



**PARENT/
STUDENT HANDBOOK
2021 – 2022**

Emmanuel Christian High School Association

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ECHS 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 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 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 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 the view that students are traveling on their 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 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 the sciences.
- 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 way we present the content of our subjects must follow the thoughts and views of most 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 because 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 learns. This tension cannot, and should not, be removed, but teachers should understand 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 is having 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 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



STAFF 2021-2022

Full-Time Teachers

G. Alkema, B.Sc., B.Ed.

S. DeBoer, B.Sc., M.Ed., OCT

T. Gansekoele, B.Sc., B.Ed., OCT

T. Hopman, B.Sc., Ph.D.

C. Hutchinson, B.Eng.

A. Kingma, B.A., B.Ed., OCT

C. Mans, B.A.

C.J. Vanderveen, B.A.

S. Vanleeuwen, B.A.

L. Vanveen, B.A., B.Ed., OCT

Subject Areas

Bible, Biology, Science, Math

Music, Principal

Bible, Math, Geography, French, Accounting

Math (Functions, Calculus), Physics, Computer Engineering, IT

Bible, Chemistry, Computers/ICT, Science, Biology, P.E.

Bible, English, History, Vice-Principal

Bible, History, P.E., English

Bible, English, Physical Geography, Law, French

Art, Business (Entrepreneurship), Computers/ICT, Emotional Support

Bible, Math (Data Management), Humanities

Part-Time Teachers

A. Lodder, B.Sc., Dip. Ed.

Science, PE, Food and Culture

N. Mans, B.A.

Co-op, Guidance, P.E.

C. Vanderveen, B.A., B.Ed., OCT

Geography, Computers/ICT, Civic and Careers

H. VanWoudenberg, Dip. Teach.

French

K. Vis, B.A.

Bible, English, P.E.

Learning Assistance Coordinator

J. Jagt, Dip. Teach.

Learning Assistance, Emotional Support

Office Administrator

T. VanDyk, Dip. Bus. Admin.

Custodian

B. Knot, Dip. Woodworking

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 to obtain the Ontario Secondary School Diploma:

Compulsory Credits (total of 18)

4 credits in English (1 credit per grade)

3 credits in Mathematics (at least 1 credit in Grade 11 or 12)

2 credits in Science

1 credit in Canadian History (Grade 10)

1 credit in Canadian Geography (Grade 9)

1 credit in the Arts

1 credit in Health and Physical Education

1 credit in French as a second language

0.5 credit in Career Studies and 0.5 credit in Civics

and

1 additional credit in English, or French as a second language, or a Native Language, or First Nations, Métis, and Inuit Studies, 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 French as a second language, or cooperative education

1 additional credit in science (Grade 11 or 12), or technological education, or French as a second language, or computer studies, or cooperative education

Note: of the compulsory “additional credits” described above, a maximum of 2 credits in French as a second language can count as compulsory credits, and a maximum of 2 credits in cooperative education can count as compulsory credits.

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 including the summer prior to entering grade 9.

The Ontario Secondary School Literacy Test (OSSLT)

Students will normally take this compulsory literacy test, administered by EQAO, 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 Gr. 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, if they have earned a minimum of 14 credits distributed as follows:

Compulsory Credits (total of 7)

2 credits in English

1 credit in Canadian Geography or Canadian History

1 credit in Mathematics

1 credit in Science

1 credit in Health and Physical Education

1 credit in the Arts, Computer Studies, 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 ON COURSES

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. Learning Assistance Program

For students who need special help in meeting curriculum expectations, accommodations and/or modifications may be developed at the school's discretion. Educational assistance is available for students who need more assistance in their learning than the classroom teacher is able to provide.

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:

Characters 1 – 3: Subject area and course

Character 4: Grade: 1 = 9
2 = 10
3 = 11
4 = 12

Example:
AMU30
AMU = Music
3 = Grade 11
O = Open

Character 5: Streams:

D = Academic
P = Applied
U = University Preparation
M = University/College Preparation
C = College Preparation
E = Workplace Preparation
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 at Emmanuel 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.

ASSESSMENT AND EVALUATION POLICY

1. INTRODUCTION

The primary purpose of assessment and evaluation is to improve student learning. The following seven fundamental principles lay the foundation for our practice in assessment and learning. To ensure that assessment, evaluation and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- Are fair, transparent and equitable for all students;
- Support all students, including those with special education needs;
- Are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students;
- Are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- Are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.
- Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

2. PURPOSE

At the high school level, we also are concerned specifically with developing academic discipline, varied feedback, and valid data with which to report student performance. Education is a dynamic interaction with students. Evaluation also is a process that constantly requires the teacher's planning and implementation.

