

**EMMANUEL  
CHRISTIAN HIGH SCHOOL**

**PARENT/STUDENT  
HANDBOOK**

**2009 – 2010**



Emmanuel Canadian Reformed High School Society  
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**TABLE OF CONTENTS**

ECHS EDUCATIONAL STATEMENT .....2

STAFF.....5

DIPLOMA REQUIREMENTS .....6

INTRODUCTORY NOTES ON COURSES .....7

PROMOTION POLICY .....8

GRADING POLICY.....8

COURSE SELECTION POLICY .....9

REGULATIONS FOR STUDENTS ..... 10

DISCIPLINE CODE..... 12

BUS RULES ..... 15

AWARDS..... 16

# EDUCATIONAL STATEMENT

## **Our Statement of Purpose**

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

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

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

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

## **Children**

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

### **1. God’s Word and Confessions**

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

### **2. The Child is a Covenant Child**

Scripture teaches us that children are born in sin and prone to hate God and their neighbour. Through Christ’s redemptive work, forgiveness of sins is possible. We believe that God made a covenant with us and our children. Baptism is the sign and seal of that fact. God has put His sign on the foreheads of our children. We accept this fact in faith, and raise and instruct our

children accordingly. Also in the classroom situation the fact of the covenant relation determines our work. It means that the instruction will not be tainted with the aimlessness and hopelessness of this life, but with the joy and thanksgiving of those whose future is secure in the LORD. This also means that in addition to showing the children the riches of God's promises, we also show them the demands of the covenant: obedience to God's commandments. From this obedience flow two lines: the praising of Him who made us, and the love towards the neighbour in order to serve Him in this life.

### **3. Cultural Mandate**

God created the world and the fullness thereof so that the whole creation would glorify His Holy Name. The crown and culmination of the creation week was the making of mankind after the likeness of God. The two adults were given this mandate and task,

“Be fruitful and multiply, and fill the earth and subdue it and have dominion over the fish of the sea and over the birds of the air and over every living thing that moves upon the earth” (Genesis 1:28) and “The Lord God took the man and put him in the garden of Eden to till it and keep it”(Genesis 2:15).

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

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

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

- a) **To assist the parents in enabling and encouraging students to fulfill their cultural tasks in this world both now and later in life.**
- b) **To assist the parents in revealing and declaring to the children their triune God who wishes to be known by them so that they may rightly confess and serve Him in their given office.**
- c) **To assist the parents in the instruction of their children in these important areas of knowledge: Bible and confessions, arts, Canadian and world studies, language, mathematics, physical education and science.**
- d) **To assist the parents in their task of bringing up their children in the fear of the Lord.**

#### **TEACHING AND LEARNING In School**

Contrary to what some believe, it is not the program of studies but the teacher is the key in a reformed classroom. It is, therefore, of the utmost importance that we as teachers consider and reconsider all our actions, not only with respect to our intentions, but also with respect to the perceptions of our students.

#### **Focus of Learning and Teaching**

The aims of reformed education as adopted by our school suggest that the focus of our work as teachers is in the first place on the students. We are called to educate our students in the fear of the Lord. Education is not in the first place a matter of transferring a certain body of knowledge or information from the teacher to the student; education is well described as an ongoing communication (perhaps even conversation) between teacher and students so that the young may learn from the older what it means to live and work as a child of God in the world that God has created so wonderfully and which has been so badly damaged by sin through man's fault. Therefore, the focus of all teaching and learning in Emmanuel is on persons first, and on subjects second.

### **Teaching as Enabling and Facilitating**

As teachers we must help our students increase their competence and knowledge so that eventually they will be able themselves to work and live as children of God independently. The development of the child's talents and gifts - rather than the filling of minds - ought to be the second major dimension of our work. Teachers assist the development from child to young adult, facilitating this process wherever they can, and enabling the students to become more and more independent so that eventually they can make their responsible, God-pleasing decisions. Another way of thinking about this dimension would be to consider what the students will be able to do on their own as a result of our teaching.

