



**STUDENT HANDBOOK
KINDERGARTEN TO GRADE 12**



SURREY CHRISTIAN SCHOOL
EDUCATING FOR WHOLENESS

Mission

Educating for wholeness by engaging God's world in the servant way of Jesus.

Vision

Becoming fully alive in God's story!

CONTENTS

General Information	7
School Phone Number and Office Hours	7
Bell Schedule	7
Absences & Late Arrival	8
School Closure.....	8
Visitors/Volunteers	8
Cell Phone Policy (NEW)	8
Learning Commons	9
Library Learning Commons Policy.....	9
Extra-Curricular Activities	11
Medical Attention	11
Dress Code	11
Physical & Health Education Wear	11
Lost and Found.....	12
Tuition Policy.....	12
Learning Support Services.....	13
<i>Learning Support Services Admissions Policy.....</i>	<i>13</i>
International Program.....	14
English Language Learning (ELL)	14
Governance	15
The Board of Directors.....	15
Society Meetings.....	15
Communication	16
Email the Teacher	16
Seesaw	16
Weekly Memo and Monthly Newsletter	16
Our Website	16
Student Assessment.....	17
Emerging	17
Developing	17
Proficient.....	17
Extending	17

Living in Community	18
Community Standards Guidelines for Parents, Guardians, Caregivers, Volunteers and Visitors	18
Student Responsibilities.....	20
<i>Embracing Mistakes as Learning Opportunities</i>	<i>20</i>
<i>Encouraging Personal Growth</i>	<i>20</i>
<i>Understanding Impact and Restoring Relationships</i>	<i>20</i>
<i>Building a Supportive Community.....</i>	<i>20</i>
A Restorative Framework	20
Beyond the Restorative Framework	22
Dispute Resolution Policy	22
Discipline Appeal Policy	23
Student-to-Student Harassment Policy	23
Anti-Bullying Policy	24
Discrimination Protection Policy.....	24
Parental Involvement.....	26
Annual Back-to-School Event.....	26
Open House.....	26
Grandparents Day	26
Volunteer Program	26
Volunteer Policy.....	26
We Encourage Parents To:.....	27
Safety and Security	28
Emergency Policy	28
Lockdown	28
Hold & Secure	28
Shelter in Place.....	28
Room Clear.....	28
Drop, Cover, and Hold On	28
Evacuate.....	28
Privacy Policy	29
Student Insurance	29
Fieldwork and School Outings.....	29
Transportation of Students by Volunteers (Grades 8-12 only).....	29

Bus Transportation.....	30
Health	31
Public Health Nurse.....	31
Nutrition.....	31
A Quick Guide to Common Childhood Diseases	31
Management of Life-threatening Conditions	31
Counsellors.....	34
Child and Youth Care Worker	34
Elementary Campus	35
School Supplies	35
Dress Code	35
Footwear.....	35
Extra Clothing.....	35
Snack	35
Lunch Hour Procedure	35
Hot Lunch Program	35
Learning Commons	35
Sports	36
Safety	36
Learning Conferences	36
Class Placement Requests.....	36
Secondary Campus.....	38
Learning Commons	38
Registration for Course Selections.....	38
GPA Policy	39
Student Leadership	39
Falcons Athletics	39
<i>Fall Sports (September through November):</i>	40
<i>Winter Sports (December through March):</i>	40
<i>Spring Sports (March to June):</i>	40
<i>Full Year</i>	40
Academic and Career Counselling	41
<i>Scholarships and Academic Awards</i>	41

Individual Help	41
French Immersion Students	42
Assemblies/Chapels and Grade Connect	42
Extra-Curricular Activities	42
School Dance Policy	42
Beyond the Restorative Framework for Grades 8-12	43
<i>Procedural Options</i>	45
<i>Student Conduct</i>	45
<i>Attendance and Late Arrivals</i>	45
<i>Skippping Class</i>	47
<i>Harassment (bullying)</i>	47
<i>Cheating & Plagiarism</i>	47
<i>Dress Code</i>	47
<i>Visitors</i>	48
<i>Vandalism</i>	48
<i>School Property (Halls)</i>	48
<i>Leaving the Campus</i>	48
<i>Smoking and Vaping</i>	48
<i>Theft</i>	48
<i>Drugs and Alcohol</i>	48
<i>Fighting</i>	49
<i>Weapons</i>	49
<i>Breaking and Entering</i>	49
<i>Internet/Network Violations</i>	49
<i>Fire</i>	50
<i>Books</i>	50
<i>Phones/Personal Devices</i>	50
<i>School Functions</i>	50
<i>Miscellaneous</i>	50
Appendix	51
Appendix 1: Request for Review of a Resource	51

GENERAL INFORMATION

Welcome to Surrey Christian School. Our mission statement is “Educating for wholeness by engaging God’s world in the servant way of Jesus.” We strive to ensure that everything we do in some way moves us toward fulfilling that mission statement. Attached to our school’s bylaws is a document called [Our World Belongs to God](#), a modern-day expression of the Christian faith which summarizes our faith and worldview.

This handbook is a collection of practices and policies that have been developed to enable the school to run efficiently and effectively in pursuing our mission statement. The school reserves the right to make changes as we learn and become aware of better ways to pursue our mission. Major changes will be communicated to parents. We hope you find it clear, helpful and consistent with whom we desire to be and become as a school community.

School Phone Number and Office Hours

The campus offices are open from 8:00 am until 4:00 pm.

Phone: 604-498-3233

- Report an absence (press 1)
- Admissions (press 2)
- Accounting (press 3)
- Early Learning (press 4)
- Elementary Campus (press 5)
- Secondary Campus (press 6)

Bell Schedule

	START TIME	END TIME
Elementary Campus		
Doors open	8:35 am (9:05 on Friday)	
Morning session 1	8:45 am (9:15 on Friday)	10:45 am
Recess	10:45 am	11:03 am
Morning session 2	11:03 am	12:35 pm
Lunch (4-7)	12:35 pm	1:03 pm
Lunch (K-3)	12:45 pm	1:17 pm
Afternoon session		2:50 pm
Secondary Campus (Monday)		
Period 1	8:35 am	10:00 am
Period 2	10:10 am	11:30 am
Lunch	11:30 am	12:05 pm
Period 3	12:10 pm	1:30 pm
Period 4	1:40 pm	2:57 pm
Secondary Campus (Tuesday)		
Period 1	8:35 am	9:50 am
Grade Connect	9:55 am	10:20 am
Period 2	10:30 am	11:40 am

Lunch	11:40 am	12:20 pm
Period 3	12:25 pm	1:35 pm
Period 4	1:45 pm	2:57 pm

Secondary Campus (Wednesday and Thursday)

Period 1	8:35 am	11:25 am
Lunch	11:25 am	12:00 pm
Period 2	12:05 pm	2:57 pm

Secondary Campus (Friday)

Period 1	9:15 am	10:15 am
Chapel/assembly	10:20 am	11:00 am
Period 2	11:10 am	12:10 pm
Lunch	12:10 pm	12:45 pm
Period 3	12:50 pm	1:50 pm
Period 4	2:00 pm	2:57 pm

Absences & Late Arrival

Please inform the school office by 9:00 am if your child will be absent or late, or if they need to leave early for an appointment by emailing absent@surreychristian.com. Alternatively, call the school at 604-498-3233 and press 1 to leave a message. If a student comes late to school, they must sign in at the office. **Please indicate if your child is absent due to illness as we record illnesses differently than other absences.**

School Closure

In the rare event that school is to be closed because of unsafe weather conditions or a power outage, please check your **text messages, email, the school website or social media**. The administration aims to make the decision by 6:30 am.

*Note: It is not advised to Google “snow day Surrey Christian School” as that may bring up outdated and inaccurate posts from previous years.

Visitors/Volunteers

Anyone visiting the school must receive permission and must also sign in at the office on the day of the visit. Visitors and volunteers must wear a “Visitors” tag for identification.

Cell Phone Policy **(NEW)**

As more research emerges about the harmful effects of cell phone use on young people, Surrey Christian School is committed to creating a healthy learning environment for our students. For this reason,

- **At the Secondary Campus**, cell phones are not permitted to be visible during classes, grade gatherings, chapels/assemblies, or in our Library Learning Commons.
- **At the Elementary Campus**, cell phones are not permitted to be visible from the first bell until the final bell. Students may access their phones to text or call their parents with specific

permission from a staff member. The office phone remains available to students throughout the day.

It is highly recommended that students store their phones in their bags or lockers during these times to help with impulse control. If a cell phone or wireless earbuds are visible during a restricted time or in a restricted space, they will be confiscated and brought to the front office, where they can be picked up by the student at the end of the day. A second offence will require the student to check in their phone each day at the front office for a week. Further offences will require longer check-in periods.

We expect that our policies around technology will be revisited yearly as new devices, research, and policies come out across BC and Canada. We also know that it may take some time for students to create healthy habits with their phones and other devices. We remain committed to working with students and parents/guardians, while also maintaining strong boundaries to help facilitate healthy learning spaces.

Learning Commons

Our campus Learning Commons (formerly known as libraries) are open to all students and exist to provide quality literature and resources. Please see the campus-specific section for hours of operation and specific information for each library.

Library Learning Commons Policy

Deep Hope: Our deep hope for the Surrey Christian School Library Learning Commons is that it is a flexible and communal space where learners are invited to inquire, discover and engage God's world.

1) Philosophy and Purpose:

- a) The Christian school Library Learning Commons exists as an integral part of the educational program and as an extension of the classroom to:
 - i) Enrich student understanding of God's creation and all areas of life by providing resources to foster learning and an appreciation of literature as a God-given activity.
 - ii) Support the curriculum and classroom teachers by providing a wide variety of quality resources and programs that foster discernment and inquiry-based learning.
- b) The Christian school Library Learning Commons will provide opportunities for students:
 - i) To become thoughtful and discerning users of information through instruction and development of information literacy skills.
 - ii) To develop a love of reading and life-long learning.
 - iii) To be active and engaged members of the learning community.
 - iv) To move from dependence on the teacher or Library Learning Commons staff in order to become independent and interdependent learners.
- c) The Christian school Library Learning Commons will provide teachers with:
 - i) A wide variety of resources and learning activities at appropriate levels of difficulty that support the curriculum, life-long learning, and independent reading.
 - ii) The opportunity to collaborate with Library Learning Commons staff on curriculum unit planning.
 - iii) Leadership in developing their students' information literacy and inquiry skills and promoting life-long reading and learning habits.

