



Nanaimo Christian School

NCS ELEMENTARY

2016-2017

STUDENT & PARENT HANDBOOK

Nanaimo Christian School

www.ncsnanaimo.com



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ACHIEVE

NCS K-5 2016-2017

STUDENT & PARENT HANDBOOK

SECTION I: CHRISTIAN AND EDUCATIONAL PHILOSOPHY

Mission Statement

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In community, NCS pursues Christ-centered educational excellence that equips students to live Biblically, act responsibly, work cooperatively, communicate effectively and achieve success in who God has called them to be

Core Values

1. Nanaimo Christian School is a **Christian community** – everything that we do and teach is rooted in the Christian faith and founded upon God and His Word. We desire to partner with families in the education and spiritual growth of our students.
2. Nanaimo Christian School is a **community of grace** – we go beyond just rules and consequences in order to reach the hearts of our students and inspire Christ-like transformation.
3. Nanaimo Christian School is **responsive** – we recognize the uniqueness of each student and strive to exceed expectations and provide a positive school experience for all.
4. Nanaimo Christian School is a **safe haven** – we commit to provide an environment where students are protected both physically and emotionally, and provide a loving atmosphere where they can safely grow into the person God has called them to be.
5. Nanaimo Christian School is **forward-thinking** – we value innovation and strive to discover the best practices for student learning.
6. Nanaimo Christian School is **intentional** – we lead, serve, and teach with great passion because we are confident in what God has called us to do. We work to cultivate that same passion in every one of our students.



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Elementary Program Statement

Kindergarten to Grade 5 at NCS is a Christ-centered community that loves and cares for kids and intentionally celebrates their individual growth in relationships, in Faith and in academics.

Loving Kids and Celebrating Growth

Philosophy of Christian Education

The basis of the Society for Christian Education in Nanaimo is the infallible Word of God. The Society is committed to the following educational principles:

1. The instruction and education of children in the school, as well as in the home, must be in accordance with the Word of God.
2. Although the church and the state have their own peculiar interests in the school, the school is not an institution dependent on or belonging to the church or the state, but it depends on and proceeds from the home.
3. Throughout the entire course of the child's education, the fundamental unity of the school and the home must be maintained through regular parental contacts.
4. The child's training must be of a high standard to equip them to be all God wants them to be as caretakers and reconcilers.

We are involved in a challenging task--instructing, modelling, facilitating enabling, directing, and nurturing God's children so that they may be equipped to face their Kingdom responsibilities. We could list many objectives. We know that without God's Spirit to guide us we could not even begin to do our work.

Statement of Principles

As teachers at a Christian school, we must share the following general commitments to our God and to the community within which we work.

OUR COMMITMENT TO GOD

We believe in the triune God--Father, Son and Holy Spirit-- and confess that this faith must find expression in all our thoughts and actions. We dedicate our work to the glory of God, to the pursuit of scholarship, recognizing that true knowledge can only be found in Jesus Christ.

OUR COMMITMENT TO THE STUDENTS

We regard every student as sacred before God who calls every one of them to obey His law, and out of concern for their development as citizens of His Kingdom we dedicate our efforts toward a wholesome growth of their God-given potentials.

More specifically:

- a) In God's grace we will endeavor to deal justly and impartially with all students, and to make responsible judgments concerning their academic, physical, emotional, and other characteristics as required in our school.
- b) We promise to teach and to discipline each student in such a way that his own experiences become meaningful to him and that he develops a sensitivity to others' reactions.
- c) We promise to seek improvements in the classroom program in order to render it more conducive to the wholesome development of every student, according to the curriculum plan of our school.

OUR COMMITMENT TO THE PARENTS

We acknowledge the God-given authority of the parents concerning the students' education, and consider it a privilege to teach the students according to a plan of learning whose religious direction is determined and mutually accepted by the parents and by the teachers. We promise to establish a relationship of mutual confidence with the parents.

Specifically:

- a) We promise to cooperate with the parents in the best interest of the students and to be discreet with information about the students and about their parents.
- b) We will endeavor to give the parents a fair appraisal of their children's progress at school.

SECTION II: K - 5 INFORMATION

Elementary Staff

Elementary Staff

Mrs. Meghan Schmitz
 Mrs. Leigh-Ann Taylor
 Mrs. Sarah Armstrong
 Mrs. Michelle Whitehead
 Mrs. Kim Kirkbride
 Mrs. Marie Jansen
 Mrs. Raine Vetter
 Miss. Kaitlyn Douphrate
 Mr. Chris Verveda
 Miss Cheryl Barnard
 Mr. Garrett Beisel

Specialist Teachers

Mrs. Yvonne Vandergrift (Learning assistance)
 Mrs. Rhonda Libbus (Student Support and International Coordinator)
 Mr. Randy Smith (Music specialist, 3-12)
 Mrs. Marie Jansen (Music Specialist K-2)
 Mrs. Kathy Cooper (Librarian)
 Mr. Alex Toews (Information Technology)

Administration

Mrs. Susan De Schiffart (Special Education)
 Mrs. Shannon Gillespie (AP – Middle School/Learning Leader)
 Miss Cheryl Barnard (AP Elementary School/Learning Leader)
 Mr. Brian De Schiffart (AP – Secondary/Student Life)
 Mr. James Sijpheer (Principal)

Unique Programs and Courses

Nature Kindergarten

Our Kindergarten students spend a concentrated time one day of the week using our forest space and covered gazebo area. Nature Kindergarten offers students a chance for unstructured play developing key gross and fine motor skills. Occasional focus lessons will guide children in their play with teaching such things as knot-tying, or identifying certain plants, trees and berries.

