

Parent Handbook

Updated June 2022



GUIDO de BRÈS
CHRISTIAN HIGH SCHOOL

· Everything in Christ ·



GUIDO de BRÈS

CHRISTIAN HIGH SCHOOL

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VISION AND HISTORY

Guido de Brès Christian High School Vision

1. Purpose and Foundation

Members of the Canadian Reformed Churches have established Guido de Brès Christian High School (to be referred to as “Guido”) so that the schooling provided will assist the parents in the fulfillment of the promises made at the baptism of the covenant children entrusted to their care. Reformed education aims to realize this assistance by equipping the students to employ their talents in the service of God and His Kingdom. The following statements indicate how this most basic aim is to be achieved and thus constitute the basis of the instruction which Guido seeks to provide:

- a) The entire curriculum will be taught in obedience to the Holy Scriptures, the infallible Word of God, as confessed in the Three Forms of Unity (the Belgic Confession, the Heidelberg Catechism, and the Canons of Dort).
- b) Each subject in the curriculum will have as its point of departure the cultural mandate: the command to subdue the earth as clearly stated in the book of Genesis and elaborated upon in the entire Scriptures.
- c) All teaching will take into account that this cultural mandate is to be exercised in a world which is lost in the misery and guilt incurred by man’s fall into sin but overcome by the work of our Lord and Saviour Jesus Christ.

2. Specific Aims and Objectives

It is the special task of Guido to provide a program of instruction appropriate to the secondary level of education and, in so doing, to:

- a) teach the students about all aspects of God’s created order, that they may stand in awe of their Maker and praise Him;
- b) remind the students that their calling in this world is to know God as their Creator, Redeemer, and Sanctifier and to honour and serve Him;
- c) help the students grow into mature human beings, prepared to employ their talents in the service of God and for the benefit of their neighbours, in all areas of life;
- d) assist the students in recognizing their value and privileges as God’s covenant children, and remind them that they are enabled by grace to respond in obedience to the call to serve;
- e) help the students develop a Christian mind, so that they may discern the power and corrupting influence of secular or seemingly Christian philosophies and, in submission to the Lordship of Christ, with due humility begin to think in a Reformed way about all aspects of life;
- f) remind the students that, because of the redeeming work of Christ, this world has not been abandoned by God and that their work as His followers and co-workers is therefore of value for the coming restoration of God’s Kingdom on this earth;

- g) show the students that knowing and fearing God is essential to attaining true knowledge and wisdom, since teaching and learning are bound up with one's relationship to God.
- h) challenge students to demonstrate, in daily talk and action, a Christian heart sincerely responding to the call to follow Christ.

These foundational statements are summarized by our motto: ***Everything in Christ***. All things, including the instruction of Guido, are subject to His rule and authority.

School Introduction

1. Structure

Our school seeks to unify all educational activities within the framework of a Biblical vision of life, as summarized in the Belgic Confession, Heidelberg Catechism, and Canons of Dort. Our teaching staff teach the Ontario curriculum through the lens of God’s word while following the curriculum guidelines established by the Ontario Ministry of Education for grades 9 to 12. Further information can be found in the *Academic Information* section of this handbook.

The school is governed by a Board of Directors, including representatives of the local congregations in our catchment area, and also consisting of a chairperson, vice-chairperson, treasurer, corresponding secretary and recording secretary. A list of current Board members is available on our website.

The school has one principal and two vice-principals. Leadership is further shared with department chairpersons for each subject area. A list of current teaching staff is available on our website.

2. History

The school is operated by the Guido de Brès Canadian Reformed School Society. This incorporated society has as its basis the Word of God as confessed in the Reformed doctrinal standards.

Our school is named after Guido de Brès, a preacher of the Reformed Churches in the Netherlands who died as a martyr to the faith in the year 1567. He was the chief author of the Belgic Confession, one of the doctrinal standards of the Reformed Churches. A statement from Article 12 of this Confession, which is inscribed on the wooden plaque in the front lobby, summarizes our school’s vision: “... to the end that man may serve his God.” This plaque was presented to the school on the occasion of the official opening of the original building on the present site on October 1, 1977.

The revised school crest on the front cover of this handbook was adopted at the spring membership meeting on May 6, 2005. This logo uses symbols that were also in our old logo – the Alpha and Omega, and wheat – to communicate the vision and motto of our school.

The school was established in September 1975 with grades 9, 10, and 11. Classes were held in the old Central High School building in downtown Hamilton for two years, with the addition of Grade 12 in 1976. In September 1977, the school was able to move into its own newly built premises on Stone Church Road East on the Hamilton Mountain. Crerar Drive was extended in front of our school a few decades later, giving us a new street address.

Our school has been blessed with strong support and steady growth in enrolment. When the school opened in 1975, there were seven teachers and just over 100 students. By 2022 the school had just under 50 staff and over 430 students, and Lord willing we will continue to grow.

With our school’s rapid growth came the realization that the original building was inadequate in terms of space and specialized rooms. Starting in April 1995, a massive fundraising campaign was undertaken. The campaign was appropriately called “Building in Faith.” By the December 1995 deadline, a total of \$2.5 million was pledged. The Board then set up a building committee to work with an architect to finalize plans for an expanded facility that would add seven additional rooms, including a new science and computer lab, a new library, a new double gym, expanded guidance, art, and music facilities,

upgraded administrative offices, and larger technical shops. Construction began in May 1996 with the first phase ready for occupancy by February 1997. The final renovation of the old gym into classrooms and shops was completed by September 1997. This construction project almost doubled our floor area and usable space.

Since then, another smaller addition has allowed for the development of a special needs wing, which allowed us to educate high school aged children with various special needs.

3. Membership Categories

Parents or legal guardians sending children to our school are charged a monthly fee. The following categories apply:

Category	Description
1	parents with children only in Guido
2	parents with children at Guido and a Christian elementary school
3	parents with children in grade 6 for the first time
4	general membership fee
5	senior membership fee

For an updated fee schedule, contact the school or visit the school website (www.guidodebres.org).

4. Availability of Financial Statements

The financial year runs from July 1 to June 30. Financial statements for the school’s financial year are prepared and made available to all members of the school society by October of the next school year. School society members can direct questions to the Board at the fall membership meeting.

5. Contacting the School

Telephone: (905) 574-4011
 E-mail: office@guidodebres.com
 Website: www.guidodebres.org
 Edsby: www.guidodebres.edsby.com

Whom should you call?

1. If you have questions about your child’s assignments, course materials, and instruction, contact the classroom teacher. The best way to connect with your child’s teacher is by sending a message through Edsby. Alternately, you will find teacher email addresses on the website.
2. For course selections in our school, contact the vice-principal in charge of scheduling.
3. For applications to summer school, college, and university, contact Student Services.
4. For specific matters concerning school discipline and general matters concerning grade 9, contact the vice-principal in charge of discipline.
5. For school enrolment, school policy and procedures, or any matters not mentioned above, contact the principal.
6. If you need further information not addressed here, please call or email the office.

School Committees

Guido is governed by a Board of Directors. Guido is a parental school, and therefore committees are organized to represent the parents in the operation of the school.

1. Board

Each Canadian Reformed congregation in our catchment area has a local high school chapter (“local”), and each local sends one member to the Regional Board to represent them. The Regional Board meets once a month, typically the last Thursday. These Board members are responsible for the general policies related to finance, building, staff, and curriculum.

The Board elects a five-person executive consisting of the following:

- a) chairman
- b) vice-chairman
- c) corresponding secretary
- d) recording secretary
- e) treasurer

This executive committee helps organize agendas for Board meetings and is involved in the general operation of the school.

2. Education Committee

This committee consists of three Board members and three members from the community. They meet monthly and pass reports and recommendations on to the Board. Its responsibility is to deal extensively with staff and programs in the school. The principal and a vice-principal are advisory members.

Every other year the members meet individually with each teacher in April to discuss some of the following topics:

- a) specifics about the teacher’s subjects
- b) the teacher’s role in the school
- c) professional upgrading
- d) job satisfaction
- e) the school’s strengths and areas for possible improvement
- f) the role of the committees
- g) teaching methodology
- h) curriculum development

The committee also visits all teachers at least once per year. The purpose of the class visits is to make the committee members more aware of what is happening in the school. About 15 minutes at the end of the visited class will be set aside for the teacher and the two members to discuss observations. Written reports are not prepared, but the committee members do provide an oral report of the visit at a committee meeting.

3. Transportation Committee

The local chapter handles most of the transportation needs. There is a central committee that coordinates the work of the locals and is responsible for the bus contracts.

4. Compensation Committee

This committee is made up of two regional Board members, two staff members, and two members from the community at large. The purpose of this committee is to:

- a) identify employment-related issues requiring attention and make recommendations to the Board for the resolution thereof;
- b) resolve annual salary discussions in order to develop a salary grid and salary increase recommendations to the regional Board;
- c) review benefit and pension plans as they pertain to all employees.

5. Finance Committee

The Board treasurer and one representative from each local meet monthly to review incoming and outgoing monies, and the general financial operations of the school society. The committee makes recommendations to the Board concerning any matters relating to fees and financial policies.

6. Maintenance Committee

This committee carries out the regular upgrading and upkeep of the building and property that cannot be completed by the custodian.

7. Ladies' Auxiliary

This volunteer organization helps to operate the school kitchen and provides food and refreshment services for special school events like Founders' Day and Grade 12 Commencement.

8. Promotion Committee

This committee is charged with the responsibility of enhancing community awareness of Guido for the purpose of increasing the support base of the school. To this end it initiates various activities and projects. Its specific objectives are to:

- a) improve/maintain the perception of the school;
- b) enhance awareness of the school;
- c) encourage fellowship;
- d) strengthen/maintain a community feeling regarding the school;
- e) instill/maintain a sense of ownership of the school.

9. Information Technology Committee

This committee develops long-term policies to enhance the use of computer technology in all school-related activities and programs and maintains the computer system.

