

STUDENT & FAMILY HANDBOOK

2022-2023



800 Juliana Drive, P.O. Box 1597 Woodstock, Ontario, N4S 0A8

• Telephone 519-539-1492 • Fax 519-539-1893

• Web Site: www.woodstockchristian.ca • Email: office@woodstockchristian.ca

WELCOME TO WOODSTOCK CHRISTIAN SCHOOL

This School Handbook is designed to help you get acquainted with life at Woodstock Christian School. There are many routines, procedures and guidelines at school, and we hope this will help you be informed and understand how we do things here at WCS!

At WCS, one of our priorities is to develop and maintain positive and mutually supportive relationships between home and school. It is our hope this handbook will provide you with material that is helpful and informative. Please contact the school if you have questions or concerns after reviewing this handbook.

WCS is rooted in a desire to see students learn about creation and life and to love and serve our God. We invite you to partner with us to maintain a spirit of Christian kindness and cooperation in all school matters.



Please note that WCS is a nut-free school. Please take care when packing lunches that all items do not contain nuts or traces of nuts. Thanks for helping make WCS a safer place for all students.



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OUR MISSION: Woodstock Christian School exists to nurture faith, engage learning and grow in community ... to the glory of God.

OUR VISION: We respond in faith to God's call of love for self, others and creation by inspiring, empowering, and equipping through distinctive Christ-centered education.

OUR CORE VALUES:

- God is sovereign over all and is Creator of all reality. All creation is to bring glory to Him.
- All knowledge of and instruction in truth begins and ends with Him.
- Jesus Christ, the son of God, who has redeemed creation and has reconciled humanity to God and has reopened the way for a loving relationship with God, is the anointed King over all things and must be acknowledged King in every sphere of our lives.
- God has appointed the parents to be responsible for the training of their child(ren) to the end that God and his glory be central and supreme in the total experience of life.
- The Christian school, as an extension of the home, assists parents by carrying out a God-honouring, God-centred program of instruction.

The statements above flow from the following basic biblical beliefs:

- God is one yet three persons: Father, Son and Holy Spirit.
- God reveals himself in His Word, the Bible, and in creation.
- Jesus Christ is both truly God and truly man. He died to atone for the sins of all who believe in Him. His resurrection, His reign, and his return are sure. God's gift of salvation through faith in Christ is also sure.
- The Holy Spirit, with His regenerating power, works in the lives of people to become new creatures living joyful, thankful lives in witness of Christ's saving grace and power.

A MESSAGE TO PARENTS FROM THE PRINCIPAL

Dear Parents,

Welcome to Woodstock Christian School. This handbook is meant to provide you with information related to our WCS community, programs, and procedures. Whether you are new to the school, or have been at WCS for a while, I hope that you will find what you are looking for as you read through the following pages. This handbook is one of the ways you can obtain information about Woodstock Christian School. Alternatively, you could talk to people already connected to WCS, check out our website www.woodstockchristian.ca, our Facebook page, or come by and visit us. We would be happy to show you around, discuss our program with you, and answer any questions you may have.

Our program is aligned with the guidelines and standards set by the Ontario Ministry of Education. However, the program is distinct from publicly funded schools in its orientation and perspective. As a member of EDVANCE (formerly, the Ontario Alliance of Christian Schools), we emphasize teaching from Christian worldview and a Biblical perspective. Our intention is to provide students with the knowledge, ideas and skills necessary to help them discern how to best serve God and others with integrity, wisdom, and joy.

Woodstock Christian School has a team of dedicated and professional staff. Teachers are qualified in the field of education, committed to their work and to the Lord. Staff strive to provide a rigorous, Christ-centered education in a caring environment, partnering with home and church in teachings and values. Together, we want to see your children learn; set goals, persevere, achieve, and grow academically, socially, emotionally, and spiritually. Our goal is for your children to reach their God-given potential, and to love learning at WCS.

This year at WCS, our school-wide theme is “**HONOUR ONE ANOTHER**” with the key verse found in Romans 12:10 (NIV), *Be devoted to one another in love. Honor one another above yourselves.* To honour someone above yourself is a difficult challenge, and one that we can’t do without God’s help. Through conversation, reflection, and intentional moments of instruction through chapels and class devotions, our prayer is that our whole WCS community will grow in it’s ability to honour one another.

As we begin the 2022-2023 school year, we trust that in "**FAITH. LEARNING. COMMUNITY**", God will continue to work out His plans for us. We are thankful that you are part of the WCS community. I pray that the students of WCS will love coming to school this year, and that our program will help them succeed as learners, that they might discover the unique gifts God has blessed them with, and be able to use them to His glory.

In Christ,
Mr. Michael Vander Kooi
Principal

INTRODUCING WOODSTOCK CHRISTIAN SCHOOL

Woodstock Christian School is an independent Christian elementary school. It is operated by the John Knox Christian School Society, which is governed by a school board, elected from the supporting parent and community members. The school is funded by the membership and community members. As an incorporated non-profit organization, the society's purpose is the establishment and maintenance of Christian education in Woodstock and area.

LONDON CHRISTIAN HIGH SCHOOL

We encourage students who graduate from WCS to continue their education at the London Christian High School (LCH). For more information about LCH, please contact the WCS office, call LCH at 519-455-4360, check www.londonchristianhigh.ca.

WCS AND THE ONTARIO MINISTRY OF EDUCATION

Under the Private Schools' Act, WCS is designated as an independent school. At WCS, we align our curriculum with expectations the Ministry of Education guidelines prescribe for elementary schools in Ontario. In September 2000 we obtained recognition and assistance through Community Care Access Centers (CCAC) for students requiring health services. We currently continue this relationship through the local Health Integration Network (LHIN).

AFFILIATIONS

CHRISTIAN SCHOOLS INTERNATIONAL (CSI): CSI is a service organization supporting over 400 Christian schools throughout North America. At WCS, we use some CSI-developed curriculum and also participate in their Employee Pension and Insurance Plans. CSI also partners with institutions of post-secondary education to provide Christian leadership training.

CHRISTIAN SCHOOLS CANADA (CSC): Christian Schools Canada's mandate and mission is 'to develop and promote a Canadian identity, voice and organization for Christian education based on a biblical world-view'. It consists of three districts throughout Canada: Society of Christian Schools in British Columbia (SCSBC), The Prairie Center for Christian Education (PCCE), and EDVANCE, (formerly the Ontario Alliance of Christian Schools).

EDVANCE (formerly ONTARIO ALLIANCE OF CHRISTIAN SCHOOLS):

EDVANCE represents over 70 schools (both elementary and secondary) with 700 teachers and 10,000 students throughout our province and Prince Edward Island. EDVANCE provides guidance and services for administrators, boards, committees and teachers. At WCS, we are blessed to use the many curriculum resources developed and published by the EDVANCE in our classrooms.