The program is a child-centered approach to learning centered on the belief that God has created a natural world through which we can learn and experience His love and Holiness. We hope to develop learners who are creative, innovative, stewards of creation and responsible adventurers able to take risks. Our program emphasizes being still and reflective allowing the space and practice of listening for God’s voice. Students will build literacy and numeracy skills through experiential learning as well



Daily 5 & Literacy Cafe

The Daily Five is a way of structuring the reading block so every student is independently engaged in meaningful literacy tasks. These research based tasks are ones that will have the biggest impact on student reading and writing achievement, as well as help foster children who love to read and write. Students receive explicit whole group instruction and then are given independent practice time to read and write independently while teachers provide focused, intense instruction to individuals and small groups of students.



When it is up and running smoothly, students will be engaged in the Daily Five, which are comprised of:

- Read to Self
- Respond to Reading or Work on Writing
- Read to Someone
- Listen to Reading
- Word Work

There are very specific behavior expectations that go with each Daily 5 component and teachers spend at least the first five weeks of the year working intensely on building reading and writing stamina and fostering classroom community. Teachers will also spend time learning about your child's strengths and greatest needs as a reader in order to best plan for each student's instruction.

Children will be taught to select "Good Fit Books" or books they can read, understand and are interested in, which they will read during Daily 5. They will be spending most of their time in class actually reading, which research supports as the number one way to improve reading.

In partnership with Daily 5 is a [menu](#) of literacy strategies that is entitled CAFE: Comprehension, Accuracy, Fluency and Expanded Vocabulary. In primary, reading instruction is done in small groups and a variety of strategies are introduced depending on what that particular group is ready for. In intermediate grades, these strategies are taught and modeled for the entire class, and at times used to guide the creation of small group reading groups. When developmentally appropriate, students set their own goal of which strategy to work on in their reading.

Math Rotations

Our Math program is designed to give students a variety of ways to work through mathematical concepts and applications in a differentiated and hands-on manner. By working at their own unique developmental level, students will build on their mathematical understanding and be challenged just enough so that they will grow, but not too much as to avoid them reaching frustration.

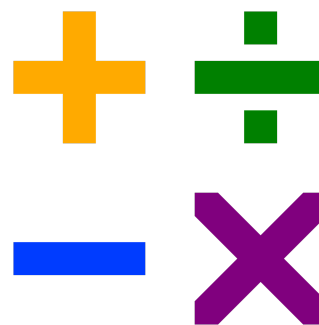
The stations use the following acronyms:

M - Math By Myself - activities that offer individual practice, sometimes a worksheet based practice activity to build upon individual learning done at the teacher table time.

A - Activity with a Partner - an activity, game, or practice where students work in partner groupings, practicing the concepts being taught during a unit and strengthening fact skills

T - Teacher Table - here students receive targeted instruction from their teacher, often at a 1-4 or 5 ratio. Teachers can offer corrections, strategies and truly assess student understanding

H - Hands On Activities - students play games, use manipulatives, and at times build models of a variety of mathematical concepts and computations



! - Exciting Learning or Math Journals - during this rotation students capture mathematical concepts and examples of them in a journal as a way of documenting their learning and also serving as notes that can be used for future reference

Discovery Hour

We value the opportunity for students to gather together in cross-graded groupings and make an individual choice about a hobby, an activity or an area of study that they would like to find out more about. These short 4-6 week sessions will happen throughout the year and include activities such as arts and crafts, Spy club, bird-watching, and cooking, just to name a few.

SECTION III: STUDENT GUIDELINES

Within an atmosphere of love and belonging, NCS, as a Christian community of learners, encourages all students to understand and live out relationships, informed by God's word, to His honour and glory. We acknowledge the diversity within our community and the uniqueness with which God has created each of us. In love and obedience, we embrace the breadth of being a 'new creation in Christ', and this is reflected in how we treat each other.

We promote and encourage attitudes and behaviours that reflect the NCS mission statement.

A Day in the Life of NCS

Getting Ready

For much of your life you will be required to dress appropriately for your place of work; this is true for school as well. Although we understand that clothing choices are a way in which many of us express our tastes, attitudes and individuality, it is important to respect those around us and keep the objective of education in front of us. Not all casual clothing is suitable for school; therefore these guidelines will help you determine what is appropriate to wear on school days: clothing that typically works well for sleep, the beach, dance clubs, exercise sessions, and sporting events may not be suitable, appropriate, or comfortable in a school environment.

In general, students are expected to dress in a manner that does not detract from the learning environment while participating in school and school-related activities. In other words, keep it neat, clean and modest.

Student Dress Code

General Expectations

Students are required to wear neat, clean modest attire, appropriate to a Christian School (i.e. no beachwear, spandex, beer (or substance use) shirts, rock group shirts, offensive slogans, or bare midriffs. No abdominal or lower back flesh is to be exposed, especially when seated. Shirt length must be long enough to cover these areas when seated.