ACADEMICS

Academic Information

1. Academic Program

Our school seeks to unify all educational activities within the framework of a Biblical vision of life, as summarized in the Belgic Confession, Heidelberg Catechism, and Canons of Dort. The school's vision is summarized in the quotation on the plaque in our front hall: "...to the end that man may serve his God."

The school's curriculum incorporates this vision and reflects an increasing awareness and experience of the unity, variety and complexity of God's Creation. The school also follows the curriculum guidelines established by the Ministry of Education for grades 9 to 12. Regular inspection by the Ministry ensures that we maintain minimum program requirements sufficient to allow the school principal to award credits for successfully completed courses. Students who fulfill the provincial standards for 30 credits, pass the grade 10 literacy test, and complete 40 hours of community service are awarded the Ontario Secondary School Diploma. Our students are also required to earn three credits in Religious Studies. We have received Ministry of Education permission to grant provincial credits for these locally developed courses. A description of all our courses is available in our annual Course Calendar and online.

In January of each year, the school publishes a Course Calendar that lists all the courses offered in the school and a brief description of each course. Along with the Calendar, students also receive registration forms to sign up for courses for the following year. A course information evening for parents new to the school is organized toward the end of January to review the information in the Calendar. Students receive assistance in the school in selecting courses by means of personal conference with the student services department and in large group settings. A copy of the current Calendar may be obtained from the school upon request, or from the school web site.

2. Curriculum Streaming

The school offers a full secondary program to allow students to earn the necessary requirements for all post-secondary institutions. In grade 9, students are not streamed, and classes are taught at a level where students of all academic abilities should be able to achieve success. In grade 10, courses are offered at the academic and applied levels. In grades 11 and 12, courses are offered at the university, college, and workplace preparation levels. Learning assistance and special education is also provided for students in all grades.

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 programs.

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

college programs.

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

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 programs offered in the community.

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

3. Academic Reporting

Student achievement is reported to the students and their parents twice per semester. The reports are issued in November, February (final semester 1 marks), April, and June (final semester 2 marks). An interim report is also issued for grade 9 students in October. Parent-teacher conferences take place in October and April, and current marks are available on Edsby prior to those conferences. Teachers make use of both assessment (formative) and evaluation (summative) in supporting student achievement. At any time during the year, parents may request further anecdotal information from their child's teachers by contacting the office.

At the end of each course, students are expected to participate in a culminating experience that promotes integration of the material learned in each course. For most academic courses, these culminating experiences are the end-of-semester examinations.

4. University Preparation

Students in grade 12 who plan to go to university will be required to take six university or university/college preparation courses. For specific requirements, check with the student services office.

5. Credits in Religious Studies

At Guido all students are required to take the courses offered in Religious Studies. In grades 9 and 10 students will take the equivalent of 0.5 credits per year. In grades 11 and 12 students will take the equivalent of 1.0 credit per year. Students must pass the equivalent of at least two credits in their Religious Education courses in order to take part in the school's Commencement Exercises in their graduating year. All students will be awarded Ministry of Education credits if they successfully complete their courses of study.

6. Course Load

All students are expected to take a full course load. Even in the case of Grade 12 students, permission to take a study period will be granted by the principal only if special circumstances require it. At a minimum, students will need to be enrolled in six 4U level courses to be considered for a study period.

7. Course Changes

Requests for course changes are to be directed to the vice-principal of academics up until the end of the first week of a semester. Parental approval for the changes may be required.

8. Marks

The following method is used to report student performance for the entire province:

Percentage Grade Range	Letter Grade Equivalent	Description
80-100%	A	Level 4: A very high to outstanding achievement above the provincial standard.
70-79%	B	Level 3: A high level of achievement; the provincial standard.
60-69%	C	Level 2: A moderate level of achievement below but approaching the provincial standard.
50-59%	D	Level 1: A passable level of achievement below the provincial standard.
49% or below	E	Insufficient achievement; no credit granted.

The students' term mark in each course accounts for 70% of their final mark. The remaining 30% is made up of culminating activities using the following guidelines:

- a) Academic and university preparation courses: 30% exam
- b) Applied, college, and workplace courses: 20% exam, 10% other activity
- c) Grade 9 and 10 modified courses: 30% culminating activity other than exam

9. Learning Skills and Work Habits

Learning Skills and Work Habits categories are taken from *Growing Success* (2009). *Growing Success* details the descriptors, purpose, and rationale for categories in Section 2 (pp. 9-14). Below is a chart, pulled from *Growing Success*, that works well to describe what each category looks like:

Learning Skills and Work Habits	Sample Behaviours
Responsibility	The student: <ul style="list-style-type: none"> • fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
Organization	The student: <ul style="list-style-type: none"> • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent work	The student: <ul style="list-style-type: none"> • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.
Collaboration	The student: <ul style="list-style-type: none"> • accepts various roles and an equitable share of work in a group;

	<ul style="list-style-type: none"> • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	<p>The student:</p> <ul style="list-style-type: none"> • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
Self-Regulation	<p>The student:</p> <ul style="list-style-type: none"> • sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed; • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges.

The Learning Skills and Work Habits categories will be assessed using the descriptors listed below.

E – Exemplary: If a student receives an ‘E’ in a Learning Skills and Work Habits section it means that the teacher has observed examples where the child has consistently shown skills and work habits above and beyond what is expected of most students.

G – Good: If a student receives a ‘G’ in a Learning Skills and Work Habits section it means that the teacher has observed that a child consistently shows skills and work habits that are positive, and what we expect from our students.

S – Satisfactory: If a student receives a ‘S’ in a Learning Skills and Work Habits section, it means that the teacher has observed that a child demonstrates skills and work habits that, while not a major concern, could consistently use extra positive focus.

N – Needs Improvement: If a student receives an ‘N’ in a Learning Skills and Work Habits section it means that the teacher has observed examples where a child’s learning skills and work habits are not at a level that is acceptable in a classroom.

10. Examinations

- Normal school rules apply.
- Exams are normally written in the morning.
- Buses run at normal time in the morning, but leave by 11:10 a.m.
- Students are expected to be at school only when they have exams to write.
- A doctor’s note is required for any absence.
- All exams are 2 hours in length.
- If an exam day is cancelled due to weather or another event, the schedule will be pushed forward by

one day (Friday exams will be written on the next Monday).

Completed and marked exams are not returned to the students, but are stored in the office for three months. If a student wishes to review an exam, permission must be received from the principal. If permission is granted, the review of the exam by the subject teacher and student will take place in the office.

11. Plagiarism Policy

Plagiarism is using the ideas and words of others without clearly acknowledging the source of the information. Specifically, plagiarism includes:

- a) copying published materials without giving credit;
- b) copying parts or all of another student's assignment or sharing answers via a calculator or other electronic device;
- c) lending an assignment for another student to copy;
- d) using electronic translating tools;
- e) purchasing essays.

Whether this happens unintentionally or deliberately, these practices are illegal and unacceptable.

When the ideas of another are paraphrased or interpreted and are therefore presented without quotation marks, the source must nevertheless be fully and accurately identified. Each instructor who assigns a paper or report may direct students to a particular style for footnote and bibliographic documentation.

Teachers are to teach proper methods of documenting sources, particularly in Grade 9. Further suggestions to prevent plagiarism are detailed in the Teacher's Handbook.

Teachers will be diligent to detect incidents of cheating and plagiarism in order to maintain academic standards. Use of on-line sources, knowledge of the writing styles of their students, and careful reading of submitted material will be used to prevent academic dishonesty.

All incidents of plagiarism will be reported to the vice-principal in charge of discipline. In each case, parents will also be notified. The vice-principal, with input from the teacher, will determine the consequences. In general, the following will be taken into consideration:

- a) The extent of the plagiarism (could range from carelessly missing a citation to deliberately trying to use the work of others and passing it off as one's own);
- b) The grade level and maturity of the student;
- c) The individual circumstances of the student.

A progression of penalties will adhere to the following guidelines:

- a) First Offense: An offense of a Grade 9 or 10 student will result in an opportunity to re-do the assignment, fixing plagiarism errors without any further academic penalty. An offense of a Grade 11 or 12 student will result in an opportunity to re-do the assignment and academic penalties may be applied. Professional judgement will be used in determining where the offense lies on a continuum of offenses.
- b) Second Offense: A second offense will result in academic penalty of at least 10% and up to 100% and an opportunity to re-do the assignment, fixing plagiarism errors, may be given. These penalties will be

made at the discretion of the teacher in consultation with the vice-principal. Professional judgement will be used in determining the extent of the penalties. In any case, the student will be expected to participate in a seminar hosted by the office in which the full implications of cheating will be made clear.

- c) Third Offence: A third offence could result in a suspension of the student. This suspension will be treated as a regular disciplinary infraction. Other penalties will be in line with second offence penalties described above.

12. Other Academic Dishonesty

Copying during a test, quiz, or exam will usually result in a zero. The parents will be contacted. Copying would include:

- a) using hidden notes;
- b) accessing or sending notes on an electronic device;
- c) copying from another students' paper;
- d) asking another student for an answer;
- e) giving answers to another student verbally or letting him/her see the test answer.

Ministry of Education Requirements for the Granting of Diplomas and Certificates

1. Ontario Secondary School Diploma (OSSD)

Students must meet the following requirements to obtain the Ontario Secondary School Diploma:

18 compulsory credits:

4	in English*	1	in the arts
3	in mathematics	1	in health and physical education
2	in science	1	in French as a second language
1	in Canadian history	0.5	in civics
1	in Canadian geography	0.5	in career studies

Plus, one credit from each of the following groups:

- 1 **Group 1:** additional credit in English, or French as a second language***, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education**
- 1 **Group 2:** additional credit in health and physical education, or the arts, or business studies, or French as a second language***, or cooperative education**
- 1 **Group 3:** additional credit in science (Grade 11 or 12), or technological education, or French as a second language***, or computer studies, or cooperative education**

*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course. (Note that our school does not offer ESL or ELD.)

