolation by a group
- c) Verbal aggression: mocking, name calling, defacing clothing, playing a dirty trick, teasing about appearance, intimidating phone calls, verbal threats
- d) Intimidation: graffiti, taking possessions (e.g. lunch, toys, clothing, extortion,)

These behaviours can range from mild to severe.

Cedars Christian School staff is committed to leading and teaching students in a bully-free environment. Our goal is to build a Christian Community where biblical standards for relationships are both taught and upheld. When a bullying situation has been identified, the staff and/or principal will apply the proactive

steps of discipline: discussion as to the bully behaviour, documentation, Think Paper, parent contact, consequences, and reconciliation.

## Student Education and Awareness Regarding Bullying

All students will be taught what bullying is and that if they are being bullied or see someone being bullied they need to feel free to first ask the bully to stop and then report it to an adult (parent, and teacher, principal). Teachers will educate students yearly on this issue through class devotions, chapels and in CAPP classes using some of the following resources:

- Primary Sources: *Focus on Bullying: A Prevention Program for Elementary Classes* (Ministry of Education)
- Healthy Living: CSI

## Discipline Process

At Cedars, discipline is part of the process of Christian discipleship. It is part of Cedars' task to teach towards certain attitudes and behaviour. Preventative discipline consists of wise and clear expectations laid out by parents and teachers as to acceptable behaviour within the school. It is our hope that all students will respond favorably to these expectations. For the few non-responsive students there is a due process that leads to removal from the school.

The following key points are considered in the process of discipline at Cedars. Discipline of children at Cedars Christian School:

- is inseparable from the process of Christian discipleship.
- always includes the commitment of involved families.
- follows a consistent, stated process, understood and adhered to by students, families, school staff and the school board.
- is based on respect for the dignity of the child as a creation of God.
- In accordance with school policy, a student who is accused of breaching a rule should be notified of that which he/she is accused, with the essential facts of what he/she is alleged to have done. (NOTE: In more serious cases, notification should also be given to a student's parents.)
- An accused student should be given an opportunity to tell his/her side of the story. The right to be heard is a fundamental element of procedural fairness. Where the stakes are minor, this can be satisfied by the principal or teacher asking the student to explain her/his actions. More serious matters require more formal investigation and documentation.

## Violations of the Code of Conduct

Discipline must be considered as a process consisting of the following stages

1. The teacher attempts to resolve the disciplinary situations with the student. Consequences are to be imposed by the teacher. Documentation and advising the parents takes place. A copy can also be sent to the Principal.

If the teacher is unable to resolve the matter, or if the student is involved in repeated incidents, then it is referred to the principal and the parent. The principal then has the following sanctions available to her/him:

2. Repeated Incidents/Lack of Responsiveness
  - counseling regarding Code of Conduct violation
  - a discipline notice is sent home, outlining circumstances, consequences and outcomes

- letter to be signed by parent and returned to school prior to student's return to class.
- child is removed from the school
- following a meeting between the parent, student and principal, the principal will establish a plan for corrective action.

Including such consequences as:

- loss of in-school privileges
- detentions
- extra work assignments
- in-school suspension
- temporary suspension from school (1 to 5 days)
- behavioural contract set-up between home & school
- recommendation for expulsion from Principal to the Board

Under certain circumstances, to be determined by the principal, an immediate suspension from the school may be required. Parents have the right of appeal to the principal or to the Board if they feel their child has been dealt with unfairly.

## Parental Concerns and Appeal Procedures

If a parent has a concern regarding their child please follow the procedure below.

1. Talk to the teacher.
2. If you still feel the situation has not been solved, talk to the principal.
3. If after following Step 1 and Step 2, you still feel your concerns have not been fairly dealt with; you may contact the Board, attention to the Education Committee representative. A convenient time will be arranged for the parent to receive a hearing by the board.
4. The Board's ruling after the appeal is final.

There should be an assurance of no retribution for pursuing an appeal or review.