Footwear is mandatory at all times. They need to be appropriate for running in gym class.

Clothing must be complete. Rips and tears must be patched or stitched.

The length of shorts, skirts, dresses are to be no shorter than 2 fingers width above the knees.

Hairstyle of all students ought to be neat and tidy and of natural color.

No visible body piercing except for girls' earrings as described above

Visible tattoos are not permitted

These expectations apply to regular school hours (including lunch) and school functions (school trips, dances, sports events, etc).

No hats to be worn inside the building.

Male Students

Jeans, pants and shorts must be appropriately worn (at waist level). Undergarments must not be seen. Muscle T-shirts are not allowed.

Female Students

Shirts and/or blouses are to be modest, covering the tops of the shoulders and the midriff. "Spaghetti" strap tops and plunging neck lines may not be worn.

All clothing must not be inappropriately tight.

Coming into the school

In the mornings, Kindergarten students may enter the building after 8:20 to be signed in.

When the bell rings at 8:30 grades 1 through 5 are expected to line up quietly by their assigned doorways. They are not supposed to enter the building before this time.

Elementary Schedule

Monday – Thursday			Friday	
8:30	Entry Bell		8:30	Entry Bell
10:45	Recess		10:45	Recess
11:00	Classes Resume		11:00	Classes Resume
12:30	Lunch		12:30	Dismissal
1:05	Classes Resume			
3:05	Dismissal			

Running a little late?

Being on time is an important life skill; however, we recognize that there will be times when students are late. If you arrive late, report to the main office to sign-in and pick up a late slip. Excessive lates will be dealt with by administration.

Have to leave early?

Students leaving during school hours must sign out at the school office. Early departure should be supported by a note or phone call from a parent or guardian. It is in the student's best interest to contact the teachers of the classes they will miss and confirm details of any assignments missed.

Not coming at all?

Regular attendance is important for successful school life. Students are expected to attend school except when sick or, occasionally, due to unavoidable causes. If you can't make it to school, please observe the following:

A parent or guardian should contact the school before 9:00 AM.

As soon as reasonable, students should speak to their teachers about missed work.

Ordinarily, students who are absent from school should not participate in any extra-curricular activities.

Other expectations?

Students are to act orderly and respectfully, maintaining Christian standards of courtesy, kindness, language, morality, and honesty. This section provides specific instructions on campus behaviors which students are expected to support with their attitudes and actions.

Illegal Activities

Behaviors which are illegal or unsafe are never permitted on campus. Any behavior which violates the law will be addressed in consultation with any appropriate law enforcement personnel. Any behavior which threatens someone's safety will be grounds for potential suspension or expulsion. Smoking, fighting, gambling, alcoholic beverages, and the use of narcotics and tobacco are not permitted on campus or at school functions.

Respectful Speech

Cursing, swearing, or using language that is sexual creates a disrespectful atmosphere where people do not care for their neighbors enough to use pleasant language. For this reason, this language is not acceptable in the NCS community. Students will be spoken to about their language on an individual basis, and parents will be informed of any recurring issues.

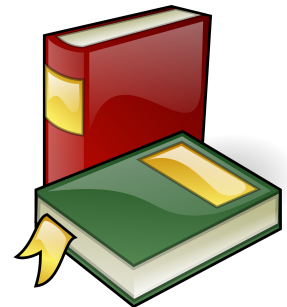
In and Around School

Students are to refrain from:

- Marking or damaging school property (Students are expected to pay for damaged property)
- Bringing items that may cause injury (matches, knives, etc)
- Public displays of affection
- Making excessive noise or disruptions throughout the hallways, especially during class times
- Tampering with fire extinguishers, thermostats, or lights
- Touching or removing materials in or on the teacher's desk or another student's desk without permission

Library

- There is not to be any eating or drinking in the library
- When the teacher/librarian is unavailable the library will be closed.
- Should a book be late, students will be given written and verbal reminders to return the book. Lost books will be charged and students will be asked to pay the replacement fee.
- Students who repeatedly lose or damage books may have their library privileges revoked
- If there is a scheduled class in the library, other students may only enter with permission of the teacher/librarian and ONLY on the understanding that they are quiet, (failure to do so will result in their being asked to leave immediately)
- Reference books and materials should not be taken out of the library.



Gymnasium

- Students are not to play in the gym unless under the direction and supervision of a teacher
- Equipment rooms are out of bounds to students unless they are under the direction and supervision of a teacher.
- Eating is not allowed in the gym unless supervised.
- Good audience/spectator behavior is expected during assemblies, performances or sports events. Cheering is appropriate at sports events; negative expressions, booing, whistling, stamping feet, etc. are not appropriate.
- Students are expected to wear non-marking shoes only.



Playgrounds

- Students may play only in approved areas.
- Throwing snowballs, stones, dirt, sticks, etc., is prohibited.
- Fighting is prohibited.

Small toys such as Shopkins and Lego should not be brought to school as they are easily lost. If a toy is brought to school, the school is not responsible if it is lost or broken.

Card games can be brought to school for games and showing one another, but games that require betting or trading cards are prohibited. Students must come to school and leave school with their same cards and trading under parent supervision and approval.

Students are not to leave the school grounds unless they have permission from a teacher (for play equipment retrieval)

Bicycles are to be parked at the bicycle stands on arrival at school; riding on the playgrounds or on the grass field is not allowed.

