EMMANUEL
CHRISTIAN HIGH SCHOOL

STUDENT HANDBOOK

2016 – 2017

Emmanuel Canadian Reformed High School Society
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# EMMANUEL CHRISTIAN HIGH SCHOOL

**STUDENT HANDBOOK**

**2016 – 2017**

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHS EDUCATIONAL STATEMENT</td>
<td>2</td>
</tr>
<tr>
<td>STAFF</td>
<td>5</td>
</tr>
<tr>
<td>DIPLOMA REQUIREMENTS</td>
<td>6</td>
</tr>
<tr>
<td>INTRODUCTORY NOTES ON COURSES</td>
<td>7</td>
</tr>
<tr>
<td>PROMOTION POLICY</td>
<td>8</td>
</tr>
<tr>
<td>GRADING POLICY</td>
<td>8</td>
</tr>
<tr>
<td>EDUCATIONAL ASSISTANCE PROGRAM</td>
<td>9</td>
</tr>
<tr>
<td>COURSE SELECTION POLICY</td>
<td>12</td>
</tr>
<tr>
<td>STUDENT EMOTIONAL SUPPORT</td>
<td>13</td>
</tr>
<tr>
<td>REGULATIONS FOR STUDENTS</td>
<td>14</td>
</tr>
<tr>
<td>SPECIFIC EXPECTATIONS FOR STUDENTS</td>
<td>18</td>
</tr>
<tr>
<td>DISCIPLINE CODE</td>
<td>19</td>
</tr>
<tr>
<td>BUS RULES</td>
<td>22</td>
</tr>
<tr>
<td>AWARDS</td>
<td>23</td>
</tr>
</tbody>
</table>
EDUCATIONAL STATEMENT

Our Statement of Purpose
The Emmanuel Christian High School was built by parents and other school society members in the conviction that education, like all of life, must be biblically based and directed. The “founding fathers” of our school recognized that there must be unity in what students are taught at home, in church and in school. Furthermore, they were convinced that reformed education was a necessity and not an option because the LORD demands that parents instruct their sons/daughters in the fear of His Name. This conviction has not changed. The school assists parents in carrying out the task they promised to fulfill at the baptism of their children.

Although providing reformed education for the youth of the church is a matter for the entire church community, we call the Emmanuel Christian High School a parental school. By means of this term, we acknowledge as reformed community, that the education of our students is, first and foremost, the responsibility of parents. The LORD commands parents to raise their children in the fear of His Name. Parents may not abdicate this responsibility, but they may enlist the help of other church members. Parents who send their children to Emmanuel School delegate the academic aspects of that task to teachers who, together with the parents, submit to the authority of the infallible Word of God as it is summarized in the Three Forms of Unity, the confessional standards of the Canadian Reformed Churches. In this sense, then, Emmanuel is a parental school.

The task of the school, although distinct from that of the home and the church, serves the same ultimate goal – to equip the children of the covenant for a life of obedient and thankful service in that covenant. The instruction given at home, at school, and in the church must all contribute to that training in godliness which equips our students to fulfill their calling to be prophets, priests, and kings. The students must be able and prepared to make a defense to anyone who calls them to give account for the hope that is in them” (1 Peter 3:15). The school shares in the task of telling the next generation about the glorious deeds of the LORD so that they should set their hope in God, and not forget the works of God, but keep His commandments (Psalm 78:4,7).

Within this covenant framework that must shape all instruction, the school specifically assumes responsibility for the academic knowledge and skills which students need in order to carry out their task and calling in their lives before the LORD. The task of the school to provide academic training for the youth of the covenant may rightly be called covenantal education because the education of our students takes place within this covenant framework. By means of this term we acknowledge that the purpose of our schools has everything to do with the promises and demands of the covenant which the LORD has made with ‘believers and their seed’.

Students
Education is based on a particular view of the student “on the way to” maturity. From a reformed point of view the following aspects are fundamental:

1. God’s Word and Confessions
The basis of education and instruction is the infallible Word of God as the Canadian Reformed Churches confess in the Three Forms of Unity, namely, the Heidelberg Catechism, the Belgic Confession and the Canons of Dort.

2. The Student is a Covenant Child
We believe that God made a covenant with us and our children. Baptism is the sign and seal of that fact. God has put His sign on the foreheads of our children. We accept this covenantal relationship in faith, and raise and instruct our youth accordingly. In the classroom situation the covenant relation determines our work. It means that the instruction will not be tainted with the aimlessness and hopelessness of this life, but with the joy and thanksgiving of those whose future is secure in the LORD. This also means that in addition to showing students the riches of God’s
promises, we also show them the demands of the covenant: obedience to God’s commandments. From this obedience flow two lines: the praising of Him who made us, and the love towards the neighbour in order to serve Him in this life.

3. Cultural Mandate
God created the world and the fullness thereof so that the whole creation would glorify His Holy Name. The crown and culmination of the creation was the making of mankind after the likeness of God. The two adults were given this mandate and task, “Be fruitful and multiply, and fill the earth and subdue it and have dominion over the fish of the sea and over the birds of the air and over every living thing that moves upon the earth” (Genesis 1:28) and “The Lord God took the man and put him in the garden of Eden to till it and keep it” (Genesis 2:15).

The relevance and importance of these texts are that they place us on suitable and sure footing and supply the correct perspective on and in which education is to be placed. There are two commandments given in these texts: 1) multiply and increase yourselves, and 2) work with this world; discover all its hidden treasures. In giving these instructions God demonstrates His desire to employ men and women to cultivate His creation. Since the fall into sin this task will be done with many stumbles, but nevertheless, God’s people, His Church, are to fulfill this mandate.

Each student has received gifts and talents from God; however, not all have the same talents. There is a difference in gifts received. God asks each student to develop his or her unique set of gifts in the service of God and the neighbour. The school helps this development as much as it can.

The General Aims of the Education at Emmanuel Christian High School:

a) To assist the parents in enabling and encouraging students to fulfill their cultural tasks in this world.

b) To assist the parents in revealing and declaring to the students their triune God who wishes to be known by them so that they may rightly confess and serve Him in their given office.

c) To assist the parents in the instruction of the students in these important areas of knowledge: Bible and confessions, arts, Canadian and world studies, language, mathematics, physical education and science.

d) To assist the parents in their task of bringing up students in the fear of the Lord.

Teaching and Learning In School
The teacher is the key in a reformed classroom. It is, therefore, of the utmost importance that we as teachers consider and reconsider all our actions: in providing a safe and comfortable classroom atmosphere, in the way we view our students, in the manner we treat them, in selecting course content, and in how we present the content of the course. As the general aims of education stated above focus on “assist the parents”, the manner in which we present the content of our subjects must follow the thoughts and views of the majority of the parents. Staff may have divergent views on some material that they teach, but divergent views should be kept personal. For the school to truly function as a parental school as expressed in this introduction to our handbook, staff members must build on what the parents teach in the home according to God’s Word. (Proverbs 1:8, 9).

