



KING
CHRISTIAN
SCHOOL

EST. 1943

Parent Handbook

19740 Bathurst Street

East Gwillimbury, ON

L9N 0N5

www.kingchristian.ca

905-853-1881

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KING CHRISTIAN SCHOOL - A COMMUNITY OF FAITH

Our history goes back to 1943 when the school opened with 19 students and Mr. J.W. Uitvlugt acting as principal/ teacher. This was the first Christian school of its kind in Canada and was temporarily accommodated in a room at the back of the Holland Marsh Christian Reformed Church.

In 1947, a three-room school was built to house an increase in enrollment. Also, at this time, a bus was purchased to transport the ever-increasing number of students coming from the Springdale area. However, with transportation problems and overcrowding in the school, Springdale decided to open their own school in September of 1955.

The effects of Hurricane Hazel in 1954 and the decreased student body as a result of the opening of the Springdale school, led Holland Marsh to the decision to build a new two-room school behind the old one in Ansnorveldt. In September of 1957, the new building was opened and the old one removed. At the same time, a group of parents in the Newmarket area organized a school society and began to send their children to the Holland Marsh Christian School. Soon a third room had to be added.

Amalgamation discussions were held to discuss this question with the Newmarket and Springdale Christian School Societies. The outcome of these talks was seven classrooms in two school buildings by September 1975, under one Board. Amalgamation was concluded in 1981.

In 1982, Springdale Christian School closed its doors. The new addition of four classrooms to the existing four in the Marsh allowed the student body to be housed in one building. A gymnasium, staff room, kitchen, and resource room were also added at that time. The King Township Public Library had the use of one classroom (portable) at the front of the school.

In 1990 student growth necessitated the vacating of the public library from our school building. They subsequently built their own facility on part of the park's land adjacent to the school.

The school society approved the addition of four more classrooms, a new resource room, change rooms, a larger staff room, and a new office area. These were ready for September 1991 occupancy.

In the fall of 2005, the Growing our Future...Child by Child capital campaign was launched. A 15-acre parcel of land was purchased at the corner of Graham Sideroad and Bathurst Street and the campaign continues to raise funds for our facility. Our new building opened to students September 2015 and the name was changed from Holland Marsh District Christian School to King Christian School.

The Lord continues to bless King Christian School as more Christian parents from various church denominations see the need for Christian education. We eagerly anticipate further growth numerically, physically, pedagogically, and spiritually under God's guidance.

King Christian School is a member of Edvance, a Christian Schools Association which is a service organization representing approximately 100+ schools. Edvance is a member of Christian Schools International (CSI) which is an international organization serving approximately 500 Christian schools in Canada and the United States.

MISSION, VISION AND CORE VALUES

Mission

The mission of King Christian School is to equip students to positively impact society through a Christ-centred education in a supportive and dedicated community.

Vision

As a vibrant, connected partner in our community, King Christian School integrates 21st century learning skills, resources and strategies to engage students in a Christ-centred education.

Core Values

1. We believe that God's redeeming work, as revealed in the Bible, should be reflected in all areas of curriculum.
2. We believe that only Christian families be allowed to enroll their children in our school.
3. We believe that our children are a gift from God and need to be treated with respect and dignity.
4. We believe that all staff work to fulfill their Christian calling in a supportive environment.
5. We believe that our school promotes open and ongoing communication, both internally and externally.
6. We believe that we need the ongoing support of the broader Christian community to make education available to Christian families.
7. We believe that we strive to meet the varying needs of our students for educational excellence.
8. We believe in being a membership run school.

BOARD OF DIRECTORS AND ITS COMMITTEES

The members of the KCS Society elect a Board of Directors which oversees the operation of the school. The purpose of a Board of Directors is to facilitate the school's administrator and ensure that the parent community is given a prominent voice with regard to school policies and practices. The Board's role is to help determine which programs are compatible with the school's mission, values, and practices, as well as to monitor the effectiveness of these programs. The Board establishes fundamental principles in the school community and ensures that these are carried out. For a list of the current Board members and their roles, please refer to <http://www.kingchristian.ca/board-of-directors>.

SCHOOL DAY ROUTINES

Entrance and Exit Protocols:

Bus - Each day, KCS staff will greet students upon their arrival. Students will enter the building through the front doors.

Bus students will be dismissed at 3:25 pm. The students will be loaded onto the appropriate buses with help from supervisors.

School Day Schedule	
8:20 -8:30 am	Student Arrival
8:30 am	Bell Rings & School Starts
8:30 am – 10:35 am	Instructional Time
10:35 – 11:15 am	Snack Break & Recess
11:15 am – 1:00 pm	Instructional Time
1:00 – 1:40 pm	Lunch Break & Recess
1:40 – 3:20 pm	Instructional Time
3:25 pm	Dismissal

If your child usually takes the bus home in the afternoon, and you will be picking them up instead, please send an Edsby message to the office and their homeroom teacher ahead of time to let us know. The directions must come from you, not from your children. Thank you for ensuring a smooth end of the day pick-up.

Parent Drop-Off and Pick-Up

Drop off

- Between 8:20 am-8:30 am-school starts at 8:30, please be on-time.
- Use front laneway for kiss & ride for students that can get out independently
- Students need to exit the right side of the car only, and then proceed to the front door
- Parents are encouraged to drop and go and not to get out of their car.
- Please be quick to prevent holding up other cars and buses
- The North parking lot is not accessible during this time
- Students that require a parent to get out of the car need to park in the South lot and you must walk your child to the front doors.
- Parents will not be permitted inside the school building to pick up and drop off their child(ren).
- Parents, please have students arrive by 8:30 am. If your child arrives late, they will need to be signed in.

Pick Up

- 3:25pm
- Park in the South Parking lot and wait near the pathway, your children will come out the South school door and you can collect them from there.

Sign-in/out

Should you be dropping off late or picking up your child early, parents are required to sign their child in or out at the front office. For early pick-up, students will not be waiting in the office for their parent to arrive, so please schedule your time accordingly, to allow time for your child to be dismissed from class and to gather their things. Please also make a planned absence on Edsby to indicate that they will be arriving late or leaving early.

Exterior Doors

All doors will remain locked. The front door is the only door to be used for drop off and pick up.

Visitors

Between the hours of 8:00 am – 3:30 pm, all visitors to the school (including parents) are required to sign in at the office upon entering the building and will be required to wear a visitor's badge. For the safety of our students, this will be strictly enforced.

Absence and Illness

If your child will be absent or late for the day, please notify the school office **before 8:30 a.m.**

If your child is ill, you must indicate why your child is absent, we need this information to closely monitor if there is an outbreak within the school. The preferred way is to enter the late/absent on Edsby prior to 8:30 am. If this is not possible, please email or call the office. If the office is not aware of your child's absence and contact is unable to be made to you or your designated emergency contact person, the police will be contacted and a missing child report will be filed. Therefore, it is extremely important that you call or email the school to report your child(ren)'s absence.

Do not send your child to school if they are ill (vomiting, diarrhea, fever, persistent coughing, strep throat, pink eye, etc.), they need to be symptom-free for at least 24 hours/48 hours (vomiting, diarrhea) before returning to school, including fever-free for at least 24 hours without the use of fever-reducing medications. The Principal is authorized to exclude students from school for conditions such as conjunctivitis (pink eye), trench mouth, ringworm, scabies, impetigo, pediculosis (lice), etc. COVID-19 guidelines, as applicable, must be followed which may include an extended absence.

Should your child become ill during the school day, the school office will notify you or the designated emergency contact person so that he/she can be taken home.

Communicable Diseases

Students suffering from pink eye, trench mouth, ringworm, scabies, pediculosis, impetigo, or any other communicable disease of the skin, shall be excluded from school until they have recovered or have been granted permission to return by a physician. Outbreaks of pediculosis (head lice) are common among school children. In order to prevent such outbreaks, please discourage your child(ren) from sharing combs, head bands, hats, and other head gear. Please check your child(ren)'s head for lice regularly and inform the school if your child has been exposed to this problem. Should your child be diagnosed with head lice at school, he/she will be sent home immediately. The parents of his/her classmates will be informed of the situation and asked to check their child's head to prevent an outbreak. Any communicable disease must be reported to the school office. In the event of an outbreak or pandemic we will follow the direction of York Region Public Health, as well as governing authorities and communicate with the parents accordingly.

Bus Cancellations and School Closing

Should the buses be cancelled due to inclement weather, the school will remain open, however it is important to note that children who are dropped off must be picked up by 3:25pm. It is the responsibility of the parent/guardian to check if buses are running.

Please note the following:

- If York Region buses are cancelled, then all the buses are cancelled. Please check the website School Bus City www.schoolbuscity.com to see if the York Region buses are cancelled.
- You will be notified of bus cancellations or school closures through Edsby

- If morning buses are cancelled, afternoon buses are also cancelled.

The principal may decide to cancel/close school due to unforeseen circumstances. Every effort is made to make/post cancellations by 6:30 a.m.

Late Policy

Parents will receive a letter from the principal after a child is late 10 times in one term.