** A maximum of 2 credits in cooperative education can count as compulsory credits.

***In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

In addition to the compulsory credits, students must complete

- 12 optional credits
- 40 hours of community involvement activities. These activities may be completed any time during their years in the secondary school program. Parents need to help their children coordinate this program. Official forms can be picked up in the office and should be completed and returned at least once per year. Students are encouraged to record all their hours, and not just the minimum 40 hours.
- Ontario Secondary School Literacy Test in grade 10. This test, normally written in the spring, is based on the Ontario curriculum expectations for language and communication – particularly in reading and writing – up to and including grade 9.

2. The Ontario Secondary School Certificate

Students whose learning needs would be better met by completing fewer academic courses at Guido (than would be required for the OSSD) may work towards receiving the Ontario Secondary School Certificate. This can also be given to students who decide to leave school before earning the OSSD, on request, if they have earned a minimum of **14 credits** or their equivalent, distributed as follows:

- 2 in English
- 1 in Canadian geography or Canadian history
- 1 in mathematics
- 1 in science
- 1 in health and physical education
- 1 in the arts or technological education
- 7 optional credits

3. The Certificate of Accomplishment

Students who are on a highly modified program due to their specific and special learning needs may not be accumulating credits. The Certificate of Accomplishment may be given to these students by Guido to honour what they have achieved during their time at the school.

Resource Program

1. Introduction

In addition to the support for students with exceptionalities outlined in the Student Admission Policy elsewhere in this handbook, the school provides an assistance program for students with diagnosed learning problems.

2. Policy

The service of the Educational Assistant (EA) will normally be provided in applied courses for every student in grade 9 and 10 who has a diagnosed learning disability. The EA will work with these students right in their classroom or take these students out to a separate room when needed. Students in grades 11 and 12 may meet with an EA once per week for extra support. The EA is supplied with a separate room that contains reading materials, organizational charts, and computers for these students to use.

The subject teacher is ultimately in charge of the students and responsible for initiating parental contact. The vice-principal coordinates the work of the EA, including contact with parents and with the feeder schools. Parents 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.

3. Special High School Considerations for Educational Assistance

- a) Streaming in Grades 10-12 provides some academic adjustment for students' unique learning needs.
- b) Teachers have a high degree of specialized knowledge in the subjects they teach. They look for help from the EA as to how the content, evaluation, and methodology should be adjusted.
- c) Regular meetings of all teachers concerned are organized throughout the year to help teachers teach students with learning disabilities.

4. The Educational Assistants are expected to:

- a) Report in writing on their observations of the students to share these with the teacher.
- b) Assist the Resource teacher in developing Individual Education Plans (IEPs). IEPs are used by the teachers to plan specific teaching strategies for individual students.
- c) Assist students in organizing the completion of their work.
- d) Review work covered in class and help students develop strategies to complete their work.
- 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 social, emotional, and behavioural needs.
- h) Assist the teacher as requested to prepare resources and materials for the classroom.
- i) Maintain strict confidentiality with respect to student, classroom, teacher, and school information.

5. Yearly Process to Support Educational Assistance

With the feeder schools:

- a) In February principals of the feeder schools and parents of grade 8 students are asked to indicate on the grade 9 application forms the exceptionalities of students that require assistance.
- b) This information is reviewed at a subsequent meeting of the principals of the feeder schools.
- c) In June the Resource teacher meets with the principal or EA of each feeder school to gain more information about students requiring assistance. At the same time, we request that written reports be forwarded. Parents of grade eight students can also arrange to meet with the Resource teacher and Guido vice-principal.

Within the Guido staff:

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

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

Given the great diversity of students who attend Guido, there are times when programs will be changed so that those who have difficulty learning, or whose strengths lead them to learn in different ways, will have success in school. When this happens, accommodations can be made for students, or, in special circumstances, course expectations can be modified. When either of these things happen in a classroom the accommodations and modifications need to be tracked and recorded in their OSR.

Definition of Terms

The following definitions have been taken from *The Guide for Accommodations, Special Provisions, Deferrals and Exemptions, 2002*. This document explains what can be done for exceptional students who write the grade 10 Literacy Test, and can be applied more broadly to all classes.

Accommodation

- a) Accommodations are supports and services that enable students with special needs to demonstrate their competencies.
- b) The supports and services do not alter the validity and reliability of the student's evaluation.
- 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

- a) Modification refers to changes in what a student is expected to learn and/or demonstrate. Modifications include changes to content and performance criteria (evaluation).
- b) For the Literacy Test, students with an IEP can receive some accommodation but not modification of the test.

Relevant Ministry of Education Policy Documents

- a) *Program Planning and Assessment, 2000*
 - This 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. Considerations include:
 - i. assign workplace courses where available. If this level of course is not available, an existing course will have the content and evaluation modified, if possible, but a credit will not be assigned.
 - ii. consider an adapted program that includes more co-op courses, and reduced expectations of normal required courses.
 - iii. make clear that these adjustments will not allow the successful completion of the requirements for the grade 12 diploma.
 - iv. make provisions to allow eligible students to take an approved learning strategies course (examples GLD2O, GLE4O)

7. Implications for Tracking Our Special Needs Students

- a) When entering into Grade 9 upon recommendation from the feeder schools and confirmation by Guido staff, some students will have their courses modified. This means some adjustment to the course content and evaluation. The word “modified” will be added to the report card and transcript, and a credit will be assigned to each course. Students in modified courses in grade 9 will continue a modified program in grade 10 and are expected to take workplace courses in grade 11 and 12.
- b) Based on the results of the grade 10 Literacy Test and the modified students’ performance in grades 9 and 10, the principal will determine if the student will have a reasonable chance of passing the prescribed grade 11 courses at the workplace or college level. If the student does not have a reasonable chance of passing, the parents will be contacted in writing to state that the students may only be able to achieve an Ontario Secondary School Certificate (14 credits).
- c) If the parents wish to have the modified students who may not pass senior courses and/or the Literacy test return to grade 11, the principal shall ensure that the students get support for writing the grade 10 Literacy Test again.
- d) There will not be any modification of “O” courses in Grade 11 and 12 unless the student is not eligible to receive a grade 12 diploma. “O” stream courses in Grade 9 and 10 cannot be modified.
- e) It is expected that students who are eligible for a grade 12 diploma can successfully complete the grade 11 and 12 workplace courses. If they cannot complete these courses, then they should not be eligible for the grade 12 diploma. However, this will be assessed and communicated to the parents by the end of grade 9 and/or 10.
- f) If parents of a student who will not be able to obtain a grade 12 diploma want the student to participate in grade 11 and 12, a program package should be prepared at the end of grade 10 that clarifies to teachers and parents the options that are available, and how in-class evaluation will be done even though report card marks will not be recorded.

- g) The principal will attempt to arrange extra co-op for grade 11 and 12 students who will not be eligible for a grade 12 diploma. Since the student is not earning a credit, the normal expectations for co-op do not have to be fulfilled by the student. This situation would be designated as a “work placement”.

8. Summary

- a) The principal has authority to grant credits for modified courses in grades 9 and 10.
- 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, but marks and credits will not be recorded on their report cards.
- d) By the end of grade 10, parents will be informed if their child cannot successfully complete a grade 12 diploma. A package of courses will then be worked out for the student.

Awards For Academic Proficiency

Full details outlining the criteria, eligibility and selection process are available on the school website.

1. Grade 9, 10, and 11 Scholastic Achievement Awards

Presented to all students who have attained an average of at least 80% in their Grade 9, 10, or 11 year.

2. Blue and Gold Award

Presented to students who have demonstrated exemplary participation in school sports teams and clubs. Each school-based activity is awarded points based on the number of hours involved (e.g., a full season sports team is worth seven points). Students earning 20 blue and gold points in a single year receive this award.

3. Commencement Awards and Scholarships

a) The Blue and Gold Graduation Awards

- Presented to all graduating students who have accumulated a total of 70 blue and gold points by participating in extra-curricular functions and activities during their four years of attendance.

b) The Lieutenant Governor's Community Volunteer Award

- Sponsored by the Lieutenant Governor of Ontario, and presented to a graduating student in recognition of exemplary volunteer involvement within the community.

c) Governor General's Bronze Medal

- Sponsored by the Governor General of Canada, and awarded to the grade 12 student who has achieved the highest academic average in the final two years.

d) Guido de Brès Award

- Presented to eight graduating students (three students from the university stream, three students from the college stream, and two additional students from either stream) in recognition of exceptional scholarly achievement in their Grade 12 year.

e) Academic Athletics Scholarship

- Presented to the graduating student who had the highest grade 12 academic average while participating in at least two sports in their final year before graduation

f) The Dr. F.G. Oosterhoff Student-of-the-Year Award

- Presented to the graduating student selected as having met a range of criteria related to an exceptional contribution to school life in general: acceptance of responsibility, involvement in a variety of activities, consideration for fellow students, a spirit of cooperation, a positive attitude towards schoolwork, exemplary modeling of what the school represents.

DAILY OPERATIONS

General Information

1. Class Rotation

There will be a bell to indicate the beginning and end of every class. The class is dismissed by the teacher, not by the bell. During the rotation time between, students may visit the washrooms and go to their lockers. The normal schedule is:

Period 1	8:55 to 10:18
Period 2	10:25 to 11:40
Lunch	11:45 to 12:30
Period 4	12:35 to 1:48
Period 5	1:55 to 3:10
Last bell	3:12

From October to December and from March to May, teachers are involved in Research and Development (R&D) sessions for one day per week. On those days, the schedule is:

Period 1	8:55 to 9:59
Period 2	10:06 to 11:05
Lunch	11:05 to 11:45
Period 4	11:50 to 12:49
Period 5	12:56 to 1:53
Last bell	1:55
R&D Session	2:15 to 4:00

2. Lunch

As soon as the bell rings at the end of period 2, the P.A. announcements will be made. Upon the completion of the announcements, the period 2 teacher will conclude the morning classes and prepare for lunch with Bible reading and prayer. Students will be dismissed after these devotions are completed.