Focus of Learning and Teaching
The aims of reformed education as adopted by our school suggest that the focus of our work as teachers is primarily on the students. We are called to educate our students in the fear of the Lord. Education is not in the first place a matter of transferring a certain body of knowledge or information from the teacher to the student; education is well described as an ongoing communication (perhaps even conversation) between teacher and students so that the young may learn from the older what it means to live and work as a child of God in the world that God has created so wonderfully and which has been so badly damaged by sin through man’s fault. Therefore, the focus of all teaching and learning in Emmanuel is on persons first, and on subjects second.
Teaching as Enabling and Facilitating
Teachers must help students increase their competence and knowledge so that eventually they will be able to work and live as children of God independently. Teachers assist the development of the student into young adult, facilitating this process wherever they can, and enabling the students to become more and more independent so that they will grow into making responsible, God-pleasing decisions. Another way of thinking about this dimension would be to consider what the students will be able to do on their own as a result of our teaching.

Integration
Sound instruction creates units of learning which students can easily absorb and internalize. Therefore education involves age-determined grades, subjects, lessons, units, etc. It is equally necessary that a sound educational program does not fall apart into a series of unrelated events. All of education works together for the one goal: fear the Lord, as He requires of us in His Word. This scriptural fear of the Lord provides our work with a unified focus. Such unity of vision does not come about automatically as we teach the various subjects of the curriculum; in fact, it is essential that we work consciously to create a sense of integration so that students come to see their studies and their lives as harmoniously integrated in service to God and to their neighbours.

Students with Individual Needs
Not all students are endowed with the same gifts and talents. In fact, there are no two persons identical; therefore, every interaction between teacher and student will be in some sense unique. The nature of education and instruction is such that there is always a move from the general - applicable to all - to the specific - fit for the one. Within the classroom setting this will often create tension between the intended, prescribed curriculum and that which each individual student actually learns. This tension cannot, and should not, be removed, but teachers should be well aware that each student is unique, learns in unique ways, and gains from the instruction in unique ways. Therefore, a third dimension of the instruction at Emmanuel will be close attention to the understandings, perceptions and abilities of the individual students.

Assessment and Evaluation
An important aspect of instruction is assessment and evaluation of the academic progress of the students. Since we want to pay close attention to the understandings, perceptions and abilities of each of our students, we must ask ourselves on a regular basis whether the program we offer is, indeed, fit for the students we teach. Consequently, the program we teach will vary somewhat from year to year just as our students will vary from year to year. At the same time, we will also assess the learning progress of each of our students in order to ascertain whether adequate progress is being made, and whether adjustments may have to be made to the program and/or its presentation to optimize the learning of each student.

Reporting
 Especially in this aspect of instruction we will find ourselves struggling with the apparent tension between the prescribed, intended curriculum and what each student will gain from that curriculum. The report cards used by Emmanuel attempt to provide teachers with a clear tool to describe the progress of each student in relation to the prescribed curriculum (answering questions such as: Does the student understand the basic concepts of the subject? Is the student able to apply what he has learned in new situations?). Especially by means of personal comments the teachers can add further insight to encourage and direct the student in a personal manner. We have chosen not to adopt a standard set of comments, but every teacher is encouraged to consider carefully the unique progress of each of his/her students.

June 2010
EMMANUEL
CHRISTIAN HIGH SCHOOL
STAFF
2016-2017

<table>
<thead>
<tr>
<th>Name</th>
<th>Subjects</th>
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<tbody>
<tr>
<td>G. Alkema</td>
<td>Bible, Biology, Chemistry, Math, Science</td>
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<tr>
<td>S. DeBoer</td>
<td>Bible, Biology, Math, Music, Science</td>
</tr>
<tr>
<td>T. Hopman</td>
<td>Chemistry, Computer Studies, Math, Physics</td>
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<tr>
<td>A. Kingma</td>
<td>Bible, English, History</td>
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<tr>
<td>N. Mans</td>
<td>Co-op, Guidance, Phys.Ed.</td>
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<tr>
<td>H. Nobel</td>
<td>Bible, Math</td>
</tr>
<tr>
<td>K. Swaving</td>
<td>Bible, Business, Computers, English, Law, History</td>
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<tr>
<td>M. VanderVelde</td>
<td>Creative Writing, French</td>
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<tr>
<td>M. VanderVeen</td>
<td>Bible, Biology, Geography, Math, Phys. Ed., Science</td>
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<tr>
<td>S. Vanleeuwen</td>
<td>Bible, English, Math, Philosophy</td>
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<td>C. Vanderveen</td>
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<td>J. VanTol</td>
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<td>H. Vanwoudenberg</td>
<td>French</td>
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<td></td>
<td><strong>Learning Coach</strong></td>
</tr>
<tr>
<td>F. Bos</td>
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DIPLOMA REQUIREMENTS

MINISTRY OF EDUCATION REQUIREMENTS
FOR THE GRANTING OF DIPLOMAS AND CERTIFICATES

1. The Requirements for the Ontario Secondary School Diploma (OSSD)
Students must meet the following requirements in order to obtain the Ontario Secondary School Diploma:

- **Compulsory Credits (total of 18)**
  4 in English (1 credit per grade)
  1 in French as a second language
  3 in Mathematics (at least 1 credit in Grade 11 or 12)
  2 in Science
  1 in Canadian History
  1 in Canadian Geography
  1 in the Arts
  1 in Health and Physical Education
  0.5 in Civics
  0.5 in Career Studies

  and in addition
  1 additional credit in English, or French as a second language, or a Native Language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education
  1 additional credit in health and physical education, or the arts, or business studies, or cooperative education
  1 additional credit in science, or technological education, or cooperative education

- **Optional Credits (total of 12)**
- **Community Involvement Activities**
  Students must complete a minimum of 40 hours of community involvement activities. These activities may be completed any time during their years in the secondary school programme.

- **The Provincial Secondary Literacy Test**
  Students will normally take this compulsory literacy test when they are in Grade 10. It is based on the Ontario curriculum expectations for language and communication—particularly reading and writing—up to and including Grade 9.

2. The Ontario Secondary School Certificate
The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

- **Compulsory Credits (total of 7)**
  1 in English
  1 in Canadian Geography or Canadian History
  1 in Mathematics
  1 in Science
  1 in Health and Physical Education
  1 in the Arts or Technological Education

- **Optional Credits (total of any 7)**

3. The Certificate of Accomplishment
Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment.
INTRODUCTORY NOTES

1. Curriculum Streaming
In Grades 9 and 10, students will choose courses in Geography, English, French, Mathematics, and Science from two streams: Academic and Applied.

In Grades 11 and 12, students will choose from four destination-related types of courses: University Preparation, University/College Preparation, College Preparation, and Workplace Preparation.

Academic courses develop students’ knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications as appropriate.

Applied courses develop students’ knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications as appropriate.

University Preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programmes.

University/College Preparation courses include content that is relevant to both university and college programmes.

College Preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programmes.