There are several reasons why we ask for punctuality in school attendance:

- Punctuality in general shows respect to those who have prepared to begin in a timely manner.
- Morning meeting which includes devotions/prayer time is interrupted and/or missed, which is a key building block for Christian community-building.
- Consistently late students acquire the stigma of “always being late” within their own class and for many children this is embarrassing.
- Students potentially miss significant announcements or highlights for the day.
- Morning routines in the classroom are essential for forming good habits and individual accountability. This is the time agendas are checked and/or stamped, and things (i.e. homework, items for the office) are collected.
- Late arrivals interrupt the flow of whatever is going on in the classroom at the time for the rest of the students and the teacher.

We ask parents to please support the staff by keeping late arrivals to a minimum. Late arrivals should only be due to appointments or emergencies.

Temporary Absence Guidelines

Illness (2 or more days) * depends on the length and degree of illness

Parent Responsibilities:

- Arrange for the work to come home
- Help in completing the assignments

Staff Responsibilities:

- Arrange the core assignments with instructions for the student
- Be available to answer questions about the assignment

Student Responsibilities:

- Complete the assignments/tests within an agreed upon time

Extra Vacation Time (3 or more days)

Parent Responsibilities:

- Notify the school by a written notice to the school office via Edsby regarding the days / length of the absence at least a week in advance, communicate directly with the classroom teacher if assignments are requested
- Ensure that requested assignments are completed

Staff Responsibilities:

- Provide the core assignments for the vacation period when requested.
- Equip the students to complete the assigned work

Student Responsibilities:

- Take home all necessary materials so that the work can be completed
- Complete the assignments
- Show the teachers the completed work on the day of the arrival back to school
- Ensure that any work/tests that are missed during the absence are caught up

Office:

- Notify all teachers / staff of the absence

Suspension

Parent Responsibilities:

- Ensure that the assigned work is completed
- Help in finding the information needed to complete the work

Staff Responsibilities:

- Assign work that will be covered during the absence and any other relevant assignments at their discretion

Student Responsibilities:

- Take all necessary materials home so that the work can be completed.
- Complete the work and catch up on any work/tests that are missed.
- Seek out any answers to questions regarding the assignments.
- Show the completed work to the teacher on the day of arrival back to school.

GENERAL INFORMATION

PARENT – TEACHER COMMUNICATION

It is important to develop open communication between the parents and the teachers so that we can foster the trust relationship necessary for good learning to take place. The following procedures are designed to enhance such communication.

Edsby

KCS uses Edsby as our main source of communication. Edsby is an online platform that allows students, parents and teachers to effectively communicate quickly and easily. This integrated school management system includes group communication, online classrooms, assessment, reporting, and daily classroom management. Parents get effortless access to their child's classwork such as attendance, classroom materials, teacher notes, handouts, and lessons, ensuring they know how to help students at home. Edsby also allows parents to communicate with their child's educators through groups or personal messages. The school calendar and timetables become easily accessible outlining daily class information as well as upcoming tests, events, assignments and other information.

Parent – Teacher Conferences

Fall: Parent/Teacher (JK-8)

Parent/Teacher conferences are scheduled in the fall and full parent participation is expected. During these conferences, teachers and parents share their insights about the individual child and learn from one another. Should additional student concerns arise, the classroom teacher will be in contact with the parents. Similarly, if parents have a concern about their child's performance or behaviour at school, we encourage them to contact the teacher as soon as possible.

Newsletter

The KCS Newsletter is published bi-annually. It keeps parents and members informed of ongoing events in the school community.

Report Cards

Report Cards are issued three times a year, in November, March and June. They indicate student progress and include a curriculum summary of work completed for the term. Teachers will contact a parent prior to the report card going home should there be a significant mark drop in a subject or if there is a significant classroom concern.

Website

Check out our website at www.kingchristian.ca for standard school information, our newsletters, calendar of events and fundraiser information.

Dress Code

Preamble: We are a Christian community and, as ambassadors for Christ in this community, we must show our distinctiveness, not only by our behaviour, but also by our dress.

The Scriptures only touch on the issue of dress through biblical principles.

The principles found in 1 Timothy 2:9-10 and 1 Timothy 4:12 teach:

1. Appropriateness "in harmony with the situation"
2. Modesty "moral sensibility within the bounds of propriety"

We recognize that although clothing reflects creativity and individuality, it can and should be consistent with Scripture, which reminds us that we are to honour God with our bodies. In addition, grooming, dress, and appearance are positive indicators of the serious purposes of attending school. We expect our students to set a tone of modesty and to be neat and clean in person, dress, and habits as they reflect the faith we profess and the vision of our school.

Responsibility:

Parents and students share the responsibility of making appropriate clothing choices for school. It is our desire that we work together to support the dress code in a spirit of community and shared values. The dress code is based on the expectation that our school will be a safe and respectful learning environment for staff and students alike.

The staff and the principal have the responsibility of enforcing the dress code and may decide on the appropriateness of the clothing. The principal and/or teacher may ask a student to change or to not wear a certain item of clothing to school again.

Daily Wear:

1. Clothing should be neat, decent, in good repair and appropriate to the Christian school setting. Clothes with negative or inappropriate messages are not allowed.
2. Students must have two (2) pairs of footwear, one (1) pair with non-marking soles for indoors (also suitable for inside gym activities), and one (1) pair for outside.
3. We are a hat-free facility; we ask that you take off your hat before you enter.
4. Rather than be prescriptive about what is or is not allowed, we ask that students make modest clothing choices assuring that bra straps and midribs are covered, necklines are not too low, and shorts and skirts are a reasonable length. Please avoid halter tops, crop tops, muscle shirts, and sheer clothing.
5. We would ask that undergarments not become a fashion statement but remain covered.
6. In winter, hats and gloves are required in weather at or below freezing. Snow pants or splash pants are recommended for playing in the snow.
7. Your child needs to be prepared for all potential weather outcomes. There is no bad weather, just poor choice in clothing. Please ensure your child has appropriate clothing choices for all types of weather as we will be going outside frequently.

Special Situations:

1. For special occasions or public performances such as musicals, Christmas programs, Grandparents' Day, etc., teachers may request that students wear a certain type of attire.

Gym Wear

1. Proper attire for physical education for both boys and girls in grades 5-8 is a KCS T-shirt, which will be provided.
2. Students are also required to wear non marking running shoes.
3. Gym clothes should go home regularly to be washed.
4. It is also suggested in grades five through eight that students have deodorant on hand to use after gym classes. A plastic or cloth bag to keep their gym clothes in is also suggested.

Homework

In the primary grades, we strongly recommend that parents read regularly to their child(ren) and that students in all grades be encouraged to read on a regular basis.

Major project assignments will take into account other homework assignments. We expect parents to check and sign their child(ren)'s personal agendas daily for Grades 1-3. All staff members will stamp agendas every morning and respond to notes from parents.

Grade	Suggested Time Per Night	Type of Work
K-1	5 minutes	Memory work, spelling test practice
2	15 minutes	Memory work, spelling test practice, unfinished work
3	15-30 minutes	Memory work, spelling test practice, unfinished work
4, 5	30 minutes	Memory work, unfinished work, unit test studying, project work
6,7,8	60-75 minutes	Memory work, Regular homework, test studying, project work

School Supplies

The following is what students are required to bring /have:

Grades JK-8: indoor non-scuffing running shoes, backpack, nut-free snack and lunch

Grades 1-8: headphones or ear buds for the computer lab (please label)

Insurance

Student accident insurance is optional and is the parents’ responsibility. If you are interested in insurance for your children, forms are available through Industrial Alliance Pacific Insurance Company. Enrollment forms can be accessed on-line at www.solutionsinsurance.com/aonon or another insurance option is with Insure My Kids through the Old Republic Insurance Company. The website www.insuremykids.com contains all of the information parents might need as well as a toll free phone number to contact the insurance company. These insurance companies are not endorsed by the school, they are just a few options that we are aware of that provide student accident insurance for children.

Lost and Found

Our Lost and Found is located by the gym. In an effort to keep our “Lost and Found” box empty, we ask that parents label their child(ren)’s belongings, including shoes, coats, boots, mittens, sports equipment, etc. Near the end of each term, you will be asked via Edsby to check the “Lost and Found” to claim lost articles, any unclaimed items will be donated to the thrift store.

Lunches and Drinking Water

Students will be required to bring their own nut-free lunch. KCS is committed to taking care of God’s creation. To reduce the amount of garbage our school collects daily, we ask that you provide garbage-free lunches for your child(ren) and use reusable containers for storage as much as possible. Students are encouraged to have a personal, labeled water bottle at school each day. Please note that the water at the school is tested regularly and safe to drink but does have an elevated sodium level. This may be problematic for individuals suffering from hypertension or congestive heart disease that may require a sodium-restricted diet. The intake of sodium from drinking water could become significant for these individuals and alternative arrangements for drinking water may be needed. It is also recommended that water with high sodium levels not be given to infants and should not be used in the preparation of infant beverages including formula and juice. If this is a concern for you, please send your student with water from home.

*Please note: gum chewing is not permitted in the school building, on school property, or on the bus.

Technology

Cell Phones

Cell phones are not to be used during the school day and must be kept in students' backpacks during school hours, including lunchtime and recess. If you need to get in touch with your child during the school day, please contact the office and we will be happy to relay a message on your behalf. The school will not be responsible for lost, stolen, or damaged cell phones on the bus or at the school. The administration will hold in trust any cell phones that are being used during the school day without permission until the end of the day. If phones are used on the bus, no pictures or video is to be taken and headphones/earbuds are to be used while listening to music.