2) Library Learning Commons Resources

a) Scope and Nature

- i) **Philosophy:** The goal of the school Library Learning Commons is to select and provide a wide range of resources that are accessible for both the consumption and production of information and learning. The school Library Learning Commons resources foster delight, inquiry, and critical thinking enriching students' understanding of God's creation in all areas of life and learning.
- ii) **Aim:** The Library Learning Commons aims to be an integral part of the educational program serving as an extension of the classroom by supporting all areas of the curriculum.
- iii) The Library Learning Commons resources are current, balanced, and will:
 - (1) Correspond to the curricular program and school mission.
 - (2) Provide for the various subject areas and curricular needs.
 - (3) Be developmentally suited to the maturity and ability levels of students.
 - (4) Be useful in developing research, reading and learning skills at all grade levels.
 - (5) Present perspectives from different cultures, societies, and religions.
 - (6) Be of high quality to meet the demands, pedagogy, and needs of the school for use in all areas of study. (Further reference: [Standards-of-Practice-for-SchoolLibrary-Learning-Commons-in-Canada-2014.pdf \(apsds.org\)](#))

b) Resource Management

- i) **Responsibility:** The Library Learning Commons aims to be an integral part of the educational program serving as an extension of the classroom by supporting all areas of the curriculum.
- ii) **Criteria of Acquisition:** The following questions might serve as criteria in considering the balanced selection of resources:
 - (1) Does the resource align with the school's mission and vision?
 - (2) Does the resource support the school's curriculum and general areas of interest (both fiction and non-fiction)?
 - (3) Does the resource meet high standards of quality in content and presentation?
 - (4) Does the resource fit the subject area, reading levels and maturity of the intended student population?
 - (5) Are the publisher and author credible?
 - (6) Has the physical format, appearance and cost been considered (ie. suitable for intended use)?
 - (7) Do resources represent a variety of genres, cultures, societies, and religions?
 - (8) Do resources include Canadian publishers and authors and Canadian Indigenous content?

c) Challenges

- i) Library Learning Commons resources are acquired in accordance with the school's mission, vision, and curricular needs. At times, differences of opinion arise about individual Library Learning Commons resources.
- ii) A parent or caregiver who has a question or concern about a Library Learning Commons resource will first discuss their concern with campus librarian(s) or teacher.
- iii) If the discussion and explanation for including the resource in the Library Learning Commons collection does not resolve the concern, the following process will be followed:

- (1) The person concerned completes a "[Request to Review a Resource](#)" Form (see appendix) and returns the form and resource to the librarian, who will then review the challenged material(s).
- (2) The resource in question will be reviewed using the following guidelines:
 - (a) Consider the challenged resource in the context of its place in the curriculum and the school's vision.
 - (b) Examine the resource as a whole.
- (3) The librarian will formulate a written response and send it to the person concerned.
- iv) If concerns remain unresolved:
 - (1) The librarian and concerned person should go to the panel that includes librarian(s) and representatives of the school's administration team.
 - (2) Decisions of the panel for this resource will be conclusive across all campuses of SCS.
- v) The resource in question will be reviewed using the following criteria:
 - (1) Alignment with SCS vision and mission
 - (2) Context or reason for inclusion of this resource at SCS
 - (3) Relevance to curriculum
 - (4) Bias or purpose of resource (to sell something? to entertain? to inform?)

Extra-Curricular Activities

Students are encouraged to get involved in a variety of non-academic activities. Sports, music, drama and service projects are all important experiences for students. Please refer to your campus-specific section for further information. To respect the time of coaches, sponsors and chaperones, it is important that arrangements are made by parents of students in Grades K-7 for the prompt pick-up of their child at the conclusion of any extracurricular activity. Failure to pick up on time and/or not letting the office know of a delay may result in your child no longer being able to participate in a certain activity for a period of time. We appreciate your cooperation.

Medical Attention

Students who feel ill while at school should report to their teacher. A staff member will contact parents should they need to be sent home or to the hospital. Accidents and emergencies are referred to the office and first aid personnel.

If your child requires medication during the school day (to be administered by a staff member or self-administered), please complete a [Medical Condition/Medication Authorization Form](#). If your child has a life-threatening allergy that requires an Epi-pen, please complete an [Anaphylaxis-Emergency Plan](#).

Dress Code

Dress should be appropriate for school activities. If a student is wearing clothing judged to be offensive or inappropriate, they will be asked to find something else to wear for the day. Please see your campus-specific section for further details.

Physical & Health Education Wear

At SCS, we emphasize the importance of having relevant equipment/clothing for the task at hand. Therefore, for Physical & Health Education (P.H.E.), we desire students to be wearing adequate footwear

and athletic clothing to meet safety, comfort and personal hygiene needs. Below are the guidelines for specific grade levels.

Kindergarten to Grade 3

Students in the primary grades do not get changed for P.H.E. and participate in their daily clothing. On days that your child has P.H.E., please ensure they are dressed appropriately for indoor or outdoor activities.

Grades 4 to 12

Before Physical Health Education classes, we strongly recommend students change into

- An SCS Falcons t-shirt or another athletic top.
- SCS Falcons shorts/sweatpants or other appropriate athletic bottoms.
- Appropriate footwear such as running shoes or sneakers, not boots or slip-ons.

Optional school-branded t-shirts and shorts are available for purchase on our website under “Shop”. Please ensure that the student’s Falcons wear is clearly marked with his or her name. [Order here](#).

Lost and Found

It is recommended to mark all personal items such as coats, hats, mittens, runners, backpacks, and lunch bags. When found, lost items will be placed in the “lost and found” box. Unclaimed items will be given to charity during Christmas break, spring break and at the end of the year.

Tuition Policy

The purpose of our tuition policy is to define fair policies and guidelines to which the administration can adhere while managing the finances of the society. These policies are firm and only written appeals to the Director of Finance will be considered for exception.

Tuition Collection

- 1) New families shall pay a non-refundable deposit of 10% of the annual fee upon acceptance which will be applied to the first month’s tuition.
- 2) In order to receive a 1.5% discount, tuition shall be paid in full by August 1.
- 3) Monthly tuition payments must be made by pre-authorized debit. A signed pre-authorized payment form must be provided along with the banking information.
- 4) 10-12 equal monthly payments will be processed through pre-authorized debit on the 1st of the month. In the event that the pre-authorized debit is rejected by the family’s financial institution, a \$50 returned item fee will be charged.
- 5) For those parents wishing to pay in twelve equal payments, the first payment of the twelve-month cycle will be due July 1 and the final on June 1.
- 6) For those parents wishing to pay in ten equal payments, the first payment of the ten-month cycle will be due on August 1 and the final on May 1.
- 7) Every family must supply a completed pre-authorized payment form for miscellaneous fees during the year, even if tuition fees have been paid in advance.
- 8) Written notice that a child will not re-enroll for the following school year must be received by February 15 of the current school year. If notice is received after February 15 parents will be charged the equivalent of 10% of next school year’s annual tuition.
- 9) During the school year one-month notice is required for withdrawal, or parents must pay 10% of their annual tuition in lieu of notice. Notice is effective one month following month end.

- 10) If a student is expelled from school due to disciplinary action, parents who paid their tuition in full will be reimbursed the portion of tuition for the remainder of the school year. If parents pay monthly, they will not be debited any further tuition fees from their bank account.
- 11) Families that are in financial distress due to illness, job loss, etc., needing interim arrangements are encouraged to contact the finance office at accounting@surreychristian.com.

Tuition Fees

- 1) Families who have children attending another K-12 Christian school where they are paying tuition will receive a 20% discount on the tuition fees for Surrey Christian School. (Please note that online Christian schools do not qualify for the tuition discount, regardless of whether the course is in person or not.)
- 2) Students enrolled in five or more courses are considered full-time for tuition purposes.

Tuition Arrears

- 1) Accounts 30 days in arrears will be contacted.
- 2) Accounts 90 days in arrears may result in the loss of the privilege of attending Surrey Christian School and an interest rate of prime plus 5% will be levied on the balance of tuition arrears.
- 3) Whenever any portion of the previous year's tuition remains unpaid, a family cannot be enrolled in the new school year until payment in full is made on past due amounts. Notice of non-re-enrolment will be given as early as possible prior to the end of the current school year to give parents adequate time to make either full payment or alternative school arrangements.

Partial Refunds

- 1) There are no partial tuition refunds for situations where a student is not in class due to, but not limited to, the following: snow days, inability to join a school trip, family holiday during school days, power outage, student illness, stat holidays, ProD days etc.

Learning Support Services

The Learning Support Services (LSS) department at Surrey Christian School is dedicated to fostering an inclusive environment that supports students with diverse abilities. Our team collaborates closely with families, teachers, and specialists to develop tailored educational plans that promote growth and success within our community. Guided by the school's admissions policy, the LSS program strives to admit students who will benefit from our resources while maintaining a balanced environment that enables us to serve all students effectively. Through personalized support, our goal is to help each student achieve their full potential in a setting that respects their unique learning journey.

Learning Support Services Admissions Policy

If your child is currently receiving, or will require additional support:

1. All relevant documentation must be received no later than February 28 to be considered for admission to the following school year. Applications received after that date will be given lower priority. Mid-year transfers will be dealt with on a case-by-case basis.
2. If assessments are incomplete or Surrey Christian School deems documentation incomplete, arrangements and cost for the required testing are the parent's responsibility. The application process will proceed once the school receives all the necessary testing/documentation.
3. The director of learning support services will meet initially with parents when a family seeks to register a child with exceptionalities and will attend the admissions interview.

4. After the interview, a decision will be made by the director of learning support services and the principal.
5. The capacity of the current program, which includes students, education assistants (EAs) and coordinators, is considered when a new family applies. Surrey Christian School has a strong LSS program. It will only continue to be strong if we are aware of its limitations. Factors that are considered in making this decision include but are not limited to class size and composition, the number of students who require additional learning support at the grade, campus and system level, the school's ability to meet the student's needs based on the facilities and resources available, and the ability and availability of staff.
6. Surrey Christian School reserves the right not to enroll or re-enroll students whose learning, behavioural, or social needs are best met by placement in a specialized setting (i.e., program/support as found in school district resource rooms). Surrey Christian School will support families in exploring alternative settings that would better serve the needs of the student(s).

International Program

An international student coordinator is available to assist international students and families in communicating with the school staff, getting connected to the school community, adjusting to cultural changes, and enrollment procedures. All international students at SCS who do not live with their parents must live with an English-speaking family that the school approves. Any change of residence must be approved by the school before it takes place. We can also assist the students with homestay placement.

English Language Learning (ELL)

Students needing English language support are referred to our ELL Director and will receive instructional support individualized for their specific language needs.

GOVERNANCE

The Board of Directors

The board of the Surrey Christian School Society consists of 7 to 12 persons elected by the Society. It, in turn, elects officers who serve as chair, treasurer, and secretary. Directors serve a three-year term and are encouraged to serve an additional three-year term for a total of six years. The board acts as the guardian of the mission of the school society. Nominations may be made by Society members who are in good standing in the Society.

The board's duties include the following:

- Determine school policies.
- Appoint the superintendent who then hires senior administrative staff.
- Devise ways to obtain needed funds.
- Advance the cause of Christian education.
- Safeguard the assets of the school.

Society Meetings

Our School is operated by the Surrey Christian School Society. Membership in the Society is reserved for individuals 18 years or older who are committed to furthering the purpose, basis and principles of the Society as set out in its [Constitution and Bylaws](#) and is necessary to vote at any formal society meetings including the Annual General Meeting in the fall and the Spring Meeting. The Board of Directors encourages all parents who are active participants in a Christian church to be members of the Society.

Membership dues are paid on a five-year renewal date. Members joining part-way through a five-year period pay a pro-rated portion of the five-year membership fee (\$10 per year or \$50 for a full five-year membership). Those seeking membership in the Society must be regular and active attendees of a Christian church and may be required to submit a letter of reference from a pastor or other church leader attesting to their commitment to the Christian faith. To apply for society membership, click [HERE](#). Your application will be forwarded to the board for review for approval.