STUDENT/TEACHER CODE OF CONDUCT

God created us to live in relationship so we can help each other be who He intended us to be. As we seek:

TO GROW IN OUR RELATIONSHIP WITH GOD, WE:

- speak of God and His Word in respectful ways.
- encourage others and remember to listen and talk to God in whatever we do.
- develop and use the talents and abilities God gave us for serving..

TO GROW IN OUR RELATIONSHIP WITH THOSE IN AUTHORITY:

We recognize that they are a gift from God to guide us and keep us safe and therefore we:

- respect each other in our speech and conduct.
- obey so no harm is done.
- encourage others to do the same.

TO GROW IN OUR RELATIONSHIP TO OTHERS:

We work to honour, respect, and encourage each other. We do this when we:

- address each other properly and kindly
- respect each other's property, body and personal space.
- encourage everyone to feel included.
- use humour for enjoyment, not to harm others.
- apologize and make things right when we have caused harm
- forgive those who hurt us
- ask God to give us strength to care for each other as he cares for us.

TO GROW IN OUR RELATIONSHIP TO OUR TASK AT W.C.S.:

Since all we do is for the Lord we:

- do our best to participate in lessons and activities to learn about God's creation and use it with respect.

TO GROW IN OUR RELATIONSHIP WITH CREATION:

We proclaim that the 'earth is the Lord's and everything in it' (Psalm 24:1). Therefore we:

- respect the resources God has blessed us with at school (reduce, recycle and reuse wherever possible).
- accept responsibility for the cleanliness of the school
- care for school property (furniture, books, equipment, and building).
- report any damage done and volunteer to pay for damages if we are responsible.
- enjoy and care for our playground.

"My child, do not forget my teaching, but keep my commands in your heart." Proverbs 3:1

STAFF AT WOODSTOCK CHRISTIAN SCHOOL

All teaching staff are required to have teaching certification. All are members of the Ontario College of Teachers. Most are members of VOCATE (professional teachers organization) and all are required to have or to be working towards a Christian School Teacher's certificate (CSTC). Criminal reference checks are required for all staff members.

TEACHERS		
JKa	Ms. Mary Pifer	m.pifer@woodstockchristian.ca
JKb&SKb	Mrs. Linda Westerveld	l.westerveld@woodstockchristian.ca
SKa	Miss. Victoria Body Mrs. Jessica VanLeeuwen	v.body@woodstockchristian.ca j.vanleeuwen@woodstockchristian.ca
Grade 1	Mrs. Marcia Horinga	m.horinga@woodstockchristian.ca
Grade 2a	Ms. Sarah Panampunna	s.panampunna@woodstockchristian.ca
Grade 2b&3b	Mrs. Natalie VanAndel	n.vanandel@woodstockchristian.ca
Grade 3a	Ms. Anna VanGeest	a.vangeest@woodstockchristian.ca
Grade 4	Mrs. Jannette Hickey-Gascho	j.hickey@woodstockchristian.ca
Grade 5	Mr. Tony Schaafsma	t.schaafsma@woodstockchristian.ca
Grade 6	Ms. Kelly Martin	k.martin@woodstockchristian.ca.
Grade 7	Mrs. Lesa Racicot	l.racicot@woodstockchristian.ca
Grade 8	Mrs. Rachel Sikma	r.sikma@woodstockchristian.ca
Music	Mrs. Elizabeth Martin	e.martin@woodstockchristian.ca
Student Support Services	Mrs. Tracy Bulthuis (DSSS) Mrs. Elizabeth Martin Mrs. Cynthia Boyd	t.bulthuis@woodstockchristian.ca e.martin@woodstockchristian.ca c.boyd@woodstockchristian.ca
SUPPORT STAFF		
Administrative Assistant	Mrs. Joleen Mulder	office@woodstockchristian.ca
Advancement Director	Mrs. Joleen Mulder	admissions@woodstockchristian.ca
Educational Assistant / P.S.W.	Mrs. Wendy deVries	w.devries@woodstockchristian.ca
Educational Assistant / P.S.W.	Mrs. Janet VanderSpek	j.vanderspek@woodstockchristian.ca
Educational Assistant / P.S.W.	Mrs. Marjanne Scheltema	m.scheltema@woodstockchristian.ca
Educational Assistant / P.S.W.	Mrs. Cara Renkema	c.renkema@woodstockchristian.ca
Educational Assistant / P.S.W.	Mrs. Christine Buruma	c.buruma@woodstockchristian.ca
Educational Assistant / P.S.W.	Mrs. April Sackrider	a.sackrider@woodstockchristian.ca
Librarian	Mrs. Marion Dieleman	m.dieleman@woodstockchristian.ca
Custodian	Mrs. Brenda Grevers	b.grevers@woodstockchristian.ca
ADMINISTRATION		
Vice-Principal	Mrs. Tracy Bulthuis	t.bulthuis@woodstockchristian.ca.
Principal	Mr. Mike Vander Kooi	m.vanderkooi@woodstockchristian.ca

- WCS sends out a weekly newsletter, the **PARENT LINK**, via mailchimp. It contains information about school activities, as well as a schedule for homework and tests for the week for each class. This newsletter can also be found on our website www.woodstockchristian.ca in the News & Events section.
- Classroom teachers may provide a teacher page, blog or weekly email which offer students and parents information about school activities and homework assignments. In the intermediate division, assignments are posted and tracked via google classroom.
- In addition, the **ENEWS** is distributed to families and extended community bi-monthly through email and highlights some of the major events taking place at WCS. It may contain student work from various grades.
- The **WCS WEBSITE** - www.woodstockchristian.ca - offers information about the school, and keeps families up-to-date about the latest events. If school is to be cancelled due to inclement weather, parents are requested to check the website for the latest news.
- Daily happenings and photos are also posted on the **facebook, Instagram, and twitter**.
- Teachers share class events and/or photos via Seesaw, text messages or other sharing platforms.

Addressing concerns and questions:

Providing the best education possible requires ongoing, open and effective communication between parents, teachers and students. A strong relationship between home and school is an important part of helping all children reach their potential in their school environment. From time to time there may be a misunderstanding, lack of communication, or a situation that requires attention. We, at WCS, want to hear your questions and concerns and we want to hear them from you first hand in order to resolve them together. We firmly believe in the biblical model of going to your 'brother'/'sister' regarding your concerns.

The first place to go with any classroom or playground related question or concern is your classroom teacher. He or she can help you with:

- Any questions about the classroom or playground happenings
- Classroom expectations and consequences
- Homework and assignments

If you would like more information or if you have questions/concerns that are beyond the classroom, talk to the school principal.

Some tips for resolving concerns:

- Listen to Your Child - help your child by listening carefully to their views and ask questions that will help you gather information. How and what questions are best for gathering relevant information - avoid why questions because they can evoke a defensive reaction.
- Identify the Concern - Talk with your child to help identify and clarify any problems. Do not assume or predict that there is a problem.
- Encourage Independent Problem Solving - resolving concerns independently is an important life skill that will benefit your child. Encourage your child to use strategies that may resolve the concern without your help.
- Model Respect - discussing a school or teacher negatively in the presence of your child may affect attitudes toward school or teachers.