Personal Electronics and Games

If parents permit their children to use various electronic devices on the bus to pass the time, students do so knowing that it is for personal use only and they are responsible for them. Please note that no pictures or video is to be taken while on the bus or at school unless sanctioned by the KCS staff. The devices are to remain in the backpack at all times when at school. Teachers will hold in trust any devices that are being used on school property during the day and returned at an appropriate time. Teachers or bus drivers may hold devices in trust that they suspect may contain inappropriate content. Parents are responsible for the content that is on these electronic devices.

Chromebook

Each student entering grade 6 will be given a Chromebook from the school. Repairs to the Chromebook that are caused by intentional damage will be the responsibility of the family to cover. When the student graduates from grade 8 the device is given to the family and will go with the student. (In the event that a student leaves the school early they will need to return the device.) The student will also need headphones and possibly a mouse which will be the responsibility of the family to purchase.

Computers

KCS has a computer lab that is primarily used for grades 1-5. Students will use computer curriculum to support their learning. We use Google Apps for Education to help facilitate educational activities using technology. Students are provided with a Google account administered by KCS. This account allows students to use the school's Chromebooks and provides access to free online applications (programs) such as email, word processor and presentation software. Students can access their account and information at any time from any internet connected device.

POLICIES AND PROCEDURES

STUDENT HEALTH AND WELFARE

Prevalent Medical Conditions Policy

King Christian School (the “School”) has established this *Prevalent Medical Conditions Policy* in support of its commitment to promoting student health and safety and fostering and maintaining healthy and safe environments in which students can learn. We live in a broken world where there is pain, suffering and illnesses – both short and long term. Some conditions can be life threatening. Affected students are God’s children, and they, like all students, need Christian love and care that supports their well-being so that they feel they belong.

This Policy should be read in conjunction with the School’s *Anaphylaxis Policy*, *Asthma Policy*, and *Medication Policy*.

Definition

The **Prevalent Medical Conditions** (“PMCs”) covered by this Policy are asthma, diabetes, epilepsy and anaphylaxis. These medical conditions have the potential to result in a medical incident requiring an immediate response and monitoring or a life-threatening medical emergency.

Parents of Children with Prevalent Medical Conditions

As primary caregivers of their child, parents are expected to be active participants in supporting the management of their child’s medical condition(s) while the child is in school. At a minimum, parents should:

- educate their child about their medical condition(s) with support from their child’s health care professional, as needed;
- guide and encourage their child to reach their full potential for self-management and self-advocacy;
- inform the school of their child’s medical condition(s) and co-create the *Plan of Care* for their child with the Principal or the Principal’s designate;
- communicate changes to the *Plan of Care*, such as changes to the status of their child’s medical condition(s) or changes to their child’s ability to manage the medical condition(s), to the Principal or the Principal’s designate;
- designate who is provided access to the *Plan of Care*;
- confirm annually to the Principal or the Principal’s designate that their child’s medical status is unchanged;
- initiate and participate in annual meetings to review their child’s *Plan of Care*;
- supply their child and/or the school with sufficient quantities of medication and supplies in their original, clearly labelled containers, as directed by a health care professional and as outlined in the *Plan of Care*, and track the expiration dates if they are supplied; and
- seek medical advice from a medical doctor, nurse practitioner, or pharmacist, where appropriate.

Students with Prevalent Medical Conditions

Depending on their cognitive, emotional, social, and physical stage of development, and their capacity for self-management, students are expected to actively support the development and implementation of their *Plan of Care*. Students should:

- take responsibility for advocating for their personal safety and well-being that is consistent with their cognitive, emotional, social, and physical stage of development and their capacity for self-management;
- participate in the development of their *Plan of Care*;
- participate in meetings to review their *Plan of Care*;
- carry out daily or routine self-management of their medical condition to their full potential, as described in their *Plan of Care* (e.g., carry their medication and medical supplies; follow School policies on disposal of medication and medical supplies);
- set goals on an ongoing basis for self-management of their medical condition, in conjunction with their parent(s) and health care professional(s);
- communicate with their parent(s) and school staff if they are facing challenges related to their medical condition(s) at school;
- wear medical alert identification that they and/or their parent(s) deem appropriate; and
- if possible, inform school staff and/or their peers if a medical incident or a medical emergency occurs.

Anaphylaxis

Parents or Guardians of an Anaphylactic Student

- Inform the school of their child's allergies by completing an allergy information sheet that includes a photograph of the child, a description of the allergy, avoidance rules, and possible symptoms if a reaction were to take place, and an emergency protocol. This information sheet is posted in the teacher's cupboard where the child eats lunch and is available as a reference to both regular and substitute teachers. A second copy is kept in the Staff room.
- Ensure that the information in the student's file is kept up-to-date with the medication that the student is taking.
- Provide a MedicAlert bracelet for their child, where appropriate.
- Provide the School with at least two up-to-date auto-injection kits, clearly labelled with the child's name and prescription details, and provide student with a body pouch or fanny pack for carrying at least one auto-injector at all times on their body. It is the parent's responsibility to be aware of the EpiPen's expiry date and to supply new EpiPens before that date. Parents are responsible to ensure the EpiPen is carried by their child, at all times.
- Review the School prevention plan with School personnel and provide in-service support and information as requested.
- Provide their child with safe foods.
- Teach their child:
 - (a) about their allergen and the substances that trigger it;
 - (b) to recognize the first symptoms of an anaphylactic reaction;
 - (c) to know where medication is kept, and who can inject it;
 - (d) to communicate clearly when they feel that a reaction is starting;
 - (e) to carry their own auto-injector in a body pouch or fanny pack;
 - (f) not to share snacks, lunches or drinks and to politely explain why they are not sharing;

- (g) to understand the importance of handwashing;
- (h) to take as much responsibility as possible for their own safety.

Student with an Anaphylactic Allergy

- Has an age appropriate understanding of their allergy and its triggers.
- Complies with taking medication as arranged and approved by School administration.
- Takes as much responsibility as possible for avoiding allergens.
- Takes responsibility for checking food labels and monitoring food intake.
- Washes hands before and after eating.
- Learns to recognize symptoms of an anaphylactic reaction.
- Promptly informs an adult, as soon as accidental exposure occurs or symptoms appear.
- Keeps an auto-injector on their person at all times.

All Parents or Guardians

- Will respond co-operatively to requests from the School to eliminate allergens from packed lunches and snacks.
- Participate in parent information sessions.
- Encourage students to respect an anaphylactic student and follow school prevention plans.

All Students

- Learn to recognize symptoms of anaphylactic reactions.
- Avoid sharing food, especially with anaphylactic students.
- Follow school rules about keeping triggers out of a classroom.
- Refrain from bullying or teasing a student with an anaphylactic allergy.

Prevention

In order to provide a safe learning environment at the School, all members of the School community will make best efforts not to bring products containing allergens, including traces allergens, to the School (whether on the premises or during excursions).

Parents of children with allergies are asked to provide a number of non-perishable snacks for the teacher to hold, so that when food is brought into the classroom for special occasions, the allergic child may enjoy their own special treat. Parents who are providing treats for special events are reminded that no food baked at home should be brought into the School. All food must be Nut free and individually pre-packaged.

Allergies / Nut-Free Policy

There are too many variables beyond our control for us to claim to have a nut-free environment, however since some of our students are highly allergic to peanuts, nuts, and nut products, we have a Nut-Free Policy in place.

Students must not take peanuts, nuts or nut products for snacks or lunch. Similarly, please discourage trading of snacks and check with the teacher when planning birthday snacks for your child's birthday. Your cooperation is deeply appreciated because this issue can become a matter of life and death for these students.

Some students are allergic to animals; pets such as dogs, cats, rabbits, etc., are not allowed at school.

Asthma

Parents or Guardians of Students with Asthma

- Inform the school of their child's asthma condition by completing an asthma information sheet (request the forms from the office) that includes a photograph of the child, a description of the asthma symptoms, avoidance strategies, possible symptoms if a reaction were to take place, and an emergency procedure. This information sheet is posted in the teacher's cupboard and is available as a reference to both regular and substitute teachers. A second copy will be kept in the Staff Room.
- Ensure that the information in the student's file is kept up-to-date with the medication that the student is taking.
- Provide a MedicAlert bracelet for their child, where appropriate.
- Provide the school with at least two up-to-date medications, one carried by the student and one for the staff room. It is the parent's responsibility to be aware of the medication's expiry date and to supply new medication before that date, as well as ensure their child is carrying their medication.
- Review the student's individual plan with school personnel and provide information as requested.
- Teach their child:
 - (a) About their asthma and the risk of exposure to asthma triggers;
 - (b) To recognize the first symptoms of an asthma attack;
 - (c) To know where medication is kept, and how to use it;
 - (d) To communicate clearly when they feel that an asthma attack is starting;
 - (e) To carry their own medication in a body pouch or fanny pack;
 - (f) To take as much responsibility as possible for their own safety.

Student who has Asthma

- Has an age appropriate understanding of their asthma and its triggers.
- Complies with taking medication as arranged and approved by school administration.
- Takes as much responsibility as possible for avoiding triggers.
- Learns to recognize symptoms of an asthma attack.
- Promptly informs an adult as soon as symptoms appear.
- Keeps medication on their person at all times.