The Annual General Meeting is held in the fall and we encourage all parents to attend. Details will be communicated to members at least two weeks in advance. The purpose of this meeting is to keep the membership aware of school matters, and to approve the financial statements from the previous year. The Spring Meeting is held before the end of June with the main purpose being to elect new directors and present the budget for the subsequent school year as information.

COMMUNICATION

Email the Teacher

If you wish to contact your child's teacher via email, use the first initial of the teacher's first name and then type the last name; for example, Jane Smith jsmith@surreychristian.com.

Seesaw

Seesaw is one of the tools that Kindergarten to Grade 7 teachers use to communicate your child's learning to you. Throughout the school year, your child will share artifacts and reflections that showcase their learning on the Seesaw app. Your child's teacher may also use this platform to share photos and send messages to families. Please be sure to accept the invite to Seesaw from your child's teacher.

Weekly Memo and Monthly Newsletter

A campus-specific memo is emailed to parents every Thursday to keep you up to date on upcoming events and things you need to know, while the cross-campus *SCS Monthly Roundup* newsletter is published and emailed monthly to the whole SCS community, offering a snapshot of what's happening inside and outside the classroom.

Our Website

www.surreychristian.com

The school website is a wonderful tool for internal as well as external use. This very important platform is used to promote our mission and vision. Some of the items you will find on our website include:

- School Calendar
- Athletics
- *Avenues* magazine
- Upcoming events

STUDENT ASSESSMENT

Our assessment practices allow students opportunities to self-reflect, self-assess and engage with others through feedback to develop proficiency in their core and curricular competencies. Our teachers are empowered to design learning in a way that invites students into the Kingdom Story, to engage in real work that meets a real need for real people. Our assessment practices seek to invite them into this Story as well and name them as loved and known image bearers of God.

A proficiency scale has been developed for assessing proficiency in the Curricular Competencies. This scale is growth-oriented and has four categories with some descriptors provided:

Emerging

I need continual support.
 I am just starting.
 I am still figuring out what I have to do.
 I am hesitant to participate or try.
 I am not confident enough because I do not understand yet.
 I appear very uncertain on how to move forward.

Developing

I am still learning and growing in understanding.
 I am starting to get it; I think I know how to move forward.
 I am not always consistent enough yet to share what I know.
 I sometimes need support.

Proficient

I am creative and original.
 I consistently share what I know.
 I met all requirements.
 I make minimal errors.
 I am independent.

Extending

I have more complex ideas.
 I am going above the expectation.
 I confidently share what I know.
 I go beyond all requirements with depth and insight.

At the elementary grade levels, students receive two learning reports, one in December and one in June. Learning is also communicated at two learning conferences, at a Celebration of Learning in early spring, and through an ongoing sharing of learning/reflecting through the platform Seesaw.

At the secondary grade levels, students receive a learning report at the end of each semester. Learning is also communicated at learning conferences throughout the year, through Celebrations of Learning, and through an ongoing sharing of learning/reflecting through the platform MyBlueprint.

LIVING IN COMMUNITY

Community Standards Guidelines for Parents, Guardians, Caregivers, Volunteers and Visitors

Purpose

The Surrey Christian School community is built on core values that aim to empower individuals to engage God's world in the servant way of Jesus. We value the participation of parents, guardians, caregivers, visitors and volunteers in the life of our school. This Community Standards document is designed to guide interactions between the parties listed above and Surrey Christian School staff, parents, students and the wider community. These interactions include when such individuals are present at the school or engaged in school-sponsored activities, meetings and functions within and outside of school hours.

These community standards commit each parent, guardian, caregiver, volunteer and visitor to support a welcoming, inclusive and safe environment that will promote positive relationships.

Interactions with Staff

Parents, guardians, caregivers, volunteers and visitors will:

1. Respect the authority of staff and refrain from undermining their reputation.
2. Be respectful of the time constraints of staff and their responsibility to focus on students (along with other aspects of their job), while communicating with them during school hours.
3. Refrain from using intemperate or confrontational language or speaking negatively in public about staff members or school policy.
4. Refrain from publicly posting criticisms of staff or school policies on social media.
5. Refrain from communicating repeatedly to the same staff member on a topic that has already been addressed.
6. Avoid soliciting support from others for ideas that undermine the reputation and healthy functioning of school leadership, digitally or in person.
7. Allow a reasonable time for staff to respond to communication.
8. Preferably make an appointment before showing up at school to speak with a staff member.

Parents:

1. Will raise a concern about their child's teacher or a classroom situation with the relevant classroom teacher or staff member(s) first; if the matter is not resolved, then with the relevant assistant principal or principal; if the matter is not resolved, then follow the appeals process as outlined in the school's Discipline Appeal Policy and Dispute Resolution Policy. When doing so, parents will observe the rules of engagement set out in this document. The superintendent may be drawn in by a parent only if an accusation of discrimination, harassment, or misconduct has been made against the campus principal.
2. Will allow staff members a reasonable amount of time to investigate, gather evidence, and consider the perspectives of other parties before a decision is made on a particular issue.

3. Will contact a staff member on their work email address, which is checked regularly on school days, or by calling the school office and leaving a message. Parents will refrain from communicating with staff via their personal social media accounts, personal mobile phones or by visiting a staff member at their home.

Interaction with Students

Parents, guardians, caregivers, volunteers and visitors will not:

1. Initiate one-to-one online communication with SCS students who are not their children.
2. Confront a student directly and accuse them of an offence. Concerns about other students should always be raised with relevant staff.
3. Post critical comments online or speak negatively about SCS students publicly.
4. Encourage a child to exclude, criticize, or become physical with other students.
5. Upload to social media or distribute in print any photos or videos of SCS students who are not their own children.
6. Forward the contact information of other SCS parents without their consent.

Conduct on Campus

Parents, guardians, caregivers, volunteers and visitors are to:

1. Follow reasonable directions of staff while on campus and respect learning activities in progress.
2. Respect class time, refrain from distracting or disrupting lessons, and only enter a classroom with an invitation from the teacher.
3. Demonstrate integrity in their behaviour and treat others with dignity and respect.
4. Supervise children in their care while on school property outside of school hours.

School Discipline

1. The school expects students to comply with its rules and expectations and not engage in behaviour which is harmful to others or is contrary to the ethos and philosophy of the school. Parents are expected to support the SCS Discipline Policy as found in the Student Handbook and not undermine its authority.
2. Parents should reserve judgment of matters reported by their children until they have heard the full context from the perspective of a staff member who has investigated and considered the matter as a whole.
3. In the case of disciplinary matters, SCS will be the arbiter of what is a just response and will not engage in protracted debate about the appropriateness of disciplinary consequences. SCS will inform parents of disciplinary matters which may result in probation, suspension or expulsion and will address these in accordance with our Discipline Policy. Although parents will be consulted, the school will make the final decision in these matters.

Failure to Observe This Community Standards Document

If parents, guardians, caregivers, volunteers and visitors fail to observe these community standards after being cautioned about a breach, SCS leadership/board may (but not limited to):

1. Limit access to a teacher or other staff member.
2. Rescind membership from the Surrey Christian School Society.

3. Limit access to SCS premises or events.
4. Withdraw the enrollment of their child.

Our school community is strengthened, and unity is fostered when all members work together to adhere to these standards. We are grateful for the supportive SCS parent community. It is our honour to partner with you as we all seek to educate our children in a God-glorifying manner.

Student Responsibilities

At SCS, we believe in nurturing Christ-like, responsible and compassionate individuals who are aware of their actions and their impact on others. Our goal is to foster an environment where students develop a strong sense of responsibility and accountability, guided by our vision and mission.

Embracing Mistakes as Learning Opportunities

We understand that mistakes and errors in judgment are a natural part of the learning process for everyone. Our approach encourages students to embrace their mistakes as opportunities for growth. Rather than fearing mistakes, we teach students to learn from them, fostering resilience and a deeper understanding of personal responsibility.

Encouraging Personal Growth

Our teachers are dedicated to supporting students' growth through positive reinforcement, guidance, and encouragement. We aim to help students navigate challenges and learn from their experiences, fostering resilience and a sense of responsibility.

Understanding Impact and Restoring Relationships

We encourage students to understand the consequences of their actions and to take responsibility for them. When harm is caused, we provide opportunities for students to repair relationships and restore trust within our community. This approach to discipline focuses on reconciliation and growth, rather than punishment.

Building a Supportive Community

Our school expectations and guidelines serve as a basis to ensure a harmonious and respectful environment for everyone. Every member of our community—students, staff, administrators, and parents—plays a vital role. By considering the needs and perspectives of others, we strengthen our community and create a supportive and inclusive atmosphere. In essence, we strive to empower our students to become Christ-like, responsible, empathetic individuals who contribute positively to their community.

A Restorative Framework

Student incidents and conflicts are a part of every school and community. At Surrey Christian School, we use a restorative framework in these situations. The fundamental hypothesis of restorative practices is that students are more cooperative, productive, and more likely to make positive changes in their behaviour when those in positions of authority do things with them, rather than to them or for them. The aim of restorative practices at SCS is to build and strengthen community and to manage conflict and tensions by repairing harm and restoring relationships. This involves fostering an understanding of the impact of behaviour and attending to the needs of the victim and others in the

school. Sometimes, student incidents are small and get resolved in a matter of minutes. Other times, they can be complex and multi-layered, taking days or weeks to be resolved.

A commitment to allow all things of school to be viewed through a restorative lens will move us closer to a whole way of living and affect the restorative milieu of our greater community. What does wholeness have to do with restorative practices? The word wholeness comes out of the Judeo-Christian tradition of shalom. Shalom means much more than peace and is better defined as “a condition of ‘all rightness’, of things being what they should be.” Building and strengthening relationships is about wholeness; repairing harm is about wholeness; equipping our students, parents and staff to ask questions that get away from the ‘blame game’ is about wholeness; doing things with people is about wholeness; learning to listen is about wholeness. Restorative practices are a bridge to allow us to be whole, to be in right relationship, to go back and/or to move forward to how life was intended to be.

When issues arise that are harmful and have a negative impact, they will be addressed in a restorative manner at SCS. These issues will be appropriately addressed by all the relevant parties impacted by the harm: the parents, the staff, the administration and/or the students. The restorative response for when harm has been done will include affective statements, affective questions, a small impromptu conference, a circle or a formal conference. The people impacted by the harm will have input on what needs to happen to make things right.

Below are 4 steps that we use for **student incidents and conflict**.

1. Investigation

- The goal of this stage is for the administrator to gain as much clarity as possible about the incident. This may include gathering testimony from students involved, witnesses, and other staff members. It also may include gathering electronic screenshots (for instance, of text and social media conversations) and video footage. Sometimes, further context is also needed which may include looking at student records and speaking with the School-Based Team*.
- The results of this investigation help guide the next steps in the process.

2. Restorative Questions and Process

- After a clearer picture of the incident has been established, the school will use the restorative framework with the aim of repairing harm, restoring relationships, and ultimately strengthening the community.
- The overall goal is to work through the incident with students, rather than jump straight to a consequence.
- The following questions are used for this process:
 - **To respond to challenging behaviour:**
 - What happened?
 - What were you thinking of at the time?
 - What have you thought about since?
 - Who has been affected by what you have done? In what way?
 - What do you think that you need to do to make things right?
 - **To help those harmed by others’ actions:**
 - What did you think when you realized what had happened?
 - What impact has this incident had on you and others?
 - What has been the hardest thing for you?