Authorities and board members will follow the following guidelines to avoid bias or the appearance of bias:

Don't prejudge the evidence of the particular circumstances of the student's case, or give the appearance (e.g., in public statements) of having done so, even if you have strong convictions on such matters.

When selecting persons to hear a case or an appeal of a decision, avoid those who have a close out-of-school relationship, family ties or adversarial relationship with the student or student's family, or a staff member who is closely involved in the incident.

(NOTE: In small communities it may be difficult to find persons who do not have an appearance of bias regarding a particular case or an appeal of a decision. In such situations, it is advisable that the school's procedures allow for the appointment of a person(s) from outside the school community to handle the case or appeal.)

If a person (e.g., principal, staff member or committee member) has made a previous decision, or has been a member of a committee that has made a previous decision, that now is under appeal, such a person should only participate in the appeal for the purpose of providing testimony. Such a person should not participate in decision-making at appeal levels.

An appeal-hearing committee should not hear or receive evidence that will not be shared with the other party in the dispute. Do not receive evidence or representations from administrators or staff in the absence of the person appealing, and avoid the appearance of doing so.

## **E. Field Trip Form and Policy**

All classroom rules will apply on all outings. A teacher will be responsible for carrying a first-aid kit (supplied by office) on all outings. The Teacher will also be issued a class list complete with care card numbers and emergency phone numbers for each of their students. The office requires that the teacher report on the appropriate form, at least one day before the field trip, a list of drivers so that they can check for current car insurance.

### **Permission Slips**

- a) All teachers must use the Cedars Field Trip Permission and waiver form each time they go on a school outing. All Permission Forms must be signed and returned by parents before the outing  
NO VERBAL PERMISSION GRANTED. (fax and email is acceptable)
- b) For major overnight trips, the principal and teacher should first have board approval which is done through education committee recommendations.
- c) Permission slips should be sent to parents/guardians with particulars of activities. These must be returned, with the guardian's signature before the outing.

### **Billeting**

- Is discouraged.

### **Financing**

Extensive Trips (for which funds are raised):

- a) All financing should be estimated at least two months prior to the time in which the field trip is to take place.
- b) All fund raising should be raised by two weeks prior to the trip.
- c) Expenses incurred during fund raising may be refunded totally or partially with discretion.
- d) A general ledger account will be set up through the Bookkeeper in the office.
- e) Moneys remaining at the end of the trip shall be reimbursed to the individual student accounts.

### **Long Distance Trips**

Fees charged to the student:

- are to include coverage of activities as well as a traveling charge.
- are to be predetermined and fees collected BEFORE attendance on the trip

Parents are to be notified if the students will be eating out and therefore require money for a meal.

### **Short Trips: Ski, Day Trips, etc.**

- a) The policy of Cedars Christian School is to ask for volunteer transportation. (Subject to Motor Vehicle Act changes).
- b) Ski trips moneys are to be collected by the teachers (dispersed upon request of volunteer drivers.)

## Transportation for all School Related Activities (including car-pooling)

The School's policy includes liability clauses covering parents and children in any private vehicle designated by the school: note -- all private vehicles have insurance; it is recommended that such private vehicles carry \$1,000,000.00 liability (photocopy to be filed in the office).

- a) The law states that each child travelling in a vehicle must wear a seat belt. Doubling up is not legal. Planned trips must have each student placed in a seat belt or the trip be postponed or cancelled with an alternative activity implemented until an arrangement for the "belted placement" of the extra students can be made.
- b) Students must remain in designated vehicles, teacher to finalize head count before departure.
- c) All vehicles should be in sound mechanical state.
- d) Recommended that parents (responsible - no record) drive.
- e) Parent drivers are volunteers and thus must have undergone a criminal record check before driving for school trips.
- f) Booster seats are required for all children under the age of 9 or 4'9" and smaller.

