



Christadelphian

HERITAGE

C O L L E G E

HANDBOOK

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OBJECTIVES

"These words ... thou shalt teach them diligently unto thy children ..." (Deut. 6:7)

1. The maintenance of a safe and happy environment that will encourage Godly values and morality and support the work of parents in developing a love of God in their children. This environment will be one where students feel loved, valued and respected and where their individual needs are addressed, where there is respect for authority and where the students reflect acceptable standards of behaviour and dress.
2. The provision of quality education within a Biblical context.
3. The preparation of the students for the challenges of this modern age by developing in them the basic skills necessary to earn a living and for a life in Christ.
4. The operation of the school in a manner which will make attendance accessible to as many Christadelphian children as possible.

PRINCIPLES

"Do all to the glory of God" (1 Corinthians 10:31)

1. The school will be conducted in a manner which reflects our responsibility to God and to others.
2. Respect for authority and polite behaviour towards others will be actively encouraged and fostered.
3. Pupils will be encouraged to love one another. The pupils will be encouraged to see themselves as a "body" or a "family" that works in harmony together.
4. Good sportsmanship and respect for discipline will be encouraged. Lack of respect for adults, peers or property will not be tolerated.
5. Daily classroom worship and daily combined worship will be conducted and will form the foundation of the school's operations.
6. Courtesy and manners will be encouraged at all times.
7. Appropriate behaviour will be acknowledged as a positive role model.
8. Scriptural role models for boys and girls will be encouraged and will govern the activities in and out of the classroom.

SCHOOL STRUCTURE

1. CHC is accountable to the Brantford Christadelphian ecclesia, hereinafter referred to as the overseeing ecclesia(s).
2. CHC is a Christadelphian organization operating under the BASF.
3. The principal, vice principal and assistant principal, as well as all School Service Committee members will be members in good standing of ecclesias operating under the BASF.
4. Formal communication between the overseeing ecclesia(s), CHC staff and the School Service Committee will be managed by the Principal or Vice Principal, School Service Committee chair (or appointed delegate(s)) and the Recording Brother(s) of the overseeing ecclesia(s) (or appointed delegate(s)).

SCHOOL SERVICE COMMITTEE

1. The role of the School Service Committee is one of governance. The School Service Committee sets the policies and oversees the management of the school through the Principal. Much of the School Service Committee's work is delegated to working committees and the Principal who is the manager of the school's operations.
2. The School Service Committee will report on its operations to participating ecclesias at least once a year.

The school service committee feels communication among all parties involved in CHC must be maintained. To accommodate this objective we invite all those participating in CHC to all Service Committee meetings.

For everyone's convenience a decision was made to hold service Committee meetings every fourth Thursday of each month. Time and place may vary but will be announced before hand to all concerned. During some meetings sensitive issues are discussed and cannot be shared with non Committee members, therefore issues of this nature will be left to the end of the meetings allowing time for non Committee members to exit.

POLICY AND PROCEDURE PROCESS

In order for any organization to function effectively, policies and procedures must be drafted and implemented. The following are guidelines to ensure that appropriate processes are followed in creating and putting such policies and procedures into effect.

The operation of CHC may be divided into two main areas: its business affairs, and its day to day operations. As a general rule, policies and procedures having to do with its day to day operation will be drafted by the staff, while those having to do with its business affairs will be drafted by the Service Committee or a delegated subcommittee. Identification of the need for any policy or procedure may be done by any member of the CHC community. In order to remain in effect, all policies and procedures must have final approval by the Service Committee and the Arranging Boards of the overseeing ecclesia(s).

Daily School Operation: (e.g. Uniform Policy)

1. Identify need for policy or procedure.
2. Refer to principal or vice principal.
3. Principal or VP agrees that policy or procedure is needed.
4. Policy is referred to individual or staff subcommittee to be drafted.
5. Policy is approved by staff committee. (may be returned to drafters for revisions)
6. Policy is approved by Principal/VP/Asst. Principal. (may be returned to drafters and/or staff committee for revisions)
7. Policy is referred to Service Committee for review and final approval. (may be returned to staff for revisions)
8. Policy is referred to the overseeing ecclesia(s) for review and approval

Business Operations (e.g. Staffing)

1. Identify need for policy or procedure.
2. Refer to Service Committee.
3. Committee agrees that policy or procedure is needed
4. Committee will normally refer to subcommittee to draft policy or procedure but may in limited circumstances draft as a committee.
5. Committee reviews and approves policy or procedure (may return to subcommittee for revisions, if applicable.)
6. Policy or procedure is referred to parents for review and feedback (may return to Committee for revisions, if applicable.)
7. Policy or procedure receives final approval from the Service Committee.
8. Policy is referred to the overseeing ecclesia(s) for review and approval

As a general rule, all deliberations of the Service Committee regarding new policies and procedures will be open to all as regular Service Committee meetings. In limited circumstances, when the Committee has failed to reach a resolution in an open committee meeting, it may choose to continue deliberations on its own. In these cases, those drafting such policy or procedure shall be informed confidentially of the reasons for referral. In all cases, the final decision will be made at an open committee meeting.

ENROLLMENT

Before enrolling in Heritage College, students and their families will be required to participate in an interview with CHC administration. This interview will review the questions in the Admissions Questionnaire. Completion of the questionnaire through participation in an interview is required for admission.

Enrollment for Heritage College will be limited to children of Christadelphians or children who regularly attend a Christadelphian Sunday School and have done so for at least 6 months. All applications are subject to review by the School Service Committee. Parents must agree to the school's policies and objectives and submit the applicable forms.

Home schooled children who meet the above requirements are welcome to participate in CHC extracurricular activities with the administration's approval. All associated costs will be borne by the student's parents. Home schooled children whose parent(s) are volunteering at the school are welcome to accompany their parent(s).

Registration forms for current students will be sent home on the third Monday in March, and will be due by the third Monday in April. Registration forms for new students will be made available and due on the same dates.

New registrations will be accepted up until August 15. Any requests for enrollment past June 15 will be considered by the service committee. A month's notice is required for any new enrollment requests.

When students leave CHC, either by choice or by graduation, they and their families will be asked to participate in an exit interview with CHC administration.

SCHOOL ORGANIZATION / PUPIL PLACEMENT

One of the school's primary tasks is to ensure that all children are experiencing successful learning. All academic records of pupils and their social, emotional and physical developments are considered. This is the task of the teaching staff and is conducted in consultation with parents as required.

When students enroll at CHC, a review of their school records will be done by the staff in consultation with the Learning Resource Teacher (LRT), if applicable. An interview with the parents will also be conducted. If required, an interview and testing of the student will also be undertaken by CHC staff.

In cases where a student has completed a grade at CHC, and staff do not feel that it would be in the student's best interest to promote them to the next grade, consultation and communication will have taken place throughout the school year with parents and administrators. Staff will recommend that the student repeat the current grade. If the parents disagree, staff may elect to promote the student on a one month trial basis, and reassess progress. Every effort will be made to arrive at a mutually agreeable solution; however, the school must reserve the right to make the final determination. This process shall also apply when a student has been promoted to the next grade and staff do not feel that they are thriving.