Grade 11 and 12 students are permitted to leave the property after they have been dismissed from their period 2 class. Students are typically not allowed to eat in their classrooms during regular classes.

The period 4 teachers will begin their class with a prayer of thanks for the lunchtime and ask for a blessing over the afternoon classes.

All school community members are expected to do their part to maintain the cleanliness of the school.

Gum chewing has resulted in discarded gum causing a lot of damage to classroom carpets and desks. Students must therefore not chew gum in the classrooms.

3. Locks and Lockers

Students have the privilege of using the lockers assigned to them by the school. It is the responsibility of all students who wish to lock their lockers, to ensure that the lockers are locked with a combination lock purchased from the office.

Students are expected to keep their lockers neat as well as free from pictures that are sexually suggestive or other inappropriate material. All locker decorations can only be attached to the inside of the locker by magnets and must be removed before the last day of school. Students are expected to ensure that their lockers are not damaged. If accidental damage occurs, it is to be reported immediately to the office. Otherwise, students will have to help pay for the repair or replacement of the locker.

4. Textbooks and School Supplies

Textbooks and some school supplies are provided by the school on the first day of school in each semester. Students must take good care of their books. They will be charged if textbooks are damaged or not returned. Students must write their names in their books. They are to return textbooks during the exam weeks. Students are expected to provide their own consumables (paper, pens, etc.).

5. Lost and Found

- a) All articles found in or near the school should be given to the secretary. Such articles may be claimed from the office. Articles not picked up within a few days will be placed in storage.
- b) If articles are unclaimed within a reasonable period (three to four weeks), they will be discarded.

6. Visitors and Guests

- a) Visitors to the school must report to the office.
- b) Students who wish to bring guests to school must obtain permission from both their bus driver and the office at least one day in advance. Permission will be granted under exceptional circumstances only.
- c) The west entrance doors are locked during class time.

7. Automobiles and Parking

- a) Students driving to school must register their cars with the office.
- b) At lunchtime grade 11 and 12 students are permitted to drive their cars off the property.
- c) Students should realize that the school grounds are used by hundreds of students, and should therefore drive slowly and carefully. Pedestrians always have the right of way.
- d) Students who bring their cars to school are to park them in the designated west parking lot. If there is no room in this area, the church parking lot may be used.
- e) Students who do not obey these rules will not be allowed to drive their cars to school and use the parking facilities.

8. Dress and Appearance

Students are expected to reflect a Christian lifestyle 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 students' clothing

should be practical and functional, and should not be confused with beach attire or other styles inappropriate to a school setting.

- 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 R.J. McCarthy), or hoodies (bought through the school and bearing Guido's name) that show their participation in a school team or group. Only plain (non-patterned, one-coloured) T-shirts can be worn under the compulsory shirts.
- b) Shorts must be at least lower-thigh in length. Skirts must also meet this minimum length.
- c) Pants and shorts must be tidy and modest and suitable for an academic environment. Ragged cut-offs, pants with holes, leggings worn as pants, yoga pants, and sports shorts are examples of clothing that do not fit this criterion and may not be worn.
- d) Boys are not allowed to wear earrings or have other facial piercings while in the school building or participating in school activities.
- e) Girls may wear earrings and modest nose rings (i.e., studs) but no other facial piercings.
- f) Students may not have any visible tattoos.
- g) Hats and sunglasses are not to be worn anywhere in the school building.

In all cases of disagreement concerning any student dress and appearance, 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.

9. Display of Affection

Any display of affection that would be inappropriate in a public setting must be avoided in and around school property.

10. Smoking (Anti-Tobacco Policy)

Smoking is an addictive and damaging behavior that should have no place in the lives of our students. As such, students are not to smoke or be in possession of cigarettes during school hours or at school-sponsored activities.

The first infraction will result in a warning and an initial home contact. It needs to be clear that the school and home must work together to deal with a (potential) addiction.

A second infraction will result in a face-to-face discussion with the student, a parent, principal and vice-principal. The goal of such a meeting is to plan for smoking cessation/addiction relief through a plan or program or any other idea that the parent, student or administration might propose and agree upon. The plan needs to have a beginning and a focus. A contract should be established at this point that would guide the process along. Such a contract would clearly spell out expectations and punishments should a student not follow through on the plan.

Subsequent infractions will cause continued discussion with parents, a review (and potential recommencing) of the plan, and a resolution that all parties will continue working toward the common goal of breaking the addiction at school. Detentions might also be expected at this stage if there is no real change and obvious disobedience is seen.

The ultimate purpose of this policy is to encourage all students not to smoke and encourage current smokers to quit.

11. Vaping

Since students may also become addicted to vape products, they are prohibited from vaping or being in possession of vaping paraphernalia during school hours or at school-sponsored activities. One of the other challenges with vaping is the ease with which THC is consumed with the same paraphernalia. Due to this, the Board has taken a stricter approach to dealing with students who choose to vape.

If a student is caught vaping, or with vape paraphernalia, the following steps will be taken:

- a) Parents will be immediately notified.
- b) Paraphernalia will be confiscated and not returned.
- c) Students will be suspended from school for the remainder of the day and the day following.
- d) This suspension includes bus privileges, so parents will be asked to pick their child up from the school.

12. Dangerous Behaviour

To ensure proper safety standards:

- a) Fights are strictly forbidden and may lead to suspensions.
- b) Students may not bring knives, firecrackers, and similar materials to school, or ignite lighters, matches, firecrackers, or start fires. Infractions may lead to suspension.
- c) Students are not to run in the halls or on the stairs.
- d) Students are not permitted to throw snowballs at any person, vehicle, or building.

13. Building, Grounds, and Neighbourhood

- a) Students must not leave the grounds during class time unless permission has been obtained from the office, or unless they are accompanied by a teacher.
- b) Students must stay away from the Teachers' College, Ebenezer Villa and Cornerstone Church, and adjacent areas.
- c) Grade 11 and 12 students have off-property privileges. This is a privilege granted by the school and must not be abused by loitering (gathering in groups on the sidewalk or along the road) or blocking traffic on the roads leading to the school. Moving along the sidewalk and staying off the roads except for crossing will promote a proper image to our nearby community, and ensure pedestrian safety. Failure to meet these expectations will result in individual cancellation of off-property privileges.

14. Use of Electronic Devices

Students are allowed to have electronic devices, such as cell phones, on their persons if they are not scheduled to be in a class. When they are scheduled to be in a class:

- a) Student's cell phones are to be placed in cell phone pockets at the beginning of class in every single classroom. No exceptions.
- b) Students will not take cell phones to the bathroom during class time, or when they go out of class for a few minutes.

- c) If needed for classroom work teachers may allow students to use their phones. Once finished students are to return their phones to the cellphone pockets at the front of the room.
- d) If a phone is used without permission during class time, it goes on the teacher’s desk until the end of class. The vice-principal of student services will be notified.
- e) Multiple infractions will result in a longer confiscation period – such as placing a phone in the office at the beginning of the day, and then picking it up at the end of the day for a set period of time. The vice-principal of student services will speak with the student involved to work out a solution and inform parents of the infractions.

Cell phones and other electronic devices such as smart watches are not permitted in exam rooms.

15. Emergency Procedures to Ensure Student Safety

- a) If a threat is near but not inside the building, the principal or his designate will make an announcement for students in the building to go to the nearest room, close the door and lock it, if possible. Students and staff who are outside the building will move away from the building and assemble on the Cornerstone church parking lot or in the church building until further instructions are given.
- b) If a danger is present in the school, the principal or his designate will announce that students and teachers are to go to the nearest room, lock the door, and sit on the ground away from the windows. Students and teachers who are outside will move to the church parking lot.
- c) There is a lockdown procedure.
- d) There is also an established procedure to be followed in the event of a bomb threat.

16. Compliance with Existing Codes

Our school follows relevant codes and regulations.

17. Criminal Reference Checks

All current staff have undergone criminal reference checks.

Code Of Student Behaviour

1. Introduction

In our school, expectations for student behaviour are based upon God's Word. Since all of mankind is prone to sin, within the school improper student behaviour will occur. All our students are, however, called to submit themselves to Christ. This calling has the following implications:

a) Obedience to Authority

Children must obey their parents and the teachers that instruct the children on behalf of the parents (Ephesians 6:1). Lord's Day 39 of the Heidelberg Catechism also addresses this issue by emphasizing that it is God's will that they be governed by those whom He has placed in authority.

b) Discipline and Instruction

Ephesians 6:4 and Lord's Day 39 show the necessity of proper discipline and instruction.

The purpose of proper discipline is to give direction and guidance and to redirect the child back to what he should be doing. Discipline is to teach children that they are not their own, but belong to their faithful Father. Freedom can then be understood as a complete submission to God. The goal of this discipline is self-discipline based on the Lordship of Jesus Christ.

Proper discipline allows for the primary objective of our school to be met: that of education or instruction. The foundation of both the discipline and the instruction is that "the fear of the Lord is the beginning of knowledge ..." (Proverbs 1:7).

c) Fruit of the Spirit

Proper student behaviour should allow students to show by their actions that they are readable letters from Christ (2 Corinthians 3:3). Micah 6:8 reminds us to "... act justly, and to love mercy, and to walk humbly with [our] God."

Galatians 5:22 and 23 also point out what should be the true fruit of the Spirit. This includes love, joy, peace, faithfulness, and self-control.

d) Proper Use of Language

James 3:10 states: "Out of the same mouth come praise and cursing. My brothers, this should not be." Proper language is also referred to in the Third Commandment ("You shall not take the Name of the Lord in vain ...") and the Ninth Commandment ("You shall not give false testimony against your neighbour ..."). At all times we must remember to speak and write using appropriate language that builds up our neighbour and is pleasing to our God and Father.

e) Daily Renewal

Every day, our students are to acknowledge to the Lord how great their sins and misery are, recognize how they are to be delivered, and show thankfulness to God for the deliverance that was made possible through the death of our Saviour, Jesus Christ.

