

CAMPBELL RIVER CHRISTIAN SCHOOL

Parent-Student Handbook 2023-2024



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CRCS School Floor Plan

TOP FLOOR

Girls' Washroom	Bob MacMillan Room 206	Mrs. Coulter Room 205 Life Skills	Mrs. Davidsen Art Room 204	Mr. Locadia Room 203	Boys' Washroom
HALLWAY					
Stairwell	Mr. Bouwers Room 207	Mr. Falk Room 208	Mr. Sturhahn Room 210 Science Lab	Mr. Bird Room 209	Stairwell

MAIN FLOOR

Girls' Washroom	Mr. Glum Mr. Steenkamp Room 109	Mrs. Scoville Room 205	Library	Foyer	Mrs. Sullivan Data Mgmt Room 103	Mrs. Gerakios Kindergarten	Boys' Washroom
HALLWAY							
Stairwell	Ms. Boudreau Room 107	Ms. Rowden Room 108	School Office Mrs. MacKenzie Mr. Peeman Mrs. Griffith-Cochrane		Mrs. Bouchard Room 102	Stairwell	

LOWER FLOOR

Girls' Washroom	Conference Room Room 42	Kitchen Room 41	Custodian	SPED Room	Wellness/OT Room 40	Boys' Washroom
HALLWAY						
Stairwell	Ms. Gee/Mr. Hennig Gr. 6 Room 43	Ms. Hocking Gr. 5 Room 108	Mrs. Kennedy Gr. 7 Room 45	Mrs. Coulter Gr. 4 Room 46	Stairwell	

BAPTIST CHURCH CLASSROOMS

Music Room (Upstairs) Mrs. Parker-Down	French Room (Upstairs) Mme Sarah Ferron
	Gym (Outside entrance)

Section 1

School Information

Principal's Welcome

Greetings to our School Community - This handbook is designed to answer your questions and guide you as your children attend CRCS. We are here to carry out the mandate of the following statements:

Mission Statement

Campbell River Christian School exists to assist parents committed to fulfilling their God-given mandate to raise, educate, and train their children in a biblical worldview to become active disciples of our Lord Jesus Christ.

Vision Statement

Our vision is to equip our students to be Disciples of Christ and to achieve their academic potential.

The phrase "God-given mandate" from our Mission Statement is a high calling, and as teachers and parents, we need to take seriously the task of growing our children in the Lord. The policies in this handbook have been developed to help us meet these goals.

EXPECT RESPECT: This phrase has long been our school wide focus on teaching good behavior and consistently emphasizing our school's code of conduct. Teachers and supervisors use this for a consistent approach to preventing poor behavior, teaching what is expected, and intervening and correcting misbehavior. This includes the following:

- students are taught proper behavior
- we all expect proper behavior, and students and staff will practice to get it right
- manners and courtesy are expected and essential for good behavior
- students treat others with respect and all staff treat our students with respect
- we teach students to remember where they are and how to act accordingly as ambassadors of Jesus Christ
- staff regularly discuss how to work together, to be more consistent in our classrooms and school, and how to be proactive in matters of discipline in order to reduce and/or prevent bigger issues

Much more is involved and this program focuses staff and students on things we know we should be doing in order to have a healthy, positive school where students and staff feel secure and can concentrate on learning.

"Show proper respect to everyone: Love the brotherhood of believers, fear God, honour the king". I Peter 2:17

We thank you for your support and cooperation in understanding and following the procedures in this handbook. When we work together, everyone is seen, heard, and valued — that makes for a winning team!

In His Service,
Bérénice MacKenzie,
Principal
principal@crs.bc.ca

Admission Requirements

Enrollment consideration is given to:

- students from families from evangelical Christian denominations who are in agreement with our Mission, Vision, and Statement of Faith
- students from families from other Christian denominations who are in agreement with our Mission, Vision, and Statement of Faith
- students from non-church families wishing to train their children in a Christian worldview and agree with our Mission, Vision, and Statement of Faith

The process of admission:

- 1) Complete enrollment package & return it to the front office.
- 2) Set up an interview with the Interview Committee (Principal, SPED Director, and Pastor/Board Member)
- 3) Come to the interview with your child(ren) and the most recent report card(s) and any assessments or professional evaluations that have been conducted concerning your child(ren) and their learning and/or behavioural needs.
- 4) The information from the interview is shared with the Board who then prayerfully considers whether to accept or decline the application. The principal or designate will notify applicants with the decision.
- 5) If accepted, the front office will send out some more information to the family.
- 6) All new enrollments are considered “probationary” for the first 3 months in order for both the family and the school to determine whether it is a good “fit” and that the learning and/or behavioural needs of the children can be reasonably met.