The following class structures are based on the present situation. Class groups may change from year to year depending on student enrollment and teacher availability.

Class Groups:

- Group 1: Senior Kindergarten
- Group 2: Grade 1 – 2
- Group 3: Grade 3 – 4
- Group 4: Grade 5 – 6
- Group 5: Grade 7 – 8

Junior Kindergarten is not offered at CHC.

Grades are separated for core subjects where possible (i.e. Math and Language).

CHC welcomes students from other schools to visit CHC. Visitors may attend CHC for one day per term.

SCHOOL SCHEDULE

An open house barbeque will be held at 6:00pm on the Thursday prior to school commencing at the Brantford Hall (Heritage College).

The first full day of school will be the Tuesday following Labour Day at 8:45 am. Although Kindergarten will normally run on Mondays and Wednesdays, this will be the first day of school for Kindergarten students as well.

<u>Monday – Thursday</u>	Entry bell	8:45 am
	Lunch (K-4)	12:20 pm – 1:15 pm
	Lunch (5-8)	12:00 pm – 1:00 pm
	Dismissal	3:10 pm

Fridays will be home schooling days used to fulfill curriculum requirements, for school field trips and for visiting the local library, catching up on work that students might be having trouble with, instrumental music lessons, etc.

Kindergarten students will attend school for full days on Mondays and Wednesdays unless otherwise advised.

Winter Holidays, March Break and other statutory holidays will follow the public school schedule.

For the Labour Day and Thanksgiving Holiday weeks, CHC will run on a Tuesday – Friday schedule. For other holiday weeks, CHC will run on a Tuesday-Thursday schedule, with additional work sent home.

School will end for the year on the second to last Thursday in June.

CURRICULUM

The goal of Christadelphian Heritage College is to provide education in a biblical context that will meet or exceed the Ministry of Education curriculum standards. The school will keep current and informed as to what the Ministry of Education and Training guidelines are, and will seek to appropriately use that which is best for the overall benefit of the students. Curriculum is constantly changing and therefore will continually be evaluated. The present curriculum was developed using a system of metrics to evaluate each program available to us.

A systematic study of the Bible is obviously an integral part of the curriculum. Opening exercises and Bible study times will be held daily. Teachers may decide whether or not to include special event workbooks during Bible Study i.e. Apps Mill, Kids' Camp.

The following curriculum will be used for core subjects:

English / Language	Math	Science / Health	French	Social Studies
Modified A Beka and other sources	A Beka	A Beka	Grade 4–8 French Essentials	Grade K – 6 A curriculum developed by our staff consists three strands: <ul style="list-style-type: none"> • Canadian • Ancient (based on Daniel 2) • A continent Grade 7 – 8 A Beka

Formal evaluation of a student's progress in the curriculum will be in the form of three report cards, issued at the end of each term. Regular parent-teacher communication will be encouraged.

In all subjects, 50% will constitute a pass.

Field trips will take place periodically throughout the school year. Teachers are requested to plan at least one class field trip per term. Field trips will generally be approved by the Principal or Vice Principal, however any field trip requiring an overnight stay must be approved by the Service Committee. There will also be field trips which involve the whole school, e.g. Brantwood Farms, Wild Waterworks, etc. These will be organized by a Field Trip Coordinator.

Class field trip budgets will be determined by taking the field trip budget allocation, subtracting the costs for any whole school trips, and then dividing the remainder by the number of students in the school.

CURRICULUM MODIFICATION

A student may have curriculum content of a subject modified in the event that the student cannot meet the expectations of the subject curriculum or exceeds the expectations of the subject curriculum on a consistent basis.

A teacher may inform a parent of this suggested plan, after consulting with the resource teacher and the principal or vice-principal, if they feel a student's subject curriculum should be modified.

A parent may suggest to their child's teacher if they feel a subject curriculum should be modified for their child.

If a resource teacher is available they will be consulted in formulating this decision.

This modified plan will only be carried out with the approval of all of the following parties: student's parents, student's teacher, and CHC principal or vice-principal. A teacher may decline approval of this plan based on limited resources and/or time. If an agreement cannot be reached, the parent may elect to request reassessment at a later date. If an agreement is reached, the Curriculum Modification Outline form will be completed, signed and filed in the student's OSR in the CHC office.

HOMEWORK

Homework is an important part of all students' learning processes. Good work habits require a joint effort between students, teachers and parents. Homework is important for the following reasons:

- to reinforce school activities
- to extend/broaden school activities
- to provide drill/practice for specific skills
- to complete unfinished tasks
- to provide parents with an opportunity to become involved in the child's learning
- to promote/foster regular study habits in children

Homework Guidelines

Based on school nights i.e. Monday through Wednesday

Kindergarten:	5-10 minutes
Grade 1:	10-15 minutes
Grade 2:	20 minutes
Grade 3:	30 minutes
Grade 4:	40 minutes
Grade 5:	50 minutes
Grade 6:	60 minutes
Grade 7:	70 minutes
Grade 8:	80 minutes

- Extra homework and/or lessons are expected on Thursday night that can be completed at home on Friday mornings. This is required in order to complete the program requirements since the school operates on a four day week.
- When assigning homework, teachers will take into consideration ecclesial functions.
- When homework assignments are consistently not being completed, parental contact is essential (phone calls, notes in agendas, etc). An appropriate plan of action should be developed between the student, parent, and teacher. This plan should be appropriate to the child's needs and home influences.
- Students are to record homework tasks and prepare materials for homework assignments daily before dismissal.
- Within 24 hours of an assignment deadline a parent or guardian must communicate the reason/s for the failure to submit the task on time to the teacher.
 - Extensions will only be considered for illness or serious problems beyond the student's control.
 - The student will be required to submit the task, even though 0% may have been allocated due to lateness. In this way the student will ensure he/she completes the requirements of the curriculum.
 - For each day that the task is late the assignment will receive a 10% penalty. The penalty includes weekends. 0% will be allocated after one week.

Homework suggestions for Parents and Students

- Make certain you have recorded all tasks as required by your teacher.
- Make sure you have the things you need before you leave the classroom.
- Make sure you understand all tasks assigned to you.
- Find a quiet place in your home to do your work tasks. Make sure there is a lot of light so you can see what you are doing. Try to do your tasks away from distractions, i.e. television or music.
- Set a regular time, suitable for both you and your parents, to do your homework tasks.
- Keep a box/container of supplies on hand so you never have to search for the things you need. (pencils, pens, leads, crayons, scissors, glue, tape, dictionary, ruler, etc).
- Make certain a parent checks over your assignments, signs necessary work and signs your agenda.
- Plan your time wisely. Don't leave all your work for the last night before a test or assignment is due.
- Ask for help from a parent only if you need help. Don't expect your parent to do the tasks for you.
- If there is a good reason why your homework cannot be completed, ask a parent to write a short note to explain.
- Regular review will help prepare you well for quizzes and tests.
- Go back over any key words and definitions in your chapter or unit of study. Use the glossary to help if one is available.
- Read over important sections that were covered in class.
- Go back over any charts, diagrams, maps, etc.
- Use any study guides or review questions your teacher may give you.
- Use all materials to help you review - textbooks, exercise book, workbook, worksheets, etc.
- Ask an adult, older brother or sister, or even a classmate, to "quiz" you

ATTENDANCE & HEALTH

1. Children should be in attendance at school unless they are unwell or approval has been given by the teacher and/or principal for the child to be absent. If approval has not been given, the following policy will be applied: After five unapproved absences, the teacher will call the family to explain the impact on student learning. After ten, the Principal will arrange for a parent-teacher meeting. After fifteen, a letter will be placed in the student's OSR.
2. The school should be telephoned prior to school commencement time to inform the teacher that the child will be absent.

