



Christadelphian

HERITAGE

C O L L E G E

Hamilton

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 Hamilton Book Road 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 (if applicable), 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.

Committee meetings are held every other month or when deemed necessary. 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.

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/survey 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 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 6:00 pm on the Thursday prior to school commencing.

The first full day of school will be the Tuesday following Labour Day. This will be the first day of school for Kindergarten students as well, no matter which regular scheduled days they will be in attendance.

Monday – Thursday

Entry bell	8:45 am
Monitored Recess	10:30 am – 11:00 am
Lunch	12:15 pm – 1:00 pm
Dismissal	3:15 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 a minimum of two full days each school week on Mondays and Wednesdays or Tuesdays and Thursdays.

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

For all holiday weeks (when the holiday falls on a Monday) CHC will run from Tuesday - Thursday. School will end for the year on the second or third Wednesday in June (determined at the August staff meeting), followed by a school field trip on the following Monday.

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 on the current Ministry of Education and Training guidelines and will take these into account. Curriculum will continually be evaluated. The present curriculum was originally developed using a system of metrics to evaluate each program available to us, and has been continually reviewed and updated throughout our operation.

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. Little Disciples Winter Gathering (Camp Trillium), Kids' Camp.

The following curriculum will be used for core subjects:

English / Language	Math	Science / Health	French	Social Studies
Various: A Beka, Bob Jones, Modern Curriculum Press, Handwriting Without Tears	A Beka & Math-U-See	Modified A Beka/Ont. Curriculum	Grade 4–8 French Essentials, Visages 1,2&3 On y Va (Gr. 7,8)	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 two progress report cards on the last week of October and March and two regular report cards on the last week of January and June. Regular informal parent-teacher communication throughout the school year 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. Class field trip budgets will be determined by using the field trip budget allocation. Staff members can contact the committee Treasurer for class field trip amounts. 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.

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.

If, after consultation with the resource teacher and the principal or vice principal, a student's classroom teachers feel a student's subject curriculum should be modified, they will inform the student's parents of the suggested modifications.

If a student's parents feel a subject curriculum should be modified for their child, they may suggest this to their child's teacher. If a resource teacher is available they will be consulted in the school's decision as to whether such modification should take place.

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

Homework suggestions for Students

- The student should ensure that he/she has recorded all tasks as required by the teacher.
- The student needs to make sure he/she has the items required for homework before leaving the classroom.
- The student must make sure he/she understands all tasks assigned.
- The student needs a quiet place in the home to complete work tasks. Make sure the workspace is well lighted. Tasks should be completed away from distractions, i.e. television or music.
- Set a regular time, suitable for both the student and parents, to complete homework tasks.
- Keep a box/container of supplies on hand so the student does not have to search for the things needed. (pencils, pens, leads, crayons, scissors, glue, tape, dictionary, ruler, etc).
- Make certain a parent checks over assignments, signs necessary work and signs your agenda.
- The student needs to plan time wisely. Work should not be left for the last night before a test or assignment is due.
- The student is to ask for help from a parent only if help is needed. Students are not to expect parents to do the tasks.
- If there is a good reason why the student cannot complete assigned homework a parent needs to write a short note to explain.
- Regular review will help prepare the student for quizzes and tests. Suggestions for review include the following:
 - Studying any key words and definitions in the chapter or unit of study and using the glossary to help if one is available.
 - Reading over important sections that were covered in class.
 - Reviewing any charts, diagrams, maps, etc.
 - Using any study guides or review questions given by the teacher.
 - Using all classroom materials - textbooks, exercise book, workbook, worksheets, etc.
 - Asking an adult, older brother or sister, or even a classmate, to "quiz" the student.

LIBRARY POLICY

"Whatsoever things are true, honest, just, pure, lovely and of good report ... think on these things"
Philippians 4:8

1. Purpose

This policy provides guidelines for the selection and use of literature in classes and in the College Library.

2. Definitions

- 2.1. *Good literature* means that which has a worthwhile and thought-provoking theme, a tightly-constructed plot, excellent literary style, well-drawn characters and which upholds and enhances the values taught in the Bible.

3. Policy Statement

Heritage College endorses the reading of good literature and endeavours to provide wholesome texts for study in English and a range of good literature for borrowing through the Library.

4. Book Selection for Classroom Use

The following are the terms of reference for selecting books for the College Library collection and for class use in English or language.

