



# HIGH SCHOOL STUDENT HANDBOOK

Revised June 2020



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## THE FOUNDATIONS

### **A. Vision**

We envision students who lead Christ-centered lives that will impact and influence our changing global community and demonstrate that Christianity is still relevant – and needed – in today’s world.

### **B. Mission**

Maranatha school partners with its families and the Christian community of Williams Lake to recognize the uniqueness of every child as we provide an education that seeks to develop academic excellence, servant based leadership, and a desire to see their faith lived daily in a fulfilling way through providing innovation and supports within the classroom, opportunities to serve others, and the training to connect their faith to the world around them.

### **C. Community Standards Policy**

The purpose of the Community Standards Policy (*appendix IV*) is to clearly outline the expectations of how the MCS mission statement, vision and core values are lived out in the life of the student. It is also the intent of this document to provide the Biblical standards and a legal context regarding the behaviour and lifestyle of those who attend Maranatha Christian School.

## HOURS OF OPERATION

### **A. School Building**

The building is often open beyond school hours, though students are supervised only during the operational hours of the school. Church and staff members have keys for the facility, and know the alarm code. If you want to get into the school to sign books out from the library, or are required to use the kitchen related to a fundraising event, check with the office, or the supporting staff member, to see when will be a good time to come to the school.

### **B. Office Hours**

The office is open 8:00 a.m. to 4:00 p.m. weekdays when school is in session. Summer hours are as needed, though you can be sure that someone will be at the school two weeks after the last day of school, and two weeks before the September start. The office phone number is (250) 392-7410. The school fax is (250) 392-7409.

### **C. Classrooms**

Due to the pandemic, classrooms are opened at 8:00 a.m. A warning bell will ring at 8:40 a.m. with classes beginning at 8:45 a.m. Classes dismiss at 2:45 p.m. Students are not to be in a classroom without teacher permission. Students are not to be dropped off before 8:00 a.m. as they will not be supervised.

### **D. Transitions and Lunch Time**

High School students have 5 minutes between each class (5 classes a day) and a 30-minute lunch break (11:35 to 12:05pm). To a reasonable extent, students may be denied their break time in cases of incomplete school work or behaviour problems.

### **E. After School**

School ends at 2:50pm. Teachers are generally available after school in their classrooms. Students may not remain in the classrooms after hours unless they are under the special supervision of a teacher who has given permission. Generally dismissed students will go to the playground, the bus stop, or to the area previously agreed upon to be picked up. Students who have to wait past 3:00pm while siblings are busy, or can't get a ride right away, are asked to wait outside the office and sit quietly.

### **F. Student Parking**

We have some significant concerns for safety in our parking lots. To avoid congestion and accidents that could be potentially fatal, we require you to abide by the following procedures:

1. Park only in the outer parking lot, at the bottom of our lot, or along the street that has access to a sidewalk. If there is room, students may park in the inner parking lot on the top field side.
2. SLOW - keep speed to 5 km/hr in the lot and when students are on the road.
3. WATCH for children from every angle.
4. Arrive early and back into your parking spot
5. Sound horn briefly when backing up

### **G. Closed Campus**

MCS is a closed campus from 8:00am until 3:00pm. Students will not be allowed to receive outside visitors during this time without parent and staff permission. All approved visitors must proceed to the school office to sign in and notify the staff of their arrival.

## COMMUNICATION

**Daily Planners** High School students will receive a planner to write down homework assignments, but the keeping of it is the responsibility of the student. Special Weekly Homework Reports may go home with IEP HS students.

## GRADING AND REPORTING PROCEDURES

### A. Report Cards

The secondary grades are on a semester schedule. They will receive an interim report along with the end of semester report cards. The report evaluates work habits and attitudes as well as indicating achievement levels. Anecdotal comments will further explain your child's behaviour and performance. Honour Roll is awarded for students in Grades 4-12. Students will be graded on the following scale:

#### Gr. 8-12 (percentage)

(86% - 100%)	Excellent or Outstanding Performance in relation to learning outcomes
(73% - 85%)	Very Good Performance
(67% - 72%)	Good Performance
(60% - 66%)	Satisfactory Performance
(50% - 59%)	Minimally Acceptable Performance
Incomplete	No demonstration of Minimally Acceptable Performance in reporting period
Fail	No demonstration of Minimally Acceptable Performance for the course

Effort and work habits will be graded according to the following scale:

<b>E</b>	Excellent	<b>S</b>	Satisfactory
<b>G</b>	Good	<b>N</b>	Needs Improvement

### B. Standardized Testing and Provincial Exams

Each year, students in grade 8 will write the Canadian Achievement Tests (CAT/4). This is one of the standardized tests we use to help assess students, and to evaluate and develop our programs. With the implementation of BC's new curriculum and graduation requirements, there have been many changes regarding exams. Students graduating on the new program will be required to write a math proficiency between grades 10 and 12. A math assessment is now mandatory for grade 10. In 2020, the English 12 Exam will be phased out and replaced by a Literacy Assessment.

### **C. Homework Philosophy**

Homework is not an option but an obligation. Homework is work assigned to be done during non-school hours and is designed to extend classroom learning, including practice (repetition and drill), preparation (groundwork for future class work), extension (application of skills and ideas to a new task), and creative work assignments (original use of previously learned skills). Homework provides experiences for children to learn good habits, time-management, and organizational skills that are essential for success and happiness in school and later in life.

#### **i. Homework Responsibilities of Students:**

1. Homework is to be done at a realistic standard commensurate with the child's abilities;
2. Homework is to be submitted on time;
3. When problems arise, students are to speak with their teacher and/or parent.

#### **ii. Homework Responsibilities for Parents:**

1. Communicate the purpose and value of homework; show interest and support;
2. Provide a suitable study area with regular start times;
3. Set high yet realistic standards for the quality of work; praise their efforts;
4. Make sure that homework is supervised by someone to make sure it's done;
5. Communicate with the teacher if problems occur.

The amount of homework assigned will increase as a student matures and curricular demands increase. Young children need time to play and be children; however, a few minutes each night builds habits, teaches time-management, and develops an attitude that places value on learning and homework. The average amount of time spent on homework as based on Ministry of Education guidelines can be summarized as follows:

- Grade 8 – 9                      60 – 90 minutes daily
- Grade 10 – 12                  2 hours daily

### **D. Monthly Scripture Memorization**

Not only does learning the methods and skill of memorization give a student an academic advantage that will benefit them throughout their educational career, but having the Word of God buried in their heart will pay immeasurable benefits when faced with the trials and tribulations of life.

Monthly Scripture memorization will be worth a portion of your child's Bible mark each term. In Intermediate, a goal may be set that a student will complete a minimum of 70% of the scriptures (7 out of 10) in order to have earned participation in the year end trip. It is expected that teachers will introduce the scripture passage with an exploration of what it means, explain difficult vocabulary, and review the scripture orally with the students on a regular basis. It is up to the students to ensure the scripture is recited to the teacher, or other designate, by the end of the month in order to earn full credit.

## ATTENDANCE

### A. Lates

In the morning a warning bell rings at 8:40 am and a student is considered to be late when he/she is not in their homeroom classroom (high school) by 8:45 a.m. **All late students must check in at the office for a late slip**, to ensure attendance records are adjusted from absent to late. If your child has an excuse, please write a note or accompany your child to the office. **Secondary students with no valid excuse will serve an afterschool detention for being late.**

### B. Leaving School Early/ Signing Out and In

Parents are encouraged to arrange medical, dental and other appointments outside school hours when possible. If for some reason a student must leave during the school day, a note should be provided for the teacher indicating the time of the appointment. **Parents must come to the school office to pick up their child, and SIGN THEM OUT**. If the child is not waiting for you, then simply knock on the classroom door or make eye contact with the teacher to let them know you have arrived. The office can locate the student if you do not know where they are. **When your child returns from the appointment, be sure to remind him/her to SIGN IN.**

## CO-CURRICULAR PROGRAMS

### A. Chapel

Each Thursday morning, High School chapel (Gr. 7-12) is in two locations by cohort. It is an exciting time with singing led by the student worship teams. Elementary chapel will be held Wednesday mornings in their individual homerooms. Regular Chapel attendance is required.