Facts about CRCS

CRCS is a Group 1 Independent School. An independent school is not owned and operated by the province but is regulated by the *Independent School Act*. Our teachers are fully qualified and authorized to teach by the Teacher Regulation Branch of the BC Ministry of Education and Child Care. We offer Kindergarten - Grade 12 curriculum that meets the BC Ministry of Education and Child Care requirements. In recognition of this, our provincial government provides funding that covers a portion of our educational costs (50%). It is to be emphasized that the standards required for the portion of funding we receive, do not infringe on our choice of curriculum. CRCS is affiliated with the Association of Christian Schools International - Western Canada (ACSIWC). This organization offers Christian curriculum and provides professional advice. Decisions about individual policies are made at the local level by the school's board of directors. CRCS is also a member of the BC Federation of Independent Schools Association (FISA BC), an umbrella organization and non-profit society for independent school groups in British Columbia. FISA is the voice for its members in British Columbia, and acts as a liaison between the schools and the government, as well as other educational institutions. FISA BC is dedicated to assisting independent schools in maintaining their independence, while seeking fair treatment for them in legislative and financial matters.

Basic Curriculum:

- **Grades K-4:** Bible, ELA, Math, Science, Social Studies, PHE, Music, Art, ADST, Career Education.
- **Grades 5-7:** Bible, ELA, Math, Science, Social Studies, PHE, Music, Art, ADST, Career Education, French
- **Grades 8-9:** Humanities (ELA, Social Studies), Bible, Math, Science, PHE, ADST, Career Education, French, and electives (choice of Band, Woodwork/Textiles, Art, or Film.)
- **Grade 10 required courses:** Bible 10, Career Education 10 or 11, English 10, Math 10 (Foundations or Workplace Math), Science 10, Social Studies 10, PHE 10 and electives (choice of four: French 10, Band 10, Art 10, Computer Sciences 10, Foods 10, Marketing 10, Active Living 10, *Chapel Band 10-12.)
 - **PLUS 2 Ministry Graduation Requirements: Numeracy 10 Assessment and Literacy 10 Assessment.**
- **Grade 11-12 required classes:** Bible 11 & 12, English 11 & 12, Career Education 10 or 11, Career-Life Connections/Capstone 12, Math 11 (Pre-Calculus, Calculus, Apprenticeship & Workplace Math), Social Studies 11 or 12 (BC First Peoples' 11 or 12, Human Geography 11 or 12), Science 11 or 12 (Bio/Life Science 11, Chem 11 or 12, Physics 11 or 12, Anat/Phys 12, Envir.Sci 11) and electives (choices include: French 11-12, Band 11-12, Art 11-12,

Computer 11-12, Creative Writing 12, Student Leadership 11-12, Outdoor Education 11-12, Foods 10-12, Marketing 10-12, Media Arts/Photo 11-12, *Chapel Band 10-12)

- **PLUS 2 Ministry Graduation Requirements: Literacy 12 Assessment, Indigenous-Focused course Gr.10-12 level (BC First Peoples 12 [Soc.St], English First Peoples)**

Other course options (depending on student interest and teacher availability) in a given school year may include: Art or Multi Media, Coding 11 and 12, Fine Arts (various Art courses and/or Drama), Law 12, Genocide Studies 12, Outdoor Science 12, and Psychology 12.

**Note: Chapel Band is offered outside the timetable.*

Campbell River Christian School Statement of Faith

The basis of the society shall be the Word of God. We believe the Word of God reveals the following:

1. We believe the Bible to be the inspired, inerrant and only infallible authoritative Word of God.
2. There is one and only one living eternal and only God, existent in three Persons, the Father, the Son, and the Holy Spirit, equal in divine perfection, and executing distinct and harmonious offices in the work of redemption and sanctification.
3. Jesus Christ is the Son of God and is truly and eternally God, was born of a virgin, lived a sinless life performing many miracles, died a vicarious and atoning death through His shed blood, bodily rose from the dead, and ascended to the right hand of the Father to one day personally return in power and glory.
4. The Holy Spirit convicts of sin, of righteousness and judgment and dwells in every believer from the moment of conversion to enable the Christian to live a Godly life.
5. Original man was created sinless but because of his disobedience to God separated himself and all mankind from God by Sin.
6. Reconciliation to God or salvation of sinful men is wholly of God's grace through the redemptive death of Jesus Christ.
7. Salvation is a result of a personal faith in Jesus Christ and His redemptive work and is a new birth, a new creation, and is instantaneous.
8. Baptism as practiced in the New Testament church was by immersion into the Father, the Son, and Holy Spirit, and it is a command from Jesus Christ.
9. Satan is a person and is the god of this world, man's great tempter, the enemy of God, and is destined to final defeat at the hand of God's Son, Jesus Christ, and to suffer eternal punishment along with those that reject God, in a place prepared for him and his angels.
10. There is a resurrection of both the saved and lost; the saved unto the resurrection of life and the lost unto the resurrection of damnation.
11. Civil government is divine appointment for the interest and good order of society; that magistrates are to be prayed for conscientiously, honoured and obeyed except only in the things opposed to the will of God as revealed in His Word.