- Know the Facts - ensure you get all of the facts before reaching a conclusion on the matter. You may want to write some notes about your discussion.
- Plan - you may have some suggestions prepared to share with teachers and other staff. A solution is more likely if a number of options are discussed.

CURRICULUM AND SCHOOL PROGRAMS

INTRODUCTION

The curriculum at WCS is centred on God as creator and sustainer of all life, who meaningfully structured the world and all that He has made worthy of study. In our learning, students explore and uncover the wonderful truths and love of Creator and Redeemer God, so they may respond in awe and loving service to him.

In all subject areas, – math, language arts, Bible, social studies, science, history, geography, physical education, the arts – teachers and students proclaim *"The earth is the Lord's and everything in it."* Ps.24:1

Teachers use a variety of curriculum sources, textbooks, unit studies and other resources. Please contact the principal if you are interested in seeing the curriculum materials for a particular grade or unit.

ASSESSMENT AND EVALUATION

It is our goal at WCS to have students experience assessment and evaluation as blessings - to maximize learning so they become as fully and completely equipped as possible to take their place in the life of service to which God daily calls them.

Assessment as the gathering of information related to teaching and learning, occurs daily throughout the learning experience - FOR learning, AS learning and OF learning. Through assessment FOR learning, the teacher monitors progress towards the learning goals, and modifies instruction and provides feedback as needed in order to further learning. Students become involved in self and peer assessment to further their learning (Assessment AS learning) Assessment OF learning occurs at or near the end of the unit of study and is a summary of the learning at a specific point in time. This is the evaluative component and can take the form of unit tests, oral presentations, video presentations or other projects.

Evaluation is the summary of the assessment information primarily shown through report cards and special academic testing tools.

REPORTING TO PARENTS

Teachers use a variety of techniques to report student progress and social development. Communication between home and school is vital to the child's educational development. Staff members are encouraged to call or email frequently and immediately both to praise and encourage as well as to raise concerns. Daily agendas, either in book form or digital, are also used to communicate concerns or joys between home and school. In senior grades, a monthly packet of quizzes and/or tests may be sent home regularly for the parent(s) to peruse and return signed to the classroom teacher.

Student Report Cards

Interim anecdotal reports are sent home mid-October. Progress report cards for each student are sent home at the end of each term- November, March and June.

Parent-Teacher Conferences

Formal conferences are scheduled annually for all students after the first reporting period and for select students after the second reporting period. These are 15 minutes long, allowing parents to choose a convenient time slot. Parents are urged to take advantage of these conference times to discuss with teachers how to best work together to ensure learning progress for their child.

Many teachers ask that students be present at this conference in order to share their portfolio of learning with their parents and to join in the discussion about their own learning.

Academic Testing

The school conducts formal testing of all students from Grades one through eight. Beginning in the 2015 school year, and recommended by EDVANCE (formerly the Ontario Alliance of Christian Schools (OACS)), is the Measure of Academic Progress (MAP) developed for schools by the Northwest Evaluation Association (NWEA) from Portland, Oregon. The MAP is an on-line assessment tool and is administered three times per year - in the early fall, in mid-winter and in the spring. Three goals for this testing are: 1) to be able to support our students in their diverse ways of learning; 2) evaluation of the curricular program in order to address gaps in core skills, and; 3) measurement of school quality for incoming parents. MAP provides ongoing reliable data and measurement of growth for each child and aligns well with the Ontario Christian schools curriculum. The school will also have a district norm reference for each student in comparison to other same age/grade EDVANCE students. Results of these tests are available for parents and are kept in the student's Ontario Student Record (OSR).

In both kindergarten and the primary grades, yearly reading (vocabulary and comprehension) testing may be administered using a variety of resources.

HOMEWORK AND PROJECT WORK

Students may be assigned specific learning tasks or may need to complete work that has not been finished in class as homework. The benefit of homework is that it solidifies what has been taught in the classroom, and it teaches responsibility and time-management. Assignments will generally be listed in student agendas or digital planners and will be available as well in the weekly newsletter - the Parent Link. Parents can provide encouragement and support, as well as helping the child schedule a regular time and place in which to complete tasks. The amount of homework assigned is left to the discretion of the classroom teacher and will increase with grade level. If you find your child has more homework than he/she can manage, please discuss with your child's classroom teacher.

From time to time special projects may be assigned in order to explore topics of interest for students as they relate to the unit of study. These projects may require extra homework time, and allow students to demonstrate and share their personal interest, knowledge and skills.

CLASS TRIPS / FIELD STUDIES

A class trip or field study is a planned, supervised learning experience away from school, for the purpose of enhancing the student's classroom education. These excursions, educational tools to bring added interest and joy to the learning process, are encouraged when they are a natural extension of the course of studies taught in the classroom. Parental permission is required for student participation in these off-site activities. Oftentimes, parent/guardian supervision is requested; assistance and participation is appreciated. Parents will need a current police check on file. All class trips (except for the final year-end trip) are funded through the school's education budget.

When supervising class trips, parents must be attentive to all the students in their assigned groups. Cell phone use should be minimal while supervising student groups.

FAMILY HOLIDAYS DURING THE SCHOOL YEAR

With the busy work schedules that families face, there are times when family trips are planned outside of scheduled school holidays. Though these trips are not encouraged, we do understand why this occurs. Parents, not the staff, are responsible for work missed during the vacation. Teachers may provide suggestions of work student(s) can

do while away. Due to the oral and interactive nature of classroom instruction it is impossible to communicate all the work and concepts that are covered in class. Teachers are not required to provide detailed lesson plans, nor work beyond a general list of topics covered. Teachers are not expected to ensure that the student(s) gets caught up when (s)he returns, but will work with the parent and child to get back on track. At times, extended absences may affect student learning and assessment of learning.

STUDENT SUPPORT SERVICES PROGRAM

At WCS, we strive to meet the needs of all our students. The Student Support Program is committed to assisting students whose academic needs cannot be completely met within the regular classroom environment. The goals for this program are as follows:

- To develop an intervention strategy that stresses skill and strategy building in the primary years.
- To provide direct service to children inside and outside the classroom, as determined by the specific needs of the child.
- To implement an individual plan for each child which includes specific objectives to be met that year, with activities to reach the learning goals. Additional off-site professional consultation may be advised by the teacher or resource personnel.
- To remain flexible to meet each child's and teacher's needs, and to work closely with the classroom teacher to allow for ongoing support and accommodations (as necessary) to occur in the classroom as well.

The procedure for entrance into the program involves consultation between parents, classroom teacher(s) and the resource teacher, after which a number of tests may be administered to determine how to best help the child. Once the individual educational plan (IEP) is determined, the student remains in the program until the classroom teacher and the resource teacher, in conjunction with the parent agree that the student leave the program.

The needs of students working above grade level expectations and requiring more academic challenges in various subject areas are presently being met by the classroom teacher(s) via differentiated instruction strategies and the use of project-based and cross-curricular learning. At present, there is no structured Enrichment Program at WCS.