## Pupil/Adult ratio on all trips

There shall be a recommended ratio of students to adults on all outings:

- a) In Grades K - 6 the ratio minimum for supervision is to be 1 adult to 6 students.
- b) In Grades 7 - 10 the ratio minimum for supervision is to be 1 adult to 10 students or regular teacher/student class ratios.
- c) In a vehicle there will be a maximum of 6 students if there is only one adult. For seven or more students, another adult needs to be present.
- d) This includes overnight trips which shall be limited to Grades 5 - 12, with special permission to be granted in advance by the board via the education committee for

## Responsibilities on Outings

The teacher is to be the co-coordinator for the group in accordance with policies set down by the school board.

- a) The teacher in charge should know of total group movement, including a total head-count before dispersal in transportation vehicles as well as having reasonable knowledge of the students returning to their home (wait until the front door closes before you leave).
- b) A photocopy of insurance to be given to office prior to the trip.
- c) Students are not permitted to watch television or movies in hotel rooms after 11pm.

## Chaperone Responsibilities

Chaperones play an important role at our school functions and trips. They are responsible for the safety and well-being of our students, in addition to their role as monitors of appropriate behaviour.

At times chaperones are at risk of not being given adequate instruction, guidance and support. The purpose of this policy is to address this need and to recognize the important contribution that chaperones make to our school and our students.

A chaperone will be given a minimum of the following information before they commit to chaperone an event:

- a description of the event
- the expected number of students that will be attending the event
- the hours the chaperone will commit to be present and act as chaperone
- the responsibilities of a chaperone at the event

- the expected number of other chaperones

Chaperones will be advised that they are expected to promptly report any unusual incident or behaviour, using their best judgment, to exercise authority to stop or prevent any inappropriate behaviour involving any student.

The following is advice that will help with all chaperoning situations:

- Students don't always think clearly and responsibly, help them.
- Don't ignore inappropriate behaviour from any child.
- Try not to compound the situation by over-reacting.
- Respect students and their privacy, but enforce all rules.
- You are every student's parent while chaperoning.
- Rules and schedules may need to be adjusted... BE FLEXIBLE.
- If you are unsure of how to handle a situation, ASK!

### Chaperone and General Guidelines

- a) School rules are in effect at all times, especially dress code and language.
- b) If you have to smoke, do NOT SMOKE in front of students.
- c) Students must not watch television or movies in their hotel room after 11pm. Chaperones should tell the front desk that movie rentals are not permitted in rooms with Cedars Christian School parents or students.
- d) Movies on trips must be G rated or PG rated only (14A and R movies are not permitted)
- e) Alcohol consumption is not allowed (students, staff and chaperones)
- f) It is expected that you will be respectful to the Teacher in Charge. Never undermine the authority of the teacher. If you disagree with them, please keep it to yourself, until a more appropriate time. Never be unkind in front of the students, teachers or other chaperones.
- g) Chaperones are expected to be at all functions at all times. Exceptions to this will be made at the discretion of the Teacher in Charge. (eg: Chaperones may need to go to a store to get supplies, or pick up food, or run an errand ...)
- h) If a student becomes ill, a chaperone must stay in close proximity to the student, in case medical attention is needed.
- i) Chaperones should set a good example with regard to conduct, language, appropriate dress, etc...
- j) Bullying and harassment of students by other students will not be tolerated. Students should never be forced to do something against their will.
- k) Please "ask" students to comply with your requests, do not yell or make unrealistic demands. You will meet with more favourable results when you are kind.
- l) Please make a point to remind students to have everything they need for their event.
- m) At the respective events, make sure that you position yourself in such a way that you can have an eye on students at all times.
- n) During "free time" or breaks are the times when students need the most supervision.
- o) Students should always be together in a group or have a partner. Students are never to be alone or left alone.
- p) Students are to be calm, quiet and respectful when in public places. Hold the students to that standard.
- q) You should know where all your assigned students are at all times.