CRCS School Board

EXECUTIVE:

- **CHAIR:** Anne Morrison... boardchair@crs.bc.ca
- **VICE-CHAIR:** Paula Avender... paulamma13@gmail.com

- **SECRETARY:** Sarah Danielson
- **TREASURER:** Tommy Dry

OTHER BOARD MEMBERS:

- **Mel Brandsma**
- **Morgan Hargrave**
- **Brenda Shuttleworth**
- **Harry Teng**
- **Maria Uzell**

Note: Candidates for the School Board are elected to replace outgoing members at the CRCS Annual General Meeting each Autumn (usually late September or early October). Membership in the CRCS Society is required to vote. School Society members must meet application criteria and apply for membership at the start of each school year at the school office.

CRCS Daily Schedule

Early Morning Supervision begins	8:20 am
Warning Bell	8:35 am
Classes Begin	8:40 am
Elementary Recess	10:30-10:45 am
High School Lunch Break	11:58am-12:39 pm
Elementary Lunch Break	12:20pm-1:00 pm
Dismissal	2:45 pm

Chapel Schedule

HIGH SCHOOL (GR.8-12) — Wednesday at 11:32 am
UPPER ELEMENTARY (GR.4-7) — Thursday at 1 pm
PRIMARY (GR.K-3) — Friday at 1:05 pm

****ALL-SCHOOL CHAPEL (K-12)****

These are listed on the calendar.

They occur on specified Wednesdays at 10:30 am in the Baptist Church auditorium.

School Bus Arrival/Departure Schedule

The bus runs daily on regularly scheduled school days.

Please contact the bus driver to know about specific pick-up/drop-off times on the actual route.

MORNING ARRIVAL — between 8:20-8:40am

AFTERNOON DEPARTURE — promptly at 2:50pm

Snow Days – School Cancellation Notices

Families *will not* be telephoned on snow/weather days or when school is cancelled.

To determine if school has been cancelled, please:

- Check the school website www.crcs.bc.ca
- If you have signed up (highly recommended) for the REMIND app (Join REMIND by texting @crcscom to 438-800-2319). You will receive a text notification when the school closes due to weather or anytime the school has an urgent or important notice to send out.
- Check your email since an email will be sent from the school office and probably your children's teachers.

If a snow/weather day has NOT been announced but weather conditions are unsafe where you live, please do not take unnecessary risks in bringing students to school. When in doubt, choose caution! Please notify the school if your child(ren) will NOT be attending school that day.

Other: If school closure is announced AFTER classes have begun, parents will receive an email from the school and our website will be updated. An emergency REMIND text will also be sent out. For students without cell phones, each classroom has a landline for students to contact parents to make pick-up arrangements. Sufficient staff will remain at the school until all students have been picked up.

Section 2

General Information and Guidelines

Attendance Expectations

Regular attendance at school is required. Students are expected to be present and on time each day (by 8:40 am) that school is in session. Daily student absences must be reported to the school 250-287-4266 or office@crs.bc.ca by 9 am. Students who arrive late must check-in at the office and receive a late slip.

If a student needs to leave school early, a parent or legal guardian must come to sign them out in person at the office. Students in Gr.10-12 whose parents have signed an off-campus lunch privilege form may also be allowed to sign out provided the parent/guardian has notified the school that the student is to leave for an appointment.

Absences are recorded as excused or unexcused. Excused absences include: illness, injury, doctor or other appointments, and family emergencies. Unexplained absences and any other activities which prevent a student from attending school are deemed as unexcused absences. Vacations should be scheduled outside of school hours or during normal school closures (Statutory/Christmas/Spring/Summer breaks); because still is still continuing, students who miss classes for vacations tend to fall behind. Teachers will NOT prepare learning materials and assignments in advance for students who are going on vacation; students will be allowed to catch up on missed work within a reasonably agreed upon time frame. Teachers may be willing to offer alternative assignments that may be worked on during vacation time.

Dress Code Guidelines

(Dress Code policy is currently under review)

Rationale: The primary intention of a guideline for dress code is to make expectations clear in advance so that there is no need for correction or discipline. It should provide a level of clarity that will assist staff, students, and parents in their decision-making with respect to dress, but it is not intended to be prescriptive.

Policy: Our dress code philosophy is based on three earmarks: Acceptability (as is common to the average daytime public workplace) Modesty and Cleanliness (1 Tim. 2:9-10). At CRCS, students must be mindful that the right of individual choice is tempered by a responsibility to the school community and recognition that a school is a unique context in which students are expected to follow reasonable guidelines.

Procedures and Guidelines

Students:

1. The school will not accept fashion statements that are deemed excessive, distracting or inappropriate. (i.e. Goth)
2. Administration is authorized to make a judgment call. It's a simple reality that age, body type, material and style can make a difference between appearing modest or immodest, acceptable or unacceptable.
3. It is expected that students will abide by the dress code daily with the exception of school approved fun days in which some guidelines are loosened.
4. Some of these guidelines are more appropriately applied to upper intermediate and high school students.

Some exceptions may apply on dress up days!