MUSIC PROGRAM

Music is an integral part of the school community and curriculum at WCS. Students develop as singers, instrumentalists, and listeners during their elementary school years. We are very blessed at WCS to have a band program for our students in Grades 6-8. WCS students learn to use music as a tool for worship and a way to glorify God. Students develop an understanding of this through the study of music and through

performance. Our graduates attain high levels of musicianship and enjoy a significant head-start in secondary school music programs.

LIBRARY

The library at Woodstock Christian School plays an important and exciting role in the total educational program of our school. The library is a warm and inviting place, used regularly by our staff and students, and it provides a program of services and resources that meet the needs of the curriculum, and also the interests and abilities of our students. We seek to provide materials which will encourage both spiritual and intellectual growth. Each class has a scheduled library period each week during which the librarian and/or volunteer are available to sign out books and to assist them in finding books and research materials. Books are loaned for a two-week period and it is important that books be returned on time. Overdue notices are emailed home weekly.

COMPUTER AND INTERNET

Woodstock Christian School Computer and Internet Acceptable Use Policy (CIAUP)

W.C.S. Mission Statement: Woodstock Christian School exists to nurture faith, engage learning and grow in community ... to the glory of God.

The mission of Woodstock Christian School is to provide distinctive and high-quality Christian education that challenges each student to fulfill the potential of his/her God-given abilities in service to God and the community. The intention of the Computer and Internet Use Policy is to reflect this mission.

The purpose in providing computer accessibility and Internet access is to equip the students of WCS with the ability to explore, discern, unfold, understand, develop, and care for God's world. Computer technology and the internet are tools that WCS can use to bring about growth in knowledge, wisdom, and obedient service to God.

At Woodstock Christian School, we believe that technology can be a powerful tool in equipping our students to be agents of change in the Kingdom of God, teaching them to use the tools of their generation to make an impact now and in the future. In addition, we believe that technology can enhance learning, enabling students to access, work with, and communicate knowledge and information effectively.

While there can be hazards associated with the use of technology, we try to take every measure possible to ensure the safe and appropriate use of technology and the Internet. Students, staff and parents learn about and adhere to established standards of acceptable use when using the school's technology/access to the Internet.

Students at Woodstock Christian School will:

- Use technology in ways that both honour and nurture the well-being of self, others, and God.
- Use computers and devices for educational purposes.
- Use the WCS network, including access to the Internet, with teacher supervision.
- Use computing and networking facilities and resources in a manner that is consistent with the mission and vision of WCS and the WCS Student Code of Conduct.
- Use technology in a way that honours the law and licensing, including copyright laws.
- Protect privacy, be it personal or the privacy of others, including WCS contact information and login information and passwords.
- Respect the property of WCS including all hardware and software belonging to the school/others.
- Submit their own work and cite any materials used that is not their own.
- Cell phones are not allowed during the school day. If a student has one during school hours, it will be given to the principal, until the parent of the student comes in to the school to pick it up.

Teaching Staff at Woodstock Christian School will:

- Use technology in ways to further honour and nurture the well-being of self, students, and God.
- Supervise students using computers and teach students to use these resources appropriately and wisely.
- Teach students to think critically about information gathered and evaluate web site content for authenticity.
- Ensure that computer and internet use at WCS is used appropriately by students.
- Maintain and protect the privacy of students.

Using Email

WCS has provided a Gmail account for each student from grades one through grade eight. Two main purposes of the WCS email system are conducting of school-business and educational enhancement. Communication sent from a WCS address is a reflection on the sender, and it is a reflection on Woodstock Christian School. Therefore, WCS expects that all email users will conduct themselves accordingly and within the parameters set forth in the WCS Student Code of Conduct. * Email that resides within the WCS network structure is considered the property of WCS.

Students and Staff at Woodstock Christian School will:

- Use email in ways that will honour and nurture the well being of self, others and God.

- Use email for educational purposes.
- Protect their own and others' privacy.
- Report any abuse of email to the principal/vice-principal of WCS.
- Ensure that all communication is respectful and appropriate.

Woodstock Christian School remains committed to providing the best possible education it can for the students of this school, and technology continues to be an excellent and valuable tool for student programs and progress. The WCS network is a protected network, which is done to ensure that content seen by staff and students remains in line with the vision and mission of our school. This policy is meant to provide the means by which staff can ensure that the teaching done at Woodstock Christian School can be enhanced by technology, and that the learning done by students can be meaningful, current, and honouring.

INFORMATION ABOUT THE SCHOOL DAY

SCHOOL HOURS:

8:25	First bell rings
8:30	Classes begin with devotions and classroom circle
10:40 - 10:55	Nutrition Break. Students eat in classrooms
11:00 - 11:20	Morning Break
11:25-11:35	Responsible Classroom Block
11:35	Classes Resume
1:20 - 1:35	Nutrition Break. Students eat in classrooms
1:35 - 2:10	Afternoon Break
2:00	Classes resume
3:20	Dismissal

DAILY ARRIVAL & DEPARTURE

Most students arrive at and leave school via one of the WCS buses. If parents deliver students to school, please park in the front parking lot and bring them into the school via the front doors. Students can then make their way outside to the playground until school begins.

When picking students up at the end of the day, parents will come into the school building to get their children. The parking lot is a busy place and teachers are instructed to ensure students stay in the school until parents come in to get them. Our commitment is to ensure students arrive and leave the school safely with a parent or designated adult.

ATTENDANCE / LATE SLIP

If your child will be absent for the day, or will arrive late, please call 519-539-1492, or email (office@woodstockchristian.ca) the school office, or send a note with another child to be delivered to the office. Children who arrive late must obtain a late slip from the office before going to their classroom.

CALLING THE SCHOOL

Parents may call the school at any time to leave messages for teachers or administration. If no one is available to take your call, please leave a voice mail message. Voice mail messages are checked regularly and your call will be returned as soon as possible.

Parents are asked to refrain from messaging students via student cell phones. All contact with students during the day should occur via the school office.

BALANCED SCHOOL DAY

At WCS, we follow a balanced school day schedule. The day is divided into three sections - two 120 minute teaching segments and the final segment is 80 minutes long. There are two nutrition breaks; one from 10:40 - 10:55 a.m., the other from 1:35 - 1:50 p.m. Students eat their lunches in their classrooms and then enjoy an active break (10:40-11:20 a.m., and 1:20-1:55 p.m.) with teacher supervision. Students will be outside for these breaks except in cases of inclement weather, workroom assignment times (Gr 3-8), or when parents send a written note requesting their child stay inside due to illness or other concerns.

LEAVING SCHOOL GROUNDS

Once students have arrived at school, they may not leave the school grounds at any time unless accompanied by a parent. They must have written parental permission, or a phone call from the parent(s) to leave the school with another person, or to ride a bus that is not their own bus.

