

# Student and Parent Handbook



## High School Edition

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## To Cedars' Students and Parents,

Welcome to 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. As a school our mission is to:

*“Educate and equip discerning disciples of Jesus Christ for restorative work in His Kingdom.”*

The **effort** you put into your studies, the **enthusiasm** you bring to the classroom and community events, the **attitude and hard work** you apply to curricular and extra-curricular activities, and your **responsiveness** when you make mistakes can set you up for life-long growth as a disciple of Christ. **YOU** are the biggest factor in determining your experience and success at Cedars.

It is our prayer that you will find Cedars to be a place where you can grow in your relationship with God. It is our goal that you would **be inspired** to serve others joyfully, **be motivated** to obey God willingly, and **be led** to give generously. May God bless you as you devote yourself to service, obedience, stewardship, discipleship and fellowship each day in our high school community.

Sincerely,

Shane Nelson  
*Principal*

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# 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

Cedars Christian School started in 1977. 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. Today, dedicated and persistent leaders continue to hold a vision for the future growth of Cedars.

Cedars began in September, 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. Cedars Christian School presently enrolls about 350 students from Kindergarten to Grade 12 on this site. Cedars also operates a preschool off-site, located at the Evangelical Free Church. Approximately 30 students are registered as home school students. From its inception, Cedars has been truly interdenominational and presently draws students from over 20 Christian churches

## B. Mission Statement

To educate and equip discerning disciples of Jesus Christ for restorative work in His Kingdom.

## C. Core Values

### **Christian Education**

The primary goal of Christian education is “the formation of a peculiar people - a people who desire the kingdom of God and thus undertake their vocations as an expression of that desire” (Smith, 2009). We believe that Jesus Christ is Lord of all of life, and that our obedience shapes all of life - not just the religious or spiritual or sacred corners of it (Walsh and Middleton, 1984). In close partnership with parents and the local church, intentional integration of Christian perspective across the curriculum is instrumental in engaging students in authentic conversations about who God is and who He has called them to be. The Bible, God’s Word, is the foundation for understanding the mandates (Gen 1:28), commands (Luke 10:27), and commissions (Matt 28) that call us toward maturity in Christ.

### **Developing Unique Potential**

We believe that each student is created in the image of God, and is shaped uniquely for restorative work in the Kingdom of God. Noticing, naming and nurturing the unique gifts of our students allow the diversity in the body of Christ that leads to flourishing, Christian community. Curricular and

extracurricular learning experiences provide rich opportunities to use and celebrate gifts stewarded well.

### **Community of Grace**

Cedars Christian School creates space for students, parents, and staff to learn to live in a Christian community of grace. With hearts full of gratitude for the grace bestowed upon us, we seek to have God's grace flow through us toward one another by showing mercy, offering forgiveness, and sharing the gospel of peace.

### **Service**

Following the example of Jesus, we seek to meet the real needs of our neighbors in our local community and beyond. We let our light shine so that others may see our works of service and glorify our Father in heaven (Matt 5:16). Serving one another in love, is the fulfillment of the greatest commandment and the pathway to experiencing life in all its fullness. As servant-workers, we not only have the mind of Christ, but the joy of being His hands and feet in the restoration of all things to Himself.

## **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.

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

Our students also gain practical skills creating authentic, real-world products in their grade 8/9 explorations electives, including: textiles, foods, desktop publishing, video-editing, woodwork, and visual arts.

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 and skills. 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. Image Bearers of God

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. Cedars is a place that encourages students to have fun together, 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. Resources

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.

Our mission to *educate and equip discerning disciples of Jesus Christ for restorative work in His Kingdom* reveals a view that at Cedars, 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 Cedars 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 Cedars and its students uniquely Christian.

# Academic Information

*Thy word is a lamp to my feet and a light for my path.  
Psalm 119: 105*

## A. General

The educational experience available in our high school is hard to beat. At Cedars Christian High School, students learn the truth of God's word and of the world He created while in relationship with friends and in the care of qualified and committed teachers and administration. Students can enjoy getting to know one another well as they move together from class to class for a number of core subjects and electives. The small school setting results in students getting to know their teachers and receiving the personal attention they need to learn to their maximum potential. Students have available to them a well-equipped computer lab and a portable lab of laptops for classroom use. Each high school student is given a Google Apps account to allow students to collaborate on and submit assignments electronically. All students worship and share testimonies of God's work among us weekly, and receive teaching on various issues relevant to teen spiritual formation throughout the year. Special mission and service opportunities round out the students' total learning experience. Our partnership with and bi-annual spring break missions trip to Jericho Ministries in Honduras is one such opportunity.

## B. Educational Objectives

At Cedars, students are equipped with the knowledge, skills, and insights for responsible citizenship in BC. More importantly, they are equipped for responsible citizenship in the Kingdom of God.

It is our hope and desire that students will increase their understanding of the way in which God created our world. At Cedars, students learn that they are significant people as children of the Lord, and they can have a special place in the world. They learn that to be really happy and joyful as Christians means living in the relationship that God has given us in Christ and in working this out in their God-given tasks. They are also challenged to find ways to develop a transforming influence in our society, and develop a Christian culture and lifestyle according to the norms of God's Word.

Students are challenged to become responsible disciples of Jesus Christ. This means they will have to develop skills, knowledge, and insights to live the full Christian life, through all occasions, as church members, citizens, family members, neighbors, friends, workers, and consumers. Although they receive these challenges throughout their school years, high school students are getting ready to take on adult roles. As a result, they will be encouraged to take these challenges particularly seriously.

## C. High School Program (Grades 8 - 12)

### 1. Junior High School (Grades 8-9)

The junior high years (Gr. 8, 9) are the time when students consolidate their learning to date, begin to explore areas of personal interest and aptitude, and lay a foundation for their graduation years. Subjects are taught from a Christian perspective, using a variety of resources, including government recommended texts. Several Board Authority Authorized (BAA, locally developed) courses are offered each year, based on availability of resources and student interest.

### 2. Cedars Graduation Requirements (10-12)

#### BC Ministry Requirements

80 Credits over Grades 10, 11 and 12, 52 of which must include

- Language Arts 10 (4 credits)\*
- Language Arts 11 (4 credits)\*
- Language Arts 12 (4 credits)\*
- Social Studies 10 (4 credits)
- Social Studies 11 or 12 (4 credits)\*
- Math 10 (4 credits)\*
- Math 11 or 12 (4 credits)\*
- Science 10 (4 credits)
- Science 11 or 12 (4 credits)\*
- Career Life Education (4 credits)
- Career Life Connections (4 credits) + Capstone Presentation
- Physical and Health Education 10 (4 credits)
- An Arts Education and/or an Applied Design, Skills and Technologies 10, 11 or 12 (4 credits)\*

\*one course from a number of options

#### **Students must also complete**

- A minimum of 28 elective credits
- A minimum of 16 credits at the Grade 12 level, including a required Language Arts 12. These can be from either Ministry courses, BAA (Board Authorized) courses, or post-secondary courses. (Students may complete an unlimited number of credits from BAA courses.)
- Three Provincial Graduation Assessments:
  - o Grade 10 Graduation Numeracy Assessment
  - o Grade 10 Graduation Literacy Assessment (introduced in 2019/20)
  - o Grade 12 Graduation Literacy Assessment (introduced in 2020/21)
  - o Graduation Assessments stand-alone (not tied to a course)
  - o Results will appear on Student Transcripts

In addition, students will be required to complete an annual self-assessment of Core Competencies. Copies of this assessment are available upon request.

## Additional Cedars Graduation Requirements

To participate in our Cedars Graduation, we also require students to take **Christian Perspectives 11 and 12** (4-credits each).

### **3. Course Selection Policies and Procedures**

Each year, a High School schedule is created to meet the needs of our students that balance a couple of factors:

- Offering core courses that are required for BC graduation and attempt to offer a good selection of science, fine arts and applied skills courses
- Offering a range of courses that provide a well-rounded education that exercises the whole person - mind, body, soul, and spirit.

We are routinely commended by external, Ministry of Education inspectors for our broad offering of grade 11/12 electives, for a school our size. However, our ability to do so depends on students making a commitment to enroll and complete courses we offer in our timetable. As such, it is expected that full-time students will attempt to maximize their learning at Cedars. Grade 8-10 students are required to take a full course load (8 courses in Blocks A-D). It is recommended that senior students (grades 11 and 12) do so as well.

Senior students may apply for permission to enroll in online courses through distributed learning schools when courses are not offered at Cedars, or are offered in blocks where students are unable to take them. However, students who wish to take an online course during Blocks A-D must complete and submit an application form. Online courses require students to be independent and self-disciplined. Approval for online courses is based, in part, on a student's historical demonstration of responsibility and independence. Sufficient rationale for opting out of courses offered in the regular timetable must be provided.

Senior students may also apply for one Spare Block per year. Students who wish to take an online course during Blocks A-D must complete an application form. Applications for Spare Blocks will be considered for students who have a significant academic load, are on track to meet graduation and post-secondary requirements, and have demonstrated good classroom behaviour. Enrollment in courses taken outside of the regular timetable in the mornings (Block X) and after school (Block Y) are encouraged for some students, but do not reduce the number of required courses for grade 8-10 students, and may not allow for additional Spare Blocks for grade 11 and 12 students.

## **D. Academic Policies**

### **1. 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.

## Homework

Homework is a continuation of the educational process - an extension of the school. At Junior and Senior High, students are expected to do more homework (roughly 1/2 hour/day/subject) depending on the assignments given.