2. Expectations for Students

Students will:

- a) show honour and respect to all staff members and be obedient to their instructions.
- b) cooperate with and address their peers in a positive manner, and so promote freedom from physical, verbal, and sexual harassment.
- c) enter classrooms at the correct time in a proper manner and be properly prepared for each class.
- d) confine themselves to designated areas and always demonstrate acceptable and courteous behaviour.
- e) joyfully and diligently use their talents to complete their assigned tasks to the best of their ability.
- f) show due respect and care for school property and the property of all staff members and fellow students.
- g) be an example of Godliness in all their lives, both in school and off-campus.

3. Policies and Procedures Relating to Inappropriate Behaviour

Teachers' Role

Teachers have the most important role in implementing the school's discipline policy. They will use the following steps.

a) Counselling

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

b) Class Detentions

Teachers may impose detentions if students fail to complete their work or are inattentive or disruptive in class. The main purpose of the class detention is for the student and teacher to review the reason and solution for the student's misbehaviour.

c) Parent Contact

Parental involvement is of critical importance in promoting shared discipline of the student in the school and at home.

d) Office Detentions

Teachers can recommend to the vice-principal situations that may require an office detention. See below for further information.

School Office's Role

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

a) Counselling

This first step could be used if the problem can be quickly resolved or if there is a misunderstanding between a student and a teacher.

b) Parent Contact

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, email, Edsby, and/or letter if a student is accumulating too many office detentions.

c) Detentions

Office detentions can be assigned for lateness, 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 direct them to better future decisions.

d) Behaviour Log

If a student has repeatedly demonstrated inappropriate behaviour, the teachers will record their daily observations of his behaviour and performance in a three-day behaviour log. At the end of the three days, the recorded information is examined by the vice-principal, who then reviews it with the student, if necessary. A contract may be established that specifies the required behaviour and the consequences of suitable and non-suitable behaviour.

e) Financial Compensation

If a student damages school property, he will be required to pay for its repair or replacement. If a student denies involvement and is later found to be guilty, a suspension may also be added.

f) Withdrawal of Privileges

Unacceptable behaviour may result in a student's losing, for a specified length of time, his privilege in taking part in intramurals, school teams, clubs, and school trips. Students involved in these activities are expected to be positive role models in the school and the community.

g) Removal from Class or School

A student may temporarily lose the privilege of attending a specific class for failing to cooperate with the teacher. A student may also lose the privilege of attending all his/her classes for an extended period of time. This includes two possibilities:

i) Suspension

The student is not allowed to attend school for one to five days. Suspensions are issued by the principal. All staff members will be made aware of student suspensions.

ii) Expulsion

Only the Board can expel a student. Expulsion means loss of all school rights and privileges for the duration of the current semester and the following semester. No credits can be earned during the time of the expulsion. The decision to expel is made by the Board upon recommendation by the principal.

The following conditions for removal from class for an extended period apply:

- i)* Disrespect shown to a teacher, verbal and physical abuse, major disruption, repeated office detentions or repeated smoking (violation of our anti-tobacco policy) on school property will result in the student being suspended from school by the principal for one to five days.
- ii)* Students are responsible for all work missed during a suspension and will be allowed to complete tests or hand in assignments on the first day back from a suspension.
- iii)* A suspension demonstrates to other students that serious misbehaviour will not be tolerated. It also gives a student time to assess his/her behaviour and be counselled by his/her parents. A suspension from school is considered a serious form of disciplinary

action and should not be taken lightly.

- iv) After a student's second suspension, a meeting with the student, his parents, two Board executive members, and the school administration will take place before the student returns to school.
- v) A student may, at the discretion of the Board, be expelled from school if he/she consumes or is in possession of alcohol or drugs (including marijuana) at school, on buses, or at activities sponsored by the school. These rules also apply to day trips and extended trips within the country if the trip is sponsored by the school.
- vi) A student may also, at the discretion of the Board, be expelled after receiving three suspensions within his time at our school, or if he has committed a serious school offence. The principal will suspend the student until the next Board meeting after the offence. The Board will make the final decision about the expulsion. During the time of the expulsion, the student will not be permitted to be on school property or attend school functions without prior permission from the principal.
- vii) At the discretion of the Board and in consultation with the principal, the expulsion will include the student's current and following semester. Requests for readmission in a subsequent school year will have to be dealt with by the Board. Parents will have to contact the principal one month prior to the requested date of readmission to initiate the re-admission process. An expelled student who is readmitted by the Board will be placed on a behaviour contract. Any repeated or single misbehaviour that would warrant a suspension would mean expulsion. A second expulsion means that the student has lost all rights to attend our school.

Attendance

1. Responsibilities and Privileges

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 that students will successfully complete all of their courses, attendance is checked on a regular basis as follows:

- a) 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.
- b) Skipping of classes during the school day will result in office detentions. A second offence in a school year will result in a suspension.
- c) If a student is absent for 8 to 10 days in any semester, the principal will contact the home. A further interview with the parents may also be arranged.
- d) At 15 absences, a student will be in jeopardy of losing his credits.

2. Absence

Parents or guardians are asked to inform the school before 9:15 a.m. why their son or daughter is absent. Studying for a test, completing an assignment, and being absent without parental consent are not considered valid reasons for being absent and may result in a zero being assigned in any form of evaluation during the absence.

Students planning to be absent for more than three days for reasons other than illness are to have their parents contact the principal. Students are responsible for catching up on their work and making arrangements with the teachers to complete tests and assignments within one week of their return to school. Teachers are not expected to prepare materials ahead of time for students on extended absence. Days of absence will be counted towards the maximum of 15 days that could place a student's credits in jeopardy. If a student is ill and cannot write a final examination, his parents should immediately inform the school and obtain a medical certificate. The student may be given permission to write the exam at some other time within the exam week.

Students cannot seek parent permission to attend events that school policy dictates that they cannot attend. For example, only team members and managers can attend a tournament or game, unless permission has been granted by the principal.

3. Lateness

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 two lates 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 be referred to the office. Students arriving late for school must sign in at the office. A note or a phone call from their parents is expected to explain the reason for the lateness.

4. Early Leaves

A student who must leave school before 3:12 p.m. must have parental permission explaining the reason for leaving early. Permission needs to be received by the office at the start of the day so that the

information can be included in the daily attendance memo.

5. Illness at school

Students who become ill at school are to report to the office. Parents will be called to pick them up. If parents are not at home, students may be allowed to go to the sick room after informing the secretary.

6. Class Trips

All students must participate in approved class trips. Parents may not override the requirement for attendance on school trips.

Extra-Curricular Activities

1. Introduction

The school offers a wide range of clubs, sports intramurals, and school teams that are of great benefit to students in developing leadership, social, and physical skills. What follows is a partial list.

- a) School Teams
 - Junior and senior volleyball
 - Junior and senior basketball
 - Novice, junior, and senior cross-country and track and field
 - Novice, junior, and senior badminton
 - One soccer team for boys and one for girls
- b) Club and Activities
 - Assemblies
 - Intramurals during lunch time
 - Student Leadership Team (SLT)
 - Drama, including acting, staging, costumes
 - Art
 - Outdoors
 - Photography
 - Math and science
 - Sound and light
 - Robotics
 - Guido Community Action
 - Chess
 - Table Tennis
 - Prayer Room
 - Book Club
 - Writers' Club
- c) The school accepts no responsibility for student activities that are not officially sponsored by the school.
- d) Students are urged to participate in at least some of the extra-curricular activities that will be organized during the lunch periods.
- e) Students with a capacity for and interest in leadership opportunities should consider applying for the Student Leadership Team. The team is comprised of grade 11 and 12 students selected after an interview process. Acceptable behaviour and a proper academic standing of at least 70% are prerequisites for membership in the student leadership team. Team members are involved in a wide variety of leadership opportunities within the school, such as running theme days, assisting with community events and motivating the student body to serve God in and out of the classroom.
- f) It is expected that students who participate as members of a school team will maintain passing 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. Students are responsible for catching up on any school work missed while at a tournament or game.

- g) Prior to the start of an activity that will involve students missing classes, the teacher coordinator will circulate to the staff a list of potential student participants. Student participation could be restricted if there is poor classroom attendance, inappropriate behaviour, and poor academic performance (failing one or more courses). The principal will make the final decision to determine if a student is permitted to participate. 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 and/or parent to ensure that corrective action is taken by the student.
- h) A student may participate in two sports at a time. Parental permission is required.

2. Awards For Extra-Curricular Participation

The purpose of the following awards is to encourage participation in extra-curricular activities:

a) **Blue and Gold Award**

Presented to all students who have attained a total of 20 points in one year by participating in extra-curricular activities (clubs, other organizations, and athletics).

b) **Guido de Brès Christian High School Participation Award**

Presented to students in their final year who have attained a total of 70 points by participation in extra-curricular activities during their four years of attendance at Guido.

Sports teams and clubs that meet most frequently involve up to 100 hours of participation. Students fully involved in such an activity will earn 7 points. Points for other activities with fewer hours will be assigned accordingly. The final point allocation will be at the discretion of the vice-principal of academics.

A list of available clubs and school teams will be posted in September of each year and is available on our website www.guidodebres.org.

3. Student Transportation Policy

When an activity takes place away from school (e.g., a team competing at another school), students will be transported to the destination and then returned to Guido, where they can then be picked up and brought home by the parents. If parents choose to do so, they can go to the location and bring their child home directly from that venue. The teacher must be aware of this situation so as not to leave anyone behind.

The Sports Coordinator will arrange transportation for all of the league and playoff games when **two** school teams are travelling together. These two teams may travel by bus.