### **Integration**

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

### **Students with Individual Needs**

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

### **Assessment and Evaluation**

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

### **Reporting**

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



**EMMANUEL  
CHRISTIAN HIGH SCHOOL  
STAFF  
2009-2010**

G. Alkema	Bible, Biology, Math, Science
E. Buikema	Bible, Civics/Careers, Food and Nutrition, Geography, Phys.Ed.
S. DeBoer	Bible, Biology, Math, Music, Physics, Science
T. Hopman	Bible, Geography, Math, Physics, Science
A. Kingma	Bible, English, History
N. Mans	Co-op, English, Geography, Guidance, Phys.Ed.
H. Nobel	Bible, Math
K. Swaving	Bible, Business, Civics/Careers, English, Geography
M. Toet	Bible, Computer, History, Phys.Ed.

***Part-Time***

A. Faber	French
S. Vanleeuwen	Art, Computer
J. VanTol	French

# DIPLOMA REQUIREMENTS

## MINISTRY OF EDUCATION REQUIREMENTS FOR THE GRANTING OF DIPLOMAS AND CERTIFICATES

### 1. The Requirements for the Ontario Secondary School Diploma (OSSD)

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

- **Compulsory Credits (total of 18)**

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

*and in addition*

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

- **Optional Credits (total of 12)**

- **Community Involvement Activities**

Students must complete a minimum of 40 hours of community involvement activities. These activities may be completed any time during their years in the secondary school programme.

- **The Provincial Secondary Literacy Test**

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

### 2. The Ontario Secondary School Certificate

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

- **Compulsory Credits (total of 7)**

- 1 in English
- 1 in Canadian Geography or Canadian History
- 1 in Mathematics
- 1 in Science
- 1 in Health and Physical Education
- 1 in the Arts or Technological Education

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

### 3. The Certificate of Accomplishment

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

# INTRODUCTORY NOTES

## 1. Curriculum Streaming

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

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

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

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

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

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

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

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

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

## 2. Educational Assistance

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

## 3. Considerations in Selecting Programmes

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

suitable employment.

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

## 4. Course Codes

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

1 – 3	subject area and course	<i>Example:</i> <b>AMU3O</b> AMU = Music 3 = Grade 11 O = Open
4	grade: 1 = 9 2 = 10 3 = 11 4 = 12	
5	streams: D = Academic P = Applied U = University Preparation M = University/College Preparation C = College Preparation E = Workplace Preparation O = Open	

## 5. Credits

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

## 6. Final Marks

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

## 7. Cancellation of Courses

During any school year, Emmanuel Christian High School

reserves the right to cancel courses for which enrolment is too low or no instructor is available.

## PROMOTION POLICY

In addition to the Ministry of Education requirements, Emmanuel also requires that all students take the offered Bible course every year. Our courses in Bible are not credited. All these courses are important as part of the students' total education in our Reformed School.

Students must pass six of the eight Bible courses over their 4 years at Emmanuel and have an overall passing (50%) average in the 8 courses in their four years at our school. Students who do not complete this minimum requirement will not be able to participate in the school's annual Commencement exercises.

## GRADING POLICY

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

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

Dates for report cards for all grades:

Semester I

Interim report - November 13

Final report - February 11

Semester II

Interim report - April 16

Final report – July 2

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

1. After missing more than 8 classes of a course, a phone call will be made to the home. If more than 15 classes are missed, then the student may forfeit their credit in the course.
2. As we are called to be diligent in our work and work habits (i.e. Proverbs), office detentions will be handed out for late submission of student work. The manner in which this may occur will differ from course to course. It will be stipulated in handouts, as well as course outlines, of the various courses taught.
3. The last week of semester is a 'dead week' with no new assignments or tests given. The only permissible new assignment would be the final summative assignment in a course, which may be worth up to 30% of the course mark.
4. Incomplete Policy  
The purpose of this policy is to stipulate when a student will or might receive an 'incomplete' on his report

card. There are three ways in which a student can receive an 'incomplete' on his report card:

- .1 By not completing an assignment that was included in a pre-defined list for a course. Each course outline must list any major assignment that must be completed by a student before he can receive his final grade.
- .2 By being an exceptional case. There may be cases such as prolonged illness, personal trauma, or a circumstance beyond the school's control. In these cases the teacher may decide to give the student an 'incomplete'. The teacher may only do this with the approval of the Principal. Other options should also be discussed.
- .3 Upon the recommendation of a teacher. If a student fails to complete a major part of the course the teacher may request that this student receive an 'incomplete'. This 'incomplete' will be subject to the approval of the Principal.