Teachers keep records of missed assignments and incomplete homework. Students may only need to receive a reminder or warning about missing assignments to facilitate completion. However, for more frequent occurrences of missing homework, the student may be required to spend extra time at school to complete the assignment with their classroom teacher or at our weekly iDay (see below). Parents will be informed by the teacher if homework is not being done on a regular basis.

### iDay

One common goal we share as teachers is to assess and improve student learning. To meet this goal we give many and various assignments in an attempt to either help students learn or measure their learning. One common problem which we encounter is that some of our students are not completing these assignments. We believe that in completing assignments on time and to the high standard we set, student learning will improve. In an attempt to help students complete assignments in a timely manner, we have set in place a weekly iDay. This is an opportunity for students to complete missing assignments, in a structured environment where assistance is provided. iDay is held on early dismissal **Wednesday afternoons from 1:30-3:00pm** and will be supervised by one of our Educational Assistants. Students will be asked to attend by any teacher who has not received assigned work. This is intended as an opportunity for students to complete assignments. If a student wishes to be removed from the iDay list, they need only to complete the required assignment prior to the date they are to attend and submit the assignment to their teacher.

## 2. Student Assessment

Assessment of student learning occurs on an ongoing basis in the form of observations, classroom discussions, and grading. In addition to verbal and written communication (mail, email), through our Student and Parent Portal, teachers frequently update student progress with them and their parents. Our goal is to have 'no surprises'. However, this means that parents must be diligent in communicating their responses to the teacher, as part of a partnership. Please make a consistent effort to stay informed about your child's progress.

Report cards are issued four times a year. They communicate to students and parents how students are progressing in three dimensions in each of their courses: comprehension, performance, and work ethic.

A summative self-assessment of Core Competencies is a requirement in the modernized BC curriculum. Teachers name, notice, and nurture these competencies (*Communication, Creative Thinking, Critical Thinking, Positive Personal and Cultural Identity, Personal Awareness and*

*Responsibility, and Social Responsibility*) throughout the year in the context of courses. Students use these conversations and “data” to provide evidence in their summative self-assessments. If teachers do not attach this directly to student report cards, they are available upon request.

### 3. Student Evaluation Definitions

**Letter Grades and Anecdotal Comments are compiled from:**

**a. Comprehension-** refers to simply remembering and understanding information presented in a course. It is typically measured by summative projects or testing, but it may also be assessed through noting comments made in class, discussions, and in the level of understanding evidenced in various assignments.

**b. Performance-** refers to the quality and quantity of work produced. Cedars has high expectations for the quality of these student products. Written final products must generally be submitted in typed form, using acceptable formats, and proofread for grammar, spelling, etc. Academic letter grades and comments are an aggregate of these first two areas.

**Work Habits are compiled from:**

**c. Work Ethic -** refers to the extent to which students display an appropriate **work ethic** on their own initiative. It is generally measured by how many times the teacher must remind students to display the appropriate behaviours. Achievement in this area is recorded separately on the report card.

## 5. Letter Grades and Definitions

(Source: BC Ministry of Education's "performance with respect to learning standards" - both competencies and content)

A	(86-100%; GPA=4.0)	Excellent or Outstanding Performance
B	(73-85%; GPA=3.0)	Very Good Performance
C+	(67-72%; GPA=2.33)	Good Performance
C	(60-66%; GPA=2.0)	Satisfactory Performance
C-	(50-59%; GPA=1.67)	Minimally Acceptable Performance
I		No demonstration of minimally acceptable performance
F		No demonstration of minimally acceptable performance
W SG		Student has withdrawn from the course. Standing Granted. Acceptable level of performance though normal requirements not completed.
TS		Transfer Granted. Standing is granted based on records from an institution other than a school.
RM		Requirements Met (for use with Graduation Transitions only)

## 6. Work Habits

<b>EXCELLENT (E)</b>	<b>Responsibility:</b> demonstrates an industrious work ethic, ready to work and learn. <b>Cooperation:</b> a class leader exemplified by a high degree of positive and meaningful participation initiated by the student. <b>Independence:</b> a keen and enthusiastic learner actively seeking out personal growth and learning opportunities.
<b>GOOD (G)</b>	<b>Responsibility:</b> all assignments turned in, ready to work and learn. <b>Cooperation:</b> works well with other students and teachers, participates in class in a meaningful way. <b>Independence:</b> a self-directed learner, takes appropriate initiative and responsibility for learning.
<b>SATISFACTORY (S)</b>	<b>Responsibility:</b> most assignments turned in, usually ready to work and learn. <b>Cooperation:</b> usually works well with other students and teacher(s). <b>Independence:</b> often requires direction.
<b>NEEDS IMPROVEMENT (N)</b>	<b>Responsibility:</b> most assignments missing, frequently not ready to work and learn. <b>Cooperation:</b> does not work well with other students or teacher(s). <b>Independence:</b> needs one-on-one attention most of the time.

## E. Honor Roll, Letters of Commendation, and Awards (Grade 8 - 12)

Students' *letter grade and percentage* will be used to highlight academic performance with respect to learning outcomes. Students' *work habit distinctions* will be used to indicate levels of *responsibility, cooperation, and independence* as on the previous page, and *written comments* will be used to comment on areas of growth (who they are, who they are becoming).

In order to encourage and recognize academic achievement *each term*, we have established the following categories for those who are enrolled in two or more courses in a given semester:

### 1. Academic Honor Roll, With Distinction

GPA = 4.0 (straight A's)

### 2. Academic Honor Roll

GPA = 3.5-4.0 (A average)

### 3. Academic Honorable Mention

GPA = 3.0-3.49 (B average)

In order to encourage and recognize exemplary work ethic *each semester*, we will issue signed *Letters of Commendation* from the high school Vice Principal highlighting the character seen in them (based on work habit criteria and attendance records).

### 4. Academic Achievement Awards

To recognize students who maintain Honor Roll status throughout the year and their high school experience, we take opportunity at our year-end assembly and graduation ceremony to give out Academic Achievement Awards:

Bronze Academic Achievement Medal - 1 year

Silver Academic Achievement Medal - 2 year

Gold Academic Achievement Medal - 3 year

4-year Academic Achievement Plaque - 4 year

5-year Academic Achievement Plaque - 5 year

### 5. Athletic Awards

Our sports program is led by an athletic director. One of his/her duties is to facilitate an athletics awards evening, typically in May, where teams, players and coaches are recognized for their season. Sports team coaches award a Most Valuable Player and a Most Improved Player for their own teams, and a combination of coaches and the athletic director choose a

male and female Athlete of the Year. Athlete of the year goes to someone demonstrating not only athleticism, but also contributes to their community, shows diligence in academics, and spiritual leadership and maturity.

## 6. Staff and Student Nominated Awards

Awards are an important part of recognizing people for excellent contributions to our school community. We give the student body and the staff an opportunity to nominate students in at least three categories. Recognition of these and other positive character traits occurs throughout the year during our regular, weekly high school community times, but also at our year-end assembly in June. At this time there are awards in each category for junior high (grades 8-9) and for senior high (grades 10-12). Please look at the categories and the criteria, and think about whom may be the best candidate for these awards as the year goes on. You do not have to nominate someone for each category. Do your best to think of the most worthy candidate. Nominations typically are done by ballot in the foyer at lunch in early June.

### a. Leadership - positive role modeling at school

*Leadership can involve: working on student council; helping with special events; organizing school-wide activities; giving special input for high school community events; and/or, modeling integrity and commitment in their walk as a Christian.*

### b. Citizenship - exemplary behaviour and attitude

*Citizenship can involve: having a good attitude and behaviour when those around them do not; being helpful to those in need around the school (both students and staff); going above the norm in being positive in attitude and action; and/or, caring for the school in general and people in particular.*

### c. Service - gives cheerfully of time and energy to Cedars and the Community

*Service can involve: doing something with sacrifice to help someone in need; organizing a special event which serves the community or the broader community; seeing a need and meeting it without being asked; looking out for others before looking after self; and/or playing a particular role on a mission trip or service trip or church/camp work which exemplifies a servant heart.*

## F. Second Language Learning - Policy

### 1. Exemption from French:

Cedars Christian School follows the Ministry of Education policy which states that all students must take a second language as part of the required curriculum in grades 5 to 8 - but start all students in grade 4. Students may, however, be exempted from the second language requirements.

*An exemption may apply to a student who is:*

- Identified as a student with special needs or receiving English as a Second Language service, and
- Unable to demonstrate his or her learning in relation to the expected learning outcomes in a course or subject and grade for which an educational program guide has been prescribed by the ministry.

Further information about Students with Special Needs and Second-Language study can be found at:

<http://www.bced.gov.bc.ca/irp/cfrench512/ssnsls.htm>

This site also includes teaching strategies and adaptations which might be used to assist students with special needs in the Core French language-learning classroom.

## G. Graduation

Each September, a **Graduation Committee** of parents is gathered to arrange decorations at the grad banquet, fundraising and after grad planning, and the Grad Gala event.

Students who are enrolled in (at least) CP 12 are eligible for participation in all aspects of the Cedars' graduation experience - including the annual grad trip that takes place in the second week of September, and applications for school-based scholarships and bursaries.

**The Valedictorian Ceremony and Grad Banquet typically take place on the Thursday or Friday after the May long weekend** (high school is ½ day in session on that day). Grade 12 students will not know until the end of summer whether they have met all graduation requirements. Consequently, all students who have a reasonable chance of meeting the minimum graduation requirements will be permitted to participate on stage in the ceremony, banquet and after grad festivities.