Due to the pandemic, K-12 combined chapel will not happen.

## B. Day Trips and Other Off Campus Events

Depending upon the grade, classes often avail themselves of field trips off campus, which support and enhance the material being covered in the various subject areas. It is expected that all students will accompany the class on any off-campus field trips that occur during school hours because they are considered part of the learning. If a parent objects to a particular field trip, it must be discussed with the teacher to ensure no miscommunication has taken place.

Students are also expected to participate in any special presentations or competitions that occur after school hours that represent Maranatha. If there is a financial cost that is posing a difficulty, please discuss this with the teacher or Principal. Due to the pandemic, off campus trips will be limited.

## C. Downhill Skiing

This has been a popular offering in years past and is a wonderful opportunity to try this sport at a reasonable cost. Students have the choice of *skiing* or *snowboarding*, but must participate in lessons. Due to the pandemic, this opportunity is not likely to be offered this year.

## D. Out of Town Field Trips

Through the year, the potential for out of town trips may arise. It could be a Drama trip to see a theatre production in Vancouver, a Science trip to visit a lab or Science Centre, or a youth conference with a visit to TWU. These trips may or may not be open to all students and will have various costs attached to them. Due to the pandemic, out of town trips will not likely be offered this year.

There are also **yearend trips** celebrated by high school students. This may involve a trip to the beach, an overnight camping excursion, a visit to Barkerville, Kamloops or Vancouver. These trips depend on the grade, the year, the teacher and the class. Costs for these trips are brought down by the annual Carnival fundraiser held in May.

## E. Education Trip

Every four years, a trip to another country is planned for the grade 9, 10, 11 and 12 students. Students wishing to attend this trip will have opportunities to fundraise through specific fundraising efforts organized by the Europe Team. This is an excellent opportunity for students to *Expand their Borders* and see the world that they have studied in Bible and History classes. At this point, due to the pandemic, the Europe trip is postponed until May 2021.

## **F. Mission's Trip**

Every four years (alternating with the Education Trip), a mission's trip is planned for the grade 9, 10, 11, and 12 students. Students wishing to attend this trip will have opportunities to fundraise through specific fundraising efforts organized by the Mission's Team. This is an excellent opportunity for students to see other cultures and serve the Lord by serving others in need.

## **G. Theatre Production**

The *Maranatha Players*, under the direction of Becky Strickland, has earned itself an excellent reputation in the community. In the fall, auditions and afterschool rehearsals get under way for the annual High School Production. Performance nights take place in December. Due to the pandemic, the December production will not take place. Recently, Drama class and Theatre Production have been divided into two separate courses. That means students can have the opportunity of taking Drama without having to be in the play, or conversely, take Art and still be in the play. Students are expected to go through a modified audition process to help facilitate casting.

### **INDIVIDUAL FUNDRAISING ACCOUNTS**

Students at Maranatha have the unique privilege of having an individual fundraising account, in which money raised by selling items, or contributing time, is placed in their account and can be saved over the course of their attendance at MCS. Students can access that account to pay for various field trips as they come up, or save it in anticipation of the Education trip or Mission's trip. Money in various accounts can be pooled within the family to cover costs, but cannot be removed for cash.

### **STUDENT OUTREACH AND COMMUNITY SERVICE**

All students are encouraged to participate in all appropriately-aged outreach and community service projects that are supported by the school. Often these outreach initiatives are student or classroom driven, other times they are driven by administration. We regularly support **Operation Christmas Child** and the local **Salvation Army**.

### **AWARDS**

An Award's Ceremony is held at the end of each year to honour students for excellence in a number of school areas. Although we measure success in traditional ways by recognizing academic, artistic, and athletic achievement, we do try to examine beyond those boundaries and identify excellence in matters of the heart as seen in Christian service and character.

**A. Golden and Silver Apple Award**

This special medallion and monetary award can be earned for memorizing the entire book of Proverbs (Golden Apple, \$400), or for memorizing chapters 1 to 16 (Silver Apple, \$200).

**B. Honour Roll Recognition and Certificate (Gr. 4-12)**

To receive “B” honour status, a student must earn an overall “B” average (minimum 73%) with no more than one C in a reporting term. To receive “A” honour status, a student must earn an overall “A” average (minimum 86%) with no more than one C+ in a reporting term.

**C. Top Academic Award (Gr. 4-10) Top Science and Humanities (Gr. 11-12)**

This award is given to the one student from each grade (or subject area for Gr. 11-12) that has the highest overall academic average for the year.

**D. Principal’s List Award (Gr. 8-12)**

This prestigious award is given to any secondary student who was able to maintain a 90%+ overall grade point average in all subjects for the year.

**E. Specialty Awards (Intermediate and Secondary)**

These awards are awarded to students who best demonstrate talent in an area and whose participation and good attitude contribute positively to a specific program. Specialty awards include ***Athletic, Drama, Art*** and ***Home Economics***. These specialty awards can be added to as various programs are developed.

**F. Christian Character Award (Intermediate and Secondary)**

This award is given to students who best demonstrate the *Fruit of the Spirit*. These students stand out in their consistent living and following in the steps of Jesus in their relationship with others.

**G. Berean Award (Secondary)**

This award is given to the students who excel academically in their *Bible* course and genuinely seek to apply God’s Word in their life. All scripture memorization also has to be complete.

#### **H. Most Improved Student Award (Intermediate and Secondary)**

This award is presented to the student that has shown the greatest improvement over the school year. This improvement is not restricted to academics but can also reflect a combination of improvement in behaviour, work ethic and attitude.

#### **I. Job/Ruth Award (Secondary)**

This award is for the student (male/female) who has endured extra-ordinarily difficult situations and has sought to overcome those challenges with a God-honouring testimony.

#### **J. ACSI Awards (Gr. 11 – 12)**

The *Association of Christian School's International* would like us to formally recognize those students who excel in these areas: Christian Service; Leadership; Fine Arts; Gr.11 Academics; and Gr. 12 Academics. Each of these awards is matched by a \$50.00 monetary award.

#### **K. Principal's Award (Grade 12)**

The Principal's Award recipient is chosen from the graduating class as the one student who displays any combination of high academic achievement, contagious school spirit, involvement in extracurricular activities, spiritual maturity, Christ-like character, and leadership amongst others. This student stands out as being an excellent ambassador for Maranatha Christian School.

#### **L. Bursaries (Grade 12)**

There are various in-house bursaries that our Grade 12 students can apply for:

1. **Drama Bursary** – for a student who has made a significant contribution to the Drama Program
2. **The PSG Bursary** – for a student whose life testimony has been impacted by attending MCS
3. **The LeBlanc Bursary** – for a student entering the trades

#### **M. MCS Academic Scholarship**

**Monetary award provided to top three academic students.**

1<sup>st</sup> place - \$1500, 2<sup>nd</sup> place - \$1000, 3<sup>rd</sup> place - \$500

**Minimum qualification for students:**

- Student must be taking an academic course load.
- Student must be on the A honour roll for 1<sup>st</sup> and 2<sup>nd</sup> place.
- Student must be on the B honour roll or better for 3<sup>rd</sup> place.
- Students must have attended Maranatha for their Grade 11, 12 year.
- Student must exemplify MCS standards, and not be facing any disciplinary correction.
- Student must have plans to attend a post-secondary institution by the second September following their graduation, and would not receive funds until they have proof of registration.