3. GENERAL GUIDELINES

- a. Assessment is to be regular and reflect content, objectives, and skills developed in class.
- b. Using a variety of techniques ensures increased validity of assessment and evaluation and accommodates student learning difficulties. Do not compromise educational standards to provide convenient outcomes.
- c. A variety of methods is to be used to improve the validity of the evaluation, including triangulation of observations, conversations, and student products.
- d. Although there are individual differences, our evaluations are mostly a reflection of student performance and not potential.
- e. The stress on knowledge, attitudes and skills is to be appropriate to the grade level. Appropriate balance is to be made in assessing recall, analysis, synthesis, and application.
- f. We act as models to our students through our evaluation. Neatness, clarity, advance warning, good organization, and quick return of tests and projects go far to challenge students to greater efforts.
- g. The reviewing of tests and projects is viewed as part of the learning process and an extra review of the material covered by the evaluation.
- h. Evaluation also guides further subject planning and assistance for individual students.
- i. Be consistent in the use of questions and direction terms such as list, describe, explain, etc.
- j. Do not give a mark on a purely subjective factor such as effort. There is room on report cards to make comments on that aspect of the student's performance.
- k. Validity of evaluation can be checked through consultation with other teachers.
- l. Written comments and corrections on tests and projects promote student learning, even though they take more teacher effort and do not provide quantitative data.

- m. We test more than what is learned intuitively. Therefore, guidance should be given to students in planning the review of material learned over a long period of time.
- n. The timing of tests or evaluation tasks should provide advance notice for students and fall appropriately at the end of a unit.
- o. The guidelines produced by the Ministry of Education contain extensive sections on student assessment and evaluation, in particular *Growing Success (2010)*. Study these guidelines carefully when establishing goals for student assessment and evaluation.
- p. Applied, workplace and modified-level students should receive frequent and brief evaluation, covering limited material.

4. TESTS, EXAMINATIONS, REPORTING

- a. The following considerations will be used to determine the students' final semester mark in the academic courses:
 - 70% of the grade will be based on assessments and evaluations conducted throughout the course (term mark)
 - 30% of the grade will be based on a final evaluation in the form of an examination or final culminating activity towards the end of the course, or a combination of the two.
- b. To help students gain the fullest possible benefit from this set-up, teachers should ensure that:
 - Students are assisted in synthesizing the semester's work by clear statement of objectives;
 - Students are supplied with review sheets and similar aids, especially before the final examinations;
 - Course outlines are coordinated with evaluation procedures;
 - Courses are continually checked for unity and coherence, and educational objectives established.
- c. Teachers should prepare rubrics for specific evaluation tasks that follow the guidelines in the Ministry of Education documents. These rubrics are most suitable for complex tasks such as assignments, oral presentations and group work.
- d. Preparation of Final Examinations
 - A week prior to the exam being written, teachers are to submit an initial copy of their exam to the principal. Upon return, make changes if required and run off the exam and store copies in the principal's office. On the day of the exam, the supervising teachers will pick up the exam by 8:20 at the latest in order to set up the gym for the exam. Teachers with exam supervision duties must be in the gym 15 minutes before the start of the exams.
 - Length of exams for all courses is 2 hours. Exam marks will not be divulged to students except on report cards. Final exams are kept in the office for a year. If parents wish to appeal an exam mark, they should be accommodated. An appointment will be made by the principal so that the parents can view the exam in the presence of the principal. If they make the request, they should also be informed about the manner in which the final mark is arrived at. Exam marks will appear on the February and June report cards.

5. GRADES

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

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

6. HOMEWORK AND COURSEWORK

- a. After missing more than 12 classes of a course, a phone call will be made to the home. If more than 15 classes are missed, the student may forfeit the credit in that course.
- b. As we are called to be diligent in our work and work habits (i.e. Proverbs), students will be penalized for late submission of student work. Teachers may deduct a percentage of the mark per day and/or give student office detention. The manner in which this may occur will differ from course to course. Every teacher must stipulate in handouts, as well as in each course outline how they will deal with late submissions.
- c. 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.
- d. The last week of semester is a 'dead' week, which means that no new assignments (this does not include homework) will be given. 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, or a final unit test.
- e. A student in Grade 9-10 may receive an 'incomplete' on his or her report card to indicate that credit recovery is necessary. There are three ways in which a student can receive an 'incomplete' in his report card:
 - i. By 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.
 - ii. By being 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.
 - iii. 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'. The 'incomplete' will be subject to the approval of the Principal. If a student receives an 'incomplete' he or she has until the marks, for the staff, are due in the office. They 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.
- f. 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:

Grade 9/10 – 90 minutes per day

Grade 11/12 – 120 minutes per day

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

BIBLE PROGRAM

In addition to the Ministry of Education requirements, Emmanuel also requires that all students take Bible courses. Our courses in Bible are not accredited, but these courses are an integral part of the students' total education in our reformed Christian school. With respect to teaching techniques, assessment and evaluation and a standard curriculum, the Bible program is like the other subjects. 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.