- 4.1. The College should encourage the use of books where the theme and characters display biblical values such as integrity, justice, selflessness, endurance, honesty, courage, duty, thoughtfulness, care for others, and self sacrifice, which children can admire and emulate. The behaviour of less than admirable characters should be clearly shown as wrong, just as the Bible does.
- 4.2. Books chosen for class use should reflect a scriptural and not a humanist point of view on things like absolute truth, morality, human rights, the Bible, race, gender, esteem for others, discipline, respect for parents and authority.
- 4.3. Consideration should also be given to selection of books of high 'literary merit' for classroom novels. Evidence for this could come from literary reviews or literary prizes received by the book (or author for other works).
- 4.4. Books to be studied in classes should be chosen with particular care, keeping in mind the age of the children, as these books will be seen by parents and children to have the school's approval.
- 4.5. Books to be studied in classes, when viewed across the whole school, should show a range and a balance of family stories, adventure, poetry, proverbs, fantasy, war, humour, personal drama, biography, intrigue and mystery just as the Bible does.
- 4.6. When making a decision about the acceptance or rejection of a book, a judgment must be made as to whether any area of concern is a key theme or dominant idea in the book. If the book is sound in its theme and structure and there are a few minor areas of concern, this should be taken into account.
- 4.7. Before any book is used in a classroom it must be approved by the school principal or vice-principal.

5. Book Selection for Library Use

- 5.1. When purchasing fiction for the Library, the Librarian will ensure that there is a variety of good literature in the collection at all levels in order to encourage a lifelong love of reading and to meet the recreational reading needs of the students.
- 5.2. All fiction should be pre-read and meet the criteria outlined in the table below before being placed in the Library.
- 5.3. Reconsideration will be given to fiction which may attract parental objection. The Principal or Vice-Principal will make the final decision.
- 5.4. Fictional books containing any of the topics listed below will be deemed unsuitable for inclusion in the Library collection unless they meet the descriptions shown:

TOPIC	PRIMARY	SECONDARY
Violence	None at all	Only if incidental to the main theme

Immorality	None at all	Only if an illusion or vague reference without explicit detail. Not essential to the main theme of the story
Disrespect for adults or authority	Not the main theme See 4.1, 4.2	Reference only if incidental to the main theme
Bad Language	None at all	Not a pervasive aspect of the story and characters
Drugs	None at all	None at all, except possibly a passing reference.
Science Fiction	Choice of material that has a positive outcome. Titles and authors need to be carefully selected	Choice of material that has a positive outcome. Titles and authors need to be carefully selected
Dysfunctional families	None at all	None at all if this is promoted as being OK.
Blended families	Care to be exercised	Care to be exercised
Biblical / Doctrinal error	Care to be exercised	Only if not essential to the main theme of the story.
Horror	None at all	Titles and authors need to be carefully selected.
Sorcery	None at all	Only if incidental to the main theme

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 522 Book Road East, Ancaster.

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 522 Book Road East, Ancaster.

Police Services phone number (905) 546-4930

Fire Services address: 661 Garner Road East, Hamilton

In General

1. Keep 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 a substitute in your absence if you have fire duties to perform.
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.

Office Staff'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 posted conspicuously in the office.
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 hosting ecclesia's 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”.

Location of Fire Alarms

- ◆ Inside east side entrance, north side of wall
- ◆ Entering hallway from foyer, right side of doorway

Location of Fire Extinguishers

- ◆ Inside west entrance door
- ◆ Entering main auditorium from foyer on right doorway wall
- ◆ Entering front main doors into foyer, north/west wall
- ◆ Entering hallway from foyer, south wall
- ◆ Entering east entrance door
- ◆ In the kitchen
- ◆ In the furnace room

CLEANING

Cleaning at CHC takes place daily on school days. In addition, thorough cleaning takes place on Wednesdays before Bible class and tidying prior to the weekend.

Cleaning teaches our students to appreciate the use of the facility so generously provided by the Book Road 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 Classroom Clean-up

Teachers are responsible for ensuring that their classrooms are cleaned daily, including the following items: wiping down all hard surfaces (blackboards included), vacuuming, stacking books neatly, straightening desks and chairs and putting away all supplies. Extra care will be taken at the end of the school week on Thursdays to help prepare for weekend cleaning.

Daily CHC Clean-up outside of classrooms

Approx. 3:05-3:15pm

- Pick up garbage in office, school entrance and shoe area
- Pick up garbage in school hallway and foyer
- Pick up garbage and straighten chairs in main hall
- Sanitize doorknobs & phones in office and all entrances
- Straighten chairs in lunch area
- Sweep kitchen floor
- Sweep lunch area floor

- Empty kitchen & lunch garbage (Tues, & Thur.) and take out to curb on Tuesdays
- Collect all recycling and take to curb on Tuesdays
- Bring in garbage and recycle bins Wednesday morning following pick up
- Clean all foyer door windows
- Straighten indoor shoe mats (roll and place in storage room Thursdays)

These duties will be divided between the various classes at the beginning of each school year.