3. In the event of illness or injury at school, every attempt will be made to inform parents or emergency contacts if parents cannot be reached. Alternative caregivers will be sought if necessary.
4. Being on time for all school work and functions is a sound principle to teach our children and show by our example.
5. Field trips are part of the school curriculum and should be considered mandatory, except when the teacher requires otherwise. Please make every attempt for your children to attend all field trips.
6. Athletic programs are mandatory for all students, except when exempted by the teacher.
7. The hosting ecclesia will be informed in cases relating to public health.

The following are common health issues that have appeared at CHC in the past.

Head Lice

Head lice are insects found on the heads of people. Having head lice is very common. Head lice are most commonly found on the scalp behind the ears and near the neckline at the back of the neck, and are rarely found on the body, eyelashes, or eyebrows. The symptoms of head lice infestation include a tickling feeling of something moving in the hair, itching, caused by the allergic reaction to the bites, irritability, and sores on the head caused by scratching. The sores may sometimes become infected.

Lice checks will take place as necessary. If head lice are found on a student or teacher at CHC, the entire school will be checked. Any students with lice will be sent home until the problem is cleared up. Anyone returning to school after having lice will be checked before being admitted, and a second check will be done seven days later. If the decision of the individual checking for lice is challenged, a doctor's note will be required for readmission.

Noroviruses

Noroviruses are a group of viruses that cause gastrointestinal (stomach and intestines) illness. This illness is commonly called the "stomach flu" (not at all related to influenza which causes respiratory illness.) These infections are seen more in the fall and winter months, often in outbreaks. They usually do not cause serious problems.

Symptoms may appear as soon as 10 hours or as long as 48 hours after exposure. They may include nausea, vomiting, stomach cramps, diarrhea, muscle aches, fatigue, headache, and fever with chills. The symptoms may last from 12 to 60 hours. But infected persons usually feel better in 2 to 3 days.

Students who have been ill with one or more of these symptoms are required to remain home while experiencing the symptoms and for an additional two full days after the symptoms have abated.

Chickenpox

Chickenpox is caused by the varicella-zoster virus. It is most common in children and usually mild; however, when adults get it, they can be very sick.

Chickenpox begins with a fever, followed in a day or two by a very itchy rash. The rash starts with red spots that turn into fluid-filled blisters. New blisters may form during the next few days, and after a few days, crusts form over the blisters.

Chickenpox spreads easily through the air or by touching the fluid in a chickenpox blister. The virus usually takes 14-16 days to develop, but may take anywhere from 10-21 days after contact with an infected person. Chickenpox is contagious 1-2 days before the rash appears and at least 5 days after.

Students who have contracted chicken pox are not permitted to return to school for at least five days after the rash has appeared. The rash must have scabbed over before returning.

In situations where serious health issues are present at the school, the Principal will inform all Participating Ecclesias without naming specific cases.

FIRE PROCEDURES

IF YOU DISCOVER A FIRE

1. Evacuate persons in immediate danger.
2. Sound the alarm of fire
3. Confine the fire by closing doors.
4. Proceed with evacuation duties.
5. Telephone the Fire Department at 911.
6. Give address as 442 Dunsdon St.

IF YOU HEAR THE ALARM OF FIRE (evacuation duties)

1. Children will line up in prearranged area.
2. Teachers are to lead students outside via nearest exit.
3. One teacher is to check washrooms, classrooms for remaining students.
4. Head count of the students to be taken at prearranged meeting area, a safe distance from the building.
5. Telephone the Fire Department at 911.
6. Give address as 442 Dunsdon St.

Police Services phone number (519) 756-7050

Fire Services phone number (519) 752-4346

In General

1. Keep stairways, landings, hallways, passageways and exits (inside and outside) clear of any obstructions at all times.
2. Do not permit combustible materials to accumulate in quantities or locations which will constitute a fire hazard.
3. Promptly remove all combustible waste from all areas where waste is placed for disposal.
4. Keep access roadways, fire routes and fire pumper connections clear and accessible for Fire Department use.
5. Have a working knowledge of the fire alarm system and how it is reset.
6. Arrange for substitute in your absence
7. Distribute to occupants/employees, the fire safety procedures which apply to them (also post emergency procedures near all exits or fire alarm pull stations).

Building Maintenance Person's Responsibilities

1. Check, test and inspect fire safety equipment as per the Ontario Fire Code and note it in the log book.
2. Ensure exit doors are functioning and clear from hazards, snow, etc.
3. Maintain the fire alarm system and other fire protection equipment in operating condition, at all times.
4. Have a working knowledge of the fire alarm system and how it is reset.

Secretary's Responsibilities

1. Keep the emergency plans up to date with current names, phone numbers and addresses.
2. To ensure that the emergency numbers are taped directly to the telephone
3. Telephone the Fire department – giving name and address of the school (designate will do so if off premises)

Supervisory Staff and/or Principal's Responsibilities

1. Be in complete charge of the approved Fire Safety Plan and the specific responsibilities of the personnel.
2. Designate and train sufficient assistants to act in this position, during any absence from the building.
3. Educate and train all building personnel and occupants in the use of the existing fire safety equipment, and in the actions to be taken under the approved Fire Safety Plan.
4. Post the exit(s) to be used by each classroom in case of evacuation.
5. Ensure that a schematic diagram (floor plan) showing Fire Alarms, Fire Extinguishers is posted at the main entrance.
6. Fire Drills shall be held three (3) times in each of the Fall and Spring terms. (6 times a year total)
7. Designate someone to check washrooms.

In the event of fire, the supervisory staff shall

1. Ensure the fire alarm has been activated
2. Supervise the evacuation of the occupants
3. Upon arrival of the firefighters inform the Fire Officer regarding conditions in the building
4. Provide access and vital information to firefighters (e.g. master keys for service rooms, classrooms), location of handicapped persons (if applicable)
5. See that the FIRE ALARM SYSTEM IS NOT SILENCED OR RESET until the Fire Department has responded and the cause of the alarm has been investigated.
6. Do not re-enter the building prior to consultation with the Senior Fire Official on scene
7. Alternate Alarm System: A hand bell will sound. Verbal instructions will follow and the school will be evacuated IMMEDIATELY by the supervisory staff.
8. When the situation is under control, inform the Brantford Arranging Board.

