

Student and Parent Handbook



High School Edition

Revised June 2010



701 North Nechako Road
Prince George, BC Canada V2K1A2
250-564-0707
www.cedars.bc.ca office@cedars.bc.ca

To Cedars' Students and Parents,

Welcome to a wonderful education at Cedars Christian School. We are pleased to offer you a unique program with many opportunities. Our vision for Christian education stems from our desire to develop your unique potential, to help you learn how to internalize spiritual values and to lead you towards a life of service, obedience, stewardship, fellowship and discipleship to God.

The **effort** you put into your homework and studying greatly determines your grades on your report cards and provincial tests and exams. The **enthusiasm** you put into student council activities determines the success of these exciting programs. The **attitude and hard work** you put into athletics determines your success and your ability to achieve your goals. Your **responsiveness** when you make mistakes (which you inevitably will) determines your ability to learn and grow as you go through school. **YOU** are the biggest factor in determining your success at school.

You can grow in your relationship with God at Cedars if you make the effort. It is our goal that you would **be inspired** to serve others joyfully, **be motivated** to obey God willingly, and **be led** to give generously. May God bless each of you as you give yourself to service, obedience, stewardship, discipleship and fellowship each day in this community.

Sincerely,

The Administration Team

Table Of Contents

Cedars’ Roots	3
A. History and Purpose	3
B. Vision Statement	3
C. Goals for Cedars Christian School	4
Academic Information	6
A. General.....	6
B. Educational Objectives.....	6
C. High School Program (Grades 7 - 12)	7
D. Academic Policies	8
E. Honour Rolls and Awards (Grade 7 - 12)	11
F. Second Language Learning - Policy	12
G. Graduation.....	13
H. Distance Education.....	14
I. Course Challenge and Equivalency	14
J. Co-Curricular Costs & Student Accounts	17
K. Course Descriptions Unique to Cedars.....	18
L. School Services	19
M. Service/Volunteer Opportunities	20
Student Guidance	21
A. Learning and Working Environment	21
B. Discipline Process	23
C. Student Conduct / School Rules	28

Cedars' Roots

*He is like a tree planted by streams of water,
which yields its fruit in season and whose leaf does not wither.
Whatever he does prospers. Psalm 1:3*

A. History and Purpose

Cedars Christian School started in 1977. The fact that Cedars has over 30 years of history is a testimony to God's faithfulness, as well as to the visionary leadership of its founding members, and to the many committed people who have built it into the thriving school that it is today. Their persistence and dedication was driven by the belief that all of life, including education, must fall under the lordship of Christ. Today, dedicated and persistent leaders continue to hold a vision for the future growth of Cedars.

Cedars began in September, 1977 with 77 students in grades 1 to 7, in rented facilities on the present site. Subsequently the school was purchased, adjacent property was added, and the facilities were expanded on several occasions. Cedars Christian School presently enrolls about 400 students from Kindergarten to Grade 12 on this site. Cedars also runs a preschool off-site located at the Evangelical Free Church. Approximately 30 students are registered as home school students. From its inception, Cedars has been truly interdenominational and presently draws students from over 20 Christian churches.

B. Vision Statement

Parents, under the Lordship and by the authority of God, have established Cedars Christian School to provide a Christ-centered, child oriented environment which will nurture a child academically, spiritually, socially, emotionally, aesthetically and physically.

All instruction, recognized by the BC Ministry of Education, is taught by BC certified teachers and supported by an active parent society, to incorporate a Christian perspective in every aspect of daily education. Both staff and parents unite to help the child to:

- Develop their unique potential
- Internalize spiritual values
- Live a life of **service, fellowship, stewardship, discipleship and obedience** to God.

C. Goals for Cedars Christian School

The purpose of Cedars Christian School is to assist parents in their role of educating their children inside a Biblical worldview. Our vision is to develop the unique potential of every student, to help students internalize spiritual values and to teach our children how to live lives of service, obedience, stewardship, fellowship and discipleship to God.

1. Academic Development

We want our students to acquire a body of knowledge in Biblical studies, communications, social sciences, physical and biological sciences, mathematics and the arts in order to help them understand the structure of God's world and human society.

Our students will develop a comprehensive set of skills that will enable them to communicate accurately with language, to understand and solve mathematical problems, to comprehend information and ideas presented through words, numbers and symbols, to express themselves creatively in art, music and drama and to be able to observe, analyze, synthesize, evaluate and draw conclusions.

Students will develop a strong sense of history, which will help them to better understand the social institutions and traditions shaping our society.

Our students will acquire a set of Christian values and principles, which they can apply to the questions and issues, which they will face in life

2. Physical Development

There are two main concerns in defining the physical aspect of a student's life as it relates to school. First, we would like to see our students develop physical strength, skills and gracefulness. They must be physically fit to do the work that God calls them to. And second, our students should develop effective patterns of self care. Their patterns of exercise, dress and nutrition reflect their attitudes about themselves. Their bodies are not their own but belong to Jesus Christ and are to be used in His service.

3. Image Bearers of God

We want to see our students develop a healthy sense of self worth as image-bearers of God. They should be proud of themselves, their families, their background, their school, and their church and have the confidence to pursue high goals in academics, physical development and in their vocational choices. They must have the ability to accept responsibility, both for their mistakes and for their accomplishments. We want them to accept others and be sensitive to the needs of the people around them. Cedars is a place that encourages students to have fun together, to know and experience joy in life, and to effectively deal with life's disappointments.

4. Social Development

Our students are encouraged to develop manners appropriate to the variety of situations in which they find themselves. They are guided to develop the strength to handle peer pressure with confidence and to stand up for their neighbors throughout the world. They should also be able to accept authority and be responsible when they are in positions of authority themselves. We want our graduates to be able to find their place in the church, community and family, recognizing the legitimacy of these and other social institutions.

5. Resources

The resources of time, money, energy and abilities are gifts of God and fulfill their purpose only when they are used to honor Christ. The ability to set goals and priorities is related to the use of resources. In setting goals, we want students to be wary of the self-indulgent materialism of our time.

6. Spiritual Goals

We want our students to develop habits of regular spiritual discipline, both personally and in community, thus developing a hunger to know God, becoming Christ-like in all aspects of life, and being open to God's leading.

At Cedars, spiritual development is based on the commitment unifying all aspects of one's life. A student may achieve academic excellence, but if that excellence is not attained within the context of a commitment to Christ, it is ultimately meaningless. We do not see a division between spiritual and physical or secular aspects of life. All aspects of life are spiritual in the sense that they are all directed either to serving the one true God or some false imitation of God.

A relationship with Jesus Christ provides the ultimate answers to the basic questions of who and what we are, what is the meaning of life, what are the sources of sin and salvation. The answers to these questions must form the basis for everything we do at Cedars and we pray that this will be the basis on which our students live their lives. The answers provided to these questions are what make Cedars and its students uniquely Christian.

Academic Information

*Thy word is a lamp to my feet and a light for my path.
Psalm 119: 105*

A. General

The educational experience available at Cedars Christian High School is hard to beat. At Cedars Christian High School, students learn the truth of God's word and of the world He created while in relationship with friends and in the care of qualified and committed teachers and administration. Students can enjoy getting to know one another very well as they move together from class to class for a number of core subjects and electives. The small school setting results in students getting to know their teachers and receiving the personal attention they need to learn to their maximum potential. Students have available to them a full computer lab and a bank of laptops for classroom use. Our network allows for students to collaborate on assignments like never before, using Google Documents' functions. All students are able to worship and learn God's word together in our monthly Chapels. Special mission and service opportunities round out the students total learning experience.

B. Educational Objectives

At Cedars, students are equipped with the knowledge, skills, and insights for responsible citizenship in BC. More importantly, they are equipped for responsible citizenship in the Kingdom of Christ.

It is our hope and desire that students will increase their understanding of the way in which God created our world. At Cedars, students learn that they are significant people as children of the Lord, and they can have a special place in the world. They learn that to be really happy and joyful as Christians means living in the relationship that God has given us in Christ and in working this out in their God-given tasks. They are also challenged to find ways to develop a transforming influence in our society, and develop a Christian culture and life-style according to the norms of God's Word.

Students are challenged to become responsible disciples of Jesus Christ. This means they will have to develop skills, knowledge, and insights to live the full Christian life, through all occasions, as church members, citizens, family members, neighbors, friends, workers, and consumers. Although they receive these challenges throughout their school years, high school students are getting ready to take on adult roles. As a result, they will be encouraged to take these challenges particularly seriously.

C. High School Program (Grades 7 - 12)

1. Gr 7 - A Transitional Community of Learners

Our High School program begins with Gr. 7 at Cedars; unique when compared to the schools in the local Public School System. We believe that Gr. 7 is a transitional year for students, and Cedars provides aspects of a regular High School timetable with the extra care and stability of classroom teachers who teach skills and responsibility relating to successful transition from elementary to high school. We provide special whole grade activities to create a unique community of learners. Foundation Skills Assessment (government FSA standardized exam) tests are administered in grade 7 and results are made available for parents.

2. Junior High School

The junior high years (Gr. 8, 9) are the time when students consolidate their learning to date, begin to explore areas of personal interest and aptitude, and lay a foundation for their graduation years. Subjects are taught from a Christian perspective, using a variety of resources, including government recommended texts. Several Board Authority Authorized courses (locally developed) are offered each year, based on availability of resources and student interest.