Hallways, Washrooms and Entryways

Students are to walk quietly through the hallways.

Students are not to tamper with fire extinguishers, thermostats or lights.

Students are not to loiter in hallways, washrooms, or entryways.

Elementary students must change to inside shoes upon entering.

Clothing must be hung up.

Office telephones are for emergency use only.

Leave the school building within 15 minutes of dismissal unless given permission by a teacher.

Classrooms

Students are not to touch or remove materials in or on the teacher's desk or another student's desk without permission

Students are to comply with the individual rules and expectations specific to each classroom.

Students are responsible for keeping desks, shelves and lockers tidy.

Parking Lot

During arrivals and departures students are not to loiter, run, or disregard vehicles. The only reason to be on the lot is for arriving and departing.

Students are expected to respect cars and the school building.



Acceptable Use of Technology

Nanaimo Christian School's information technology resources, including email and Internet access, are provided for educational and administrative purposes.

Students will receive the acceptable use policy to take home, read and return it to their home room teacher.

Cell Phones

Students must keep their cell phones in their lockers and turned off during the school day, unless they have been granted permission from a teacher to use it as a learning tool.

Students using the cell phone to make phone calls, send text messages, access social media, or any other function not designated as a learning tool by a teacher granting permission will have their cell phone confiscated. Parents will be required to pick up the cell phone from the school office.

SECTION IV: STUDIES AT NCS

Homework

Homework is a sampling of schoolwork that reinforces concepts taught and allows students the opportunity to practice for mastery. Homework also provides teachers with a tool to evaluate the level of student learning as well as gives the teacher a way to determine group and individual performance so that re-teaching can be done before testing time. It is not for teaching new concepts, nor introducing information that has not been covered in class previously.

Assessment and Progress Reports

Leading research on best practice in education demonstrates that providing frequent feedback on how students are meeting the learning outcomes of the grade level is more effective than report cards with letter grades or percents and brief comments. One of the areas in which we seek to make improvements is to track student progress through subject-specific learning outcomes, rather than letter grades. This gives students the opportunity to show growth throughout the year without being penalized through the averaging of letter grades. We would rather give students the opportunity to show evidence of their learning at the end of the year, and this be the basis of their final letter grade.

We believe there is more value in placing greater emphasis on parent-teacher discussion, rather than written comments. The partnership between parents and teachers is most alive through discussion and allows the opportunity for interaction between the home and school. This gives parents the chance to ask for clarification and to have valuable input in their child's learning.

Progress reports will follow the schedule and guidelines below:

1. Five opportunities to receive feedback on how a child is meeting the prescribed grade-level learning outcomes and personal work habits
 - a. October (Interim report - focus on basic skills and work habits)
 - b. November (focus on subject specific skills and work habits)
 - c. February (focus on subject specific skills and work habits)
 - d. April (focus on subject specific skills and work habits)
 - e. June (final report card with letter grades)
2. Two opportunities for in-depth parent-teacher conferences (November & February)
3. A final report card will be issued at the end of the school year. This report card will be more "traditional" in format, including comments, letter grades, and outcomes. This will be the report card that is documented on a student's permanent record and placed in their permanent file.
4. A five point scale for academic achievement will be used:

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1	2	3	4	5
BECOMING AWARE	DEVELOPING	MEETING	ACHIEVING	EXCELLING
<i>beginning achievement, shows incomplete understanding</i>	<i>demonstrates basic achievement, shows weak understanding and application</i>	<i>demonstrates sufficient achievement, shows required understanding and achievement</i>	<i>demonstrates strong achievement, shows solid understanding and application</i>	<i>demonstrates outstanding achievement, in-depth understanding and insightful application</i>

SECTION V: RELATIONSHIPS AT NCS

One of the great things about being part of a school community is the opportunity to form relationships with peers and staff. Living in community means considering the needs and feelings of those around you.

Relationships with Staff Members

A good learning environment will exist best in an atmosphere of mutual co-operation and respect between staff and students. Staff will work towards a discipline system that is consistent, shows love and concern for students and is firm, yet fair.

Relationships with Other Students

Discretion, as well as sensitivity to others, is the order the day when it comes to expressing fondness between students. Public displays of affection are out of place at school.

NCS students are expected to show respect towards one another and refrain from harassing behaviours. Harassment can range from mild to severe and is usually about power, control and domination. While we don't always like each other, we have a responsibility to treat each other with courtesy and respect. Consequently, any attempt to berate, mock, aggravate or otherwise harass others verbally, physically or sexually, is a very serious offence, with consequences ranging from detentions to possible suspensions/expulsions. Additionally, the school may contact and involve police as necessary.

Harassment includes:

- physical and verbal aggression/teasing
- intentional social alienation of other students, eg, shunning
- intimidation
- cyber bullying using phones, social media, texting, etc.
- making sexual advances
- engaging in improper physical contact
- making inappropriate comments

Procedure for dealing with harassment

Students are encouraged to report any conduct that makes them feel uncomfortable, is bothersome, and is contrary to a healthy community. All reports are handled with discretion in consultation with those involved.