LEARNING ASSISTANCE PROGRAM

ECHS recognizes that God has apportioned gifts and talents differently among all people, and thus, students learn in different ways. Most students can 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, independent learners.

Policy

Learning assistance will be provided in core subjects for every student in high school who has a diagnosed learning exceptionality. The learning assistance coordinator 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.

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.

Special High School Consideration for Learning Assistance

- a.) Streaming in all grades provides some academic adjustment for students with learning exceptionalities.
- b.) Teachers have a high degree of specialized knowledge in the subjects they teach. They look for help from the learning assistance coordinator as to how the content, evaluation, and methodology should be adjusted.
- c.) Regular meetings of teachers and the learning assistance coordinator is organized throughout the year to help them deal with students with specific needs.

The Learning Assistance Coordinator 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.

The classroom teacher is expected to:

- a.) Provide the learning assistance coordinator 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 assistance coordinator with a weekly overview and daily lesson plans. The latter should include specific areas that the teacher wants the learning assistance coordinator to focus on.
- c.) prepare summative evaluations (tests or unit activities), in consultation with the learning assistance coordinator, unless other arrangements have been made. Evaluations that will be conducted by the learning assistance coordinator need to include answer keys.

- d.) Dialogue daily with the learning assistance coordinator either before or after the class to ensure cooperative planning and observation of student performance.
- e.) Consult with the learning assistance coordinator 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 assistance coordinator.
- j.) Assist in monitoring the performance of EAs.

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 assistance coordinator 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 assistance coordinator 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 assistance coordinator, in consultation with the principal, introduces the staff to the unique characteristics of students with learning exceptionalities.
- b.) the learning assistance coordinator 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 assistance coordinator, the principal, and their child's teachers to review the success of the program that has been put in place for their child.

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 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.

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.

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 2020

GUIDANCE AND COURSE SELECTION POLICY

Careers and Guidance

All students in Grade 10 receive their first formal guidance with regard to post-secondary and/or career paths in Grade 10 Careers (GLC20), mandatory 0.5 credit course all students must take to fulfill the requirements of the OSSD.

In Grade 11, the guidance teacher will spend a minimum of one Bible period one-on-one with each student in the guidance office during semester 2. The purpose of this consultation is to begin assisting and supporting the student in thinking about possible post-secondary studies and career pathways and the requirements to get there. The guidance teacher will also regularly provide resources and information on post-secondary institutions, apprenticeship programs, bursaries and awards, etc.

In Grade 12, the guidance teacher will spend a minimum of one Bible period one-on-one with each student in the guidance office during semester 1. The purpose of this consultation is to answer any final questions the student might have about post-secondary studies and career pathways, apprenticeship programs, and to help prepare the students for post-secondary applications which typically occur in Dec-Jan of their Grade 12 year.

Course Selection Changes

Every effort is made to assist students in choosing courses that are in the best interest of the students. Each spring, an evening open house is typically organized by staff to allow Gr. 10-11 students the opportunity to ask questions and seek advice about course selection choices for the following school year.

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. Course Change Requests will be considered (via the form for that purpose) 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.

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 teacher and the principal and a determination will be made by the principal, after consultation with the student and his or her parents. ECHS is committed to a 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.

STUDENT EMOTIONAL SUPPORT PROGRAM

Overview and Program Rationale

I. **Introduction and Context**

The staff and students at ECHS share a unique biblical foundation that informs their culture and practice. ECHS actively supports the learning of all students, recognizing that each student is a covenant child of God, and has been created with a unique character, as well as gifts and talents, that need to be developed and used to bring praise to God as the giver of these gifts.

It is acknowledged that pain and suffering, as well as threats and challenges to students' health and wellbeing, is one of the consequences of living in a sinful world. Although most students will navigate their school years with minimal concerns regarding their mental and emotional health and wellbeing, the reality is that there will be students, who at some point in their schooling, will experience emotional or psychological distress for various reasons, or will be exposed to trauma and cumulative harm that will impact on their schooling.

Educators at ECHS recognise that emotional wellbeing of students is fundamental to their ability to learn effectively. Emotionally healthy students are content and able to deal positively with life's challenges, are better prepared to cope with the everyday demands of school life (such as attending class, forming and maintaining supportive peer relationships, completing assignments and achieving academic excellence), experience a sense of connectedness with the school and school community and are well placed to develop into Godly, well balanced and successful young adults. This ECHS Student Emotional Support program overview and rationale summarises the way in which ECHS supports the mental and emotional health and wellbeing of its staff and students.