3. Graduation Program Requirements (10-12)

80 Credits over Grades 10, 11 and 12, 48 of which must include

- Language Arts 10 (4 credits)*
- Language Arts 11 (4 credits)*
- Language Arts 12 (4 credits)*
- Social Studies 10 (4 credits)
- Social Studies 11, Civic Studies 11 or B.C. First Nations Studies 12 (4 credits)
- Math 10 (4 credits)*
- Math 11 or 12 (4 credits)*
- Science 10 (4 credits)
- Science 11 or 12 (4 credits)*
- Planning 10 (4 credits)
- Physical Education 10 (4 credits)
- Fine Arts and/or Applied Skills 10, 11 or 12 (4 credits)*

*one course from a number of options

Students must also complete:

- Four Graduation Transition assessment credits, and a minimum of 28 elective credits.
- An unlimited number of credits from Board or Independent School (BAA)
- Authority, authorized or post-secondary electives may count toward graduation.
- A minimum of 16 credits from either Ministry or Board Authority authorized or post-secondary courses are required at the Grade 12 level
- Five Graduation Program exams: a Language Arts 10, a Science 10, a Math 10, a Social Studies 11 or 12, and a Language Arts 12.

D. Academic Policies

1. Academic Expectations

Cedars Christian School has high expectations for students. That does not mean that only academically gifted students can do well at Cedars. It does mean, however, that all students are expected to apply themselves to their studies at school and in homework assignments.

a. Homework

Homework is a continuation of the educational process - an extension of the school. At Junior and Senior High, students are expected to do more homework (roughly 1/2 hour/day/subject) depending on the assignments given.

Teachers keep records of missed assignments and incomplete homework. Students may only need to receive a reminder or warning about missing assignments to facilitate completion. However, for more frequent occurrences of missing homework, the student may be required to spend extra time at school to complete the assignment, typically at lunch hour at the JEDI club. Parents will be informed by the teacher if homework is not being done on a regular basis.

The J.E.D.I. Club - Just Everyone Do It!

One common goal we share as teachers is to be constantly improving and measuring student learning. To meet this goal we give many and various assignments in an attempt to either help students learn or measure their learning. One common problem which we encounter is that some of our students are not completing these assignments. We believe that in completing assignments on time and to the high standard we set, student learning will improve. In an attempt to help students complete assignments in a timely manner, we have set in place a JEDI Club (Just Everyone Do It - Club). This is an opportunity for students to complete missing assignments, in a structured environment where assistance is provided. JEDI Club will be held on **Tuesdays and Thursdays at lunch time** and will be supervised by one or two teachers at a time. Students will be asked to attend by any teacher who has not received assigned work. This is intended as an opportunity for students to complete assignments. If a student wishes to be removed from the JEDI Club they need only to complete the required assignment prior to the date they are to attend the JEDI Club and submit the assignment to their teacher.

b. Daily Physical Activity

All of our students are required to have at least 30 minutes per day of physical activity provided for them during the school day. In the high school, when students are not already taking Physical Education, the DPA is provided during one of their class times, typically Christian Perspectives classes.

2. Recommendations

Recommendations to opt out of final exams are provided at the discretion of the teacher. Recommendations can occur when a student receives 86% or higher in a course and a G or E for work habits. The teacher can have students opt out of a final exam if they feel they have excelled in the course. Recommendations are not allowed in the following courses:

- English
- Math
- Science
- Social Studies

3. Student Evaluation

Expectations are established through evaluation and feedback. Feedback occurs on an ongoing basis in the form of teachers frequently and consistently emailing progress reports to students and parents, sending verbal or written comments to students and parents, and formally sending home report cards. Our goal is to have ‘no surprises’. However, this means that parents must be diligent in communicating their responses to the teacher, as part of a partnership. Please make a consistent effort to stay informed about your child’s progress.

Report cards are issued four times a year. They communicate to students and parents how students are progressing in three dimensions in each of their courses: comprehension, performance, and attitude.

4. Student Evaluation Definitions

Letter Grades are compiled from:

a. Comprehension- refers to simply remembering and understanding information presented in a course. It is typically measured by testing, but it may also be assessed through noting comments made in class, discussions, and in the level of understanding evidenced in various assignments.

b. Performance- refers to the quality and quantity of work produced. Cedars has high expectations for the quality of these student products. Written final products must generally be submitted in typed form, using acceptable formats, and proofread for grammar, spelling, etc. Academic letter grades are an aggregate of these first two areas.

Work Habits are compiled from:

c. The extent to which students display an appropriate work ethic on their own initiative. It is generally measured by how many times the teacher must remind students to display the appropriate behaviours. Achievement in this area is recorded separately on the report card.

5. Letter Grades and Definitions

(BC Wide - consistent with BCeSIS)

A	(86-100%)	Excellent or Outstanding Performance in relation to learning outcomes.
B	(73-85%)	Very Good Performance in relation to learning outcomes.
C+	(67-72%)	Good Performance in relation to learning outcomes.
C	(60-66%)	Satisfactory Performance in relation to learning outcomes.
C-	(50-59%)	Minimally Acceptable Performance in relation to learning outcomes.
I		No demonstration of minimally acceptable performance in relation to learning outcomes in this reporting period.
F		No demonstration of minimally acceptable performance in relation to the learning outcomes for the course.
W		Student has withdrawn from the course.
SG		Standing Granted. Acceptable level of performance though normal requirements not completed.
TS		Transfer Granted. Standing is granted based on records from an institution other than a school.
RM		Requirements Met (for use with Graduation Transitions only)

6. Work Habits

EXCELLENT (E)	Responsibility: demonstrates an industrious work ethic, ready to work and learn. Cooperation: a class leader exemplified by a high degree of positive and meaningful participation initiated by the student. Independence: a keen and enthusiastic learner actively seeking out personal growth and learning opportunities.
GOOD (G)	Responsibility: all assignments turned in, ready to work and learn. Cooperation: works well with other students and teachers, participates in class in a meaningful way. Independence: a self-directed learner, takes appropriate initiative and responsibility for learning.
SATISFACTORY (S)	Responsibility: most assignments turned in, usually ready to work and learn. Cooperation: usually works well with other students and teacher(s). Independence: often requires direction.
NEEDS IMPROVEMENT (N)	Responsibility: most assignments missing, frequently not ready to work and learn. Cooperation: does not work well with other students or teacher(s). Independence: needs one-on-one attention most of the time.

E. Honour Rolls and Awards (Grade 7 - 12)

In order to encourage and recognize academic achievement and a strong work ethic, we have established the following categories. Each of these categories is used for individual terms only. This allows for students to work hard each term making a category. **Students are encouraged to ask their teachers what constitutes a “G” for effort in their class.** Find out how your teachers keep score, then score. You cannot make the honour roll or principal’s list without getting all Gs in your classes so take your behaviour in class seriously. Some 88% average students don’t make the honor roll because of their behaviour in class.

1. Principal’s List

-
- Take at least three courses each semester
- Work habits must be all "G"
- Average of all courses is 86% or better
- No individual course grade below 70%
- Satisfactory attendance

2. Academic Honor Roll

-
- Take at least three courses each semester
- Work habits must be all "G"
- Average of all courses is 80% or better
- No individual course grade below 70%
- Satisfactory attendance

3. Academic Honorable Mention

-
- Work habits all "G"
- Average of all classes 70 - 79.9%
- No individual course below 65%
- Satisfactory attendance

4. Athletic Awards

Our sports program is led by an athletic director. One of his/her duties is to facilitate an athletics awards evening, typically in May, where teams, players and coaches are recognized for their season. Sports team coaches award a Most Valuable Player and a Most Improved Player for their own teams, and a combination of coaches and the athletic director choose a male and female Athlete of the Year. Athlete of the year goes to someone demonstrating not only athleticism, but also contributes to their community, shows diligence in academics, and spiritual leadership and maturity.

5. Special Activity Awards

Awards are given at the recommendation of staff for such activities as drama, worship teams, student council, peer tutoring, etc.

6. Staff and Student Nominated Awards

Awards are an important part of recognizing people for excellent contributions to our school community. We give the student body and the staff an opportunity to nominate students for three awards. There is one award in each category for junior high (grades 7-9) and one award in each category for senior high (grades 10-12). Please look at the categories and the criteria, and think about whom may be the best candidate for these awards as the year goes on. You do not have to nominate someone for each category. Do your best to think of the most worthy candidate. Awards will be presented at the year end chapel. Hand in your forms to the vice principal before June 1.

a. Leadership - positive role modeling at school

Leadership can involve: working on student council; helping with special events; organizing school-wide activities; giving special input for school chapels; and/or, modeling integrity and commitment in their walk as a Christian.

b. Citizenship - exemplary behaviour and attitude

Citizenship can involve: having a good attitude and behaviour when those around them do not; being helpful to those in need around the school (both students and staff); going above the norm in being positive in attitude and action; and/or, caring for the school in general and people in particular.

c. Service - gives cheerfully of time and energy to Cedars and the Community

Service can involve: doing something with sacrifice to help someone in need; organizing a special event which serves the community or the broader community; seeing a need and meeting it without being asked; looking out for others before looking after self; and/or playing a particular role on a mission trip or service trip or church/camp work which exemplifies a servant heart.

Staff will approve a finalist in Junior and Senior High, in each category.

F. Second Language Learning - Policy

1. Exemption from Grades 5-8 French:

Cedars Christian School follows the Ministry of Education policy which states that all students must take a second language as part of the required curriculum in grades 5 to 8. Students may, however, be exempted from the second language requirements.

An exemption may apply to a student who is:

- Identified as a student with special needs or receiving English as a Second Language service, and
- Unable to demonstrate his or her learning in relation to the expected learning outcomes in a course or subject and grade for which an educational program guide has been prescribed by the minister.

- The family is responsible for ordering the correspondence course, paying any required deposit or fees, and ensuring that it is in place prior to the French 9 class starting. If not, student must go to the French class until the correspondence course is received.

Further information about Students with Special Needs and Second-Language study can be found at:

<http://www.bced.gov.bc.ca/irp/cfrench512/ssnsls.htm>

This site also includes teaching strategies and adaptations which might be used to assist students with special needs in the Core French language-learning classroom.