SIGN IN / OUT

Please note that if you are assisting or volunteering in a classroom you must report to and sign in at the school office. If a child needs to leave school for medical, family or other reasons, a parent / designated adult must inform and sign out at the office.

SCHOOLYARD SUPERVISION

The schoolyard is supervised before school from 8:20 a.m. by teachers who welcome students off the bus. Teachers, EA's and volunteers supervise the playground at recess

breaks and then again at 3:30 p.m. as students leave the school to go to their buses. There is no supervision prior to 8:20 a.m. or beyond 3:45 p.m. If childcare is needed beyond these hours, parents will make care arrangements.

FIRE DRILLS

Fire Drills are conducted at minimum six times per year. As well, students are instructed regarding procedures to follow in the event of a lockdown or other emergency situation. Emergency procedures and routes are posted in each classroom throughout the school.

SCHOOL CLOSING

In the event of weather conditions in which it is deemed unsafe to transport students, school may be cancelled. Notice of cancellations will be made via the REMIND communication platform. Notice will also be posted on the school website (www.woodstockchristian.ca), Facebook and on local radio stations Hope FM 94.3 and Heart FM 104.7 beginning at 6:15 am. If WCS buses are not running due to poor weather or road conditions, school will be closed for the day. On fog days, the school is open to receive students at the regular times even if morning buses are cancelled. Parents are encouraged to bring students to school when they feel conditions are safe to do so. On fog days, buses will operate as usual in the afternoon.

EARLY DISMISSAL DAYS

On the school calendar, there may be Early Dismissal days listed. On these days, our end-of-day buses will run early and students will leave WCS at 1:30 pm. Teachers will stay at school and work in their Professional Learning Communities (PLCs). These afternoons are set aside for teachers to go deeper with some of the learning initiatives that we have started at WCS, such as differentiated instruction, responsive classroom strategies, project-based learning and more. These blocks of time allow for more focussed application and planning for our staff and are intended to enhance the learning environment in the classroom.

SCHOOL POLICIES AND PROCEDURES

TEXTBOOK AND SCHOOL SUPPLIES

The school supplies all textbooks, either physical copies or e-books, for students. In the August letter written by the classroom teacher to students, a list is provided for specific supplies needed for the school year.

STUDENT HEALTH PROCEDURES

If a child becomes sick during the day, parents or contact person will be called during the day and arrangements made for the student to be picked up from school. In the event of a more serious injury, the parents or contact person will be called and the student will be immediately taken to a doctor, dentist or hospital. NOTE: If telephone contact cannot be made, but an injury is deemed serious, the student will be taken to the hospital or the nearest medical clinic by school personnel.

ANAPHYLAXIS POLICY

From the school's mission statement we may easily deduce that the school environment is to be a safe one for all students. This policy is written to support the provision of a safe environment for all students and to comply with the directives of Ontario's Bill 3 commonly called Sabrina's Law which came into effect on January 1, 2006. The goals of this policy are to minimize the risk for and to outline the steps to be taken in the case of anaphylactic shock. Anaphylactic shock is usually the result of severe allergic reactions to food, insect bites, medications, or latex rubber.

To minimize the Risk

1. All windows that can be opened will have screens.
2. Exit doors will be kept closed to prevent the entry of insects.
3. Woodstock Christian School is declared a nut free zone whenever a nut allergy has been identified among the students or staff. This notification is done by signs in the school and by way of *Parent Link* and *Ink Links*.
4. All allergy medications will be identified and hung in the staff room for immediate access in the case of an emergency. Identification will include the name and picture of the student, the type of medication, and the type of allergy.
5. Each September a list of the names of students who have dangerous allergies will be given to all teachers, bus drivers, and support staff. This list will identify the allergy and the location of the medication required in the case of an emergency.
6. Each September all staff will be trained in the use of the EpiPen and other prescribed medication. The common symptoms of anaphylaxis will also be reviewed.
7. All teachers, bus drivers, and office personnel will have current first-aid training that includes dealing with life-threatening allergies.
8. During the first week of school in September all parents are required to provide the school with accurate information on life-threatening allergies. If a diagnosis occurs during the school year, the school will be informed immediately.
9. Students will be instructed every year to refrain from sharing or trading food.
10. Students who have been identified as having food allergies are to eat only food that has been prepared for them at home.
11. All students should be encouraged to wash their hands before and after eating.
12. Teachers should see to it that all desk tops are cleaned of all food remnants after every lunch break.

13. On all field trips allergy medications must accompany each students identified as having a life-threatening allergy.
14. Anaphylactic students should not be included in recycling, garbage disposal, or any other activity that could bring them into contact with food remnants.
15. Parents are encouraged to have students with severe allergies wear medic-alert jewelry or other suitable identification.
16. Teachers are to take care to choose only allergy-free foods and materials for classroom events or crafts.

Emergency Procedures

1. Staff must administer medication immediately if an emergency involving an anaphylactic student is suspected. No action for damages resulting from administering medication is permitted by law unless the damages are the result of gross negligence.
2. If an EpiPen is used, the student is to be taken to the hospital as soon as possible accompanied by a school related adult.
3. If the emergency occurs on a bus run or during a field trip 911 is to be called immediately.
4. A second EpiPen injection is to be given if symptoms recur after 10 minutes.
5. The school's administration is to be informed immediately.
6. The student's parents or guardians are to be called as soon as possible.

Adopted by the JKCS Board at its November 20, 2007 meeting

SCHOOL PHOTOS

School photos (individual and class) are taken in September of each year. Various packages are made available for purchase. Graduation portraits for 8th grade students are taken in the spring.

STUDENT USE OF TELEPHONE

If students need to use a phone to call parents, they are to use the school phone in the main office, but only with written permission from their teacher. Students are asked to use the phone for emergency purposes only.

STUDENT USE OF PERSONAL DEVICES / CELL PHONES / CAMERAS

Students are not permitted to use cell phones or other electronic devices during the school day except with permission from their classroom teacher for specific assignments or as a condition of learning noted in their IEP. Phones/devices are to be safely stored in backpacks or in an area designated by the classroom teacher. If students use devices or keep them on their person, teachers are authorized to take

phones/ devices to the office for safekeeping. A parent will be able to pick up the device at the office at the end of the day.

EXTENDED ABSENCES

We ask all parents to consider the matter of attendance when planning family vacations. If students are to be absent for more than a day, please call the teacher to discuss arrangements concerning missed schoolwork. If parents are away and children are staying with another family, please make the office aware of these details.

STUDENT DRESS CODE

WCS has a dress code for students and a dress code for staff. Students are required to dress neatly and professionally, as if they were going to work. Shorts' lengths and skirt hems are to be longer than the place where fingertips reach when hands are relaxed at one's sides. When wearing leggings, tops worn with them are of an appropriate length. Tops and t-shirts for students in Grades 4-8 will have sleeves and modest necklines, T-shirt slogans should demonstrate good taste, reflecting a positive message. Cut-offs, torn jeans, muscle shirts, tank tops or shirts that show a bare midriff are not permitted. The school reserves the right to ask students with unacceptable clothing to make necessary changes. Coats, jackets, caps and hats may not be worn during assemblies or in class. School spirit wear is available for sale in the office and/or at special times of the year and is worn by students when representing the school at special events such as choir/ band, speech meets, Battle of the Books and sports tournaments.