All Parents or Guardians

- Will respond co-operatively to requests from the School to eliminate certain triggers.
- Participate in parent information sessions.
- Encourage students to respect students with asthma and follow school prevention plans.

All Students

- Learn to recognize symptoms of asthma.
- Follow school rules about keeping triggers out of a classroom.
- Refrain from bullying or teasing a student who has asthma.

The School will provide information on asthma to parents, students and employees at the beginning of every school year. Parents of students who have asthma are required to complete and return the Asthma Plan of Care, by requesting the forms from the office. Other communication about asthma will be circulated to parents, students and employees from time to time on an as-needed basis.

Concussions

Parents or Guardians of a Student Suspected of Having Sustained a Concussion

- Inform the School of any previous concussions sustained by their child.
- Ensure that the medical information in their child's student file is kept up to date.
- Follow protocols with respect to return of the student.
- Teach their child:
 - (a) about the prevention of head injuries, the identification of symptoms of concussions, and the management of concussions;
 - (b) to recognize the first symptoms of a concussion;
 - (c) to communicate clearly when the child suspects a concussion; and
 - (d) to take as much responsibility as possible for their own safety.

All Parents or Guardians

- Inform the School of any previous concussions sustained by their child.
- Ensure that the medical information in their child's student file is kept up to date.
- Respond co-operatively to requests from the school with regard to concussions.
- Participate in parent information sessions.
- Review this Policy, any other concussion-related resources in place at the School, and the government's concussion awareness resources as may be prescribed under *Rowan's Law*.
- Encourage students to respect students who have, or are suspected of having, sustained a concussion and follow School plans on prevention of head injuries, and the identification and management of concussions.

All Students

- Learn to recognize symptoms and signs of concussions and understand the dangers of concussions.
- Review this Policy, any other concussion-related resources in place at the School, and the government's concussion awareness resources as may be prescribed under *Rowan's Law*.

Concussion Information for Parents/Guardians

What is a concussion and what causes a concussion?

A concussion is a brain injury that causes changes in how the brain cells function, leading to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., memory problems, decreased concentration), or emotional (e.g., feeling depressed). The brain injury cannot be seen on X-rays or CT scans. Concussions can occur without a loss of consciousness. **In fact, most concussions occur without a loss of consciousness.** A concussion can occur from a direct blow to the head but may also occur from a major physical trauma to other parts of the body (e.g., a sideways check to the body) that causes a whiplash effect on the head and neck.

What are the symptoms and signs of concussion?

Concussion should be suspected in the presence of any one or more of the following symptoms and signs:

Thinking Problems

- Does not know time, date, place, class, type of activity in which they were participating
- General confusion
- Cannot remember things that happened before and after the injury
- Loss of consciousness

Student Complaints

- Headache Dizziness
- Feeling dazed
- Feeling “dinged” or stunned
- “Having my bell rung”
- Seeing stars, flashing lights
- Ringing in the ears
- Sleepiness
- Loss of vision
- Blurred or double vision
- Grabbing or clutching of head
- Neck pain
- Sensitivity to light or noise

Other Problems

- Poor coordination or balance
- Blank stare/glassy-eyed
- Vomiting
- Slurred speech
- Slow to answer questions or follow directions
- Easily distracted
- Poor concentration
- Strange or inappropriate emotions (e.g., laughing, crying, getting mad easily)
- Stomach ache/pain/nausea
- Not playing as well
- Lying motionless on the ground or slow to get up
- Amnesia
- Seizure or convulsion

What should you do if your child sustains a concussion?

Your child should immediately stop playing their sport. Your child should not be left alone and should be seen by a medical doctor as soon as possible. If your child is unconscious, call 911 to take your child to a hospital. Do not move your child until the paramedics arrive.

How long will it take for your child to get better?

The signs and symptoms of a concussion often last for 7–10 days but may last much longer. The exact length of this period is unclear, but the brain temporarily does not function normally, and during this time, it is more vulnerable to a **second head injury**. In some cases, students may take many weeks or months to heal. Significant cognitive symptoms may result from concussion including; poor attention and concentration, reduced speed of information-processing and impaired memory and learning. There may also be a significant negative effect on educational and social attainment, as these functions are critical for learning new skills and attending to schoolwork.

How is a concussion treated?

Exertion, both physical and mental, worsens concussion symptoms and may delay recovery. Thus, the most important treatment for concussion is rest. Many students find that attending school aggravates their symptoms, and they may have to stay home and rest. It is not possible to know when symptoms will improve, as each concussion is unique. Therefore, a specific return date to school may not initially be possible for anyone, including the medical doctor, to provide. Once your child feels better, they can try going back to school, initially part-time (e.g. half-days at first) and, if the symptoms do not return, and they can go back full time. Mental exertion can make symptoms worse so your child's workload may need to be adjusted accordingly.

When can my child return to play?

It is very important that your child not go back to physical activities if they have any concussion symptoms or signs. Return to play must follow the step-by-step approach detailed above. In brief, the step-by-step approach is as follows:

Step 1: No activity, complete rest. Once the student is asymptomatic (concussion symptoms and signs have stopped), proceed to Step 2.

Step 2: Light aerobic exercise, such as walking or stationary cycling, for 10-15 minutes. No resistance training.

Using the *Request to Resume Physical Education/Activity and/or Athletic Participation: Concussion-Related Injuries Form* (Appendix A), the parent/guardian signs and dates the form to give permission for the student to proceed to Step 3.

Step 3: Sport-specific exercise (e.g., ball drills, shooting drills) for 20-30 minutes. No resistance/weight training.

Step 4: "In class" physical education activities/intramural activities/clubs in which there is no opportunity for contact (e.g., aerobics routine, dance, badminton and volleyball). May add light resistance training and progress to heavier weights. For interschool activities, on field/court/ice activities such as ball drills, shooting drills and other activities in which there is no opportunity for contact.

Step 5: Once cleared by a medical doctor, regular physical education/intramural activities/clubs which involve minimal contact and/or full contact training/practice for interschool activities, as applicable.

Step 6: Game play for interschool activities, as applicable.

Note: Each step must take a minimum of one day. If symptoms or signs of the concussion return (e.g., headache, feeling nauseated) either with activity or later that day, your child needs to rest for 24 hours, and return to the previous step. Your child should **never** return to play if symptoms persist. Your child may not participate in any physical education activities until Step 1 and Step 2 have been completed. Prior to beginning Step 3, the parent/guardian signature is required.

It is important that your child not play any sports, including intramural or inter-school athletics or participate in any part of the physical education curriculum, if they have any signs or symptoms of concussion. Your child must rest until they are completely back to normal. When they are back to normal and have been seen by a medical doctor, they can then go through the steps of increasing activity described above. When your child has progressed through these steps with no symptoms or problems, and has received clearance from a medical doctor, they may return to play. If you are unsure if your child should participate, remember, **when in doubt, sit your child out.**

When should I take my child to the medical doctor?

Every child who gets a head injury should be seen by a medical doctor as soon as possible. You should take them back to the medical doctor immediately or call 911, if, after being told your child has a concussion, they have worsening of symptoms such as:

1. being more confused;
2. worsening headache;
3. vomiting more than once;
4. not awakening;
5. trouble walking;
6. having a seizure; and/or
7. demonstrating strange behaviour.

Problems caused by a head injury can get worse later that day or night. Your child should not be left alone and should be checked throughout the night. If you have concerns about your child's breathing or sleeping, wake your child up. If it appears that the signs or symptoms are getting worse, you should see your medical doctor immediately or call 911.

Medications

Unless otherwise agreed upon, all student medications are to be kept in the office and will be distributed by the office.

Parents are required to:

- Provide a written request to the Principal or designate that their child have medication administered in school which details the medication, what it is designed to treat, and administration instructions. This can be done by completing the School's Administration of Medication Form.
- Meet with school staff as required to review the manner of administration of the medication and any related issues.
- Provide up-to-date health and medical information about their child for purposes of this procedure.
- Provide up to a maximum of one week's medication in correct dosage under normal circumstances.
- Record on the Student Information Form annually, any regular medication, even if it is not being administered at school, to be kept on file in the event of an emergency

Students are required to:

- Comply with taking medication as arranged and approved by the Principal.
- Understand that sharing their medication with other students is a violation of school policy.
- Will inform the school office if taking medication.
- Will comply with the limit on the maximum dosage that can be stored at the School.

Head Lice

1. Parents of children identified with head lice will be notified by the School by letter, and will be required to seek treatment for the child.
2. The parent is required to keep the child at home until the problem is cleared. The parent will be provided with an instruction sheet which contains information about remedy options and instructions for treating head lice, as recommended by public health authorities.
3. On returning to the School, the child is required to bring a letter signed by the parent indicating the treatment used, and confirming that the child is free of lice and nits. The letter will be reviewed by the Principal or designate.
4. If a returning child is not free of lice or nits, the child shall not be readmitted to class. The parent will be contacted by the School, and arrangements will be made for the child to return home as soon as possible. The parent will be provided with a further letter notifying them of the continued infection and the need for treatment.
5. All parents of children in a class in which a student or students are found to have head lice will be sent a letter informing them of that fact. The letter will contain a description of methods of observation and precautionary measures that can be taken in the home to monitor and treat head lice infestations.