G. Graduation

Graduation is usually the first Friday in June (high school is ½ a day in session on that day). Grade 12 students will not know until the end of summer whether they have passed certain government exams. Consequently, all students who have a reasonable chance of meeting the minimum graduation requirements (as of May 1st) will be permitted to participate on stage in the graduation ceremonies held in May or June. Students in grade 12 who will not graduate with their class are not permitted to participate in the valedictory ceremony on stage. Students in grade 12 who will not graduate are still permitted to participate in the banquet and their after-grad activities.

The valedictorian will be chosen by grade 12 students with final approval given by the administration. Students at the top 10 or 20% of their class academically are short-listed for the valedictorian decision. The valedictorian should represent **their class and the school** in their speech given at the graduation ceremony in June. This means that students who are living out the vision of Cedars Christian School in terms of service, stewardship, obedience, fellowship and discipleship (see vision statement) are preferred candidates. In very special circumstances, two students have been chosen.

The grad class also chooses a grad speaker which must be approved by the school board.

Graduation Committee Responsibilities:

1. Organize the graduation day photographer (usually from 12 to 3pm).
2. Organize the decoration of Westwood Church (this is our preferred location for grad banquets and by far the best place to use technology and live programming - you need to have a very good reason to choose a different venue).
3. Choose a caterer (Tina Schlamp - is our preferred caterer - you need to have a very good reason to choose a different caterer).
4. Arrange for the After Grad Party (all night - Friday night only, no exceptions)
5. Arrange for clean up.

H. Distance Education

When not enough students request a certain course to justify teaching it in a given year, Cedars may cover the costs of taking such courses through distance education or distributed learning. Most of these courses are completed over the Internet.

I. Course Challenge and Equivalency

The Ministry of Education's policy supporting students to earn credits for other learning in the Graduation Program is called Earning credit through equivalency, Challenge, External Credentials, and Independent Directed Studies. Christian Schools supports and abides by the policies described.

www.bced.gov.bc.ca/policy/policies/earning_credit_through.htm.

1. Equivalency

- Equivalency is granted for courses or experience which:
- Match approximately 80% of the prescribed learning outcomes of a Ministry Authorized/ Authority Authorized course
- The student provides documentation that the learning outcomes of the course have been successfully completed
- Have been taken at another institution or in an education jurisdiction outside the regular British Columbia school system
- Students who can show how they completed extensive community learning equivalent to the school's Grade 10, 11 or 12 courses can request an equivalency review.

2. Challenge

Prior to engaging in a challenge process, the school reviews any documentation or prior learning that a student presents in order to determine if credit can be awarded through equivalency.

When the course does not have a required examination, a student must

- Demonstrate that he or she has met the learning outcomes of the course; and
- Obtain at least a C- (50%) grade/score in the challenge course assessment.

Where the course has a required examination, a student must

- Meet all the course learning outcomes
- Write the provincial examination
- Obtain a final mark in the course of at least a C- (50% minimum) based on the combination of school mark (based on challenge) and examination mark.

The school does not charge a fee for a challenge process.

3. Independently Directed Studies

To participate in Independent Directed Studies, students must demonstrate the ability to work independently. Working with a teacher, students must develop a plan IDS Plan that includes

- A process for ongoing facilitation and assessment
- Criteria for determining successful completion of the IDS
- A credit value

Students can receive independent credits for courses they have not enrolled in. Partial credit can be reported if the student has developed a plan with the school for completing specific outcomes.

4. External Credentials

External credentials are Ministry-Authorized and are eligible to meet graduation requirements. Students that reach the standard of a Grade 10, 11, or 12 external credential prior to entering Grade 10 can have this learning recognized for credit. The date on which documentation was reported/received is used as the course completion date.

Frequently a Music (Royal Conservatory) external credential is earned for successfully completing a set of learning activities developed outside the Ministry, for learning is not equivalent to Ministry - Developed curriculum.

5. School Completion Certificate Policy (Evergreen Certificate)

The standard graduation certificate issued by the Ministry of Education in British Columbia is the “Dogwood Diploma”.

Students whose high school program (grades 10 -12) has included MODIFIED course(s) are not eligible to receive a Dogwood Diploma; these students will receive a **British Columbia School Completion Certificate (Evergreen Certificate)** from the Ministry of Education. This is awarded to students who meet the goals of their educational program other than graduation. This can include students with Individual Education Plans, or students who meet other criteria, as outlined below.

An Evergreen Certificate may be issued when special circumstances arise or when individual cognitive and physical challenges make it prohibitive or impossible to achieve a Dogwood Diploma. This route will be pursued and approved in consultation with a team of educational specialists, staff, administration and the student’s parents/guardians.

Other reasons beyond cognitive and physical challenges for issuing an Evergreen Certificate include:

- Special permission granted by a physician due to ongoing health issues that are of such a nature that it would be impossible to cope with the common program.
- Mental health issues that arise and are long-term in nature.
- Other extenuating circumstances not listed above, upon recommendation and approval by the administration and Board.

Evergreen Certificates will not be issued to those able to achieve a Dogwood Diploma but are underachieving due to motivational and effort concerns.

- **The following are Cedars Christian School's requirements for receiving an Evergreen Certificate:**
- Completion of two upper level Biblical Studies courses.
- Administration, staff, and parents/guardians will decide on a case-by-case basis if these courses will be adapted or modified.
- Completion of a grade eleven and twelve Individual Education Plan (IEP) along with transition planning. The Educational Support Services (ESS) Coordinator and Administrator will monitor to see that IEP goals have been met.

Procedures:

1. At the end of Grade 9, parents, teachers, ESS Coordinator, and HS Principal will meet to review the student's program for Grade 10. The student should also be included unless s/he is unable or unwilling to participate. [When it becomes apparent very early on that a student is unable to achieve a Dogwood Diploma, this meeting may occur prior to grade 9].
2. Based on student ability, academic history, and course expectations (Learning Outcomes as outlined in the IRP's for each course), it will be determined whether the student should be placed on an adapted or modified program (on a course-by-course basis).
3. It is the responsibility of school personnel to ensure that parents understand the implications in terms of high school graduation and options after graduation of a student being placed on a modified program.
4. Once the decision about each course/program has been made, parents will be asked to sign the consent form for the program to be implemented.
5. If parents do not consent to their child's program being modified, the student will be placed on an adapted program. Parents will be informed that students are on an adapted program:
 - a) are evaluated according to the Learning Outcomes for each course as established by the Ministry of Education
 - b) must write the provincial exam (if it is mandatory) in order to receive credit for the course
 - c) must complete the course work with a passing grade in order to receive credit for the course
 - d) adaptations (as allowed by the Ministry of Education) that were provided will be included on the IEP, and may be indicated on the report card.

EVALUATION of Students on Modified Programs:

1. Students on modified programs will be evaluated on the specific learning outcomes developed based on their academic, social, and/or behavioural goals.
2. Students will receive a letter grade for the modified course/program based on their progress/achievement on the learning outcomes developed for the course or program.
3. The student's report card will clearly indicate "Modified program - evaluation based on IEP goals".
4. Student marks for modified programs will be submitted to the Ministry of Education for the Evergreen Certificate.

In addition to the Evergreen Certificate, all students on a modified program will also receive a BC Ministry of Education School Completion Certificate Program credential (SCCP). All completed Grade 10, 11, and 12 Locally Developed courses will be reported when submitting TRAX data. In all cases, a final percentage and letter grade for each course will be reported. The Ministry of Education will issue certificates for students receiving SCCs in August of the graduating year. Procedures and forms for the SCCP can be located in the BC Ministry of Education *Handbook of Procedures for the Graduation Program*.

J. Co-Curricular Costs & Student Accounts

Each High School student is assigned a Student Account where all student co-curricular costs are recorded. It is recommended for parents to try to keep \$100 in the account at all times. Student accounts are not permitted to be in arrears and are not to be used as "credit accounts." At the end of the school year, any money left in a Student Account carries forward to the next year. Graduating students pass their student account balance on to a younger sibling or receive the money in June if they are the last child in the school.

Many programs at the High School cost money. To that end, we try and fund raise a significant amount and credit each student account with the profit. Administration tries to coordinate as much as possible the viability and timing of each fund raiser. Chocolate bar sales, which start in September, are an excellent fundraiser for students as they realize each student ½ the money per case sold. Parents can also purchase Gift Cards for Save On Foods at the office; 6% of the total amount purchased is credited to their child's Student Account.

Below is an approximate list of major costs over the course of the year. Please note, that the following are estimated costs that will be charged to the student accounts:

- Registration for Sports Teams -
 - Senior Teams \$50;
 - Junior Teams \$40;
 - Grade 8 Teams \$30.
- Senior volleyball - Travel & Accommodation expenses: Approximately \$500
- Senior basketball - Travel & Accommodation expenses: Approximately \$500

- Golf - Tournament Fees, Travel & Accommodations expenses: : Approximately \$400
- Outdoor Education -\$35; Bowron Lakes Camping/Canoeing Trip; Approx. \$160-\$200
- PE 12 - Approximately \$200
- Yearbook - \$45
- SALTS trip - Approximately \$650
- Graduation - \$200
- Ski Trip - \$50, plus transportation costs depending on location
- Library Fines & lost books or textbooks

All co-curricular fees must be **PRE-PAID**. **Students will not be allowed to participate in any activity until these fees have been paid in full.** These fees can be paid at the office (by cash, cheque, debit or credit card) or directly to the teacher or teacher sponsor (in the case of sports teams). The amount will then be deposited into their student account. The corresponding amounts will then be transferred out of their student account to cover corresponding expenses for the event, class or department.