INDOOR / OUTDOOR SHOES

To assist in keeping the school clean all students are required to wear indoor, non-scuffing shoes with non-marking soles. These shoes are to be left at school and may not be worn outdoors during recess. For reasons of safety and hygiene, students may not walk barefoot in the school, and flip-flops are not acceptable footwear. Shoes for outdoors must fit properly for running and climbing, and must have closed toes.

GYM WEAR

All students participating in gym activities will wear appropriate shoes with non-marking soles. The athletic shoes worn for physical education classes and for school sports should be sturdy and provide proper support and traction.

All students in Grades 4-8 are required to have a change of clothing (T-shirt and shorts available for purchase from the school office) for physical education classes. These

clothes should be kept in a tote or a gym bag that may be left at school and/or brought home for washing.

ADMINISTERING MEDICATION AT WCS

In order to ensure that WCS remains a safe school for our students, the following guidelines regulate the administering of medication at the school:

- All prescribed medications that are required to be taken during school hours will be stored in a locked location by the Administrative Assistant in the school office.
- Parents whose children need to take the prescribed medication will supply the Administrative Assistant with the medication.
- The Administrative Assistant will keep a current list of students who need prescription medication. S/he will also keep a schedule of times and dosage.
- The student will come to the office at the proper time to take the medication. The Administrative Assistant will call the student to come if s/he forgets.
- The Administrative Assistant may also give non-prescription medication such as acetaminophen to students, but only to those students whose parents have given permission via the September medical questionnaire or a signed statement giving the school permission to that effect.

HEAD LICE

Head lice are an occasional problem at school. Contracting head lice has nothing to do with cleanliness but can spread as a result of contact with other children at school. If parents find lice in their child's hair, please contact the school as quickly as possible so it can be stopped from spreading. Students are requested to stay home until proper procedures have been followed. The Health Unit and/or a pharmacy have advice on how to treat this condition.

LOST AND FOUND

Lost and Found items are placed in the hall near the Community bulletin board. Students/parents are asked to check this regularly for missing items. Smaller and more valuable items like jewellery, watches, and cell phones can be claimed from the school office. When possible, mark clothing with the child's name. Items not claimed will be donated to a community thrift store at the end of every month. The school is not responsible for lost or damaged items such as personal toys or devices.

G.I.F.T.S. PROGRAM

GIFTS ("Getting Involved For The Students") is a participation program designed to encourage families to use their gifts in ways that will enhance our children's education. Woodstock Christian School is an independent school operated by a Board of Directors and membership which is made of parents and supporters. We rely heavily on parental involvement and support. Research indicates that, typically, when parents are informed about and involved in their child's school, children are more well-adjusted and perform better academically. Through the work of parents and other volunteers we are able to offer a range of educational activities, meet high standards, and keep tuition affordable.

Goals and objectives of the GIFTS Program:

- Encourage parental involvement in school activities
- Communicate volunteer needs and opportunities
- Coordinate volunteerism throughout the year
- Promote development of new ideas
- Reduce costs through increased participation

Secondary benefits of the GIFTS Program:

- Increased awareness/appreciation of the effort required to operate the school
- Dispel perception of inequity (20% doing 80% of the work)
- Relationship building and a deeper sense of school community
- Increased "ownership" of the school
- Matching of gifts and skills with school needs
- Increases the support shown at community membership meetings and school events
- Allows families to plan their participation over the course of the year
- The children love it

There are many ways to get involved at WCS. We request that each person consider the talents that God has given them and ask God to show where He is calling them to be a blessing in our school community. We recognize that parents have years when they are not able to be as involved and times when they are able to give more. It is our hope that all parents will want to be involved as they are able. Each family is encouraged to contribute 40 hours of involvement. Families who are unable or choose not to participate are strongly encouraged to make a donation in lieu of volunteer time.

A GIFTS survey will be distributed in September. Please review each school committee or activity listed on the survey and indicate the areas in which you are interested or those which match well with your 'gifts' and skills. This survey is a useful tool for volunteer management. It indicates who has the skills required for a task, or who may be interested in various volunteer jobs. It saves a great deal of time when calling volunteers for different functions or events and also ensures that you will be asked for

something in which you are interested. This form is only an indication of your areas of interest. It is not a binding commitment. You will be asked whether you are able to participate when the events come closer.

Thank you for your participation and support. We thank God for you. We could not offer our variety of programs and learning opportunities without your help!

VOLUNTEERS

Volunteers are important people in our school community. All those who assist in the operation of the school in some way, without being paid for their time are considered volunteers. Volunteers assist teachers and students in class, in library duties, in yard supervision duties, in coaching sports teams, in technology support, with the elective program, in driving or accompanying class trips and other activities. All volunteers are required to submit a recent police check which will be kept on file in the office. Classroom volunteers will be trained annually in accordance with health and safety guidelines. Volunteers are celebrated at our annual volunteer appreciation event.

ADMISSIONS AND ENROLMENT / RE-ENROLMENT POLICY

It is the purpose of Woodstock Christian School to provide a sound academic education based upon and infused with the truth of God's written and created word. Parents who seek to enrol their children at Woodstock Christian School have a desire for and sincere interest in Christian Education. The school focuses on Christ-centred learning, and therefore, parents must support and want their children to be educated in accordance with the school's Christian program of instruction. The instructional program is specifically based on the infallible Word of God and on Biblical truths. Every subject is taught within a Biblical worldview. All parents/guardians agree to have their children participate in and attend all compulsory courses and devotional activities.

PURPOSE OF THE WCS ADMISSION POLICY IS TO

- set guidelines for admission to the school
- promote the distinctively Christian character of the school
- ensure that the school admits students in a clear and fair manner
- ensure, a thoughtful, well-informed decision by the parents
- inform parents about the expectation for involvement and support for the activities of the school and positive participation in the school community
- ensure that each student is placed in the most appropriate learning environment
- ensure the school is able to meet the needs of each student enrolled

BASIC CONSIDERATIONS

- prospective parents must want their children to be educated in accordance with the school's basis and purpose and they must fully support the aims of the school's Christian program of instruction
- the school will accept a student only if it believes it can provide a suitable educational program. In some instances, the family or student may be placed on a probationary enrolment contract, or the school may decide that it lacks the resources to provide for children with particular needs.
- parents must agree to meet the financial obligations of enrolment within the required time period
- parents must foster a sense of community and harmony with the school community and cooperate with the organizational needs of the program (see Family Handbook for details)
- parents must agree that the standards of their home will not undermine the standards of the school
- the Board of Directors reserves the right to refuse admission or re-enrolment of a student without giving cause.
- children who have developed or display a contempt for the Christian faith and way of life will not be enrolled
- parents will cooperate with the school in a spirit of partnership in the training of their children. If at any time during the training/education of child(ren), the parents can no longer work together with the school in a spirit of unity, and all reasonable avenues of communication are exhausted, parents will withdraw their children from WCS

ELIGIBILITY

1. Enrolment at WCS is open to children of Christian parents and/or guardians who seek to supplement their consistent efforts in nurturing their children for the Lord with their child(ren)'s enrolment at WCS.
2. Applications for enrolment where parents do not indicate clear Christian commitment are subject to approval by the Board of Directors.
3. Junior Kindergarten students must be toilet-trained and must reach the age of 4 years on or before December 31 of the current year. Senior Kindergarten students must reach the age of 5 years on or before December 31 of the current year.
4. Enrolment for all students is subject to the determination and acceptance of the grade/program placement as directed by the Principal.
5. Enrolment at WCS is subject to the procedures and conditions specified in this document.