Workplace Preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programmes offered in the community.

Open courses are appropriate for all students and are not linked to any post-secondary destination.

2. Educational Assistance
For students in Applied courses who need special help in meeting curriculum expectations, programmes may be modified at the school's discretion. Educational assistance is made available if there is sufficient need and/or if numbers warrant it.

3. Considerations in Selecting Programmes
In selecting their programme, students should be guided by such considerations as interest, aptitude, requirements of post-secondary institutions, and career choice. They should not take certain courses because they seem easiest. If they do, they may be left with an accumulation of credits that will not help them in qualifying for post-secondary education or in obtaining suitable employment.

Success in job application and admission to post-secondary institutions will often be determined by the courses students have taken, the level of difficulty they have maintained, and the marks they have received. In other words, a high school diploma is not in itself the key that opens the door to acceptable employment or further education. Colleges and universities as well as many potential employers demand not simply a diploma but require an actual transcript of courses, levels, programmes, and marks. Students should keep this in mind from the start of their high school career. Above all, students should recognize that everyone has been granted talents and given the responsibility to use them to the utmost of his or her ability in obedience to God’s Word.

4. Course Codes
A course code consists of five characters. They are assigned by the Ministry of Education and are used in all Ontario secondary schools. A code indicates the following information:

- **Subject Area and Course**: The first three characters of the course code indicate the subject area and course.
- **Grade**: The fourth character indicates the grade level of the course:
  - 1 = Grade 9
  - 2 = Grade 10
  - 3 = Grade 11
  - 4 = Grade 12
- **Stream**: The fifth character indicates the stream of the course:
  - D = Academic
  - P = Applied
  - U = University Preparation
  - M = University/College Preparation
  - C = College Preparation
  - E = Workplace Preparation
  - O = Open

**Example:**

AMU3O

AMU = Music
3 = Grade 11
O = Open

5. Credits
A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. (Unless otherwise indicated, all courses listed in this calendar are worth one credit each.)

6. Final Marks
In any course, assessments and evaluations conducted throughout a semester will account for 70% of the final mark; 30% will be based on an examination and/or final culminating activity.

7. Cancellation of Courses
Minimum enrolment needed to offer a course is 6 students. If fewer than 6 students enrol, the principal may choose to offer the course anyway, with the concurring advice of the vice-principal and Education Committee.
PROMOTION POLICY

In addition to the Ministry of Education requirements, Emmanuel also requires that all students take Bible courses. Our courses in Bible are not credited. All these courses are important as part of the students’ total education in our Reformed School. This also implies that with respect to teaching techniques, evaluation and a standard curriculum, the religious program is similar to the other subjects that the teacher is involved in. In order to graduate with an ECHS diploma each student’s average of all their Bible courses must be a minimum of 60% and not more than 10% lower than the average of all their other courses.

GRADING POLICY

A mark of 50 is considered a pass. Numerical grades are used on all report cards. MoE requirements stipulate the following categories:

<table>
<thead>
<tr>
<th>Percentage Grade Range</th>
<th>Letter Grade Equivalent</th>
<th>Description of ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 - 100%</td>
<td>A</td>
<td>Level 4: A very high to outstanding level of achievement. Achievement is above the provincial standard.</td>
</tr>
<tr>
<td>70 – 79%</td>
<td>B</td>
<td>Level 3: A high level of achievement. Achievement is at the provincial standard.</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>C</td>
<td>Level 2: A moderate level of achievement. Achievement is below but approaching the provincial standard.</td>
</tr>
<tr>
<td>50 - 59%</td>
<td>D</td>
<td>Level 1: A passable level of achievement. Achievement is below the provincial standard.</td>
</tr>
<tr>
<td>Below 50%</td>
<td>E</td>
<td>Insufficient achievement; no credit granted.</td>
</tr>
</tbody>
</table>

Dates for report cards for all grades:

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Semester II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim report - November 13</td>
<td>Interim report - April 15</td>
</tr>
<tr>
<td>Final report - February 12</td>
<td>Final report – June 30</td>
</tr>
</tbody>
</table>

The school has adopted the following policy with respect to homework/course work:

1. In every course, students at ECHS are expected to have work to complete at home. This work could be daily homework (tasks assigned in class) to be completed for the next day or specific class assignments to be completed on a specified due date.
2. As students are called to be diligent in work (i.e. Proverbs), students will receive office detentions for late submission of student work. The manner in which this may occur will differ from course to course. It will be stipulated in course outlines or handouts of the various courses taught.
3. The last week of semester is a ‘dead week’ with no new assignments (this does not mean daily homework) or tests assigned this week. The only permissible new assignment would be the final summative assignment in a course, which may be worth up to 30% of the course mark.
4. Incomplete Policy
The purpose of this policy is to stipulate when a student will or might receive an ‘incomplete’ on his report card. There are three ways in which a student can receive an ‘incomplete’ on his report card:

1. Not completing an assignment that was included in a pre-defined list for a course. Each course
outline must list any major assignment that must be completed by a student before he can receive his final grade.

2. Experiencing an exceptional case. There may be cases such as prolonged illness, personal trauma, or a circumstance beyond the school’s control. In these cases the teacher may decide to give the student an ‘incomplete’. The teacher may only do this with the approval of the Principal. Other options should also be discussed.

3. Upon the recommendation of a teacher. If a student fails to complete a major part of the course the teacher may request that this student receive an ‘incomplete’. This ‘incomplete’ will be subject to the approval of the Principal.

If a student receives an ‘incomplete’ he or she has until the final marks, for the staff, are due in the office. The student must take the initiative to contact the subject teacher. If the work is not made up in the allotted time, the incomplete will result in the loss of the credit for that course.

5. Late Submissions of Assignments

1. Assignments are designed to reflect the curriculum expectations and, as such, are crucial to the assessment of the students’ achievement. It is the expectation of all students enrolled at ECHS to submit all assignments by the due date at the start of class. Marks may be deducted for late submissions, up to a certain date, after which an office detention will be assigned and students will be in every subsequent lunch hour until the assignment is submitted.

2. It is up to the discretion of the teacher to grant extensions on deadlines. Special arrangements may be made for extenuating circumstances such as legitimate absences, personal emergencies and mitigating circumstances. Students should not assume that special arrangements will automatically be made; therefore, they must discuss their unique situation with the teacher involved before the due date.

6. Homework is something that flows out of a particular day’s lesson, and is to be completed for next day’s class; it is not an assignment for which a longer period of time is usually given. Homework should be an expected element of classes at ECHS. It is expected that students participate fully and actively in their education by completing their homework assignments. Should a student not understand the homework, he/she is expected to request help from the teacher before the homework is due.

If a student uses his/her time wisely in class, the total time spent on homework and assignments outside of class, not including studying for tests, should, on average, follow these guidelines:

1. Grade 9/10 – 90 minutes per day
2. Grade 11/12 – 120 minutes per day

Teachers routinely check homework. Teachers will inform parents when homework is consistently not completed or when a major assignment is not handed in.