II. **Policy objectives and principles**

- ECHS intends to promote and develop a godly, Biblical, whole school approach to mental & emotional health & wellbeing, by:
 - providing a school environment and culture which recognises, values, promotes and builds student safety and wellbeing (posters, outreach/communication/newsletter) and "normalizing" the need for emotional wellbeing of our students.
 - facilitating and encouraging a culture of school spirit that embodies the servant-like love and care between all students and teachers in their relationships as demonstrated by our Lord and Saviour
- Teachers will walk alongside the student in those struggles which are manifested when they are in school, and which negatively impact their ability to learn
- The SES team will work collaboratively with families/parents and professionals] who are involved in caring for students' mental and emotional health and wellbeing and support families in the education of their students
- The school will engage in professional learning to build capacity for enhancing the social, emotional and learning outcomes of all students and to promote student and staff wellbeing

III. **Overview of Approach**

The Student Emotional Support program at ECHS will follow a three-tier approach. Phase one of this program, as it is rolled out in Fall 2021, will focus exclusively on Tiers 1 and 2. Tier 3 is something that may be implemented at a future date, and will require more development.

Tier 1 – Peer support and Education

This incorporates the following initiatives, coordinated by the SES committee in collaboration with the SES teacher liaisons, the principal, and student's council/student leadership team:

- Peer support - students will be divided into cross-grade pods/small groups and will remain in these pods for the duration of a school year. These pods will be their "student community" for the year, and together with their pod, students will participate in a mixture of educational and fun, social activities. (e.g., historically student's council has had ECHS homerooms compete in fun activities and gather points for their 'team' and these points would be tracked as part of a 'points race', with a designated prize

at the end - these SES pods could replace these homeroom teams; pods would include senior students with designated leadership roles in the pod, who would collaborate with SES teacher liaisons to coordinate SES educational activities)

- Education - the SES committee in collaboration with the SES team, administration, and teachers will coordinate small- and large-group workshops, assemblies, and evening presentations on topics related to students' mental and emotional health and wellbeing. This will include, as much as possible, connections to course curriculum, and in particular the PE/Health curriculum.

Tier 2 – Formalized Emotional Support for individual students.

The SES team will be available for students for emotional support for specific time appointments every day. The coach will also be available to teachers for “emergency” help with students when needed during other times of the day (student breakdowns).

This includes individual meetings with students who are struggling and need support to manage their day. The meeting can be initiated by the student, teacher or a parent. The meeting would begin by listening to the student in a caring and empathetic manner and collecting information. The SES coach might collaborate with students to develop strategies to enhance wellbeing, promote safety and counter bullying and abuse in all online and physical spaces. It might also include advocating for students with their teachers in managing the pressure they may feel at school in the forms of classroom expectations, seating arrangements, assigned work pressures, etc. The SES coach could also collaborate with the LAP coach to create a plan. Or perhaps the student needs more help than the SES coach is equipped to give at that time; they would then be given other resources to help them. The SES coach would encourage and facilitate parental involvement wherever they can. And in every step the SES coach reminds the student of God's love and His covenantal promises.

Tier 3 (Future plan - Sept 2022) – Professional Counselling

Available on limited appt times. This tier would be only available after both the 1st and 2nd tier have been utilized and deemed not enough for a student. This counselling is available only with parental consent. This could be partly funded by parents/ church/ membership.

IV. Responsibilities and Duties

Committee's Role:

- to oversee the overall function of the SES program at ECHS, regularly be updated on the progress and development of the program
- to evaluate the progress and impact of the program
- to offer support in gathering data and resources.
- to evaluate school data to identify trends in order to effectively respond to the changing needs of students and families to prevent mental ill health impacting on student learning and school culture
- to facilitate the communication between home and school
- to represent the SES program to the Education Committee and Board of Directors

(See also appendix A, Student Emotional Support committee mandate)

SES Team Member's Role:

- To actively walk alongside the students in their day at school and support them wherever possible.
- Support and listen to each other and our students in a caring and empathic manner
- Role model positive mental health and well being
- Employ positive, God centred, behaviour support and management strategies that seek to nurture and train students in wisdom and godliness
- Recognise that students are better prepared for learning when they are content, thankful and feel safe
- Collaborate with students to develop strategies to enhance wellbeing, promote safety and counter bullying and abuse in all online and physical spaces
- To be available for students for emotional support for specific time appointments every day (currently 8:45-9:20).
- To be available to teachers for “emergency” help with students when needed during other times of the day (student breakdowns).
- To advocate for students with their teachers in managing the pressure they may feel at school in the forms of classroom expectations, seating arrangements, assigned work pressures, etc.

- To collaborate with the LAP coach to create a plan.
- To help teachers promote emotional wellbeing of students in their classrooms
- To educate students on what the SES program is and how it can be used
- To educate students and teachers by organizing assemblies and events that promote and support an emotionally sensitive environment.
- To create events and clubs that support and educate students about emotional
- To create a network of resources that can be used by students and families.
- To collaborate with parents and support them in their role.
- Information between the student and the SES team member is confidential within the boundaries of risk and duty of care as students are minors. If a student discloses information that is judged to be of a nature that places the student or another person(s) at serious risk, or the student is involved in behaviour that is against the law, the SES team will follow the Ontario law.
- The SES will maintain appropriate case management notes that will be stored in a confidential manner.