When **one** school team is travelling to a game, the coach must make arrangements for the team to get to that game and back again to school. The recommendations are as follows:

- a) The coach will drive his/her own vehicle.
- b) Parents are encouraged to help by driving.
- c) For a senior team, some of the athletes may drive themselves within the greater Hamilton

- area. Others can drive with them only with permission from their parents.
- d) A taxi can be used.

4. Student Enrichment

From time to time, depending on student interest and teacher availability, there are enrichment programs at Guido. Math contest preparation, a robotics club, the OMF student exchange with the Netherlands are examples of such programs. Contact the school for further information.

POLICIES

Student Admission

1. Purpose

The purpose of this policy is to safeguard the Reformed Christian character of the school and to make clear to parents under what conditions students will be admitted to the school.

2. Guidelines for Admission

Enrolment in the school is open to children or foster children of the parents of the supporting community who are members of the Canadian Reformed Churches or of other churches with whom ecclesiastical fellowship is maintained.

Parents and their children who meet these requirements also need to meet the following conditions:

- a) Students must have successfully completed the grade previous to the one in which enrolment is sought. If students fail to complete the previous grade successfully, they will be given special consideration if they submit a positive recommendation from the principal of their former school.
- b) Admission requirements for students who have been home-schooled prior to entering our school.
 - i) Before admission, students entering grade 9 or 10 need to show proof of grade-subject readiness. Students entering grade 10, 11 or 12 need to show summaries of the courses they completed in their home-schooling setting for the principal to determine if the student is ready for the course work at the requested grade level.
 - ii) After enrolment, students who entered our school at the grade 10 or 11 level will be granted equivalent credits for the years that they did not attend our school. These credits will be awarded after the student has successfully completed one year at our school. Students who enter grade 12 from a home-schooled background can earn the normal credits for that year. However, they will not be granted equivalent credits for the years that they were home-schooled.
- c) Students who have a poor behavioural record in their previous schools may be placed on probation. This probation requires the student and the parents to sign a contract committing the student to abide by the school expectations.
- d) Students enrolled at our school who do not have a reasonable possibility of assimilating the curriculum may be required to have a Resource teacher or EA assigned to them with an adapted program.
- e) Students must be under the care and supervision of their parents, or another designated adult guardian in the supporting community. In the case of students whose parents or guardians are not members in the supporting community, those parents or guardians must be in agreement with enrolling the children subject to the rules outlined in the Parent Handbook. The students

will be admitted by the Board only after a recommendation from a Canadian or United Reformed church council.

- f) Parents/guardians who are members of a Guido local are required to pay the full pre-tuition (category 3) prior to their child(ren) attending their first academic year. Tuition is to be paid according to the schedule found elsewhere in this Parent Handbook and at www.guidodebres.org. A new schedule of fees will be approved by the membership in May for the new school year. At the beginning of each semester, all tuition owing must be fully paid. If not paid, the local will inform the regional Board and enrolment will be withheld.

3. Independent Membership Enrolment Procedures

If parents wish to enroll their child and are members of the Canadian Reformed churches or churches with whom the latter maintain ecclesiastical fellowship, but do not live in the area covered by our feeder school districts, they are to submit their request to the Board in writing. If the Board has granted approval, two Board delegates will visit these parents to answer their questions and welcome them to the school.

The Board will determine whether admission will be granted; in doing so, it will take into account, among other factors, whether there is sufficient room in the program for which enrolment is requested. Parents/guardians who are not members of a Guido local yet meet the requirements for membership as per the Constitution and By-laws are called "Independents." Like all parents/guardians sending their child(ren) to Guido, Independents are required to pay the pre-tuition fee as set out annually in Category 3. This pre-tuition fee may be paid in full prior to children attending in September of the first academic school year, or it may be paid over four years with equal or greater installments being made before each academic year; once the child(ren) is/are enrolled, Independents are required to pay the Category 1 fee unless they have children attending one of Guido's elementary feeder schools; then category 2 fees would apply.

The principal will be responsible for dealing with all other applications for enrolment from the locals. If any of the conditions described in this section are not met (with the exception of financial criteria), the principal can ask for a meeting of an admissions ad-hoc committee, consisting of the principal, two members of the Board, and one member of the Education Committee who is not a Board member. The committee will meet with the parents of the student in question, and give a recommendation to the Education Committee. The Board will make the final decision.

4. Larger Christian School Community Enrolment

Parents who are not members of a Canadian Reformed church, or churches with whom ecclesiastical fellowship is maintained, must submit a request to enroll their children at Guido in writing to the Board. Upon receipt of this request the Board will follow the policy for Enrolment of Students from the Larger Christian Community as outlined in Appendix A.

5. Withdrawal of Enrolment Privileges

Termination of student enrolment shall be determined by the Board, subject to the Board's policies. Termination for cause can include but may not be restricted to the following:

- a) disciplinary action recommended by the principal,

- b) default of financial obligations,
- c) non-availability of an appropriate program for the child,
- d) adverse impact on the school's learning environment.

6. Enrolment of Students with Exceptionalities

The following policy applies for students with exceptionalities entering Guido.

- a) Students with an exceptionality are those that have behavioural, communicational, intellectual, physical or multiple exceptionalities and/or who may have educational needs that cannot be met through regular instructional practices. Further definitions can be found at www.ldao.ca.
- b) The parents of a student with an exceptionality are to contact the principal to discuss potential enrolment. This contact should be made when the child is in grade six. The principal, vice-principal, resource teacher, and a member of the education committee will meet together with the parents.
 - i) The parents will provide documentation which would include an assessment and formal identification of the student's exceptionality, by an outside source.
 - ii) The parents and the resource teacher at the elementary school will provide information listing the practical needs of the student as well as an outline of the programs which have been in place up to this date.
 - iii) The committee will share with the parents what the school is able to provide in meeting the needs of the student. The school will design a program that, to the best of its ability, continues the learning process already established and further enhances it to allow the student to work towards the goals stated in the Individual Education Plan (IEP).
- c) Together with the parents a determination will be made as to the best possible placement for the benefit of the student. The parents must be willing to accept reasonable limitations in this regard. Once an agreement has been reached and the school is able to provide adequate programming for the student, then official enrolment can begin at its appropriate time. This enrollment will be the duration of four years. At the end of the program the student will receive a Certificate of Accomplishment, which recognizes the achievement of the student without completing the required number of credits for other graduation diplomas.

Acceptable Use of Computer Technology

Guido is pleased to offer staff and students access to a local computer network and the internet. The internet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service to teachers and students is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication. This includes, but is not limited to, the educational use of e-mail, libraries, and other electronic databases.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Guido has taken precautions to restrict access to controversial materials and materials in conflict with the vision of our school. Students and staff are to exercise self-discipline in their use of computer resources; further, student use of computers is generally staff-supervised and all activity on the internet is electronically supervised through filtering software. However, on a global network it is impossible to control all materials. The educational benefits of the local computer network and the internet outweigh the dangers.

Computer Use for Students

Use of the computer network at Guido is a privilege for students. Students will

- be assigned a username and password.
- ensure their password remains private.
- be granted reasonable electronic storage space for their schoolwork. This content in this space can be accessed at any time by the lab administrators, principal or vice-principals.
- be credited \$6 worth of printing expenses (\$0.05/black & white page and \$0.25/colour page) each year.
- use computers in the library for educational purposes only (including, but not limited to, not playing games).
- access only class-approved programs when working in a computer lab during class time.
- refrain from bringing any food into the computer labs or library at any time.
- refrain from making any software or hardware adjustments. All software and hardware issues should be reported to a supervising staff member.
- refrain from interrupting the intended operation of any software or hardware.
- abide by the school's Plagiarism Policy.
- refrain from downloading programs (illegally or legally obtained) to their personal storage drives or to public storage drives without the permission of the supervising teacher.
- refrain from accessing inappropriate material.
- refrain from damaging the work of another student.
- refrain from trying to access any site that is blocked by the filtering program.
- notify a supervising teacher if inappropriate material is accidentally accessed.
- in general, use the computer resources stewardly while properly reflecting the motto of the school, ***Everything in Christ***.

Students who do not adhere to this Acceptable Use Policy will be reported to the principal. Infractions may result in replacement of damaged material (where applicable), revoking of computer privileges and/or a suspension.

Educational Use of Audio-Visual Resources

Teachers have a tremendous range of audio-visual (AV) material (print, web, film/video, music, etc.) to select from to enhance the learning in the classroom. The teachers also have a professional responsibility to make good choices in selecting resources that reflect the school's vision statement and specific aims and objectives. Christian teachers should be models of discernment, with the goal of training students to be active, critical evaluators of media as well.

To ensure proper selection of materials, teachers should be able to answer in the affirmative to each of the following questions:

- a) Are the resources relevant to the course?
- b) Are the resources age and maturity appropriate?
- c) Is the use of the resource the most effective teaching method for this class?
- d) Do the resources meet the Christian criteria for suitable visual imagery and language?
- e) Will the resources be integrated actively into the lesson and not become passive entertainment that has little or no relevance to the course?

Clarification of the Policy

- a) It should be evident from the course outline what films/video have been selected for regular use in a particular course.
- b) If AV resources are used, they must be integrated into the lesson by means of a discussion or appropriate assignments.
- c) AV resources must not be used as fillers, not even by teachers planning lessons when they are absent.
- d) All AV resources must be recently previewed by the teacher. Websites frequently change and details of resources not used in a long time may have been forgotten.
- e) Careful consideration is to be given to the amount of time spent viewing videos. The initial questions posed above with respect to relevance and effectiveness must be considered before showing an entire feature length film to students.
- f) AV resources that include unacceptable elements (profanity, blasphemy, undue sexual explicitness) must be avoided. Be sensitive to your students' level of maturity as well as to the range of community standards that their families may represent. Don't assume that the latter coincide with your professional criteria for evaluation. Err on the side of caution.
- g) If, in a particular context like a senior course, it is deemed educationally responsible to use material that contains objectionable elements, deal with students directly, in a discussion beforehand. (It is important to remove the shock and to discuss beforehand why it is worthwhile to use this particular scene/clip, etc.)
- h) If a teacher is unsure of the suitability of a particular resource, they are encouraged to consult with their department chair, with other colleagues, and with the principal.