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

#### 5. Late Submissions of Assignments

- .1 It is the expectation of all students enrolled at ECHS that all assignments shall be submitted by the due date at the start of class. Assignments are designed to reflect the curriculum expectations and, as such, are crucial to the assessment of the students' achievement. Teachers will strictly enforce this policy and their establishment of a due date is final. Any work not handed in on this date is late.
- .2 It is up to the discretion of the teacher to grant extensions on deadlines. Special arrangements may be made for extenuating circumstances such as legitimate absences, personal emergencies and mitigating circumstances. Students should not assume that special arrangements will automatically be made; therefore, they must discuss their unique situation with the teacher involved.
- .3 If a student does not submit the assignment on the due date and has not taken the responsibility to negotiate a deferred date, the following will apply:
  - .31 The assignment may be submitted, but must be accompanied by a clearly written reason for the assignment being late. The late assignment will be subject to office detentions each day until submitted.
  - .32 If a student is working with a partner or partners and the assignment is submitted late, all members of the group will bear the above consequences.

## COURSE SELECTION POLICY

### ILC Courses

Correspondence Courses, offered by the Ministry of Education as Independent Learning Centre (ILC) Courses, or any other distance education courses, are available to ECHS students only if the course requested is not offered at ECHS, but is a required course for the students' post-secondary school program. The student, with the endorsement of his or her parents, would need to present a detailed request clearly showing the need for taking the non-ECHS course. Requests will be considered by the Guidance Officer and the Principal and a determination will be made by the Principal, after consultation with the student and his or her parents.

Rationale - ECHS is committed to Reformed Christian perspective in its courses and ECHS students are expected to take their courses taught from this perspective.

Costs for ILC Courses - If permission is granted to take a non-ECHS calendar courses because ECHS cannot offer the required course for a student's post-secondary program, ECHS will reimburse the student for the approved course cost upon successful completion of the course. If the course is selected for any other reason, such as making up for a failed credit, the cost for the course is the responsibility of the student.

### Course Selection Changes

Every effort is made to choose courses that are in the best interest of the students. Unless there are compelling reasons for students to change their course selections, they will not be changed after course selection sheets have been signed by parents and returned to the school. Requests will be considered in consultation with

parents and teachers concerned and will be determined by the Principal. Requests for changes after a semester has begun will be considered only for very exceptional circumstances, and never after the first week of class in the semester.