**Recipients will be determined by calculating grade point average from each of the following courses:** Language Arts 10; Language Arts 11; Language Arts 12; Social Studies 10; Social Studies 11; Math 10; Math 11 or 12; Science 10; Science 11 or 12; Bible 11; Bible 12; PE 10 or 11 or 12; Fine Arts or Applied Skills 10 or 11 or 12 (this would include Foods 12, Creative Writing 12). **Choose top marks in 4 other Gr. 11/12 elective courses not already calculated from above:** History 12; ; Math 11 or 12; Biology 11 or 12; Chemistry 11 or 12; Physics 11 or 12; Earth Science 11; Comparative Civilization 12; English Literature 12; Other academic courses not yet developed or mentioned.

MCS Academic Scholarship Selection Committee: MCS Principal and Grad Transitions Teacher. MCS will solicit for its Scholarships. All funds received in a school year will be awarded to qualifying students in the same year.

**GENERAL INFORMATION****A. EATING/Lunch**

Microwaves are available in some classrooms. Specific classroom guidelines must be honoured around its use. Glasses, bowls, plates, can openers and other cutlery are not available for student use. All students are to clean up after themselves. No food may be stored in the school overnight. The school reserves the right to throw away any containers that have food remaining in them. Empty, clean containers will likely be put in the lost and found.

High school students are encouraged to eat a snack during a class break, but must honour any classroom rules around food and drinks. Due to the pandemic, lunch can be eaten in any designated classroom. Hallways are off limits for eating.

## **B. Designated Break Areas**

**Secondary students** (Gr. 7-12) are not allowed to hang out in the front playground, but can have access to the basketball court and the upper field when it is open. Secondary students also have the option of staying indoors over lunch or hanging out on the hill heading up to the top field. No students are allowed to leave the campus at lunch time.

## **C. School Supplies**

**Families are responsible for buying their high school children's school supplies.** Before the new school term, a school supply list will be made available at Staples (and a copy will be sent home with the final report card). All items should be marked with the child's name. Students are responsible to use and take care of their supplies carefully. They are to be replaced as needed.

## **D. Lost and Found**

A "lost and found" box is located in both ends of the school. Parents are encouraged to check this box whenever they are in the school. All unclaimed items, regardless of the obvious value, will be donated to the Salvation Army twice a year.

## **E. Medication**

The school does not dispense any form of medication including Tylenol without signed parental consent. If a student needs to bring medication to school, it must be labeled properly and kept with the teacher or in the office.

## **F. Class Parties/High School Social Events**

Due to the pandemic, in case of class parties, no outside food or drinks are allowed to be brought into the school.

In the case of high school, there may be the occasional evening social events at the school. These will be announced in the newsletters. If you are wanting more details about an event that your child wants to attend, please phone the office and arrange to talk to the sponsoring teacher. See our *Social Event Policy (appendix V)* for guidelines that we follow.

## **G. Bus/Transportation**

MCS has a morning bus schedule for picking up students in town. If you would like a morning pickup, please contact the school office. After school, the MCS school bus will take students on

an in-town circuit, dropping students off at Columneetza, Cariboo Bethel and ending at the Evangelical Free Church. This is done to primarily meet the needs of those students who have to get to their Columneetza connection to catch the public, school bus. When the bus is unavailable, staff will assist in helping those students make it to their connection. Let us know if you are qualified and available to drive.

## **STUDENT GUIDELINES AND RULES**

### **DRESS CODE**

Our philosophy behind dress code is based on three earmarks: **Acceptability** (if it is not appropriate for the average daytime public workplace, it is not appropriate for school), **modesty** and **cleanliness**. We will not accept fashion statements that are deemed excessive, distracting or inappropriate. Administration reserves the right to make a judgment call. It's a simple reality that age, sex, body type, height, material and style can make a difference between appearing modest or immodest, acceptable or unacceptable. It is expected that students will abide by the dress code daily with the exception of school approved fun days (PJ day, Wacky Hair day...) in which some guidelines are suspended. Some of these guidelines are more appropriately applied to upper intermediate and high school students.

#### **A. Everyday Dress Code for School and Extra-Curricular School Events**

- 1) Basic personal hygiene should be apparent.** Be clean and presentable daily.
- 2) Wearing items that are openly contrary to Christian ethics is prohibited.**
  - i. Avoid any logos, sayings or symbols that are offensive or contrary to Christian ethics.
  - ii. Avoid excessive piercings, jewellery, accessories, make-up, hairstyles or clothing that give the appearance of rebellion (intended or not).
  - iii. High School students should not wear excessive facial piercing & be limited to small studs or rings at school. (Ears excluded).
- 3) Avoid clothing that can be interpreted as immodest, or too sensual in nature.**
  - iv. Avoid all styles that reveal undergarments.
  - v. Avoid styles that reveal inappropriate levels of bare skin (chest, cleavage, torso, and thighs). Miniskirts, short shorts and cropped tops are prohibited.
  - vi. Avoid all styles that are inappropriately tight. Stretch-based materials in shirts, dresses and pants need to be worn with caution. All tight fittings leggings/tights /stretch pants need to have the crotch & buttock's region covered.
  - vii. Hats/hoods should not cover the face; they should be removed for chapel and prayer times; they should not be hiding ear buds or air pods beneath them.
- 4) Students need appropriate footwear at all times.** Shoes need to have non-marking soles. No slippers, bare feet, or shoes (such as stilettos) you can't walk safely in.

## Helpful Recommendations

- **General Guidelines for girls:** *The shorter the top, the more substantial the bottom.* Bare legs/nylons for longer skirts, tights with shorter skirts, solid coloured stretch pants with tunics, regular pants with waist length tops.
- If it is not suitable for a place of employment, it is not suitable for school.
- If it looks or feels questionable, don't wear it.
- If you are unsure if something is acceptable, ask a teacher. This person will make an assessment, or direct you to someone who can.

## B. Physical Education

All students must have a separate bag with PE strip at school. This will need to be washed at least weekly. **\*\*Please note: Students who do not have proper PE Strip, including footwear, on gym days will not be allowed to participate which will affect their overall PE mark.**

- **Shoes:** Proper running shoes are necessary.
- **PE bottoms:** Good fitting mid-thigh athletic shorts, board shorts, track pants or jogging pants in good condition are acceptable. No spandex or 'short shorts' allowed.
- **PE tops:** An appropriately modest t-shirt following school guidelines is necessary.

**\*\*Please label all PE clothing items!!! This prevents problems and loss!!!**

## C. Consequences for Dress Code Violations

High school violations will be handled by the admin staff. A request to change, wear a school clothing item, and a detention are common consequences. They may also be sent home to change. Ongoing violations indicate a spirit of defiance, and the student will be placed on the **discipline cycle** (*appendix I*).

## STUDENT HOMEWORK/ASSIGNMENT/TESTS

### A. Incomplete Homework Policy

The classroom teacher will deal with any student who does not complete homework on time, or to an expected standard. Repeated non-compliance may lead to a team-based meeting with parents to determine the problem. Please communicate with teachers if there was difficulty completing the homework.

High School follows a Standard Homework Policy:

- One day late - **10% reduction**
- Two Days late – **20% reduction**
- Three Days late – **30% reduction**
- Four Days late – **Zero**

This policy can be adjusted by teachers at their discretion. For example, some teachers may use it on all major projects/papers, but not for daily assignments, while others may choose to suspend the policy for a particular student who is struggling. A student may request an extension ahead of time for an assignment, but will only be granted an extension if the reason was deemed valid.

### **B. No Name Penalty**

**No Name** on an assignment or a test handed in is considered incomplete and could lose up to 10%, based on teacher’s discretion.

### **C. Policy in Regards to Cheating**

Cheating in any form is a serious offence, whether it be plagiarism, using somebody else’s computer disk, taking cheat notes into an examination, copying someone else’s homework, or using the work done by a student in a previous year. The automatic penalty for cheating is a zero. The student may also be placed on the **discipline cycle** (*appendix I*). If a student knowingly assists another to cheat, they will receive the same penalty.