Harassment may be reported verbally or in writing to:

- Teachers
- Educational assistants
- Administrators

The report will be investigated by the administration and counsellors. A course of action will be determined by those involved. Ideally, the situation will be mediated by counsellors or administration. If mediation is not successful, further disciplinary measures may be taken ranging from detention to suspension or expulsion.

It is our goal to create and nurture a safe environment at NCS. We expect students and staff to treat everyone with respect and dignity.

NCS' Stance on Bullying

1. The School community rejects bullying of students in any form.
2. All bullying of students is dealt with seriously.
3. Students are actively encouraged to support each other and report when possible all instances of bullying.
4. Both students who bully and students, who are bullied, are offered appropriate intervention and support. This may include family involvement, counselling and mediation.
5. The School reserves the right to discipline students, which may include suspending or expelling any student whose behaviour is considered unacceptable.
6. Examples of acceptable student behaviour are recognised and promoted.
7. The School will educate students about the effects of bullying and encourages them to be aware and asks them to help the victim.

SECTION VI: GENERAL SCHOOL INFORMATION

Curriculum

NCS offers a full range of programs, offering an education that satisfies and goes beyond the requirements of the BC Ministry of Education. As a funded, fully accredited Group 1 Independent school, we are regularly inspected by external evaluation committees appointed by the Ministry of Education, and have always satisfied their requirements in such inspections.

While we teach the range of subjects required in the Ministry of Education guidelines, all courses are taught from the perspective of a Biblical worldview. All of our teachers are professionally qualified and certified through the ministry of Education, and all teach as committed Christians.

Special Education

In keeping with Christian education principles of inclusiveness, community and valuing God's creations, our children, special education programs and service shall be established as a support system purposefully and personally designed to provide necessary assistance. Exceptional children are those who because of certain atypical characteristics, have been identified by professionally qualified personnel as requiring special education planning and services. This is centered on the needs of the exceptional student and includes:

- assistance in needs identification,
- assistance in planning through consultation,
- assistance in individualized educational alternatives in the most enabling environment,
- assistance in providing direct service through involvement with the child, the family, and school personnel in working toward meeting the student's identified needs.

Exceptional children are identified on the basis of:

- physical, health, neurological, or sensory disability,
- emotional disability or behavioural problem, and
- intellectual exceptionalities.

Some exceptional children have more than one type of exceptionality.

Inclusiveness is determined by understanding the society's commitment to, acknowledgement of, and belief in the principles of: the student bearing God's image, the student's inherent worth as God's child and member of the community, the school, and need to grow in discipleship as a follower of Jesus Christ. Every effort will be made to value a special needs student's placement in the learning community. It will be the responsibility of the administration, the teaching staff and special education staff to meet the special needs of individual students to develop their unique potential.

Communication

Student/Parent/Teacher Conferences

Throughout the year scheduled Parent-Teacher Interviews are held to formally discuss the progress of each student. These dates you will find on the school calendar. If at any time you wish to discuss the progress of your child, call the school or drop by to talk it over with your child's teachers.

Student/Parent/Teacher Communication

Open honest communication is one of the most important facets of any Christian community. Parents are encouraged to keep communication lines open between home and school. Communication should be frequent, focused and constructive.

Email is an effective way to communicate between the home and school and is the preferred method of teachers.

If you wish to meet with a teacher, please arrange a time with them that does not conflict with their teaching schedule.

Email Communication

Be brief, if it needs to be longer than 2 paragraphs it should be a conversation, not an email.

Be aware of your tone - choose words that reflect your meaning, not your emotion.

Resolving conflict, whether real or perceived, through email is not acceptable.

On-Campus Supervision

Teachers, volunteer parents, or a combination of the two will supervise the students on campus. Supervision will cover the school property during all school breaks, (recess and lunch hour), including in the school parking lot for fifteen minutes prior to school opening and fifteen minutes after closing.

Field Trips

There are three basic types of field trips that require different types of supervision standards. The three types of trips include: trips within walking distance of the school, day trips that require the use of transportation, and overnight field trips.

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Walking Field Trips

For those trips that are within walking distance of the campus the teacher in charge will ensure that there is adequate supervision along the following ratios.

For grades K and 1 there will be 1 adult for every 5 students

For grades 2 to 5 there will be 1 adult for every 8 students

Day trips using transportation

For those trips involving the bus or private vehicles, the teacher in charge will ensure that there is adequate supervision along the following ratios:

For grades K to 5 there will be 1 adult for every 6 students

Overnight field trips

No students below grade four will be permitted to participate in overnight field trips. For those grades that may go on overnight field trips, the teacher in charge will ensure that there is male and female supervision in addition to the ratio requirements set out in the policy.

Bussing

Currently NCS is offering a school bus service from the northern area of the regional district of Nanaimo, North Nanaimo, Parksville/Qualicum, a Central Nanaimo route and South Nanaimo, Ladysmith route. The bus is supervised and administered by the board through the transportation committee, an approved bus policy, and administration. Please contact the office if you are interested in making use of the service.

With the bussing of students Nanaimo Christian School will take the following measures to ensure the safety of the students.

- 1) The driver is equipped with a cell phone in good working order at all times.
- 2) The driver will be supplied with a student list with home and emergency numbers for every student, and with the B.C. medical number and any pertinent medical information on each student.
- 3) Students will only be let off at the school campus, their regular home stop, or at another regular stop if previous arrangements have been made.