K. Course Descriptions Unique to Cedars

1. Christian Perspective Courses

Christian Perspective courses at Cedars focus on Biblical knowledge and its application to a student's life and thought. The Bible curriculum is presented in a meaningful, relevant, and interdenominational way. However, no apologies are made for presenting the clear-cut truths and claims of the Bible. Most aspects of Health and Career are also part of the Christian Perspectives courses. As part of this curriculum, students will set career and personal goals consistent with the teachings of the Bible.

2. Fine Arts (FA) / Applied Skills (AS)

Each year, students from grades 7 - 12 are expected to take a minimum of 2 credits of FA and 2 credits of AS.

During the junior high years, Cedars attempts to provide as broad an education as possible. This allows students to explore and develop a wide range of God given interests and abilities. These provide the basis for future educational and career choices as well as giving students the opportunity of success in non-academic matter.

A variety of courses are offered in any one year, depending on student interest and teacher availability. They also vary in course length from year to year. One course credit represents about 30 hours of instruction.

A few courses have been designed in such a way as to incorporate both the requirements of fine arts and applied skills.

3. Other Courses

We are also trying some evening and morning classes in our schedule commencing 2010-2011. They are Worship Arts 11 (Block X - 7am - 8:15) and Leadership 11 (Block Y - Tues evenings 7-9pm).

4. Student Study Block Policy

- a. It is expected that students will attempt to maximize their learning while here at Cedars. Students are not allowed to have a spare unless there are special circumstances.
- b. Students have to apply for a spare through the Administration. A student will be considered for a spare if they have a heavy academic load (three academic courses in that semester) and have shown strong work habits and good classroom behaviour in the past. A study block is a course and you must be registered in the course. A teacher will be in charge of students on a Study Block Course.
- c. Students are expected to work quietly in the Library or another assigned place. Also, the student is not to disturb or attract the attention of other students who are in session.
- d. The student is expected to attend all assemblies and chapels. These are times when important announcements and shared community experiences happen.
- e. A parental note of permission will be required at the beginning of the semester if a student will be spending their "study block" off campus.

L. School Services

1. School Store

The school store is open from time to time, selling a variety of hot and cold food items. The store also sells other miscellaneous items. Profits made from sales in this store provide funds for a number of student related activities. Our school store follows the guidelines for healthy food set out by the Ministry of Education.

2. CERT (Cedars Emergency Response Team)

As a Christian community, we realize that we belong to Jesus and that His grace and peace will sustain us in all circumstances. However, we do not always understand how God works, and accidents and tragic events do occur. In order to help students cope with a death or an accident, the Society has a team of individuals in place to deal with the practical aspects of the situation and to provide support for the staff and students.

3. Child Safety

Cedars' staff is directed to respond promptly to issues of child safety and protection. All staff follow the guidelines from the Ministry of Education document: - *Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse.*

4. Newsletters

The **Cedars Shake** newsletter is sent out to each family by email, and is available in print upon request. The newsletter is the official source of information for the school and includes up-to-date information on events, plans, activities, needs, and student work.

5. School Calendar

The calendar is approved by the Board and published prior to the beginning of the school year. It is accompanied by various significant dates throughout the school term. In the event that dates are changed, notification will be sent home via the school newsletter. At the beginning of the year a calendar will be published which is to be inserted in the newsletter. (see section O below)

6. Cedars Parent Auxiliary Council (PAC)

PAC is a committee which is open to any Cedars parent. It consists of a group of dedicated individuals who have made it their priority to enhance the educational climate of the school through volunteering in a variety of capacities as well as holding fundraisers. Some events PAC oversees are the hot lunch program, milk program and concession for the Elementary Sports Day. The funds raised are used by PAC to purchase items not provided for by the general budget of CCS of which will benefit CCS and its students.

7. Gymnasium Rentals

From time to time people inquire about renting the gym for various activities. For bookings or more information, contact the school secretary. Please note that school functions supersede all other gym usage.

M. Service/Volunteer Opportunities

Our school community always needs your help (from our school families) throughout the school year. We advertise our needs in the Cedars Shake or through our Volunteer Coordinator. We host a work bee in the spring and fall. Students are welcome to volunteer at any time. A volunteer log book is located in the office, where families can record their time and count it toward their 25 hour requirements. Volunteers are required to complete a criminal record check before working (or driving) with children.

Student Guidance

Train a child in the way he should go, and when he is old he will not turn from it. Proverbs 22: 6

One of the greatest advantages Cedars offers the prospective student is a campus life. Campus life is geared towards encouraging healthy, meaningful friendships, towards facilitating learning, towards creating school spirit, and towards focusing on a healthy relationship with God.

Alumni of Cedars frequently state that they formed more meaningful friendships with students while at Cedars than in any of the other schools they attended either before or after Cedars. They also say that they formed more meaningful friendships with teachers at Cedars than elsewhere.

Often people that visit our school or meet our students in the community comment on how well behaved and thoughtful our students are. This is not to brag, but we are proud of our students and the Christian mark that our students often express.

Many students also value the opportunity to play on Cedars' sports teams. The Cedars Eagles have helped to put Cedars on the map in Prince George. We have been provincial champions in girls' basketball and boys' volleyball. Any visit to the school foyer will reveal an assortment of trophies which various teams have brought home in recent years. Many meaningful friendships are also formed while on these school teams.

The focus of the sports program has been on volleyball, basketball, track and field (elementary), golf, and soccer. Students compete in the local school district athletic league, and perform remarkably well considering the size of the school in relation to competing schools. Cedars Christian School is a member of BC School Sports and competes at the "A" level of provincial competition.

A. Learning and Working Environment

1. Striving Toward a Christian Community

Cedars High School consists of student learners, teachers, administrators and parents living in Christian Community. Students are all in process of learning to live skillfully and are all at different developmental levels and consistencies. All are prone to being self-centered, yet, ideally, we want students to strive to love and care for God and each other as outlined in Matt. 22:37-40.

"The Greatest Commandment"

"Love the Lord your God with all your heart and with all your soul and with all your mind'. This is the first and greatest commandment. And the second is like it: 'Love your neighbor as yourself'. All the Laws and the Prophets hang on these two commandments."

A description of what an ideal Christian community might be characterized by is described by Paul to the Philippians.

“If you have any encouragement from being united with Christ, if any comfort from his love, if any fellowship with the Spirit, if any tenderness and compassion, then make my joy complete by being like-minded, having the same love, being one in spirit, and purpose. Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others.” (Phil. 2:1-4)

We would like to see students treat others with care and respect as they would want to be treated in return. We also want students to respect and abide by the guidelines that have been established to enable a fully functioning school. Cedars attempts to provide a friendly, relaxed, yet regulated atmosphere for study and for encouraging personal development in Christian living. A minimum of carefully selected regulations encourage studying, respect for others, and personal responsibility.

2. Respect for Students

Students must treat each other with great respect in and out of class. All students feel a need to belong, and students should try to look out for each other.

This respect establishes a learning/working environment that allows each student to develop his or her God-given potential. Politeness and consideration to others is expected of all students.

Romantic relationships should not attract attention (no displaying of affection) nor interfere with the task of learning. They should also reflect Biblical guidelines.

3. Respect for Teachers

Students are expected to respect the learning/teaching environment for the sake of teachers as well. This respect is demonstrated by cooperation, honesty and by politeness. In addition, students are asked not to wear hats in class and chapels (a long-standing symbol of respect).

4. Respect for School and Student Property

Cedars belongs to all of us. Please refrain from defacing lockers, walls, books, binders, and other property, especially with offensive or inappropriate material. Take care of all belongings by labeling your name on them and searching the lost and found frequently when you have misplaced them. Place litter and recyclables in their respective bins, and clean up spills when you accidentally cause them. If you accidentally break something, please let us know, so that we can be prompt in replacing it.

B. Discipline Process

At Cedars, discipline is part of the process of Christian discipleship. It is part of Cedars' task to teach towards certain attitudes and behaviors as described in Philippians 2:1-4. Preventative discipline consists of wise and clear expectations laid out by parents and teachers as to acceptable behaviour within the school. It is our hope that all students will respond favorably to these expectations. What we desire from our students is an honest admission of wrongdoing, an indication of remorse, and pledge of effort to prevent a similar wrongdoing from reoccurring in the future. For the few non-responsive students there is a due process that leads to removal from the school.

The following key points are considered in the process of discipline at Cedars. Discipline of children at Cedars Christian School:

- is inseparable from the process of Christian discipleship
- always includes the commitment of involved families;
- follows a consistent, stated process, understood and adhered to by students, families, school staff and the school board;
- is sensitive to individual family situations;
- is based on respect for the dignity of the child as a creation of God.

Discipline must be considered as a process. It can include:

- 1. Preventive discipline**, which consists of wise and clear expectations, laid out by parents, teachers and administrators as to acceptable behaviour within the school.
- 2. Active discipline** involves the teacher as he/she attempts to resolve a disciplinary situation with the student. Consequences may be imposed, such as extra assignments, detention or community service by the teacher. Documentation and advising the parent may take place.
- 3. Collaborative discipline** begins if the teacher is unable to resolve the matter. The matter is referred to the vice-principal and/or the principal. The administrator then has the following types of discipline sanctions available to her/him.
 - a. counseling regarding Code of Conduct violation**
 - circumstances, consequence and outcome are recorded and parents informed
 - b. counseling regarding Code of Conduct violation**
 - circumstances, consequence and outcome are recorded
 - letter to parents regarding violation and expectations for child's return to school (suspension)
 - letter to be signed by parent and returned to school prior to student's return to class
 - c. parent is informed of Code of Conduct violation by phone**
 - child is removed from the school

- following a meeting between the parent, student and vice-principal, the vice-principal will establish a plan for corrective action including such consequences as:
 - loss of in-school privileges
 - in-school suspension which may require parental supervision
 - temporary suspension from school, (1 - 15 days)
 - extra work assignments
 - recommendation for expulsion (from the vice-principal to the board).