## **MISCELLANEOUS GUIDELINES**

**A. School Phone Usage** - The public phone will be available to students in the hallway outside the school office at lunch time and after school only.

### **B. Cell Phone Policy**

**Students and Cell Phones:** It seems that every school addresses this issue with a different cell phone policy as students of all ages have begun to carry cell phones to school. While cell phones offer both communication and safety benefits for parents and students, like most technologies, they also pose some safety risks to our students. It is of utmost importance to us that students, teachers and parents are aware of these risks and of Maranatha’s cell phone policy.

**Cell Phones at Maranatha:** Students are permitted to bring their cell phone to school.

**High School:** Students will be instructed at the beginning of the school year as to what proper cell phone etiquette is within the confines of the school. Students may use their cell phones for

personal use during transition periods or at lunch. A study block is considered a class not a transition. Students are expected to turn their cell phones off when entering a classroom. Cell phones should not be seen during class except by explicit permission by the teacher for that specific class. Any student who abuses this privilege will be required to attend a cell phone etiquette refresher briefing. Cell phones will be confiscated if students are caught using them in class. No exceptions.

**First offense:** confiscated for the remainder of the day

**Second offense:** confiscated for the day, and parents pick it up after that time

**Third Offense:** put on level one of the discipline cycle

**Taking photos or videos:** There is a NO PHOTO and NO VIDEO rule for cell phones at Maranatha. If you are caught taking a photo or making a video of anything or anyone, including yourself, at Maranatha, you will be placed on the discipline cycle. **Exception:** If you have teacher permission for a class assignment.

**Parent protocol:** One of the issues that cell phones pose is parents bypassing the school office when communicating directly with their children. Parents should not be calling students during class time; parents need to continue to inform the school office when arrangements and appointments affect their child's schooling.

### **Office Phone Usage by Students**

1. Students do not have permission to use a school phone during class time.
2. If a student is sick, an EA or the teacher will write a note for the student to take to the school office, and the school secretary will call the parent and request a parent to come and pick the student up.
3. Parents who wish to contact a teacher or student during school hours are to leave a message on the school's voice mail, or leave a message with the school secretary (250) 392-7410. Students and teachers are normally not available during school hours to receive telephone messages, but we will be sure to pass on the information.

### **C. Indoor Shoes**

During snowy or wet weather conditions, it is required that students remove footwear at the school entrance. It is required that all elementary students are to have an inside pair of shoes to be kept at school at all times. High school students will need to ensure that they are not tracking in snow and mud, and will need to be prepared to change shoes when necessary. Parents, please remove any wet or muddy footwear upon entering the facility as well.

#### **D. School Cleanliness, Damage and Vandalism**

Students are expected to cooperate in keeping classrooms, washrooms, hallways, lockers, desks and other parts of the school clean and presentable. Any request by staff for a student to clean up an area must be met with compliance.

Accidents involving damage need to be reported to a teacher or principal immediately.

Students who vandalise or cause damage as a result of carelessness or roughhousing must reimburse the school for any loss or damage to school property. Furniture, equipment, and books are not to be defaced or marred in any manner. The student(s) may also be placed on the **discipline cycle** (*appendix I*) as a result of their behaviour.

#### **E. Gum and Energy Drinks**

High School students may be allowed to chew gum, but only if the classroom teacher allows. Any request by a teacher to throw gum away as a result of improper chewing or disposal, or simply because of preference, must be met with compliance. Energy drinks are banned school wide.

#### **F. Money and Valuables; Personal Items**

Students are discouraged from bringing money to school that is not needed for a specific school purpose (lunch, offerings, field trip, etc.). For elementary students, if items brought by special permission have special value, they are to be given to the teacher upon arrival in the morning. High school students need to keep valuables locked safely in a locker, or handed in to the office. High school students need to be sure not to give out their locker combinations, leave valuables in the washroom during PE, or leave their locker unlocked. Though we will not tolerate theft, the school will not be held liable for valuables that are stolen.

All non-curricular personal items that a student wishes to bring to school must be approved by a staff member upon the student's arrival at school. All materials that are not approved will be kept in the school office until dismissal and then will be given to the student to return home. If the material is found at school again it will be confiscated and returned only to the parents. Within reason, musical instruments (guitar) may be practised at school but are to be played in areas that are not disruptive and with the supervisor's permission.

## **G. Playground and Sports Equipment**

Playground and sports equipment must be used in a manner consistent with the purpose for which it was made. All safety guidelines are to be followed. Equipment must be cared for and returned to the proper place. A student may bring equipment from home, with parent and teacher approval, but it must be marked with the student's name and it is the student's responsibility to care for it and store in an appropriate place in the classroom. Equipment that could pose a danger (e.g. golf balls, bats) may not be brought to school.

## **H. Skateboards, Rollerblades, and Scooters**

Skateboards, rollerblades, and scooters are not to be used in the school or on school grounds. The school will not be held liable for injuries that occur in the prohibited use of these items at school.

## **I. Bicycles**

Students are welcome to ride bicycles to school if they live close enough to do so. However, once a child is on school property, they are to walk the bicycle to the spot where it will be kept. Students found using this equipment in a manner deemed to be injurious will lose the right to use this equipment on school grounds. Please ensure that your child has a lock that he/she is able to handle. The school does not take responsibility for any loss or damage to bicycles. Helmets are required by law.

## **J. Complaining, Verbal Abuse and Bad Language**

Public griping in the hallways is not tolerated. Grumbling, back-talk or disrespect to staff will not be tolerated. If a student or parent is unhappy over a situation, seek to have a discussion with a teacher or principal. Do not sow discord or become inflammatory. Malicious slander and gossip are Biblical sins and are not allowed. There will be no putting down of other students. Verbal abuse, outbursts of anger and bullying will not be tolerated. Bad language in the school, including cursing, dirty jokes and immodest inferences will also not be tolerated. Students engaged in this will be placed on the discipline cycle.

## **K. Forbidden Items**

Guns, knives, fireworks, weapons and illegal drugs are not permitted on campus and will be confiscated. Possession of such items are illegal and will inevitably involve law enforcement and school expulsion.

Lighters, matches, sparklers, cigarettes, suggestive magazines, etc... are also not allowed on campus. Discovery of these items anywhere on school grounds, including lockers, knapsacks, desks, person, will result in immediate confiscation. Student placement on the **discipline cycle** (*appendix I*) may follow in accordance to the policy.

#### **L. Out of Bounds**

The following areas are out of bounds to students without staff permission:

1. Other students' desks, lockers, bins, cubbyholes;
2. School office, Admin offices and Principal's office;
3. Computers and related equipment and materials;
4. Classrooms when staff is not in attendance;
5. Chapel and musical instruments;
6. Autos and parking area;
7. Janitor and Mechanical room;
8. Staff washrooms, staffroom and meeting rooms;
9. Outside fenced playground areas; forest area above upper lot, lower lot

#### **M. Leaving School Property/Off Campus**

No student (K - 9) may leave campus at any time without being accompanied by a legal adult with parental permission. Any special circumstances to this must be arranged in advance. Due to the pandemic, students are not allowed to leave campus during the school day.

Students who disobey this rule will be disciplined and placed on the **discipline cycle** (*appendix I*).

#### **N. Personal Space/social distancing**

Naturally when friends are playing, socializing, or sitting next to each other in the classroom, or on the bus, the personal space allowance is smaller and students can interact without difficulty; especially when guards are down, and there is an atmosphere of mutual respect. There are times when a student needs to either have or give more personal space, for there to be equilibrium. Teachers actively work with students at a young age, getting them to understand and read the social cues around personal space.

Due to the pandemic, physical distancing is required in high school. Wherever possible, students should stay 6 feet apart. If the space does not allow for this, and they feel uncomfortable, they can wear a mask. Two masks have been provided for each student.