Weekend Cleaning

1. The ecclesial cleaners have asked that the school be left extra tidy at the end of the day on Thursdays for them to do their regular weekend cleaning.

Wednesday Cleaning (An individual will be assigned for these duties at the beginning of each school year.)

1. Clean the kitchen (surfaces and floors).
2. Tidy up and vacuum all carpeted areas if not already done by students.
3. Tidy all bathrooms.
4. Cleaning supplies, mops and buckets are in the cleaning/maintenance room.
5. Please put all garbage in the outside garbage bins, just outside the east entrance.
6. If you are unable to fulfill your responsibility please arrange for a replacement.

UNIFORM POLICY

Parents must accept the dress code prescribed by the School.

- 1) Parents will be consulted from time to time on changes to the style of the school uniform.
- 2) The process for non-compliance with the uniform will be as follows:
 - (1) A warning note will be sent home to be signed by the parent.
 - (2) 15 min. detention during which the student will write out the uniform policy
 - (3) Parents will be asked to bring the appropriate item or pick up the child from school. Children will be expected to complete any missed schoolwork.
- 3) Visiting students are asked (not mandatory but the school's preference) to wear navy bottoms and white tops.
- 4) Swimwear will consist of bathing trunks for boys and bathing suits for girls (no exposed midriffs for girls).
- 5) Students may wear outer cardigans or CHC hoodies over the basic uniform. These items are to be plain and dark navy with the CHC (or CHHS) logo or no writing/logos whatsoever.
- 6) Students are requested to wear uniform items purchased through CHC only as determined prior to the beginning of the school year.
- 7) Socks must be worn from October 1st through April 30th.
- 8) Indoor all black shoes (no colours or white on them) **that fit** with a back or back strap (no sandals or slippers). Safety is the key!
- 9) Uniforms should always be clean and neat.

HAIR & JEWELLERY

At CHC we believe that hair and jewelry, with respect to how they are worn, are extensions of our dress code. Therefore, there are certain expectations for all students related to both of these areas:

HAIR

- 1) should be natural and appropriate in style and colour and should not draw to it undue attention. Neither boys nor girls are permitted dramatic hairstyles and/or hair colours.
- 2) all hair accessories should be plain and from the school colours: navy, black or white.

JEWELRY

Jewelry must be in good taste and subdued in nature. Earrings, while permitted for females, must be either a stud or a small ring. **No other facial and/or body piercing rings are permitted.** Final decisions on this matter are at the discretion of the administration. Bracelets and necklaces should not be worn.

GIRLS – Grades (JK) SK to 8

- White polo shirt with CHC logo (JK/SK wear navy polos)
- Navy skort
- Socks or tights are to be dark navy.

GIRLS – Grades 9-12

- Navy polo shirt with CHC logo
- Khaki Skort
- Navy socks or tights

Socks or tights must be worn through November 1 to April 30.

BOYS – Grades (JK) SK to 8

- Navy pants or shorts and white polo shirt with CHC logo
- Socks to be navy.

BOYS – Grades 9-12

- Khaki pants or shorts and navy polo shirt with CHC logo
- Navy socks

Gym Uniform

All students are required to have CHC Heritage Hawk t-shirt, a pair of navy shorts and track/sweat pants for all sports activities i.e. soccer, gymnastics, basketball, skating, cross-country running, track & field. This is supplied by CHC using the Activity Fee. This uniform is to be worn to CHC on gym days or other days as notified by the vice principal. Street clothes will not be accepted as a gym uniform. Plain white socks can be worn on gym days.

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/curricul/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
 - Meetings including the Community 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
- emphasize 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" Matt 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 children.

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 Service Committee.
- *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 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
- only with agreement of 2 principals shall a decision be made 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 – In cases where differences cannot be resolved between individuals (eg. Parent vs. school decision)

*“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 (if applicable) 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 member(s) of the administration in a discussion with the responsible staff member.
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.

BIBLICAL LIFESTYLE

CHC is a religious institution providing a Biblical education, and it believes that its role is to work in conjunction with the home to develop students to be Christlike. On those occasions in which the atmosphere or conduct within a particular home is counter to, or in opposition to the biblical lifestyle the school teaches, the school reserves the right, in cooperation with the Book Road Arranging Brethren, to refuse admission of an applicant of a student or to discontinue enrollment of a student. This right of the school will apply to the acceptance and/or continuance of teachers and volunteers at Heritage College. This includes, but is not

necessarily limited to, living in, condoning, or supporting sexual immorality (fornication or adultery); practicing homosexual lifestyle or alternative gender identity; promoting such practices; or otherwise having the inability to support the moral principles of the school (Leviticus 20:13, Matthew 19:4-6, Romans 1:26-27, I Corinthians 6:9-10). In these circumstances, we will seek to support the spiritual growth of the young person.