CLEAN AND ACCEPTABLE	MODEST
<ul style="list-style-type: none"> ● Be clean and presentable ● Keep hair a natural-looking color ● Girls' make-up is to be tasteful ● Any logos or sayings on clothes must be appropriate and not offensive ● Accessories, jewelry and makeup should be pleasant and not distracting. High school students may have one small stud facial piercing ● High School students (Grades 8-12) must remove hoods and toques that cover ears before entering the classroom. ● High School students (Grades 8-12) must remove hats before entering chapel. Teachers may ask that students remove their hats at other times at their discretion. ● Elementary students (Grades K-7) must remove hats, toques, and hoods before class begins. ● Wear shoes that are comfortable, appropriate for outside, and protect your feet ● Wear clothes that are not torn or ripped ● Enjoy comfortable athletic wear (fleece, jogging pants, and leggings) 	<ul style="list-style-type: none"> ● Ensure undergarments are under your garments and not visible ● Cover: chest and midriff (no cleavage) ● All shirts must meet the top of the pants for length and nothing shorter (no belly showing). ● Shirts and dresses with straps are allowed, but must be at least 1.5-2 inches wide, modest, and anything smaller must be covered with a cardigan ● Physical Education - t-shirts must be worn ● No sleepwear. Exceptions are made for pajama days ● Shorts, skirts and dresses should be mid-thigh length ● Suggested that elementary students wear shorts or leggings under their skirt/dress

Staff: Staff will present themselves as professionals and dress according to a respectable standard. Staff will follow the same general dress code guidelines as the students, with the exception of a long shirt or dress while wearing leggings.

School Supplies and Other Needs

K-7 school supplies are purchased by the school and costed to the parents (\$50 per student). A school supply list is provided for Gr. 8-12 students for parents to purchase from a retailer of their choice. *Supplies are required for the first day of school. Teachers will advise students if other supplies are needed during this week.* A student's name should be on all supplies.

- Bible – English Standard Version is required for Grade 1-12 students
- PE Clothes for Gr. 4-12 must be a suitable length and fit properly. Non-marking running shoes are required for PHE
- Students must have extra clothing for cooler or wet weather
- Gr. 8-12 students require a combination lock for their locker

Student Deliveries

A 'Student Delivery Zone' (table) just inside the main entrance is for forgotten items. Lunches, homework, backpacks, band instruments, and other items may be left there. *Students are required to check this area without being notified.*

Study Periods

Class periods are to be used for learning purposes in assigned areas. Only students in Gr.12 may request a "Spare" period.

Student drop-off and pick-up

The front and the side of the school *marked with **blue or yellow lines*** are **NO PARKING ZONES**. Please park in the large area to the South between the church and the school. Please adhere to this safety measure and the one-way traffic area at the front of the school. *Designated parking stalls at the front of the building only may be used.* Handicapped ramps at the front north end

and at the main entrance must not be blocked. *Unauthorized vehicles* in handicapped areas will be towed at the owner's expense (*strictly enforced*).

Student Arrival - Not prior to 8:20 am, please, since this is when supervision starts at school. Students (except school bus riders) should not arrive before this time since there is a safety risk if there are no adults supervising the children outside.

Dismissal - is at 2:45 pm. *School supervision ends at 3 pm sharp*. Parents are encouraged to meet their children at the side of the school rather than at the front since there are many moving vehicles in front of the school at the start and end of the day.

Transportation

We share a *busy* parking lot with the Baptist Church and we work to make parking as safe as possible. The parking rules listed below are for everyone's safety:

Parent Vehicles - *Please do NOT use the front of the school for drop-off or parking*. This restricts access for the school bus and creates blind spots for drivers. Students darting between vehicles are not clearly visible and may be injured. Please follow our student drop-off/pick-up procedures and use our south side parking lot.

Student Vehicles - Students drivers must park in the south side parking lot and must adhere to BC driving laws, and CRCS policies which limit passengers. Please ensure that your child is driving safely and according to the law and their driver's designation (eg. 'N')

School Bus – service extends to Black Creek. Riders must complete a '*busing request form*' (obtain from office) for the bus driver. The driver contacts the parents to make arrangements. Regular riders may pay bus fees daily, monthly, or by semester. Bus tickets are sold at the school office. The bus is an extension of the school and thus behavior expectations are the same for regular and casual riders.

****IMPORTANT*** - *When bus service is cancelled, (morning and/or afternoon) parents are responsible to make other arrangements.*

Other transportation - Students who walk, bike, or skateboard to school must obey pedestrian and bike rules for maximum safety. Bikes racks are provided along the side of the school.

School Trips – Insurance and licensing issues prohibit drivers under age 21 from driving on school trips.

Volunteer Drivers - The school holds \$10 million third party liability insurance. Volunteer drivers must have a clear criminal record check and a clear driver's abstract in place at the school.

Bus Discipline

For bus safety necessary rules and regulations are enforced. All riders will obey the driver and the rules without exception! Students will not conduct themselves in any way that causes a safety issue on the bus. Any distraction or disturbance to the driver could result in an accident causing injury or worse.

The driver's authority on the bus is absolute. The bus is an extension of the school and thus behavior expectations are the same for regular and casual riders. Disturbances on bus will be managed according to the severity of the act and the age of the student and may result in suspension of bus riding privileges.

