



PARENT HANDBOOK

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Welcome

It is with great pleasure that I welcome each family to Maranatha Christian School. I am convinced that God has a special purpose in allowing you to become a part of our school community. Each of your children brings a unique combination of talents and abilities that will contribute to making this school a very special place.

What truly makes Maranatha such a special place is our continued focus on the main reason we exist... and that is to keep Jesus Christ as our centre and reason for being. Time after time we hear people say, "we feel something different when we come into this school." That "something different," I believe, is the presence of the Lord at work in His children. This place is more than a school; it is a community of people eager to experience more of God. Its dedicated staff, above all, want to guide young people to a point of total commitment to God's will in their lives. It is a place where we are able to worship and glorify God in complete freedom.

This will no doubt be one of the most unique years at Maranatha due to the COVID-19 Pandemic. However, we do not fear for we have a super staff, a great student body, caring parents, and a great God. If each will do their part, I have confidence that it will add up to an experience that we will all look back on with fond memories.

Each school year has the potential to be both interesting and exciting. There will be challenges and experiences for us all as we move forward. We as a staff are committed to working with your children to ensure that they gain the most from their Maranatha experience and education.

Every successful community needs vision and direction to provide a clear path for its members. The following pages contain a snapshot of our school and outline certain things we feel are important for you to know about Maranatha. This information guide also explains some of the policies that make Maranatha a safe and productive place to learn. It details what is expected of you as a parent and offers helpful information on the day-to-day procedures of our school.

Please take the time to read all the information and share appropriate parts with your children. If you have any suggestions, I would appreciate receiving them.

We are looking forward to a blessed year and thank you for your ongoing support of our school and staff.

Mrs. Pamela Skinner
MCS Principal

THE FOUNDATIONS

I. INTRODUCTION

A. What is MCS?

Maranatha Christian School (MCS) is a private co-educational, college preparatory, evangelical Christian school. The purpose of the school is to support parents by providing quality education integrated with a Christian view of God and His world, and to equip young people to serve the Lord effectively in their community. MCS provides instruction from Kindergarten through grade 9 for students that represent a variety of church denominations in the community.

Maranatha Christian School is a ministry of the Evangelical Free Church of Williams Lake. The principal reports to the Church Executive Board and is responsible for administering school policies and programs. The core beliefs of the Evangelical Free Church are listed in the Statement of Faith (*appendix III*)

B. Brief History

The school was started in 1978, when God spoke clearly to the leaders of the Evangelical Free Church of Williams Lake that He wanted a place where He could be free to touch hearts and lives; where His Word would always be lifted high, and where His presence would be a way of life. With a limited budget and a sensing of God's direction, these leaders set out to pursue this unknown, exciting opportunity. Interest grew quickly and in the fall of the same year, the board initiated the official start of Maranatha Christian School. A humble beginning it was, occupying the sanctuary during the week, converting to church use for the weekends; yet, despite wrinkles and kinks, the infant school began to grow and develop. Though there was no gym, no labs, and little playground, the school had a greater asset: it was blessed by God.

Christ-centred education, memorable chapel times, devoted staff, individualized instruction, community involvement, and a striving for excellence blended into a unity of purpose that quickly established the formidable reputation of MCS in the Williams Lake community. By 1999 Maranatha had become one of the oldest and most respected ACE schools in the province. However, knowing God still had more for the school, MCS began taking on a new identity - in curriculum and in style. In 2000, teacher-directed classes were added to the K-8 curriculum and Maranatha Christian School became a fully accredited Group 1 school for K-8. By 2004, MCS was a Group 1 school for K-10 and then achieved Group 1 status for Grades 11-12 by the fall of 2005. Maranatha Christian School could then issue Dogwood Certificates.

Changes continue to be made, especially to our programs and facility. In April 2005, the Evangelical Free Church of Williams Lake purchased Crescent Heights Elementary School from

the School District #27 Cariboo-Chilcotin and continued to grow. In 2021, due to teacher attrition, we made a very difficult decision to go from being a K-12 school to being a K-9 school. We are trusting God for His direction as Maranatha confronts the future with a new look and great excitement. The Lord is praised for these blessings. The vision of the school remains the same as when it was started many years ago.

C. Vision

Vision Statement: "To cultivate a Christ-centered community where every student is embraced with love, valued as a unique individual, and empowered to thrive academically, spiritually, and emotionally."

D. Mission

Mission Statement: "Our mission is to provide a nurturing educational environment grounded in Christian principles, where each student is recognized, cherished, and supported in their journey of growth. Through personalized attention, rigorous academics, and compassionate mentorship, we aim to foster a deep sense of belonging, instill moral integrity, and inspire a lifelong pursuit of excellence, service, and faith."

E. Activities Statement

We partner with parents to prepare students for service and leadership through a commitment to maximize the spiritual, educational and physical development and character of all our students based on a foundation of Christian principles

F. Core Values

As a school community we are committed to:

1. Salvation: An adventurous, Christ-centered, personal relationship with God
2. Lifelong Learning: Forming a Christian Worldview that encourages personal growth, innovation and the pursuit of excellence
3. Christlikeness: Living a life that reflects the character and heart of Christ
4. Service and Leadership: Modelling the work of Christ in all situations and with all people
5. Life Management: Developing spiritual, academic, and vocational education and preparation

G. Community Standards

The purpose of the Community Standards (*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.

II. EDUCATIONAL PHILOSOPHY

A. Purpose for Christian Education

Every institution must have a purpose for its existence. Dr. Paul B. Smith wrote:

“For Christians to have an impact on our society, we need to develop a generation of young people who think Biblically, who look at life from God’s eye and who put Biblical principles into practice. We will then, as a body, truly become the salt and light that God intended us to be, impacting greatly on our society. Producing this kind of society can be accomplished only as we train young children from birth to adulthood from God’s perspective. One of the major contributions to this process, augmenting the home and extending the Church, is the Christian school.”