4. Aspects of Discipline

Generally, the following aspects of discipline are sequential in severity, and one level typically acts as a step that leads to a higher level. Types of discipline are used to respond to the corresponding seriousness and/or the frequency of the discipline issue at hand. However, the school reserves the right to use any of the following types of discipline at any time. Teachers and administrators are looking for respectful responsiveness from the student, with hopes of making a long- lasting positive impact on the student.

a. Verbal Warnings Leading to Consequences

Students are typically warned at the beginning of the school year of the rules and consequences for breaking the rules. Students are asked to read and refer to the Student/Parent handbook throughout the year. Students are also verbally prompted to discontinue behavior that is deemed as disrespectful, as ‘pushing the limit’ or as breaking one of the rules. Other systems, such as the ‘three strike rule’ are used by classroom teachers to address continued disruptive behavior. The third ‘strike’, or occasion of misbehavior after two warnings, often results in the student receiving consequences or a detention.

b. Detentions

Lunch- time detentions are given for disciplinary purposes at the discretion of the teacher or principal or for being late for two or more times during Block B, C or D.

Detentions take priority over extracurricular activities and appointments. If a student is late for a detention (1-10 minutes), he/she will complete serving the late detention and receive one more. If a student skips a detention or is 11 or more minutes late for a detention, he/she could receive a Discipline Notice and a one-day suspension. Skipping a detention will be considered the same as skipping a class. At minimum, a student will receive an extra detention if he/she forgets to attend a detention.

1. Detention Room Guidelines:

- Detention Room will start at 11:30.
- You must sit quietly for 30 minutes.
- You may complete your homework in detention.
- You may eat their lunch in the first ten minutes of detention.
- No cell phones, iPods, computers etc. are allowed.

- You will not be permitted to sleep, put your head down or speak.
- If the supervising teacher deems you to be breaking these rules, you may be assigned another detention, or be asked to see the vice-principal.
- Parents will be contacted by email if their child has a detention.

C. Discipline Notice

Discipline notices will be written for all behavioral infractions. For all discipline notices, parents will receive a copy of the letter. Usually a phone call home will be made as well. The vice-principal will also retain a copy of the notice.

A student can receive a maximum of five discipline notices, after which time s/he will be suspended for the remainder of the day on which the offence occurs as well as the following day. Parents/Guardians will be contacted before a student is sent home. Prior to re-admission, the principal/vice-principal/designate will phone parents or meet with the student and parents/guardians.

Often consequences, such as grounds cleanup, will be issued along with a discipline notice. Appropriate discipline may depend on prior incidents.

d. Disciplinary Contract

In an appropriate circumstance, a teacher or principal may initiate a disciplinary contract and submit a copy to the office. Parents will be informed and asked to read, sign, and return the contract to the office. All disciplinary contracts will be retained at the office.

e. Suspension

A suspension from school attendance is imposed when a student has committed a serious infraction as per school rules and regulations

The student may not attend class, may not participate in extra-curricular activities, and may not be on school property during school hours. Students are responsible for all assignments, projects, quizzes, tests, etc., and will receive credit for the completed work. The student may ask a friend to deliver homework, check the teacher's assignments on the Internet, and must adhere to all "due dates".

Students may only come to the school (i.e. after school hours) with the **prior** permission of the administration to pick up homework. Typically, parents would come to pick up homework for the suspended student.

The school must contact parent/guardian by phone or letter as soon as possible after a suspension has been issued. If the parent cannot be contacted, the student will be placed on an "in-school" suspension until the parent/guardian is contacted. In an "in-school" suspension, the student will be asked to work in a school office, probably alone, for the given day. The student will be given different scheduled breaks from the regular school schedule and will not be permitted to speak with friends during their 'in school' suspension. When

appropriate, an "in-school" suspension may be given instead of an "out of school suspension".

A written notice (usually a discipline 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).

Prior to re-admission, the principal/vice-principal/designate will phone home or meet with the student and the parent/guardian. Students returning to school from a suspension may be subject to being placed on probation.

Appropriate discipline may depend on prior incidents.

f. Disciplinary Probation

Disciplinary probation is imposed for appropriate circumstances. At this time, the student is generally one step away from being recommended for an expulsion. The probation may be connected to a suspension, or repeated misbehaviour. If a student repeats the same violation or commits another serious infraction while on probation, s/he will be subject to suspension or expulsion. Probation is given by the vice-principal.

Types of Disciplinary Probation

Two Discipline Notices in Sixty Days

While on probation, if a student receives two discipline notices within sixty calendar days, s/he will be recommended to be expelled.

One Discipline Notice

While on probation, if a student receives one discipline notice in the remainder of the school year, s/he will be recommended to be expelled.

Note: depending on the seriousness of the infraction, a student may be placed on probation for the particular school year, and/or the remainder of the student's time at Cedars (i.e. more than one year)

New Student Probation

All new students to the school are on probation for one term. Two Discipline Notices in the first term and the probation will be extended for the rest of the semester. Discipline Notices in the first semester and the administration will recommend an expulsion.

G. Expulsion

In appropriate circumstances, a student may be expelled. If expulsion is being considered, the following procedures will take place, following investigation and documentation.

1. If the administration has a situation that may warrant expulsion, they will contact the chairperson of the board.
2. At the next available time, the administration and the board will meet to discuss the considered expulsion.
3. Time will be given for the student and/or parents to discuss the situation and the considered expulsion with the board.
4. The board, with consultation from the administration, will make the final decision on the considered expulsion.
5. Re-admission into a new school year after an expulsion will be at the board's discretion.

5. Appeals Procedure

At Cedars, we want to follow the guidelines of Matthew 18:15-20. If a parent has a concern regarding any aspect of their child's discipline or treatment by the teacher please follow the procedure below:

1. Talk to the teacher.
2. If you still feel the situation has not been solved, talk to the principal.
3. After following Step 1 and Step 2, you still feel your concerns have not been fairly dealt with; you may contact the Board, attention to the Education Committee representative. A convenient time will be arranged for the parent to receive a hearing by the board.
4. The Board's ruling after the appeal is final.

If a parent wants to appeal a decision, a letter to the principal and or school board is required. The parent should be informed of any appeal or review procedure in accordance with school policy. Some form of appeal, e.g., to the principal, principal's or board's discipline or appeal committee, or authority/school board, should be provided for in school policy, depending on the severity of the discipline.

There should be an assurance of no retribution for pursuing an appeal or review. Authorities and board members will follow the following guidelines to avoid bias or the appearance of bias.

Don't prejudge the evidence of the particular circumstances of the student's case, or give the appearance (e.g., in public statements) of having done so, even if you have strong convictions on such matters.

When selecting persons to hear a case or an appeal of a decision, we will try to avoid those who have a close, out-of-school relationship, family ties or adversarial relationship with the student or student's family, or a staff member who is closely involved in the incident.

If a person (e.g., principal, staff member or committee member) has made a previous decision, or has been a member of a committee that has made a previous decision, that now is under appeal, such a person should only participate in the appeal for the purpose of providing testimony. Such a person should not participate in decision-making at appeal levels.

An appeal-hearing committee should not hear or receive evidence that will not be shared with the other party in the dispute. Do not receive evidence or representations from administrators or staff in the absence of the person appealing, and avoid the appearance of doing so.

Further Note

Parents are reminded that Cedars Christian School is a parent-run, Christian community. This means that we resolve to solve conflict situations together, **implementing principles from Matthew 18 as much as possible** (i.e. - go to the person or persons involved directly, **FIRST**, when solving a problem). Conflicts include issues stemming from the discipline of your child.

Matt 18:15-17

"If your brother sins against you, go and show him his fault, just between the two of you. If he listens to you, you have won your brother over. But if he will not listen, take one or two others along, so that 'every matter may be established by the testimony of two or three witnesses.' If he refuses to listen to them, tell it to the church; and if he refuses to listen even to the church, treat him as you would a pagan or a tax collector. (NIV)

We politely request that you do not contact newspapers or media, or other public institutions **before** due process has occurred completely at the school level to solve a problem together. We know that there are times when the proper authorities should be contacted, but we believe due process should always occur in the proper **order**.

C. Student Conduct / School Rules

The list of rules can seem endless and intimidating. However, in reality the respect and cooperation as outlined in Phil. 2:1-4 makes most of the rules part of a common sense approach to getting along together. Individual rules need to be stated in writing so that students can review them at the beginning of the school year, and so that new students to Cedars can become familiar with them. Rules are simply a reference and provide guidance. Students should always have access to school rules at school or at home. Clarification of a rule or situation can always be provided by an administrator. In cases of misbehavior in which specific school rules do not seem to address the issue or apply, but the misbehaviour runs counter to the spirit of our institution, discretion will be used by the administration to give appropriate consequences.

1. Harassment/Bullying/Fighting/Weapons

Bullying and Harassment are unacceptable behaviors at Cedars.

a. Harassment refers to behaviors, 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.

b. Bullying is a pattern of repeated aggressive behaviour with negative intent, directed from one student to another where there is a power imbalance. Examples of bullying may include: physical aggression, inflicting bodily harm, threatening with a weapon, gossiping, spreading rumors, maliciously excluding, mocking, name calling, defacing clothing, teasing about appearance, verbal threats, intimidation and taking possessions. 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.

Reporting: If a student has concerns about the nature of any physical contact by an adult employed by the school, fellow student, or by a member of the public, the student should immediately report this to the principal, vice principal, or school counselor. Students are encouraged to report any conduct or contact that makes them feel uncomfortable, is bothersome, or is contrary to a stable learning environment. Depending on the circumstances, consequences range from suspensions to expulsion.