## O. Computer Use

Students may not spend time at school playing computer games, or use it for social networking, unless specifically allowed by a teacher for an educational purpose. Any student who does not use our electronics appropriately or who displays unacceptable behaviour will be denied access and potentially be placed on the **discipline cycle** (*appendix I*).

## APPENDIX I: DISCIPLINE POLICY

### The Process of Discipline

2 Timothy 3:16-17 suggests four attributes or steps of discipline: "*All Scripture is God-breathed and is useful for **teaching, rebuking, correcting and training in righteousness**, so that the man of God may be thoroughly equipped for every good work.*" (NIV)

These steps are a process leading to correct behaviour. They culminate in step 4 where the **discipline cycle** is implemented.

#### A. Step 1: Teaching

Discipline begins with instruction. Students must clearly know what is expected of them. "And fathers . . . bring them (children) up in the nurture and admonition (instruction) of the Lord."

#### B. Step 2: Confrontation (rebuking)

The student who violates a **minor** rule is lovingly but firmly confronted. An immediate change of behaviour or attitude is expected. Parents may be notified. When rebellion is expressed by repeated violation of **minor** rules the student is referred to the principal or his designate. The **discipline cycle** is implemented. Parents will be notified. Any single violation of a **major** rule as described below is immediately referred to the principal or his designate. The steps of the **discipline cycle** are implemented. Parents will be notified.

#### C. Step 3: Restitution (correcting)

The student in all cases will be required to make restitution and correct the violation. This may involve such actions as seeking forgiveness, or repairing or replacing damaged property. It is through the process of restitution that the student can experience the assurance that they have taken responsibility for their actions and have done what they can to correct the wrong.

#### D. Step 4: Corrective Discipline Cycle (training in righteousness)

Where steps 1 through 3 fail to correct a minor violation, or when a major violation occurs, the student is referred to the principal or vice principal who implements step 4 (**the discipline cycle**). The goal of step 4 is to discourage further wrong-doing and promote reconciliation. The following **discipline cycle** will be administered by the principal or his designate.

The discipline cycle applies only to Major offenses and repeated Minor offenses. Extreme offenses are very serious in nature. (*see next point --. Classification of Offenses*) If an extreme offense is involved, the process may proceed to expulsion without having first exhausted the other steps. The purpose of the discipline cycle is to assist parents in the corrective process of their children by:

- making clear the consequences of inappropriate behaviour,*
- making clear that opportunities exist to develop responsibility for one's behaviour,*
- requiring students to evaluate their behaviour,*
- giving students positive alternatives to inappropriate behaviour,*
- providing immediate and consistent, logical, consequences for inappropriate behaviour.*

1. **First Major Offence Level 1** (Repeated minor offenses become a major offence)

A teacher will refer the student to the principal or his designate in writing. Parents will be notified in a letter that the discipline cycle has been implemented, and the "teacher referral report" is sent home. The student will be required to make any appropriate restitution. Often, the student will be required to write a letter owning up to the violation, stating the natural consequences of the behaviour, and offering positive alternatives. The student may also serve detentions after school as a logical consequence for educational time stolen as a result of the violation, or lose a privilege. The violation will NOT become part of the student's permanent record. Some form of community service may be required upon re-admission to class.

2. **Second Major Offence Level 2**

The consequence is an at-home suspension for two school days. A suspension is, by definition, a removal of a student's right to attend regularly scheduled classroom instructional sessions. The principal or vice principal may also suspend a student when he/she deems the circumstances warrant that level of discipline. However, it is understood that the suspension process will only be pursued when other alternatives have failed, or when an action is severe enough to warrant removal of the student. It will be the principal's or vice principal's responsibility to inform parents of a suspension and involve the parents and the student in the resolution of a suspension. The suspension will become part of the student's permanent record. A letter written by the student explaining why the violation was wrong, and a commitment to change will be necessary. Some form of community service may be required upon re-admission to class.

### 3. Third Major Offence Level 3

The consequence is an at-home suspension for 5 school days. This suspension will become part of the student's permanent record. A meeting of the School Council will be held to discuss the student's record and possible further action including the possibility of expulsion. If the student is accepted back, community service will be required.

### 4. Fourth Major Offence Level 4

When this occurs, the student will be suspended immediately until the expulsion process is completed. An expulsion is, by definition, a removal of a student's right to attend school. If the school principal recommends expulsion, he will refer the decision to the Administration Team. The Administration Team will meet with the student/parent(s)/guardian(s). The student/parent(s)/guardian(s) will be informed that they may bring an advocate with them if they so desire. If the Administration Team imposes an expulsion, the student and his/her parent(s) or guardian(s) will receive a letter notifying them of the expulsion decision and informing them of their right to appeal. Appeals are made to the School Council, which will act as the Appeal Committee. If an appeal of the decision is going to be made to the School Council, the student/parent(s)/guardian(s) must file the appeal in writing with the Principal within 5 working days following receipt of the administration's decision. If an appeal is not made within the specified time period, the decision of the administration regarding expulsion shall be final and not subject to any further appeal.

#### Classification of Offenses

- A. Minor offenses** are those that are annoying but not particularly harmful to one's development. Minor offenses are handled on the spot by the staff member involved. Offenses *could* include such things as:

- |   |                                    |
|---|------------------------------------|
| -breaking minor classroom rules             | -chewing gum when not permitted    |
| -running in the building                    | -consuming energy drinks           |
| -hats on in the building                    | -lack of courtesy                  |
| -unkind, careless remarks                   | -dress code violations             |
| -unproductiveness                           | -inappropriate noises              |
| -late for class                             | -misuse of equipment and supplies  |
| -class disruption                           | -roughhousing (consenting parties) |
| -first signs of public displays of intimacy | -littering                         |
| -using computer for personal use            | -unprepared for class              |
|   | -cell phone violation              |

These are offenses which are NOT dealt with through the **discipline cycle** unless the behaviour persists. These offenses may require an apology, some school service, loss of a privilege, or result in a detention with a teacher (elementary) or principal (high school).

**B. Major offenses** are behaviours which are disruptive, disrespectful to people or property, insubordinate, or potentially harmful to the students/staff or to the overall standards of our school. Major offenses are referred to the principal or vice principal for immediate implementation of the **discipline cycle**. Level 1 is standard, but Level 2 could also be implemented. Major offenses *could* include such things as:

- continued violation of minor rules
- filthy talk including coarse language
- swearing, cursing
- overt disrespect for authority
- intentionally out of bounds
- stealing, lying
- fighting, retaliating
- leaving campus without permission
- skipping classes, truancy
- continual unproductiveness
- throwing objects
- making deliberate mess (ie: washrooms)
- racial slurs
- discriminatory remarks or actions
- deliberate disobedience, defiance
- bullying, harassment, intimidation (appendix II)
- possession of cigarettes
- defacing minor property, pranks
- arguing, yelling at staff
- threats out of anger
- overt/deliberate class disruption
- continual rude or mocking behaviour
- cheating
- plagiarism
- public displays of intimacy (ie: dating couples that have been warned)

**C. Extreme offenses** are those that require immediate removal of the student from the school temporarily or permanently; the implementation of Levels 3 or 4 of the **discipline cycle**. These are dangerous behaviours or life style offenses that indicate insufficient support for our community standards (*appendix IV*). These offenses *could* include such things as:

- all steps of the discipline cycle have proven ineffective
- any and all criminal offences
- possession, promotion or use of alcohol, illegal drugs or other harmful substances
- possession, promotion or use of weapons
- promotion of gambling
- promoting, smoking cigarettes on school campus
- possession, promotion or use of pornography on school campus
- actions that purposefully bring physical, sexual or serious psychological harm to others
- actions that put school community at risk: deliberately tampering with safety mechanisms, playground equipment, setting traps, starting fires, etc...
- actions that purposefully bring costly harm to school or personal property: ie: windows,

- vehicles, vending machines, computers, etc...*
- causing serious strife and division;*
- working to weaken the reputation/foundations/principles of the school*
- promoting heretical, occult or other anti-Christian teachings*
- flaunting, bragging about illegal, immoral activity committed off campus*
- veiled or direct threats that indicate planned harm toward students and staff*

## **APPENDIX II: MCS HARRASSMENT & BULLYING PREVENTION POLICY**

### **STATEMENT OF INTENT**

**WE, THE COMMUNITY AND SUPPORTERS OF MARANATHA CHRISTIAN SCHOOL,** are committed to providing a compassionate, receptive and non-threatening atmosphere for each and every one of our pupils to learn and succeed in. We believe this to be an outgrowth of our values as an intentionally Christian community. We believe that love and respect are foundations for our relationships with God and others. Accordingly, we have a “zero-tolerance” policy against bullying, meaning that bullying of any sort is deemed unacceptable in our school community. If bullying does occur, students should be assured of the fact that all incidents will be addressed quickly, and fairly.