The prime concern of Christian education must be the spiritual needs of each student. Being depraved by nature, people stand in desperate need of the regenerating and converting work of the Holy Spirit. While this is a work that no teacher or parent can accomplish, the Word of God and Christian education are means God may use to this end.

B. Biblical Mandate to Teach from a Christian Perspective

We provide education for our children based upon God and His Word because it is God’s command.

“For He established a testimony in Jacob, and appointed a law in Israel, which He commanded our fathers, that they should make them known to their children: that the generation to come might know them, even the children which should be born: who should arise and declare them to their children: that they might set their hope in God, and not forget the works of God, but keep His commandments.”(Psalm 78:5-7)

We provide Christian education because it is our parental responsibility. We have the same covenantal responsibility as Israel in the Old Testament to instruct our children.

¹⁹ Teach them to your children, talking about them when you sit at home and when you walk along the road, when you lie down and when you get up. (Deut. 11: 18-21)

The education we provide must teach and strive to observe the interrelationship of the truths of God’s Word. Education must provide absolute answers, rather than wavering speculations.

“For the Word of the Lord is right; and all His works are done in truth.” (Psalm 33:4)

Education must strive to teach wisdom.

“The fear of the Lord is the beginning of wisdom: and the knowledge of the holy is understanding.”(Prov. 9:10)

Education is training for daily life and moral teaching. As all of life is under Divine direction, all studies must be taught in a Biblical context. “...*whatsoever you do, do all to the glory of God.*” (1 Cor. 10:31)

C. Foundation of our Educational Policies

Accountability - As a Christian school we are accountable to God for the training of our students as far as our scope of influence extends in their lives.

Responsibility - All persons in our school have specific responsibilities to fulfill towards themselves and each other.

Individuality - We recognize that not all students have equal aptitudes or interest, yet all are equally responsible to be faithful in using what God has given them.

Discipleship - Although we are individually responsible for our own actions we are able to shape each other's lives for good through correction, exhortation and encouragement.

We recognize that each child is “*created in the image of God*” and as such are valuable, priceless treasures that have been entrusted to our care. Each has been “*fearfully and wonderfully made*” and it is the duty of all persons involved in a child's life to fully grasp the implications of this scripture. Each child has been created as an individual with unique talents, strengths, and gifts.

The expectation is to attempt to discover the *person* God has created, and then provide guidance and opportunity for a child to become everything God meant him/her to be in order to live the fruits of love, service and truth in response to God's mandate. We wish to foster the development of concepts, abilities, and creativity that (a) proclaim the marvel and potential of God's creation, even in its fallen state, and (b) enable each child to walk in God's way by using his or her God-given talents in service to God and their neighbours.

III. CURRICULUM INFORMATION

A. Choosing Curriculum Material

We believe that our curriculum is **CHRIST-CENTRED** because of who is doing the teaching and how it is taught. We teach material from a “Christian Worldview”, recognizing that all truth is God's truth.

We choose literature, music, and art for their excellence and make every attempt teach our students to *think* so that “*they have an answer for the hope that is in them*”. We are educating

our children so that they can be the salt of the earth and answer the challenging questions that they will someday face. Students need to understand that Christianity is not something that is kept in a little compartment labeled “faith”, but that it fits all of reality. We do not separate the “secular” and the “religious”. Art, music, literature, history, math, science, philosophy, are all a part of the whole of life: reality.

When deciding whether material is acceptable, we base our decision upon several criteria. We stay away from anything that:

1. Desensitizes children to the occult.
2. In any way undermines the family institution.
3. Promotes disrespectful, rude, cheeky, flippant, or disobedient behaviour in any of the characters.
4. Promotes anything that goes against Biblical values. (e.g. disobedience to parents; premarital sexual relations)
5. Promotes humanistic ideas that might undermine Biblical truth or the pursuit of godly character. (e.g. evolution, self-actualization, self-glorification)

B. Accreditation and Ministry of Education Evaluation

Our *curriculum* is based on the core curriculum of the Ministry of Education, Province of British Columbia. Our teaching staff is qualified professionals who are certified to teach in B.C. We use high-quality, Christian-based programs, resources, and materials. When these are not available, we supplement with resources recommended by the Ministry of Education.

Because we are accredited by the Ministry of Education, we undergo an intensive formal ministry evaluation every six years.

C. Course Outlines

Detailed curriculum outlines are kept with the teacher and in the school office and are available to any parent wishing to evaluate the curriculum. Further, parents wishing to peruse the B.C. IRPs may do so by contacting the teacher or principal, or by going on-line typing in *BC Learning Outcomes*, and following the given prompts.

THE ORGANIZATION

IV. ADMINISTRATIVE STRUCTURE

A. Administration Team

The MCS Admin Team consists of the MCS Principal, Vice-Principal, Special Education Director and the Society Administrator. The MCS Admin Team meets to address issues that impact the day-by-day operations of the school, ensure consistency in protocol, policy and procedures, discuss staff evaluations and concerns, brainstorm solutions to pending problems, improve school wide communication, and evaluate workshops, programs and school wide initiatives, etc. The authority of the MCS Admin Team does not reach past the authority of each of its team members. All Admin Team members are represented on the School Council hence, their recommendations can be presented at that forum, or to the Executive Board.

B. School Council

The School Council (SC) is comprised of: MCS parents, staff and community: 4 parents representing elementary through high school, MCS administration including the society administrator and Church on 11th pastor(s) and is chaired by the MCS principal. The SC must have a majority of appointees from the Church on 11th. Prospective SC members are recommended by the principal to the Executive Board, and appointed to the SC for a two-year, renewable term with terms being staggered for continuity.