Self-questioning: If you ever wonder whether your behaviour or comments are appropriate, consider these questions:

- How would you feel if the behaviour was directed towards you, a family member, or a close friend?
- What would someone you respect think if they witnessed your behavior?

c. Fighting is a form of extreme negative intent toward one student to another. Even in cases where a power imbalance is not evident, fighting will result in a suspension of up to one week. A second offence may result in a three-week suspension and probationary status.

d. Weapons or replicas of weapons at school may result in a student being suspended for up to three weeks and the student may receive probationary status for one calendar year. Where required the school will notify the police. Students who are aware that weapons are at school should notify the staff immediately to ensure the safety of the students and staff.

2. Tobacco, Alcohol, Drugs

Cedars does not permit the use of tobacco products, alcoholic beverages or non-prescribed drugs on campus or on any school related functions. These policies also relate to any activities, such as off campus lunch times and breaks, when students are in any way associated with Cedars. Students under the influence of, or in the possession of alcohol or drugs while under the school's supervision will be immediately suspended and could be recommended for expulsion.

The Cedars Christian School supporting community is committed to encouraging a smoke-free lifestyle for students and staff. Therefore, **smoking** is not permitted during school hours or at any school related function. Any student caught smoking or in the possession of cigarettes will be required to pay a \$20 donation to the BC Lung Association or the BC Cancer Agency for the first offence, pay a \$40 donation for the second offence, serve a one day suspension for the third offence, and a three day suspension for the fourth offence. Each occurrence will also include a discipline notice as well as a call home.

3. Honesty

Honesty must be reflected in several ways. Cheating is clearly out of place. This includes obtaining answers from other people for assignments and tests that are specifically intended to be done individually, and bringing written information to a test where answers are to be produced from memory. It also includes plagiarism, which includes any form of passing off other people's work as your own. Be sure to give credit where it is due. Truthfulness is equally important. It is extremely important that students are totally honest when addressing supervisors in authority. Trust is built on honesty, and honesty is a key indicator of a responsive student.

Plagiarism

How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use:

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings - any pieces of information - that are not common knowledge;
- quotations of another person's actual spoken or written words;
- paraphrase of another person's spoken or written words; or
- when quoting 3 or more words from any source, quotation marks must be used, and the quote acknowledged.
- Be very careful when using the internet for research on reports, essays and creative writing. It is **very** easy to pass off someone else's work as your own when you use the internet. Make a commitment to always write your own work and never use "copy / paste" to complete your assignments.
- Take notes, use point form, and write complete sentences on your own for all your assignments. Remember that it is just as easy for your teacher to Google for an essay as it is for you to do so. Consequences are meant for all classes in which cheating and

plagiarism occurs. The chances of you getting caught using an essay from the 'net are extremely high - *do your own work!*

Grades 7 & 8

- First offence--redo for credit, and a phone call home.
- Second offence--receive '0', redo for no credit, Discipline Notice.

Grades 9 & 10

- First offence--receive '0', redo for no credit, and Discipline Notice.
- Second offence--receive '0', redo for no credit, Discipline Notice, with the possibility of a suspension.

Grades 11 & 12

- First offence--receive '0', Discipline Notice, 1-5 Day Suspension.
- Second offence--receive '0', Discipline Notice, Suspended until meeting with the administration, teacher, parents and student. The student may forfeit course credit.

4. Theft/Vandalism/Respect for Property

God calls us to be good stewards of the things we have. The Cedars Christian School building and property are some of those things. Families have built this school. It belongs to all of us. Students are required to take care of our school.

a. Vandalism

- is the willful destruction or defacement of things (in this case the school and its property).
- The school will take a zero tolerance stance on 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.

b. Breaking and Entering

- Criminal charges will be brought against anyone who is caught breaking and entering into the school building whether part of a prank or an act of theft.

c. Theft

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

d. Fire

- Students found with matches or lighters will serve a one day suspension and be required to write a paper on the topic.
- Students lighting fires of any size (includes lighting a match or lighter) will be suspended for up to one week and may meet with the Fire Department Education Officer along with their parents. A second occurrence will result in a recommended expulsion.

e. Textbook lost or damaged

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

5. Attendance

a. High School Block A Late Policy (first class of the day)

- School begins at 8:30 AM. If you are late for school you must report to the school office to receive a late slip. This late slip must be given to the teacher of the class you enter.
- It is expected that students arrive on time for all classes. When students do not arrive on time for class, not only do they miss information for their course, they are disruptive to the learning environment when they enter the room.
- A student will only be excused for being late in Block A when they produce a note from a professional organization (i.e. Dentist, doctor.....)
- **A student will be allowed five unexcused lates for block A, per semester, without a consequence** (a note or phone call from a parent is still “unexcused”).
- **When a student is late, unexcused, for the sixth time for Block A class in a semester, he/she will receive a detention for the sixth late and every subsequent late in that semester.**
- When a student is late, unexcused, for the ninth time for Block A class in a semester, they will receive a **Discipline Notice** and will be assigned after- school community service on two occasions. Parents will be notified.
- If students are late on the 10th occasion, she/he will receive a **one day school suspension**.
- If a student is late more than **10 times for block A in a semester, students will be put on probation and an expulsion could be recommended.**
- There will be days when we expect students to be late (large overnight snowfall, sudden drop in the temperature etc....). On these types of days, when deemed by the school, any student late for Block A will be excused.

b. High School Blocks B to D Late Policy

- If you are late for class (unexcused), the first time you will receive a warning, the second time and every time after that during the semester you will serve a lunch time detention.
- If a student receives four lates in a semester she/he will receive a discipline notice and will be assigned after - school community service on two occasions. Parents will be notified.
- If a student receives five lates in a semester she/he will be suspended for one day, and will receive a discipline notice.
- If a student receives six or more lates she/he will be put on probation and may be recommended for expulsion.

c. Other Late Policy Regulations

Your parents should phone the school before 9:00 AM of the day of the absence, giving the reason for the absence. We do have a 24-hour answering service where you may leave a message. For absences that are known beforehand, your parents should call the school well before the absence. You are responsible to contact each

of your teachers before these planned absences, preferably two weeks ahead, so that they can outline for you the required make up work or other consequences. Students should plan to work ahead and complete the work that will be missed before they leave on an extended absence. Plan to hand in work completed during an absence no later than two days after returning to school. A meeting with the teacher prior to leaving should be arranged to clarify expectations for missing assignments. Regular attendance is essential for success in school. Students will find that the missed class work can never be fully made up.

Students will miss classes due to illness, medical appointments, family reasons or extracurricular activities. Should you or your parents decide to keep you home from school for any amount of time, for reasons other than illness, teachers can provide alternate assignments. These assignments will be similar, but not identical, to the curriculum taught in class during their absence. However, the practice of extended trips during the school year is highly discouraged. Students who miss classes for vacation related reasons cannot expect help or tutoring during or after class. If a test is missed because of sickness or a prearranged absence, it should be taken within two days of your return to school, at the teacher's discretion. Arrangements for this and taking the test must be done outside of class time. Final exams are an integral part of the final mark for most courses and they must be written at the time scheduled. Summer activities should not be planned until the conclusion of the examination period in June.

If a student takes ill during the course of the day he/she must inform the teacher of the class he/she is leaving and report to the office. The office staff will contact your parents requesting that they pick you up or make arrangements for you to leave for home. Students attending appointments during school time will be granted early dismissal when they produce a note from parents stating reasons for missing class.

Students occasionally miss many days due to sickness. Sometimes a combination of absences are due to sickness and other reasons, such as family vacation. A student who has missed over ten classes in a semester, for any reason, excused or unexcused, is at risk of having a lower grade due to having missed too much instructional time in classes for each course.

Please do not take your children out of school for family holidays unless you are prepared to help your children catch up (and preferably do the work before you leave).

d. Skipping Class

If a student is more than 14 minutes late for a class, he/she will be deemed truant (skipping class) and will be suspended from school for one day.

Skipping a class (truancy) is a serious offence. Students will serve a minimum one day suspension for this offence. Deliberate skipping of a class/event will result in the loss of off- grounds privileges for the rest of the school year.

e. Student Visitors

All visitors, including former students, must identify themselves at the office and may visit the school at the discretion of the administration. Normally, student visitors should ask permission of the administration the day before a visit. Student visitors may only visit the school at lunch break. Students from a local public school, including former students from Cedars, on professional development days, will not be permitted to visit Cedars other than at lunch. The administration reserves the right to deny visitors on campus at any time.

6. Electronic Media

a. iPods/Mp3 players

Cedars attempts to provide students with Christian media experiences. Any music played at Cedars must be consistent with the Christian nature of the school. iPods, MP3 Players and other listening devices may not be used on school property between 8am and 3:30pm because it is too hard to supervise their use and because they can cause students to withdraw themselves from healthy social interaction. Similarly, playing video games or even using the calculator function on iPods is not permitted at Cedars. If at school, iPods need to be kept out of sight and should be kept in lockers where they can be secured. Students who use a player at school will have the player taken away and returned when the student and their parent(s) come to pick it up. A discipline notice will be issued on the second occasion of using an listening device at school. A number of student's iPods have gone missing in recent years, mostly when they have been stored in the change room during PE. A better alternative would be to keep iPods at home in the first place.

Students may not listen to music during class time on their laptops. The High School Foyer Stereo may be used at lunch with Christian music. Christian music or classical music may be played for the enjoyment of all students in the classroom. (Staff supervised)

b. Cell Phones

Students will not be permitted to have in their possession a cell phone during class time. Students who are seen with a cell phone during class time will have the phone confiscated and retained until a parent comes in person to collect the phone. Students with cell phones at school must store the phone in a locked locker during class time. Students will receive a discipline notice and detention on the first offense, and a one day suspension or equivalent community service for the second and subsequent offenses.

c. Laptop Computers

Laptop computers are only to be used in class with the permission of the teacher. Laptops may not be used for listening to music at

school or during class. Movies are not permitted on laptops during school hours. Student laptops are not to be connected to the Cedars Network unless with prior permission.