The valedictorian will be chosen by grade 12 students with final approval given by the administration. Students who are living out the vision of Cedars Christian School in terms of service, stewardship, obedience, fellowship and discipleship are nominated and then voted upon by their classmates for the role of valedictorian. The valedictorian should represent **their class and the school** in their speech given at the graduation ceremony. In very special circumstances, two students have been chosen.

## H. Online Courses

It is expected that full-time students will attempt to maximize their learning at Cedars. Grade 8-10 students are required to take a full course load (8 courses in Blocks A-D). Grades 11 and 12 students may apply for permission to enroll in online courses through distributed learning schools *when courses are not offered at Cedars, or are offered in blocks where students are unable to take them*. Students who wish to take an online course during Blocks A-D must complete the following application form.

Online courses require students to be independent and self-disciplined. Approval for online courses is based, in part, on a student's historical demonstration of responsibility and independence. Sufficient rationale for opting out of courses offered in the regular timetable must be provided.

Upon approval, students are enrolled in an Online Support Block. Enrollment in an Online Support Block ensures administrative (scanning, printing, access to technology) and advocacy support from Cedars' staff. Online students are required to attend an orientation session with the Advisor to activate their account and discuss work space, technology needs, and a course completion accountability timeline. Generally, students are expected to complete online coursework in the semester that they enroll in the online course.

## I. Course Challenge and Equivalency

The Ministry of Education's policy supporting students to earn credits for other learning in the Graduation Program is called "Earning credit through equivalency, Challenge, External Credentials, and Independent Directed Studies". Christian Schools supports and abides by the policies described.

[www.bced.gov.bc.ca/policy/policies/earning\\_credit\\_through.htm](http://www.bced.gov.bc.ca/policy/policies/earning_credit_through.htm).

### 1. Equivalency

- Equivalency is granted for courses or experience which:
- Match approximately 80% of the prescribed learning outcomes of a Ministry Authorized/Authority Authorized course
- The student provides documentation that the learning outcomes of the course have been successfully completed
- Have been taken at another institution or in an education jurisdiction outside the regular British Columbia school system
- Students who can show how they completed extensive community learning equivalent to the school's Grade 10, 11 or 12 courses can request an equivalency review.

### 2. Challenge

Prior to engaging in a challenge process, the school reviews any documentation or prior learning that a student presents in order to determine if credit can be awarded through equivalency.

When the course does not have a required examination, a student must

- Demonstrate that he or she has met the learning outcomes of the course; and
- Obtain at least a C- (50%) grade/score in the challenge course assessment.

Where the course has a required examination, a student must

- Meet all the course learning outcomes
- Write the provincial examination
- Obtain a final mark in the course of at least a C- (50% minimum) based on the combination of school mark (based on challenge) and examination mark.

The school does not charge a fee for a challenge process.

### 3. Independently Directed Studies

To participate in Independent Directed Studies, students must demonstrate the ability to work independently. Working with a teacher, students will be required to develop and document a plan IDS Plan that includes

- A process for ongoing facilitation and assessment
- Criteria for determining successful completion of the IDS
- A credit value (1, 2, 3 or 4 credits)
- Approval of the High School Vice Principal

Students can receive independent credits for courses they have not enrolled in. Partial credit can be reported if the student has developed a plan with the school for completing specific outcomes.

### 4. External Credentials

External credentials are Ministry-Authorized and are eligible to meet graduation requirements. Students that reach the standard of a Grade 10, 11, or 12 external credential prior to entering Grade 10 can have this learning recognized for credit. The date on which documentation was reported/received is used as the course completion date.

Frequently a Music (Royal Conservatory) external credential is earned for successfully completing a set of learning activities developed outside the Ministry, for learning is not equivalent to Ministry - Developed curriculum.

### 5. School Completion Certificate Policy (Evergreen Certificate)

The standard graduation certificate issued by the Ministry of Education in British Columbia is the “Dogwood Diploma”.

Students whose high school program (grades 10 -12) has included MODIFIED course(s) are not eligible to receive a Dogwood Diploma; these students will receive a **British Columbia School Completion Certificate (Evergreen Certificate)** from the Ministry of Education. This is awarded to students who meet the goals of their educational program other than graduation.

This can include students with Individual Education Plans, or students who meet other criteria, as outlined below.

An Evergreen Certificate may be issued when special circumstances arise or when individual cognitive and physical challenges make it prohibitive or impossible to achieve a Dogwood Diploma. This route will be pursued and approved in consultation with a team of educational specialists, staff, administration and the student's parents/guardians.

**Other reasons beyond cognitive and physical challenges for issuing an Evergreen Certificate include:**

- Special permission granted by a physician due to ongoing health issues that are of such a nature that it would be impossible to cope with the common program.
- Mental health issues that arise and are long-term in nature.
- Other extenuating circumstances not listed above, upon recommendation and approval by the administration. Evergreen Certificates will not be issued to those able to achieve a Dogwood Diploma but are underachieving due to motivational and effort concerns.
- **The following are Cedars Christian School's requirements for receiving an Evergreen Certificate:**
- Completion of two upper level Biblical Studies courses. Administration, staff, and parents/guardians will decide on a case-by-case basis if these courses will be adapted or modified.
- Completion of a grade eleven and twelve Individual Education Plan (IEP) along with transition planning. The Educational Support Services (ESS) Coordinator and Administrator will monitor to see that IEP goals have been met.

**Procedures:**

1. At the end of Grade 9, parents, teachers, ESS Coordinator, and HS Principal will meet to review the student's program for Grade 10. The student should also be included unless s/he is unable or unwilling to participate. [When it becomes apparent very early on that a student is unable to achieve a Dogwood Diploma, this meeting may occur prior to grade 9].
2. Based on student ability, academic history, and course expectations (Learning Standards as outlined in the course overviews for each course), it will be determined whether the student should be placed on an adapted or modified program (on a course-by-course basis).
3. It is the responsibility of school personnel to ensure that parents understand the implications in terms of high school graduation and options after graduation of a student being placed on a modified program.
4. Once the decision about each course/program has been made, parents will be asked to sign the consent form for the program to be implemented.
5. If parents do not consent to their child's program being modified, the student will be placed on an adapted program. Parents will be informed that students are on an adapted program:

- a) are evaluated according to the Learning Standards for each course as established by the Ministry of Education
- b) must write the provincial exam (if it is mandatory) in order to receive credit for the course
- c) must complete the course work with a passing grade in order to receive credit for the course
- d) adaptations (as allowed by the Ministry of Education) that were provided will be included on the IEP, and may be indicated on the report card.

#### **EVALUATION of Students on Modified Programs:**

1. Students on modified programs will be evaluated on the specific learning outcomes developed based on their academic, social, and/or behavioural goals.
2. Students will receive a letter grade for the modified course/program based on their progress/achievement on the learning outcomes developed for the course or program.
3. The student's report card will clearly indicate "Modified program - evaluation based on IEP goals".
4. Student marks for modified programs will be submitted to the Ministry of Education for the Evergreen Certificate.

In addition to the Evergreen Certificate, all students on a modified program will also receive a BC Ministry of Education School Completion Certificate Program credential (SCCP). All completed Grade 10, 11, and 12 Locally Developed courses will be reported when submitting TRAX data. In all cases, a final percentage and letter grade for each course will be reported. The Ministry of Education will issue certificates for students receiving SCCs in August of the graduating year. Procedures and forms for the SCCP can be located in the BC Ministry of Education *Handbook of Procedures for the Graduation Program*.

## **J. Co-Curricular Costs & Student Accounts**

Each High School student is assigned a Student Account where all student co-curricular costs are recorded. It is recommended for parents to try to keep \$100 in the account at all times. Student accounts are not permitted to be in arrears and are not to be used as "credit accounts." At the end of the school year, any money left in a Student Account carries forward to the next year. Graduating students pass their student account balance on to a younger sibling or receive the money in June if they are the last child in the school.

Many curricular and extracurricular programs at the High School cost money. To that end, we try and raise a significant amount and credit each student account with the profit. Administration tries to coordinate as much as possible the viability and timing of each fund raiser. Parents can purchase Gift Cards for Save On Foods at the office; 6% of the total amount purchased is credited to their child's Student Account.

**Below is an approximate list of major costs over the course of the year. Please note, that the following are estimated costs that will be charged to the student accounts:**

- Registration for Sports Teams -
  - Senior Teams \$50;

- Junior Teams \$40;
- Grade 8 Teams \$30.
- Senior volleyball - Travel & Accom expenses: Approx. \$700
- Senior basketball - Travel & Accom expenses: Approx. \$700
- Golf - Tournament Fees, Travel & Accom expenses: : Approx. \$400
- Outdoor Ed -\$35; Bowron Lakes Canoeing Trip; Approx. \$200
- PE 12 - Approx. \$200
- Yearbook - \$35
- Band instrument rental - \$20/month
- Grade 11 YWAM trip - Approx. \$250
- Grad trip - Approx. \$700
- Graduation - \$230
- Library Fines & lost books or textbooks

All co-curricular fees must be **PRE-PAID**. **Students will not be allowed to participate in any activity until these fees have been paid in full.** These fees can be paid at the office (by cash, cheque, credit card) or online. The amount will then be deposited into their student account. The corresponding amounts will then be transferred out of their student account to cover corresponding expenses for the event, class or department.