The School Council is a decision-making body and shall meet to approve student applications and enrolment, mediate disciplinary issues, mediate issues of conflict involving parents, teachers, and students, establish rules of conduct for students attending the school, ensure students and parents are aware of the rules of conduct and agree to abide by them. In more serious matters, they shall provide an appeal process which gives the student and/or parent an opportunity for a fair and unbiased review of the original decision.

They shall revise the MCS handbook, set MCS procedures, and evaluate and recommend MCS policies to the Executive Board and screen and recommend potential staff candidates to the Executive Board. Approval or voting on a School Council decision does not require a unanimous decision; a simple majority is sufficient. School Council members are expected to support the decision of the majority. Staff interviews shall be conducted in person or by conference call. Staff annual/consecutive contract decisions for MCS are discussed by the Senior Staff, reported to the School Council, approved by the Executive Board, and do not require congregational approval. The School Council will commit to confidentiality and restrict School Council discussions to School Council members only.

C. WLEFC Executive Board

The WLEFC Executive Board is the MCS School Board. The EB is composed of WLEFC senior staff members, and 6 elected board positions: Chairman, Vice Chairman, Secretary, Treasurer, Facilities Director and Ministries Director. The members of the Executive Board are the officers (directors) of the society and members of the Church on 11th (WLEFC). The EB shall plan and oversee the development and expansion of the society programs and facilities, appoint, equip and support a team of leaders in such a way that the aims and purposes of the society will be carried out effectively, and ensure that the business affairs of the society are administered in an effective and responsible manner. These responsibilities include revisions to the society constitution, bylaws and policies, all business of the society, financial records and annual budgets, philosophical and educational directives and vision, and strategic planning. The EB shall meet bi-annually with the Elder's Council and the School Council to facilitate effective communication, cohesiveness of the society and vision planning. The EB is the final review board in the appeal process for the expulsion of students from MCS. *(See office if needing names of those members on the Executive Board)*

V. SCHOOL ORGANIZATION OF GRADES

The school is organized into three departments:

Primary (K - 3)

Intermediate (4 - 5)

Junior High (6-9)

Common reference is also made to Elementary (K-5) and Junior High School (6-9).

At present, the Elementary school is divided into split grades. K/1, 2/3, 4/5. Junior High School has split grades for core courses and may combine more grades for various electives. *(See office for a list of staff names and positions)*

VI. TUITION AND PAYMENT OPTIONS

MCS has one of the lowest tuition rates in BC for a Group 1 Independent School. We believe the Lord has blessed us in our ability to offer the programs we do with the budget we work with. Though incremental increases to tuition may occur to cover increased costs, it is MCS's commitment to keep these rates as low as possible.

Standard tuition rates must be paid in full by the end of the year unless special arrangements for a subsidy have been made with the School Council. Application Forms for this are available at the school office. Tuition can be paid in full up front or through a monthly automatic debt plan. *(See office for further information on current tuition costs and payment forms)*

VII. 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

Classrooms are opened at 8:00 a.m. Elementary students are to line up quietly and in an orderly manner in the designated outside area until allowed into the classroom. A warning bell will ring at 8:40am 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 8:15 a.m. as they will not be supervised.

D. Recess and Lunch Time

The morning recess is 20 minutes for primary and intermediate (10:25-10:45am). The primary and intermediate lunch break is 20 minutes (11:55-12:15) followed by 20 minutes play time (12:20-12:40). The Junior High students have 5 minutes between each class (5 classes a day) and a 45-minute lunch break (11:55-12:30pm). Elementary students are expected to go outside for all breaks except in the case of severe weather. Students may only be excused for health reasons and then only with a note or after a discussion between parent and teacher. Generally, a child too ill to go outside is too ill to be at school (except in cases of chronic illness). To a reasonable extent, students may be denied their break time in cases of incomplete schoolwork or behaviour problems.

E. After School

Elementary school ends at 2:45pm; Junior High 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. It is expected however that Elementary students will be picked up by 3:00pm.

F. Parking Lot and Student Pick-up

We have some significant concerns for safety in our parking lots. Supervision is provided in the parking lot after school until 3:00 pm. It is expected that parents will take responsibility for their children if they are in the vicinity. 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. **DO NOT PARK IN THE STAFF PARKING LOT from 8:15 – to 8:45am, or after school from 2:30 to 3:00pm.**
2. Communicate with your children where you want to pick them up. Be considerate to families with young children (pre-school and K-1) who need the outer parking lot. Families with older students can park on the street, or at the bottom lot.
3. SLOW - keep speed to 5 km/hr in the lot and when students are on the road.
4. WATCH for children from every angle.
5. Arrive early and back into your parking spot
6. 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.

VIII. WORKING TOGETHER

A. Parents are the Primary Educators

“And these things which I command thee... teach them diligently unto thy children.”
(Deut. 6:6-7)

The home is and always will be the chief agency for the Christian training of the child. While the Christian school is an integral part of the education of children, it does not relieve the parents of their God-given obligation. The ultimate responsibility for a child's education lies with the parents. We believe you choose MSC because you believe that this is the best place for your child to receive the education and support they need.

Our work at the school is only effective when children and parents are willing to work with the staff in oneness of spirit and purpose.

B. Enhancing School Success for Your Child

To **form a solid, spiritual foundation** we suggest that:

1. The family lean heavily on God for direction and assistance;
2. The family have daily devotions; pray together and be involved in group Bible Studies
3. The family pray for its political leaders, pastors and teachers;
4. The family be involved in a variety of church functions;
5. The family talk over problems with its pastors and teachers;
6. The family use Christ-centred conversations, literature, music, and actions in daily living;
7. The family carefully monitor the kind of TV viewing, music, and video games.