7. Personal Appearance

Students at Cedars Christian should dress appropriately for school and school-sponsored functions, with emphasis on neatness, cleanliness, and modesty that is fitting for a Christian school and what it stands for. It is the purpose of the school to encourage students to develop the ability to make decisions and assume responsibility for their appearance. The cooperation of all parents, teachers, and students will mean having a minimum of rules. We depend on the parents to (fully) supervise the appearance of their sons or daughters. Although not every home will agree with others, we believe that every home has the responsibility before God to support the common Christian values in dress if children are to live in community with each other. A brief inspection before they leave for school will avoid the necessity of having to phone parents to bring a change of clothes to school.

In any dress code there will inevitably be disagreements in interpretation. The intent is to create a look appropriate for Christian learning, and it will ultimately be the responsibility of the principals and teachers to judge the acceptability of the clothing worn by students.

Examples of this code include:

- facial or body piercing are not permitted, i.e. lips, eyebrows, nose rings, studs
- printed slogans or tattoos that refer to alcohol, drugs, offensive music groups, or that bear offensive messages or phrases that are not in line with Christian standards are not permitted
- clothing which exaggerates one's sexuality is not permitted, (i.e. short skirts, short shorts, short shirts, low cut necklines, exposed waistlines, open backs, spaghetti straps, visible underwear, exposed cleavage, etc.) Your skirt or shorts are too short if you put your arms straight down your side and your fingers go past the edge of your skirt or shorts.
- hats are not permitted in classes, chapels, or assemblies
- limit of one ear-ring for boys in high school
- appropriate footwear must be worn in school (this can be a safety issue)
- t-shirts or hats which advertise for beer, secular rock bands and inappropriate slogans are not allowed
- phrases that are not in line with Christian standards

Dress should be appropriate for the school activities at hand. If a student is wearing clothing judged to be offensive or inappropriate, he/she will be issued a discipline notice and asked to find something else to wear for the day. A repeated occurrence will be treated more severely. Footwear must be worn at all times.

In PE, all students are expected to wear proper PE attire. This would include shorts, sweat pants, t-shirt or sweat shirt, and non-marking shoes. Uniforms will be worn by school teams and choir in order to present a sharp image to the community. Students are encouraged to purchase other official school clothing items as well, for the sake of a positive

school spirit, as they become available. Students may be asked to dress more formally on days their sports team plays a game.

8. Classrooms Rules:

Classrooms have many rules established by the teacher. Some common classroom rules are the following.

1. Students are not to touch or remove materials in or on the teacher's desk or another student's desk without permission.
2. Students are to comply with the individual rules and expectations specific to each classroom teacher.
3. Students are responsible for keeping desks, shelves and lockers tidy.
4. Unregistered students are not to enter the classroom without prior permission. Only those students who are considering registering may visit classrooms. Former students may visit at lunch or after school.
5. Perform to the best of his/her ability in all parts of the school program.
6. Students are not to bring food to class, and not to make their gum chewing visible. Water bottles (containing only water) are permitted in class.

a. Library and Computer Lab:

1. Appropriate classroom rules apply in the library and the computer lab.
2. Candy, food and drink is not allowed in the computer lab.
3. Noise and talking is to be suitable to the task at hand.
4. Students are not to handle audio/visual or other electronic equipment without the permission and supervision of a staff member.
5. No students are to be watching TV or using computers in the library before or after school, unless supervised by a teacher.

b. Internet/Network Violations

- Each student using the network must adhere to the school's guidelines.
- No student should be using a school computer without consent from a teacher.
- No student should be using the internet without consent from a teacher.
- Chat lines and MSN messenger are prohibited.
- Students must use the computers as directed by their teacher.
- Students must not change settings, open up programs or break into the network.

Violations of these guidelines will automatically result in losing the privilege of using the school's Internet and Network Services. Depending on the violation, further disciplinary action may be taken. Students are required to sign the Acceptable Use Policy in regards to their use of our computer network.

9. On Campus- Outside of Classrooms:

a. Gymnasium:

1. Students are not to play in the gym unless under the direction and supervision of a teacher.
2. Equipment rooms are out of bounds to students unless they are under the direction and supervision of a teacher.
3. Eating is not allowed in the gym unless supervised.
4. Good audience/spectator behaviour is expected during assemblies, performances or sports events. When cheering, be positive and encouraging to all participants and respectful to the officials.
5. Students are expected to wear non-marking shoes only!

b. School Functions

- All of the school rules, and punishments associated with those rules, will apply to all school functions, including school sponsored extracurricular activities, and/or those activities not held on school property.
- Students desiring to bring guests must complete a GUEST PASS REQUEST FORM, and receive approval from the event sponsor and/or the principal or the vice-principal.

c. Lockers



Cedars Christian High provides school lockers for all students during the school year. Keep only your personal belongings in your locker. Please don't keep anyone else's belonging in your locker. You **must** use a high quality, 3 number, DUDLEY combination lock. We have allowed different kinds of locks in the past but it has become problematic to open other kinds of locks when they malfunction. This year you are required to **ONLY HAVE A DUDLEY LOCK**. You must take care of your locker - do not scratch the painted surface inside or out.

We have a zero-tolerance school lockers policy at Cedars. You cannot keep any of the following in your locker:

- drugs
- alcohol
- stolen property
- anything that could be used as a weapon
- anything deemed by the school or police to be a danger to students
- anything that is illegal to possess
- offensive or ungodly posters, pictures or slogans.
- You are permitted to keep prescription drugs in your locker if your doctor has prescribed those drugs for your personal use.
- Even though students put a lock on their school locker, they should not have an expectation of privacy for their locker. Lockers are the property of Cedars. Cedars has the right to open, search and inspect your school locker without notice to

you. If the administration has reasonable grounds to believe that you have anything (listed above) in your school locker, they have the right to search your locker with or without your presence.

- If Cedars searches your locker and a staff member finds anything listed (above) in your locker, Cedars may seize those items and use them as evidence against you for school discipline. Cedars may give those seized items to the Royal Canadian Mounted Police (RCMP) for possible criminal investigations and charges.
- Students' belongings (jackets, bags, books...) are to be kept in their lockers.

d. Halls/Foyer/Office Area

Please use the halls only for walking, not running. Practice consideration in the halls by not roughhousing or crowding out students or teachers who want to pass. The same rules apply to the foyer. Extreme loudness affects classrooms or the office areas, and quieter voices should be the norm. Please keep the areas clear by storing your bags in your locker or taking them with you. Remember to keep our common areas litter-free.

e. Playgrounds:

1. Students must play only in approved areas.
2. Throwing snowballs, stones, dirt, sticks, etc., is prohibited.
3. Fighting is prohibited.
4. Students are not to leave the school grounds unless they have permission from a teacher.
5. Bicycles are to be parked at the bicycle stands upon arrival at school; riding on the playgrounds is not permitted.
6. Students riding bicycles to school must enter and leave the school grounds via the North Nechako Road entrance. No riding bikes through the parking lot. Cedars requires students to wear a helmet when riding to and from school.
7. Litter is to be placed in garbage containers.
8. Students are to use all playground equipment in a safe manner.
9. Skateboards are not allowed at school. However, at the discretion of the principal or sponsor teacher, a supervised skateboarding day may be organized. The Board has indicated that proper protective gear must be worn.

f. Lunch:

Students are expected to eat in designated areas and to exercise regular mealtime manners and courtesy. Garbage is to be thrown out and recyclables are to be put in specific containers.

g. School Sports Teams

Students who play on a sports team are required to read and sign a contract outlining an agreement to abide by special conditions and behaviors. These contracts are provided for students and parents to sign in order to remain on a school team.

h. Student Parking

- It is expected that the students only park in the designated area.
- Students are to park their vehicles in the big gravel lot
- Students are to drive their vehicles in a safe and responsible manner on and off school property, following the 20km/hr speed limit. Cell phone use while driving is unacceptable.
- Students are not permitted to drive into the paved school parking lot.
- If a student does not follow the school rules, s/he will be given one warning. Parents will be notified of the warning.
- On a second vehicle/parking offence, the student will lose vehicle/parking privileges at the school for a period of time. The student will receive a Discipline Notice.

i. Emergencies/Drills

During emergencies/drills, students are to be especially careful to behave in a calm and responsive manner, realizing the importance of cooperation in such procedures. Further instructions are listed in every school room, and teachers review the procedures throughout the school year.

10. Students Off Campus

a. Off Campus Conduct

Students are expected to display an attitude of respect when they are off-campus and in any way associated with Cedars. This applies to such times as field trips, athletic trips and lunchtime trips off campus. All other school expectations apply as well. Our goal is to have people say, when we leave their place (whether that be a gas station, museum, historical site, or school), "That was the nicest bunch of kids we've ever had in here." People say this when our students are polite, say please and thank you, look people in the eye when they speak to them, don't break things or rough-house in common areas and obey when asked to do something.

b. Off Campus Permission

If a student is checking out of the school for any reason, they need to be escorted by parents off-campus, or provide a written note or phone call from parents to the school to provide permission to leave. The office has no other way to verify that a child is actually leaving the school for legitimate reasons, or if a child will be adequately supervised when off grounds. Students will not be given permission to leave the school grounds during class time without the appropriate permission from parents.