- What do you think needs to happen to make things right?
- This process takes time and involves giving students sufficient space to reflect on the above questions. Often staff and parents/guardians support students as they work through these questions.

3. Parent Involvement and Communication

- Parents will be brought into this process at various points, depending on the severity of the incident. For smaller incidents, parents will receive an email or phone call explaining the incident and how it was dealt with. For more serious incidents, parents will be invited into the investigative and restorative steps.

4. Working towards Restoration

- The goal of this process is to build back trust, make things right, and remain a part of our community. Students will be invited to consider how they might achieve this.
- When determining what is appropriate for a student to build back trust and make things right, several factors are considered. Each situation is unique, and we address each case individually. Such factors include the impact the incident has had on others, a history of behaviour, honesty and a willingness to cooperate, age/maturity level, and willingness to participate in the restorative process.
- Examples of building back trust and making things right could include one or several of the following:
 - Apologies (in person or in writing)
 - Circle conversations with those who have been affected
 - Making up time after school
 - Behaviour Commitment contracts
 - Suspensions (In school or at home)
 - Other
- An incident may also be severe enough that re-entering the community is not deemed appropriate. Even though a student may walk a restorative process with the best of intentions, at times the damage to the community may be too great. In these rare instances, the student will be required to find a different school.

* School-based Teams work alongside the classroom teacher to help support student learning and behaviour. These are campus-specific and usually consist of the principal, assistant principal, learning support staff, teachers and counsellors.

Beyond the Restorative Framework

There may be times when our students choose not to acknowledge responsibility for their actions. For situations like these, it is important to have a process in place to repair the harm done to the community. The process gives the authority to the administration or teacher to make decisions without the input of those involved in the situation. The intent will again be to search for ways to repair the harm, but the course of action is determined by an authority at SCS.

Dispute Resolution Policy

Should a dispute, misunderstanding or conflict arise between a parent and a teacher at Surrey Christian School, the following procedures should be followed to resolve the situation.

- 1) Parent-Teacher: The parent and teacher will be encouraged to have a face-to-face meeting to discuss the situation and bring some resolution to the matter. Under normal circumstances, if the school administration is contacted regarding the dispute, they will not discuss the situation with the parent but rather encourage the meeting to take place between the parent and teacher as soon as possible.
- 2) Parent-Teacher-Principal: Should the parent or teacher not be satisfied with the outcome of that meeting; they should inform the principal of the situation as soon as possible. The principal will arrange for a meeting to be held between the parties and the principal at everyone's earliest convenience. A further attempt will be made to resolve the issue.
- 3) Parent-Teacher-Appeals Committee: Should the parent or teacher not be satisfied with the outcome of this meeting; an appeal can be made to the Appeals Committee within two weeks of the decision made by the principal. The Appeals Committee is comprised of administrators and senior leadership staff. A link can be requested to an online Appeals Form, which will be submitted to the superintendent and director of education and forwarded to the Appeals Committee.
- 4) Parent-Teacher-SCSBC: The decision of the Appeals Committee is final. However, a student and parent may appeal to the Society of Christian Schools of BC (SCSBC).

Discipline Appeal Policy

If either students or parents feel that a suspension and/or expulsion has been handled incorrectly, and they have discussed this matter in person with the school personnel involved, yet the matter remains unresolved, an appeal can be made in writing to the Appeals Committee. The Appeals Committee is comprised of administrators and senior leadership staff.

- 1) An appeal must be brought within two weeks of the decision. The parent or student can request a link to an online Appeals Form, which will be submitted to the superintendent and director of education and forwarded to the Appeals Committee.
- 2) A decision will be provided to the student and parents within a reasonable timeframe.
- 3) The decision of the Appeal Committee is final. However, a student and parent may appeal to the Society of Christian Schools of BC (SCSBC).

Student-to-Student Harassment Policy

Harassment refers to behaviours, gestures, comments or displayed materials of a sexual, racial, gender-based, religious or personal nature that create an intimidating, hostile, or offensive educational learning environment. The issue of sexual harassment refers to any unwelcome conduct of a sexual nature that detrimentally affects the learning environment or leads to adverse consequences for the person being harassed. Claiming that an action was unintentional is no excuse, either legally or in our school setting. Harassment is discriminatory and disrupts the environment of mutual respect, cooperation and trust, which is crucial for ensuring a healthy and productive school community. All students and school employees are expected to conduct themselves with respect for the dignity of others. If a student has concerns about the nature of any physical contact or conduct by an adult employed by the school, by a fellow student, or by a member of the public, the student should immediately report this to the principal, assistant principal, or school counsellor. Students are encouraged to report any conduct or contact that makes them feel uncomfortable, is bothersome, or is contrary to a stable learning environment. Formal disciplinary action may include but is not limited to suspension or expulsion. A record of offences will be kept.

Anti-Bullying Policy

Harassment or bullying is a pattern of repeated aggressive behaviour with negative intent directed from one child to another where there is a power imbalance. This aggressive behaviour can be physical, verbal, or via social media and can involve social alienation. It is repeated over time, is intended to hurt and involves a power imbalance.

All staff members are to become knowledgeable of bullying behaviours. The school counsellor should review these on a yearly basis. Staff members who recognize harassment/bullying behaviours are to deal with them as outlined below:

1. Describe the behaviour. (e.g. You have been pushing Johnny in such a way as to hurt him.)
2. Respond by stating expectations.
3. Inform the parents without revealing the identity of the other student(s).
4. Check back with both students to see if the problem has been solved.

If the bullying behaviour persists:

1. Confront the student about the behaviour.
2. Prohibit the behaviour or set limits through appropriate punishment.
3. Involve the principal, counselor, and parents (meeting separately and confidentially.)

If bullying behaviour continues to escalate:

1. Refer to a disciplinary committee.
2. May need to refer to policy and/or the Ministry for Children and Families.

Reference: "Focus on Bullying", BC Ministry of Education

Discrimination Protection Policy

The safety and well-being of children in independent schools are of paramount consideration. Children deserve to be protected from abuse, neglect, bullying, harm or threat of harm. Therefore, FISA BC independent school member associations and their affiliated schools will ensure that children attending these schools will experience a learning environment that enables every child to feel safe, accepted and respected.

Surrey Christian School will continuously develop strategies to make students feel valued, respected and connected within the school community. This will include the protection of the students' physical safety, social connectedness, and inclusiveness as well as protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity and expression, while remaining consistent with Surrey Christian School's faith-values, cultural perspectives and philosophical values.

There are many strategies and activities that can be employed within Surrey Christian School to enable students to feel safe, accepted and respected, and to facilitate a conversation on strengthening the learning environment for children such as:

1. Engage students in the decision-making process of policies and activities that build community.
2. Engage parents in the educational program and school life of their children.

3. Encourage parents to share their culture and expectations.
4. Promote open communication among administrators, teachers, staff, students, families and communities.
5. Be proactive in connecting with students who are experiencing academic or social issues.
6. Communicate expectations, values and norms that support positive health and academic behaviour in the school community.
7. Acknowledge students by name.
8. Be visible within the school during class transitions, breaks, before/after school.
9. Find ways to acknowledge students for their contributions in the school community, including those where improvement comes only in small increments.

PARENTAL INVOLVEMENT

Annual Back-to-School Event

This is a free event at the beginning of September, and a wonderful opportunity to meet other parents and get connected to the school community if you are new to Surrey Christian School.

Open House

Open Houses are held several times during the school year to give new parents and interested persons an opportunity to observe the school in progress.

Grandparents Day

Grandparents will have the opportunity to visit the school on a specific day designed for them. Students enjoy this time with their grandparents and share them with other students who may not have any grandparents present on this special day.

Volunteer Program

Parents/Guardians of each family are encouraged to volunteer a minimum of 10 hours per family. Your contribution will be a rewarding experience, model important values to your children as well as help the educational process. We recognize that it may be difficult for some parents/guardians to volunteer during school hours, but there are many opportunities that can be done at home such as phoning, baking, washing tablecloths or volunteering at evening events. We believe parental involvement is essential to being engaged in your children's education. We want you involved because you love your kids and your kids' school. We are stepping out in faith believing that parents want what is best for SCS and are willing to participate in creating and sustaining what is best by volunteering.

To volunteer click [here](#).

Volunteer Policy

Rationale

1. Volunteers within the school will provide additional human resources which will improve instruction and provide valuable support for teaching staff.
2. Volunteer assistance must be of benefit to the school. It is hoped that they would receive value and satisfaction as well.

Recruitment, Orientation and Training

1. Volunteers will be asked to commit themselves to assisting only after they have had an opportunity to visit the school, discuss roles and have their questions answered.
2. All regularly scheduled volunteers are required to undergo a Criminal Record Check.
3. Volunteers must be made aware that they are to maintain the confidence placed in them so that no information about specific pupils or problem situations be related outside the school.

Discipline by Volunteers

1. Volunteers are acting on behalf of the school, under the direct supervision of the teachers and in this capacity, they should report any discipline problems to the teacher.

2. On field trips or in situations where the teacher is not immediately accessible, a volunteer should provide firm direction to the students in his/her charge and explain the situation to the teacher as soon as possible.
3. Pupils should be made fully aware that a volunteer is in a supervisory position and that common courtesy and good behaviour are expected of the students.

Guidelines for Teachers Using Volunteers

1. Acquaint the volunteer with other teachers, custodians, administrative assistants and those with whom there will be contact.
2. Ensure the volunteer checks in with the office when they arrive at school before going to the classroom.
3. Help the volunteer become familiar with the classroom and all teaching aids and materials that are available for use.
4. Get to know the volunteer as a person. Establish a relationship whereby effective communication can be carried on at all times.
5. Introduce the volunteers and establish their position and role with them.
6. Ease the volunteers into the jobs in which they seem comfortable.
7. Volunteers must have a clear idea of what is expected of them and how they are doing.
8. Volunteers should not be left alone in charge of the class.
9. If a volunteer is not needed on a particular day, contact them in advance.

Guidelines for Adult Volunteers

1. A volunteer is not necessarily assigned to their own child's class.
2. A volunteer should not publicly discuss any confidential information they may be exposed to during their volunteer time.
3. In case of absence, volunteers should notify the school as soon as possible.
4. Volunteers will work under the supervision and guidance of the teacher.
5. The volunteer should become familiar with school routines.
6. Volunteers will have no access to school records.
7. A volunteer may not evaluate a pupil's progress.
8. Volunteers should follow the student dress code as found in the student handbook.
9. The volunteer is always guided by school policy.

We Encourage Parents To:

- Be interested in taking note of all the work that is brought home or posted on Seesaw (Grades K-7) by your children.
- Be actively involved in working with the school in the many avenues provided.
- Be well-informed and read all notices sent home whether by hard copy or email.
- Remember to pray for your children, teachers, and the entire school community.

SAFETY AND SECURITY

Emergency Policy

Staff (supervisor/teacher/principal) is responsible for assuring the immediate safety of all students. Staff at the scene will proceed with action and alert necessary help (first aid, secretary, etc.). Parent(s) are notified of any incidents and will be asked to assist if out-of-school medical attention is needed. Staff members should complete an accident report form. Any grounds/building concerns that may have contributed to the accident are brought to the immediate attention of the facilities manager.