To **enhance school success**, we further suggest:

8. That the parents establish an orderly, stress-free routine in the home, including homework time
9. That the parents establish early, relaxed bedtimes
10. That the parents work on consistently enforcing home and school expectations
11. That children have a nutritious breakfast before school, and a healthy packed lunch
12. That student involvement in extra-curricular activities (sports, music, etc.) be evaluated frequently and carefully – so they are active but not over-scheduled
13. Help and support your child with home reading programs, scripture memorization, homework
14. That parents promote positive, purposeful, and relaxed conversations about school
15. That parents support the teacher and discuss concerns privately with the teacher rather than in front of the child, other parents, or other students.

“All the children shall be taught of the Lord, and great shall be the peace of the children.”
Isaiah 54:13

C. Church Attendance

In keeping with God’s mandate to train our children in Christian living, all parents are encouraged to attend church services regularly and frequently with their children.

D. Parent Support and Expectations for Children with Special Needs

Sometimes children require assistance and support beyond the regular classroom setting and curriculum by being on an Individualized Education Program (IEP) for either an adapted or modified program. It is up to parents to be open to frequent communication, attend any special meetings, follow through with any external consultations, and give any extra support that is required to help facilitate our ability to responsibly teach your child. MCS is not necessarily equipped to handle all pupils who have severe learning and/or behavioural problems. While we do all we can based on training, experience and budget, we can give no assurance that we can meet all needs, or that there will be significant improvement in either achievement or behaviour simply because of attendance in a Christian school. MCS may not be equipped to handle over a certain percentage of special needs based on our limited resources, but we approach each registration prayerfully and thoughtfully and will never turn down a child simply because of their special needs. If another school is deemed more appropriate for your child, the school-based team will discuss the matter with you.

E. Three Month Probation Period

All students first accepted into MCS are under a 3-month probation. During this time, MCS may decide to ask a student to leave based on any number of reasons, including behavioural or attitudinal issues that work against MCS standards and cannot be reasonably corrected, tolerated or accommodated by the school.

In that 3-month period, the school will not be held liable to follow the standard procedure for termination outlined in our discipline procedures.

IX. PARENTAL INVOLVEMENT

A. Parent Participation Program (PPP)

Parents are asked to complete 20 volunteer hours at the school throughout the year, or pay \$200. The school secretary will provide parents with a list of volunteer jobs. Anyone volunteering directly with the students must have completed the Criminal Record Check and Child Protection Policy protocol.

B. Parents for Maranatha (PFM)

Beginning in 2010, Maranatha formed its first Parent Support Group with a President, Vice President, Treasurer and Secretary. They now call themselves Parents for Maranatha. This Group is open to all parents who can commit to monthly evening meetings and support a handful of community building and fundraising events. This is an excellent way to earn PPP hours and become personally invested in the school. Each year, the PFM will raise money to

financially support a variety of school projects.

X. COMMUNICATION

A. Keeping Office Updated

During registration and re-registration, necessary contact information is requested. When any kind of information changes during the year (phone number, e-mail, address, emergency contact, health concern, changes in family structure), it is important that the office be informed. You may also choose to talk to the principal and teacher directly for more serious or personal concerns.

B. Daily Planners (Gr. 1-7 not optional)

With the exception of Kindergarten, each student from grade 1 to 7 will be using day planners. Please ask your child each day to show you his/her planner and take a few moments to discuss the day's experiences. **Some teachers will require that the daily planner be signed.** While it is the child's responsibility to show you the planner and ask for your signature, it is up to you to help them develop this responsibility.

Junior 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 JHS students.

C. Classroom Newsletters and Updates

School newsletters will be emailed or sent home every Thursday. If a newsletter needs a reply or signed permission slip, please send these back the following day or as soon as possible.

D. On-going Communication

Teachers will communicate with parents either by telephone, e-mail, by writing a note, or in person if a concern or problem arises involving their children. Parents are encouraged to keep teachers informed of anything that might affect their child's work and/or behaviour at school.

E. Teacher-Parent Meetings/School Based Team Meetings

Parent-teacher conferences will be scheduled for all students after the first progress report and opportunities given after each subsequent reporting period. Please do not feel you have to wait for these times to discuss your child's schooling. If you have concerns or questions, do not hesitate to call your child's teacher to set up an appointment. Book a time with the teacher when you are both able to sit down and speak without interruptions and without students

around to pick up things best said in private.

There may be circumstances in which a School Based Team meeting is called requiring the attendance of all members of the support team (teacher, learning support, administration, parents and others) designed to address any special learning or behavioural needs. A parent or guardian can request such a meeting through the Special Education Teacher, or administration as well be requested to attend such a meeting.

XI. GRADING AND REPORTING PROCEDURES

A. Report Cards

The Elementary year is divided into three distinct reporting periods. 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 4-9. Students will be graded on the following scale:

Gr.1-3 (check mark in the following categories, along with anecdotal comments)

Not Yet Meeting Expectations

Approaching Expectations

Meeting Expectations

Exceeding Expectations

Gr. 4-7 (letter grade only) **Gr. 6-9** (percentage)

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

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

E Excellent	S Satisfactory
G Good	N Needs Improvement

B. Report Card Covers/Envelopes

Covers and envelopes for the first two Elementary Report Cards should be returned within a week of being issued. There is also a place for parent comments. We will reuse the envelopes for next report.

C. Parent/Teacher Conferences

Time is scheduled for elementary parent-teacher conferences after the first and second terms. Time is scheduled for Junior High School parent-teacher conferences after the interim reports. If at any time it is felt that the student is not making academic progress, the teacher will meet with the parents to discuss the situation. Other formal conferences are optional and may be requested by either the teacher(s) or parents.

D. Standardized Testing and Provincial Exams

Students in grades 4 and 7 write the Foundation Skills Assessment Tests (FSA Tests) in October as per the requirements set forth by the BC Ministry of Education.