Students in grades 7 are not permitted off the school property during break and lunch break. Students in grades 8 - 12 must have off-grounds permission and are expected to respect neighbouring property, traffic and not to litter when they leave the school property. Students eating near the Pacific Western Brewery lawn are to keep the area clean by using the garbage can provided.

c. Parkhill Center/ Overpass

Some of our students enjoy walking to Parkhill Center to buy lunch. Students are required to use the crosswalk properly when crossing North Nechako Road. At Parkhill Center, students are to be highly respectful in each business that they visit, and are to purchase their food and leave promptly. Parkhill is not to be a place for our students to loiter. Also, students are not to loiter around the Hwy. 97 overpass located close to Parkhill Center. We have an excellent relationship with each of the businesses at Parkhill Center - let's do our best to keep it that way by providing excellent student behavior.

d. The River

Students are to stay away from the river at all times. No student should be within a hundred feet of the river at any time during the day. This would also include break times and lunch time. Students are not permitted to go past the fence on the field. Students are not permitted in the woods/gully on the new property - south of Preston Road (bordering the Pacific Western Brewery). If you see any students going near the river, please report this to the office immediately.

e. Field Trip Form and Policy

All classroom rules will apply on all outings. A teacher will be responsible for carrying a first-aid kit (supplied by office) on all outings. The Teacher will also be issued a class list complete with care card numbers and emergency phone numbers for each of their students. The office requires that the teacher report on the appropriate form, at least one day before the field trip, a list of drivers so that they can check for current car insurance.

1. Permission Slips:

- a) All teachers must use the Cedars Field Trip Permission and Waiver form each time they go on a school outing. All Permission Forms must be signed and returned by parents before the outing **NO VERBAL PERMISSION GRANTED. (fax and email is acceptable)**
- b) For major overnight trips, the principal and teacher should first have board approval which is done through education committee recommendations.
- c) Permission slips should be sent to parents/guardians with particulars of activities. These must be returned, with the guardian's signature before the outing.

2. Billeting: Is discouraged.

3. Financing:

Extensive Trips (for which funds are raised):

- a) All financing should be estimated at least two months prior to the time in which the field trip is to take place.
- b) All fund raising should be raised by two weeks prior to the trip.

- c) Expenses incurred during fund raising may be refunded totally or partially with discretion.
- d) A general ledger account will be set up through the Bookkeeper in the office.
- e) Moneys remaining at the end of the trip shall be reimbursed to the individual student accounts.

4. Long Distance Trips:

- a) Fees charged to the student:
 - i. are to include coverage of activities as well as a traveling charge.
 - ii. ii) are to be predetermined and fees collected BEFORE attendance on the trip
 - iii. Parents are to be notified if the students will be eating out and therefore require money for a meal.

5. Short Trips: Ski, Day Trips, etc.

- a) The policy of Cedars Christian School is to ask for volunteer transportation. (Subject to Motor Vehicle Act changes).
- b) Ski trips moneys are to be collected by the teachers (dispersed upon request of volunteer drivers.)

6. Transportation for all School Related Activities, (including car pooling):

- a) The School's policy includes liability clauses covering parents and children in any private vehicle designated by the school: note -- all private vehicles have insurance, it is recommended that such private vehicles carry \$1,000,000.00 liability (photocopy to be filed in the office).
- b) The law states that each child travelling in a vehicle must wear a seat belt. Doubling up is not legal. Planned trips must have each student placed in a seat belt or the trip be postponed or cancelled with an alternative activity implemented until an arrangement for the "belted placement" of the extra students can be made.
- c) Students must remain in designated vehicles, teacher to finalize head count before departure.
- d) All vehicles should be in sound mechanical state.
- e) Recommended that parents (responsible - no record) drive.
- f) Parent drivers are volunteers and thus must have undergone a criminal record check before driving for school trips.
- g) Booster seats are required for all children under the age of 9 or 4'9" and smaller.

7. Pupil/Adult ratio on all trips:

There shall be a recommended ratio of students to adults on all outing:

- a) In Grades K - 6 the ratio minimum for supervision is to be 1 adult to 6 students.
- b) In Grades 7 - 10 the ratio minimum for supervision is to be 1 adult to 10 students or regular teacher/student class ratios.
- c) In a vehicle there will be a maximum of 6 students if there is only one adult. For seven or more students, another adult needs to be present.

- d) This includes overnight trips which shall be limited to Grades 5 - 12, with special permission to be granted in advance by the board via the education committee for Grades K - 4.

8. Responsibilities on Outings:

The teacher is to be the co-ordinator for the group in accordance with policies set down by the school board.

- a) The teacher in charge should know of total group movement, including a total head-count before dispersal in transportation vehicles as well as having reasonable knowledge of the students returning to their home (wait until the front door closes before you leave).
- b) A photocopy of insurance to be given to office prior to the trip.
- c) Students are **not** permitted to watch television or movies in hotel rooms after 11pm.

9. Chaperone Responsibilities

Chaperones play an important role at our school functions and trips. They are responsible for the safety and well being of our students, in addition to their role as monitors of appropriate behaviour.

At times chaperones are at risk of not being given adequate instruction, guidance and support. The purpose of this policy is to address this need and to recognize the important contribution that chaperones make to our school and our students.

A chaperone will be given a minimum of the following information before they commit to chaperone an event:

1. a description of the event
2. the expected number of students that will be attending the event
3. the hours the chaperone will commit to be present and act as chaperone
4. the responsibilities of a chaperone at the event
5. the expected number of other chaperones

Chaperones will be advised that they are expected to promptly report any unusual incident or behaviour, using their best judgment, to exercise authority to stop or prevent any inappropriate behaviour involving any student.

The following is advice that will help with all chaperoning situations:

- Students don't always think clearly and responsibly, help them.
- Don't ignore inappropriate behaviour from **any** child.
- Try not to compound the situation by over-reacting.
- Respect students and their privacy, but enforce all rules.
- You are every student's parent while chaperoning.
- Rules and schedules may need to be adjusted... **BE FLEXIBLE.**
- If you are unsure of how to handle a situation, **ASK!**

Chaperone and General Guidelines

1. School rules are in effect at all times, especially dress code and language.
2. If you **have to smoke**, DO NOT SMOKE in front of students.
3. Students must not watch television or movies in their hotel room after 11pm. Chaperones should tell the front desk that movie rentals are not permitted in rooms with Cedars Christian School parents or students.
4. Movies on trips must be G rated or PG rated only (14A and R movies are not permitted)
5. Alcohol consumption is not allowed (students, staff and chaperones)
6. It is expected that you will be respectful to the Teacher in Charge. Never undermine the authority of the teacher. If you disagree with them, please keep it to yourself, until a more appropriate time. Never be unkind in front of the students, teachers or other chaperones.
7. Chaperones are expected to be at all functions at all times. Exceptions to this will be made at the discretion of the Teacher in Charge. (eg: Chaperones may need to go to a store to get supplies, or pick up food, or run an errand ...)
8. If a student becomes ill, a chaperone must stay in close proximity to the student, in case medical attention is needed.
9. Chaperones should set a good example with regard to conduct, language, appropriate dress, etc...
10. Bullying and harassment of students by other students will not be tolerated. Students should never be forced to do something against their will.
11. Please “ask” students to comply with your requests, do not yell or make unrealistic demands. You will meet with more favourable results when you are kind.
12. Please make a point to remind students to have everything they need for their event.
13. At the respective events, make sure that you position yourself in such a way that you can have an eye on students at all times.
14. During “free time” or breaks are the times when students need the most supervision.
15. Students should always be together in a group or have a partner. Students are never to be alone or left alone.
16. Students are to be calm, quiet and respectful when in public places. Hold the students to that standard.
17. You should know where all your assigned students are at all times.

Bus/Vehicle Transportation

1. Only Cedars Christian School students can ride on the bus or vehicle.
2. Chaperones are expected to arrive 15-20 minutes before departure time. Find the Teacher in Charge to receive your instructions or attendance list.
3. Once students have boarded the bus, take attendance and report any absences to the Teacher in Charge.
4. Once a student is assigned to vehicle or bus, they are NOT allowed to switch vehicles.

5. Attendance needs to be taken each and every time that students get on and off the bus. This also includes restroom stops and lunch breaks.
6. It is the job of the Chaperones to ensure safety of the students and help maintain order on the bus. The Teacher in Charge, the driver or the bus driver will determine the level of noise and activity that is acceptable on the bus. In a vehicle, students should be respectful of the vehicle, calm, quiet and not distracting to the driver.
7. Anytime a bus pulls over for a break, relate to your students how much time they have before the bus departs. Chaperones need to be watchful of students as they move on and off the bus.
8. Movies on the bus/vehicle should be rated G or PG (no R or 14A rated movies). If the movie is graphically violent, vulgar or sexually explicit or sexually suggestive, remove it at once, and select another one.

Overnight Trips

1. Make sure that your students are in their room at curfew.
2. Make sure that your students are awake on time.
3. Make sure that your students understand the daily itinerary.
4. Students must not watch television or movies in their hotel room after 11pm. Chaperones should tell the front desk that movie rentals are not permitted in rooms with Cedars Christian School parents or students.
5. Movies on trips must be G rated or PG rated only (14A and R movies are not permitted)
6. Make sure that your students attend meals and daily functions on time.
7. Make sure that your students have everything that they need for day.
8. No students or chaperones should leave the hotel for unauthorized excursions.
9. You may search students' rooms at any time with or without the students' permission.
10. Check the students' luggage before the trip (make sure they brought everything that they need, did not forget a bag etc...).
11. Check hotel rooms for any damage or things left behind during your stay and at check out.
12. Check with assigned students from time to time to see how they are doing.
13. "Lights out" and "room in" times are to be strictly enforced and monitored by the assigned chaperone.
14. The "no co-ed visitation" rule to rooms or floors is to be strictly enforced. If a chaperone is in the room, co-ed visitation is allowed.
15. Chaperones are on call 24 hours a day.