The use of AV materials occasionally brings with it questions of appropriateness. As with any issue that arises in the classroom, parents are encouraged to speak with the teacher to discuss the matter. See the Parent-School Communication Procedure for further details.

Fundraising Guidelines

All fundraising initiatives that exceed \$3,000 are to be brought to the attention of the treasurer and the Finance Committee for their approval. Efforts must be made to ensure that ongoing fundraising is not hindered and that those be contacted to donate funds are not being asked too frequently.

Regular fundraising for the Yearbook Club, school teams, school team uniforms, class trips, the Quebec trip, Art class trip, Outdoors Club trips, and mission trips need to be brought to the attention of the principal.

When a school team has an opportunity to participate in OFSAA or any similar type of tournament, the team may raise funds. Any shortfall is the responsibility of each student on the team to raise their portion of funds needed for this event.

Capital improvements and structure improvements need to receive the approval of the appropriate committee that oversees that particular area. Donations for these projects are gratefully received. These donations need to be examined in light of the fact we are a community school and must use wisdom in applying and accepting such donations. When funds are received for a particular purpose, all necessary funds must be received in full before that purpose will be carried forward.

Money received from the annual Guido Golf Tournament may be designated toward sports uniforms, special items for use in the school, structural improvements, and other miscellaneous items. The Board will approve the distribution of funds upon recommendation from the principal.

Student/Family Emotional Support

1. Introduction

Our school supports the concept of the integration of church, home, and school in the nurture and care of our children. These three elements overlap, but also must have defined boundaries. As a school, our focus is on the education of our students. We aim to equip students to employ their talents in the service of God and His Kingdom (see page 7 of this handbook).

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

Note that in cases where abuse is suspected, staff is to refer to the Child Welfare Policy found in the Teachers' Handbook.

2. Role of the Teacher

At times students seek out teachers to talk about personal issues that they may have. If the teacher deems that these issues are not serious and that the student is not in danger, then the teacher could do the following:

- a) Continue these informal chats for no more than three times. It would be wise for male teachers to encourage a female student to take along a friend.
- b) At this stage it would not be necessary to contact parents, though parental contact is encouraged. Students should be encouraged to speak to their parents first and teacher contact with parents should be done with the knowledge of the student.
- c) Refer the student to the Student Services office to pick up additional information about emotional issues.
- d) If the student persists in talking with the teacher more than three times, the matter should be followed up with contact with the principal, with parents and perhaps recommended counseling.

3. Role of the Principal

If a teacher has met with a student and then brings the matter to the attention of the principal or a vice-principal, then one of the following options could be taken:

- a) Call the parents. This is especially true for students who are 16 years of age or younger. The ideal of family involvement is always sought.
- b) Contact the minister or consistory members to suggest further follow-up.
- c) Recommend that the student visit the counselor from Christian Counselling Centre (CCC). In cooperation with the school, they provide student counselling services for a half day per week in a room at the neighbouring Teachers' College building. Students can meet with a trained

counselor on his/her own initiative. The program may also include the following elements:

- iv)* consultation with the teachers;
- v)* providing print resources;
- vi)* contacting other professional services, such as the family doctor;
- vii)* communicating with parents;
- viii)* collaborating with consistories;
- ix)* counselling (three sessions that are Biblically based and solution-oriented).

4. Role of the Christian Counselling Centre

- a) At CCC, confidentiality will be respected at all times, except where there is duty to report cases of self-harm, harm to others, and suspected abuse. Students between ages 14 and 16 would be offered personal confidential counselling for the first three sessions but would always be encouraged to involve the family. Christian Counselling Centre is equipped to address parents' concerns as they relate to the issues presented by the student. Students over 16 years of age would be offered confidential counselling, but would still be encouraged to engage with their family and church whenever possible.
- b) Should you want to reach Christian Counselling Centre directly, you can reach them at 1-866-833-2741.
- c) Students can make arrangements directly with the counselor on the mornings that he/she is at the school. Visits can also be booked by calling ahead to the CCC office or connecting through the email found on the school website.
- d) A report will be given to the principal from the counselor at the end of each semester. The report will give statistics regarding the number of visitors and the type of issues that have been dealt with.

Bussing

Transportation arrangements are organized by each local. The bus routes are established using current available demographics, keeping in consideration the length and time of travel for each run. In August the locals will publish these routes including a list of pick-up and drop-off locations and times.

If weather conditions are severe enough to jeopardize the safe operation of our school buses, then the school will be cancelled for the day. The decision is made by 6:00 a.m. by the principal in consultation with members of the transportation committee. The chair of transportation committee will contact the bus contractors and the local representatives. The principal will contact the school staff and the parents by ensuring it is posted to our social media accounts, Edsby, and the school's website. Each local will prepare a cancellation procedure to ensure that all parents are contacted before their children normally leave the house.

Students who wish to transfer from their regular bus to another bus must notify the office and obtain a permission slip, which is to be provided to the bus driver.

1. Bus Routes

- a) Students living outside the current service area will be considered for service if possible. They may need to be brought into the current service area.
- b) Bus routes will follow major routes as much as possible.
- c) Buses may only stop at established bus stops to board or discharge passengers.
- d) Temporary or permanent changes to bus stops must have the approval of the Transportation Committee.
- e) Students who are not ready to board the bus at the scheduled time will not be picked up.
- f) Because the society is responsible for the students up to their established stop, students who wish to board or discharge at a different location must have a note signed by a legal guardian and the school office.
- g) Students may ride a different bus provided they have followed the step in point (f), the other bus has sufficient space, and they get off at the stop indicated on their note.
- h) Students who stay at a friend's house and have not made the appropriate arrangements outlined in point (f) will be refused boarding. Where a grade school is involved, the student will have to make arrangements with the grade school society and will have to follow their guidelines.
- i) Students who host gatherings of more than two other student who do not normally ride their bus will have to make their own transportation arrangements. It may still depend on sufficient space as outlined in point f.
- j) No bus is permitted to make any extra unnecessary stops unless it is a scheduled daily bus stop.

2. Bus-Specific Rules

Appropriate codes regarding student behaviour, dress, and appearance, display of affection, smoking, dangerous activities, and bus-specific rules apply on the buses owned or hired by the society. Failure to comply may result in loss of privileges.

Although we seek to make guidelines whereby we strive to do everything decently and in good order, we acknowledge that extenuating circumstances do happen and alternate avenues need to be taken. Good communication between the driver, the school, the committee and the parents is paramount to ensuring no students are inadvertently left somewhere without due care or knowledge.

It is up to the students in consultation with their parents to follow the appropriate guidelines so that bus privileges may continue unhindered.

- a) Students must show respect for bus drivers and obey their instructions immediately.
- b) Students must show respect for fellow students. They are to refrain from spitting and/or abusing fellow passengers.
- c) Students must not confront the bus driver to argue or plead.
- d) Students who feel the bus driver has not dealt with them properly may discuss the matter with their parents or the school administration. Under no circumstances are students to confront the bus driver during the operation of the bus.
- e) Students must remain seated at all times. They may only stand while boarding or discharging.
- f) Students must keep all parts of their body inside the bus.
- g) Students must not tamper with or damage any of the equipment, emergency exits, furnishings, or hardware on the bus. Damages to seats or other equipment will be the responsibility of the person who did it. Failure to own up to the damages may result in suspension of bus services.
- h) Students must avoid excessive noise and rowdiness as well as all aggressive behaviour and fighting. Such behaviour may distract the driver and thus endanger everyone on the bus.
- i) Students must refrain from using profane language or gestures.
- j) Students must refrain from smoking, vaping, lighting matches, lighters, or fires, or using any other such device.
- k) Students must assist in keeping the bus sanitary and clean. They must ensure that all their belongings leave the bus with them, and all their garbage is disposed of.

If any complaints are received about individual students, the following process will be initiated:

First offence: *A call home and a warning given to the student*

Second offence: *Two-day suspension from any bus service*

Third offence: *One-week suspension from any bus service.*

Fourth offence: *Recommendation to the Board for expulsion from bus service for an extended period of time.*

Note: The driver has the right to stop the bus or return to the school if students are noisy or show total disregard for safety and authority.

Your cooperation is required to ensure a safe and wholesome environment on the bus.

Parent-School Communication Procedure

1. Introduction

Parents and teachers are encouraged to have regular communication with each other about student performance and other school related matters. This is done by means of officially scheduled parent-teacher conferences, report cards, Blue Reports (anecdotal reports issued by request), and other Guido communications. Contact by phone and e-mail is also encouraged.

Scripture and confessions teach us to act with integrity in all communication. This includes refraining from slander, gossip, twisting words and condemning or joining in condemning rashly and unheard (Psalm 15, LD 43). Rather, we must love the truth and work to defend and promote our neighbour's honour and reputation.

If parents witness or hear of a particular incident which they consider may have been handled in an inappropriate way by a teacher or support staff, then this procedure is to be followed to resolve any concerns.

2. Procedure for Parents to Communicate Concerns about Teachers

- a) To support open and direct dialogue, parents are strongly encouraged to contact and have an open discussion with the teacher involved to address situations of concern. If, however, first contact is made with the principal, the principal will assist in resolution.
- b) It is possible that initial discussions do not resolve the concern and the matter needs to be brought to the Education Committee for review. Before this happens, the principal will meet with the parents and the teacher together to try to resolve the concern.
- c) If the parents still conclude that the issue with the teacher has not been properly resolved and they wish to pursue the matter further, then they should inform the principal and bring the matter to the Education Committee in writing. The Education Committee might invite the parents and teacher to meet, or they might review only the written submissions. The Education Committee will try to resolve the issue by means at their disposal.
- d) If the Education Committee is unable to resolve the issue, it shall inform the Board at its next meeting and give recommendations as to the resolution of the conflict. The Board will have the final decision as to how the matter will be resolved.