Parent's Role:

- Be made aware of the SES program at Emmanuel Christian High School
- Encouraged to stay in close communication with the school if they notice issues that may impact their child's academic progress or overall wellbeing at the school
- Be invited to attend any educational opportunity that the SES committee hosts for the student body
- Be encouraged to offer suggestions for educational opportunities which could be offered or organized by the SES committee
- Notified and communicated with regularly as to the work of the SES committee
- Prayerfully support the work of ECHS staff and students and the Student Emotional Support program

Educators' Role:

- To support and listen to each other and our students in a caring and empathic manner
- To embed mental ill-health prevention and early intervention into the school (eg explicitly teach social and emotional skills using evidence informed practices)
- To promote strategies that increase student resilience
- To include professional development of staff in areas such as social and emotional learning, student safety, student wellbeing and mental health literacy (knowledge about mental health disorders including their recognition, management, and prevention).
- To identify concerns early and act on these concerns in a meaningful manner and inform parents when necessary.
- To encourage and advocate help from the SES team.
- To support the recovery of student following disclosure of suicidal behaviour or self-harming behaviour
- To work together with the student, family, and mental health professionals to support the improvement in mental health should there be mental health concerns.

CONCUSSION POLICY

The ECHS staff and board of directors recognizes the importance of maintaining a safe learning environment for all students, including during health and physical education classes, extracurricular activities and interschool sports competition. This concussion policy was developed to ensure alignment with current Ontario legislation (Rowan's Law—Concussion Safety) and the Ontario Ministry of Education Policy/Program Memorandum No. 158.

Concussion Awareness

Concussion is the term for a clinical diagnosis that is communicated by a physician or a nurse practitioner. School staff, board staff, or volunteers cannot make a concussion diagnosis, but must advise students who are suspected of having sustained a concussion and their parents to seek a medical assessment by a physician or a nurse practitioner. The definition of concussion given below is adapted from the definition provided in the concussion protocol in the Ontario Physical Activity Safety Standards in Education.

A concussion:

- is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);
- may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
- can occur even if there has been no loss of consciousness (in fact, most concussions occur without a loss of consciousness);
- cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

Research demonstrates that a concussion can have a significant impact on an individual – cognitively, physically, emotionally, and/or socially. Most individuals with a concussion get better in one to four weeks, but, for some, the healing process may take longer. It is possible for a concussion to have long-term effects. Individuals may experience symptoms that last for months or even years – symptoms such as headaches, neck pain, or vision problems. Some individuals may even experience lasting changes in their brain that lead to issues such as memory loss, difficulty concentrating, or depression. It should also be noted that if an individual suffers a second concussion before they are free from symptoms sustained from the first concussion, this may lead to “second impact syndrome”, a rare condition that causes rapid and severe brain swelling and often has catastrophic results.

At ECHS, effort will be made to regularly educate staff, students, and parents on the importance of concussion prevention and safety. Concussion signs/symptoms and protocol review material will be placed prominently in the staffroom and the entrance to the gymnasium. These materials will also be placed on the website and this concussion policy will be included in student/staff handbooks.

All individuals involved in athletics at ECHS will be expected to complete, yearly, an ECHS Concussion Code of Conduct, including review of the Ontario Government *Concussion Awareness Resource: Rowan’s Law* e-booklet and video (<https://www.ontario.ca/page/rowans-law-concussion-awareness-resources>). It is the responsibility of the ECHS athletic director to ensure that all participants in ECHS PE and athletic activities complete these codes of conduct annually.

Additionally, concussion-related and other sports-related first-aid training and professional development will be encouraged and financially supported for relevant staff and coaches as needed.

Concussion Removal-from-Sport Protocol

If a teacher supervisor or coach suspects a student of receiving a concussion that student shall be removed from sport and other physical activity immediately (sport = training, practice, competition, class). It is the teacher-in-charge’s responsibility to communicate this decision to student, coach, and parents/guardians.

Suspicion of concussion will be determined by the teacher supervisor or coach observing **one or more** of the following signs or symptoms of concussion. These signs or symptoms might show up right away after a blow to the head, face, neck, or body, or they might show up hours or even days later. (Note: most people with a concussion **do not** lose consciousness).