## K. Course Descriptions Unique to Cedars

### 1. Bible and Christian Perspective Courses

Bible and Christian Perspective courses at Cedars focus on Biblical knowledge and its application to a student's life and thought. The Bible curriculum is presented in a meaningful, relevant, and interdenominational way. However, no apologies are made for presenting the clear-cut truths and claims of the Bible. Aspects of Health and Career Education are also part of the Christian Perspectives courses. As part of this curriculum, students will set career and personal goals consistent with the teachings of the Bible.

### 2. Fine Arts (FA) / Applied Design, Skills and Technology (ADST)

Fine Arts and Applied Design, Skills and Technology courses are part of the required curriculum for all students from Kindergarten to grade 9. In grades 10-12, students are required to complete a minimum of 4 credits in the Arts or ADST area (An Arts Education and/or an ADST course at the grade 10, 11, or 12 level.)

During the junior high years, Cedars attempts to provide as broad an education as possible. This allows students to explore and develop a wide range of God given interests and abilities. These provide the basis for future educational and career choices as well as giving students the opportunity of success in non-academic matter.

A variety of courses are offered in any one year, depending on student interest and teacher availability. They also vary in course length from year to year. One course credit represents about 30 hours of instruction.

### **3. Band / Worship Arts**

Each grade 6 student at Cedars learns to play a concert band instrument. These students are encouraged to continue studying their instrument and participating in band throughout their high school experience. Yearly band festival participation and concert tours are an important and exciting part of the music experience. Those who wish to take band are asked to speak and sign up with our high school music teacher.

In our X-Block time slot (7-8:15am), on Tuesday and Thursday mornings, is our Worship Arts 11/12 class. Students in this class play a key role in leading worship during our high school community times, and often share their gifts outside our walls in local churches.

### **4. Work Experience, Apprenticeships, and Trades Training**

At Cedars, we recognize that not all students thrive in the traditional classroom learning environment. As such, we offer several options for students to acquire real-world learning experiences outside the walls of Cedars, including:

#### **Work Experience**

Students enrolled in work experience have the potential to earn up to 10 credits for paid or unpaid, supervised and logged work with an employer outside the school. A small amount of course work, facilitated by Key Learning Center is supervised and completed at Cedars.

#### **Secondary School Apprenticeship**

Students who work in a trade under a certified tradesperson or journeyman have the opportunity to receive up to 18 credits through SSA (secondary school apprenticeship) program. Students are required to work through some brief exercise books and log their hours. Students who complete all the workbooks and log at least 1100 hours of work will qualify for a \$1000 scholarship. Some examples of trades that qualify for this program are automotive service technician, horticulturist, hairstylist, plumbing, welding, and roofer. A list of “red seal” trades and other relevant information may be found on the ITABC website: [www.itabc.ca](http://www.itabc.ca).

#### **Trades Training Program**

We have garnered a relationship with CNC (College of New Caledonia) that allows our students to enter into a trades program at the college while remaining a student at Cedars. Programs are offered in carpentry/joinery, electrical, heavy duty mechanic, industrial mechanic, professional cook, welding, and automotive mechanic/repair. Students who are accepted typically spend the second semester of grade 12 at the college. Some programs run from August or September to May of the grade 12 year. The Academic Advisor at Cedars meets with students once a month to frame and debrief their experience and complete Grad Transitions requirements for graduation.

Students wishing to enroll in any of these experiences should speak with our academic advisor as they enter into their grade 10 year. Some of the programs will involve semester(s) off campus and spots for these programs fill up fast.

## 5. Spare Block Policy and Procedures

It is expected that full-time students will attempt to maximize their learning at Cedars. Grade 8-10 students are required to take a full course load (8 courses in Blocks A-D). Senior students (grades 11 and 12) may apply for one Spare Block per year. Grades 8-12 students, in situations of academic need, may also be enrolled in a Support Block to work on courses under the supervision of an Educational Assistant. Typically, only one Support Block is granted per academic year. Enrollment in courses taken outside of the regular timetable in the mornings (Block X) and after school (Block Y) are encouraged for some students, but do not reduce the number of required courses for grade 8-10 students, and may not allow for additional Spare Blocks for grade 11 and 12 students.

Students who wish to take a spare block during Blocks A-D must complete the following application form. **Applications for Spare Blocks will be considered for students who have a significant academic load, are on track to meet graduation and post-secondary requirements, and have demonstrated good classroom behaviour.**

Students on a spare are expected to:

- Work quietly in pre-identified area(s)
- Refrain from “roaming”, disturbing and/or distracting students in regular session
- Attend school functions and community-building events that occur in this block
- Sign-in / Sign-out at the office as per parents’ Off-Grounds Permission declaration
- Report directly to office staff in the event of evacuation (fire, earthquake)

## L. School Services

### 1. The Eagles Nest School Store

Depending on student interest, the school store is operated primarily as a service, selling a variety of hot and cold food items. The store also sells other miscellaneous items. Profits made from sales in this store provide funds for a number of student related activities and scholarships. Our school store follows the guidelines for healthy food set out by the Ministry of Education.

### 2. 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.

### **3. 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*.

### **4. Newsletters and Parent Portal**

The **Cedars Shake** newsletter is sent out weekly to each family by email, and is available in print upon request. 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 online Parent Portal is another key way to keep on top of school news relevant to your family and see real-time updates on your child's progress in courses they are taking. Details can be found on our school website.

### **5. School Calendar**

The calendar is determined by the administration 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. (see section O below)

### **6. Cedars Parent Auxiliary Council (PAC)**

PAC is a committee which is open to any Cedars parent. It consists of a group of dedicated individuals who have made it their priority to enhance the community of the school through volunteering in a variety of capacities. Some programs PAC oversees are community-building days, the hot lunch program, and concession for the Elementary Sports Day.

### **7. Gymnasium Rentals**

The gym is available for various activities. For bookings or more information, contact the school secretary. Please note that school functions supersede all other gym usage.

## **M. Service/Volunteer Opportunities**

Our school community always needs your help throughout the school year. We advertise our needs primarily in the Cedars Shake. We host a work bee in the spring and fall. Students are welcome to volunteer at any time. A volunteer log book is located in the office, where families can record their time and count it toward their 25 hour requirements. Volunteers are required to complete a criminal record check before working (or driving) with children.

# Student Guidance

*Train a child in the way he should go, and when he is old he will not turn from it. Proverbs 22: 6*

One of the greatest advantages Cedars offers the prospective student is a campus life. Campus life is geared towards encouraging healthy, meaningful friendships, towards facilitating learning, towards creating school spirit, and towards focusing on a healthy relationship with God.

Alumni of Cedars frequently state that they formed more meaningful friendships with students while at Cedars than in any of the other schools they attended either before or after Cedars. They also say that they formed more meaningful friendships with teachers at Cedars than elsewhere.

Often people that visit our school or meet our students in the community comment on how well behaved and thoughtful our students are. This is not to brag, but we are proud of our students and the Christian mark that our students often express.

Many students also value the opportunity to play on Cedars' sports teams. The Cedars Eagles have helped to put Cedars on the map in Prince George. We have been provincial champions in girls' basketball and boys' volleyball. Any visit to the school foyer will reveal an assortment of trophies which various teams have brought home in recent years. Many meaningful friendships are also formed while on these school teams.

The focus of the sports program has been on volleyball, basketball, track and field (elementary), golf, and girls' soccer. Students compete in the local school district athletic league, and perform remarkably well considering the size of the school in relation to competing schools. Cedars Christian School is a member of BC School Sports and competes at the "A" level of provincial competition.

## A. Learning and Working Environment

### 1. Striving Toward a Christian Community

Cedars High School consists of student learners, teachers, administrators and parents living in Christian Community. Students are all in process of learning to live skillfully and are all at different developmental levels and consistencies. All are prone to being self-centered, yet, ideally, we want students to strive to love and care for God and each other as outlined in Matt. 22:37-40.

**"The Greatest Commandment"**

***"Love the Lord your God with all your heart and with all your soul and with all your mind'. This is the first and greatest commandment. And the second is like it: 'Love your neighbor as yourself'. All the Laws and the Prophets hang on these two commandments."***

A description of what an ideal Christian community might be characterized by is described by Paul to the Philippians.

*“If you have any encouragement from being united with Christ, if any comfort from his love, if any fellowship with the Spirit, if any tenderness and compassion, then make my joy complete by being like-minded, having the same love, being one in spirit, and purpose. Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others.”* (Phil. 2:1-4)

We would like to see students treat others with care and respect as they would want to be treated in return. We also want students to respect and abide by the guidelines that have been established to enable a fully functioning school. Cedars attempts to provide a friendly, relaxed, yet regulated atmosphere for study and for encouraging personal development in Christian living. A minimum of carefully selected regulations encourage studying, respect for others, and personal responsibility.

## **2. Respect for Students**

Students must treat each other with great respect in and out of class. All students feel a need to belong, and students should try to look out for each other.

This respect establishes a learning/working environment that allows each student to develop his or her God-given potential. Politeness and consideration to others is expected of all students.

**Romantic relationships** should not attract attention (no public displaying of affection) nor interfere with the task of learning. They should also reflect Biblical guidelines.

## **3. Respect for Teachers**

Students are expected to respect the learning/teaching environment for the sake of teachers as well. This respect is demonstrated by cooperation, honesty and by politeness. In addition, students are asked not to wear hats in assemblies (a long-standing symbol of respect).

