



Nanaimo Christian School

NCS HIGH SCHOOL 2016-2017 STUDENT & PARENT HANDBOOK

Nanaimo Christian School

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NCS HIGH SCHOOL 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

- 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.
- 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.
- 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.
- 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.
- Nanaimo Christian School is **forward-thinking** – we value innovation and strive to discover the best practices for student learning.
- 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.

High School Program Statement

Nanaimo Christian High School is a community where students and staff work together to create learning experiences that are challenging, flexible and relevant. We provide Christ-centered learning that responds to student culture, needs and interests. Choice is important. Gifts are developed. Our students will have impact.

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: HIGH SCHOOL INFORMATION

High School Staff

Teachers	Miss. Pearlanne Gray Mrs. Breanne Quist Mr. Paul Henderson Mr. Alex Tanaka Mr. Alex Toews Mr. Glen Friesen Mr. Josh Patience Mr. Brian De Schiffart
Specialist Teachers	Miss Bev Scholman (Gr 9-12 French specialist) Mrs. Rhonda Libbus (Student Support and International Coordinator) Mr. Randy Smith (Music specialist) Mrs. Breanne Quist (Athletic Director) Mrs. Kathy Cooper (Librarian)
Administration	Mr. Alex Toews (Information Technology) 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)

The FlexED Model

Over the last number of years NCS high school has re-designed their approach to education that allows for more student choice and flexibility. There are a greater number of learning opportunities through blended learning that includes the use of online technology, online courses, independent directed studies, with in class guidance from teachers. Students can make choices in many aspects of their learning that can have more relevancy and personalization.

In our FlexEd model, there is more emphasis on student directed learning and less on direct teacher instruction. There is less structured class time and more studio time where students have opportunity to explore, research, ask questions, collaborate, and create, all the while learning competency skills such as critical thinking, communication with more opportunities to create. Studio time allows students to choose what they are working on and how they are meeting the required learning outcomes. Teachers are still there to provide accountability.

Our FlexEd model also has a greater emphasis on an inquiry based approach. This approach can help increase student engagement through more choice, relevancy and deeper understanding. This approach gives the learner more opportunities to explore areas of interest in a way that is more meaningful to them.

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 the '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
- The length of shorts, skirts, dresses are to be no shorter than mid leg.
- These expectations apply to regular school hours (including lunch) and school functions (school trips, dances, sports events, etc).

● 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.

Getting Here

Driving a vehicle to and parking at school is a privilege, not a right. Please observe the following safety guidelines.

- Obey all posted signs and do not park in the upper lot
- The speed limit on Jingle Pot Road and Holland Road is 30 KM/hr
- Lock all vehicles and bikes.

Failure to use your vehicle in a responsible way will result in losing the privilege of parking on school property. The school will not be responsible for damage or theft.

Start Time/Timetable

Classes start each day at 8:30, please be on time.

Within the FlexEd model student schedules can all be different as their learning plans can all be very different. Individual schedules will be handed out to the students and they are available at the office at any time.

Chapel time, for all staff and students, is set aside weekly on Wednesdays, from 9:28 to 10:28.

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.

Breaks in your day?

In your schedule you will have flexible learning blocks, called Studio Time, these are not spares. Learning is a process that never stops and there is always more you can do, experience or be involved in. However, when you do find a time that may be a break in your day, then do something that does not create a distraction for other students.

Only grade 12 student are allowed in the basement of building B with a hall pass.

When can I use my cell phone?

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 may have their cell phone confiscated. Parents will be required to pick up the cell phone from the school office.

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.

School Property

What else should I know?

- Do Not damage school property

- Do not bring items that may cause injury (matches, knives, sticks, etc).
- Keep the noise down in the hallways
- Smoking is a disgusting and expensive habit, do not do this at school, or anywhere. This includes vaporizers and e-cigarettes.
- Supervision is needed in the gym and don't go into the equipment room without permission
- 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.
- If you lose something, don't assume first that it has been stolen. Look around and check the lost and found at the end of the hallway.

SECTION IV: STUDIES AT NCS

Textbooks

The school will provide textbooks for some of your classes. Write your name on the inside cover of the textbook. Students must remember that they are responsible for all textbooks issued to them. Students are expected to return books in a similar condition to which they were received. Students will be charged for lost or damaged books.

Technology

NCS is a Google Apps for Education Environment which means that a personal device is required for your studies. All students are given a username and password and will be required to sign an Acceptable Use Policy which describes the expectations for using the technology the school provides (ie. WiFi, Google) and expectations on using your device responsibly at school.

Students accounts are monitored periodically and it is important to keep your password safe.