Common signs and symptoms, in conjunction with a blow to the head, face, neck, or body:

<p>Physical</p> <ul style="list-style-type: none"> ● Headache ● Pressure in the head ● Dizziness ● Nausea or vomiting ● Blurred vision ● Sensitivity to light or sound ● Ringing in the ears ● Balance problems ● Tired or low energy ● Drowsiness ● “Don’t feel right” 	<p>Cognitive (Thinking)</p> <ul style="list-style-type: none"> ● Not thinking clearly ● Slower thinking ● Feeling confused ● Problems concentrating ● Problems remembering <p>Emotional</p> <ul style="list-style-type: none"> ● Irritability (easily upset or angered) ● Depression ● Sadness ● Nervous or anxious <p>Sleep-related</p> <ul style="list-style-type: none"> ● Sleeping more or less than usual ● Having a hard time falling asleep
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Upon suspicion of concussion both the principal and parents/guardians of the student shall be notified that same evening. Upon removal from activity by the observation of one or more signs or symptoms of concussion the student shall not return to sport or physical activity at the school until the return-to-sport protocol (below) has been satisfied. The principal is responsible for ensuring that a student does not return to sport until the return-to-sport protocol has been satisfied whether or not the injury occurred at school.

Emergency situations: Call 911 if the person is unconscious, has lost consciousness or had a seizure.

Concussion Return-to-Sport Protocol

An athlete who has sustained a concussion or is suspected of having sustained a concussion will not return to sport or physical activity at ECHS until the principal is satisfied that both of the following have approved a return-to-sport in writing.

- Parent / guardian
- Medical official (note from a physician or nurse practitioner)

The school will support a **gradual** return to school and sport activities, in consultation with parents/guardians, medical officials, and the learning assistance coordinator if necessary.

The principal is responsible to communicate this decision to relevant school staff.

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 the bus company 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 always. They must be seated always 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, always, 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 wilful 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

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:

1. The driver will fill in a disciplinary form describing the misconduct. This form will be distributed to transportation committee and principal. Parents will be notified after 1st offence. After a 3rd offence, bus privileges will be suspended for one day.
2. Chronic misbehaviour and serious offences will be dealt with by the transportation committee in an expedient manner, and may result in immediate suspension of bussing privileges for a period.

REGULATIONS FOR STUDENTS

(During the COVID-19 pandemic, staff & students must follow additional specific requirements outlined in the document *Approach to Reopening Schools* (updated Aug. 2021, see Edsby and the school website for this plan))

It is our expectation that every 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.

Below you will find a number of specific regulations, organized alphabetically by topic.

1. Athletics:

- a. All ECHS teams will be limited to two before- or after-school practices per week during the pre-season, and one practice per week during the season.
- a. Practices for one season should not commence until the previous season has been completed.
- b. Student participation is guided by the following guidelines:
 - i. 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.
 - ii. 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.
 - iii. 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.
- c. 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.
- d. All ECHS athletics, their parents, coaches, trainers, and teacher supervisors must annually complete the Concussion Code of Conduct to be filed by the Athletic Director – see also “Concussion Protocol”

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 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 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. Contact:** 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.
- 4. Dress Code:** 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, black, or grey 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. 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. Jean cut-offs, pants with holes, stretchy sports pants, pajama pants, yoga 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 visible.
 - 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.
- 5. Electronic Devices:** Electronic devices (e.g. phones, tablets, iPods, laptops, etc.) may not be used during class times 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. For an initial infraction, the administration will return electronic devices after 24 hours.
- a. Personal laptops may be brought into the classroom only if the classroom teacher gives permission. Playing games on your computer 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.
- 6. Food and Drink:**
- a. Gum chewing is allowed in the school building as long as gum is chewed discreetly and discarded properly in garbage containers.
 - b. Grade 9 and 10 students are expected to eat their lunch in their homeroom classroom for the first 10 minutes of the lunch period. Grade 11 and 12 students may eat their lunch at their convenience on or off property.
 - c. No food or drink (other than water) will be allowed in the gym.
 - d. Students may not eat during class time; at the teacher’s discretion, students may drink in class as long as the drink is in a closed container and is not a mess or distraction.
- 7. Learning Commons/Library:** The Learning Commons (a.k.a. Library) 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 (ask the LAP coordinator). 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. Conversational study should be done in the Student Commons.
- 8. Lockers:** 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 a combination lock. Lockers must be locked overnight to ensure the cleanliness of the halls and to promote respect for each other’s possessions.
- a. Students are expected to keep their lockers neat. No pictures that are sexually suggestive or feature modern day

music, bands or celebrities are to be posted in lockers. School administration can issue locker checks any time throughout the school year.

9. Off-Property Privilege:

- a. 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. Students in grade 9 and 10 may not ride in student vehicles at lunch.
- b. Students are not allowed on any part of the adjacent condominium property. Anyone on these grounds will receive an office detention.

10. Office Phone: The school telephone is not to be used by students, except in cases of emergency.

11. PE Uniforms: Students are required to wear "ECHS approved" PE uniforms during physical education classes and sport team practices, unless the principal has approved otherwise. Only non-marking runners may be worn in the gym. Approved PE uniforms can be purchased in the school office.