Addressing the Board

Input from members of the School Society is valuable for the proper functioning of the school and of the Board of directors.

1. Normally, contact between the Board and parents or Society members is exercised in writing.
2. Members who wish to address the Board in person are advised of the following procedure:
 - a) A written request to address the Board in person needs to be forwarded to the Board's corresponding Secretary.
 - b) This request needs to include the nature of the matter to be discussed and all materials that may be presented to the Board and reasons why the presentation should be given orally.
3. The Executive will determine the admissibility of the request and send a reply and make arrangements where applicable in a timely manner. Requests that do not follow the parent/school communication procedure will be re- directed.
4. In cases of a potential conflict with other matters on the agenda for that meeting, the Board reserves the right to modify previous arrangements. In all matters the Board shall ensure that potential other parties have equal opportunity to address the Board.
5. Procedure of visit:
 - a) Normally, a period of time will be set aside for visitors to present to the Board their concern, followed by opportunity for Board members to ask questions for clarification.
 - b) The Board will discuss the matter in closed session and will inform the visitor in writing.

APPENDIX

Enrolment of Students from the Larger Christian Community

1. Introduction:

Purpose of Guido de Brès Christian High School

Guido 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 school's primary task is to assist parents who are members of the school society carry out the task they promised to fulfill when their children were baptized.

The task of parents starts with baptism because baptism is the sign and seal that the LORD establishes a covenant with children of believing parents and adopts them as His own. With that adoption the children receive full benefits of Christ's death and resurrection and the indwelling of the Holy Spirit (Form for Baptism of Infants; *Book of Praise*). Parents, in turn, make a vow to God, in the presence of their local Christian congregation, to respond to God's promises by raising their children in the fear of His name to the best of their ability. The end goal is for children to grow in their love for the LORD and learn to live lives of thankfulness in response to the free gifts given to them. Therefore, the school is rightly called to provide this training through the lens of the covenant because parents have asked that the school assist with the academic training of the youth of the church. This means that the school's whole program is a response to the LORD's promises to baptized children because the parents (with the support of the greater church community who witnessed the baptism) have the duty to raise those same children to love, honour, and give thanks to their God in every aspect of their lives – including their academic training.

We acknowledge that the reason Guido exists has everything to do with the promises and demands of the covenant which the LORD has made with believers and their children. The school has been given responsibility by parents to assist in the development of the academic knowledge and skills which children need to carry out their task and calling in their lives before the LORD.

The Aims and Objectives of Education at Guido

The instruction and education of the children at Guido is done in accordance with the infallible Word of God as confessed in the Three Forms of Unity, that is: the Belgic Confession, The Heidelberg Catechism, and the Canons of Dort (see page 1 of this handbook). The aim is to have children receive an education taught from a reformed Christian perspective that recognizes God in all His glory, power, dominion, and covenant love for His children.

The following statements indicate how this most basic aim is to be achieved and thus constitute the basis of the instruction which Guido seeks to provide:

- a) The entire curriculum will be taught in obedience to the Holy Scriptures, the infallible Word of God, as confessed in the Three Forms of Unity (the Belgic Confession, the Heidelberg Catechism, and the Canons of Dort).
- b) Each subject in the curriculum will have as its point of departure the cultural mandate: the

command to subdue the earth as clearly stated in the book of Genesis and elaborated upon in the entire Scriptures.

- c) All teaching will take into account that this cultural mandate is to be exercised in a world which is lost in the misery and guilt incurred by man's fall into sin but overcome by the work of our LORD and Saviour Jesus Christ.

It is the special task of Guido to provide a program of instruction appropriate to the secondary level of education and, in so doing, to:

- a) teach the students about all aspects of God's created order, that they may stand in awe of their Maker and praise Him;
- b) remind the students that their calling in this world is to know God as their Creator, Redeemer, and Sanctifier and to honour and serve Him;
- c) help the students grow into mature human beings, prepared to employ their talents in the service of God and for the benefit of their neighbours, in all areas of life;
- d) assist the students in recognizing their value and privileges as God's covenant children, and remind them that they are enabled by grace to respond in obedience to the call to serve;
- e) help the students develop a Christian mind, so that they may discern the power and corrupting influence of secular or seemingly Christian philosophies and, in submission to the Lordship of Christ, with due humility begin to think in a Reformed way about all aspects of life;
- f) remind the students that, because of the redeeming work of Christ, this world has not been abandoned by God and that their work as His followers and co-workers is therefore of value for the coming restoration of God's Kingdom on this earth;
- g) show the students that knowing and fearing God is essential to attaining true knowledge and wisdom, since teaching and learning are bound up with one's relationship to God.
- h) challenge students to demonstrate, in daily talk and action, a Christian heart sincerely responding to the call to follow Christ.

These foundational statements are summarized by our motto, "Everything in Christ!". All things, including the instruction of Guido are subject to His rule and authority.

By-law Regarding Enrolment of Students at Guido

Enrolment in the school is open to children of parents and guardians who are members of the school society. Membership in the school society is open only to communicant members in good standing of a Canadian Reformed Church or of a church with whom the federation of Canadian Reformed Churches maintains ecclesiastical fellowship (By-law 1.5, 7.1, 7.2d). Any other enrolment is subject to the approval of the Board (By-law 7.2.f) and the parents of those children cannot, by reason of our by-laws, be members of the society.

2. Considerations for Enrolment

Occasionally the Board may receive a request from parents from the larger Christian community that they be allowed to enroll their children at Guido. Such a request must be carefully examined and, prior to granting such a request, the Board must be assured that these parents are in complete agreement with the purpose and basis of education at Guido and that parents from the larger Christian community meet all the *Conditions of Enrolment of Children from the Larger Christian Community*, as outlined in

subsection 2A. To evaluate the request and assure themselves of this, the Board should follow the procedure in the *Process of Enrolment for Children from the Larger Christian Community* (Subsection 2B). To ensure that the purpose of the school (as stated above) is maintained, a limit of approximately 10% of the students enrolled may be the children of parents who are **not** members of the Canadian or United Reformed Church (or a federation with whom the Canadian Reformed Churches hold ecclesiastical fellowship). The Board will not actively look to fill that 10%. The Board will also remain cognizant that satisfying the needs of the children of Society Members take precedence over enrolment of children whose parents are from the larger Christian Community (such as: physical school space, special needs resources, etc.). This means that the actual capacity for these students may be less than the stated percentage.

2A. Conditions of Enrolment of Children from the Larger Christian Community

- a) Applicant parents must be in complete agreement with the purpose and basis of education at Guido.
- b) Applicant parents must promise to adhere to the stated basis, and not in a way that undermines the instruction that occurs at Guido.
- c) Applicant parents must agree to respect and adhere to the school's bylaws, policies, procedures, etc....
- d) Applicant parents must agree to pay the required pre-support and monthly fees as established by the Board.
- e) If accepted by the Board, the parents will acknowledge that they do not have any voting rights in the affairs of the School Society.
- f) Parents must attest that they are:
 - i) Christian,
 - ii) living members of a Christian church that agrees with the infallibility of God's word,
 - iii) committed to raising their children in the fear of the LORD to the best of their ability.

Process of Enrolment of Children from the Larger Christian Community

- a) Requests for enrolment are first processed by an ad-hoc Admissions Committee made up of at least two Board members, the school principal, and one society member if needed.
- b) To be considered, applications for enrolment are to be received no later than April 1st for enrolment in the upcoming school year.
- c) Those wishing to apply will set up a time to meet with the principal who will explain what Guido is about and encourage the parents to consider whether Guido is a good fit for their children's needs.
- d) Those parents wishing to apply after this meeting will complete the Larger Christian Community Application Form (Appendix A) and the Larger Christian Community Application Questionnaire (Appendix B) documents designed to inform the Ad-hoc committee about various areas of the family's Christian beliefs and lifestyles. This is done to ensure that the applicants' values and beliefs are in keeping with those typically held by the school society members. The applicants will also be asked to provide a personal statement of faith.
- e) Applicant parents will subsequently be interviewed by the ad-hoc Admissions Committee and others as the Board deems appropriate. The ad-hoc Admissions Committee will base their

questions on the questions supplied in the *Larger Christian Community Enrolment Application Interview Sample Guide*.

- f) Applicant parents must submit a letter from their church leadership to attest to their faithfulness in church attendance and in their conduct, and that the applicant parents are considered living members of their congregation and active in service.
- g) New applicant parents will be informed of the Board's decision no later than June 1 of the given school year.
- h) Applicant parents will be required to sign a letter of agreement This letter will summarize the conditions of acceptance.
- i) All continued enrolments for families who are not voting members of the School Society are subject to annual review. The review process is initiated by the family requesting re-enrolment (by April 1). The review will be in the form of a *Re-enrolment Statement* signed by the enrolled children's parents or legal guardians and/or a visit conducted by the school's Board Chair (or designate) and at least one other member of the Board Executive. The review ensures that nothing has changed, i.e.,
 - i) That church attendance is still a reality
 - ii) That they are still members in good standing in their church
 - iii) To review again the purpose of Christian education
 - iv) To determine if confessional beliefs are still the same as at previous visits
- j) Enrolment will automatically terminate with the end of the school year without a written request for re-enrolment.
- k) Parents who are non-voting members of the School Society and wish to renew their enrolment will receive a response from the Board no later than May 1 for the following school year.
- l) Enrolment of children from members of the larger Christian community shall be capped at approximately 10% of the student population unless the needs of the society members dictate that it should be less (as stated above).
- m) Either party may cancel the re-enrolment for the following year for any reason, and without prejudice. This decision will be final and binding.