### **DEFINITION OF BULLYING**

Bullying can be generally defined as the use of aggression, intimidation and/or cruelty for the purpose of hurting another person physically and/or psychologically and/or socially. Bullying can be on-going, or one serious incident. Bullying carries the ramifications of causing pain and sustained stress for the victim. Bullying is never justified and is not excusable as “kids being kids”, “just teasing” or “part of growing up”.

Bullying is NOT a temporary argument, fight or hurt feelings between friends, or social equals. However, an apparent friendship or dating relationship could have covert dynamics that would be classified as bullying. Bullying involves hierarchal power structures, with either real or perceived social or physical dominance over the victim. Bullying often makes the victim feel powerless; that could eventually lead to explosive/destructive behaviour from the victim.

### **SPECIFIC TYPES OF BULLYING MAY INCLUDE, BUT ARE NOT LIMITED TO:**

- SOCIAL:** Pattern or serious incident of shunning, excluding, rejecting, humiliating, public intimidation, spreading rumours through gossip, notes or social media, cyberbullying, discriminating against sexual orientation or gender identity and expression with the intent/ purpose of isolating the victim socially from peers.
- PHYSICAL:** Pattern or serious incident of pushing, shoving, kicking, tripping, punching, throwing objects, manhandling, intimidating, stealing from, or using any sort of violence against a victim with the intent/purpose of causing harm or fear.

- VERBAL:** Pattern or serious incident of name-calling, insults or threats, discriminating against sexual orientation or gender identity and expression with the intent/purpose of causing psychological/emotional harm or fear.
- SEXUAL:** Initiating and/or executing unwanted sexual contact such as touching, groping, petting, pinching, rubbing and grabbing, as well as making sexually suggestive, threatening and/or abusive comments, with the intent/purpose of making the victim feel worthless/violated/fearful.
- RACIAL:** Social, physical, verbal or sexual bullying directed around the victim's race, religion or ethnicity.

### **POLICY OBJECTIVES**

1. All principals, teaching and non-teaching staff, students and parents should have a full understanding of what bullying is. Harassment and Bullying Prevention Policy should be reviewed annually.
2. All school faculty and staff should be thoroughly familiar with the Harassment and Bullying Prevention Policy and should follow it appropriately when bullying is reported or observed.
3. Encourage the reporting of bullying incidents, both observed and experienced, and include confidentiality as an option in making such reports. The administration will take all reasonable steps to prevent retaliation by a person against a student who has reported a bullying incident.
4. All students and parents should be thoroughly familiar with the Harassment and Bullying Prevention Policy and should know what steps to take when bullying occurs.
5. Students and parents should be reassured that the school takes bullying seriously and will support victims and their families when bullying is reported.
6. Bullying will not be excused, permitted or tolerated once it is made known to staff.

### **WARNING SIGNS AND SYMPTOMS OF BULLYING**

Not all victims of bullying will let on that they are suffering at school. Many feel that admitting how bad things have gotten will increase their torment at the hands of the perpetrators if they risk telling. If no one believed or supported them, this result would be likely. Parents and faculty should openly encourage students to report incidents of bullying that are observed or experienced at school, at school related activities, or in other circumstances where engaging in the activity will have an impact on the school environment.

Even in the event that a student is not forthcoming about being bullied, there may be signs or symptoms that suggest a problem. Adults should be aware of these symptoms and what they signify and should investigate immediately.

## **A CHILD MAY BE A VICTIM OF BULLYING IF HE OR SHE:**

1. Is noticeably frightened or evasive when asked "What's wrong?"; unconvincing excuses to questions regarding the following behaviour
2. Suddenly loses appetite
3. Begins bullying or showing unusual aggression with siblings, playmates or other children
4. Repeatedly "loses" lunch, money or possessions
5. Has unexplained cuts, scrapes or bruises
6. Comes home with clothes dirty or torn, or books/possessions damaged
7. Begins to perform poorly in schoolwork
8. Repeatedly claims to feel ill before going to school
9. Cries him/herself to sleep at night; nightmares
10. Threatens or attempts suicide or other forms of self-harm
11. Attempts to or actually runs away from home
12. Begins stammering, appearing nervous and/or afraid to look people in the eye
13. Seems withdrawn, anxious or suddenly suffering from low self-esteem
14. Begins to skip school or begs to change schools or not to go to school
15. Makes significant changes to his/her usual routine
16. Begs to be driven to school so as not to take the bus or walk

It should be noted that the above signs may indicate other problems, but bullying should be promptly considered as a possibility to look into.

## **PROPER BULLYING REPORT/RESPONSE PROCEDURES**

1. All bullying incidents observed and experienced should be reported immediately to a staff member.
2. Staff members will record all reported and observed bullying incidents and forward them to the Vice Principal and Principal (also Learning Assistance Director if the victim or perpetrator is on an IEP).
3. Initial interview with the observer and/or victim will be held to substantiate the report. If the incident is to be pursued the Administrator will seek to get a full report and to determine the extent of the complaint.
4. Parents of both victim and perpetrator will be informed that there is an investigation and may be summoned to the school for a meeting(s). In severe instances, the local police may be contacted.
5. The bullying behaviour will be fully investigated, with both victim and perpetrator(s) informed that the behaviour will/must stop immediately. The investigation results will determine consequences based on the **MCS Discipline Policy** (*handbook appendix I*) along with the following considerations (if there is a willingness to cooperate):
  - The perpetrator may meet with a designated staff member(s) and his/her parents to understand the seriousness of his/her actions (to include placing themselves in

the victim's shoes to appreciate the undesirable effects of the behaviour), and to learn appropriate means of changing behaviour.

- The perpetrator may be asked to genuinely apologize to the victim and/or, if the victim prefers, will sign a letter promising to avoid all future contact with the victim. The perpetrator may have to fulfill other obligations to help make amends.
6. After the incident has been thoroughly investigated and dealt with, faculty will monitor both students (including regular "check ins") to ensure that bullying does not resume or reoccur.

NOTE: If it is a parent/guardian that comes to the school to report that their child has confessed that they are being bullied, then the procedure will begin with STEP 3.

### **TOOLS FOR PREVENTION AND EDUCATION**

The school will adopt any/all of the following tools to prevent and educate students about bullying:

1. Writing, posting/otherwise making very visible a set of descriptive school rules – (PBIS) Positive Behavior Interventions and Supports. This school wide write at MCS has been assigned PROVE as an acronym which stands for POLITE, RESPONSIBLE, OBEDIENT, VALUED AND ETERNALLY MINDED and is used with students to clearly define what acceptable behavior looks like in every situation.
2. Making this policy available to all students, faculty, staff and parents. Asking students to sign and adhere to MCS Community Standards, and the MCS Harassment and Bullying Prevention Policy.
3. Engaging students in role-playing, creative writing exercises and/or open discussions about bullying (ie. Restorative Justice Process).
4. Emphasizing the importance of reporting incidents of bullying, both observed and experienced, and including confidentiality as an option in making such reports

Revised March 2019

### **APPENDIX III: STATEMENT OF FAITH**

***God's gospel originates in and expresses the wondrous perfections of the eternal, triune God.***

1. We believe in one God, Creator of all things, holy, infinitely perfect, and eternally existing in a loving unity of three equally divine Persons: the Father, the Son and the Holy Spirit. Having limitless knowledge and sovereign power, God has graciously purposed from eternity to redeem a people for Himself and to make all things new for His own glory.