PROCEDURES FOR ENROLMENT

1. Inquiries regarding possible enrolment at WCS are received and recorded by the Advancement / Communications Director.

2. Interested parents/guardians will be offered an information package, the opportunity to meet with the Admissions Director and/or Principal, and participate in a school tour.
3. The Advancement Director meets with the principal to ensure that the school is able to offer appropriate teaching to the student based on the school's admission criteria.
4. Parents are provided with an enrolment package, which is to be reviewed with the parent. The following items must be received from the family:
 - Completed application for Enrolment Form
 - Signed Statement of Support/Consent
 - Application deposit of \$500.00
 - Copies of the student's last three report cards (if available)
 - All other assessments and educational reports, including the IEP
 - Proof of age (birth certificate)
 - Immunization records
5. All parents/guardians must sign the statements of support and commitment found on the back of the Student Enrolment Application form. Also, students and parents must sign the Code of Conduct agreement at the start of each school year or upon school entry.
6. The Principal, Advancement Director, and a representative from the Board of Directors (usually a representative from the Membership Committee) will meet with parent(s) who are applying to enrol a child for the first time to ensure that parents know and understand the Christian purpose of WCS and the commitments required by the school. There is a school entry discussion outline to guide this meeting.
7. Following receipt of the above documents and the interview, the prospective student(s) will be referred to the Learning Support Teacher (LST) for screening. *REFERRAL UPON ENROLMENT This occurs when parents advise the school of a concern upon enrolment / the OSR indicates such concerns, or a Student Profile or Individual Education Plan is currently on file for the student. It should be noted that students enrolling with known learning challenges are referred directly to the LST. If the parents have no documents, and there are no assessment documents on file, the LST will complete an assessment, which will then be discussed at the first meeting with the support team. (WCS Special Education Policy).*
8. The principal will approve the enrolment and inform the BOD. The principal will notify the family and the student is enrolled at WCS. A letter or notice of acceptance will be sent to the family.
9. Once admission is approved, prospective students are encouraged to spend part of a day in their grade appropriate classrooms.
10. a) In the event that an application for enrolment falls under "Eligibility, Item 2" (above), the principal shall bring the application file to the Board of Directors for consideration. The Board may accept the new enrolment, deny the new enrolment, or request a probationary term of attendance (to be set by the

- Board) after which time the enrolment application is considered again by both the parents and the Board.
- b) The Board may adopt/impose a % ratio of enrolment for their direction when considering 'Board approved enrolments'.
11. Student enrolment is subject to space and program limitations. A waiting list will be established when necessary. If the school needs to limit its enrolment, priority will be given children of parents who are society members and/or already have children enrolled in this school

CONDITIONS OF ENROLMENT

Enrolment for students with special needs is subject to the ability of the school to accommodate the program needs of the child. Expenses for additional EA time and outside of school assessments are to be covered by the parent/guardian.

The Board of Directors reserves the right to withhold or withdraw enrolment or re-enrolment privileges for any of the following reasons:

- when the available facilities are filled
- when the student's needs could not be met by the current staff and/or facilities
- when a student is to be suspended/expelled for serious and/or ongoing misbehaviour as outlined in the school's discipline policy and Code of Conduct
- lack of parental commitment to financial obligations
- lack of parental support for the work of the school
- if parents/guardians are unwilling to follow up with recommendations for assessment and extra support for their child
- if parent/guardians have not been forthcoming in regards to sharing records, files regarding behaviour or other needs of their child

(Approved by the JKCSS Board of Directors, June 2018)

(Source documents: Immanuel Christian School, Aylmer; Nanaimo Christian School; Toronto District Christian Highschool)

DISCIPLINE POLICY AT WOODSTOCK CHRISTIAN SCHOOL

As image-bearers, the task as students, teachers and parents at WCS is to live a life of service to God and to each other. Christian love, as found in 1 Corinthians 13, forms the basis for all interaction between the teachers, the parents, and the students. Together we strive to create within the school a wholesome and safe environment where significant learning is possible and God is honoured.

The Principal will ensure that the school property is a safe place for learning and for social relationships to occur.

All Ministry policies applicable to WCS as well as WCS Board policies will be made known to the educators, parents, and students.

It is the mission of WCS, as society and board, to invite students into a world and life view that brings them closer to God. Teachers encourage growth for the whole child, physically, mentally, emotionally and spiritually. They strive to invite students into a relationship with God and all those around them. Teachers invite students into a greater awareness of their true status, purpose and destiny, as covenant children, citizens in the Kingdom of Heaven, and citizens in this country of Canada.

A wholesome school atmosphere develops when the roles of teacher, student and parent are fulfilled with mutual love and respect.

(i) Teachers are called to guide, to motivate, to instruct, and to create an environment in which the child will freely want to engage with learning. Teachers will be aware of their moral and legal obligations to implement the Board's policies. Teachers communicate with parents as they deem necessary when their child(ren) have chosen to break community through hurtful, inappropriate activity. Parents may then also be invited to participate in the healing process.

(ii) Students are called to engage with God's world in playful, meaningful ways so that they grow in their ability to problem solve and respond purposefully to their world and its Creator. When they choose to respond in inappropriate and hurtful ways that damage relationships, they will be called back into community through an invitation to dialogue and repair the harm done. In this way students experience forgiveness, restoration, and unconditional love and learn to provide this for others.

(iii) Parents are partners in education. They assist the staff by helping their children understand the importance of developing, maintaining, and restoring caring relationships. Parents communicate with teachers as needed, sharing any concerns their child(ren) may be experiencing.

It is our prayer and desire that WCS be a school that is safe for all, where growth in student responsibility and self-discipline takes place, where a growing sense of

community is built, and an open, transparent process of discipline exists to bring about restoration of relationships.

Commonly it is conflict that gives rise to the need for discipline, that is the need for correction, restitution, and reconciliation. Too often conflict is seen as a negative when instead it presents positive, valuable opportunities for teaching and learning. A key concept in discipline is teaching, and therefore teachers play a vital role in the process. Teachers must provide a high level of support, nurture, and encouragement,

while at the same time making sure that clear, consistent expectations are in place. In this way, students are led to take responsibility for their actions, given opportunity to repair harm/damage that was done, and experience the forgiveness of those affected by his/her actions.