6. The Principal may designate a person who is trained and available to perform head lice checks in the school, to verify suspected cases of head lice and/or to recheck returning students.
7. The School may designate a specific day or days for screening all students for head lice and nits, using a trained person. A letter will be sent to all parents informing them of this event. Individual parents may request that their child not participate in Screening Day activity.

These procedures impose positive obligations upon parents to both keep their children at home, and obtain appropriate treatment to clear up any lice infestation prior to permitting the child to return to school.

Child Welfare Policy

King Christian School is committed to providing a safe and welcoming school environment for all children and adults. The school has an important role to play in the prevention of child abuse and is responsible for the safety of everyone within its walls. This policy is to ensure that each child enrolled in King Christian School is protected and safe by ensuring that it is a caring environment for the growth and development and that all employees and volunteers of the school fulfil their legal responsibilities with respect to the *Child and Family Services Act (the Act)*.

Child abuse is when a parent, caregiver or another adult physically and/or psychologically mistreats a child causing injury or emotional damage to a child or youth. This includes physical abuse, sexual abuse, emotional abuse as well as exposure to domestic violence. It can also result from a parent or caregiver's failure to provide adequately for the child's basic needs (neglect).

The board shall ensure that all employees, contract workers and volunteers are aware of definitions of child abuse and alert to the indicators.

Based on their roles and responsibilities, all employees and volunteers will receive training on procedures and protocols associated with reporting and investigating suspected child abuse before beginning to work with children and on an annual basis. The acknowledgement form will be signed following each training session and filed in the personnel files. These forms will be retained indefinitely in confidential files.

The dignity and privacy of the child must always be respected.

Employees and volunteers shall cooperate with Children's Aid workers and the police. Employees to whom a disclosure is made and who report suspected child abuse shall maintain the appropriate documentation. All documentation shall be stored separate from the student's OSR in a secure location. Documentation shall be kept indefinitely.

Normally, passing any information about the child to a third person requires the consent of the parent. However, in the case of suspected child abuse, this parental right is overridden by legal and statutory demands.

Each volunteer is required to have a criminal record check and vulnerable sector screening prior to beginning the volunteer service. All criminal record checks and vulnerable sectors screenings must be repeated every three (3) years. The school will file these in confidential files and retain indefinitely.

The principal will monitor the child welfare policy and procedures to ensure that they are enforced.

Bullying

KCS does not tolerate bullying. All members of the school community are committed to ensuring a safe and caring environment, which promotes a love for God and for each other. Bullying can be any form of physical violence such as hitting, pushing, or spitting, interfering with another's property, using put-downs, belittling others' abilities and achievements, writing offensive notes about others, ridiculing another's appearance, or forcing others to act against their will.

To help the school community in its effort to eliminate bullying, parents can:

Watch for signs of distress in their child(ren),
 Take an active interest in their child(ren)'s social life and acquaintances,
 Advise their child(ren) to tell a staff member about an incident,
 Keep a written record: who, what, when, where, why, how,
 Be willing to inform the staff and administration of any cases of suspected bullying even if their own child is not directly affected.

Please Note: The staff values and encourages your input regarding bullying on the school playground. Home and school need to communicate in order to ensure the school environment remains a safe place. At KCS, we expect bullying to be reported to the teacher or administration.

Cyber Bullying

KCS does not tolerate cyber bullying. Due to the seriousness and recent increase of cyber bullying, any bullying done to fellow students or staff through social media, email, texting, and/or picture-posting will be taken very seriously. All cyber bullying will be reported to the KCS administration who will give full support to the police, as needed, towards ending any such bullying.

Physical Violence and Sexual Harassment

KCS will not tolerate physical violence, indecent sexual gestures, and sexual harassment. Students will be sent to the office where appropriate disciplinary measures will be taken. Parents will be informed of these incidents.

Harassment occurs when a student has overstepped the boundary of "playful fun" and persistently irritates the other person to the point of exasperation or distress. Since this boundary varies from one person to the other, it is difficult to define clearly when someone harasses another. However, it must be remembered that NO means NO and we will deal with situations as they are reported to us.

Safety Guidelines

Between the hours of 8:00 – 3:30, all visitors to the school are required to sign in at the office upon entering the building and will be required to wear a visitor's badge. For the safety of our students, this will be strictly enforced.

Verbal Abuse

Verbal abuse is not allowed in our school and students will be disciplined accordingly, should they persist with such behaviour.

Crisis Management and Emergency Response

Student Responsibility:

- Be familiar with their role during emergency situations (through appropriate drills);
- Respond quickly to the direction of staff during an emergency situation;
- Do not use mobile devices;
- Do not leave the school premises

Parent/Guardian Responsibility:

- Be aware of the existence of the school's Emergency Preparedness Plan;
- Reinforce with their children the responsibility they have to follow directions during an emergency;
- Ensure all emergency contact information is up to date with the school office; and
- Do not attend the scene or try to communicate with their children during an emergency situation - refer to Edsby / Email for updates.

CODE OF CONDUCT

Preamble

The purpose of this Policy is to support and encourage a safe and caring school environment which is conducive to effective learning, and to nurture attitudes of mutual respect and trust. This Policy is anchored in the biblical principles stated below and promotes accepted standards of behaviour.

In keeping with the mission, vision, and values of King Christian School (the "School"), we declare that the objectives for and the context of all activities at this institution stem from a Christian world and life view to serve and educate students. We believe the Bible is the authoritative Word of God which provides the standards and conduct for all human behaviour, including that of students.

The School is dedicated to the education of students in a safe and caring community that fosters the development of character, courage, creativity and a passion for learning.

The School promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the School community feel safe, included and accepted, and actively promote positive behaviours and interactions.

All students, parents, teachers and staff members have the right to be safe, and feel safe, in the school community. With this right comes the responsibility to contribute to a positive school climate. The promotion of strategies and initiatives, such as character development, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports academic achievement for all students.

Responsible citizenship involves appropriate participation in the civic life of the School community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

These standards of behaviour apply not only to students, but also to all individuals involved in the School community – parents, volunteers, teachers, and other staff members – whether they are on school property, on school buses, at school-related events or activities or in other circumstances that could have an impact on the school climate.

Students will be given a code of conduct summary to review at home and sign. Parents and teachers will be asked to sign it as a commitment to creating a positive school environment for all.

PROGRESSIVE DISCIPLINE POLICY

Preamble

Progressive discipline in the Christian school does not emphasize punishment but rather focusses on restoration and self-discipline. Therefore, progressive discipline cannot exclude a restorative practice, which can be used to help bring about justice and restoration; nor it can ignore a responsive classroom practice, which can be used to help bring about mutual respect and proactive strategies towards self-discipline. Rules and expectations are in place so that learning and interaction can take place within a positive school climate that is God honouring.

A progressive discipline policy provides a framework to build, support, and maintain a positive school climate that focuses on progressive discipline and promotes positive student behaviour.

This Policy should be read in conjunction with the *School Code of Conduct Policy* as it is, in a certain sense, an extension of that policy. It should also be read in conjunction with the *Bullying Prevention and Intervention Policy*, which relies on a progressive discipline framework. Other policies that may apply include the *Sexual Harassment Policy -Students* and *Suspension/Expulsion Policy*.

Definition

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

Progressive discipline is a process designed to create the expectation that the degree of discipline will be in proportion to the severity of the behaviour leading to the discipline and that the previous disciplinary history of the student and all other relevant factors will be taken into account. In addition, progressive discipline must take into account the needs of individual students by showing sensitivity to diversity, cultural needs and special education needs.

Policy

Policy Principles

King Christian School (the “School”) recognizes the goal of the policy is to support a safe, inclusive, and accepting learning environment in which every student can reach their full potential.

All inappropriate student behaviour, including bullying, is unwanted and must be addressed. Responses to behaviours that are contrary to the School’s Code of Conduct and/or standards of behaviour must be developmentally appropriate.

Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that build skills for healthy

relationships and promote positive behaviours. The range of interventions, supports, and consequences used by the School must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices.

The School and its administrators must consider all mitigating and other factors, including using interventions, consequences, and supports for students with special education needs that shall be consistent with the expectations in the student's *Individual Education Plan*.

1. Prevention and Awareness Raising

In order to promote a positive school climate, the School provides opportunities for all members of the school community to increase their knowledge and understanding of issues such as bullying, violence, inappropriate sexual behaviour, bias, stereotyping, discrimination, prejudice, hate, critical media literacy, and safe internet use.

The School will focus on prevention and early intervention as the key to maintaining a positive school environment in which students can learn.

2. Progressive Discipline Framework

A progressive discipline approach promotes positive student behaviour through strategies that include:

- using prevention programs and early and ongoing interventions and supports;
- reporting incidents for which the Principal will consider student discipline; and
- responding to incidents of inappropriate and disrespectful behaviour when they occur.

In some circumstances, short-term suspension may be a useful tool. In the case of a serious student incident, a suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required.¹

The School will actively engage parents in the progressive discipline approach, and actively encourage stakeholders to report incidents that need attention (see Appendix A).

Early and Ongoing Intervention Strategies

Early and ongoing interventions strategies will help prevent unsafe or inappropriate behaviours at school and school-related activities. Intervention strategies should provide students with appropriate supports that address inappropriate behaviour and that would result in improved school climate. For example, early interventions may include, but are not limited to the following:

- consultation with parents and others;
- restorative conversations;
- restorative classroom conference;
- responsive classroom circle;
- verbal reminders;
- review of expectations; and/or
- a written work assignment with a learning component that requires reflection.