If a student makes inappropriate use of school technology, appropriate loss of privileges or disciplinary measures will be taken.

Free WiFi is available to students throughout most of the school. The password will be provided for you.

Some students listen to music as a way of helping them to focus, which we think is a good idea, most of the time. Streaming music using YouTube videos is a bad idea, it slows down the internet for everyone else at school.

Library

The library houses extensive resources in fiction and non-fiction materials. Through educational agreements, the library also provides access to searchable databases to support student research. Students can access the school library through the NCS website or by visiting during the posted hours. Students who misplace or damage books are expected to cover the cost of replacement or repair.

Course Change Procedure

Student timetables are created based upon their course selections. Course changes may be possible through the Assistant Principal (Mr. DeSchiffart) or Student Program Coordinator (Mr. Patience) during the first two weeks of semester one and the first week of semester two.

After that, students wishing to make changes to their schedules must meet with the Student Program Coordinator to review the student's Credit Summary Sheet and pick up a Course Change form. The student must obtain signatures from their parents and teachers. Once this has been completed, the student must submit the form to the office for processing.

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.

Academic Integrity

Academic integrity means that students are expected to maintain integrity in their studies. This means presenting their own work for assessment with appropriate citations when referencing the work of others.

Academic dishonesty includes:

- Copying another student's work;
- Bringing unauthorized material into the testing environment;
- Copying and pasting from web sources;
- All other forms of plagiarism which is presenting any other's work as your own.

Students should consult with their teachers regarding appropriate referencing when completing research assignments. In the event of academic dishonesty the following actions will be taken:

- The work or an equivalent assignment must be completed honestly within a timeframe determined by the teacher and administration;
- The student will be referred to the administration for discipline and parents will be contacted.

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.

The following guidelines for course assessment has been established in response to;

1. Current research on and best practice in assessment recognizing that student work should be evaluated on its ability to demonstrate understanding and the deflation of grades due to student characteristics (ie. Late work) should not be a factor.
2. Students need and want consistency in honoring work done well and on time and accountability for work that is not completed to expectations.
3. The need for Grace to continue to be offered to students when the circumstances of life become stumbling blocks in meeting the expectations at school.
4. Assessment of Learning
 - Through varied assessments, formative and summative, teachers will provide feedback and grade student work. This grade will only reflect the student's demonstration of learning the Prescribed Learning Outcomes (PLOs).

5. Five opportunities to receive feedback on a child is meeting the prescribed grade-level learning outcomes and personal work habits
 - October - Interim Report (focus on basic skills and assessment of learner skills)
 - November (focus on subject specific skills and assessment of learner skills)
 - February - Semester 1 Final report card (focus on subject specific skills and assessment of learner skills)
 - March- Interim Report (focus on basic skills and assessment of learner skills for semestered courses grades 10 to 12)
 - April (focus on subject specific skills and assessment of learner skills)
 - June - Semester 2 Final report card (focus on subject specific skills and assessment of learner skills)
6. Two opportunities for in-depth parent-teacher conferences (November & April)
7. Assessment of Learners
 - In order to fully prepare students for successful transition to life after high school, it is imperative that the characteristics of effective learners be developed. The following rubric will be used by the student for self-assessment and by the teacher in order to provide the overall course grade.
 - i. **Confident** - A confident student shows an interest in learning, works with enthusiasm and displays a positive attitude. He/She welcomes new opportunities and perseveres when met with challenges.
 - ii. **Committed** - A committed student is engaged in class and constantly taking ownership for their learning. He/She follows instructions, is willing to question and does not settle for anything else than their best.
 - iii. **Conscientious** - A conscientious student is prepared for class and uses class time efficiently. He/She is diligent in completing assignments with care and handling them in on time.
 - iv. **Collaborative** - A collaborative student both leads and allows others to lead in group work situations and participates actively in class discussions. He/She shares classroom responsibilities and seeks to work well with others.

Passing a Course

Advancement to the next subject level is based on successful completion of the preceding level. If necessary, students who fail a subject are expected to remove the failure by:

- completing an extra project or additional work (where deemed appropriate by the teacher)
- completing course requirements
- repeating the course

Students must complete a failed course before they can be placed in the next higher course.

Graduation Requirements

In order to meet graduation requirements and be awarded a British Columbia Certificate of Graduation (Dogwood), students must earn a minimum of 80 credits. The graduation program requirements are covered extensively in the mandatory career education/Planning 10 course. The school counsellors will prepare graduation credit summary sheets in consultation with students.

Awards

The awards listed below may be given at the discretion of the secondary administration and staff. As appropriate, other awards may be given.

- **Principal's Award** - This award will be given annually to a team/group that best represents the spirit of NCS.