***God's gospel is authoritatively revealed in the Scriptures.***

2. We believe that God has spoken in the Scriptures, both Old and New Testaments, through the words of human authors. As the verbally inspired Word of God, the Bible is without error in the original writings, the complete revelation of His will for salvation, and the ultimate authority by which every realm of human knowledge and endeavour should be judged. Therefore, it is to be believed in all that it teaches, obeyed in all that it requires, and trusted in all that it promises.

***God's gospel alone addresses our deepest need.***

3. We believe that God created Adam and Eve in His image, but they sinned when tempted by Satan. In union with Adam, human beings are sinners by nature and by choice, alienated from God, and under His wrath. Only through God's saving work in Jesus Christ can we be rescued, reconciled and renewed.

***God's gospel is made known supremely in the Person of Jesus Christ.***

4. We believe that Jesus Christ is God incarnate, fully God and fully man, one Person in two natures. Jesus - Israel's promised Messiah - was conceived through the Holy Spirit and born of the virgin Mary. He lived a sinless life, was crucified under Pontius Pilate, arose bodily from the dead, ascended into heaven and sits at the right hand of God the Father as our High Priest and Advocate.

***God's gospel is accomplished through the work of Christ.***

5. We believe that Jesus Christ, as our representative and substitute, shed His blood on the cross as the perfect, all-sufficient sacrifice for our sins. His atoning death and victorious resurrection constitute the only ground for salvation.

***God's gospel is applied by the power of the Holy Spirit.***

6. We believe that the Holy Spirit, in all that He does, glorifies the Lord Jesus Christ. He convicts the world of its guilt. He regenerates sinners, and in Him they are baptized into union with Christ and adopted as heirs in the family of God. He also indwells, illuminates, guides, equips and empowers believers for Christ-like living and service.

***God's gospel is now embodied in the new community called the church.***

7. We believe that the true church comprises all who have been justified by God's grace through faith alone in Christ alone. They are united by the Holy Spirit in the body of Christ, of which He is the Head. The true church is manifest in local churches, whose membership should be composed only of believers. The Lord Jesus mandated two ordinances, baptism and the Lord's Supper, which visibly and tangibly express the gospel. Though they are not the means of salvation, when celebrated by the church in genuine faith, these ordinances confirm and nourish the believer.

***God's gospel compels us to Christ-like living and witness to the world.***

8. We believe that God's justifying grace must not be separated from His sanctifying power and purpose. God commands us to love Him supremely and others sacrificially, and to live out our faith with care for one another, compassion toward the poor and justice for the oppressed. With God's Word, the Spirit's power and fervent prayer in Christ's name, we are to combat the spiritual forces of evil. In obedience to Christ's commission, we are to make disciples among all people, always bearing witness to the gospel in word and deed.

***God's gospel will be brought to fulfillment by the Lord Himself at the end of this age.***

9. We believe in the personal, bodily and glorious return of the Lord Jesus Christ with His holy angels when He will bring His kingdom to fulfillment and exercise His role as Judge of all. This coming of Christ, at a time known only to God, demands constant expectancy and, as our blessed hope, motivates the believer to godly living, sacrificial service and energetic mission.

***God's gospel requires a response that has eternal consequences.***

10. We believe that God commands everyone everywhere to believe the gospel by turning to Him in repentance and receiving the Lord Jesus Christ. We believe that God will raise the dead bodily and judge the world, assigning the unbeliever to condemnation and eternal conscious punishment and the believer to eternal blessedness and joy with the Lord in the new heaven and the new earth, to the praise of His glorious grace. Amen.

**APPENDIX IV: COMMUNITY STANDARDS POLICY  
COMMUNITY STANDARDS OF CONDUCT**

**PREAMBLE**

Maranatha Christian School (MCS) is a faith community based largely on persons confessing Jesus Christ as their Saviour and Lord. Cooperation with parents in the academic, emotional, social and spiritual nurture and development of children is vital. With this in mind, we seek to

clarify how our faith and mission serve as the foundation upon which our lives (thoughts, beliefs and behaviours) are built.

What does it mean to be a part of a faith community such as Maranatha Christian School? That is a good question, and a good place to begin. The most significant difference you will find between MCS and public schools is our belief and teaching that:

- a) God's Truth exists in His creation and is revealed to us in the Bible and in the person of Jesus Christ.
- b) People who understand God's Truth behave differently.

We take seriously our responsibility to bear the name of Jesus Christ in a way that reflects His Truth. So, you will find that we have certain community standards you must live by while enrolled as a **student** at MCS. We believe these standards strongly reflect God's Truth.

Above all, our community is to be characterized by the grace of God. Grace is undeserved favour or getting good things which are not deserved or earned. That means that even in corrective and disciplinary action, you will be treated with respect as we strive for restorative rather than punitive justice. In each instance where a member of the student body steps outside of the boundaries of appropriate behaviour, applying grace that leads towards reconciliation and restoration is our clear goal. However, this does not preclude us from taking necessary disciplinary action.

It is important for your personal safety and the unity of the student body that we agree to abide by these values that allow us to live in healthy community. When you enrol at MCS you are agreeing to abide by our community standards of conduct as listed in the handbook while involved in school events on and off school property.

### ***Purpose***

The purpose of the Community Standards is to clearly outline the expectations of how the MCS mission statement, vision and core values are lived out in the life of the student. It is also the intent of this document to provide the Biblical standards regarding the behaviour and lifestyle of those who attend Maranatha Christian School.

- To serve as a minimum standard to help unify the community and challenge each student to greater maturity and Christ-likeness.
- To administer these standards in an attitude of grace and reasonable discretion so that those affected can experience truth in love and be encouraged to grow in their walk with Christ.
- To clearly define who we are and what we stand for to the community-at-large.

Where there is a continual or intentional disregard for the spirit or the letter of these standards, the MCS School Council and the Evangelical Free Church of Williams Lake Executive Board will take the necessary action it may deem appropriate in accordance with the Discipline Cycle.

### ***Life-Style and Operational Implications***

Student membership in the MCS community is obtained through application and invitation. Those who accept an invitation to join the community agree to uphold its standards of conduct. In return, they gain the privilege of enjoying the benefits of the community and undertake to work for the best interests of the whole community (Phil. 2:4).

Compliance with these standards is simply one aspect of a larger commitment by students and staff to live together as responsible citizens, and to follow an ethic of mutual support, Christian love in relationships, and to serve the best interests of each other and the entire community. Students, who are invited to become members of this community but cannot with integrity pledge to uphold the application of these standards both on and off campus, are advised not to accept the invitation and to seek instead a learning environment more acceptable to them.

Community Standards are intended to reflect a preferred lifestyle for those who belong to this community rather than "school rules," All members of the community are responsible to:

- *Conduct themselves as responsible citizens.*
- *Respect the school's vision, mission and core values*
- *Limit the exercise of their Christian liberty in accordance with the school's purposes and the best interest of other members of the MCS community.*

Students are required to commit themselves to follow the Community Standards and to maintain the integrity of that commitment.