E. 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.

1. Homework Responsibilities of Students:
 - a. Homework is to be done at a realistic standard commensurate with the child's abilities;
 - b. Homework is to be submitted on time;
 - c. When problems arise, students are to speak with their teacher and/or parent.
2. Homework Responsibilities for Parents:
 - a. Communicate the purpose and value of homework; show interest and support;
 - b. Provide a suitable study area with regular start times;
 - c. Set high yet realistic standards for the quality of work; praise their efforts;
 - d. Make sure that homework is supervised by someone to make sure it's done;
 - e. 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:

K – 3	15 minutes daily
4 – 7	30 – 60 minutes daily (increases by grade)
8 – 9	60 – 90 minutes daily

F. 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. 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. Teachers are encouraged to come up with an incentive for students who complete 70% or more of their scripture memorization that constitutes an extra bonus (house team points, ice-cream coupon etc.) not a punishment (missing year end trip etc.)

XII. ATTENDANCE

When a student is absent, a parent/guardian is requested to inform the school between 8:00 and 8:30am on the day of the absence. Parents will be called if the student is absent and the school has not been informed. It is government regulations that all absences, and their reason, be recorded.

A. Absence and Student Responsibility

In most instances, work cannot be given before an absence as it may still be in the planning stages. In the case of absence, parents are encouraged to drop by at the end of each day to get the day's work. Following a return from an absence, a student has the responsibility to meet with his/her teacher(s) as soon as possible to receive any work that was missed. Teachers will use their discretion as to whether work needs to be caught up or exempted.

B. Sick Students and Public Health

Although attendance is deemed very important, an ill child should not be sent to school. In

such cases, the child should remain at home until all their symptoms are gone. This not only allows for proper healing but decreases the risk of illness being passed on to others. Children who are sent to school while still in the infectious stage or before appropriate and effective treatment is in place (e.g. lice) will be sent home.

C. Excessive Absence

More than seven absences per reporting period (21 per year) in elementary is regarded as excessive and may jeopardize a student passing the year. Even a fewer number of absences per semester will have the same consequences in high school. Please communicate with the principal the reason why a student may miss a lot of school, or if the student will be away for an extended time. Each case will be handled on an individual basis.

D. Family Vacations While School is in Session

Consider carefully the timing of planned family vacations. What grade is the student in? Does your child struggle in school and will be disadvantaged? Are you prepared to spend the extra time or money (if tutoring is required) to get your child caught up? **The school is not required to exempt missed work or projects due to family holidays planned while school is in session.**

E. 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 lined up at the outside door (Elementary) or in their homeroom classroom (junior high school) by 8:35 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.

F. 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 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.**

XIII. EMERGENCY PREPAREDNESS

A. School Closure and Emergency Phone List

In case of severe weather, the principal communicates a school closure in the morning. Each staff member then proceeds to telephone the families designated on his/her list. School closure will also be announced on the radio, but please remember that our fan-out system of telephoning is our first priority and primary means of getting information out.

B. Fire Drills

A set number of fire drills are conducted throughout the school year, in which the evacuation procedure is practiced. At our school, even the teachers are not aware of drill practice times to ensure an authentic experience. The emergency phone list will be used to contact parents in case of an actual fire that prohibits re-entry to the school.

C. Silent Alarm Protection

The school is equipped with three silent emergency alarms that call for immediate police response in case of any unforeseen incident. Staff are informed of their location.

D. Emergency Policies

Check the school website for emergency policies: www.wlmcs.org – first aid, student accident, in case of structure fire, earthquake, evacuation, code red, assault, and weapon on property.

THE EXTRA DETAILS

XIV. CO-CURRICULAR PROGRAMS

A. Chapel

Wednesdays are chapel days and house team events. K-5 will organize their own chapel services twice a month. Grade 6-9 will also organize their own chapel twice a month on Wednesdays. Once a month, there is a joint chapel where all grades celebrate together. And once a month, all grades get together for some team spirit and house teams.

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. Various fundraisers can be used as a means to help pay for more expensive year end trips.

C. Life-Style PE

We generally schedule *swimming, skating, gymnastics* and *bowling* for students from grades K-6. However, due to the pandemic, we will not be offering lifestyle PE this year.

D. 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. This opportunity will be offered at least once a year but is dependent upon student numbers. Grade 1-3 students will need to be accompanied by a parent or designated chaperone. Again, due to the pandemic, downhill skiing will not happen this year.

E. Out of Town Field Trips

Through the year, the potential for out of town trips may arise; more so in junior school than in elementary. It could be a Music trip to see a musical production in Vancouver, or a Science trip to visit a lab or Science Centre. These trips may or may not be open to all students and will have various costs attached to them.

There are also **yearend trips** celebrated by both elementary and junior 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 fundraisers that the students participate in.

XV. 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 use it to boost their classroom funds. Money in various accounts can be pooled within the family to cover costs but cannot be removed for cash.

XVI. STUDENT OUTREACH AND COMMUNITY SERVICE

All students are encouraged to participate in all age-appropriate outreach and community service projects that are supported by the school. Often these outreach initiatives are student

or classroom driven, other times it is staff driven. We regularly support **Operation Christmas Child** and the local **Salvation Army**.

XVII. AWARDS

An Awards 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. Primary Certificate Awards (Gr. K-3)

At the primary level, we ensure that every child, regardless of academic ability, receives an award that represents their special talent or contribution to the class.

B. Scripture Memory Certificate (Gr. 4-7)

This award can only come with diligence, determination, and support from the family. All memory verses for the entire year (one for each month) must be completed and recited to the teacher (or approved alternative) before the last reporting period.

C. 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).

D. Honour Roll Recognition and Certificate (Gr. 4-9)

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.

E. Top Academic Award (Gr. 4-9)

This award is given to the one student from each grade that has the highest overall academic average for the year.

F. 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, Music, Art*** and ***Home Economics***. These specialty awards can be added to as

various programs are developed.