Lockdown

Lockdown is used in response to an armed or dangerous assailant within the school. Drills are held two times during the school year as per BC Ministry of Education requirements, where we practice gathering in a secure room, being quiet, and staying out of sight. Cell phones are to be silenced and placed face down on the floor.

Hold & Secure

Hold & Secure is used if there is a security concern in the neighbourhood. Everyone is to be brought indoors, exterior doors are secured, and no one may enter or exit the school until we are given the “all clear”.

Shelter in Place

Used if an environmental hazard may impact the school. Everyone is brought into the school building and remains indoors. Exterior doors and windows are secured. If deemed necessary and if possible, ventilation systems are to be turned off. Entrances to the building are monitored by staff designates.

Room Clear

Used to move people away from a hazard contained in one room/area. Students are directed to leave the affected room/area and report to the designated area. Assistance is summoned from a principal/assistant principal or 911 if deemed necessary.

Drop, Cover, and Hold On

Used in the event of an earthquake, explosion, or any event that shakes the school. Drop, Cover, and Hold On drills are held three times a year as per BC Ministry of Education requirements. Students are instructed to drop low to the ground, take cover under a study table, desk, furniture, or other large, sturdy item, and hold on until the shaking stops. After the shaking stops, we wait 60 seconds and then evacuate via the shortest safe route. Students in Grades K-7 are required to have a comfort kit brought to school by mid-September. See the Back-to-School information package for more information.

Evacuate

Used to move people out of the school when a hazard exists inside such as a fire. Fire drills are scheduled six times per year as required by the BC Ministry of Education. It is essential that when the first signal is given, everyone abides by the instruction given and promptly clears the building by the prescribed routes as quickly as possible.

Privacy Policy

Safeguarding the personal information of parents and students is a fundamental concern of Surrey Christian School. The school is committed to meeting or exceeding the Privacy Standards established by British Columbia's Personal Information Protection Act (PIPA) and any other applicable legislation. Should you have any questions or concerns or desire a copy of the school's Personal Information Privacy Policy, please contact us at info@surreychristian.com.

Student Insurance

The school does not provide extended health coverage for injuries. Parents are encouraged to maintain their own extended health coverage to minimize their costs.

Fieldwork and School Outings

Students may participate in fieldwork (formerly known as field trips) during the school year. Parents are required to sign a Consent and Assumption of Risk Form at the time of acceptance to SCS. This allows students to participate in low-risk day trips without the need to return a permission form. In the planning stages of medium to high-risk field work, parents will receive information letters as well as permission slips at least 24 hours in advance. For low-risk field work the consent signed at the time of acceptance is sufficient.

Transportation of Students by Volunteers (Grades 8-12 only)

The Ministry advises that schools set their own standards to ensure the safety of children being transported. At the Kindergarten to Grade 3 level, students are transported only using a school bus. At Grade 4-12 level students will be transported by school bus as much as possible. Parents who volunteer to drive students other than their own child are required to complete a [Driver Form](#), including their commitment to operate the vehicle in a safe manner, abide by all applicable laws, etc.

The following guidelines are established as minimal measures to be taken by staff who are involved in arranging for the transportation for students in privately owned vehicles whether driven by a volunteer, student or teacher.

Our school ensures the following:

- The driver is known to school personnel, has a valid driver's license and appears competent to drive.
- The vehicle has a current license plate/insurance.
- There is a functional seatbelt for each passenger assigned to the vehicle, and instructs the driver to ensure that they be used.
- That proper seating is used.
- That the vehicle appears to be safe for transporting pupils.

The teacher and administration will ensure a list of the drivers and automobiles and its passengers are recorded for each trip. The Society carries an excess liability insurance policy which extends the vehicle owner coverage (volunteer parent, teachers, etc.) while driving for a school-sponsored activity to \$10,000,000.

Bus Transportation

The Combined Christian Schools Transportation Committee provides bussing for all students. Please visit our website [here](#) for all the school bus guidelines and information.

HEALTH

Public Health Nurse

The public health nurse provides the school with consent forms for immunizations which get distributed to parents by the office.

Nutrition

Parents are encouraged to choose healthy foods for snacks and lunches, and water rather than juice boxes. Please minimize foods high in sugar. Some suggestions: carrots, celery sticks, raisins, peeled or prepared fruit, other raw vegetables, crackers and cheese etc. Please mark lunch bags with the student's name.

A Quick Guide to Common Childhood Diseases

Click [here](#) to view a quick guide to common childhood diseases

Management of Life-threatening Conditions

SCS is committed to the principle of providing a safe learning and teaching environment for all its students, including those students who have been identified as having diabetes, allergies, acute asthma, respiratory conditions, seizures, and the potential for an anaphylaxis event. Anaphylaxis is the term used to describe an acute, severe, life-threatening allergic reaction that can be caused by foods, insect stings, medications, latex or other substances. While anaphylaxis can lead to death if untreated, anaphylactic reactions and fatalities can be avoided.

While it is impossible to create a risk-free environment, school staff, parent(s) and guardian(s) can take important steps to minimize potentially fatal anaphylactic reactions. Education and awareness are key to keeping students with potentially life-threatening allergies safe.

To support students with life-threatening allergies, SCS will ensure there is a school anaphylaxis plan that is designed to ensure that children at risk are identified, strategies are in place to minimize the potential for accidental exposure, and staff are trained to respond in an emergency situation.

Identification of Children at Risk

On the SCS registration form, parents/guardians are asked about medical conditions and allergies, including whether children are at risk of diabetes, anaphylaxis, allergies, acute asthma, respiratory conditions and seizures. It is expected that parents provide detailed information about their child's allergy in order that all staff can be properly informed and educated on the safe treatment of the child. It is the responsibility of the parents to:

1. Inform the school both in writing on the registration form and verbally to a member of the administration upon admittance of the student. If a student develops a change in their medical condition after admittance, it is the parent's responsibility to ensure the school is properly updated.
2. In a timely manner, complete the required medical forms or the Anaphylaxis Emergency Plan. This plan will be posted unless otherwise instructed by the parent.

3. Provide appropriate medication for the child and discuss with the school where this medication will be kept. This includes the provision of an auto-injector to be stored in a central, safe but unlocked location.
4. Inform the school when they deem the child is competent to carry his/her own medications and ensure the child understands he/she must always carry the medication on their person.
5. Ensure anaphylactic medications have not expired and ensure expired medication is replaced promptly.
6. Advise the school if their child has outgrown a life-threatening condition and no longer requires the medication for that condition. A letter from the child's doctor may be required.
7. Have the child wear a medical identification (e.g. MedicAlert® bracelet). The identification could alert others to the child's allergies and indicate that the child carries an epinephrine auto-injector. Information accessed through a special number on the identification jewellery can also assist first responders, such as paramedics, to access important information quickly.

Record-Keeping and Monitoring

Accurate records for each student at risk of life-threatening conditions will be kept in the school office. Information relating to specific allergies for each identified student will form part of the student's permanent record.

The record will include the student's Anaphylaxis Emergency Plan which includes a photograph, a description of the child's allergy, emergency procedure, contact information, and consent to administer medication. Individual plans are developed by the school and parents. The Anaphylaxis Emergency Plan is to be posted in key areas depending on the campus. For example, this could include the child's classroom (elementary), the staff room (secondary), and the office. A list of high-risk students will also be shared with the out-of-school-care provider.

Administrators will monitor the number of at-risk anaphylactic students and the number of anaphylactic incidents and determine whether protocols need to be updated. This information will be kept on file.

The school administration will undertake an annual inventory of individual student Anaphylaxis Emergency Plans to make certain they are up to date and medication is not expired.

Emergency Protocol

Children at risk of anaphylaxis who have demonstrated maturity should carry one auto-injector with them at all times and have a backup available in the school in the possession of the school office staff. Most children are able to carry their own auto-injector and asthma inhaler (if needed) by Grades 1 to 2. For children with stinging insect allergies, this would not have to be for the full year but during insect season (warmer months). For younger children, the auto-injector will be kept in the teacher's desk, again with a second backup at the office.

For field trips at least one, preferably two auto-injectors (or one dual auto-injector) per allergic student must be available. It is recommended that the organizer of the field trip carry a cell phone and know the location of the closest medical facility.

Emergency Response

Adults must listen to the concerns of the child at risk, who usually knows when a reaction is occurring even before signs appear. It cannot be assumed that children will be able to properly self-administer

their auto-injector. (In some cases, children may be fearful of getting a needle or may be in denial that they are having a reaction.)

To respond effectively during an emergency, a routine has been established and practiced, similar to a fire drill. During an emergency:

1. One person stays with the child at all times.
2. One person goes or calls for help and returns to the child.
3. Administer epinephrine at the first sign of reaction. The use of epinephrine for a potentially life-threatening allergic reaction will not harm a normally healthy child if epinephrine was not required. Note the time of administration. School staff, in an emergency, will administer epinephrine to an anaphylactic student as authorized by the parent on the Anaphylaxis Emergency Plan.
4. Have office staff contact the child's parents.
5. Call 911 and ask for an ambulance immediately. A second dose of epinephrine should be administered within 10-15 minutes if symptoms have not improved. Have the child transported to an emergency room even if symptoms have subsided. Symptoms may recur hours after exposure to an allergen.
6. One calm and familiar person must stay with the child in the emergency room until a parent or guardian arrives.

Training and Awareness

Each year, generally in August, there will be training for staff which includes an overview of anaphylaxis, signs and symptoms and a demonstration on the use of epinephrine. Staff will have an opportunity to practice using an auto-injector trainer (a device used for training purposes) and are encouraged to practice with the auto-injector trainer throughout the year, especially if they have a student at risk in their class.

On-call teachers will be advised to review the Anaphylaxis Emergency Plan for children in their class. The administration will speak with teachers on call about the procedure for responding to emergency situations.

It is expected students with allergies will be treated with respect and empathy by their peers and any harassment or deliberate exposure of a student to an allergen will be considered a serious breach of conduct.

Creating an Allergy-Safe School Environment

Individuals at risk of anaphylaxis must learn to avoid specific triggers. While the key responsibility lies with the students at risk and their families, the school community must also be aware. Special care is taken to avoid exposure to allergy-causing substances. Where possible, foods and items that cause specified allergic reactions that may result in anaphylaxis will not be allowed into the classroom of the affected student(s). The school community will be made aware of the restrictions, and staff will do their best to enforce them. The risk of accidental exposure to a food allergen can be significantly diminished by means of such measures.

Given that anaphylaxis can be triggered by minute amounts of an allergen when ingested, children with food allergies must be encouraged to follow certain guidelines:

1. Eat only food that they have brought from home unless it is packaged, clearly labelled and approved by their parents (an exception can be made for this in a Foods course if a personal nut allergy safety plan is in place and with the permission of the parents).
2. Wash hands before and after eating.
3. Not share food, utensils or containers.
4. Place food on a napkin or wax paper rather than in direct contact with a desk or table.

Nut-Free and Nut-Sensitive Zones

At the Elementary Campus, SCS may designate specific classes as nut-free or nut-sensitive zones, recognizing that older students can advocate for themselves and better manage their environment to stay safe. Based on conversations with parents of students with life-threatening allergies, teachers will make appropriate class plans to support students.