Teachers' Responsibilities

1. Familiarize students with prescribed exits from the school as well as alternate exits.
2. Post exit signs in a prominent location in the classroom ... at eye level for the students.
3. Ensure students are aware of procedures to be followed in case of emergency. Particular attention should be given to students who are away from their classroom. (e.g. in the washroom, hallways).
4. Practice evacuation procedures with the class:
 - a. Single file
 - b. Quiet
 - c. Walk quickly
 - d. Who holds the exit door open?
 - e. Line up in designated location
5. Take the roll and let the principal/designate know whether or not all students are accounted for.
6. Close all doors when the classroom is vacant
7. Close all doors and windows during an alarm – if it is safe to do so

Support Staff/Visitor Responsibilities

Follow the "Fire Emergency Procedures for Christadelphian Heritage College".

CLEANING

Cleaning at CHC takes place daily on school days. In addition, thorough cleaning takes place twice weekly, on Wednesdays and on the weekend.

CHC views cleaning as important for the following reasons:

Cleaning teaches our students to appreciate the use of the facility so generously provided by the Brantford ecclesia. It also helps maintain a good relationship with the ecclesia by demonstrating our commitment to care for the facility to the best of our ability.

By involving the students in cleaning tasks, we teach them to care for personal and community property and to maintain an orderly and healthful environment.

Daily CHC Clean-up

Approx. 3:00-3:10pm

Kindergarten

- Pick up garbage in main area and kitchen downstairs.

Grades 1 & 2

- Pick up garbage in lunch area & kitchen downstairs.
- Pick up garbage in office, foyer and shoe area upstairs.

Grades 3 & 4

- Pick up garbage & tidy bathroom and coat area upstairs.
- Straighten chairs in main hall upstairs.
- Collect all sports equipment from outside playground & return to cupboard.
- Clean foyer door windows.

Grades 5 & 6

- Straighten chairs in lunch area downstairs.
- Vacuum lunch area.
- Sweep kitchen floor.
- Sweep bathroom floors downstairs.
- Empty kitchen & lunch garbage and take out to bin (Tues. & Thur.).

Weekend Cleaning (by families with Brantford Ecclesia members)

1. To obtain a hall key to enter the hall and all interior rooms, please contact the office staff.
2. Please clean hall **upstairs and downstairs**. Duties are posted on the bulletin board by the kitchen.
3. Clean the kitchen and tidy up and vacuum all carpeted areas upstairs and downstairs. Clean all bathrooms (clean sinks and toilets, sweep and mop floor, take out garbage). Dust and straighten all furniture, sweep and mop all tiled areas and clean all glass surfaces. Empty all garbage cans.
4. Cleaning supplies are in the upper cupboard beside the refrigerator in the kitchen. Please contact Sis. **Shirley Smith** if you need supplies. The mop and bucket are in the furnace room and the vacuum cleaner is in the closet across from the upstairs washroom.
5. Please put all **garbage in the outside bin** – the key for the padlock is labeled and located in the key box behind the door in the school office.
6. If you are unable to fulfill your responsibility **please arrange for a replacement**.

** Wednesday cleaning add the following:

- Collect dirty dishcloths and tea towels to be taken home and washed
- Vacuum rug in foyer upstairs

UNIFORM POLICY

"In like manner also... Adorn themselves in modest apparel, with shamefacedness and sobriety." (1 Tim. 2:9)

1. Parents must accept the dress code prescribed by the School.
2. Parents will be consulted from time to time on changes to the style of the school uniform.
3. A warning note will be sent home with each student who does not come to school properly dressed. On the third warning a punishment in the form of school chores will be handed out to the student.
4. Visiting students are asked (not mandatory but the school's preference) to wear navy bottoms (boys – shorts or pants; girls – skirts or tunics) and white or green tops.
5. Appropriate seasonal uniforms will be worn from home until the children return home at the end of the day.
6. Swimwear will consist of bathing trunks for boys and bathing suits for girls (no exposed midriffs for girls).
7. Students may wear outer sweaters or sweatshirts over the basic uniform. These may be purchased from an outside source or through the school. These items are to be white or navy with the CHC logo or no writing/logos whatsoever.

8. Students are requested to wear the following items purchased through the supplier only: green shirts, navy vests, and tunics; unless permission has been given by the VP.
9. Students may purchase pants, shorts or culottes from the supplier or from a store uniform line only.
10. White shirts must have a collar unless it is the gym uniform.
11. Socks must be worn from October 1st through April 30th.
12. Indoor shoes **that fit** with a back or back strap i.e. Crocs (no slippers) to be black, navy, or white. Safety is the key!
13. Uniforms should always be clean and neat.

GIRLS – Grades K to 4

- Tunic and white polo shirt or white blouse
- Culotte and white polo shirt or white blouse with navy CHC vest (white tops to be tucked in)
- Culotte and green polo shirt without vest (shirts may be untucked)
- Socks and tights are to be white or navy

GIRLS – Grades 5 to 8

- Kilt or culotte and white polo shirt or white blouse with navy CHC vest (white tops to be tucked in)
- Kilt or culotte and green polo shirt without vest (shirts may be untucked)
- Socks and tights are to be white or navy; pantyhose (navy or natural colour)

Please remember that tunics, culottes and kilts are to be modest in length. Girls are asked to keep a pair of navy shorts at school to wear under their skirts or tunics for physical activities. Shorts or pants may be worn during recess; however, girls must change into their uniform immediately following recess. Socks or tights must be worn through November 1 to April 30.

BOYS – Grades K to 8

- Pants or shorts and white polo shirt with vest (shirts to be tucked in)
- Pants or shorts and green polo shirt without vest (shirts may be untucked)
- Socks to be white, navy, black or grey

Gym Uniform

all students are required to have a plain white t-shirt (with or without CHC logo), a pair of navy or black shorts, and a navy pair of track/sweat pants for all sports activities i.e. gymnastics, basketball, skating, cross-country running, track & field. On gym days only (most Wednesdays) this is to be worn to CHC instead of the student's school uniform. Street clothes will not be accepted as a gym uniform.

Anyone having difficulty purchasing any uniform items should request financial assistance from the individual in charge of financial assistance. Such requests and assistance will be kept in confidence.

CHILD PROTECTION POLICY

1. It is our desire that the children in our care experience the precious love of God as they learn in a Bible centred environment. It is our aim to provide a suitable and safe environment for both students and staff.
2. We recognize that as teachers or supervisors, we do not have the authority to administer physical punishment. We cannot use forceful apprehension except to restrain a child for their own safety, the protection of property, or if the safety of another person is at risk.
3. A child shall not be held, hugged, or otherwise touched against his or her will if they or their parents express concerns for this means of expression. Under no circumstances must a child be inappropriately touched and teachers and supervisors shall be alert to this kind of abuse.
4. An "open door policy" shall apply where adults are alone with a student. We will not leave a child alone in the company of only one adult in a closed room, unless the adult is the parent or legal guardian.
5. We will not speak to any child in a demeaning manner.
6. It is our aim to deal quickly and thoroughly with such matters so that children, teachers and supervisors may feel confident that the environment shows due care for health and safety of all its members in a manner consistent with the laws of Christ and the statutes of Ontario.