¹ See Ministry of Education guidelines concerning suspension and expulsion and/or <https://www.principals.ca/en/protective-services/pst-resources.aspx>.

In considering other responses to address inappropriate behaviour, the following could be taken into consideration:

- behaviour contracts;
- time out;
- reflection sheet;
- loss of privilege in specified school activities;
- detention;
- community service; and/or
- restorative practices.

Where inappropriate behaviour persists, ongoing interventions may be necessary to sustain and promote positive student behaviour and/or address underlying causes of inappropriate behaviour. For example, ongoing interventions may include, but are not limited to the following:

- meeting with parents;
- requiring the student to perform volunteer service to the school community;
- conflict mediation;
- peer mediation; and/or
- referral to counselling, including group counselling.

In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:

- the particular student and circumstances (e.g. mitigating or other factors);
- the nature and severity of the behavior; and
- the impact on the school climate (i.e., the relationships within the school community).

3. Responding to Incidents

The purpose of responding to incidents of inappropriate and disrespectful behaviour is to stop and correct such behaviour immediately so that students can learn that it is unacceptable.

School employees who work directly with students, including administrators, teachers, and non-teaching staff, must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes all inappropriate and disrespectful behaviour at any time at School and any School-related event (if, in the employee's opinion, it is safe to respond to it). Such behaviour may involve swearing, homophobic or racial slurs, sexist comments or jokes, graffiti or vandalism.

Responding may include:

- asking a student to stop the inappropriate behaviour;
- naming the type of behaviour and explaining why it is inappropriate and/or disrespectful; and
- asking the student to correct the behaviour (e.g., to apologize for or rephrase a hurtful comment and promise not to do it again).

By responding in this way, employees immediately address inappropriate student behaviour that may have a negative impact on the school climate.

4. Reporting to the Principal

The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the Principal is aware of all activities taking place in the School for which student discipline must be taken.

A School employee who becomes aware that a student may have engaged in an activity for which student discipline must be considered, will report the matter to the Principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the Principal no later than the end of the school day.

In cases where an immediate action is required, a verbal report to the principal may be made. A written report may be made at an appropriate time.

5. Building Partnerships

Relationships that engage the whole School community and its parents promote a positive School environment and support the progressive discipline continuum. Protocols between the School and community agencies are effective ways to establish linkages, and to formalize the relationship between them. These protocols facilitate the delivery of prevention and response programs, the use of referral processes, and the provision of services and support for students and their parents and families.

To facilitate the building of partnerships, the School will maintain an up to date contact list of community agencies or organizations that have professional expertise to support the School students, their parents and families.

6. Training Strategy for Administrators, Teachers, and Other School Staff

The School will put in place a training strategy for all administrators, teachers, and other School staff (as needed) regarding the School's *Progressive Discipline Policy*. The training will address the fact that building a supportive learning environment through appropriate interactions between all members of the School community is the responsibility of all staff.

The School will support ongoing training for all staff, through such opportunities as new-teacher induction programs and e-learning to create and sustain a safe teaching and learning environment.

The School will ensure that others are aware of the School's *Progressive Discipline Policy* (e.g., custodians, contract workers, and parents).

7. Communication Strategy

For a progressive discipline approach to be effective, it is important that all members of the School community, including teachers, students, and parents, understand and support the progressive discipline approach. The School will actively communicate policies and procedures to all students, parents, staff members, and community members as applicable.

8. Monitoring and Review

The School will establish performance indicators for monitoring, reviewing, and evaluating the effectiveness of this policy and its procedures. These indicators will be developed in consultation with teachers, students and parents. The School will also conduct a cyclical review of all policies and procedures in a timely manner.

APPENDIX A - Progressive Discipline Reporting Form

The Incident

1. What are you reporting?

- | | | | |
|---|---------------------------------------|--|-----------------------------------|
| <input type="checkbox"/> bullying | <input type="checkbox"/> extortion | <input type="checkbox"/> physical assault | <input type="checkbox"/> threats |
| <input type="checkbox"/> cyberbullying | <input type="checkbox"/> harassment | <input type="checkbox"/> sexual harassment | <input type="checkbox"/> violence |
| <input type="checkbox"/> drugs | <input type="checkbox"/> intimidation | <input type="checkbox"/> theft | <input type="checkbox"/> weapons |
| <input type="checkbox"/> Other (specify): | | | |

2. How do you know about this?

- | | |
|--|--|
| <input type="checkbox"/> It happened to me | <input type="checkbox"/> I was told about it |
| <input type="checkbox"/> I saw it happen | <input type="checkbox"/> I overheard others talking about it |
| <input type="checkbox"/> Other (specify): | |

3. Where did it happen?

- | | |
|---|--|
| <input type="checkbox"/> inside the school building | <input type="checkbox"/> on the way home |
| <input type="checkbox"/> on school property | <input type="checkbox"/> at a school event |
| <input type="checkbox"/> on the way to school | <input type="checkbox"/> on the school bus |
| <input type="checkbox"/> Other (specify): | |

4. When did it start?

5. Is it still happening?

- | | | |
|------------------------------|-----------------------------|---------------------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> I don't know |
|------------------------------|-----------------------------|---------------------------------------|

6. Describe what happened. Include as much information as possible, such as the name of the person(s) involved, their grade and school, and relationship to you.

7. Is there anything you would like to add?

Personal Information (optional):

1. Name:

2. Contact Information:

3. Are you a:

- | | | |
|--|---|---------------------------------------|
| <input type="checkbox"/> Student (Grade) | <input type="checkbox"/> Teacher | <input type="checkbox"/> Staff Member |
| <input type="checkbox"/> Parent | <input type="checkbox"/> Community Member | |
| <input type="checkbox"/> Parent submitting report on behalf of child | | |
| <input type="checkbox"/> Other: | | |

4. Are you a: Female Male

STUDENT EXPULSION POLICY

Preamble and Purpose: It is our desire to work through difficult situations, but regrettably it may become necessary for a student to be expelled from attending classes at King Christian School.

Responsibility: The Board and the principal share responsibility for expulsions but the final decision rests with the Board.

Procedure:

If avenues to move a situation forward positively are exhausted then steps will need to be taken to withdraw a student from school. It must be noted the student's parents/guardians are involved with each step. Each step will strive in working towards a resolution of the issue with appropriate discipline being administered. The goal is to correct the inappropriate behaviour and to give every opportunity for repentance and forgiveness to take place. We will seek to apply the principles of restorative practice throughout the process.

The Principal has the authority to suspend the student but does not have the authority to expel a student.

The Principal can recommend expulsion if the student's actions are serious and pose a possible danger to the safety of teachers or other students. He/She can also recommend expulsion if the discipline policy is followed and there is no satisfactory change in student behaviour.

Board and Principal's role in expelling a student

The Principal's role in expulsion is limited to following all the appropriate behavioural policies that are in place and making recommendations to the Board.

When necessary the Board, upon considering all facts and rationale for an expulsion request, will record the details and the motion supporting the expulsion of a student in the Board minutes.

Parents, of the student being expelled, will be notified by the Principal and a conference will take place with the student, their parents and the Principal. Details of the discipline steps that have already been taken will be reviewed and a letter of expulsion from the Board will be given.

The parents may request to have the student re-enrolled for the following school year and the Board will consider such a recommendation from the Principal.

Please note: The above procedures are distinct and separate from the Tuition Arrears

GRIEVANCE PROCEDURES (Parent-related procedures from our Grievance Policy)

As the school society of KCS, we recognize the importance of living within a Christian community. Although unified in our belief in the one true God, the diversity of our parent community is displayed as we live out our faith in a variety of ways. However, God challenges us to continue to live together, working for the growth and furtherance of His kingdom.

As a result of the fall, sin has entered the world and affected the harmony of our communities. In any group there are differences of opinions and disagreements are bound to occur. Still we are called to respect each other as image bearers of Christ. Sometimes, our differences lead to negative behaviour, distrustful and disruptive attitudes and actions. When these problems arise, whatever the cause, we must act to correct the situation. Through prayer and the healing work of the Holy Spirit, our communities will continue to represent the love of Jesus Christ.

This Grievance Policy is designed to recognize but not accept the negative aspect of disagreements. In all cases of conflict, we must seek to deal with the issues of our disagreements and not attack the person with whom we disagree. In doing this, we will be able to identify the source of the disagreements and maintain the dignity of the parties involved. The key to successful resolution is proper and accurate direction about the process to be followed in bringing about resolution and healing.

1. Complaints and Disagreements

The manner in which complaints and disagreements are handled can mean the difference between harmony and tension in a community. This policy sets out for parents, staff, board and students the way to deal with complaints and disagreements consistent with Scripture (Matt.18:15-17). All steps must be taken in a true spirit of reconciliation. (If a teacher has a complaint about a parent, the same steps should be followed). Complaints should be dealt with promptly and not be allowed to fester or involve others.

2. Dealing with Discord

There is room in the school community for differences; we do not all see things in exactly the same ways (Rom.14:1 – 15:6). While able to cause tensions, differences need not be threatening. They are often God’s way of enriching the school.