In general, K-3 classes are classified as nut-free zones in which no nuts may be brought to class. In general, Grades 4-12 are classified as nut-sensitive zones. In this zone, students may bring foods containing nuts as children learn to advocate for themselves. Exceptions may be made to the above guidelines if deemed reasonable and safe, and in collaboration with health authorities.

Counsellors

Counselling services are provided for students who are addressing social, emotional, or other personal challenges in their lives. Students at the elementary campuses may access counselling themselves or through referrals from a parent, teacher or administrator. A written consent form from parents is required. Students at the Secondary Campus have direct access to the counsellor, or they may be referred by a teacher, administrator or parent. The school counsellor(s) may also offer external resources or referrals if necessary.

Child and Youth Care Worker

There is a Child and Youth Care Worker (CYCW) available at all campuses. The CYCW provides support to students who are at risk or experiencing difficulties. The CYCW is viewed as a safe person that students can come to when seeking one-to-one support. The CYCW also plans and implements activities that promote social and personal development, provides personal and family guidance, and functions as a resource person for teachers and other school staff.

ELEMENTARY CAMPUS

School Supplies

All pencils, rulers, erasers, notebooks and paper are supplied by the school. Any books and materials lost or damaged must be replaced by the student. As much as possible, activity fees for fieldwork and other learning experiences are included in the tuition for all students. If additional expenses are required, particularly for our Grade 4-7 students, a notice will be sent home.

Dress Code

Students are expected to wear clothing that is practical and safe for the daily weather conditions, learning activities and regular outdoor fieldwork. Clothing should be appropriate for an educational setting and display suitable logos and designs.

Footwear

PreK-7 students must remove outdoor footwear upon entering the school. An extra pair of running shoes is required for indoor use only (non-marking soles). Boots are recommended for outdoor footwear during wet weather conditions.

Extra Clothing

Students in PreK to Grade 3 are encouraged to keep an extra set of clothing in their lockers. Please ensure all pieces of clothing are labelled.

Snack

Students will be given up to 15 minutes to have a snack during the morning session.

Lunch Hour Procedure

At the Elementary Campus, K-3 classes have a “no nuts” and “no juice” policy as well as a “pack it in, pack it out” understanding for all recyclable lunch items. There is a “nut aware” policy at the Grade 4-7 level, meaning if there is a student in the class with nut allergies, classmates will not bring food containing nuts to school.

Hot Lunch Program

Hot lunch purchases are available throughout the year. Orders and payments are made online. Parents will receive notification about when to register and order for the hot lunch program.

Learning Commons

The school Learning Commons (formerly known as libraries), an integral part of the educational program, is an extension of the classroom. The Learning Commons facilitators are committed to encouraging a love for reading as well as providing opportunities for students to develop and practice research and information-finding skills with discernment. Learning Commons programs at the elementary campuses may include the Writing Club, Red Cedar Book Club, Reading Link Challenge, and Reading Bingo.

Sports

Grade 6 and 7 students are eligible to play extramural sports against teams from other schools. The aim of intermediate school athletics is to include as many students as possible in Grades 6 & 7. There are also cross country, track & field and specific sport development opportunities for students in Grades 4-7.

Fall Season (Sept.-Nov.)

- Gr. 4-7 ♦ Co-ed Cross Country Running: September-October
- Gr. 4-5 ♦ Development programs for boys and girls in soccer and volleyball on an annual basis (either in the fall or spring season), based on interest, gym availability and coach/parent involvement.
- Gr. 6-7 ♦ Co-ed Soccer: September to early October
- Gr. 6-7 ♦ Boys' and Girls' Volleyball (Tripleball): October-November

Winter Season (Dec.-Feb.)

- Gr. 4-7 ♦ Co-ed Running Club: January-March
- Gr. 6-7 ♦ Boys' and Girls' Basketball: December-February
- Gr. 7 ♦ Co-ed Badminton: end of February-April
- Gr. 4-5 ♦ Development program for boys' and girls' basketball on an annual basis based on interest, gym availability and coach/parental involvement.

Spring Season (Mar.-June)

- Gr. 7 ♦ Co-ed Badminton continues: March-April
- Gr. 7 ♦ Boy's and girl's Ball Hockey: March
- Gr. 4-7 ♦ Co-ed Track and Field: March-May
- Gr. 6-7 ♦ Co-ed Ultimate: May – June

Safety

Skateboards, scooters, roller blades, heelys or electronic devices should not be used during school hours. Knives, firecrackers or matches may not be brought to school. For their own safety, all members of the school community must use sidewalks and crosswalks on entering the school and its property.

Learning Conferences

Learning conferences are scheduled two times per year. Our partnership with parents is key to the overall well-being of our students. Teachers are encouraged to contact parents about concerns and accomplishments of their students.

Class Placement Requests

At the elementary grade level, the process of placing your child in a specific class involves your child's previous teacher and our extended team working together to develop a strong understanding of your child's needs.

In most cases, it should not be necessary to make a special request. However, we acknowledge there may be special circumstances, such as history, that we may not be aware of or that you feel we may need to be reminded of. To request a specific classroom placement, please provide a written letter to the campus principal. We value the formality of this process and, therefore, do not accept requests via email or verbal conversations. Your letter should reflect careful consideration based on the information

provided below.

All requests must be received in the office by the end of May.

1. When submitting your request, kindly include your child's name, grade, and the educational needs behind your request. Letters emphasizing your child's learning needs are welcome and helpful, and we encourage you to share your insights about the type of learning environment that best suits your child.
2. Requests related to specific teacher preferences will be considered only if they are supported by educational reasons.
3. Please be aware that requests based only on friendship considerations will not be considered.
4. It is important to understand that while we strive to accommodate requests, final decisions are made with the input of our dedicated staff and administrators, and we kindly request your understanding and respect for these decisions.
5. While we may not be able to meet everyone's requests or expectations in this area, please know that we carefully consider a multitude of factors when placing children into classes to provide the best possible learning environment for all our students. Your cooperation and understanding are greatly appreciated.

SECONDARY CAMPUS

Learning Commons

Physical Resources

Our campus learning commons (library) manages all library books and textbooks for the Secondary Campus. Students will find fiction, graphic novels, magazines, and nonfiction texts in every subject area. However, other resources are also available for student use, including video and audio equipment, sewing machines, and 3D printers.

Digital Resources

The staff is always eager to help students develop their research skills, navigate databases, or locate audio and e-books through the public library. Students should bring their own laptops to the learning commons, though some computer stations are available for searching the catalogue, 3D and paper printing.

Accessing Resources

Come to the learning commons to study, make a project, or relax with a book. Students can write an essay, or make a poster, podcast, video, or presentation with librarians and Writing Centre support on hand to help. Classes use the space for instruction, research and presentations. We have a student-run Writing Centre for writing and editing support. Students can also access the IT department for support with their computers and tablets.

Student Accounts

Students may borrow most resources for up to three. Overdue notices and hold notifications are sent by email. A replacement cost will be charged for lost or damaged items. All learning commons business must be cleared up at the end of each semester.

Sharing Space

Students are welcome to respectfully spend flex blocks in the learning commons but must give priority to classes who are meeting in the space. To maintain a clean and pleasant atmosphere, there is no food or drink allowed in the learning commons. Students are welcome to listen to music with headphones, so others are not disturbed.

Hours

Monday - Thursday from 8:00 am to 3:45 pm.

Friday from 8:00 am to 3:00 pm.

Registration for Course Selections

Grade 10 and 11 students and their parents are invited to an **evening orientation meeting** in the early spring. At this event information is presented regarding graduation requirements, course descriptions, and requirements for post-secondary education. Attending this meeting will ensure that students select the courses which will help them meet their long-term educational and career goals.

There is an online **course handbook with course descriptions** for Grade 8-12 courses. The course handbook contains information to help you make good decisions in planning your schedule.

There are times when the selection or schedule of courses offered at Surrey Christian School does not meet the needs of an individual student. With the assistance of the academic counsellor, students may register for an online **correspondence course** through distance education or a distributed learning school. Correspondence online courses require students to be independent and self-disciplined. See www.learnnowbc.ca for options.

Students are required to enroll in eight courses – a full academic schedule. Flex blocks may be granted with parent or guardian approval in the following circumstances:

- Heavy academic load in Grade 12 (five or more academic classes).
- An online course is being taken.
- A course is being taken outside the regular timetable.

Flex blocks are meant to be used for classwork while on campus. However, students are not required to be on campus, and attendance is not taken. If students are on campus during a flex block, they must not be a distraction to classes in session or to other students.

At the Grade 11 or 12 level, students may use a scheduled block for a Teacher’s Assistant (TA), for which they will be evaluated and receive credit on their transcript. Other options for Grade 12 students are possible (e.g. volunteer or service project, credit for external courses, work experience) but must be arranged through the academic counsellor. Applications for TA positions are available in May. Students with exceptional circumstances may appeal to the Student Support Team with a written request to change their course schedules.

GPA Policy

Grade point averages for the purposes of determining the Governor General’s Bronze Medal will be based on all courses taken in Grades 11 and 12 that are numbered 11 or 12 except grades given for “Teacher Assistant” courses. This grade point average will also be one of the factors considered in deciding on scholarships given by Surrey Christian School for which academic achievement is one of the criteria.

Student Leadership

The leadership class is designed to provide students with opportunities to learn leadership skills and competencies through both classroom and experiential environments. Students will work collaboratively by engaging their school in areas such as Grade Connect, restorative practices, planning school events and working with various school committees. They will also engage our local community in numerous ways such as helping with an inner-city breakfast program, volunteering with the City of Surrey and having local leaders come and speak to us. This course is designed for Grade 11/12 students and must be applied for.

Falcons Athletics

Falcon Athletics plays an important role in the life of the students, staff and greater community at Surrey Christian School. The school is a member of B.C. School Sports, the Surrey Christian School Athletic Association, the Surrey Secondary School Athletic Association, as well as the Christian Secondary School Athletic Association. These associations give us the opportunity to play at every level of high school sport in the province.

The Athletic Program operates as an extension of the school's educational curriculum, and the diversity of sports offered strives to guide students through experiences which will help them learn the basic objectives of being disciplined Christian athletes. Participants are stimulated to respect authority, pursue excellence, commit to practice schedules in preparation for competition, react responsibly to themselves and others in times of competition, improve their skills and their overall self-worth and above all, represent Christ. The Athletic Program is also designed to facilitate school spirit and to provide an enjoyable outlet for the students.

There is an annual fee of \$100 for participating in the athletics program which includes team gear etc. Grade 8-12 students pay an additional fee for major sports (volleyball, basketball, soccer) and for minor sports (anything other than volleyball, basketball or soccer). Individual sport fees will range between \$25-\$100, not including the cost of hotels, ferries and transportation on team trips. Athletic fees are subsidized significantly by funds raised for the athletics department at our annual Falcons Classic golf tournament.

Parents are encouraged to volunteer as coaches if they have the skills and experience, or as a team parent who monitors and oversees the running of the team outside of the training and games. Parents are also encouraged to volunteer to help run home tournaments and to drive to and from events when required.