## **4. Respect for School and Student Property**

Cedars belongs to all of us. Please refrain from defacing lockers, walls, books, binders, and other property, especially with offensive or inappropriate material. Take care of all belongings by labeling your name on them and searching the lost and found frequently when you have misplaced them. Place litter and recyclables in their respective bins, and clean up spills when you accidentally cause them. If you accidentally break something, please let us know, so that we can be prompt in replacing it.

## B. 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 behaviors as described in Philippians 2:1-4. 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. What we desire from our students is an honest admission of wrongdoing, an indication of remorse, and pledge of effort to prevent a similar wrongdoing from reoccurring in the future. 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 sensitive to individual family situations;
- is based on respect for the dignity of the child as a creation of God.

**Discipline must be considered as a process. It *may* include:**

- 1. Preventive discipline**, which consists of wise and clear expectations, laid out by parents, teachers and administrators as to acceptable behaviour within the school.
- 2. Active discipline** involves the teacher as he/she attempts to resolve a disciplinary situation with the student. Consequences may be imposed, such as detention, discipline notice or community service by the teacher. Documentation and advising the parent may take place.
- 3. Collaborative discipline** begins if the teacher sees that harm has been done beyond the classroom circle and/or that others are needed to be involved to fully resolve the matter and restore/heal relationships that are broken. The matter is referred to the vice-principal and/or the principal. The teacher and administrator then have the following tools at their disposal:
  - a. Personal Counseling**
    - Student and teacher/administrator discuss issue and consequences, outcome is recorded, and parents informed
  - b. School-based Meetings**
    - Parties (students, parents, staff) involved are interviewed separately to discuss issue and harm done
    - Parties are brought together to hear one another, recognize harm done, make apologies, and discuss consequences as deemed necessary; outcome recorded
    - letter to parents issued outlining situation and expectations for child's return to school (if suspension is involved)

- Plan for restoration of relationships will be outlined by the vice principal, including consequences such as:
  - discipline notice
  - in-school suspension
  - loss of in-school privileges
  - temporary suspension from school, (1 - 15 days)
  - community service
  - recommendation for expulsion (from the vice-principal to the board).

## 4. Aspects of Discipline

Generally, the following aspects of discipline are sequential in severity, and one level typically acts as a step that leads to a higher level. Types of discipline are used to respond to the corresponding seriousness and/or the frequency of the discipline issue at hand. However, the school reserves the right to use any of the following types of discipline at any time. Teachers and administrators are looking for respectful responsiveness from the student, with hopes of making a long- lasting positive impact on the student.

### a. Verbal Warnings Leading to Consequences

Expectations for students are reviewed by class at the beginning of the school year. Areas of potential friction with respect to the rules of the school are discussed - as well as the consequences for breaking them. Students are asked to read and refer to the Student and Parent handbook (available online) at the beginning of each year. Students are verbally prompted to discontinue behavior that is deemed as disrespectful, as 'pushing the limit' or as breaking one of the rules. Other systems, such as the 'three strike rule' are used by classroom teachers to address continued disruptive behavior. The third 'strike', or occasion of misbehavior after two warnings, often results in the student receiving consequences, detention, or discipline notice.

### b. Discipline Notice

Discipline notices will be written for all serious behavioral infractions. **Serious infractions include:** bullying, fighting/violence, cheating, drugs/alcohol, vandalism/theft. However; repeated, less-serious behavioral infractions may result in discipline notices equal in weight to a single serious infraction. Discipline notices may be issued by administrators or by staff members, in consultation with the administration. Parents will receive a copy of the letter by mail or email, and a copy is kept in the vice principal's office. Typically a phone call home will be made as well.

Often consequences, such as grounds cleanup, will be issued along with a discipline notice. Appropriate discipline will depend on prior incidents.

### c. Disciplinary Contract

In an appropriate circumstance, the vice principal may initiate a disciplinary contract. Parents will be informed and asked to read,

sign, and return the contract to the office. All disciplinary contracts will be retained in the vice principal's office.

## **d. Suspensions and In-School Suspensions**

A **suspension** is imposed when a student has committed a serious infraction. The school must contact parent/guardian by phone or letter as soon as possible after a suspension has been issued. If the parent cannot be contacted, the student will be placed on an "in-school" suspension until the parent/guardian is contacted. A discipline notice will be issued clearly stating the reason for the suspension as well as the details of the suspension (i.e. date and time of contact with parents/guardian, date and time of meeting, and when the student is to return to classes). Prior to re-admission, the principal/vice-principal/designate will phone home or meet with the student and the parent/guardian. Students returning to school from a suspension may be subject to being placed on probation.

A student on suspension may not attend class, may not participate in extra-curricular activities, and may not be on school property during school hours. Students are responsible for all assignments, projects, quizzes, tests, etc., and will receive credit for the completed work. The student may ask a friend to deliver homework, check the teacher's assignments on the Internet, and must adhere to all "due dates". Students may only come to the school (i.e. after school hours) with the **prior** permission of the administration to pick up homework. Typically, parents would come to pick up homework for the suspended student.

An "**in-school**" suspension may be imposed for less serious infractions. In an "in-school" suspension, the student will be asked to work in a school office, probably alone, for the given day. The student will be given different scheduled breaks from the regular school schedule and will not be permitted to speak with friends during their 'in school' suspension. When appropriate, an "in-school" suspension may be given instead of an "off-grounds" suspension.

## **e. Disciplinary Probation**

Disciplinary probation is imposed for appropriate circumstances. At this time, the student is generally one step away from being recommended for an expulsion. The probation may be connected to a suspension, or repeated misbehaviour. If a student repeats the same violation or commits another serious infraction while on probation, s/he will be subject to suspension or expulsion. Probation is given by the vice-principal.

### **Types of Disciplinary Probation**

#### **Two Discipline Notices in One Semester**

When a student receives a second discipline notice within one semester, s/he will be put on probation, and a third discipline notice may result in a suspension or recommendation for expulsion.

#### **New Student Probation**

All new students to the school are on probation for one semester. A discipline notice in the first semester will extend the probationary period and may result in a suspension or recommendation for expulsion.

## **f. Expulsion**

In appropriate circumstances, a student may be expelled. If expulsion is being considered, the following procedures will take place, following investigation and documentation.

1. If the administrator has a situation that may warrant expulsion, they will gather together with the admin team to discuss the matter and proceed accordingly.
2. The administrator will meet with parents to be informed of the rationale and plead their case, if they are not in agreement with the decision to expel their child.
3. If, following steps 1 and 2, parents feel concerns have not been fairly dealt with, they may request an appeal through the vice principal.
4. At this time, an Ad Hoc Discipline Review Committee will be struck composed of a staff member, a board member, and a member at large to consider the appeal.
5. The Ad Hoc committee would make a decision to affirm the disciplinary action or recommend that it be changed.
6. Re-admission into a new school year after an expulsion will be at the administration's discretion.

## **5. General Appeals Procedure**

At Cedars, we want to follow the guidelines of Matthew 18:15-20. If a parent/guardian has a concern regarding any aspect of his/her child's discipline or treatment by a teacher or staff member, please follow the procedure below:

1. Talk to the teacher or staff member involved.
2. If you still feel the situation has not been resolved, speak with the vice principal.
3. If, following steps 1 and 2, you still feel your concerns have not been fairly dealt with, you may request an appeal through the vice principal and an Ad Hoc Discipline Review Committee will be struck as outlined above.
4. The Ad Hoc committee would make a decision to affirm the disciplinary action or recommend that it be changed.
5. If an appeal of the Discipline Review Committee were desired, it would be appealed to the Cedars Christian School Board, who would make the final decision.

If a parent wants to appeal a decision, a letter to the vice principal is required within forty-eight hours of receiving the original decision. The parent would be informed of any appeal or review procedure in accordance with school policy.

We assure parents that there will be no retribution for pursuing an appeal or review. Authorities and committee 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, we will 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.

If a person (e.g. administrator, 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 will only participate in the appeal for the purpose of providing testimony. Such a person will not participate in decision-making at appeal levels.

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

#### **Further Note**

Parents are reminded that Cedars Christian School is a Christian community led by parents elected to the school board. This means that we resolve to solve conflict situations together, **implementing principles from Matthew 18 as much as possible** (i.e. - go to the person or persons involved directly, **FIRST**, when solving a problem). Conflicts include issues stemming from the discipline of your child.

#### **Matt 18:15-17**

*"If your brother sins against you, go and show him his fault, just between the two of you. If he listens to you, you have won your brother over. But if he will not listen, take one or two others along, so that 'every matter may be established by the testimony of two or three witnesses.' If he refuses to listen to them, tell it to the church; and if he refuses to listen even to the church, treat him as you would a pagan or a tax collector. (NIV)*

Please do not contact newspapers or media, or other public institutions **before** due process has occurred completely at the school level to solve a problem together. We know that there are times when the proper authorities should be contacted, but we believe due process should always occur in the proper **order**.

## **C. Student Conduct / School Rules**

The list of rules can seem endless and intimidating. However, in reality the respect and cooperation as outlined in Phil. 2:1-4 makes most of the rules part

of a common sense approach to getting along together. Individual rules need to be stated in writing so that students can review them at the beginning of the school year, and so that new students to Cedars can become familiar with them. Rules are simply a reference and provide guidance. Students have access to school rules at school or at home. Clarification of a rule or situation can always be provided by an administrator. In cases of misbehavior in which specific school rules do not seem to address the issue or apply, but the misbehaviour runs counter to the spirit of our institution, discretion will be used by the administration to give appropriate consequences.