In the event of a mechanical breakdown or unexpected schedule changes (road detour, traffic concerns, etc.) the driver will initiate a phone fan-out list in order to communicate new arrangements (rearrangements). The NCS school office will be the communication center for such concerns.

Student Illness

In most situations the school prefers students come to school and if they become ill at school, the parent/guardian will be notified. However, here are a few guidelines to help in deciding when to keep your child home from school.

Symptom	Student must be at home?
Diarrhea Frequent, loose or watery stools compared to child's normal pattern: not caused by diet or medication	Yes -If your child looks or acts ill: if the child has diarrhea with a fever and/or vomiting. Make sure your sick child stays well hydrated. Student can return when he/she has not had diarrhea during the last 24 hours.
Fever Fever is the body's way of destroying the germs making it sick, and it's a common symptom of infections.	Yes - When fever > 101 is accompanied by other symptoms of illness, such as rash, sore throat, vomiting, headache, muscle aches, loss of appetite, etc. Student can return when fever has been gone for 24 hours without medication and the child's appetite and energy level returned to normal.
Flu The flu can be serious. Symptoms of the flu typically come on suddenly and can include: fever, chills, headache, body aches, sore throat, nausea, vomiting, dry cough	Yes - If your child has a fever > 101 or will be unable to participate in class. Student can return when fever has been gone for 24 hours without medication and energy level has returned to normal.
Coughing Severe, uncontrolled coughing or wheezing, rapid or difficulty breathing Note: Children with asthma may be cared for in school with a written health care plan and authorization for medication/treatment	Yes - Medical attention is necessary
Mild Respiratory or Cold Symptoms Stuffy nose with clear drainage, sneezing, mild cough	No - Child may attend school if able to participate in class.

<p>Rash</p>	<p>No - Body rash without fever or other symptoms usually does not require student to remain at home Yes -Seek medical advice for rash with fever, open and weeping wounds, or quickly spreading rash</p>
<p>Vomiting Vomiting is another way for the body to rid itself of the germs making it sick and is usually caused by a stomach virus or infection.</p>	<p>Yes - Keep students home if they have vomited 2 or more times in the last 24 hours. Student can return when he/she has not had vomiting during the last 24 hours</p>
<p>Pinkeye (conjunctivitis) Symptoms of pinkeye include eye redness, itchiness, discharge that forms a crust during the night that may prevent your eye or eyes from opening in the morning</p>	<p>Yes - If given antibiotics, please keep at home until he/she has taken the antibiotics for at least 24 hours. If your health provider decides not to treat your child, a note is needed.</p>

Lice

As with many schools, occasionally our students find themselves in the middle of a lice infestation. Though head lice are a nuisance, they are not dangerous and have not been shown to spread disease. If you detect head lice on your child, we ask that you notify the school immediately and treat as soon as possible. Students diagnosed with live head lice at school will not be sent home; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Students with live lice may be asked to tie their hair back in a ponytail until the end of the day to help prevent spreading.

Unfortunately, lice are becoming more difficult to treat and the only proven, safe, effective treatment is regular and vigilant wet combing. After lice detection, to prevent further spreading, hair should be checked every 2-3 days for the following two weeks. As a preventative measure and early detection process, we encourage wet combing once a week throughout the year. More information on wet combing is available from the school office or at <http://www.lice911.com/wet-combing-instructions.html>.

Allergies

There are several students attending NCS who have various allergies, ranging from minor irritations to life threatening responses if they come in contact with the allergen.

Scents and perfumes

Strong perfumes and body sprays should be avoided.

Nuts

NCS has several students with life threatening life allergies. This year, Middle School is a **NUT-FREE** zone, including peanuts and all tree nuts. We ask that no students bring food made with any nuts to school. If students are seen with food that endangers another student, they will be asked to put them in their lockers and take them home.

Emergency Protocols

Students will be trained each year for specific emergencies: fire, earthquake and lockdown.

Emergency response plans are in place these and other emergencies and is reviewed annually.

Snow Days

Due to the large geographical area that NCS students travel to get to and from school, school closure due to snow will be based on the following considerations:

The decision of SD 68 to close their school

The decision of VIU to close (their catchment area most closely reflects that of NCS)

The decision to close will be made by the Principal, in consultation with the Transportation Manager, and communicated to the school community through the school website, Facebook page, and on The Wave 102.3 FM.

Bus transportation will not be provided on the North bus route when SD 69 (Parksville-Qualicum) schools are closed. The Transportation Manager will consult with the bus drivers to determine the safety of the routes in winter weather conditions.

School Athletics

The actions of a student-athlete are a reflection of themselves, their team, their school, and their community. A student's involvement in school sports provides opportunities and experiences that are important to the development of a well rounded student. However, student athletes must remember that their participation in school sport is a privilege, not a right.

All students participating in school athletics, and their parents, will be required to complete player/parent contracts outlining their commitment to and understanding of the expectations.

Students need to be committed. If they do not show up for practices, they may not be allowed to participate in the activities/games.

All students are responsible for their actions as representatives of the school and image bearers of God.

Students must be in good academic standing and may be requested by their teachers to miss practices and games if their schoolwork is not up to date.

Athlete fees may be required per sport.

Physical Education

In primary grades, students should have attire they can be active in as well as shoes they can run in.