EDUCATIONAL ASSISTANCE PROGRAM AT ECHS

ECHS recognizes that God has apportioned gifts and talents differently among all people, and thus, students learn in different ways. Most students are able to learn in the regular classroom situation with any programming support. Some students may need occasional assistance, individualization, or encouragement; some may need long-term, daily support; others may need additional academic challenges. While ECHS does not offer many work-place level courses, it recognizes the need for a learning assistance program to facilitate optimum learning for all students. While this program provides direct assistance to students, it provides resource support to teachers and parents. The end goal of the program is to help all student who use it to become positive, confident and independent learners.

1. Policy

Learning assistance will be provided in core subjects for every student in high school who has a diagnosed learning disability or who has been recommended for enrichment. The learning assistant (special education teacher or an EA) will work with these students in their classroom or will assist them in the learning commons. Priority will be given to Grade 9 and 10 students and/or to students with higher needs.
Learning assistance is a team effort. Teachers and para-professionals work together to benefit the student’s learning. Within the team, members have specific roles. The subject teacher is ultimately in charge of the students and is responsible for initiating parental contact, for providing the course content, and for evaluation. The learning assistance teacher will assist in the delivery of the course content, will coordinate the work of EAs and of professional services, and will run the learning commons. The vice-principal coordinates the work of the learning assistance program, including the contact with parents and with the feeder schools. Parents of children with special needs are encouraged to work together with the school in developing a realistic plan outlining what can be achieved during a student’s enrolment at our school.

2. Student Profiles and IEPs
At ECHS, all students will have a Student Profile. This document outlines the student’s learning strengths and needs, program goals and classroom accommodations (including EA support if needed). Students who have been formally identified and all students requiring accommodations to write the literacy test will need an Individual Education Plan (IEP). This plan outlines the specific learning goals and accommodation that will be made for each course the student is enrolled in.

4. Special High School Consideration for Educational Assistance
a.) Streaming in all grades provides some academic adjustment for students with learning disabilities.

b.) Teachers have a high degree of specialized knowledge in the subjects they teach. They look for help from the learning assistance team as to how the content, evaluation, and methodology should be adjusted.

c.) Regular meetings of teachers and the learning assistance coach are organized throughout the year to help them deal with students with specific needs.

5. The Learning Assistance teacher is expected to:

a.) Collaborate with the classroom teacher for subject content, classroom activities, and student assessment for students with learning needs, ensuring that appropriate accommodations and modifications are made.

b.) Be responsible for the design and supervision of special needs student programs.

c.) Plan overall program goals and objects for students with EA assistance.

d.) Develop an Individual Education Plan for the student in collaboration with the classroom teacher. This IEP is used by the teachers to plan specific teaching strategies.

e.) Administer both oral and written tests to the students, as requested by the teacher.

f.) Attend meetings with teachers, students, and parents when requested by the principal or vice-principal.

g.) Provide supportive intervention for students with special social, emotional, and behavioural needs.

h.) Maintain a strict confidentiality with respect to student, classroom, teacher, and school information.

i.) Coordinate, together with the vice-principal, CCAC services, assessments, etc. and keep staff informed of services/therapy results.

j.) Monitor the performance of EAs or PSWs who assist in the Learning Assistance Program in consultation with the vice-principal.

k.) Attend SERT meetings.

6. The classroom teacher is expected to:

a.) Provide the learning assistant teacher at the beginning of the semester or school year, or upon the student’s entry into the learning assistance program, with a yearly course outline, textbooks, and other related resources.

b.) Provide the learning assistant with a weekly overview and daily lesson plans. The latter should include specific areas that the teacher wants the learning assistant to focus on.

c.) Prepare summative evaluations (tests or unit activities), in consultation with the learning assistant, unless other arrangements have been made. Evaluations that will be conducted by the Learning assistant need to include an answer keys.

d.) Dialogue daily with the learning assistant either before or after the class to ensure cooperative planning and observation of student performance.

e.) Consult with the learning assistant when parents may need to be contacted.

f.) Accommodate learning assistance in the classroom when needed.
g.) Encourage acceptance from classmates
h.) Have regular contact with parents of students who are being accommodated.
i.) Be responsible for writing the report card, with input from the learning assistant.
j.) Assist in monitoring the performance of EAs.

7. Yearly Process to Support Learning Assistance

With the feeder schools:

a.) In February/March principals of the feeder schools and parents of grade 8 students are requested to indicate on the grade 9 application/registration forms the special needs of any student who require assistance.
b.) In May the learning assistant will send out a Transition Form to feeder schools to help the student make the transition from Grade 8 to Grade 9 smoothly.
c.) In June the ECHS learning assistant teacher meets with the principal or the special education teacher of each feeder school to gain more information about students requiring assistance. At the same time, written reports are forwarded to ECHS.

Within the ECHS staff:

a.) In August the learning assistant teacher, in consultation with the principal, introduces the staff to the unique characteristics of students with learning disabilities.
b.) the learning assistant teacher and the vice-principal meet with grade 9 and 10 teachers involved with special-needs students three times per semester to review students’ performance, methodology, and student placement.
c.) Parents are encouraged to contact the principal, to meet with the learning assistant teacher, the principal, and their child’s teachers to review the success of the program that has been put in place for their child.

8. Tracking the Accommodation and Modification of Special-Needs Students

Definition of Terms:
The following definitions have been taken from The Guide for Accommodations, Special Provisions, Deferrals and Exemptions, 2002, or from Special Education: A Handbook for Christian Schools, OACS 2013. This document explains what can be done for exceptional students who write the grade 10 Literacy Test.

Accommodations

a.) Accommodations are supports and services that enable students with special needs to demonstrate their competencies.
b.) Accommodations involve teaching strategies that change how material to be learned is delivered or how a student might demonstrate knowledge/mastery of concepts without changing the expectations and/or course content.
c.) Accommodations can include extra time for testing, oral rather than written testing, and help in organizing notes and study sheets and in keeping on task. Complicated assignments can be accommodated by breaking the assignment into smaller steps.

Modification

Modification refers to changes in what a student is expected to learn and/or demonstrate. Modifications include changes to content and performance criteria (evaluation). Modifications will be noted on the student’s transcript. For the Literacy Test, students on IEP can receive some accommodations but not modification of the test.

Relevant Ministry of Education Policy Documents

a.) Program Planning and Assessment, 2000

The document emphasizes that the learning expectations for exceptional students will be the same or similar to the expectations outlined in policy documents. Accommodation can be provided. If modifications to content and evaluation are made, then this document refers the reader to the next document.
b.) Ontario Secondary Schools, Grade 9 to 12 (Program and Diploma Requirements, 1999)

This document states that if the content and evaluation criteria are changed from the policy documents standards, then the principal will determine whether the achievement of the modified expectations will indicate suc-
successful completion of the course, and will decide whether the student will be eligible to receive a credit for the course.
In every case that a grade 9 and 10 student had a course modified, the principal will grant a credit upon successful completion of the course. This will be done with the understanding that these students will take their grade 11 and 12 courses at the workplace level, or would not be able to complete a grade 12 graduation diploma.