## REGULATIONS FOR STUDENTS

1. It is our expectation that a student who attends Emmanuel Christian High School will show the Christian qualities of love, respect, and courtesy towards the teachers and towards the other students who attend the school.
2. Attendance:
  - a) Regular and punctual attendance on the part of students is vital to the process of learning and essential for success in a course. If attendance is irregular, the student suffers a loss of experience that cannot be entirely regained. To increase the likelihood of students' successfully completing all of the courses, attendance is checked on a regular basis as follows:
    - i) If a student is reported absent from school and the parents have not called, the school will call home to confirm the reason for the absence.
    - ii) Skipping of classes during the school day will result in office detentions. A second offense in a school year will result in a suspension.
    - iii) If a student is absent for 8 to 10 days in any semester, the principal will contact the home. A further interview with the parents may also be arranged.
    - iv) At 15 absences in a course, a student will be in jeopardy of losing her/his credit.
  - b) Parents are asked to inform the school before 8:45 a.m. why their son or daughter is absent. Studying for a test, completing an assignment, or being absent without parental consent is not considered a valid reason for being absent, and could result in a zero being assigned in any form of evaluation during the absence.
  - c) Students planning to be absent for more than two days for reasons other than illness are to have their parents contact the principal. 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. Days of absence will be counted towards the maximum of 15 days that could place a student's credits in jeopardy.
  - d) If a student is ill and cannot write a final examination, his parents should immediately inform the school and obtain a medical certificate.
  - e) Punctuality is critical to the successful start of each class. Students are expected to be in their appropriate classrooms by the time the bell rings to start the class. The first lateness will be followed by a warning, unless the student has been detained by a teacher in a previous class. All subsequent incidents of lateness will be referred to the office.
  - f) Students arriving late for school must sign in at the office. A note or a phone call from their parents is required to explain the reason for the lateness.
3. Students are expected to reflect a Christian life-style in dress and appearance. They should be well groomed and wear neat, modest and clean clothing. Since clothes are a reflection of the person wearing them, students will not be allowed to wear shirts with writing or pictures reflecting pop culture (eg. Rock music groups, beer commercials, suggestive statements, etc. During warm weather, students are allowed to wear shorts. The shorts, skirts and skorts must be lower-thigh in length. Rugged jean cut-offs are not permissible. Shirts, blouses and T-shirts are to cover the shoulders. Midriffs and cleavage should be covered. Boys are not allowed to wear earrings. Underwear should not be seen. Parents of repeat offenders will be contacted.
4. Hair is to remain a natural colour.
5. The school has a "No Contact Rule" as it pertains to public display of affection. In this sensitive area of conduct, it is important to recognize and respect boundaries and standards of public behaviour.
6. Students are allowed to leave the school property at lunch time. Students who abuse this

privilege by being late for class or not presenting themselves as proper representatives of our school in the surrounding neighbourhood, will have their privileges suspended for a minimum of one week.

7. Students are required to wear school uniforms during phys.ed lessons. Only non-marking runners may be worn in the gym.
8. If students have abused a textbook during the school year they will be required to pay for the damage to the text before receiving their report cards.
9. Students have the privilege of using lockers assigned to them by the school. It is the responsibility of all students to ensure that the lockers are locked with an approved Dudley combination lock. Lockers must be locked overnight to ensure the cleanliness of the halls and to promote respect for each other's possessions. Students are responsible for the condition of their locker, and must pay for any damage incurred. Students are expected to keep their lockers neat as well as free from pictures that are sexually suggestive or feature rock groups.
10. Although electronic devices are useful items, their use needs to be controlled in a school setting. Students are not permitted to use personal media players. Cell phones may only be used in hallways. Prior teacher approval is required for the use of electronic devices such as laptops, cameras or PDA's in class. The messaging function of these devices is prohibited and such use will result in the device being confiscated and brought to the office. The school administration will return electronic devices at their discretion.
11. Smoking as well as possession of cigarettes is prohibited at school, in the immediate vicinity of the school property and at school sponsored events. Students found to be in the company of smokers may be judged to have broken this rule in spite of their denial.
12. The school telephone is not to be used by students, except in cases of emergency. Any other call be at a cost of \$.25.
13. Students are expected to have the required school supplies. The list is usually published in the August *ECHS CONNECTION*.
14. Gum chewing is not allowed in the school building as discarded gum has caused a lot of damage to school furniture and supplies.
15. Those who inflict wilful property damage are liable to restore the damage or to pay for its restoration.
16. Cars are out of bounds to students during class time, unless permission has been received from a teacher or the principal. At lunchtime grade 11 and 12 students are permitted to drive their cars off the property with grade 11 and 12 students as passengers only. 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. Please only use the Garafraxa Street entrances to the property. Students who do not obey these rules will not be allowed to drive their cars to school and use the parking facilities.