Proper gym strip is needed by all students in grades 3-5. These must be runners for use in the gym, a school gym shirt and sweats or shorts. Please be sure to personally identify such clothing. Valuables such as headphones, electronics, necklaces, rings, watches, etc. are not to be worn in PE and such articles are often misplaced and students are advised not to take these items to the gym.

Student Visitors

In special circumstances, if you want a friend to visit you at school, you must request this from the administration and the homeroom teacher at least 2 days prior to the visit. NOTE: Students having time off from other schools does not constitute special circumstances. Public School District professional development days are not grounds for student visits.

School Fees

There are a number of fees to be expected from time to time as the operational budget is carefully managed and does not account for "incidental" items. Bibles, school shirts, woodworking, home economics, ferry costs, meal costs, school locks, hot lunches, classroom gifts, etc. costs are to be expected. While they can become onerous they are part of our reality where the user gains direct personal benefits or use from an event of activity. The student activity fee is now included in tuition so 'extra-curricular' events are generally paid for through this funding procedure.

If a library book is lost, you will be asked to pay for the replacement cost. Students are not able to sign out more books until they have returned what they have first borrowed.

Student Storage

Cubby holes will be assigned to the student at the beginning of the school year. Each student is expected to keep his/her space in a neat and clean condition.

Intramurals & Lunch Clubs

During lunch breaks, students will be able to participate in occasional intramural sports programs. The activities may include soccer, volleyball, floor hockey, badminton, softball, basketball and running. These planned activities are helpful in creating a healthy atmosphere and friendly recreational time among the students. In addition, Common Lunch clubs are an opportunity for Middle School students to lead or attend a club in an area of interest.

Medical Program

The aim of the Community Public Health Nurse is to aid in maintaining the physical, emotional and social well-being of all school children. Parents are requested to periodically check their children for signs of head lice. If you discover any, do not send your child to school until after treatment. For confirmation of diagnosis and recommendations for proper treatment, please call the school office. New kindergarten students are expected to have their immunization program completed and regular times are available at the Public Health Clinic at 755-6200.

Chapels and Assemblies

Chapels are held once a week in Middle School and monthly K-12. Elementary School chapel involves a variety of activities, including worship, guest speakers, videos, discussion, and cooperative and team building activities and games.

Additional assemblies are scheduled throughout the year in honour of special dates and holidays. Dates and times will be published through the school office and parents are always invited to attend.

Student Use of Phone

Students must have teacher permission to make use of the office telephone. Personal student use is for emergency only and students may not make long distance calls. Students may not use their personal cell phones to make calls during the day. Parents are asked to communicate with students via the office or a teacher during school hours.

SECTION VII: APPROACH TO DISCIPLINE

Philosophy

Because we believe that each student is made in the image of God and made for a relationship with God, discipline at Nanaimo Christian School is viewed within the context of discipleship. Hebrews 12:10-11 states, "Our fathers disciplined us for a little while as they thought best; but God disciplines us for our good, that we may share in his holiness. No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it."

All discipline has the goal of helping students grow in their walk with Jesus or to guide them towards a saving knowledge of Jesus Christ. Because each child has been created to uniquely reflect the image of God, discipline and discipleship must be done on an individual level and will often look different from child to child.

Core Beliefs about Staff/Student Relationships

The following list articulates the foundational beliefs that guide staff/student relationships and interactions and inform the discipline process when problems arise. All students and teachers are created by God, in His image. We are His creation, yet we are sinful by nature and redeemed and transformed by His grace. In this context, we believe that:

1. Every attempt should be made to nurture the dignity of both the student and the adult as a unique bearer of God's image.
2. Misbehavior should be viewed as an opportunity for individual discipleship, problem-solving, and development of life skills as opposed to a personal attack on the school or staff.
3. Students should be given the opportunity to make decisions and live with the results, whether the consequences are good or bad.
4. Students should be guided and expected to solve their problems and the ones they create without making problems for anyone else.
5. Misbehavior should be handled with natural consequences instead of punishments whenever possible.
6. Students should have the opportunity to be heard (at an appropriate time) when consequences are necessary.

School Guidelines

Rather than spell out a list of mandates for every area of school life, we ask students to demonstrate respect for God, their neighbor, and themselves (Matthew 22:37-40). When we (students and staff) fail to do this, we hold each other accountable for solving the problem.

Treat others with respect. Because each person is created in the image of God and is loved and valued by their Creator, students must treat each other with dignity and respect.

1. Your actions, dress, possessions, etc., may not cause a problem for yourself or anyone else.
2. If your actions, dress, or possessions cause a problem, you will be asked to solve that problem.
3. If you cannot solve the problem, or choose not to, staff members will impose upon you an appropriate consequence. This consequence will depend upon the situation and the person or persons involved. Staff members will use their best judgment based upon the information they have at the time.
4. If students and/or parents feel that the consequences are unfair, they should request a hearing.

Classroom Guidelines

Teachers frequently develop additional classroom guidelines and/or procedures related to their own classroom. Students are to comply with the individual rules and expectations specific to each classroom and are asked to respect the school property, building, and each other.