## 1. Harassment and Bullying Prevention Policy

*The safety and well-being of children in schools is of paramount consideration. Children deserve to be protected from abuse, neglect, bullying, harm or threat of harm. Therefore, BC independent schools will ensure that children attending these schools will experience a learning environment that enables every child to feel safe, accepted and respected.*

*Independent schools (and Cedars in particular) will continuously develop strategies to make students feel valued, respected and connected within the school community. This will include the protection of the students' physical safety, social connectedness, inclusiveness as well as protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity and expression, while remaining consistent with our school's faith-values, cultural perspectives and philosophical values.*

**Harassment and Bullying are unacceptable behaviors at Cedars.**

**a. Harassment** refers to behaviors, gestures, comments, or displayed materials of a sexual, racial, gender-based, religious or personal nature that create an intimidating, hostile, or offensive educational learning environment. Harassment can be verbal or physical - but can also occur in the virtual, digital realms as well. Harassment through social media will be taken as seriously as verbal and physical harassment. The issue of sexual harassment, more particularly, refers to any unwelcome conduct of a sexual nature that detrimentally affects the learning environment or leads to adverse consequences for the person being harassed.

**b. Bullying** is a pattern of repeated aggressive behaviour with negative intent, directed from one student to another where there is a power imbalance. Examples of bullying may include: physical aggression, inflicting bodily harm, threatening with a weapon, gossiping, spreading rumors, abuse over social media and/or texting, maliciously excluding, mocking, name calling, defacing clothing, teasing about appearance, verbal threats, intimidation and taking possessions. Claiming that an action was unintentional is no excuse, either legally or in our school setting. Harassment is discriminatory and disrupts the environment of mutual respect, cooperation and trust, which is crucial for ensuring a healthy and productive school community. All students and school employees are expected to conduct themselves with respect for the dignity of others.

**Reporting:** If a student has concerns about the nature of any physical contact by an adult employed by the school, fellow student, or by a member of the public, the student should immediately report this to the principal, vice principal, or school counselor. Students are encouraged to report any conduct or contact that makes them feel uncomfortable, is bothersome, or is contrary to a stable learning environment. Depending on the circumstances, consequences range from suspensions to expulsion.

**Self-questioning:** If you ever wonder whether your behaviour or comments are appropriate, consider these questions: How would you feel if the behaviour was directed towards you, a family member, or a close friend? What would someone you respect think if they witnessed your behavior?

**c. Fighting** is a form of extreme negative intent toward one student to another. Even in cases where a power imbalance is not evident, fighting will result in a suspension of up to one week. A second offence may result in a three-week suspension and probationary status.

**d. Weapons** or replicas of weapons at school may result in a student being suspended for up to three weeks and the student may receive probationary status for one calendar year. Where required the school will notify the police. Students who are aware that weapons are at school should notify the staff immediately to ensure the safety of the students and staff.

## 2. Cannabis, Tobacco, Alcohol, Drugs, Vapour Products, and Other Intoxicating Substances

Cedars does not permit the use of cannabis (marijuana), tobacco products, vapour products, alcoholic beverages, non-prescribed drugs, and any other intoxicating substances on campus or on any school related functions. These policies also relate to any activities, such as off campus lunch times and breaks, when students are in any way associated with Cedars. Students under the influence of, or in the possession of alcohol or drugs or other intoxicating substances while under the school's supervision will be immediately suspended and could be recommended for expulsion.

The Cedars Christian School supporting community is committed to encouraging a smoke-free lifestyle for students and staff. Therefore, **smoking** is not permitted during school hours or at any school related function. Any student caught smoking or in the possession of cigarettes will serve a one day suspension for the first offence. A second offence may result in expulsion.

***Vaping:** "to inhale and exhale the vapor produced by an electronic cigarette or similar device"*

With the rise of e-cigarettes and the like, the BC Ministry of Health has finalized and implemented new regulations (September 2016) regarding vapour products. All e-substances are covered by the new legislation and it does not matter if the e-substance contains nicotine or is nicotine-free. Both the device and e-substance are subject to restrictions on sale, display, promotion and use. The following aspects of this legislation are of particular importance for our Cedars' context:

1. No vapour products may be used any time on our school site.
2. Although vapour products may be purchased by adults over the age of 19, it is important to note that it is illegal to give or provide any vapour products to someone under the age of 19.

The use of vapour products before or during school hours is considered to be a serious offense that will result in an immediate Discipline Notice and suspension. The possession or distribution of vaping products or equipment will be dealt with in a similar manner.

### 3. Honesty

Honesty must be reflected in several ways. Cheating is clearly out of place. This includes obtaining answers from other people for assignments and tests that are specifically intended to be done individually, and bringing written information to a test where answers are to be produced from memory. It also includes plagiarism, which includes any form of passing off other people's work as your own. Be sure to give credit where it is due. Truthfulness is equally important. It is extremely important that students are totally honest when addressing supervisors in authority. Trust is built on honesty, and honesty is a key indicator of a responsive student.

#### Plagiarism

##### How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use:

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings - any pieces of information - that are not common knowledge;
- quotations of another person's actual spoken or written words;
- paraphrase of another person's spoken or written words; or
- when quoting 3 or more words from any source, quotation marks must be used, and the quote acknowledged.
- Be very careful when using the internet for research on reports, essays and creative writing. It is **very** easy to pass off someone else's work as your own when you use the internet. Make a commitment to always write your own work and never use "copy / paste" to complete your assignments.
- Take notes, use point form, and write complete sentences on your own for all your assignments. Remember that it is just as easy for your teacher to Google for an essay as it is for you to do so. Consequences are meant for all classes in which cheating and plagiarism occurs. The chances of you getting caught using an essay from the 'net are extremely high - *do your own work!*

The following framework may be used to determine consequences for plagiarism:

##### Grade 8

- First offence--redo for credit, and a phone call home.
- Second offence--receive '0', redo for no credit, Discipline Notice.

##### Grades 9 & 10

- First offence--receive '0', redo for no credit, and Discipline Notice.

- Second offence-receive '0', redo for no credit, Discipline Notice, with the possibility of a suspension.

#### **Grades 11 & 12**

- First offence-receive '0', Discipline Notice, 1-5 Day Suspension.
- Second offence-receive '0', Discipline Notice, Suspended until meeting with the administration, teacher, parents and student. The student may forfeit course credit.

A good summary of what plagiarism is can be found here:

<https://acts.twu.ca/library/Plagiarism.swf>

## **4. Theft/Vandalism/Respect for Property**

God calls us to be good stewards of the things we have. The Cedars Christian School building and property are some of those things. Families have built this school. It belongs to all of us. Students are required to take care of our school.

### **a. Vandalism**

- is the willful destruction or defacement of things (in this case the school and its property).
- The school will take a zero tolerance stance on vandalism.
- In addition to a punishment, when students are involved in vandalism, they will have to pay the cost of repairs or replacement arising from their actions.

### **b. Breaking and Entering**

- Criminal charges will be brought against anyone who is caught breaking and entering into the school building whether part of a prank or an act of theft.

### **c. Theft**

- may result in a suspension of up to one week. A second offence may result in a three-week suspension and probationary status.

### **d. Fire**

- Students found with matches or lighters will serve a one day suspension.
- Students lighting fires of any size (includes lighting a match or lighter) will be suspended for up to one week and may meet with the Fire Department Education Officer along with their parents. A second occurrence will result in a recommended expulsion.

### **e. Textbook lost or damaged**

- If a student loses or damages a textbook, the school requires replacement or payment of repair costs.

## **5. Attendance**

### **a. High School Block A Late Policy**

- It is expected that students arrive on time for all classes. When students do not arrive on time for class, not only do they miss information for their course, they are disruptive to the learning environment when they enter the room.
- There will be days when we expect students to be late (large overnight snowfall, sudden drop in the temperature etc....). On these types of days, when deemed by the school, any student late for Block A will be excused.
- School begins at 8:30 AM. If you are late for school you must report to the school office to receive a late slip. This late slip must be given to the teacher of the class you enter.
- A student will only be excused for being late in Block A when they produce a note from a professional organization (i.e. Dentist, doctor.....). A note or phone call from a parent is still recorded as “unexcused”.
- A student will be **allowed five unexcused lates for Block A**, per semester, without consequence.
- When a student is late for the **sixth time** class in a semester, he/she will receive notice by email from the office.
- When a student is late for the **seventh time** in a semester, the high school Vice Principal will be informed, and a call will be made home to discuss consequences and/or possible solutions. Possible consequences include: loss of off-grounds permission, or in-school suspension.

## **b. High School Blocks B to D Late Policy**

- When a student is late for Block B-D classes for the **second time** in a semester, he/she will receive notice by email from the office.
- When a student is late for the **third time** in a semester, the high school Vice Principal will be informed, and a call will be made home to discuss consequences and/or possible solutions. Possible consequences include: loss of off-grounds permission, or in-school suspension.

## **c. Other Attendance Policies**

Parents should phone the school before 9:00 AM of the day of the absence, giving the reason for the absence. We do have a 24-hour answering service where you may leave a message. For absences that are known beforehand, parents should call the school well before the absence. You are responsible to contact each of your teachers before these planned absences, preferably two weeks ahead, so that they can outline for you the required make up work or other consequences. Students should plan to work ahead and complete the work that will be missed before they leave on an extended absence. Plan to hand in work completed during an absence no later than two days after returning to school. A meeting with the teacher prior to leaving should be arranged to clarify expectations for missing assignments. Regular attendance is essential for success in school. Students will find that the missed class work can never be fully made up.