9. Implications for Tracking Our Special Needs Students
Grade 9 and 10 courses have only two official streams, academic and applied. Upon recommendation from the feeder schools and confirmed by ECHS staff, some students will have course expectations modified. This means that some adjustment will be made to the course content and/or the evaluation to ensure student success. The word “modified” will be added to the report card and the transcript, and a credit will be assigned to each course only if the principal approves.

10. Summary
a.) The principal has the final authority to grant credits for courses in grades 9 and 10 that have been modified.
b.) Students who take grade 9 and 10 modified courses are expected to take workplace level courses in grades 11 and 12.
c.) Workplace level and "O" level courses will not be modified in grades 11 and 12 unless the student has been deemed unable to receive a grade 12 diploma. These students would then receive adapted content and evaluation.
d.) By the end of grade 10, parents will be informed if their child cannot successfully complete a grade 12 diploma. A list of courses will then be worked out for the student so that the student can receive a certificate of completion.

Revised: August 14, 2013

COURSE SELECTION POLICY

ILC Courses
Correspondence Courses, offered by the Ministry of Education as Independent Learning Centre (ILC) Courses, or any other distance education courses, are available to ECHS students only if the course requested is not offered at ECHS, but is required for the students’ post-secondary school program. The student, with the endorsement of his or her parents, would need to present a detailed request clearly showing the need for taking the non-ECHS course. Requests will be considered by the Guidance Officer and the Principal and a determination will be made by the Principal, after consultation with the student and his or her parents. The reason is that ECHS is committed to Reformed Christian perspective in its courses and ECHS students are expected to take their courses taught from this perspective.
If permission is granted to take non-ECHS calendar courses because ECHS cannot offer the required course for a student’s post-secondary program, ECHS will reimburse the student for the approved course cost upon successful completion of the course. If the course is selected for any other reason, such as making up for a failed credit, the cost for the course is the responsibility of the student.

Course Selection Changes
Every effort is made to choose courses that are in the best interest of the students. Unless there are compelling reasons for students to change their course selections, they will not be changed after course selection sheets have been signed by parents and returned to the school. Requests will be considered in consultation with parents and teachers concerned and will be determined by the Principal. Requests for changes after a semester has begun will be considered only for very exceptional circumstances, and never after the first week of class in the semester.
STUDENT EMOTIONAL SUPPORT

Our school supports the concept of the integration of church, home and school in the nurture and care of our children. These three elements overlap, but also must have defined boundaries. As a school, our focus is on the academic education of our students. We aim to equip students in employing their talents in the service of God and His Kingdom (see Aims of Education – Pg 3).

While focusing on the development of students’ knowledge, skills, insight, and discernment, our school cannot ignore either the spiritual or emotional development of our students. Teachers will be involved in an incidental manner in supporting students in these areas. However, it is not our school's primary function to deal with our students’ emotional and spiritual welfare. That is more of the role of the home and the church. The school focuses on the educational needs, but it also becomes concerned with students who struggle with academic requirements because of emotional, spiritual, and relational concerns in their lives.

For that reason, in cooperation with the school, the Christian Counselling Centre (CCC), provides student counseling services for a half day bi-weekly in a room of the school. Students can meet with a trained counselor on his/her own initiative.
REGULATIONS FOR STUDENTS

1. It is our expectation that a student who attends Emmanuel Christian High School will show the Christian qualities of love, respect, and courtesy towards the teachers and towards the other students who attend the school.

2. Attendance:
   a) Regular and punctual attendance on the part of students is vital to the process of learning and essential for success in a course. If attendance is irregular, the student suffers a loss of experience that cannot be entirely regained. To increase the likelihood of students’ successfully completing all of the courses, attendance is checked on a regular basis as follows:
      i) If a student is reported absent from school and the parents have not called, the school will call home to confirm the reason for the absence.
      ii) Skipping of classes during the school day will result in office detentions. A second offense in a school year will result in a suspension.
      iii) If a student is absent for 8 days in any semester, the principal will contact the home. A further interview with the parents may also be arranged.
      iv) At 15 absences in a course, a student will be in jeopardy of losing her/his credit.
   b) Parents are asked to inform the school before 8:45 a.m. why their son or daughter is absent. Studying for a test, completing an assignment, or being absent without parental consent is not considered a valid reason for being absent, and could result in a zero being assigned in any form of evaluation during the absence.
   c) Students planning to be absent for more than two days for reasons other than illness are to have their parents contact the principal prior to their absence. Students are responsible for catching up on their work and for making arrangements with the teachers to complete tests and assignments within one week of their return to school. Days of absence will be counted towards the maximum of 15 days that could place a student’s credits in jeopardy.
   d) If a student is ill and cannot write a final examination, his parents should immediately inform the school and obtain a medical certificate.
   e) Punctuality is critical to the successful start of each class. Students are expected to be in their appropriate classrooms by the time the bell rings to start the class. The first lateness will be followed by a warning, unless the student has been detained by a teacher in a previous class. All subsequent incidents of lateness will result in a classroom and/or office detention.
   f) Students arriving late for school must sign in at the office. A note or a phone call from their parents is required to explain the reason for the lateness.

3. Students are expected to reflect a Christian life-style in dress and appearance. They should be well groomed and wear neat, and clean clothing. Modesty is an essential requirement. This means that clothing must not be distracting to others or sexually provocative. At school, the student’s clothing should be practical and functional.
   a) During school hours and on school property, and while on school-sponsored day trips, all students must wear shirts and sweaters with the school logo and name supplied by Premium.
      These shirts can be worn alone or under prescribed sweaters and vests. Only white, plain T-shirts can be worn under compulsory shirts. Sizes must avoid excessively baggy or tight fits. Clothing must be worn so that modesty is maintained at all times. Non-Emmanuel uniform sweaters cannot be worn in the school building at any time.
   b) During warm weather, students are allowed to wear shorts. The shorts, skirts and skorts must be mid-thigh (tips of finger-tips when arms are extended down the side of body) and longer in length.
   c) Ragged jean cut-offs, pants with holes, stretchy sports pants, pajama pants are
not permissible.

d) Leggings are permitted if covered with a skirt or shorts.

e) The only body piercing permitted is earrings for girls.

f) Underwear should not be seen.

g) Hats and sunglasses are not to be worn anywhere in the building.

h) Hair is to remain a natural colour.

i) In all cases of disagreement concerning any student clothing, the school administration's decision will be final. Parents are requested to support the school in its attempt to uphold an acceptable standard for both boys and girls.

4. The school has a “No Contact Rule” as it pertains to public display of affection. In this sensitive area of conduct, it is important to recognize and respect boundaries and standards of public behaviour.

5. Students may leave the school property at lunch time. Students who abuse this privilege by being late for class or by not presenting themselves as proper representatives of our school in the surrounding neighbourhood, will have their privileges suspended for a minimum of one week.