Fall Sports (September through November):

- Boys and Girls Cross Country (training, league meets, and larger meets)
- Boys and Girls Volleyball (training, league games, and tournaments)
- Boys Soccer (training, league games, and tournaments)
- Boys and Girls Swimming (league and tournaments)

Winter Sports (December through March):

- Boys and Girls Basketball (training, league games, and tournaments)

Spring Sports (March to June):


- Boys and Girls Senior Badminton (training, league games, and tournaments)
- Boys and Girls Track and Field (training, league games, and larger meets)
- Girls Soccer (depending on interest: training, league games, and tournaments)
- Co-ed Ultimate (training, league games and tournaments)
- Co-ed Exhibition Ball Hockey (non-sanctioned)
- Boys and Girls Exhibition Beach Volleyball (non-sanctioned)

Full Year

- Rock climbing (training on Thursdays, climbing competitions, and a day of climbing in Squamish)
- Robotics (training and competitions)

There is also a service component to the athletic program overseen by the Recreational Leadership team.

Injuries: Although the staff at Surrey Christian School takes all necessary precautions, students participating in school sports and extracurricular activities are at risk of incurring bodily injury. The school does not provide extended health coverage for these injuries. Parents are encouraged to maintain their extended health coverage to minimize their costs.



To be a Falcon is to embody...

Respect
Gratitude
Commitment
Encouragement
Growth

This deep hope extends to our student athletes, our families, our coaching staff and our fans. These embodiments encompass many areas of sport and what it means to be a part of a thriving community. We will represent our God, our school, our families and our team to our very best. This will allow us to model our school's mission and vision through athletics.

Academic and Career Counselling

The academic counsellor is available to assist students with developing their educational and career plans. Information on graduation requirements, scholarships, and admission criteria for post-secondary education is available by appointment. Students and parents are encouraged to take advantage of this service.

Scholarships and Academic Awards

At the end of their Grade 12 year, students may apply for scholarships via Surrey Christian School in recognition of achievements in service, leadership, academics and athletics. Click on the following links to learn more about the scholarships awarded.

The Westland Insurance Award

The Millennial Christian Teacher-Education Award

Field and Marten Associates Bursary

Calvary Christian Church Integrity Award

The Kane, Shannon, Weiler LLP Award

The Encouragement Award

The Surrey Christian School Scholarship Fund (Service, Scholar, Leadership, Encouragement and Environmental Studies)

The Luke VanHarmelen Award

Individual Help

Teachers are available to provide individual help to students who are experiencing difficulties. Students should initiate contact for assistance as soon as difficulties occur. Do not wait until the day before a major test.

French Immersion Students

If a student comes to Surrey Christian School from a French Immersion school, the French department will try to assess the course level that the student could be placed in. The student may be asked to write the exam of the previous year for further assessment.

Assemblies/Chapels and Grade Connect

Assemblies/chapels are held weekly for the purpose of communal worship and spiritual nurture, as well as for educational experiences and the promotion of positive school spirit. Participants include students, teachers and outside groups.

Grade Connect is a weekly opportunity for students to gather with their grade peers. Our goal for this time is for students to get to know one another better and to support each other in personal, spiritual, and academic growth. Activities may include discussions, planning sessions, eating and/or playing together, or participating in service projects.

Extra-Curricular Activities

Surrey Christian School has many opportunities for students to get involved in a variety of non-academic activities: sports (both intramural and extramural), drama, service projects, student council, and the Fine Art Festival are all important experiences for secondary school students. As a school, we recognize the benefits of these kinds of events, but also realize that what goes on in the classroom is the primary task of the student. The following guidelines are used to monitor extracurricular involvement.

- A student must be in good academic standing.
- A student must show self-motivation in having assignments completed on time.
- A student must show to be trustworthy and mindful that his/her actions affect other people and the entire school.

An inability to meet these standards before or during an activity may result in an interruption from the extracurricular activity.

School Dance Policy

Why we have dances.

Dance can be a wholesome form of entertainment and expression that brings glory to God through positive social interaction and community building. Many students at Surrey Christian School participate in dances or parties outside of school that may be unhealthy and poorly supervised. The goal of this policy is to provide a framework to decide when and how often dances will take place to provide procedures so that a safe and comfortable environment for dancing will be created that includes good chaperoning, wholesome music, and a positive, uplifting atmosphere.

How often we have dances.

Dances will take place at most twice per year and may be sponsored by any SCS group that has a teacher sponsor willing to oversee the event.

Criteria on music selection.

All music played at dances must be pre-approved, and no music will be played that has not been approved. The sponsoring group will choose all the music, with the final approval given by assistant

principal and/or sponsor teacher. The criteria for determining the play list will be that it is good for dancing and does not have offensive or suggestive language or content.

Supervision

- 1) The minimum number of chaperones is one for every 15 students that are expected to attend the event. Half of the chaperones must be parents of SCS students. There should be both male and female chaperones at the event.
- 2) Dances are for SCS students, but guests may attend with approval of the assistant principal and/or sponsor teacher at least one day before the event.
- 3) In addition to inside supervision, chaperones must check on what is happening outside of the building.
- 4) There will be no in and out privileges.

Beyond the Restorative Framework for Grades 8-12

The aim of restorative practices at SCS is to build and strengthen community and to manage conflict and tensions by repairing harm and restoring relationships. Part of repairing harm and restoring relationships involves finding consequences that appropriately match the harm done in hopes of rebuilding trust between the offender and the school community. Consequences are always chosen in the spirit of providing an opportunity for the offender to reflect and to show that they are taking the restorative process seriously. In seeking out ways to repair harm, restore relationships, and rebuild trust, the staff at the school may impose the following consequences.

Detention

Detentions may be given during lunch hour or after school. When possible, staff will look for on-campus opportunities for a student to positively give back to the community.

Behavioural Commitment Contract

Infractions of school rules that come to the attention of the administration may result in a Behavioural Commitment Contract (formerly known as a Disciplinary Contract). Parents and students will be asked to read, sign, and return the contract to the office. All behavioural commitment contracts will be retained in the student's file.

Suspension

- 1) A suspension is imposed when a student has committed an infraction as per school rules and regulations that is deemed to have an exceptionally negative impact on school culture or student/staff safety and wellbeing.
- 2) While suspended, a student is prohibited from being on the school premises. The student may not attend class, may not participate in extra-curricular activities, and may not be on school property during school hours. Students may only come to the school after school hours with the permission of the principal/assistant principal to pick up classwork.
- 3) The school will contact the parent/guardian by phone or letter as soon as possible. If the parent cannot be contacted, the student will be placed on an in-school suspension until the parent/guardian is contacted. For an in-school suspension, the student will be asked to work in the office for the day. Scheduled breaks will be provided that are different from the regular school schedule.
- 4) A written notice will be issued clearly stating the reason for the suspension as well as the details

of the suspension (i.e. date and time of contact with parents/guardian, date and time of meeting, and when the student is to return to classes).

- 5) A suspension may be imposed for one or more school days for each separate infraction.
- 6) The principal or designee has the final authority regarding a decision to suspend.
- 7) During the period of suspension, it is the responsibility of the parent/guardian to provide the appropriate supervision for the student.
- 8) Students returning to school from a suspension may be subject to being placed on probation.
- 9) When appropriate, an in-school suspension may be given. An in-school suspension typically involves the student doing schoolwork for the entire school day in the office, however, it may also include restorative conversations. The student's work will be supervised, and appropriate breaks will be given.
- 10) A student is responsible for all assignments, projects, quizzes, tests, etc., and will receive credit for the completed work.

Probation

- 1) Probation is imposed for appropriate circumstances when a student has exhausted other disciplinary procedures, and/or when the status of the student is in question.
- 2) Probation may be connected to a lengthy suspension or repeated misbehaviour.
- 3) If a student repeats the same violation or commits another serious infraction while on probation, they will be subject to suspension or expulsion.
- 4) Probation is given by the principal/assistant principal.
- 5) Terms of the probation will be outlined in a Behavioural Commitment Contract and will be personalized based on the student's unique situation.
- 6) Depending on the severity of the infraction, a student may be placed on probation for the school year, and/or the remainder of the student's time at SCS (i.e. more than one year).
- 7) Breach of a Behavioural Commitment Contract may result in suspension or expulsion.

Expulsion

- 1) In certain circumstances the principal or designated representative, in collaboration with assistant principals, may decide to expel a student due to:
 - a) Repeated or escalating behaviour that significantly disrupts learning and/or compromises the well-being and safety of students/staff.
 - b) A single event or behaviour by a student that violates the law or that poses a threat to the well-being and safety of students/staff.
- 2) Before an expulsion occurs, a student will have an opportunity to speak to the principal/assistant principal about the incident.
- 3) Before a decision is made to expel a student, the student and the parents/guardians will be informed about the matter. They are entitled to know the case against the student and should be given an opportunity to respond to all information which might influence the decision prior to the decision being made.
- 4) While waiting for a decision to be made, the student will be suspended indefinitely.
- 5) A decision will be made as soon as practical.
- 6) The principal or designee will communicate the decision verbally and in writing.
- 7) Students and/or parents/guardians may appeal a decision for expulsion. Please refer to the Appeal Policy for further details.
- 8) Re-admission of a student into a new school year after an expulsion will be at the principal's discretion.

Miscellaneous

- 1) Appropriate discipline may depend on prior incidents.
- 2) The principal/assistant principal has the authority to search lockers.
- 3) If more than one student is involved in a disciplinary situation, each student shall be dealt with individually.
- 4) The school has the authority to investigate infractions and determine consequences for students who refuse to comply with the school policies and regulations.

Homework Assignments

- 1) Teachers keep records of missed assignments and incomplete homework. The first time this occurs in a term, a student will receive a warning. A second late or incomplete assignment may result in an email or phone call home and/or a lunch detention.
- 2) Patterns of late or incomplete work may result in
 - a) An afterschool detention.
 - b) A meeting with the student and parent/guardian.
 - c) A meeting with the assistant principal.
 - d) A Behavioural Commitment Contract.
 - e) Probation.

Procedural Options

- 1) Conflict Resolution Procedure: See [Dispute Resolution Policy](#)
- 2) Appeals: See [Discipline Appeal Policy](#)

Student Conduct

A list of behaviours that harm a community can be long, and the guidelines listed below will not attempt to capture all of them. These guidelines outline our hope for living together in community at SCS.

Attendance and Late Arrivals

We believe that a vibrant classroom community helps us achieve our vision of becoming *fully alive in God's story*, and regular attendance is an integral part of achieving that vision.

We value the presence of all our students and recognize that being fully present with each other in our learning spaces is an important aspect of *educating for wholeness*.

We understand that the learning that takes place in person cannot be replicated in any other way and that our BC curriculum emphasizes experiential, hands-on learning. Therefore, absences for any reason negatively impact the educational experience for all students, and it is our hope that students are present in class as much as possible.

Absences:

If a student does have to miss a class, please be aware of the following:

- 1) The parent/guardian is responsible for informing the school of the absence. This can be done by phoning or emailing the front office. For sickness or unforeseen absences, the school should be notified no later than 9:00 am that day. For pre-planned absences such as appointments, please inform the school well in advance. Please use discernment when it comes to 'excusing' a student

from school. For example, we ask that families do their best to book appointments outside of school hours and discourage family trips that result in missed classes.