7. If a teacher or supervisor has good reason to believe that they are dealing with an abused child, that teacher or supervisor with the principal or vice principal shall report the suspicion to the appropriate authorities in accordance with the Ontario Child and Family Services Act (http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90c11_e.htm). Where this is the case, a report shall immediately be given to the CHC Service Committee chair.
8. Any contact to or from CAS shall be reported to the Principal and Service Committee chair.
9. We understand that it may be necessary to suspend a teacher or supervisor if an investigation involves questions in respect to their duty of care.

CONFIDENTIALITY

*“He that covereth a transgression seeketh love; but he that repeateth a matter separateth very friends.”
(Proverbs 17:9)*

Aims

1. To give all staff and volunteers clear guidance as to their professional roles.
2. To ensure good practice throughout the school which is understood by pupils, parents and staff.
3. To ensure that all information that a staff member or volunteer receives in the course of their responsibilities, or observes regarding individuals at the school, is not shared with others unless required by their duties or authorized by the principal.

Rationale

1. For children and their families to enjoy privacy from gossip.
2. For students, staff, parents and committee members to recognize that inappropriate sharing of information can be damaging to individuals and families.
3. To enable the school to be fair to all its community.
4. For children and adults to have disciplinary matters dealt with according to school policy and out of the eye of the wider school community.
5. To enable the school to provide a safe, secure learning environment.
6. To hold and safeguard information received.
7. To remind the school community that there is a general expectation that a professional approach will be used in all matters of confidentiality.

General Guidelines

1. School issues and problems should not be discussed at ecclesial functions (i.e. Memorial Meeting, Bible Class, CYC)
2. Sensitive student and/or staff and family information will only be disclosed to committee members and/or overseeing AB members in limited circumstances as directed by the principal and Service Committee and is not to be shared with non-committee or non-AB members except with committee approval.
3. At committee meetings, matters such as pupil suspension or expulsion, personnel issues and personal details of any member of the school community will be dealt with in the confidential section of the meeting. This information will not be shared with any non-Committee member except on a need-to-know basis as determined by the Principal and Service Committee.
4. Communication between the school and parents will be handled by the teachers and/or administration if required as outlined in the Discipline Policy.
5. Sensitive financial information will be limited to the Treasurer, Bookkeeper and Financial Aid team.
6. Individuals who are responsible for serious confidentiality violation(s) will be asked to meet with the administration, Service Committee and/or overseeing ecclesia(s) arranging board(s).

Student Confidentiality

1. Parents must expect that anything discussed with a teacher about their child may be shared with other teachers in the same grade, and/or the principal/vice principal. If the teacher feels that other individuals should be informed, the teacher will notify the parent.
2. Staff will not discuss details of individual cases arising in staff meetings to any person without a direct professional connection to and interest in the welfare and education of the individual concerned.
3. Parents are to discourage their children from relating personally identifiable classroom information regarding other students' behaviour, academic progress, grades, or family issues. This guideline does not apply in cases of bullying or other abuse.
4. Staff will not enter into detailed discussions about a child's behaviour with other children or their parents.
5. In cases where a student is deemed to be a threat to others, a detailed report will be made to the Service Committee, who will then refer the information to the overseeing ecclesia(s) Arranging Boards. In such cases, notes and records normally restricted to teacher and administrator use may be made available.
6. As detailed in the Dispute Resolution policy below, parents may choose to appeal a child's suspension or expulsion to the Service Committee and, if a satisfactory resolution is not reached, to the overseeing ecclesia(s)' Arranging Board(s). In such cases, notes and records normally restricted to teacher and administrator use may be made available.
7. Individuals working in the school will not report cases of poor learning or pupil discipline outside the classroom except in line with school policy.
8. It is important that class teachers and support staff are aware of some confidential matters in order to support individuals. These staff will respect the sensitivity of such cases and not divulge information to people unconnected professionally with the individual concerned.
9. Access to students' Ontario Student Records is strictly limited as required by the Ministry of Education (<http://www.edu.gov.on.ca/eng/document/curriculum/osr/osr.html>).
 - Every student has the right to have access to his or her OSR.
 - The parents of a student have the right to have access to the student's OSR, until the student becomes an adult (age eighteen).
 - Office staff may access these records in the performance of their duties only.
 - Other staff may access these records for the purpose of improving the instruction of the student, and only with the permission of the Principal, VP or Assistant Principal.
 - OSRs are not to leave the office at any time except when they are forwarded to the student's next school.
 - In all cases, information in the OSRs is not to be shared with others except on a need-to-know basis.

Staff Confidentiality

1. CHC maintains files on all staff and volunteers which generally include a completed Volunteer Information Form, a Police Check and a resume. These files are kept in a locked cabinet in the School office and are never to leave the office.
2. These files are only accessed by office staff in the performance of their duties.
3. In the case of volunteers completing community service or work terms, evaluations are also kept on file, unless specifically requested otherwise. These evaluations would be used only if CHC is asked to act as a reference for someone no longer working at the school, in order to ensure that accurate information can be given.
4. Any written information regarding disciplinary proceedings against a staff member will be kept separately and only accessed by the Principal. If a dispute is escalated beyond the school level, this information may also be made available to the Service Committee and possibly to the overseeing ecclesia(s)' Arranging Boards.
5. Compensation information will be kept in a separate file in the locked cabinet and will only be accessed in order to file information or if the Treasurer/Bookkeeper requires access.

COMMUNICATION/CONSULTATION

"To do good and to communicate forget not, for with such sacrifices God is well pleased" (Hebrews 13:16)

1. **Effective communication** will be an important part of the success of the school. Communication between teachers and parents will be actively encouraged. It will take a number of forms.
 - Informal - meetings, notes or telephone messages
 - Interviews - regular parent-teacher formal and/or informal communication
 - Reports - written report card on pupil progress (Three per year)
 - Newsletters to parents, individuals and ecclesias
 - Reports to the School Service Committee
 - Articles published in ecclesial magazines – newsletters
2. **Consultation** will encourage the school family concept with mutual decision making and input from interested parties. Consultation may take the form of:
 - Phone chains
 - Newsletters
 - Questionnaires
 - Parent meetings including the Parents' Forum
 - Home meetings
3. The School Service Committee will provide an annual school report.

CONDUCT AND DISCIPLINE

"All things whatsoever ye would that men should do to you, do ye even so to them." (Matthew 7:12)

"The servant of the Lord must not strive; but be gentle unto all men, apt to teach, patient, in meekness instructing those that oppose themselves" (2 Tim 2:24-25)

Our Aim

This policy is intended to outline ways to achieve and preserve Godly relationships in communication between all members of the College community. It is particularly designed to:

- encourage students to address conflict by the application of scriptural principles when dealing with both their peers and their seniors (adults), and in regard to their seniors,
- to reflect the additional obligation of respect
- emphasise the value of working together, and
- stress the importance of the avoidance of conflict.