Questions about school bus rules may be directed to the driver at schoolbus@crs.bc.ca

Telephone Contact

After hours - Voicemail is available for messages. This is also the best way to report late or absent students or by email to office@crs.bc.ca

Messages for teachers – are received via the school office. Teachers will return calls at their convenience. Email contact is preferred. See our staff list for email addresses.

Messages for students are for urgent situations only. Students may use school phones only with permission of staff.

Student Cell Phones – must be turned off during instructional time. Please do NOT call your child(ren) during instructional hours. In the event of needing to share urgent/important information, please contact the school office who will notify your child(ren).

Leaving School Premises

Grade 10 - 12 students may leave school property for the lunch break or appointments (dental/doctor) provided they sign out and have a *parental signed permission form on file at the school*. Students are expected to conduct themselves as representatives of CRCS while off-campus. Serious and/or repeated infractions will result in the loss of this privilege.

Grade K-9 students are **NOT permitted to leave the school** unless a parent/legal guardian picks them up and signs them out at the school office.

Library Use

1. K-7 students have a weekly library period. Grade 8-12 students have drop-in privileges. Teachers also arrange library time for research projects for Grades 8-12.
2. Food and drink is not permitted in the library. Keep library books safe in a back-pack away from food and drink and heavy items. At home, please keep library books away from food, drink, infants, toddlers, and pets.
3. Respectful behavior is required in the library. Quiet is important for a class hearing a story. Stay out of the library when a class is in session. Whisper (do not talk) in the library, to respect those who may be studying.
4. **Books and videos are due 1 week from the checkout date.** Students are responsible for the cost of lost or damaged materials (see the Librarian for fees). Unpaid costs may be added to the student's tuition bill.
5. Reference materials are for in-library use only.
6. A maximum of 2 books and 1 video is permitted out at a time.
7. **Return library books and videos to the large 'brown return box' located in the library.**
8. Books are displayed along the front edge of shelves in either alphabetical (fiction) or Dewey decimal (nonfiction) order. Please help to keep the books in order. Place out-of-order books on the book cart.
9. Students are permitted to use library computers for school work upon request

Maintaining a Christian Perspective for Curriculum and Library Materials

We seek to provide education that not only focuses on the outcomes directed by the BC Ministry of Education and Child Care, but to put Christ at the center of all of our instruction. True education should be built on, centered in, and continually judged by Christ, and the Scriptures. We place special emphasis on *Philippians 4:8*, *'Finally, brothers, whatever is true, whatever is noble, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about these things'*.

Inter-School Sports Procedures for Grades 8-12

Sports teams at CRCS and all games (if any) will be determined by BCSS (BC School Sports) and Public Health.

Eligibility Rules:

Academic:

- each player must take a sport's eligibility checklist check list (provided by the coach) to teachers at the beginning of the season. If any areas are not acceptable, the student will be ineligible for practices and games until the problems are rectified. The checklist should be taken to teachers again at mid-season. If there are problems, the student will be ineligible for the rest of the season
- exceptions may be granted on an individual basis for academically challenged students
- when necessary, athletic eligibility should be discussed with the player, parents, teachers and coach so everyone understands how it works

- two copies of this procedure will be sent home at the start of each season for parents to read, sign, and to return a copy

Morality and Behavior:

- no smoking, alcohol, drugs, or sexual immorality are permitted. If players are known to be involved in any of these behaviors, whether on their own time or while participating in a school tournament, they will be ineligible to play until a decision is made by the discipline committee. The case will be reviewed before the student is allowed to participate in another sport as follows:
- if the student is under school discipline such as a suspension, they are ineligible to play while under the discipline
- if a student is involved in any of the prohibited behaviors during competition, they will be sent home immediately at student/parent expense

Attendance: Teachers and coaches will consult with each other if a player has missed classes for other reasons and missing a class for a tournament or game will further jeopardize their academic standing. A decision may be made to not allow the student to go to a particular game or tournament.

Inter-School Sports offered at CRCS

Basketball	Gr. 8-12 Boys-Girls
Track and Field	Gr. 8-12 Boys-Girls
Volleyball	Gr. 8-12 Boys-Girls

*Other sports may be offered in any given year depending on interest & number of students and coach & staff member availability.

Tournament Guidelines:

1. CRCS will host a variety of tournaments/meets throughout the year at various levels.
2. Sr. Girls/Boys Volleyball – maximum 5 tournaments away, plus hosted tournaments, North Islands (if applicable), Islands and Provincials (if applicable). This may also include wild card, tiebreaker, or other qualifying tournaments. League and exhibition games may also be arranged.
3. Jr. Girls/Boys Volleyball – maximum 3 tournaments. The schedule may also include league/exhibition games.
4. Jr./Sr. Boys/Girls Basketball - same as volleyball.
5. Track and Field – maximum 4 club meets for each individual plus 2 Courtenay meets, North Islands, Islands, Provincials and the Christian School meet.
6. Other Potential sports guidelines will be added when those sports become approved interschool sports.