- 2) The student is responsible to contact their teacher(s) via email to explain their absence and to inquire as to whether there is anything they can do to continue their learning at home. This will help ensure a smooth transition back into the classroom for students who are absent for an extended period of time. The parent/guardian is also responsible for supporting their child in this communication process.
- 3) The Teacher is responsible to do their best to assist the student in transitioning back to class and to provide opportunities to make up work where reasonable and possible.
*Please note that there will be instances where the classroom experience cannot be replicated, and/or the nature of what was missed cannot be reasonably replicated or repeated without jeopardizing the integrity of the learning in the classroom. In these cases, it is likely that the student's grade may suffer because of the absence(s).
- 4) All absences will be followed up using our restorative framework, first asking the question, 'What happened?' to determine the nature of the absence. The next step will vary based on the response regarding the student's absence (i.e., a student missed class because of an appointment that everyone was aware of in advance vs. a student who slept in or 'skipped' the class). In all circumstances, the goal will be to repair any harm that was caused by the student's absence and to provide the accountability and support needed to bring that student back to being fully present with the class. In cases of repeated absences, or absences that are 'unexcused,' we will partner with the family to take whatever steps are necessary.
*Please note that if a student is present for less than 60% of their classes, they may not get credit for the course.
- 5) An extended absence must be cleared by the school's administrative team as well as the course teachers two weeks prior to the requested leave date.

Lates:

If a student is late to school in the morning for any reason, they are asked to go to the office to sign in and receive a late slip, which they are to give to their teacher when they arrive first period. If they are late for any other class, consequences and accountabilities will arise as established by the classroom teacher and may involve an email or phone call home and/or a lunch detention.

Continued patterns of "lates" may result in:

- 1) An after-school detention.
- 2) A meeting with the student and parents/guardians.
- 3) A meeting with the assistant principal.
- 4) A behavioural commitment contract.
- 5) Probation.

Leaving during the school day:

If a student leaves school during the day for any reason, it is important that they communicate with their teacher(s), sign out at the office and give the reason for why they are leaving. If a student becomes sick during the day, they should notify the office so that they can stay in the first aid room until they are picked up.

Skipping Class

We place a high value on being in class. Skipping has a direct impact on student safety as it creates a scenario whereby a student's whereabouts is not known by the school staff or family. The first time a student skips, they will be responsible for emailing their teacher with an apology and a plan for how they will work to make up lost time. The student must also "CC" their parent/guardian and the assistant principal on this email. Multiple instances of skipping may result in an email or phone call home and/or a lunch detention.

Continued patterns of skipping may result in:

- a) an after-school detention
- b) a meeting with the student and parents/guardians
- c) a meeting with the assistant principal
- d) a Behavioural Commitment Contract
- e) probation
- f) suspension

Harassment (bullying)

Harassment refers to behaviours, gestures, comments, or displayed materials of a sexual, racial, gender-based, religious or personal nature that create an intimidating, hostile, or offensive educational learning environment. The issue of sexual harassment, more particularly, refers to any unwelcome conduct of a sexual nature that detrimentally affects the learning environment or leads to adverse consequences for the person being harassed. Claiming that an action was unintentional is no excuse, either legally or in our school setting. Harassment is discriminatory and disrupts the environment of mutual respect, cooperation and trust, which is crucial for ensuring a healthy and productive school community. All students and school employees are expected to conduct themselves with respect for the dignity of others. In accordance with the harassment reporting policy, if a student has concerns about the nature of any (physical) contact (or conduct) by an adult employed by the school, a fellow student, or a member of the public, the student should immediately report this to the principal, assistant principal, or school counsellor. Students are encouraged to report any conduct or contact that makes them feel uncomfortable, is bothersome, or is contrary to a stable learning environment. Formal disciplinary action may include but is not limited to suspension or expulsion. A record of offences will be kept. SELF-QUESTIONING: If you ever wonder whether your behaviour or comments are appropriate, consider these questions:

- 1) How would you feel if the behaviour were directed at you, a family member, or a close friend?
- 2) What would someone you respect think if they witnessed your behaviour?

Cheating & Plagiarism

Plagiarism is the act of passing off as one's own, the writings or ideas of another. We are called to be honest and people of integrity. Producing work that is not your own and/or not giving appropriate credit (i.e. citing) is a serious offence. For all grades, cheating and plagiarism may result in a zero, and parents will be contacted about the next steps.

Dress Code

- 1) At SCS, we expect all staff and students to dress in a way that is appropriate for school activities, and with the understanding that our individual choice of dress contributes towards the flourishing of each person in our community. Since the word "appropriate" can be subjective, the following are some guidelines to help inform how to dress appropriately at school.

- a) Staff and students need to consider the words and graphics on their clothing when dressing for school. For example, drug/alcohol, sexually explicit/suggestive designs, profanity, and discriminating and/or offensive language are not appropriate.
 - b) Clothing for all students should cover the chest and bottom.
- 2) If a student or staff member is wearing something inappropriate, they will be engaged in a conversation and expected to reconsider their choice. Everyone plays a role in building our community through how they choose to dress.

Visitors

All visitors, including former students, must identify themselves at the office and require the permission of the principal/assistant principal. Visitors will be given a “visitor’s pass” and must remain with his/her host throughout the visit. Notice should be given at least one day before the visitor comes to the school.

Vandalism

In addition to a punishment when students are involved in vandalism, they will have to pay the cost of repairs or replacement arising from their actions.

School Property (Halls)

Halls are only for walking, not running, skateboarding or rollerblading. Practice consideration in the halls.

Leaving the Campus

- 1) Students in Grade 8 are not permitted off the school property during class breaks or lunch break.
- 2) Off-campus privileges may be granted to Grade 9 students with parental permission.
- 3) All students are expected to respect neighbouring property and traffic, and may have off-campus privileges revoked if they are found to be a negative presence in our community or to local businesses.

Smoking and Vaping

Smoking and vaping are not permitted during school hours or at any school-related function on or off campus. Any student caught smoking or vaping or being in possession of cigarettes, vaporizers, vape pens, or vape products for the purpose of trafficking will be suspended on the first offence for up to two weeks and may receive a probationary status for up to one calendar year. A second offence may result in expulsion, whether that offence is in the same school year or not.

Theft

Theft may result in a suspension of up to one week. A second offence may result in a three-week suspension and probationary status.

Drugs and Alcohol

Students under the influence of, or in the possession of alcohol or drugs while under the school’s supervision, including all transportation, will be suspended on the first offence for up to three weeks and will receive a probationary status for one calendar year. A second offence will automatically result in expulsion, whether that offence is in the same school year or not. Possession of drugs for the purpose of trafficking may result in expulsion from school.

Secondary Campus

Fighting

Fighting will result in a suspension of up to one week. A second offence may result in a three-week suspension and probationary status.

Weapons

Students bringing weapons, or any imitation thereof, to school may be suspended for up to three weeks, expelled, and/or may receive probationary status for one calendar year. Students who are aware that weapons are at school should notify the staff immediately to ensure the safety of the students and staff.

Breaking and Entering

Criminal charges will be brought against students who break and enter the school building whether part of a prank or as an act of theft.

Internet/Network Violations

- 1) Each student using the network must agree to the following statements:
 - a) I understand the school's values and I will uphold these values as I communicate with others by means of the school's computers.
 - b) I will not attempt to log on with someone else's password or gain unauthorized access to resources on the internet. I will refrain from hacking into private files or tampering with software or hardware that belongs to the school or another person.
 - c) I will respect software or programs that are copyrighted; I will respect the ownership of others and will not copy or transfer anything without their permission.
 - d) I will not compose or transmit anything that may disrupt the working of the computers. I will follow all the precautions to prevent viruses from being introduced onto the school's computers.
 - e) I will not share my password, nor log on for someone else. I will not print for those who have used their print page quota.
 - f) I will use appropriate language in all communications. I will not use abusive, threatening or obscene language.
 - g) I will not access, store or print pornographic, racist, or other offensive materials.
 - h) I will accept responsibility for all accesses under my password.
 - i) I will not use the school's computers and access to the internet for personal gain, or to purchase goods and services.
 - j) I will not give out personal information online, such as phone numbers, address, credit card information or any financial information. I will agree not to meet anyone offline.
 - k) I agree to be courteous by quitting applications and logging off promptly. If I am doing non-school work, I will promptly give up the computer to someone who needs access to do school work. I will regularly delete unnecessary files and will not store games and other large files on the school's hard drives.
 - l) I understand that the school will monitor my use of the internet and has the right to delete files in my account. I understand that using the school's computers is a privilege, which may be taken away from me if I break any of the above guidelines. Breach of rules may result in further discipline.
 - m) I will care for my personal computer and ensure that it is ready for classroom use daily.

- 2) Violations of these guidelines will automatically result in losing the privilege of using the school's internet and network services.
- 3) Depending on the violation, further disciplinary action may be taken.
- 4) Any conflict (in-person or online) that occurs between SCS students outside of school hours or at non-SCS-sponsored activities is primarily the responsibility of the families to resolve. SCS will seek ways to support families where appropriate and will respond to the impacts of any such conflicts at SCS as they arise.

Fire

- 1) Students lighting fires of any size will be suspended for up to one week and must meet with the Surrey Fire Department Education Officer. A second occurrence will result in expulsion.
- 2) Students in possession of firecrackers/fireworks at school will be suspended for one day.

Books

If a student loses or damages a textbook, the school requires replacement or payment of repair costs.

Phones/Personal Devices

See the new [Cell Phone Policy](#).

School Functions

- 1) All school rules and consequences associated with those rules will apply to all school functions, including school-sponsored extracurricular activities and/or those activities not held on school property.
- 2) Students desiring to bring guests must complete a Guest Pass Request Form and receive approval from the event sponsor and/or the assistant principal.

Miscellaneous

- 1) In cases in which specific school rules do not apply, but behaviour runs counter to what is acceptable, a student may be asked to meet with the principal or assistant principal.
- 2) Where required, the school will notify the police.

APPENDIX

Appendix 1: Request for Review of a Resource

REQUEST FOR REVIEW OF A RESOURCE

Title: _____

Author: _____

Publisher: _____ Year: _____

First and last name of the person making the request: _____

Phone: _____ Email: _____

I am a: Parent/Guardian Student

Library Learning Commons Campus Accessed: Elementary Secondary

At SCS, we value your input. In order to complete the review process for this resource, it is essential that all parties have read or viewed the resource in its entirety before presenting this form.

- Yes, I/we have read or viewed this entire resource.
 No, I/we have not read or viewed this entire resource.

Please list below any reviews or other sources that you have accessed concerning this material:

Your Concerns:

Please describe specifically what it is that you may find objectionable about this resource. Cite pages, themes, illustrations, scenes/events or other areas of concern:

Please explain what potential effect(s) you feel that this resource might have on your child or other students:

Next Steps:

Please indicate what you would suggest for this resource:

- Do not assign this resource to my child.
- Limit access to this resource for all students, based on age/maturity.
- Have this resource re-evaluated and reconsidered based on your information.
- Immediately remove access to this resource from SCS libraries.
- Have appropriate department reevaluate this classroom resource/textbook.
- Other (please specify below)

Please recommend a similarly themed resource covering parallel subject matter that would be suitable for SCS libraries:

(Signature)

(Date)

In accordance with the SCS Library Learning Commons Policy, your concerns will be reviewed by the librarian(s) when you submit this completed form along with a copy of the resource in question.