MOBILE DEVICE/SOCIAL MEDIA POLICY

CHC acknowledges that many students have mobile phones and/or Personal Electronic Devices (PEDs). Due to the increased ownership of these items, it is necessary to have rules in place in order to maintain a safe and respectful learning environment.

We ask that all students, in elementary and high school levels, not use their cell phones at any time on school property, including before and after school hours. It is best that such devices are not even brought to school, to prevent the temptation of use. The following rules apply to mobile phones and all PEDs.

- Mobile phones must be turned off and out of sight during school, including recess and lunch time.
- Students are not to text, answer calls or make calls on school property.
- Mobile Phones are brought to school at the student's own risk. The school accepts no responsibility for lost or stolen phones or PEDs.
- When parents need to contact their children or any other student during the day, it is appropriate to make contact via the school office, not via a student's mobile phone or PED.
- Mobile phones and PEDs that are seen by staff will be confiscated and returned at the end of the day or at some later time if any of the above rules are not followed. If mobile phones or PEDs are continually misused by an individual student, some other consequence imposed by the Principal or Vice-Principal.
- Another new and more common version of a PED is a Smart Watch (i.e. apple watch, etc.). We ask that students not wear these to school. If they are worn, they will be asked to be removed, and placed in the office until the end of the day.

Facebook and other Social Media

Be sensible about what you post on Facebook or any other online forum. Parents and students should avoid communicating online in any defamatory or derogatory way about any other student, staff member or the school in general. Unacceptable online communication may lead to serious consequences, including expulsion. It is good to keep in mind that the Facebook rules indicate that a child must be 13 years old before opening a Facebook account, and as we obey the laws of the land when they are not in opposition to the laws of God, we should hold to that rule.

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 (principals, teachers, administration) are appointed by the Service Committee according to the constitution of the school (4.3). All staff are required to undergo a police check upon commencement of volunteer term and submit same to the school office. Teachers are also requested to submit a work history upon commencement of their volunteer term. Any information 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 not teach any part of the Bible curriculum.
2. The brother or sister will agree not to engage in discussion, formally or informally, that will bring up areas of controversy that have affected our communities.
3. The brother or sister will be personally interviewed by at least 2 committee members (who when possible are not related to the candidate) and appropriate background and reference checks may be conducted.
4. The committee at their discretion may 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 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 when possible are not related to the candidate) and appropriate background and reference checks will be conducted.
6. The committee at their discretion may 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 are encouraged to participate in the General Meeting in May.

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

There are no formal monitors on duty; however, parents may not drop off students unless there is an adult in the school building. Students are welcome to enter the school upon arrival (only if an adult is present) through the east entrance doors.

Lunchtime Monitor Duties

Lunch Schedule

Prayers will be given in class prior to lunch dismissal.

12:15 - 12:30pm Students to eat lunch in the lunch room (7/8 classroom)

12:30 - 1:00pm Outdoor recess

1:00pm Ring bell for entry

Lunchroom

We have a "15 minute rule" in effect, which means that all the children will sit for at least 15 minutes to eat lunch. This prevents the students from hurrying to get outside instead of finishing their lunches. Students that require more than 15 minutes are welcome to remain and finish their lunch.

First aid kits are located in the office and in the 7/8 classroom.

Warming Food:

- Students are not permitted to warm food. The microwaves are for staff use only. If parents are volunteering at the school they may assist only THEIR children to warm their lunch.

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 15 minute rule.

Dismissal to playground: (an adult to remain in the lunchroom)

- At the 15 min time period the monitor is to dismiss students only when their spot is clean. (table and floor)
- Students may go to the washroom before going outside.

Cleanup:

- A schedule is posted for students to clean tables.

Playground

- Students are to remain outside and within the yard 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.
- Upon entry, students are to collect balls and ropes, etc. to place in a designated area.
- Children are to enter the school in an orderly fashion.
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- Once all students are inside, lunchtime monitor duties are complete. Return bell.

End of Day Monitor Duties – if necessary a person may be appointed for this duty.

3:00 pm - Arrive at the school

3:15 pm - Supervise students in the playground until 3:25 pm.

- Students are to remain in the sectioned off parking lot/grass area until parent or guardian arrives.
- No school equipment is to be used at this time.

School Closure Duties

3:00-3:30pm - 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.
- Make sure filing cabinet in office is locked.
- Check toilets are flushed.
- Close windows.
- Turn off all lights.
- Check that the all doors are closed and locked.

If any student is not picked up by 3:25 p.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.