Procedures for making up tests and assignments missed due to competitions:

- assignments: arrangements should be made with individual teachers
- tests-projects: if possible, students should arrange to write tests ahead of time, or they should write them the first day back to school after the tournament

Covering the costs of inter school sports:

The school will budget to pay for the following:

1. entry fees and league officiating costs
2. costs incurred by coaches for travel and accommodation (but not meals)
3. costs incurred to host a tournament (revenues should balance out these costs)

Parents-students will be expected to pay for the following:

1. travel costs or providing transportation, meals and accommodation (if needed)

2. costs for any specialty items, such as sweat shirts, for a specific team
3. the full cost to replace lost or damaged uniforms or other school-owned equipment.

Parent Involvement

Communication - We encourage open communication at CRCS. Appointments for the Principal may be arranged with the school office (250-287-4266 or principal@crs.bc.ca) *Teachers emails are in this handbook to arrange appointments.*

Should you have a concern with an individual, seek to resolve it directly with them as per the Matthew 18 principle. Discussing a problem at large often magnifies the problem. For school safety, any person who bullies, intimidates, harrasses, and/or threatens the safety of CRCS personnel and/or students will not be tolerated and will be asked to cease & desist and/or leave the building with the support of CRCS Administration and/or the RCMP.

Parent-Teacher Fellowship (PTF) – A group of parents who want to serve the needs of the school in supporting staff and students. AGM (general meeting/election of officers) is yearly usually in September. Meetings (by notice) are at the discretion of the PTF. Various fundraising activities and social events are offered by the PTF. Email contact for the PTF is crsptf@gmail.com.

CRCS Society: Annual General Meeting (AGM) occurs in the fall usually late September or early October. Only school society members may vote.

Volunteer Help: Parent volunteers are a vital service to CRCS. Some opportunities are as follows:

- elementary grades – in a variety of areas. Check with classroom teacher for details.
- learning assistance, Bible memory listeners
- drivers are often needed for sports teams and field trips

Volunteers must provide the school with a current criminal record check, a clear driver's abstract (available online and required prior to driving for school events), and must adhere to the school dress code. There is no financial cost for the criminal record check. Volunteers must contact the office for the record check forms well in advance of volunteering.

Crisis Response Plan (CRP)

Intent of CRP - The Ministry of Education and Child Care, the CRCS Board, administration, staff, parents, students and community, commit to ensure that the school learning environment is maintained in a safe, caring and orderly manner. It is expected that all members of the school community will adhere to appropriate standards of codes of conduct.

We must be prepared for the possibility of threats of violence and harm. Guidelines and directions for responses to scenarios that may put students and staff at risk follow. No plan can provide for or anticipate every circumstance that may occur. Emergency responses must be both dynamic and flexible. As circumstances evolve and needs change, further additions and reviews of this plan will be required.

The BC Ministry of Education and Child Care and the CRCS Board and Administration understand that there is a reasonable probability of fear or traumatic reaction among students around these procedures. Therefore parents, students, and staff must be prepared for regular safety drills. All adults working in the building must be familiar with and trained in these procedures.

Fair Notice — Response to Threat-Making Behaviour

Campbell River Christian School is committed to a safe and supportive learning environment for staff and students. All threatening comments and behaviours are taken seriously.

<p style="text-align: center;">What is a Threat?</p> <ul style="list-style-type: none"> ● An expression of intent to do harm or act out violently against someone or something ● A threat may be verbal, written, drawn, posted on the internet, or made by a gesture 	<p style="text-align: center;">Duty to Report</p> <p>To keep students and staff safe, everyone has a duty to report. Report all threatening and/or high-risk behaviors to the Principal or a CRCS employee.</p>
<p>What Parents and Students Need to Know</p> <ul style="list-style-type: none"> ● Any threat must be reported to a CRCS employee ● VTRA teams include CRCS employees and may include other community agencies ● Assessments may include locker or personal property searches ● Interviews will be held with people who can provide relevant information ● Parents/guardians or students who are directly involved will be notified ● Threatening behavior may result in corrective discipline of a student ● An intervention plan may be developed to support all students' emotional and/or physical safety 	
<p style="text-align: center;">What is a Threat Assessment?</p> <p>A threat assessment is a process that is followed by trained personnel when a school becomes aware of a threat made against a student, staff member, or the safety of the school building and its occupants. When any form of a threat is made, the threat assessment team will investigate.</p>	

LOCKDOWN SAFETY DRILL PROCEDURES

LOCK DOWN DRILLS (Cautionary and Immediate):

CAUTIONARY LOCKDOWN:

- the principal or designate makes an announcement
- call 911 if necessary - building is secured/crisis managed until police arrive
- staff will look for students in hallways and guide them to classrooms
- doors are locked
- teaching continues
- students are not permitted to leave the room
- wait for further instructions
- staff check internal communication systems
- an announcement is made when lockdown is over
- Principal/Designate and/or RCMP will unlock and reopen doors

IMMEDIATE LOCKDOWN:

- the Principal/or designate makes an announcement
- call 911 if necessary - building is secured/crisis managed until police arrive
- staff will look for students in hallways and guide them to classrooms
 - Students in washrooms will stay there out of sight
- doors are locked, lights turned off, and windows in doorways are covered
- take cover; move away from windows
- ENSURE SILENCE
- NO CELL PHONES — all are muted
- keep doors locked at all times; do not open for anyone who knocks
- do not move even if the fire alarm goes off
- staff silently check internal communication systems (low light email, text)
- RCMP will communicate and unlock and open doors when over

Section 3

Academics and Awards

CRCS Bible Memory Award Program *(This program is in Phase 2 of redevelopment)*

CRCS’s BIBLE VERSE THEME: Philippians 4:8 & 9

Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things. Whatever you have learned or received or heard from me, or seen in me—put it into practice. And the God of peace will be with you.