6. Students are required to wear PE uniforms during physical education lessons. Only non-marking runners may be worn in the gym.

7. Students are not allowed on any part of the adjacent condominium property. Anyone on these grounds at anytime will receive an office detention.

8. Students have the privilege of using lockers assigned to them by the school. It is the responsibility of all students to ensure that the lockers are locked with an approved Dudley combination lock. Lockers must be locked overnight to ensure the cleanliness of the halls and to promote respect for each other’s possessions. Students are responsible for the condition of their locker, and must pay for any damage incurred. Students are expected to keep their lockers neat as well as free from pictures that are sexually suggestive or feature modern day music, bands or celebrities. School administration can issue locker checks any time throughout the school year.

9. Although electronic devices are useful items, their use needs to be controlled in a school setting. Electronic devices may not be used in classrooms without teacher permission. The messaging function of these devices is prohibited and such use will result in the device being confiscated and brought to the office. The school administration will return electronic devices after an initial infraction, after 24 hours.

10. Students are not allowed to smoke or be in possession of cigarettes during school hours or at school-sponsored activities. The first infraction will result in two office detentions and informing of parents. The second infraction will result in a suspension. This policy has the following implications:

Since the smoking ban is in effect for the entire school day both on and off property, students who
smoke should leave their cigarettes at home. Students who wish to participate on school teams or extended school trips or after school activities must follow the smoking ban that is in effect for the entire trip or activity. The ultimate purpose of this policy is to encourage all students not to smoke, and encourage smokers to quit.

11. The school telephone is not to be used by students, except in cases of emergency. Any other call will be at a cost of $.25.

12. Students are expected to have the required school supplies. The list is usually published in the August ECHS CONNECTION.

13. Gum chewing is not allowed in the school building as discarded gum has caused a lot of damage to school furniture and supplies.

14. Those who inflict wilful property damage (i.e. textbooks, furniture, lockers, windows, vehicles) are liable to restore the damage or to pay for its restoration.

15. Cars are out of bounds to students during class time (including students who have a prep) and during lunch, unless permission to leave school grounds has been received from the office. Since the school grounds are used by hundreds of students, students should drive slowly and carefully. Traffic around the school is one-way. Pedestrians always have the right of way. Please use the Hwy 6/Tower St entrance only when entering and exiting the property. Students who do not obey these rules will not be allowed to drive their cars to school and use the parking facilities.

16. The Learning Commons is to be used for quiet school work and research. Students are not to take food into the Learning Commons. Books are to be properly checked out. Reference books must be returned to the shelf before the end of class. Teachers are encouraged to plan in advance the use of library materials and facilities. Students on spare may use the Learning Commons for quiet studying only.

17. No food or drink (other than water) will be allowed in the gym.

18. Only staircases on the ends of the north and south sides of the school are for student use. The elevator is to be used with permission only.

19. Students who come to school by bike may not use their bikes throughout the day unless they have permission from a teacher. Bikes should be locked in the designated bike racks.

20. Students can buy from the Tuck Shop only during lunch. The profits made by the Tuck Shop are used for funding Student Council activities.

21. Personal laptops may be brought into the classroom only if the classroom teacher gives permission. Playing games or doing something other than what is assigned during the class can result in the loss of your computer. Teachers have the right to check your computer if they suspect that you are misusing it.

22. Plagiarism is using ideas and words of others without clearly acknowledging the source of information. It includes copying of other student’s work and the lending of personal work to another student to copy. Plagiarism is a serious offence of academic dishonesty, and will be taken seriously. For more details read the Plagiarism Policy to be found on the ECHS website.

23. Athletics
   a. All teams will be limited to two after-school practices/games per week, with the exception of tournaments.
b. Practices for one season should not commence until the previous season has been completed.

c. Student participation is guided by the following guidelines:
   - It is expected that a student who participates on a school team will maintain grades and a level of performance corresponding to his gifts and abilities. A student is permitted to participate in a game or tournament provided that in-class effort is at a satisfactory level. It is expected that a student will budget his time wisely during the season to ensure that homework and assignments are completed and that content missed is caught up as quickly as possible.
   - Prior to the start of an activity that will involve students missing class, the teacher/coordinator will circulate to the staff a list of potential student participants.
   - Student participation could be affected by prior poor classroom attendance, inappropriate behaviour and poor academic performance. Once a student has been allowed to join an activity, a classroom teacher who has a concern about the student not keeping up with his work may contact the teacher/coordinator an/or parent to ensure that corrective action is taken by the student or (s)he could forfeit her position on the team.

d. A letter is to be sent to all parents of team members at the beginning of the season. This letter will include team costs, responsibilities, rides, scorekeeping, etc.
## Specific Expectations for Students

<table>
<thead>
<tr>
<th>When entering school property.....</th>
<th>When entering the school building.....</th>
<th>When entering the classroom.....</th>
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</thead>
<tbody>
<tr>
<td><strong>Students will:</strong></td>
<td><strong>Students will:</strong></td>
<td><strong>Students will:</strong></td>
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<tr>
<td>• not have in their possession cigarettes, other illegal substances like drugs, alcohol.</td>
<td>• remove their caps or hats.</td>
<td>• make sure that they are not chewing gum, and bring only water to class; coffee if they are in gr 11 and 12.</td>
</tr>
<tr>
<td>• wear clothing that meets school standards of modesty and decency.</td>
<td>• will not wear earrings to school (this rule applies to boys only).</td>
<td>• not eat during classes.</td>
</tr>
<tr>
<td>• interact with teachers and other students in a positive way to promote a safe environment.</td>
<td>• be courteous to teachers and other students.</td>
<td>• not wear jackets and coats, unless there is a problem with the heating system in the classroom.</td>
</tr>
<tr>
<td>• show respect for the school building, school property, neighbourhood housing and stores.</td>
<td>• leave room in the halls and by main doors so that movement by other people is not obstructed.</td>
<td>• be in the classroom before the second bell rings.</td>
</tr>
<tr>
<td>• leave any portable players in lockers.</td>
<td>• place garbage in designated containers.</td>
<td>• organize books and materials so that they can be ready for work.</td>
</tr>
<tr>
<td>• drive slowly (10 kph) in the parking lot.</td>
<td>• respect other students’ possessions and lockers.</td>
<td>• move desks or adjust windows and blinds only after receiving permission from the teacher.</td>
</tr>
<tr>
<td></td>
<td>• treat all school property with care.</td>
<td>• listen when the teacher is talking or when a classmate is asking a question or doing a presentation.</td>
</tr>
<tr>
<td></td>
<td>• refrain from pushing and running.</td>
<td>• complete assigned work without disrupting the class or other students.</td>
</tr>
<tr>
<td></td>
<td>• listen for the bells and organize books and materials on time.</td>
<td>• be in the designated lunchroom on time (9 and 10 only) and eat lunch while sitting in the desks.</td>
</tr>
<tr>
<td></td>
<td>• not disrupt any classes when walking through the halls.</td>
<td>• not use phones during classes.</td>
</tr>
<tr>
<td></td>
<td>• ensure that the lockers are locked with a school approved lock when leaving at the end of the school day</td>
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</tbody>
</table>
DISCIPLINE CODE

EXPECTATIONS FOR STUDENT CONDUCT

Our school was instituted for the instruction of covenant children. Through the covenant God promises everything, but also demands much in the way of thankful obedience. Instruction is part of that training in godliness which parents have promised to provide for their children. It follows therefore that the school as well as the home is part of the training ground for life within the covenant. Children have to learn to live what they are taught to confess. This demand to live obediently according to the demands of the covenant brings certain expectations of how children have to conduct themselves. At ECHS, students are expected to:

1. demonstrate respect for and obedience towards the Word of God as it is taught in the school. This respect means that opinions, decisions, and conduct are submitted to the authority of the Scriptures. This submission includes a willingness to be corrected by the Word of God.