Nevertheless, our mutual bond in Christ ensures that we retain a commitment to each other, especially in times of failure and disharmony (1Cor. 6:1-7, Phil. 4:2-3).

In accordance with Matthew 18:15 and Luke 17:3b-4, when a disagreement arises between members of the community, they must first meet together in a spirit of submission to the Lord in an attempt to resolve the matter.

When dealing with any grievance or concern, we need to consider biblical principles. Specifically, all parties need to:

- treat the matter seriously
- act fairly towards each other
- expect that they will be treated in the same way
- treat others involved in the situation with respect
- maintain confidentiality
- if a third party is needed, listen to both sides of the story.
- don’t jump to hasty conclusions or follow with impetuous actions.

3. Dealing with Gossip

Be sure of the facts, procedures or sequence of events, and then speak to the appropriate person(s) involved. Spreading an idea, opinion or what you feel is an injustice with those not involved is

destructive to the community. Gossip separates and betrays. As God’s chosen people we are to steer clear of defamatory situations. If we do hear slanderous comments we are called to ask them to cease making those remarks and direct the party/parties to the appropriate forum for their concerns.

- 4. Conflict involving disagreements between student/parent(s) and teacher:**
 - a. Concerns about the classroom should first be presented to the teacher by the parents, or if the student is mature enough, by the student themselves. If the student presents the concern, a respectful demeanour is required at all times.
 - b. If the problem is not resolved, the parents or student may bring the concern to the Principal. If the student brings the concern, they must have permission from their parents to do so.
 - c. If the problem is still not resolved, the parents should submit a request for a hearing, in writing, to the Grievance Committee.
 - d. If the problem is still not resolved or the issue is appealed a request for one hearing with the Board of Directors can be made. The request for a hearing should be made, in writing, to the Chairperson of the Board of Directors. After the hearing and a period of deliberation a decision will be made by the Board. The decision made, in regards to the appeal, is final.

- 5. Conflict involving Parent(s) and the Administration:**
 - a. If parents have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should express their concerns to the Principal.
 - b. If the problem is still not resolved, the parents should submit a request for a hearing, in writing, to the Chairperson of the Board of Directors. The Chairperson will forward the request to the Grievance Committee.
 - c. The Committee, after a hearing and deliberation, will make a recommendation to the Board of Directors.
 - d. The opportunity for a member to request an appeal is limited to 15 days and may only be requested once.
 - e. This procedure applies to Board members who are acting in their capacity as parents, and not as representatives of the Board.
 - f. This procedure applies to all staff members who are acting in their capacity as parents and not as representatives of the school.

Type of Conflict	Responsibility	Appeal possible	Appeal Heard by
Parental disagreement with the Principal	Grievance Committee	One	Board
Student/Parental disagreements with a teacher	Principal	One	Grievance Committee

Formal Grievance Submission

The written grievance should contain the following:

1. The specific action or incident upon which the grievance is based, the date the action or incident occurred (if known), and the date the grievant first learned of the action (if applicable).
2. The reason upon which the grievant bases the belief that the action was unfair or unjust and the specific policy or written agreement that was violated.
3. Corrective action sought by the grievant.
4. A brief summary of the grievant’s attempt to date to resolve the problem, and the results of such actions.

CURRICULUM

The curriculum at KCS reflects our vision of creating an environment where students can develop their Christian worldview so that they can make a positive impact on the world they live in. Our teachers guide and nurture students' curiosity, supporting them as they pursue personal and spiritual growth. We are continually striving to provide students with authentic learning opportunities that will help them to develop their Christian character and a heart that seeks God's will. We believe that God has made each student unique and we respond by ensuring our instruction is differentiated to meet their learning needs. We partner with families and draw on the expertise of our Learning Resource Centre to support each student in their personal and academic growth.

We meet the Ministry of Education of Ontario's guidelines, and exceed them when there are opportunities for further growth. We foster academic excellence through a variety of pedagogical approaches that are designed to promote the development of 21st Century Learning Skills. We teach all provincially mandated subject areas including Math, Language, Science and Technology, Social Science, French, Art, Music, Physical Education and Health. Project-Based Learning is an important part of our academic program as we strive to engage students through authentic and meaningful learning experiences.

While Bible instruction is also a specific subject area, the principles of our Christian faith are infused and integrated into all aspects of teaching and learning. For example, while students are working to achieve new understanding in Science and Mathematics they are examining these concepts through the lens of the order and magnificence God reveals throughout His creation.

Differentiated Instruction: We recognize that we are a community of diverse learners and we are committed to knowing them well so that we are able to tailor their learning experiences and tasks to improve their learning. We take into account student readiness, interest, and learning profile when planning every element of our classrooms including: content, process, products and learning environment.

Project-Based Learning: Is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects. (pblworks.org)

Responsive Classroom: As a school we are committed to employing the principles of Responsive Classroom. Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms for both students and teachers. (responsiveclassroom.org).

Teaching for Transformation: A key component of Teaching for Transformation (teachingfortransformation.org/) are the throughlines. Throughlines are discipleship habits and practices that both form the learners and transform God's world around them. Throughlines help students, teachers, and parents imagine what it means to be a disciple within God's story. They articulate a vision for how their school's graduates will live. We will begin to examine the throughlines through chapel and then integrate them into appropriate areas of the curriculum.

Academic Honesty

God calls us to do our work with honesty and integrity. We are to take responsibility for the tasks that are laid before us and complete the work we are assigned to complete. We are to also give credit to others for their work and honour God in all we do. The purpose of this policy is to ensure teachers, parents and students get an accurate representation of the students' abilities and to allow for fair and honest assessment and evaluation of work. While we encourage parents to support and assist students in their learning, the role of parents is one of guidance and facilitation while the student completes the work. While the student grows in ability and maturity, the role of parents lessens.

The goal of education is student understanding and the application of learning and all assignments are to be the work of the student.

Daily work is any assignment given in class that is to be completed in that class or for homework the following class. Each student is required to complete his/her own work. This means that a student may not copy another's work to complete his/her own, plagiarize, or allow someone else to do his/her work.

Students are to complete the requirements of the assigned projects on their own. The Internet, books, magazines, or knowledge gained from interviews or presentations can be valuable sources of information and are often required for these types of projects. Students must learn to decipher what is fact and what is opinion. Students must understand that information taken from any source must be referenced and specific quotes must be credited to the author. All work must be referenced (orally or in written format) as prescribed by the teacher.

The staff will make every effort to clearly explain and provide examples of the requirements of each project so as to maintain academic integrity for the students as well as to the sources that are cited. The staff will use applicable Internet sites as needed to ensure academic honesty.

Any student that chooses to plagiarize, copy another's work to complete their own, including during tests, will be addressed on a case by case basis at the discretion of the teacher and / or administration of the school. This could include the student being required to redo the assignment, receiving no credit for the assignment, or having the student supply sources for their information before the assignment is handed in or evaluated.

Field Trips

King Christian School (KCS) encourages its teachers to plan field trips so that students can be exposed to learning opportunities and resources outside of the classroom. KCS emphasizes that student safety is the number one priority for each field trip. All field trips must be organized and supervised by school staff, be age appropriate, and meet school policies and values. The teachers will make every effort to accommodate students with special needs, ensuring equal access and supervision for all students in accordance with their individual plans.

Prior to the field trip, KCS will provide, in writing:

- information about the field trip, including the objective of the trip and other particulars concerning travel, time, clothing, activities, etc.
- filled out field trip request form and received approval from the Principal
- behaviour expectations for students, and supervisory expectations, roles and responsibilities for teachers and volunteers;

- all necessary resources, including directions, curriculum handouts, and a cost estimate and reimbursement protocol for the volunteers; and
- an explanation of the field trip cancellation protocol.
- For safety reasons, KCS will make every effort to provide school bus transportation or involve public transportation. In the event volunteer drivers are needed, these drivers must:
 - be 25 years of age or older;
 - have a valid driver's license;
 - have a current Vulnerable Sector Screening on file in the office
 - have at least \$2 million personal liability insurance coverage and complete the volunteer driver form
 - have the appropriate number of seat belts or booster seats, where applicable. (Ontario's *Highway Traffic Act* requires children weighing 18 kg to 36 kg (40 to 80 lb.), standing less than 145 cm (4 ft. 9 in.) tall and who are under the age of 8 to use a booster seat or allows the continued use of a forward-facing seat as long as the car seat manufacturer recommends its use.)

While field trips are viewed as extensions of the school's curriculum and student attendance is required, the parent must complete a school field trip permission form. This form is mainly intended for insurance compliance reasons.

Field trips may include assessment and evaluation. Teachers may provide comparable assessment and evaluation for those students who do not attend the field trip. This possibility should be advised well in advance.

Any overnight field trip will require separate paperwork, i.e., itinerary, fees (where applicable), emergency contact numbers, permission forms, criminal background checks of volunteers, insurance verification, etc., must all be obtained by the school well in advance of the trip. KCS will seek to ensure gender representation for overnight field trips.

Where parents are asked to serve as volunteers or chaperones for a field trip, they should refrain from bringing younger children or anyone else with them so they can assist the teacher supervisors without distraction. All supervisors and volunteers must be aware of students with anaphylaxis, asthma, diabetes, epilepsy, and other prevalent medical conditions. A briefing or review prior to the trip concerning intervention procedures is recommended. Volunteers must have Vulnerable Sector Check on file in the office prior to attending the trip.