SECTION VIII: ATTENDANCE GUIDELINES

Absences

Research shows that regular attendance and school success go 'hand in hand' and that excessive absenteeism is directly related to students dropping out of school. Our objective is to help students achieve success throughout their high school years by encouraging regular school attendance. Not all classroom work can be made up. Explanations, clarifications, discussions, opportunities for feedback, and group learning activities are invaluable components of an effective learning environment.

An absence is an absence, regardless of the reason. Each absence results in a lost learning opportunity in the classroom, which may not be regained.

Communication between parents, students, and teachers is critical when a student is absent from class. Students are ultimately responsible for this direct communication and for any work they miss during an absence.

Parents/Guardians are requested to call the school or provide a written explanation to the school office if a student(s) is going to be absent from class(es).

Excused Absences

May include illness, bereavement, or special circumstances
Students will be allowed to make up their work for excused absences.

Unexcused Absences

Unexcused absences are absences where the office was not contacted by parent or absences were for reasons not specified as excused.
Students will be required to make up the work missed within a reasonable time frame provided by the teacher.
If there is a question as to whether an absence is to be excused or not, the principal will decide.

Extended Absences

Each year we are approached by parents or guardians who wish to take their child out of school for an extended period of time (3 school days or more). Usually this is for reasons associated with family travel or family business. If a child misses school for an extended period of time, he or she will be behind in classroom work and will be expected to complete any missed work within a reasonable time frame provided by the teacher.

Teachers are not expected or required to provide the work in advance, rather, the student is expected to get caught up when they return.

Tardiness

Punctuality is an important expectation of student behavior. Punctual students show respect for the learning of others by not disrupting a class in session, and punctual students hear important instruction that is usually given at the start of class.

NCS will attempt to provide a balance between clear consequences for numerous unexcused lates with a “second chance” so that punctuality becomes habit for students, recognizing that sometimes being late is unavoidable. A medical (or other professional) appointment is considered an excused late.

Students who are late for any reason must check in at the office for a late slip. Students with subsequent unexcused lates will be referred to the Assistant Principal of the their respective division for follow-up.

SECTION IX: COMMUNITY STANDARDS POLICY

At Nanaimo Christian School teachers, administrative staff, board and committee members and support staff and members of the school society are called to promote and advance the vision of Nanaimo Christian School to Nanaimo.

In order to do so, teachers, administrative staff, support staff and board and committee members and society members are expected to adhere to the standards of conduct which the school holds for itself.

The standards of conduct of the school are found in the constitution and its other constituting documents, policies, employment contracts and various handbooks. This policy is not intended to replace those standards but to restate and add to them.

Teachers, administrative staff and support staff must, as a term and condition of their employment, support and adhere to the standards of conduct held by the school, wherever such requirements are found (see comments above). Likewise, board and committee members shall only hold office if they support and adhere to the same

standards of conduct. As these people occupy positions of leadership within the school, these standards must be adhered to in their public and private life and in school related and non-school related activities.

The standards of conduct of Nanaimo Christian School are rooted in the great command of Jesus in Matthew 22: 37-40 that we first “Love the Lord your God with all you heart and with all your soul and with all your mind”, and second “Love your neighbour as yourself. It is these two commandments that set the ultimate standard for all conduct in Nanaimo Christian School.

Teachers, administrative staff, support staff, board and committee members and Society members can show their love for the Lord by submitting in all things to Christ’s authority and by devoting themselves to prayer and the reading and study of scripture and through an exemplary Christian walk in speech and acts that is evident both inside and outside the school.

Teachers, administrative staff, support staff, board and committee members and Society members can demonstrate that they love the students and all others in the school community by recognizing in each person a reflection of God their Maker and motivating them to develop their unique gifts so that they may better serve others as God has called them to do. Teachers, administrative staff, board and committee members and ought to be willing to encourage and discipline in a way that demonstrates love and graceful Christian standards.

The following particular standards of conduct of Nanaimo Christian School are important non-exhaustive examples of how teachers, administrative staff, board and committee members and Society members are to live in the school.

- Enroll their children unless special circumstances are verifiable
- Active involvement in a Christian church
- Respect for heterosexual marriage
- Respect for the sanctity of life
- Refrain from sexual misconduct such as adultery, sexual relationships outside of heterosexual marriage, the use of pornography or other sexually explicit material and the like
- Refrain from the abuse of alcohol, drugs and the like
- Refrain from criminal activity or serious civil wrongdoing

Nanaimo Christian School is a community. Allegiance to that community is demonstrated through agreement with the school’s standards of conduct and through the modelling of conduct that is consistent with those standards.

In cases where this is not the case, then the consequences of breach will be determined on a case by case basis in view of the relevant circumstances. The consequences of breach may involve a letter of reprimand, suspension from duties and termination, again depending of the nature and seriousness of the breach. For some single instances of breach, such as serious sexual misconduct, immediate termination may be the consequence. In cases of less serious breach, some form of progressive discipline may be imposed. In all cases of breach, discernment will be exercised to recognize the difference between a single and deeply regretted mistake and a flagrantly disobedient lifestyle, which is not open to correction.

In these cases, all disputes pertaining to community standards will also be sought to be resolved directly between the involved parties failing which the dispute will then be resolved by the Mediation and Arbitration Committee of the NCSBC in accordance with its policies and procedures.

This is a policy of the board of the Nanaimo Christian School and is also incorporated into and subject to the terms and conditions of the school employment contracts.