Students will miss classes due to illness, medical appointments, family reasons or extracurricular activities. Should you or your

parents decide to keep you home from school for any amount of time, for reasons other than illness, teachers can provide alternate assignments. These assignments can be administered through digital communication or physical pickup. Assignments will be similar, but not identical, to the curriculum taught in class during their absence. However, the practice of extended trips during the school year is highly discouraged. Students who miss classes for vacation related reasons cannot expect help or tutoring during or after class. If a test is missed because of sickness or a prearranged absence, it should be taken within two days of your return to school, at the teacher's discretion. Arrangements for this and taking the test must be done outside of class time. Final exams are an integral part of the final mark for most courses and they must be written at the time scheduled. Summer activities should not be planned until the conclusion of the examination period in June.

If a student takes ill during the course of the day he/she must inform the teacher of the class he/she is leaving and report to the office. The office staff will contact your parents requesting that they pick you up or make arrangements for you to leave for home. Students attending appointments during school time will be granted early dismissal when they produce a note from parents stating reasons for missing class. Students occasionally miss many days due to sickness. Sometimes a combination of absences are due to sickness and other reasons, such as family vacation. Strong attendance is one of the most important keys to success as a student.

Multiple absences from any course can result in course failure. When a student misses ten classes in a course, the administration will be informed, a call will be made home, and a school-based team meeting will be arranged with parents to create a behavioral and academic support plan. Although the heart of a behavioral support plan is to encourage attendance and success, continued breaches of this agreement on the part of the student and/or family may result in a recommendation to pursue alternative schooling options. Student, parent, and school responsibilities for the success of the plan will be outlined and agreed upon, in writing, by all parties.

A final meeting will be scheduled if fifteen absences in a course occur. Due to the amount of classes missed, the student may be withdrawn from the course and receive no credit. In this case, arrangements will then need to be made by the student/parents to sign up for an equivalent online course. The student will report to the "resource room" to work with a supervising adult. Students are also encouraged to work on the course at home when they are unable to attend.

Re-enrolment in courses in subsequent semesters and/or school years would be conditional and reconsidered based on their attendance, work habits, and completion rate in online or support block course support.

Please do not take your children out of school for family holidays unless you are prepared to help your children catch up (and preferably do the work before you leave).

#### **d. Skipping Class**

If a student is more than 15 minutes late for a class, he/she will be deemed truant (skipping class) and will receive an in-school suspension for one day. Deliberate skipping may also result in the loss of off-grounds privileges for a time. Additional offences may result in further suspensions and/or expulsion.

#### **e. Student Visitors**

All visitors, including former students, must identify themselves at the office and may visit the school at the discretion of the administration. Student visitors may only visit the school at lunch break. Students from a local public school, including former students from Cedars, on professional development days, will not be permitted to visit Cedars other than at lunch. The administration reserves the right to deny visitors on campus at any time.

### **6. Digital Devices**

Cedars values open, face-to-face interaction between students and staff in the building during regular school hours. As such, the use of earbuds between 8am and 3:30pm is discouraged. Students who do so will first be asked to put it away. If they continue to use earphones and their devices inappropriately, they will have the device taken away and given to the vice principal until a parent comes to pick it up. A discipline notice may be issued if a student is non-compliant with regard to using a listening device appropriately at school.

Students may listen to music during class time on their devices if given permission to do so by their classroom teacher. Students should assume they are not to be used, and ask permission when they feel it is appropriate to do so (quiet, individual work times). It is expected that music selections reflect the shared values of our Christian school community. Students are to demonstrate openness to conversation around this with adults in the building and responsiveness, if music is deemed by staff to be inappropriate.

Students are not permitted use their digital devices during class time unless given permission by classroom teacher to do so. There are times when it may make curricular sense to use these powerful tools in class. Students who are observed using a digital device during class or community times (assemblies, etc.) without permission will have the phone confiscated and given to the vice principal until a parent comes in person to collect the device. Students who continue to use their devices in an inappropriate manner may be asked to keep it at home or face other disciplinary action.

Personal laptop computers should be brought to school to use in class with permission of the classroom teacher. While students may use laptop computers at their discretion outside of class time, watching movies, TV programs, and playing video games is generally discouraged between 8am and 3:30pm. Students may connect to the Public WiFi to connect responsibly. Please refer to, and read

carefully, the Acceptable Use Policy below for overall values, guiding practices, and rules surrounding use of technology at Cedars.

## Acceptable Use Policy for Technology

### Values

- We value the freedom to create and responsibly use tools for the benefit of others. We recognize, however, that technology is not only a tool we use; it has the power to shape us as well. We encourage reflective dialogue around how technology is shaping us.
- We value face-time (eye contact, open ears, verbal dialogue) over screen-time (texting, email, digital messaging). We desire to be fully present and open to others during our time together.
- We recognize that our identity is defined by God alone - not by the many, virtual identities we feel the urgency to maintain (Facebook, Twitter, texting, email).
- We recognize that we need to “turn off” technology periodically and intentionally to show what and who we value.
- We value the learning of the past as well as the present. Although new media (images, music, video, movies) and older media (books, texts, audio, drama) capture our imaginations in different ways, both will be used to enhance learning in our building.

### Guiding Practices and Principles

- Content filtering applied to all Internet access through wired and wireless connections. It is the student’s responsibility to report inadvertent viewing of inappropriate material (sexual, obscene, violent, coarse language) on the Internet to a staff member.
- Students will be given access to Public WiFi on personal technology devices (smart phones, iPods/iPads, laptops) in the school foyer and learning commons (library) to access the Internet for personal use and course work.
- Google Apps accounts will be given to each student entering high school. These accounts may be monitored and/or disabled if used inappropriately. All digital interactions should be “life-giving” and in the spirit of Philippians 4:8 - “...*whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.*”
- School technology devices (laptops, desktop computers, video cameras, etc.) are to be handled with care, and signed out/returned to assigned storage areas in the library tech center.
- Students may use personal technology devices (smart phones, iPods/iPads, laptops) during class time when given express permission to do so, and for the purposes outlined by the classroom teacher. Devices used at times and/or in ways not outlined by the classroom teacher may be confiscated. Students should assume that devices are not to be used in class unless instructed otherwise.
- Students are encouraged to access media (music, video) that is consistent with a Christian worldview and is a “shared value” at Cedars in ways that include others. Open dialogue about all media should be welcomed by both students and staff.

- Students should refrain from malicious hacking and/or altering the settings of technology devices in the building that negatively affect their use by another user. Users that are deemed a security risk or engage in intentional abuse will face disciplinary action and/or expulsion.
- Students should give credit where credit is due - citing references and sources, respecting copyright laws, and not plagiarizing others' work.

## 7. Personal Appearance

Students at Cedars Christian should dress appropriately for school and school-sponsored functions. 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 supervise the appearance of their sons and daughters. Although not every home will agree with others', we believe that every home has the responsibility before God to support the shared community values in dress. 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 develop discretion and encourage a look appropriate for learning. Ultimately, it will be the responsibility of the administration and teachers to judge the acceptability of the clothing worn by students.

Students are required to dress in a way that reflects the expectations set forth in the common workplace. In particular:

- Excessive facial or body piercing are not permitted. Earrings, discrete nose studs are deemed acceptable.
- Clothing that displays 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 shared community standards are not permitted.
- Short skirts, short shorts, short shirts, low cut necklines, exposed waistlines, open backs, spaghetti straps, visible underwear, and exposed cleavage is not permitted. Your shirt (in the case of leggings), skirt, or shorts are too short if you put your arms straight down your side and your fingers go past the edge of your shirt, skirt, or shorts.
- Hats are not permitted in high school assemblies and are best left in classroom prior to attending assembly.
- Appropriate footwear must be worn in school at all times (this can be a safety issue).

Dress should be appropriate for the school activities at hand. If a student is wearing clothing judged to be offensive or inappropriate, he/she will be asked to find something else to wear for the day. A repeated dress code violation may result in further disciplinary action, including suspension.

In PE, all students are expected to wear proper PE attire. This would include shorts, sweat pants, t-shirt or sweat shirt, and non-marking shoes. Uniforms will be worn by school teams and special music groups in order

to present a sharp image to the community. Students may be asked to dress more formally on days their sports team plays a game.

## 8. Classrooms Rules:

Classrooms have many rules established by the teacher. Some common classroom rules are the following:

1. Students are not to touch or remove materials in or on the teacher's desk or another student's desk without permission.
2. Students are responsible for keeping desks, shelves and work areas tidy. Leave spaces in better shape than you find them.
3. Students are not to bring food or beverage to class without prior permission by classroom teacher. Water bottles are permitted in class.

## 9. Students On Campus- Outside of Classrooms

### a. Gymnasium:

1. Students are not to play in the gym unless under the direction and supervision of a teacher.
2. Equipment rooms are out of bounds to students unless they are under the direction and supervision of a teacher.
3. Eating is not allowed in the gym unless supervised.
4. Good audience/spectator behaviour is expected during assemblies, performances or sports events. When cheering, be positive and encouraging to all participants and respectful to the officials. Cheer for...not against.
5. Students are expected to wear non-marking shoes only!