At WCS, a continuum of Restorative Practices is used to bring about restitution, forgiveness, and reconciliation. These include:

- A) In order to foster a sense of awareness if a student has erred, teachers will use affective statements and questions so that students will come to know what they have done wrong, whom they may have hurt, and what steps can be taken to bring about restitution. This phase usually involves just the one causing harm and the teacher.
- B) If ineffective then teachers will set up small conferences with the student involved in the unacceptable behaviour, including, if appropriate, those affected by the action. The purpose of this meeting is to promote healing and reconciliation by prompting the students to find a solution acceptable to all parties. The teacher leads this conference asking affective questions.
- C) If the behaviour has caused considerable hurt and/or gentle reminders and small conferences have been ineffective, the teacher will call students involved to a more formal large group conference involving those directly involved as well as their peers--the whole class. The intent of this meeting is to expose how all are impacted by the action in question and working together might find ways to provide support and ways for restoration, forgiveness, and reconciliation to be experienced.
- D) In cases where reconciliation has not yet been achieved after using the previous steps, a formal conference is scheduled. Such a conference includes those who have caused the harm and their parent(s), the harmed and their parent(s), and administrator(s), one or two classmates/other adults chosen by each student directly involved, and one or two classmates/other adults chosen by the teacher. This meeting is chaired by the school administration (or outside facilitator), and its purpose is to seek restitution, forgiveness, and reconciliation. Should this goal not be reached and it is not possible for the harm to be repaired, school administrators

with Board endorsement will make a final decision that upholds the well-being of all in the school.

While the process is being undertaken, to ensure that further harm is not experienced and enough time is provided so that the well-being of all is ensured and pursued, a teacher/administrator may suggest a temporary loss of privileges, appropriate work assignments, in-school or out of school suspensions, etc. If deemed necessary, parents will be contacted to inform them of their child's involvement in the process.

Through grace, God intervened to restore the broken relationship between Himself and His children. He sent Jesus to be our redeemer, bringing us back to wholeness. So we too at WCS follow this Biblical truth of restoration in the middle of our brokenness. Turning the wrong into that which is right, while honouring one another as God's children, leads to the rebuilding of relationships and a new beginning. (Spring, 2009)

WCS SCHOOL BUS GUIDELINES

We are privileged to have a safe and efficient bus system through which our students travel to and from school. Within this setting, we strive to create for our students and the bus drivers a positive, safe environment in which God is honoured.

The Principal will ensure that the bus is a safe way for students to travel. Bus drivers have been designated to be responsible for the students while on the bus and it is their task to transport students to and from school safely. Bus patrol students, who are selected by the Principal, assist the driver in maintaining safe conditions on the buses.

Students ride only the bus that they have been assigned to by the WCS Transportation Committee. Any necessary changes in pick-up or drop-off locations are made after dialogue with the Transportation Committee. If students occasionally require a ride on another bus, written permission is granted through the office of the Principal.

Since all we do is for the Lord, we strive as a community to respect and love each other as Christ calls us to do. A wholesome bus atmosphere develops when the roles of bus driver, passenger and parent are fulfilled with respect and trust.

- (i) Bus drivers are given responsibility to drive the students to and from school safely.
- (ii) The students (passengers) are responsible for following the guides lines and providing the best possible environment for the bus drivers to get them to school. When passengers and bus drivers engage in a respectful, meaningful manner, a community of peace and appreciation for each other is ensured. Passengers are also asked to interact with each other in a positive, encouraging manner that will allow for a comfortable, safe ride.

(iii) Parents are partners in the process of transportation. They assist the bus drivers by helping their children understand the importance of following safe guidelines in riding the bus to and from school. They support the busdrivers in their task as they guide their child(ren) to respect and honour the driver and fellow passengers.

Following are guidelines school bus passengers follow while riding the school bus:

1. Passengers follow instructions by the bus drivers relating to bus policy and safety.
2. Passengers are at pick-up location on time, so that the bus will be able to stay on schedule.
3. Passengers are seated in assigned seats and remain seated for the duration of the ride.
4. Passengers accept responsibility for the cleanliness of their bus space and do their part in keeping the bus litter-free. The bus driver will determine whether students may eat on the bus.
5. Passengers respect and care for the bus property by engaging in activities that maintain the condition of the bus and by reporting any damages that may have incurred.
6. In warm weather, with permission from the bus driver, windows may be opened. Respect is granted to other vehicles and safety ensured by keeping all objects inside the bus, including hands and arms.
7. Passengers engage in quiet, wholesome activities while riding the bus. Appropriate, encouraging language is used in speaking to one another and voices are kept at a noise-level that does not distract the driver from driving safely. The relationship between passenger and bus driver as well as passenger to passenger is one of respect and appreciation.
8. Large sports equipment, large musical instruments and /or pets are not transported to and from school by bus.
9. The No Smoking/Vaping policy is in effect on the buses.

When conflict arises between passengers or between passengers and bus drivers, bus drivers follow the WCS Discipline Policy, including Restorative Practices to bring about restitution, forgiveness and reconciliation. Bus drivers can at any time involve the administration of the school in the process. Strategies include:

- A) In order to make them aware of wrongdoing, bus drivers will use affective statements and questions so that students will come to know what they have done wrong, whom they may have hurt, and what steps can be taken to bring about restitution. This phase usually involves just the one causing harm and the bus driver.
- B) Bus drivers will set up a small conference with the passenger involved in the unacceptable behaviour, including, if appropriate, those affected by the action. The purpose of this meeting is to promote healing and reconciliation by prompting the passengers to find a solution acceptable to all parties. The bus driver leads this conference asking affective questions.
- C) If the behavior has caused considerable hurt and/or gentle reminders and small conferences have been ineffective, the bus driver will call passengers involved to a more formal large group conference involving those directly involved as well as others who may have been affected. The intent of this meeting is to expose how all are impacted by the action in question and working together might find ways to provide support and ways for restoration, forgiveness, and reconciliation to be experienced.
- D) At times, a formal conference is scheduled. It may include those who have caused the harm and their parent(s), the harmed and their parent(s), and administrator(s), one-two classmates/other adults chosen by each student directly involved, and one-two classmates/other adults chosen by the teacher. This meeting is set up and chaired by the school administration (or outside facilitator), and its purpose is to seek restitution, forgiveness, and reconciliation. Should this goal not be reached and it is not possible for the harm to be repaired, school administrators with Board endorsement will make a final decision that upholds the wellbeing of all in the school.

If the offences are recurring for severe, the administrator(s) may suspend the privilege of riding the bus for a time. Parents will be contacted as necessary, to inform them of their child's involvement in the process.

At WCS we follow the Biblical truth of restoration in the middle of brokenness. Turning wrong into right while honouring one another as God's children, leads to the rebuilding of relationships and a new beginning.