2. demonstrate respect for and obedience to the teachers as those set in authority over them. This respect can be shown by addressing teachers by their proper titles, by speaking politely without backtalk, and by accepting and submitting to their instruction and discipline.

3. demonstrate respect for their fellow students as fellow heirs in the covenant. This respect can be shown in the way they treat the person, property and feelings of others. Gossip and ridicule break down and destroy. Any type of bullying will be dealt with seriously.

4. stand up for what is right in our life before the LORD. This may mean speaking out against wrong doing as well as encouraging peers in doing good.

5. use language respectfully in service to God and their neighbour. Verbal abuse of any kind is sin and cannot be tolerated.

6. dress in a manner that reflects they are followers of Christ.

7. demonstrate respect for the school and for their own property by taking care of things entrusted to them and by leaving alone what does not belong to them.

8. obey the school rules without complaining or trying to undermine them. Rules are there for the physical and spiritual well-being of everyone.

9. admit and apologize for wrongdoing and accept the consequences that may follow.

EXPECTATIONS FOR TEACHER CONDUCT

All teachers are expected to:

1. The teacher does not work in isolation but is part of the covenant community. As a member of the community the teacher must connect with parents of the students. Use the phone or e-mail to communicate with parents, especially when the student is struggling academically or behaviourally.

2. The teacher is part of the staff team. Be a collegial team player, looking out for the benefit of one another, being positive, solution oriented, sharing in the extra curricular duties.

3. Clearly define to the students the expected academic and behavioural standards to be achieved in the classroom;

4. Spell out consequences for breaking #3 above. Be consistent and do not hand out punishment indiscriminately;

5. Set a proper example for the students in promptness, dress, language, neatness, relationships with others, and enthusiasm for the school and what it stands for;

6. Be properly prepared for each class in terms of organizing required materials, making full use of each class period, providing a variety of teaching-learning techniques and maintaining high expectations for student effort;

7. Make use of colleagues in handling discipline problems. This consultation should emphasize corrective action and suitable punishment.

8. Remember that the large majority of students behave properly most of the time. Remember and give recognition to these students. Isolate the negative minority and deal quickly and firmly with them.

9. Demand suitable student behaviour everywhere in the school. Proper discipline is a
collective responsibility.

10. Speak positively of other teachers’ handling of discipline. If there is a disagreement, the teacher should speak privately with the colleague before referring the matter to the principal.

11. Provide the principal with clear and objective information in cases of severe or prolonged discipline problems. Written documentation would be a great asset.

12. Contact parents and invite their support and help for the corrective action to be taken with their child. Remember that parents desire a close connection with their child’s teachers.

13. Limit sending students out of class. If a student is sent out, he must stay by the classroom door and the teacher should talk to the student within reasonable time and admit the student back to class. It is assumed that if a student is sent to the office, the teacher could not resolve the matter but that it requires the attention of the principal.

14. Remember that punishment of students should be suitable to the seriousness of the students’ action. Contact with the home, teacher-assigned detentions, re-writing assignments and referral to the office are some available options to teachers. Except in cases of self-defense, teachers are not to physically hit students.

PUNISHMENT

Teachers stand in the place of parents. When students do wrong at school, the teacher must correct them in love based on a true concern for their spiritual well-being. Punishments are a corrective measure. As such, they have to be just and appropriate for the nature of the offence as well as for the character and age of the student. Because all students are different it is neither possible nor right to punish them all in exactly the same way. In some cases, a word of reproof is enough. Other forms of punishment may include classroom or office detentions, taking away a certain privilege, or giving them an additional assignment. Corporal punishment is not used. Any form of physical contact is not proper and must not take place.

The following corrective measures will be taken:

A. Counselling is the first step in dealing with misbehaviour. Such counseling of a student by a teacher can be immediate and informal.

B. Unacceptable behaviour will result in a student losing his/her privilege in taking part in intra-mural sports, school teams, clubs, school trips, and off property privilege.

C. Teachers may give a classroom detention if a student fails to complete his/her work, or is inattentive or disruptive in class. The main purpose of a class detention is for the student and teacher to review the reason and solution for the student’s misbehaviour.

D. Parent contact is of critical importance in promoting shared discipline of the student in the school and at home.

E. Repeated misbehaviour in class, serious offences, and any breaking of general school rules are to be brought to the attention of the principal by means of a written report. The office has the following options in dealing with discipline:

a) The first step that could be used would be counseling to see if the problem can be quickly resolved or if there is a misunderstanding between a student and a teacher.

b) The office will contact the parents if there has been a serious infraction, or when a less serious infraction is repeated. Parents are also contacted by phone and letter if a student is accumulating too many office detentions.

c) Office detentions can be assigned for lateness to class and repeated lateness of assignments and homework, truancy, breaking of general school rules, and major or repeated disruptions in class. Office detentions have precedence over all other school activities. A detention is intended to inconvenience the student and to deter him from future actions that might result in additional detentions.

d) Three office detentions will result in an after school detention, where the students will be dismissed at 5:00 p.m. Six office detentions (two after school detentions) will result in a one-day suspension. The accumulated office detentions will apply to one semester only, with a clean slate for the next semester.
e) Detentions received from substitute teachers are automatically classified as office detentions.

When students do not respond to discipline as they should, the school will take stronger measures to protect the school as a Reformed community and to correct these children who persist in disobedience. These measures are suspension and expulsion.

**SUSPENSION POLICY**
The principal has the authority to suspend a student. A student will be suspended under the following circumstances:

a) If he/she commits a flagrant act of disobedience such as swearing, cursing, fighting, bullying, plagiarism, forgery, filthy talk, gestures, or notes, vandalism or theft, smoking. A serious offence could result in an immediate suspension. Otherwise the first two offences will result in an office detention with notification of parents. The third offence will result in suspension, the length to be determined at the time.

b) If he/she continually disobeys and undermines the rules of the school and the authority of the staff despite repeated classroom detentions. (See student rules.)