# DISCIPLINE CODE

## A. EXPECTATIONS FOR STUDENT CONDUCT

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

1. demonstrate respect for and obedience towards the Word of God as it is taught in the school. This respect means that opinions, decisions, and conduct are submitted to the authority of the Scriptures. This also includes a willingness to be corrected by the Word of God.
2. demonstrate respect for and obedience to the teachers as those set in authority over them. This respect can be shown by addressing teachers by their proper titles, by speaking politely without backtalk, and accepting and submitting to their instruction and discipline.
3. demonstrate respect for their fellow students as fellow heirs in the covenant. This respect can be shown in the way they treat the person, property and feelings of others. Gossip and ridicule as well as verbal, physical and sexual abuse, break down and destroy.
4. stand up for what is right in our life before the LORD. This may mean speaking out against wrong doing as well as encouraging peers in doing good rather than evil.
5. use language respectfully in service to God and their neighbour. Verbal abuse of any kind is sin and cannot be tolerated.
6. dress in a manner that reflects a Reformed lifestyle.
7. demonstrate respect for the school as well as their own property by taking care of things entrusted to them and leaving alone what does not belong to them.
8. obey the school rules without complaining or trying to undermine them. Rules are there for the physical and spiritual well-being of everyone.
9. admit and apologize for wrongdoing and accept the consequences that may follow.

## B. PUNISHMENT

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

The following corrective measures will be taken:

- A. Counselling is the first step in dealing with misbehaviour. Such counseling of a student by a teacher can be immediate and informal.
- B. Unacceptable behaviour will result in a students losing his/her privilege in taking part in intra-

- mural sports, school teams, clubs, school trips, and off property privilege.
- C. Teachers may give a classroom detention if a student fails to complete his/her work, or is inattentive or disruptive in class. The main purpose of a class detention is for the student and teacher to review the reason and solution for the student's misbehaviour.
  - D. Parent contact is of critical importance in promoting shared discipline of the student in the school and at home.
  - E. Repeated misbehaviour in class, serious offences, and any breaking of general school rules are to be brought to the attention of the principal by means of a written report. The office has the following options in dealing with discipline:
    - a) The first step that could be used would be counseling to see if the problem can be quickly resolved or if there is a misunderstanding between a student and a teacher.
    - b) The office will contact the parents if there has been a serious infraction, or when a less serious infraction is repeated. Parents are also contacted by phone and letter if a student is accumulating too many office detentions.
    - c) Office detentions can be assigned for lateness to class and lateness of assignments and homework, truancy, breaking of general school rules, and major or repeated disruptions in class. Office detentions have precedence over all other school activities. A detention is intended to inconvenience the student and to deter him from future actions that might result in additional detentions.
    - d) Three office detentions will result in an 'after school' detention, where the students will be dismissed at 5:00 p.m. Six office detentions (two after school detentions) will result in a one-day suspension. The accumulated office detentions will apply to one semester only, with a clean slate for the next semester.

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

### **C. SUSPENSION POLICY**

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

- A. If he/she commits a flagrant act of disobedience such as swearing; cursing; fighting; bullying; forgery; filthy talk, gestures, or notes; vandalism or theft. A serious offence could result in an immediate suspension. Otherwise the first two offences will result in an office detention with notification of parents. The third offence will result in suspension, the length to be determined at the time.
- B. If he/she continually disobeys and undermines the rules of the school and the authority of the staff despite repeated classroom detentions. (See student rules.)
- C. If he/she harasses or bullies another student by intimidation, threats or ostracism, subjects another student to embarrassment or shame, or discourages a student from remaining at ECHS.

#### **RESPONSIBILITY OF PRINCIPAL:**

1. The principal will inform the parents of the cause, duration, and implications of the suspension via a telephone call on the day that the suspension is issued.
2. The principal will inform the Education Committee about all suspensions.
3. The principal has the authority to extend the suspension if proper apologies have not been made.

#### **RESPONSIBILITY OF PARENTS:**

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

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

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

1. Will receive a zero grade for all tests and assignments missed;
2. Will possibly experience some difficulty with subsequent school work because of missed lessons;
3. Will be entirely responsible for making up and understanding work missed; and
4. Will have to apologize sincerely for the misdemeanor(s) which led to the suspension and show amendment of his/her ways afterwards.