12. Plagiarism/Academic Dishonesty: Plagiarism is using ideas and words of others without clearly acknowledging the source of information. It includes the 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.

13. Prep Periods: Students on prep periods are not to wander the hallways. They may use the Learning Commons, Student Commons or study rooms. They may only leave the school if they have signed out and with principal's permission.

14. Property Damage: Students who inflict property damage (i.e. textbooks, furniture, lockers, windows, walls, posters, vehicles etc.) are liable to restore the damage or to pay for its restoration, at the discretion of the ECHS property committee.

15. School Supplies: Students are expected to have the required school supplies, published in the August *ECHS CONNECTION*.

16. Smoking/Vaping: Students are not allowed to smoke/vape or be in possession of cigarettes/vapes 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:

- a. Since the smoking ban is in effect for the entire school day both on and off property, students who smoke/vape should leave their cigarettes/vapes at home.
- b. 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.
- c. The ultimate purpose of this policy is to encourage all students not to start smoking/vaping, and to encourage all smokers/vapers to quit.

17. Staircases: Only staircases on the ends of the north and south sides of the school are for student use. The elevator is only to be used with permission from the principal. The east emergency stairwell is off-limits to students except for emergency.

18. Student Vehicles: Vehicles are allowed to be used by students in the ECHS parking lot.

- a. Vehicles cannot be used during class time or preps unless the driver has permission from the principal.
- b. Drive slowly and cautiously (10kph).
- c. Traffic around the school is one-way. Obey traffic signs.
- d. Pedestrians always have the right of way.
- e. Use the Hwy. 6/Tower St. entrance only when entering and exiting the property.
- f. Drivers may not take Grade 9 and 10 students in their vehicles during lunch.
- g. Buses exit first at end of school day. All other vehicles must exit after them.
- h. Students who do not obey these rules will not be allowed to use the parking facilities.
- i. 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.

19. Textbooks/Course Materials: If students have abused a textbook (or other course materials) during the school year, he/she will be required to pay for the damage to the text/item before receiving his/her report card. Any textbook/item not returned on the exam day of that class will be considered lost, and the student will pay replacement cost. Materials handed in late will be charged a \$5.00 administration fee.

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

SPECIFIC EXPECTATIONS FOR STUDENTS

When entering school property:	When entering the school building:	When entering the classroom:
<p>Students will:</p> <ul style="list-style-type: none"> • not have in their possession cigarettes/vapes, or other illegal substances like drugs, alcohol. • wear clothing that meets school standards of modesty and decency. • drive slowly (10 kph) in the parking lot. • be courteous and interact with teachers and other students in a positive way to promote a safe environment. • show respect for the school building, school property, neighbourhood housing and stores. • be polite to strangers and school neighbours. 	<p>Students will:</p> <ul style="list-style-type: none"> • remove their caps or hats. • not wear earrings to school (this rule applies to boys only). • leave any portable music or other electronic devices in lockers. • leave room in the halls and by main doors so that movement by other people is not obstructed. • place garbage and recycling in designated containers. • respect other students' possessions and lockers. • refrain from pushing and running. • listen for the bells and organize books and materials on time. • not disrupt any classes when walking through the halls. • ensure that the lockers are locked with a school approved lock when leaving at the end of the school day • respect the custodian, office administrator, and all teaching staff, coaches, referees, and other guests or visitors to the school 	<p>Students:</p> <ul style="list-style-type: none"> • may drink in class as long as the drink is in a closed container and is not a mess or distraction. • may not wear jackets and coats, unless there is a problem with the heating system in the classroom. • will be in the classroom before the second bell rings. • will organize books and materials so that they can be ready for work. • may move desks or adjust windows and blinds only after receiving permission from the teacher. • will listen when the teacher is talking or when a classmate is asking a question or doing a presentation. • will do assigned work without disrupting the class or other students. • will be in the designated lunchroom on time (9 and 10 only) and eat lunch while sitting in the desks. • will not use phones or electronic devices during class time without permission from the teacher.

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 extracurricular 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 most 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 must 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 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:

1. Counselling is the first step in dealing with misbehaviour. Such counseling of a student by a teacher can be immediate and informal.
2. 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.
3. 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.
4. Parent contact is of critical importance in promoting shared discipline of the student in the school and at home.
5. 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:
 - i) 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.
 - ii) 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.
 - iii) 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.
 - iv) 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.
 - v) 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:

1. 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.
2. 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:

1. 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.
2. The principal will inform the Education Committee about all suspensions.
3. The principal has the authority to extend the suspension if proper apologies have not been made.

RESPONSIBILITY OF PARENTS:

1. 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.