Our Spiritual Objectives

In an endeavour to develop godliness, we should avoid conflict by respecting one another and working together, as illustrated by the following:

- *"As much as lieth in you, live peaceably with all men" Rom 12:18*
- *"Let your moderation (forbearance, gentleness) be known unto all men." Phil 4:5*
- *"There be no divisions among you" 1 Cor 1:10; 11:18*
- *"If we live by the Spirit, let us also walk by the Spirit" Gal 5:25*
- *"Love one another" Jn 13:34*

These spiritual principles can be reflected in our actions by:

- acting humbly, considerately, and with love towards one another.
- reasoning the matters through with the other party when issues of difference occur.
- finding appropriate assistance to help resolve the matter, if the issue is not resolved.

All parties have a Responsibility to Resolve a Dispute

- **The Offender to the Offended** - *"If thou bring thy gift to the altar, and there rememberest that thy brother hath ought against thee; leave there thy gift before the altar, and go thy way; first be reconciled to thy brother, and then come and offer thy gift" Mat 5:23-24.*
- **The Offended to the Offender** - *"Moreover if thy brother shall trespass against thee, go and tell him his fault between thee and him alone: if he shall hear thee, thou hast gained thy brother. But if he will not hear thee, then take with thee one or two more, that in the mouth of two or three witnesses every word may be established" Mat 18:15-17.*

Guiding Principles

1. Responsibility to one another

We live in a humanistic age where the rights of the individual are considered paramount; a time when men are lovers of self, proud, disobedient to parents, highminded, without respect for others, and embracing these values are never able to come to the Truth (2 Tim 3:1-7). We have not so learned Christ.

We should be focused upon our responsibilities to each other.

For this is thankworthy, if a man for conscience toward God endure grief, suffering wrongfully. if, when ye do well, and suffer for it, ye take it patiently, this is acceptable with God. For even hereunto were ye called: because Christ also suffered for us, leaving us an example, that ye should follow his steps: who, when he was reviled, reviled not again; when he suffered, he threatened not; but committed himself to him that judgeth righteously 1 Peter 2:19-23 (Phil 2:5-11; Jn 13:13-15; Luke 22:24-26).

2. Causes for Many Disputes

The great cause of many disputes is pride and anger. Paul, in warning of how pride is a cause of division to those walking in rank says; *"let us not be desirous of vain glory, provoking one another, envying one another", Gal 5:26.*

In speaking of uncontrolled emotion he says;

"Let all bitterness, and wrath, and anger, and clamour, and evil speaking, be put away from you, with all malice: and be ye kind one to another, tenderhearted, forgiving one another, even as God for Christ's sake hath forgiven you" Eph 4:31-32.

3. The Principles that Should Override the Conduct of All

- Our attitude to others:

"Let nothing be done through strife or vainglory; but in lowliness of mind let each esteem other better than themselves. Look not every man on his own things, but every man also on the things of others"; Phil 2:3-4.

"Whatsoever ye would that men should do to you, do ye even so to them"; Mat 7:12.

- The question we must ask ourselves:

Why do ye not rather take wrong? why do ye not rather suffer yourselves to be defrauded?; 1 Corinthians 6:7.

- The objective in view:

"Seek peace and ensue (to earnestly pursue after, to acquire) it"; 1 Peter 3:11.

4. Communication Breakdown

When it comes to a breakdown in communication and the need to resolve differences there are generally two major matters that are important:

- The right or wrong of the point(s) at issue

In respect to this, the questions that must be asked include:

- Is the issue important enough to take further? In coming to a decision on this matter the injunctions found in paragraph 4.3, "The Principles that Should Override the Conduct of All", should be considered.
- Is there a possibility for a misunderstanding? If so, seek clarification carefully and humbly, doing unto others as you would have them do unto you (Mat 7:12).

- The relationship between the protagonists

This, in many cases, may be more important than the issue itself. The relationship referred to here is dealt with under each of the areas of conflict that follow.

5. The Role of Parents

Parents have a particular responsibility in this matter. They are the first teachers of their children and need to be perceived by their children as positive role models of dispute resolution in the home and then in the ecclesia, at work and within the College. In most cases they will be the first adult to be aware of a dispute, particularly if it involves their child, and their initial response is particularly important in either resolving an issue or escalating it. It is natural for parents to defend their children but not necessarily wise. Worse still is for a parent to defend their child when in the wrong. Levi was elevated before all Israel because they stood for rightness notwithstanding the hurt that it brought upon their own family (Deut 33:8-10).

The greatest trap for a parent is to accept the story of their child and base their immediate reaction upon what their child has said. Whilst the child may not be accustomed to telling untruths, they may not be telling (or even know) the whole truth. Proverbs 18:13

Should the dispute involve an adult, such as a teacher, parents are encouraged to support the standing that should be had by an "elder" in the eyes of their child in their reaction. To this end parents are asked not to speak derogatorily about any member of the staff of the College in the hearing of their child(ren).

Areas of Conflict

1. Conflict between students

Many points of difference between students resolve themselves leaving no resentment. While it would have been better if no conflict arose in the first place, in these circumstances the process of conflict resolution has no real application.

However, in respect to more serious differences that may develop, students are encouraged to:

- attempt to discuss the matter with their antagonist alone. If this is unsuccessful, or not possible then
- seek some form of arbitration. This arbitration may involve a teacher or a parent (or both) or if not resolved at that level, by a senior teacher or the Principal.

2. Conflict between students and adults (staff, volunteers or parents)

Whilst the same process described below in Areas of Conflict should apply to the resolution of all conflicts, when the conflict is between people of different standing (such as between a student and an adult) each party should, in addition, reflect in their response and demeanour, their respective standing as follows:

The attitude that should be exhibited by the junior to a senior (ie by a student to a staff member or other adult) is expressed in the following scriptures:

- *"Likewise, ye younger, submit yourselves unto the elder"; 1 Peter 5:5.*
- *"Let as many servants as are under the yoke count their own masters worthy of all honour, that the name of God and his doctrine be not blasphemed. And they that have believing masters, let them not despise them, because they are brethren; but rather do them service, because they are faithful and beloved, partakers of the benefit"; 1 Tim 6:1-2 (Eph 6:5-8; Col 3:22-25; Titus 2:9-10).*

The attitude that should be exhibited by the senior to the junior (ie staff member or adult to a student) is outlined in the following:

- *"Fathers, provoke not your children to wrath"; Eph 6:4; Col 3:21.*
- *"Masters, give unto your servants that which is just and equal; knowing that ye also have a Master in heaven"; Col 4:1 (Eph 6:9).*

3. Conflict involving parents

- *With the operation of the College* - If a parent has a personal concern about a matter which relates to the operation of the College (which may or may not involve his/her child), the parent is encouraged to take up the matter directly with the Principal. In the event that the matter cannot be resolved with the Principal, it should be referred to the Chairman of the Council.
- *With a teacher* - If the matter relates to the actions of a particular teacher in relation to their child, the parent should take the matter up directly with the teacher concerned. In the event that the matter cannot be resolved with the teacher, it should be referred to the Principal.

4. Conflict involving other adults

All comments and concerns should first be addressed with the individual involved, if applicable.