## **Bus/Vehicle Transportation**

- a) Only Cedars Christian School students can ride on the bus or vehicle.
- b) Chaperones are expected to arrive 15-20 minutes before departure time. Find the Teacher in Charge to receive your instructions or attendance list.
- c) Once students have boarded the bus, take attendance and report any absences to the Teacher in Charge.
- d) Once a student is assigned to vehicle or bus, they are NOT allowed to switch vehicles.
- e) Attendance needs to be taken each and every time that students get on and off the bus. This also includes restroom stops and lunch breaks.
- f) It is the job of the Chaperones to ensure safety of the students and help maintain order on the bus. The Teacher in Charge, the driver or the bus driver will determine the level of noise and activity that is acceptable on the bus. In a vehicle, students should be respectful of the vehicle, calm, quiet and not distracting to the driver.
- g) Anytime a bus pulls over for a break, relate to your students how much time they have before the bus departs. Chaperones need to be watchful of students as they move on and off the bus.
- h) Movies on the bus/vehicle should be rated G or PG (no R or 14A rated movies). If the movie is graphically violent, vulgar or sexually explicit or sexually suggestive, remove it at once, and select another one.

## **Overnight Trips**

- a) Make sure that your students are in their room at curfew.
- b) Make sure that your students are awake on time.
- c) Make sure that your students understand the daily itinerary.
- d) Students must not watch television or movies in their hotel room after 11pm. Chaperones should tell the front desk that movie rentals are not permitted in rooms with Cedars Christian School parents or students.
- e) Movies on trips must be G rated or PG rated only (14A and R movies are not permitted)
- f) Make sure that your students attend meals and daily functions on time.
- g) Make sure that your students have everything that they need for day.
- h) No students or chaperones should leave the hotel for unauthorized excursions.
- i) You may search students' rooms at any time with or without the students' permission.
- j) Check the students' luggage before the trip (make sure they brought everything that they need, did not forget a bag etc...).
- k) Check hotel rooms for any damage or things left behind during your stay and at check out.
- l) Check with assigned students from time to time to see how they are doing.
- m) "Lights out" and "room in" times are to be strictly enforced and monitored by the assigned chaperone.
- n) The "no co-ed visitation" rule to rooms or floors is to be strictly enforced. If a chaperone is in the room, co-ed visitation is allowed.
- o) Chaperones are on call 24 hours a day.

## **F. School Services**

### **CERT (Cedars Emergency Response Team)**

As a Christian community, we realize that we belong to Jesus and that His grace and peace will sustain us in all circumstances. However, we do not always understand how God works, and accidents and tragic events do occur. In order to help students cope with a death or an accident, the Society has a team of individuals in place to deal with the practical aspects of the situation and to provide support for the staff and students.

## **Child Safety**

Cedars' staff is directed to respond promptly to issues of child safety and protection. All staff follow the guidelines from the Ministry of Education document: - *Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse*.

## **Newsletters**

The Cedars Shake newsletter is sent out to each family via email. The newsletter is the official source of information for the school and includes up-to-date information on events, plans, activities, needs, and student work. The Cedars Shake is sent home primarily by e-mail. If you wish to have a hard copy sent home with your children, please let the office know. A printed copy of the newsletter can be provided upon request.

## **School Calendar**

The calendar is approved by the Board and published prior to the beginning of the school year. It is accompanied by various significant dates throughout the school term. In the event that dates are changed, notification will be sent home via the school newsletter. At the beginning of the year a calendar will be published which is to be inserted in the newsletter.

## **Cedars Christian School Auxiliary (PAC)**

PAC is a committee open to any CCS parent. It consists of a group of dedicated individuals who have made it their priority to enhance the educational climate of the school through volunteering in a variety of capacities as well as holding fund-raisers. Some events PAC oversees are the hot lunch program and concession for the Elementary Sports Day. The funds raised are used by PAC to purchase items not provided for by the general budget of CCS of which will benefit CCS and its students.

## **Gymnasium Rentals**

From time to time people inquire about renting the gym for various activities. For bookings or more information, contact the school secretary. Please note that school functions supersede all other gym usage.