2. 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:

1. Will receive a zero grade for all tests and assignments missed;
2. Will possibly experience some difficulty with subsequent school work because of missed lessons;
3. Will be entirely responsible for making up and understanding work missed; and
4. 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 after the expulsion period set by the School Board.

The steps for expulsion are as follows:

1. Except for cases of flagrant abuse or crime, there will be a period 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 principal will inform the Education Committee of any actions taken.
2. 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.
3. 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.
4. Re-entry to school will take place via an interview which includes the parents and student and staff and school board representatives after 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.

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.

- The **Honours Achievement Award** is based on a student's personal academic standing. All those who have attained an average of 80 percent or better in all courses (including Bible, academic or applied levels) throughout the 4 high school years are the honored recipients of this award.
- This year we are pleased to once again offer the **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 of these students in all Grade 12 level courses, including Bible.
- **Post Farm Structures Award** is a monetary award provided to stimulate students to study further in the area of construction. This award is given to the ECHS graduate who has successfully enrolled in a college-level program in the field of construction-

technology and who has attained the highest average of these students in all grade 12 level courses, including Bible. If no student is enrolled in a college-level program at the time of graduation, then a student successfully enrolled in an apprenticeship program in the area of technology or a trade will be considered. The award will be given upon proof of successful enrollment in the program as long as proof is provided no later than 1 year after the date of graduation.

- Fergus District Horticulture Society offers the **Fergus Thistle Award**, named thus in recognition of the Scottish thistle, as a monetary award provided to a grade 12 student who has been accepted into a course of post-graduate study at a college or university, or is enrolled in a formal apprenticeship course, in horticulture, agriculture, or arboriculture, (environmental science if none are in the above categories, but then FDHS needs to be advised) and who has the highest average academic grades in the current year of those eligible.
- The **Wightman Family Bursary** is a monetary bursary awarded to graduating students who are pursuing post-secondary education in the fields of information/ communications technology, engineering technology, telecommunications, environmental studies, sustainability, or a related field. The successful recipient(s) actively display(s) the following qualities and standards: Proven demonstration of social and community involvement, volunteerism, community-minded, exemplary strong leaders within their peer group, environmentally-conscious with a focus on sustainability.
- The **Ashley's Music Studio Music Appreciation Award** is a monetary award provided to celebrate students' musical achievement and to stimulate students to study further in the area of music. This award is given to the ECHS graduate who has demonstrated a genuine interest and love for music at ECHS, has excelled in the music program through participation in at least 1 senior music course, as well as in extra-curricular musical activities such as ECO, musical productions, or private music instruction, and has successfully enrolled in a post-secondary program in the field of music. If more than one student fit the above criteria, then the most deserving student is decided by selecting the highest average mark in music courses. If no student is enrolled in a post-secondary program at the time of graduation, then an appropriate student fitting the other criteria is chosen by staff.
- The **L. Martin Toet Memorial Athletics Scholarship** was created to annually benefit "two graduands, one male and one female, who have enrolled in full-time post-secondary college or university, and who have shown during their four high school years, a strong commitment, loyalty, and leadership in the sports program." More specifically, the recipient must have participated in extra-curricular sports activities each year of high school, exhibited a high level of commitment to both practices and games, fulfilled additional service and leadership roles to help the ECHS athletic program, recognize and carry the balance between academics and athletics, and exhibited positive qualities both on and off the court/field, including teamwork, ambassadorship, respect, fair play, and sportsmanship. The award is offered at graduation but the money is given only to the selected student upon receipt of proof of successful completion of the first year of post-secondary studies and enrollment in 2nd year studies.
- Every recognized high school in Canada receives a **Governor General's Award** each year. This award is given to the student who has the highest average of all Grade 11 and 12 courses based on the transcript of courses sent by each school to the Ministry of Education.
- The **Jordan Hutchinson Memorial Academic Proficiency Award** was set up in honour of former ECHS student, Jordan Hutchinson, to promote university level, post-secondary education among the ECHS student body. It is presented to the student who has achieved the highest standing in the top six Grade 12 university level courses, and who is enrolled at the university level.
- The **Golden Eagle Award** is awarded each year to one or more students who are involved in extra-curricular activities at an exceptional level. Each year, coaches and activity leaders award points to students based on their level of participation in each club or team. These points are tallied over the course of a students' four years of high school, and those who reach a set number of points by the end of Gr. 12 are awarded the Golden Eagle Award.
- The ECHS Board offers the **Citizenship Award** to highlight the qualities of service. The student who receives this award must "promote the school in a positive and active way."
- The **Stewardship Award** is awarded by the Board to the student who "has used his or her talents to the fullest."
- The **Lieutenant Governor's Community Volunteer Award** is awarded to the grade 12 student who has gone above and beyond the required hours of service, accumulating the highest number of approved volunteer hours throughout his or her four high school years.