- **Individual Subject Awards** - Subject awards may be given to Grade 12 students who have distinguished themselves by outstanding achievement, attitude and enthusiasm. These awards are not necessarily given annually.
 - **Grade 10 Anita Dielman, English, Socials award:** Highest mark, but if there are a couple of close contenders, the winner should be the more creative and effective communicator.
 - **Humanities, Grade 11 and 12:** “Top marks” in two or more of the following: Socials 11, English 11, History or Geography 12 (if offered), English 12, and Introduction to Apologetics and Worldviews 12.
 - **Math/Science, Grade 11 and 12:** Top marks in two or more of the following courses: biology 11, biology 12, chemistry 11, chemistry 12, physics 11, physics 12.
 - **Applied Skills, Grade 11 and 12:** Demonstrates exceptional skill in two or more areas of applied skills (Carpentry and Joinery, Electronics, Drafting and design, Technology, etc). Student has been committed and shown a desire to improve their skills and push the boundary of what they are capable of doing. They accept help and step up when a challenge is presented. Always willing to share their skills to teach others and give back to the community by helping when needed.
 - **Fine Arts:** Demonstrates exceptional skill in a two or more varieties of media (Photography, painting, drawing, digital design, digital movies etc), exceptional creativity (has the ability to create unique and original works which showcase their personality) has demonstrated progress over the course, willingly accepts and seeks ways to improve their work and has a desire to help others become better artists as well.
- **Valedictorian** - Students and staff vote from a slate of candidates drawn from students who fit the following criteria:
 - Must be a good representative of the graduating class demonstrating spiritual, personal and academic leadership abilities.
 - Must have been at NCS since at least Grade 11.
- **Governor General’s Bronze Medallion** - This award is given to the student who achieves the highest overall average. The average includes all grades 11 and 12 courses as listed on the student’s transcript issued by the Ministry of Education. There is no differentiation between academic and vocational types of courses.
- **Citizenship Award** - Consistently seeks to improve the overall atmosphere of the school by: demonstrating a servant leader's heart, building up fellow students in all grades, has shown academic growth throughout their time at NCS, shows respect for all staff and students of the school.
- **Athletic Awards** (in addition to individual team awards which may be given: These awards are given to students for demonstrating a high level of athletic ability, coachability and leadership in individual or team sports. Multi-sport athletes are more likely to receive the award.
 - Junior Boys Athlete of the Year (Grade 9/10)
 - Junior Girls Athlete of the Year (Grade 9/10)
 - Senior Boys Athlete of the Year (Grade 11/12)
 - Senior Girls Athlete of the Year (Grade 11/12)

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. Excessive 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.

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. You will find these dates 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.

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

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 9 to 12 there will be 1 adult for every 15 students

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 below.

- For grades 9 to 12 there will be 1 adult for every 12 students

Bussing

NCS currently offers a bussing service through Garden City Transportation. Parents can register for the bus through the main office and students may purchase daily passes as needed.

Although bussing is provided through Garden City Transportation, NCS will review on an ongoing basis to ensure the safety of all students remains a high priority.

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,	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

headache, body aches, sore throat, nausea, vomiting, dry cough	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.
Rash	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
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.	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
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	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.

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.

Scents and perfumes

Strong perfumes and body sprays should be avoided

Nuts

NCS is a Peanut Safe school which means that no food containing any type of peanuts may be sent to school.

Specific classes will be notified if any students have additional severe nut allergies that will require they not be brought to school.

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 will be reviewed annually.

Snow Days

Due to the large geographical area that NCS students travel to get to and from school, school closures 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, will be 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 a 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.
- Athletic fees may be required per sport.

Physical Education

Proper gym strip is needed by all students in all grades. They must have inside clean runners shoes for use in the gym. Please be sure to personally identify such clothing. Valuables such as headphones, electronics, necklaces, rings, watches, etc. are not to be worn in PE. 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

Included in tuition is a fee for student activities which covers a portion of the beginning of the year out-trips and class field trips. Generally, any event or activity that all students in a particular class are required to be a part of (ie. a English 11 field trip) will have the costs paid through their activity fees.

Extracurricular events or student chosen courses that are a not a required course may have additional fees associated with them. This includes, but is not limited to:

- Sports teams
- Outdoor Education
- France Trip
- Missions Trip
- Ski trip

Lockers

Lockers 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. Periodic inspections are held. **Students are strongly advised to keep their lockers locked at all times.**

Chapels and Assemblies

Chapels/Assemblies are held once a week. For high school this time is on Wednesdays from 9:33 to 10:28.

Assemblies will be scheduled throughout the year for the whole school and parents are always invited to attend.

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 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 your 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.