The school will seek to meet the following minimal acceptable standard for supervision ratios for most field trips:

- Kindergarten: 1 adult to 5 students
- Grades 1 – 3: 1 adult to 8 students
- Grades 4 – 6: 1 adult to 10 students
- Grades 7 – 8: 1 adult to 13 students

Quality Control of Student Work

The following procedures have been implemented to ensure student work is consistent and students are held accountable on a regular basis:

Tests

- All tests given to students in grades 3-8, once marked by the teacher and handed back to the student, are expected to be signed by parents and returned to the subject teacher within 5 days. This ensures all parents are aware of all test marks their children receive in a school year. Teachers will track all tests that are to be signed and returned. Parents who have not returned the signed tests will be sent a reminder note in the student agenda after 5 school days. Teachers are expected to mark tests and return them to students within 7 school days of the test being given.
- Once a test date is set by a teacher in grades 3-8, that date will not be changed except if a school closure day comes in between the time the date was set and the actual test day. By so doing, students can prepare for the test day and plan for it appropriately.
- Students can expect a review sheet from a teacher on content-related subjects for a test five school days before the actual test date.
- Teachers will inform parents and students of test dates in School Matters five school days before the date the test is given.

Special Education: The Learning Centre

The Learning Centre is an integral part of the complete educational program at KCS. The aim of the program is to build self-confidence and teach students the skills and strategies necessary to overcome and/or cope with learning difficulties, so that they too, can serve God and others to the best of their abilities.

The Learning Centre offers the following services and programs:

- Assessment/ testing / diagnosis of learning strengths and weaknesses for all students in a variety of exceptionalities including slow learners, learning disabilities, gifted, emotional and behavioural.
- Teaching individual or small groups of students in The Learning Centre.
- Referrals to outside agencies and support services in the community.
- Information about a variety of special education topics and issues.

Both teachers and parents may make referrals to The Learning Centre. Students are scheduled in The Learning Centre according to need and the time available. The Learning Centre has many components: the students, the parents, the teachers, the program, and the resources. All of these work together to help the students develop their talents, promote a feeling of self-acceptance and find their value as children of God.

Standardized Testing

Students in Grades 1-8 participate in MAP (Measures of Academic Progress) testing through NWEA (Northwest Evaluation Association). This testing takes place in October, February and May.

MAP testing will achieve the following goals:

Support individual students academically, Evaluate the curricular program and gaps in core skills at King Christian School, Measure school quality for current and incoming parents.

WORKING TOGETHER AS A COMMUNITY

Since the tuition fees do not cover the entire budget, there are a number of ways in which parents and members work together to balance the school’s budget.

G.I.V.E. (Get Into Volunteering Everyone)

The purpose of the G.I.V.E. program is to encourage volunteerism at KCS. Each family is expected to volunteer a certain amount of hours during the school year. This volunteering can be done by helping in many ways: serving on a committee, being a classroom volunteer, going on class trips, helping in the office, or helping with pizza day just to name a few! In June when parents send in their post-dated tuition cheques for the coming year, a volunteer assessment cheque for \$1500.00, post-dated for May 31 of the following year needs to be included.



Parents will be informed of volunteer opportunities at the beginning of the school year and as they come up. Each family is responsible to fulfill their volunteer hours and submit their hours to the G.I.V.E. Committee.

Each family is asked to give of its time according to the chart below:

Family with a full-time student(s) at KCS	30 hours
Single-parent family with full-time student(s) at KCS	15 hours
Family with a student only in JK OR SK	15 hours

Classroom Volunteers

Classroom volunteers are invaluable to a strong educational community and to a positive working relationship between teacher and parent. Classroom volunteers are required to provide the office with a Vulnerable Sector Screening Check and complete Annual policy reading, prior to spending time with students. Please check the News Section in Edsby for the required forms. We value and appreciate parent volunteers and the G.I.V.E. program gives structure and opportunity for this involvement.

Ambassador Program

We recognize that word of mouth is the most effective method of promoting the school. Families who encourage or have a significant influence on a new family’s decision to join KCS will be awarded a reduction on their own tuition. With the Board’s discretion, the Ambassador family will be given a one-time tuition reduction of \$1000 for introducing a family to KCS.

Golf Marathon

The golf marathon is held each May. The golfers complete as many holes as possible on that day! The project is strongly supported by our community and has proven to be a very successful fundraiser.

Auction

This annual online auction event helps to support the day-to-day operations of the school.

The 5K Fun Run

The annual 5k Fun Run aims to rally our students, families and community together to raise funds for our school.

Pastor Tuition Reduction Program

The vision of Christian education must reach the leadership of churches to be passed on to their congregations and therefore full-time pastors requesting enrollment at KCS will be given a 10% discount on their school tuition.

T.R.I.P. (Tuition Reduction Incentive Program)

TRIP is a program whereby parents and supporters can purchase gift certificates from many different retailers at face value. The school earns a percentage on each gift certificate sold, and the gift certificate can be used just like cash. Parents who participate can use 40% of the value they have earned toward tuition reduction for the following school year. Others (such as grandparents) can contribute towards tuition for a family of their choice or five other options: capital budget, educational supplies, library books, music program, or technology improvements. With this program, you do not have to make any changes to your shopping habits, just your method of payment. We encourage all of our families and supporters to use the TRIP program. For more information or a “start-up package”, please contact trip@kingchristian.ca.

TRANSPORTATION

Responsibilities

The KCS Board of Directors and the bus company have agreed upon the following responsibilities and expectations.

Driver's Responsibility:

1. To provide a safe journey to and from home for each student.
2. To maintain a safe and pleasant atmosphere on the bus to the best of his / her ability while operating the bus.
3. To deal with minor discipline cases in a fair and loving manner.
4. To report to the office in writing (white slips) any problems that occur with students.

School's Responsibility:

1. To arrange an efficient and streamlined bus route that will try to accommodate families as much as possible.
2. To arrange a seating plan.
3. To investigate all disciplinary problems on the bus that are reported to the school administration.
4. To inform parents, giving details of the disciplinary problems and the action taken.
5. To discipline and if necessary, suspend or withdraw the privilege of transportation.

Parents' Responsibility:

1. To educate their children regarding bus privileges, responsibilities, and guidelines.
2. To have students at the pick-up point 10 minutes before the assigned time. Students must be waiting at the stop and be visible to the bus driver. Students cannot be inside a house or vehicle as they must be ready when the bus arrives.
3. To inform the school office of any bus changes. In the interest of safety and security, it is very important that the school and the bus driver are made aware of any change in a drop-off or pick-up location. Parents must call the school to request the change before they will be granted.
4. To support the Administration and bus drivers in the running of the buses especially in the area of student behaviour.
5. To notify the office if your child usually takes the bus home in the afternoon, and you will be picking them up instead.

Student's Responsibility:

1. Exercise care, caution, good manners, and consideration for others.
2. Avoid disturbing the driver from his/her main priority: safely operating the bus.
3. Promptly obey the instructions of the driver and bus monitors.
4. Be at your bus stop on time and be considerate of the owner's property where you wait.
5. Comply with the following list of Bus Behaviour Expectations.

Bus Behaviour Expectations

1. Respect and obey authorities (bus drivers and monitors).
2. Students will be assigned a seat at the beginning of the school year. Students are to remain in their seats throughout the duration of the route everyday.
3. Students will treat each other with respect and kindness.
4. Voices are to be limited to speaking volume.
5. There is to be no eating or drinking on the bus. This includes gum chewing.

6. Remain seated at all times:
 - a. do not sit sideways in the seat
 - b. do not sit on knees with back against the sidewall
 - c. do not stand up to get something out of your pocket or do up your coat
 - d. do not stand up to open or close a window
 - e. do not change seats at any time unless asked by the driver to do so
7. No body parts are ever to be out of the window.
8. Things may not be thrown around on the bus or out of the windows.
9. No damage to the bus (i.e. graffiti, holes in the seat).
10. No littering.
11. No physical fighting, wrestling, or scuffling.
12. Windows remain untouched once the bus is running. No writing in the frost or dust of a bus or its windows is permitted.

Rules for Entering and Exiting the Bus:

1. Students are to move onto the bus immediately as they exit the school and remain there.
2. When a school bus with overhead flashing red lights is stopped, cross the road in front of the bus, NOT behind the bus.
3. When crossing the road, keep enough distance between the bus and yourself so that:
 - a. you can see the bus driver and any crossing directions the bus driver will give you;
 - b. the bus driver can see where you are; and
 - c. when you look both ways you can more easily see oncoming traffic.
4. Even though the overhead red lights are flashing, look both ways before you cross the street.
5. Do not cross the road in front of a bus if the overhead red lights are not flashing.
6. Always walk when entering or exiting the bus.

Riding the bus is a privilege. If a student repeatedly disobeys bus rules, it will result in that student no longer being permitted to ride the bus.

Due to space restrictions, students will only be able to ride their assigned bus. Students will not be permitted to have friends ride the bus with them for playdates/parties, parents will need to make alternate arrangements.

The transportation committee works very hard to balance the length and timing of the routes. Due to the distance the buses have to travel, in most cases you will be asked to meet at a community stop or through way intersection and can be expected to walk up to 1.2 km, which is the Elementary school standard.