If the problem is not resolved, or is a matter of general concern, the issue should be taken up with the principal or vice principal.

Rules

- No violence (hands off): i.e. hitting, pushing, spitting, pinching, punching, tripping, play fighting, intentional body contact, or throwing objects.
- No swearing, yelling, interrupting, teasing, rudeness, verbal abuse, putdowns, rumors, or threatening.
- No bullying, stealing, lying, or cheating.
- No running in the building.
- No gum allowed on school grounds.
- No toys or valuables from home unless permission is granted.
- No cell phones, or any electronic multimedia devices, without staff permission
- No nut products allowed in the school building.
- No littering.
- No leaving the school grounds without permission.
- No vandalism or harassment will be tolerated.

Infringement of Code of Conduct (for the detailed process see the Discipline Procedure)

- The student will be spoken to by a staff member and the incident may be recorded.
- As appropriate, consequences will be administered and reparation (including apologies) sought.
- As detailed below, the incident may be escalated to CHC's administration.
- For incidents of willful damage to school or personal property, reparation will be sought in a letter to the parents.
- Behaviour which affects the safety, morality or spirituality of others will result in further action, which may include suspension or expulsion.

Discipline Procedure

Aim: *Recovery of the offender, guiding the student to recognize the consequences of their actions and encouraging changes to their behaviour.*

Punishment: *No form of corporal punishment is to be administered by any staff member at any time during school hours.*

Monitor - Outside the Classroom

(playground, lunchroom, devotion, specialized subjects/activities)

- deal with the incident using common sense and applying the principles of Christ
- listen to all sides
- seek out adult witness if needed
- enforce time-out only (time dependent upon seriousness of incident)
- inform student's teacher of all incidents (verbally or in writing)

Teacher - Inside the Classroom

- record incident in classroom records
- note if incident isolated, recurring, serious
- inform parents if necessary
- enforce (further) discipline i.e. time out, lines, chores, work sheets, "Story Plan Consequence"
- conclusion of discipline if resolved

If warranted

Principal, Assistant Principal, Vice Principal

- monitor discipline
- involvement when teacher deems necessary i.e. serious or repeated offence
- support the actions of the teacher with regards to the form of discipline administered
- involvement where conflict of interest exists between adult & child
- follow up if necessary
- if present, only individuals permitted to suspend or expel students
- in the absence of the above administration, a teacher may carry out suspension with the consensus of two additional staff members

In situations involving suspension or expulsion

CHC Service Committee

- will be informed in cases of suspension, but without details unless the Principal feels it is necessary (when the student may pose a threat to others) or if parents wish to appeal a suspension
- will be informed in cases of expulsion, but may not include details unless the Principal feels it is necessary (when the student may pose a threat to others) or if parents wish to appeal an expulsion
- In cases when the student is deemed to be a threat or an appeal is filed, the Service Committee will have access to records and notes taken by the teaching staff and principal if required.

In situations involving suspension or expulsion

Overseeing Ecclesia(s) Arranging Boards

- will not be informed in cases of suspension unless damage has been done to the ecclesial building or grounds, in which case information will include details of the incident, but may not include details of the responsible party
- will be informed in cases of suspension with incident and student details if the Service Committee and Principal deem the student to be a threat to others, or if parents wish to appeal a suspension beyond the Service Committee.
- will be informed with details in cases of expulsion when the Principal and Service Committee agree that a student poses a threat to others or if parents wish to appeal an expulsion beyond the Service Committee.
- in cases where the Principal and Service Committee deem the student to be a threat, or an appeal is filed, the Arranging Board(s) will have access to records and notes taken by the teaching staff and principal if required.

Dispute Resolution Procedure

*“If thy brother shall trespass against thee, go and tell him his fault between thee and him alone...”
(Matthew 18:15)*

- This procedure is to be used when an individual has a concern or complaint with a staff member and/or a student regarding a student, policy or a staff member's behaviour or wishes to appeal a decision made by the school administration.
- This procedure is to be used only in circumstances when no immediate resolution to a concern or complaint has been established.
- All incidents are to be treated confidentially with those involved.
- After any step in this process, a resolution may be reached and the rest of the process will not be required.

In cases where the dispute does not involve a member of the school administration:

1. Contact the responsible staff member in question directly (one on one).
2. Engage the principal or assistant principal or vice-principal in a three way discussion involving the individual, staff member and (one of) the principal, vice principal or assistant principal.
3. Meet with the staff member involved and two administrative staff members (i.e. principal, assistant principal, vice-principal)
4. Meet with two administrative staff members (i.e. principal, assistant principal, vice-principal) and a majority of the Service Committee.
5. If deemed a serious issue, the service committee will present the information to the Arranging Brethren of the overseeing ecclesia(s) for their involvement in reaching a resolution.

In cases where the dispute involves a member of the school administration:

1. Contact the responsible staff member in question directly (one on one).
2. Engage the other two members of the administration in a discussion involving the individual, and the principal, vice principal and assistant principal.
3. Meet with all administrative staff members (i.e. principal, assistant principal, vice-principal) and a majority of the Service Committee.
4. If deemed a serious issue, the service committee will present the information to the Arranging Brethren of the overseeing ecclesia(s) for their involvement in reaching a resolution.

STAFF REQUIREMENTS

"The servant of the Lord must not strive, but be gentle unto all men, apt to teach, patient, in meekness instructing those that oppose themselves..." (2 Timothy 2:24)

CHC staff members are appointed by the Service Committee according to the constitution of the school (4.3). All staff are required to undergo a police check once every three calendar years and submit same to the school office. Teachers are also requested to submit a current resume every five years. Both will be kept on file in the school office.

Teachers will be appointed to meet the logistical needs of the school and the requirements of the Ministry of Education. At times it will not be possible to meet these needs from the existing resources within the Christadelphian Amended Fellowship. It may be necessary to solicit this expertise from outside our immediate community. These opportunities will be examined on an individual basis by the Service Committee.

In cases where the individual is a Christadelphian from a different fellowship, the following policy will be in effect:

1. The brother or sister may be requested to agree to not teach any part of the Bible curriculum.
2. The brother or sister will agree in writing not to engage in discussion, formally or informally, that will bring up areas of controversy that have separated our communities.
3. The brother or sister will be personally interviewed by at least 2 committee members (who are not related) and appropriate background and reference checks will be conducted.
4. The committee will report to the parents in writing, providing opportunity for feedback and/or recommendations.
5. The committee will review the situation and make a recommendation to the Arranging Board(s) of the overseeing ecclesia(s) for final approval.

In cases where the individual is a non-Christadelphian, the following policy will be in effect:

1. The individual will agree to abide by CHC's code of conduct and to uphold Christian morals and ethics while on duty with the understanding that any infractions will be promptly addressed and may result in termination at the discretion of the committee.
2. Individuals will agree to not teach any part of the Bible curriculum.
3. Individuals will agree in writing not to engage in discussion, formally or informally, that will put forward personal beliefs, nuances or teachings.
4. Individuals must agree to be appropriately monitored under full time supervision.
5. Individuals will be personally interviewed by at least 2 committee members (who are not related) and appropriate background and reference checks will be conducted.
6. The committee will report to the parents in writing, providing opportunity for feedback and/or recommendations.
7. The committee will review the situation and make a recommendation to the Arranging Board of the overseeing ecclesia(s) for approval.