**RESPONSIBILITY OF PRINCIPAL:**

a) The principal will inform the parents of the cause, duration, and implications of the suspension via a telephone call on the day that the suspension is issued.

b) The principal will inform the Education Committee about all suspensions.

c) The principal has the authority to extend the suspension if proper apologies have not been made.

**RESPONSIBILITY OF PARENTS:**

a) Parents will see to it that the time spent at home as the result of the suspension is not turned into a holiday. The student must also experience the discipline of his/her parents. Parents should arrange to have the student telephone a reliable classmate for homework assignments.

b) One or both parents must bring the student back to school at the end of the suspension period and personally see to it that the student apologizes to all parties involved. This is the most crucial part of the suspension procedure and should be carefully prepared and carried out.

**IMPLICATIONS FOR THE STUDENT:** A suspension means that the student:

a) Will receive a zero grade for all tests and assignments missed;

b) Will possibly experience some difficulty with subsequent school work because of missed lessons;

c) Will be entirely responsible for making up and understanding work missed; and

d) Will have to apologize sincerely for the misdemeanor(s) which led to the suspension and show amendment of his/her ways afterwards.

**EXPULSION POLICY**

When a student deliberately and persistently refuses to act in a Christian manner and threatens the spiritual, emotional and physical well-being of other students and/or teachers, then s/he does not belong at our school. When there is no longer a willingness to accept and respond to correction, then such a student must be removed from the school through a formal expulsion. The purpose of expulsion, like that of suspension, is correction - an amendment of life and change of heart - so that the student can be received back into the school community at the conclusion of the expulsion period set by the School Board.

The steps for expulsion are as follows:

a) Except for cases of flagrant abuse or crime, there will be a period of time during which the student will be admonished and perhaps suspended. The staff will consult with the parents about the behaviour or attitude of their child. The princi-
pal will inform the Education Committee of any actions taken.

b) When the staff deems that a student no longer responds to correction and that his/her presence threatens the well-being of others, then the principal will inform the School Board and Education Committee of the need to proceed with expulsion.

c) The School Board will proceed with formal expulsion by visiting the parents and setting the length of time for which a student will be expelled. Normally an expulsion will last the duration of the current school year.

d) Re-entry to school will take place via an interview which includes the parents and student and staff and school board representatives at the conclusion of the set expulsion period. This interview must satisfy all parties concerned of the student’s willingness to show amendment of past behaviour and to submit to the demands of covenantal living.

BUS RULES

1. Please call your Route Coordinator if your child(ren) will not be riding the bus on a certain day. They will inform Elliot’s who in turn will inform the driver.

2. Passengers are not to ride on the bus other than on the one to which they have been assigned. Exceptions will be considered only if written requests have been made one day prior to the event, and if the bus driver grants permission. Do not assume permission has been granted as busses are near to capacity! If the bus is loaded to capacity “extra” children will be placed on their regular or remain at school.

3. Students are to be at their bus stop 5 minutes before scheduled pick-up time.

4. Be aware of the danger zone around the bus. The danger zone is anywhere close enough to the bus to touch it. The bus driver cannot see you when you are in the danger zone.

5. If students are to cross the road at their designated stop, never cross before the bus has come to a complete stop, and the cross arm has been extended. The bus driver will signal for you cross when he/she is sure that it is safe to do so.

6. Passengers are to take their seats promptly, and sit facing forward at all times. They must be seated at all times when the bus is in motion. Passengers should move only with driver’s permission.

7. The emergency exit (rear door) shall not be used, except in case of an emergency.

8. Passengers must, at all times, keep their bodies and all parts thereof inside the bus.

9. No loud or annoying noises that may distract the driver’s attention. Swearing and foul language are absolutely prohibited.

10. No eating or drinking on the bus.

11. No litter is to be left on the bus or thrown from the bus.

12. No fighting or disturbances of any kind are permitted on the bus.

13. Feet are not allowed on the seats or backrests. Any willful damage done to the bus by a student will be the responsibility of the student or his/her parents.

14. Passenger seating is to be arranged by the bus driver.

15. Passengers must be dressed to suit weather conditions.

16. Parents of children with chronic health problems are asked to please notify the transportation committee and they will inform the appropriate driver.

PINK SLIP POLICY

17. The bus driver has the authority (and is expected) to enforce the bus rules! If the student persists in behaviour contrary to the rules, the driver will admonish the student and use the following disciplinary procedure:

a. The driver will fill in a disciplinary form describing the misconduct. This form will be distributed to the principal, and to the transportation committee. Parents will be notified after first offence. After a third offence, bus privileges will be suspended for one day.

b. Chronic misbehaviour and serious offences will be dealt with by the transportation committee in an expeditious manner, and may result in immediate suspension of bussing privileges for a period of time.
AWARDS

Every year at the grade 12 graduation ceremonies, eligible students receive awards and bursaries in recognition of specific achievements and/or to pursue post-secondary studies.

The following are awards and bursaries awarded by ECHS and supporters of ECHS.

GENERAL AWARDS –
1. Honour Achievement Awards – This award is given in recognition of an overall average of at least 80% for the duration of their four years at ECHS year (in calculating the students average, the two Bible marks each year are averaged together).
2. Citizenship Award – This award is given to the student who promoted the school in a positive and active way throughout this year.
3. Stewardship Award – This award is given to the student who, in all areas, has used his/her talents to the fullest.

BURSARIES –
1. Jordan Hutchinson Memorial Academic Proficiency Award
   Criteria: The student with the highest average in six ‘grade 12 university level’ courses and pursuing studies at the university level after completion of high school education.

11. Post Farm Structures Award – This award is given to the ECHS graduate who has successfully enrolled in a university or college level program in the field of construction-technology and who has the highest average of these students in all grade 12 level courses, including Bible.

12. Royal LePage RCR Realty Business Excellence Award – This award is presented to the ECHS graduate who has successfully enrolled in a university or college level business program, and who has achieved the highest standing in all grade 12 level courses, including Bible.

13. The L. Martin Toet Memorial Athletics Scholarship
   The award is given to two graduands, a male and a female, who have enrolled in a full-time post-secondary college or university program, and who have, during their four high school years, shown strong commitment, loyalty and leadership in the ECHS sports programs.
   Recipient must
   a. Have participated in sports each year of high school for at least one season (i.e. Fall, Winter, Spring)
   b. Have exhibited a high level of commitment to both practices and games
   c. Have fulfilled roles to help his/her team and/or other teams in the ECHS program (ie coach assistant, scorekeeping, equipment setup/takedown etc)
   d. Have contributed more than others to the school athletic program
   e. Recognize and carries the balance between academic and sports
   f. Exhibit positive qualities on or off the court/field in leadership; teamwork; ambassadorship; respect for coaches, teammates, opponents and officials; fair play/honour; and sportsmanship

GOVERNMENT AWARDS
1. Governor General’s Bronze Medal – Is awarded to the student with the highest average. Information is available at www.gg.ca

2. Ontario Scholar’s Certificate – Those with an 80% average in any six subjects at any level are eligible.