— *Philippians 4: 8 & 9*

We believe that the Bible is the inerrant Word of God and it is important for everyone to have a good understanding of God’s Word. We believe that everyone should have opportunities to memorize Scripture in order to hide it in one’s heart as stated in Psalm 119:11.

Teachers choose a monthly verse from the set Bible Memory program. Each month, students get a chance to recite the verses. There is a cumulative completion of the Bible Memory verses over the course of the school year. Students in Gr.K-7 and those “opt-in” students in Gr.8-12 who successfully demonstrate their ability to memorize the monthly verses will receive a Bible Memory Award at the end of the school year. This award consists of a certificate and a gift card.

There are two facets for the program:

1. Key passages are memorized 3 times for students enrolled from Gr.K-7 and for those students who choose to participate as an “opt-in” program for Gr.8-12. (*n.b. All Gr.8-12 students will have Bible memory work built into their Bible course as it pertains to the Bible program being used for each grade. The Bible Memory Program associated with the Bible Memory Award is an “opt-in” program for Gr.8-12.)
2. Other longer passages are also chosen each year. Approximately 100 verses are memorized yearly (Gr. 2-7 & “opt-in” Gr.8-12).

Kindergarten students use a simplified and adapted Gr.1 program. **Grade 1** students memorize 60 verses a year. During the redevelopment Phase II, students will have 40 verses in Kindergarten and Grade 1.

Grades 2-12: Key passages are repeated every 3 years (cycle through) for Grade 1-7 and opt-in Gr.8-12. (Cycle is for Grades 1-3, and Grades 4-7, and opt-in Gr.8-12.) During the redevelopment - phase 2, Grade 2 and 3 will have 60 verses and Grade 4-12 will have 80 verses.

This will allow students to absorb these core verses in their hearts and possibly receive a Bible Memory Award at the end of the school year.

YEAR 1	YEAR 2		YEAR 3
<ul style="list-style-type: none"> • Ps. 23:1-6 • Isa. 9:6,7 • 1 Cor. 13:1-13 <p>21 verses</p>	<ul style="list-style-type: none"> • Gen. 3:1-8 • Eph. 6:10-18 • 1 Jn. 1:1-9 • Ex. 20:1-17 	<ul style="list-style-type: none"> • Gal. 5:22,23 • Phil. 2:5-11 • Psalm 103: 1-22 • Phil 4:4-9 	<ul style="list-style-type: none"> • Prov. 3:1-11 • Ps. 1:1-6 • Mt. 6:9-13 <p>21 verses</p>
	80 verses		

<i>In process of redevelopment</i>	(for 2023-2024)	<i>In process of redevelopment</i>
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Longer Passages – are selected by staff yearly (2-3 chapters, and a shorter book of the Bible) of approximately 80 verses. Students memorize these scriptures along with the 3 year rotation cycle verses, to earn awards at the end of the year.

Implementing the program: Grades K-7 and opt-in Gr.8-12 work on the same rotation cycle/longer passages each year from a translation (not paraphrase) of the Bible (e.g. English Standard Version, New International Version, etc.)

Bible Memory Award: Certificates and gift cards are presented at the end of the school year to those students who successfully demonstrate their memory work of the year’s scripture passages.

Kindergarten: Students who have recited their Bible Memory program receive certificates at the Kindergarten “Graduation” ceremony.

Grade 1: Earn a certificate and gift card for reciting core memory verses, plus 30 verses from that year’s memory program.

Grades 2-7 and opt-in Gr.8-12: Earn a certificate and gift card for reciting core memory verses and all of the longer passages.

General Awards (*All awards are being reviewed & redeveloped*)

Scholastic Awards

Awards are given out in June. CRCS chooses to recognize the efforts put forth by students in reaching their academic potential.

Honour Roll – Based on ALL subjects in which students have to do assigned work from a teacher according to a curriculum and receive a mark (TA & Supervised Study course will NOT count towards this award,) this award goes to students in Gr.10-12 achieving 73-85% and students in Gr.8 & 9 achieving Proficient/Extending marks. Students receive a certificate in June.

Principal’s List for Grade 10-12 - Based on ALL subjects in which students have to do assigned work from a teacher according to a curriculum and receive a mark (TA & Supervised Study course will NOT count towards this award,) this award goes to students in Gr.10-12 achieving 86% or higher. Students receive a certificate in June.

Scholastic Award for Grade 10-12 – recognizes the student in each grade with the highest academic achievement. The student receives a medal and certificate.