CHC staff will meet at least every two months, monthly if possible. Discussion will include new policies, curriculum, upcoming events, scheduling etc.

PARENT HELP

"Look not every man on his own things, but every man also on the things of others. Let this mind be in you which was also in Christ Jesus." (Philippians 2:4-5)

1. Parent help within the school will be actively encouraged.
2. Any volunteer position that requires contact with students will require the completion of a police check, for which CHC will cover the cost, if any.
3. Teachers will reserve the right to work with pupils without assistance and uninterrupted if they so choose.
4. Furthermore, it is an expected courtesy that every parent let the teacher know when he/she would like to come into the classroom. Making a mutually convenient time to speak to a teacher will ensure that parent's needs will be heard without distraction or interruption.

5. Parent help is most useful when needs of the class and the teacher are considered along with the individual needs of their own child.
6. Parent concern about the needs of their child in the class should be discussed with the teacher at a mutually arranged time.
7. Confidentiality of information gathered from teachers, pupils and classrooms is imperative for the efficient harmony of the school.
8. Where a parent is out of fellowship with their home ecclesia, they will not be permitted to act in a supervisory role involving any school activities. They will be permitted to attend school functions as a parent or guardian (i.e. observer, driver). The school community is encouraged to act kindly and helpfully to this individual in an attempt to bring about reconciliation.
9. Additional opportunities for parental contributions include serving on subcommittees (ie. Fundraising), helping with driving, helping with Fun Lunches, etc. See Volunteer Information Form for additional ideas.
10. Parents will be actively encouraged to participate in the Parents' Forum to provide input to the Service Committee regarding the operations of the school.
11. The parents appoint the Chairman and Secretary of the Parents' Forum.

MONITOR DUTIES

Weather

When it is raining, students must remain indoors. If it is drizzling, older students may go out, but younger ones will be kept in at the teacher or monitor's discretion. This is to avoid students having wet clothes.

When it is -15 Celsius, students will remain indoors as a general rule, however at the principal, teacher or monitor's discretion, students may go outdoors.

Morning Monitor Duties

Grade 7-8

- On Mondays grade 7-8 will be entering immediately upon arrival to help set up classrooms and assist teachers wherever possible. If grade 7-8 students are not assisting, they are required to return outside.
- Tuesday – Thursday grade 7-8 will line up with the rest of the school and go in when dismissed.
- After entry of rest of school, grade 7-8 students may assist younger students as required.

General guidelines:

- In case of severe weather all children are to come into the building and prepare for their morning classes and devotions as usual and wait quietly in the main hall.
- The monitor is responsible to monitor until assembly begins. If desired, a quiet game may be organized or story read.

8:25 am - Open Doors to school

- Turn on the lights
- Turn on the photocopier
- Close and lock the gate
- Bring bell outside
- Make sure there are no hazardous items in yard

8:30 am - Monitor Children's activity

- Children to remain in playground until the bell is rung (unless permission granted by the monitor e.g. to deliver projects inside, visit washroom etc. – but child must return)

8:45 am - Ring the bell

- Children to remain in playground until the bell is rung (unless permission granted by the monitor to deliver projects inside – but child must return)
- Have children line up by grades in front of the fence
- Send into school based on orderly behavior
- Once all children are inside, Morning monitor duties are complete. Return bell.

Lunchtime Monitor Duties

Lunch Schedule

Lunch (5-8) 12:00 pm – 1:00 pm

12:00-12:20 – Lunch

12:20-12:55 – Recess

12:55 – Ring Bell for entry

Lunch (K-4) 12:20 pm – 1:15 pm

12:20-12:40 – Lunch

12:40-1:10 – Recess

1:10 – Ring Bell for entry

Lunchroom

Prayers are given in the classroom.

We have a “20 minute rule” in effect, which means that all the children will sit for at least 20 minutes to eat lunch. This prevents the students from hurrying to get outside instead of finishing their lunches.

First aid kits are located in the office and in the basement on top of the fridge.

Warming Food:

- Students may warm food at a microwave under adult supervision.

Monitoring:

- Walk around and monitor students to ensure they eat their main meal before dessert
- Open containers for younger students
- Students are to remain in seats until dismissed to playground as per the 20 minute rule.

Dismissal to playground: (one monitor remains in lunchroom)

- Students who have finished their lunch are to raise their hand.
- Monitor is to check under their seats for garbage
- Student is dismissed to line up when lunch bag is away and garbage cleaned up.
- Students may go to the washroom before going upstairs
- Students may only go upstairs when the group is dismissed.

Cleanup:

- A schedule is posted on the bulletin board for students to clean tables.

Playground

- Students are to remain outside and within the fenced area during recess, except if permission is granted to go inside to visit the washroom.
- Refer to Discipline and Conduct Policy for rules and guidelines for dealing with discipline issues.
- Five minutes before entry, students are to collect balls and ropes, etc. to place in a designated area.
- Have children line up by grades in front of the fence.
- Admit grade lines into school based on orderly behaviour.
- Once all students are inside, lunchtime monitor duties are complete. Return bell.

Closure Monitor Duties

3:00 pm - Arrive at the school

3:10 pm - Supervise students in the playground until 3:20pm.

- Students are to remain in the fenced in playground area until parent or guardian arrives.
- No school equipment is to be used at this time.

3:20-3:30pm - Inside duties

- Pick up any articles left out and place into the appropriate bins (SLO) (one upper level, one lower level)
- Ensure that coffee maker is unplugged and emptied.
- Turn off all lights
- Check toilets are flushed
- Close lockers
- Lock doors
- Turn off photocopier
- Check that the back door is closed and locked.
- Lock back foyer door and exit through the front foyer. Door will automatically lock behind you.

If any student is not picked up by 3:20p.m. they are to accompany the monitor and help with inside duties until a parent or guardian arrives. If no one has arrived by 3:30 p.m., use the students' emergency contact information to reach a parent or guardian and leave a note to inform the VP or principal.

CHC COMMUNITY FORUM

In order to provide an open channel for communication between the CHC School Service Committee and parents of the school children, a Community Forum will take place at least twice each school year. Regularly scheduled meetings will be in October and April, as the first section of a regularly scheduled School Service Committee meeting. The objective will be to provide an opportunity for parents and other interested parties to make constructive suggestions regarding the operation of CHC.

Representatives of both the CHC Service Committee and CHC administration will be present to answer any questions and to hear all suggestions. The proceedings of each Community Forum will assist the Service Committee in developing an agenda for the General Meeting to be held the following month.

The Forum is not designed to address matters that relate to individuals or matters of a personal nature.

Attendees at the first Community Forum of each school year shall appoint the Chairman and Secretary of the Community Forum and determine the periods for which they hold office. The Service Committee or the Chairman of the Forum can at any time call a special meeting of the Community Forum.