H. 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.

I. 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 must be completed.

J. 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.

K. 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.

VIII. GENERAL INFORMATION

A. Eating/Lunch and Recess

Microwaves are available in each classroom except for K/1. 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 it. Empty, clean containers will likely be put in the lost and found.

Elementary lunch is to be eaten inside during the allotted time and then students may proceed outside. Elementary students are encouraged to take a healthy snack outside with them for recess. High school students are encouraged to eat a snack during a class break but must honour any classroom rules around food and drinks. High School lunch can be eaten in any designated classroom.

B. Designated Play Areas

Primary Students: Gr. K-3 must play in the front playground only. They have full access to the playground equipment.

Intermediate students Gr. 4-7 may a) play in the front playground, b) have access to the basketball court in the back, and c) go to the top field when it is open and supervised. Top field is generally closed for the winter. Grades 4-7 are not to loiter in the parking lot or loiter outside these three designated areas – as they are not supervised.

Secondary students (Gr. 8-9) 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.

C. School Supplies

The school is responsible for purchasing school supplies for elementary. This cost is included in student tuition. **Families are responsible for buying their junior school student'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 student'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 parent 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

In case of class parties, due to the pandemic, no food or beverages may be brought into the school by parents or students unless individually wrapped.

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 VI)* for guidelines that we follow.

G. Bus/Transportation

Due to financial constraints, we are not operating a school bus for the 2022/23 year. There are students who have to get to their Columneetza connection to catch the public, school bus. Staff will assist in helping those students make it to their connection. Let us know if you are qualified and available to drive.

If your child is in need of taking the public, school bus, there is a monthly fee that the school district charges for its use. You can contact the office for more information.

When alternative transportation has to be arranged, parents who have completed the Drivers Form Agreement and have done their Criminal Record Check, will be able to drive students.

H. Criminal Record Checks and Child Protection Policy

Parents, grandparents etc... wanting to volunteer, must be familiar with our child protection policy and guidelines and are required to have completed a Criminal Record Check with the RCMP. Volunteers will go through an initial training session and will be required to participate in an annual review or training session.

The process is required to ensure safety and to honour insurance and legal requirements. Check the school office or talk to the society administrator for forms and information on the process.

I. Computer Use at School and Home

Almost all students have access to laptops and devices to work on such skills as keyboarding, publishing, power point, and research. Older students will be expected to use these skills when producing some of their assignments. We encourage all families to do what they can to provide home access to a computer to help develop computer literacy, while educating on safe and responsible use.

STUDENT GUIDELINES AND RULES

XIX. 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 junior 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. No facial piercings in Elementary. High School should not wear excessive facial piercing & be limited to small studs or rings at school. (Ears excluded)
4. **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 buttocks & crotch region covered.
5. **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, with the exception of Primary 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

Elementary dress code violations will be managed by the teacher and communicated with parents. Students arriving in inappropriate dress could be asked to change or wear a clothing item provided by the school. Consequences could involve afterschool detention, either with the teacher or with the vice principal in the case of repeat offenders.

Junior 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*).

XX. 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. In Elementary, consequences could include staying in at break times to complete the work, loss of privileges, or assignment penalties. 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.

Junior hgh 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.

XXI. MISCELLANEOUS GUIDELINES

A. Cell Phones and Office Phone Usage

Students and Cell Phones: Cell phones are increasingly becoming more of an issue for schools. 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.

Junior 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.

Elementary: All elementary cellphones must be put away (out of sight) from 8:15am-2:45pm. Students are to give their cell phone to their classroom teachers when entering the classroom. Cell phone will be confiscated if students are caught using them between 8:15am-2:45pm. No exceptions.

First offense: confiscated for the remainder of the day

Second offense: confiscated for the day, and parents pick it up at end 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.

The public phone will be available to students in the school office at lunch time and after school only. 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.

B. 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. Junior high school students will need to ensure that they are not tracking 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.

C. 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.

D. Gum and Energy Drinks

Elementary Students are not allowed to chew gum on campus. High School students may be allowed to chew gum, but only if the class 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.

E. 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 into 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.

F. 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 may not be brought to school.

G. 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.

H. 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.

I. 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, they should 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.

J. 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.

K. 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. Vehicles and parking area;
7. Janitor room and Mechanical room;
8. Staff washrooms, staffroom and meeting rooms;
9. Outside fenced playground areas; forest area above upper lot, lower lot

L. 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 advanced. Students are not allowed off the school campus during school hours. Students who disobey this rule will be disciplined and placed on the **discipline cycle** (*appendix I*).

M. Personal Space/ Six Inch Rule

Naturally when friends are playing, socializing, or sitting next to each other in the classroom, on the bus or at an assembly, 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 clues around personal space.

Due to the pandemic, social distancing is encouraged, and masks are required for all students and staff. 2 masks have been provided for each student at the beginning of the year.

N. 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 the device appropriately or who displays unacceptable behaviour will be denied access and potentially be placed on the **discipline cycle** (*appendix I*).

APPENDIX I: DISCIPLINE PROCEDURE

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 vice 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
- 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 lifestyle 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 towards 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 the 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 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," they apply both on and off school grounds. 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. 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

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.

Revised June 2016

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

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.

APPENDIX VI

MCS Medicine Dispensing Policy

Purpose

The following policy and procedures are to act as a guide for the school with regard to the dispensing of medicines to students with illnesses. The policy applies during the course of a

normal school day or in school activities outside of normal school hours. Prescribed medication required by students must be accessible to them as and when required, both at the school and while on excursions, sports days, etc.

Policy

School staff responsible for administering medication should be appropriately instructed. Two members of the staff will be responsible for the administration of medication in each classroom (ie. Teacher and EA). All teachers should be adequately trained in the administration of medication in emergency situations that are likely to arise in the school especially where it is known that a student has a particular medical condition or serious allergy. Staff and parents should be periodically reminded of the school's policy guidelines for dispensing medication.