## **STUDENT COVENANT**

As members of the Maranatha Christian School community, we hereby covenant to live so as to affirm our values, principles and beliefs, and to abstain from actions that are outside of, or contrary to, the values, principles and commonly held beliefs, agreeing to the following community standards of conduct:

### ***Community Standards of Conduct***

#### **1. Honouring Relationships**

Students are expected to show respect, love and consideration for others. They are expected to act with kindness and positive regard for the well-being of each person, and to practice respect

for all people at all stages of life. Respect for others can be evidenced by encouraging and building up others, showing compassion, demonstrating unselfishness, and displaying patience. This leaves no room for harassment, discrimination, disrespectful teasing, bullying, or physical or verbal threats towards any fellow student, staff or visitor.

Differences of opinion on any issue are permissible, expected, and will frequently be encouraged to be voiced as part of the educational process. However, dialogue about differences is always to be conducted with reason, consideration for the feelings of others, and recognition of MCS as a unique, faith-affirming community called to serve within the diverse society in which we live. Student conduct that disrupts classes or the general operation of the school will not be permitted.

*Note: We believe that, without exception, every human being is a valuable person created by God in His image (Genesis 1:26-27) and thus possesses inherent dignity. Therefore, we are called to love and treat every person with genuine respect. This manner of living obeys Jesus' commandment to show love for others (John 13:34-35) echoed by the Apostle Paul (Romans 14:1, 1 Corinthians 8:13). (John 13:34-35; Romans 12:9-21; 1 Corinthians 13; Ephesians 4:25-32; 2 Timothy 2:24-26)*

## **2. Personal Purity**

Students are expected to avoid materials and activities that promotes unbiblical sexual behaviour (for example homosexual, adulterous and promiscuous behaviour) or exploit or degrade human sexuality. This includes refraining from viewing or distributing sexually explicit materials.

*Note: (Psalm 101:3; Romans 1:31-32; 1 Corinthians 6:12-20; Galatians 5:18-21; Ephesians 4:17-24; 1 Timothy 1:9-10; 1 Thessalonians 4:3-8; 1 Peter 2:11-12)*

## **3. Dating Relationships**

Students who have a special 'dating' relationship with another person need to refrain from displays of affection such as holding hands, embracing, or kissing while on campus or off campus for a school event.

*Note: We believe that God's Truth teaches us to engage in sexual relations only within the confines of a biblical marriage relationship between husband (male) and wife (female) that are lawfully married to each other. We apply this to exclude premarital, same sex, and extramarital sexual relations. (Genesis 2:23-24; Mark 10:6-9; Romans 1:18-27; 13:9; 1 Timothy 3:2-4)*

## **4. Temperance and Moderation in all things**

Students must use careful judgment in the exercise of personal freedom. This entails the responsible use of time and material resources and the honest pursuit of knowledge, including regular attendance at classes, chapel services, and MCS events. Students must abstain from the

use or possession of alcoholic beverages, tobacco in any form, illegal drugs, the abuse of chemical substances, and refrain from all forms of gambling. Exceptions for drinking alcoholic beverages include participation in communion where wine is served and special occasions where partaking is under the authority and supervision of that student's parent, but still maintaining sobriety.

Students should seek to have modest appearance and have inoffensive behaviour in personal relationships.

As contemporary forms of amusement are of questionable value or diminish one's moral sensitivities, students are encouraged to use discernment in their choice of entertainment including television, movies, live productions, and social dancing.

*Note: (Galatians 5:16-6:10, Romans 12:1-15:13, 1 Corinthians 8:9-13, 13:1-13, Ephesians 4:17-6:18, Colossians 3:1-4:6, 1Thessalonians 4:1 - 5:24; 2 Timothy 3:1-5)*

## **5. Healthy Communication**

Students are to communicate positively with one another through truthful and up-lifting words. They are expected to abstain from gossip, divisiveness, backbiting, lewdness, vulgarity, racism or any form of discrimination and profanity.

*Note: (Colossians 4:6; James 3:1-12; Philippians 4:8; Ephesians 4:29-32)*

## **6. Worship of God**

Students are encouraged to worship on a regular basis with a fellowship of Christ-centered, biblically-based believers. They must refrain from practices that dishonour God such as using God's name in vain. They should not be involved in any activities of the occult.

*Note: (Ephesians 4:29, 5:4; James 3:1-12) (Acts 19:19, Galatians 5:20)*

## **7. Sanctity of Life**

Students are encouraged to engage in and support practices that uphold, maintain and support life and to abstain from practices and support for practices that endanger or harm life such as in abortion, euthanasia, self-harm, sadism, and masochism.

*Note: (Genesis 2:7; 4:1-15; 9:6; Exodus 20:13; Colossians 1:16, Psalm 139:13-16)*

## **8. Godly Citizenship**

Students are expected to uphold all the laws of the land unless they are judged to be in violation

of a direct command of Scripture. They are to conduct themselves as responsible citizens who contribute to the welfare of the greater community. This precludes the use of marijuana and other illegal drugs and substances for non-medicinal purposes and all forms of dishonesty including cheating and stealing. It includes demonstrating respect for school property and the property of others. Students are not allowed under any circumstances to carry knives, guns, or weapons of any kind on school property.

*Note: (Exodus 20:15, Colossians 3:9, Ephesians 4:28) (Matt. 22:15-22; Rom. 13; 1 Peter 2:13-15)*

*Violations of these 8 Community Standards will be taken seriously and may result in discipline or dismissal from school.*

### **APPENDIX V: MCS SOCIAL EVENT POLICY**

At MCS we believe that the academic, emotional, social and spiritual nurture and development of children is vital. Social events at MCS serve to foster the development of interpersonal skills in wholesome, controlled environments. An important part of the process of growing into maturity is the development of wholesome relationships with members of the opposite gender. We likewise expect our students to mature as responsible, moral and productive citizens who will contribute in a constructive and positive way to the community in which they reside. To ensure that all social events align themselves to MCS standards the following questions should be asked:

*How does the event we are planning support the mission of the school?*

*How does the event reflect the school's values?*

*What are we communicating to our school community and the greater community through this event?*

Having asked these questions the following will ensure a successful event:

- 1.) Events will reflect all current MCS rules/policies/codes governing behaviour, language and dress.
- 2.) Events will foster one or more MCS Core Values.
- 3.) Events will reflect a structured, wholesome environment where students may build community while developing their social and emotional skills
- 4.) Events will be designed and executed by approved faculty members who will delegate and oversee all aspects of the proceedings to ensure that MCS standards are maintained.
- 5.) Events will not promote the students attending as couples or as each other's date. Social events will encourage students to come in groups, individuals, or with a friend.

- 6.) Students failing to observe MCS standards will be corrected and provided with appropriate consequences including removal from the social event in question.
- 7.) Attendance of non-MCS students will not be encouraged, but permission may be obtained in special cases for known individuals from the sponsoring teacher. An MCS event connected to a community youth event may be the exception but require the youth pastors to ensure proper chaperoning and that the school standards are understood and met.
- 8.) Contemporary School Dances will not be permitted.
  - I. It is incumbent upon the school to be sensitive to the varying interpretations of scripture that school families hold. Dancing may or may not fit into some families' interpretation of appropriate Christian living. In light of this, dancing will be permitted in only three contexts:
    - a. In drama productions: Our drama program is esteemed for its artistic merit and for the social and emotional development it helps foster in our children. As such, all dances contained within our productions will be choreographed by an approved faculty member and will retain the values that make our school distinct from others in the district.
    - b. In Physical Education: as a part of provincial curriculum requirements. Any dances taught will be choreographed in the same manner as done in Drama. When possible, movement outcomes will be taught through Drama.
    - c. As part of a multi-disciplined academic exploration or as the culmination of an integrative academic program: As part of their academic study, students may learn concurrently across several disciplines about the writings, culture, dress, politics, and social interactions of a specific culture or historical period. As a final project, faculty may permit a social event that showcases all that was studied, possibly including period or cultural dancing. Any dancing will be period, or culturally specific, with learned movements and techniques, and will be wholesome in nature. Students will have the option of not participating in the showcase should they or their parents prefer.