### b. School Functions

- All of the school rules, and consequences associated with breaking those rules, will apply to all school functions, including school sponsored extracurricular activities, and/or those activities not held on school property.
- Students desiring to bring guests must complete a GUEST PASS REQUEST FORM, and receive approval from the event sponsor and/or the principal or the vice-principal.

### c. Lockers



Cedars Christian High provides school lockers for all high school students during the school year. Keep only your personal belongings in your locker. Please don't keep anyone else's belonging in your locker. You must use a high quality, combination lock. Locks may be purchased from the office for \$5. You must take care of your locker - do not scratch the painted surface inside or out.

We have a zero-tolerance school lockers policy at Cedars. You cannot keep any of the following in your locker:

- Drugs, alcohol, stolen property

- anything that could be used as a weapon or deemed by the school or police to be a danger to students
- anything that is illegal to possess
- offensive or ungodly posters, pictures or slogans.
- You are permitted to keep prescription drugs in your locker if your doctor has prescribed those drugs for your personal use.
- Even though students put a lock on their school locker, they should not have an expectation of privacy for their locker. Lockers are the property of Cedars. Cedars has the right to open, search and inspect your school locker without notice to you. If the administration has reasonable grounds to believe that you have anything (listed above) in your school locker, they have the right to search your locker with or without your presence.
- If Cedars searches your locker and a staff member finds anything listed (above) in your locker, Cedars may seize those items and use them as evidence against you for school discipline. Cedars may give those seized items to RCMP for possible criminal investigations and charges.
- Students' belongings (jackets, bags, books...) are to be kept in their lockers - not in the foyer.

#### **d. Halls/Foyer/Office Area**

Please use the halls only for walking, not running. Practice consideration in the halls by not roughhousing or crowding out students or teachers who want to pass. The same rules apply to the foyer. Extreme loudness affects classrooms or the office areas, and quieter voices should be the norm. Please keep the areas clear by storing your bags in your locker or taking them with you. Remember to keep our common areas litter-free.

#### **e. Playgrounds**

1. Students must play only in approved areas.
2. Throwing snowballs, stones, dirt, sticks, etc., is prohibited.
3. Fighting is prohibited.
4. Students are not to leave the school grounds unless they have permission from a teacher.
5. Bicycles are to be parked at the bicycle stands upon arrival at school; riding on the playgrounds is not permitted.
6. Students riding bicycles to school must enter and leave the school grounds via the North Nechako Road entrance. No riding bikes through the parking lot. Cedars requires students to wear a helmet when riding to and from school.
7. Litter is to be placed in garbage containers.
8. Students are to use all playground equipment in a safe manner.
9. Skateboards are not allowed at school.

## **f. Lunch**

Students are expected to eat in designated areas and to exercise regular mealtime manners and courtesy. Garbage is to be thrown out and recyclables are to be put in specific containers.

## **g. School Sports Teams**

Students who play on a sports team are required to read and sign a contract outlining an agreement to abide by special conditions and behaviors. These contracts are provided for students and parents to sign in order to remain on a school team.

## **h. Student Parking**

- Students are to park their vehicles in the big gravel lot
- Students are to drive their vehicles in a safe and responsible manner on and off school property, following the 20km/hr speed limit.
- If a student does not follow the school rules, s/he will be given one warning. Parents will be notified of the warning.
- On a second vehicle/parking offence, the student will lose vehicle/parking privileges at the school for a period of time. The student may receive a Discipline Notice.

## **i. Emergencies/Drills**

During emergencies/drills, students are to be especially careful to behave in a calm and responsive manner, realizing the importance of cooperation in such procedures. Further instructions are listed in every school room, and teachers review the procedures throughout the school year.

# **10. Students Off Campus**

## **a. Off Campus Conduct**

Students are expected to display an attitude of respect when they are off-campus and in any way associated with Cedars. This applies to such times as field trips, athletic trips and lunchtime trips off campus. All other school expectations apply as well. Our goal is to have people say, when we leave their place (whether that be a gas station, museum, historical site, or school), "That was the nicest bunch of kids we've ever had in here." People say this when our students are polite, say please and thank you, look people in the eye when they speak to them, don't break things or rough-house in common areas and obey when asked to do something.

## **b. Off Campus Permission**

If a student is checking out of the school for any reason, they need to be escorted by parents off-campus, or provide a written note or phone call from parents to the school to provide permission to leave. The office has no other way to verify that a child is actually leaving the school for legitimate reasons, or if a child will be adequately

supervised when off grounds. Students will not be given permission to leave the school grounds during class time without the appropriate permission from parents.

Students in grades 8 - 12 must have off-grounds permission and are expected to respect neighbouring property, traffic and not to litter when they leave the school property. Students eating near the Pacific Western Brewery lawn are to keep the area clean by using the garbage can provided.

### **c. Parkhill Center / Overpass**

Some of our students enjoy walking to Parkhill Center to buy lunch. Students are required to use the crosswalk properly when crossing North Nechako Road. At Parkhill Center, students are to be highly respectful in each business that they visit, and are to purchase their food and leave promptly. Parkhill is not to be a place for our students to loiter. Also, students are not to loiter around the Hwy. 97 overpass located close to Parkhill Center. We have an excellent relationship with each of the businesses at Parkhill Center - let's do our best to keep it that way by providing excellent student behavior.

### **d. The River**

Students are to stay away from the river at all times. No student should be within a hundred feet of the river at any time during the day. This would also include break times and lunch time. Students are not permitted to go past the fence on the field. Students are not permitted in the woods/gully on the new property - south of Preston Road (bordering the Pacific Western Brewery). If you see any students going near the river, please report this to the office immediately.

### **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.

#### **1. Permission Slips:**

- a) All teachers must use the Cedars Field Trip Permission and Waver 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 teacher should first have approval from the administration.
- 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.

## **2. Billeting:**

May be an option, if prior approval is given by the administration and parents are informed and have provided their approval by way of permission slip.

## **3. 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 individual student accounts.

## **4. Long Distance Trips:**

- a) Fees charged to the student:
  - i. are to include coverage of activities as well as a traveling charge.
  - ii. are to be predetermined and fees collected BEFORE attendance on the trip
  - iii. Parents are to be notified if the students will be eating out and therefore require money for a meal.

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

The policy of Cedars Christian School is to ask for volunteer transportation.

## **6. Transportation for all School Related Activities,**

- a) 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).
- b) 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.
- c) Students must remain in designated vehicles, teacher to finalize head count before departure.
- d) All vehicles should be in sound mechanical state.
- e) Recommended that parents (responsible - no record) drive.
- f) Parent drivers are volunteers and thus must have undergone a criminal record check before driving for school trips.
- g) Booster seats are required for all children under the age of 9 or 4'9" and smaller.

## **7. Pupil/Adult ratio on all trips:**

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

- a) In Grades 8 - 10 the ratio minimum for supervision is to be 1 adult to 10 students or regular teacher/student class ratios.
- b) 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.

## **8. Responsibilities on Outings:**

The teacher is to be the co-ordinator 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.

## **9. 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:

1. a description of the event
2. the expected number of students that will be attending the event
3. the hours the chaperone will commit to be present and act as chaperone
4. the responsibilities of a chaperone at the event
5. 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**

1. School rules are in effect at all times, especially dress code and language.
2. If you **have to smoke**, DO NOT SMOKE in front of students.
3. 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.
4. Movies on trips must be G rated or PG rated only (14A and R movies are not permitted). If the movie is graphically violent, vulgar or sexually explicit or sexually suggestive, remove it at once, and select another one.
5. Alcohol consumption is not allowed (students, staff and chaperones)
6. 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.
7. 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 ...)
8. If a student becomes ill, a chaperone must stay in close proximity to the student, in case medical attention is needed.
9. Chaperones should set a good example with regard to conduct, language, appropriate dress, etc...
10. Bullying and harassment of students by other students will not be tolerated. Students should never be forced to do something against their will.
11. 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.
12. Please make a point to remind students to have everything they need for their event.
13. 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.
14. During "free time" or breaks are the times when students need the most supervision.
15. Students should always be together in a group or have a partner. Students are never to be alone or left alone.
16. Students are to be calm, quiet and respectful when in public places. Hold the students to that standard.
17. You should know where all your assigned students are at all times.

### **Bus/Vehicle Transportation**

1. Only Cedars Christian School students can ride on the bus or vehicle unless approved otherwise by the administration.

2. Chaperones are expected to arrive 15-20 minutes before departure time. Find the Teacher in Charge to receive your instructions or attendance list.
3. Once students have boarded the bus, take attendance and report any absences to the Teacher in Charge.
4. Once a student is assigned to vehicle or bus, they are NOT allowed to switch vehicles.
5. 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.
6. 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.
7. 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.

### **Overnight Trips**

1. Make sure that your students are in their room at curfew.
2. Make sure that your students are awake on time.
3. Make sure that your students understand the daily itinerary.
4. Make sure that your students attend meals and daily functions on time.
5. Make sure that your students have everything that they need for day.
6. No students or chaperones should leave the hotel for unauthorized excursions.
7. You may search students' rooms at any time with or without the students' permission.
8. Check the students' luggage before the trip (make sure they brought everything that they need, did not forget a bag etc...).
9. Check hotel rooms for any damage or things left behind during your stay and at check out.
10. Check with assigned students from time to time to see how they are doing.
11. "Lights out" and "room in" times are to be strictly enforced and monitored by the assigned chaperone.
12. 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.
13. Chaperones are on call 24 hours a day.