#### **D. EXPULSION POLICY**

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

The steps for expulsion are as follows:

1. Except for cases of flagrant abuse or crime, there will be a period of time during which the student will be admonished and perhaps suspended. The staff will consult with the parents about the behaviour or attitude of their child. The principal will inform the Education Committee of any actions taken.
2. When the staff deems that a student no longer responds to correction and that his/her presence threatens the well-being of others, then the principal will inform the School Board and Education Committee of the need to proceed with expulsion.
3. The School Board will proceed with formal expulsion by visiting the parents and setting the length of time for which a student will be expelled. Normally an expulsion will last the duration of the current school year.
4. Re-entry to school will take place via an interview which includes the parents and student and staff and school board representatives at the conclusion of the set expulsion period. This interview must satisfy all parties concerned of the student's willingness to show amendment of past behaviour and to submit to the demands of covenantal living.

## **BUS RULES**

1. Please call your Route Coordinator if your child(ren) will not be riding the bus on a certain day. They will inform Elliot's who in turn inform the driver.
2. Passengers are not to ride on the bus other than the one to which they have been assigned. Exceptions will be considered only if written requests have been made one day prior to the event, and the bus driver grants permission. Do not assume permission has been granted as busses are near to capacity! If the bus is loaded to capacity "extra" children will be placed on their regular or remain at school.
3. Students are to be at their bus stop 5 minutes before scheduled pick-up time.
4. Be aware of the danger zone around the bus. The danger zone is anywhere close enough to the bus to touch it. The bus driver cannot see you when you are in the danger zone.
5. If students are to cross the road at their designated stop, never cross before the bus has come to a complete stop, and the cross arm has been extended. The bus driver will signal for you cross when he/she is sure that it is safe to do so.
6. Passengers are to take their seats promptly, and sit facing forward at all times. They must be seated at all times when the bus is in motion. Passengers should move only with driver's permission.
7. The emergency exit (rear door) shall not be used, except in case of an emergency.
8. Passengers must, at all times, keep their bodies and all parts thereof inside the bus.
9. No loud or annoying noises that may distract the driver's attention. Swearing and foul language are absolutely prohibited.
10. No eating or drinking on the bus.
11. No litter is to be left on the bus or thrown from the bus.
12. No fighting or disturbances of any kind are permitted on the bus.
13. Feet are not allowed on the seats or backrests. Any willful damage done to the bus by a student will be the responsibility of the student or his/her parents.
14. Passenger seating is to be arranged by the bus driver.
15. Passengers must be dressed to suit weather conditions.
16. Crazy carpets and hockey sticks are to be taken to school on Monday and returned on Friday ONLY!
17. Parents of children with chronic health problems are asked to please notify the transportation committee and they will inform the appropriate driver.

### **PINK SLIP POLICY**

18. The bus driver has the authority (and is expected) to enforce the bus rules! If the student persists in behaviour contrary to the rules, the driver will admonish the student and use the following disciplinary procedure:
- a) The driver will fill in a disciplinary form describing the misconduct. This form will be distributed to the principal, and to the transportation committee. Parents will be notified

after first offence. After a third offence, bus privileges will be suspended for one day.

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

## **AWARDS**

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

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

### **GENERAL AWARDS –**

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

### **BURSARIES –**

1. Jordan Hutchinson Memorial Academic Proficiency Award  
Criteria: The student with the highest average in six 'grade 12 university level' courses and pursuing studies at the university level after completion of high school education.
2. Post Farm Structures Award – This award is given to the ECHS graduate who has successfully enrolled in a university or college level program in the field of construction-technology and who has the highest average of these students in all courses in grade 12.
3. Royal LePage RCR Realty Business Excellence Award – This award is presented to the ECHS graduate who has successfully enrolled in a university or college level business program, and who has achieved the highest standing in all grade 12 courses, including Bible.

### **GOVERNMENT AWARDS**

1. Governor General's Bronze Medal – Is awarded to the student with the highest average. Information is available at [www.gg.ca](http://www.gg.ca)
2. Ontario Scholar's Certificate – Those with an 80% average in any six subjects at any level are eligible.