Procedures

General Guidelines

1. The Principal and SPED Teacher are to be informed about students who require medication during the school day
2. All medication should be in the container in which it was dispensed
3. All medication should be clearly labelled with:
 - a) The child's name
 - b) The drug's name
 - c) The dosage and frequency to be given
 - d) The prescribing doctor's name
4. All medication is to be kept in a locked cupboard. Medication for elementary students will be kept and locked up in the Admin Office. The only exception to this are emergency medications self-administered by students such as Ventolin puffers, diabetes meds, epi-pens etc. Supervision is to be arranged where a student self-administers medication.
5. Provision should be made for staff to work in teams so that drugs are administered only in the presence of another adult
6. No medication should be given to a child without the written permission of a parent/guardian
7. Parents should supply appropriate equipment for administration, including medication measures
8. A record of all medication given should be maintained. This should include – the date, time, student, substance administered, dosage amount and name of person administering the medication.
9. Staff involved in administering drugs daily need to be aware of what to do if a dose is missed.
10. Alternate arrangements may involve parents/guardians if suitable staff are not available to administer the medication.
11. Provision is made for staff that do not wish to be involved in the administration of drugs.
12. When students are working outside the usual classroom situation (field trip etc.), teachers are responsible for ensuring that they are familiar with the administration of medication and that the medication is held by the supervising adult who is able to

administer the medication as appropriate. It is the responsibility of the class teachers to ensure that the First aid Kit is transported to any activity outside the normal usual classroom situation.

Analgesic Substances/Anti-inflammatories

1. The school does not normally dispense analgesic substances for pain relief.
2. Aspirin or a medication containing aspirin may be harmful to the recipient and should only be administered in cases when written authorization by the student's doctor (via the parent) states that aspirin has been prescribed for a specific condition.
3. If analgesics (ie. Tylenol) or anti-inflammatories (ie. Advil) are used, they are to be given by a designated first aid person only.
4. Parents should complete a "Request to Dispense Medicine" form if staff are asked to administer analgesics to a student.

Anaphylaxis/Allergies

1. Parents should notify the school if the student is anaphylactic or suffers from allergies
2. Parents complete a medical management plan for the student detailing medication required for Anaphylaxis
3. The affected student's photo is added to the medical board/cabinet with details provided
4. The staff is updated yearly regarding medical alerts (or more often if necessary)
5. Staff are provided with training to administer medication

Asthma

1. Students with asthma are allowed to have their medication on their person
2. Staff encourage students to be educated in administering their medication
3. A bronchodilator puffer is carried in the first aid kit for an asthma attack where students do not have their puffer with them (for example, Ventolin, Bricanyl, Respolin are safe and are the first choice in treating asthma attacks)
4. A register of students and staff with asthma is kept

Students Who Require Prescribed Medication

- APPENDIX I – Request to Dispense Medicine
- APPENDIX II – Permission for Tylenol/Advil

May 2014

APPENDIX VII PHYSICAL RESTRAINT OF STUDENTS POLICY

Preamble

The purpose of this policy is to provide direction for the restraint of students where required and appropriate.

Policy

In exceptional situations, a supervisory adult may find it necessary to apply physical restraint when a student presents a danger to himself/herself, to others, and/or to property.

Regulations

1. Definition

- Physical restraint is a judicious control measure with a resisting child/student in order to control movement, location, and behaviour, such as violence or abuse to persons, self or property.

2. When to restrain

- a) Physical restraint must be viewed as a temporary measure to facilitate appropriate student behaviour. Restraining is required when, in the opinion of the supervisory adult, the threat is immediate and other measures have been demonstrated to be of little or no benefit to a student who may pose a danger to self, others, and/or when there is a risk of serious damage to property.
- b) It is recognized that there may be occasions where physical restraint may be appropriate even though more moderate control measures have not been used, e.g. where a student is in the process of causing harm to another person.
- c) Restraint may be necessary in the cases of some special needs students who will require frequent restraint because of the nature of their disability and behaviour. In such cases the following conditions must be met:
 - i. There must be a behaviour plan in place as part of the Individualized Education Plan for the student. The parent, teacher and other professionals involved in the development of the Individualized Education Plan must sign the document which will include the behaviour plan.
 - ii. Such a behaviour plan will specify the conditions under which restraint will be used, by whom and the type of restraint to be utilized.
 - iii. The teacher, teacher assistants, principal and other staff who would be using restraint techniques have consulted with a physiotherapist, or other appropriate medical practitioner, regarding the appropriateness of the techniques as well as any known medical conditions which might preclude the use of a particular technique (e.g. brittle bones, physical anomalies, etc.)
 - iv. The principal and special education director have reviewed and agree with the intervention and have signed the behaviour plan document.

3. Who should restrain?

- a) Restraining may be required inside and outside of the classroom and should be done only by a supervisory adult on staff.
- b) Prior to physical restraint, contact should be conducted in the following manner.
 - i. With controlled, unemotional reassuring statements that give reasons for the restraint and describe the necessary behaviour for ending the restraint;

- ii. With the least measure of force required to protect student and restrainer;
- iii. With the least amount of disturbance to the rest of the class or school;
- iv. Where possible, in the presence and assistance of another adult.

4. Restraining procedures

- a) Restraining techniques may include:
 - i. The restrainer holding the student's arms, hands or wrists;
 - ii. The restrainer holding the student's feet or legs;
 - iii. The restrainer holding the student on the floor, face down toward the floor, supporting his/her own weight, and exerting only the required pressure to control the student;
 - iv. The restrainer seated on the floor with back against wall and holding the student's arm crossed over his/her chest;
 - v. The restrainer holding the student against a wall, facing the wall with his/her hands behind his/her back;
 - vi. Use of the wrist or arm to remove a child from a public place;
 - vii. Where the restrainer has less strength than the student, it may be necessary to obtain additional assistance to effect physical restraint;
 - viii. Where students are engaged in fighting, care should be taken to reduce the risk of the restrainer while still attempting to break up the fight.

- b) Student debriefing

Where possible, debriefing should occur as soon as the student is calm so that both the restrainer and the student are comfortable with the resolution and the student is encouraged to do the following:

- i. Explain what happened;
- ii. State the behavioral rule or expectation that might have been broken;
- iii. Develop a more appropriate alternate behavioural plan.

- c) Documentation

The process of documentation includes:

- i. Noting date, time and location of the incident;
- ii. Creating written statements that lead to and describe the incident and the resolution;
- iii. Noting names of all people involved and any witnesses;
- iv. Notification of the restraining to the principal and parents, and meeting with appropriate concerned personnel from other agencies who work with the student.

5. Responsibility for procedures

- a) The school is responsible for providing appropriate in-service in restraining procedures.
- b) Administration is responsible to ensure that teachers and support staff are made aware of the restraint procedures.

- c) Teachers and support staff are responsible for knowledge of restraint procedures.

March 2015

APPENDIX VIII PROCEDURAL FAIRNESS POLICY:

Principles of Procedural Fairness and Natural Justice are followed when decisions are made affecting the rights of a student whether the decision relates to a matter of discipline, e.g., suspension or expulsion from school, or to an important facet of the student's educational program, e.g., admission into a class or a mark assigned by a teacher.

- 1. IMMEDIATE Intervention:** Before out of class consequences are put in place, teachers must ensure that conflict resolution and dialogue has occurred.
 - a) **Students** must be given the opportunity to voice their side of the problem. This should be done in private.
 - b) **Teachers** need to ensure an "Incident Report Form" (IMP) has been fully filled out for any incident that involves consequences outside of class time. This is to ensure proper documentation of the incident is maintained. **Parents** need to be contacted.
 - c) Teachers expected to meet with parents, if requested, to help resolve issues.
- 2. ADMINISTRATIVE Intervention:** Before any administrative consequences are put in place, the principal or a member of the admin team must meet with the parents and students involved.
 - a) While the principal or admin team may meet with students individually before hand, parents and students are required to meet before any administrative consequences are put in place.
 - b) Documentation of the incident and/or incidents leading up to the meeting must be available for the meeting.
 - c) Students must be allowed to state their position, admittance of guilt or innocence, and any extenuating circumstances.
 - d) Students are not to attend school until an administrative meeting can take place. This is not part of discipline consequences and is done to minimize disruptions in the class.
 - e) Teachers involved may be required to sit in on the administrative meeting.
 - f) Council Members may be requested to sit in on the administrative meeting.
- 4. SCHOOL COUNCIL Intervention:** School Council Intervention requires a DISCIPLINARY HEARING between at least one council member, the principal, the student, and parents. Before any school council consequences are put in place, THE DISCIPLINARY HEARING COMMITTEE must:
 - a) Inform the student and his/her parents of why the meeting is taking place and provide documentation as to the events leading up and necessitating the meeting.
 - b) Hear out the student and parents and give consideration to any information they supply
 - Challenging community standards or discipline policy is irrelevant at this point. Consent was signed.
 - Challenging the validity of the instances or what happened can be relevant and needs to be compared to documentation for discrepancies.
 - Challenging the procedure or faults within how communication has occurred can be relevant.

- c) Render one of the below decisions:
 - 1) Additional expectations and/or extension of discipline policy: This occurs when part of the discipline policy has not been followed by the school and a chance for correction has not been able to take place.
 - 2) Probation: expectations are laid out to stop the disruptive behaviour and the student stays enrolled unless the probation is violated.
 - 3) Expulsion: Student has demonstrated little or no improvement during the discipline process or it is considered detrimental to the student's and/or school's development to continue enrollment.
- d) Rendered decision is brought before review of the **ENTIRE SCHOOL COUNCIL**. Council decides to accept the judgment of the DISCIPLINARY HEARING COMMITTEE or to take other actions.
- e) Final decision from School Council is communicated to the parents both verbally and in writing.

5. BOARD AUTHORITY Intervention and APPEALS:

- a) Appeals are made to Society Administrator in the form of a detailed letter outlining what grounds the appeal is being made within a time period of **5 (five) working days from the date the written decision is received**.
- b) The Society Administrator is a member of the SCHOOL BOARD AUTHORITY and will request an **APPEALS COMMITTEE** be formed to meet with the parent and student to go over the appeal and document the grievances held. The Appeals Committee is made up of two members of the WLEFC EXECUTIVE BOARD, and the principals of Sacred Heart Church (School) and Cariboo Adventist Academy.
 - The Appeals Committee meets separately with all parties concerned. The Society Administrator will arrange this.
 - The parties involved in the original decision can submit written and/or oral submissions and testimonies.
 - If the family is cooperative, the family can appeal directly to the Appeals Committee.
 - The Appeals Committee votes on the decision. This decision is binding.
 - The Appeals Committee decision is then communicated to all parties both verbally and in written form.

- 6. IMPARTIAL BIAS:** In small communities it may be difficult to find persons who do not have an appearance of bias regarding a particular case or an appeal of a decision. In such situations, it is advisable that the school's procedures allow for the appointment of a person(s) from outside the school community such as a FISA Appointed Ombudsman to handle the case or appeal.
- If a person (e.g., principal, staff member or committee member) has made a previous decision or has been a member of a committee that has made a previous decision, that now is under appeal, such a person should only participate in the appeal for the purpose of providing testimony. Such a person should not participate in decision-making at appeal levels.

"A School Board cannot simply endorse the decisions of their administrators." Ombudsman's Guideline