Other Recognition Awards

Athletic Award – For all around athletic ability, leadership, school spirit, and demonstrating Christian character in sports. A certificate and medal is awarded to 1 girl and 1 boy in Grades 8-9 (Junior Athletic Award) and in Grades 10-12 (Senior Athletic Award).

Band – Recognizes student achievement with a certificate as determined by the course teacher.

Citizenship Awards - Recognizes 1 student in each grade from Gr.K-12 for personal, social, and spiritual achievement with a certificate and a medal.

Scholarships and Bursary Awards - Are for Grade 12 applicants (eligibility information provided by the school counsellor) who have met the criteria. Recipients are selected by the School Board. The award may be divided equally between more than one student. The monetary value of the award is sent to the recipient's post- secondary institution.

School Citizenship Award – Recognizes 1 student in Grade 8-12 with a certificate and a medal who best demonstrates the following:

- **Academic:** The student has good academic results and work habits.
- **Social:** The student is an encourager, obeys authority and school rules, is honest, polite, and respectful. The student honours God in conversation, is not critical, does not gossip or use foul language. This student is loyal to CRCS and to friends. This student learns to achieve and lose graciously.
- **Spiritual:** The student shows reverence to God and His Word and their attitude, participation in chapel, prayer time, and Bible memory demonstrates this. This student seeks opportunities to serve, is agreeable when asked to serve, accepts spiritual guidance, learns to apply Biblical knowledge to life, strives for a forgiving spirit, and is grateful to God and others.
- **Personal:** This student has self-respect and accepts themselves as created in the image and likeness of God. This student has initiative, takes on tasks before being asked, shows self-control, and lives up to their potential. This student has good leadership skills and makes a positive contribution to the school in co-curricular and extra-curricular activities.

Assessment & Reporting

The BC Ministry of Education and Child Care requires that students and families receive a minimum of 5 communications of student learning each year; 3 of these must be in written format and 2 may be of flexible format. For Elementary students (Gr.K-7), report cards are issued 3 times per year. For High School students (Gr.8-12), report cards are issued 4 times per year. All students and families are invited to Parent-Teacher Interviews in mid-late October. Additionally, all students participate in and invite their families to view the *Celebration of Learning* each Spring when students showcase their learning and achievements.

Gr.K-9 report cards in BC now use the *Proficiency Scale of Assessment*. This scale does not use letter grades or percentages to report student learning but rather a 4 term scale: Emerging, Developing, Proficient, Extending. Report cards for Gr.10-12 will continue to use percentage grades but the written comments will use *Proficiency Scale of Assessment* terminology.

GRADING SYSTEM GRADE K-9

Provincial Proficiency Scale for Grades K-9

	Emerging	Developing	Proficient	Extending
Proficiency Scale	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

More information about this can be found in the resources included on the BC Ministry of Education and Child Care's webpage about [K-12 Student Reporting](#).

Report Cards are issued 4 times per year for Grades 8-12 and 3 times per year for K-7. The BC Ministry of Education and Child Care has implemented student assessment criteria for K-9 students known as 'The Provincial Proficiency Scale'. This scale *does not use* 'letter grades' for student assessments.

GRADING SYSTEM GRADE 10-12

A	86 - 100%
B	73 - 85%
C+	67 - 72%
C	60 - 66%
C-	50 - 59%
F	less than 50%
IE	Insufficient Evidence

Graduation

This is the criteria and process involving the ceremony and after-grad activities for students completing Gr.12 at CRCS. In June, CRCS organizes a formal ceremony in which Gr.12 students who have successfully completed the required number of credits to graduate receive a diploma from CRCS and eventually a Dogwood Diploma (or Evergreen Diploma for students in specialized learning programs) from the BC Ministry of Education and Child Care.

In order to graduate and receive a Dogwood Diploma, students must attain 80 credits. (*n.b. This does not necessarily meet the pre-requisite credits for various post-secondary institutions or the specific program pre-requisites within those institutions. Each student is responsible to work with CRCS's Educational Counsellor to find out the information for the various institutions and programs in which they are interested.)

While the school does have input into the program of the Graduation banquet, the majority of the banquet planning and preparation as well as other after-grad activities falls to the Grad Parents' Committee. This committee is formed each school year at the end of September-beginning of October and consists of parents of graduating students. They choose a Chair, a Secretary, and a Treasurer and work closely with the CRCS Administration as they plan fundraising events for various activities associated with Graduation.

Campbell River Christian School Scholarship

Qualified students who are pursuing Christian education and employment (i.e. Christian school teacher, full-time Christian Ministry, or further post-secondary Christian Education) may apply for this scholarship.

Application Criteria and Process:

- the student must be a growing Christian actively involved at their church
- the student must have a cumulative average of 80% in all completed Grade 11-12 courses
- an application, including a reference from the student's church leader and one teacher, must be submitted to the principal no later than April 1 of their graduation year

Campbell River Christian School Bursary

Qualified students may apply for this bursary if they are pursuing Christian Service (i.e. Pastor, Missionary etc.).

Application Criteria and Process:

- the student must be active at their local church
- the student must be active in service or leadership at school or youth group
- an application, including a reference from the applicant's church leader and one teacher, must be submitted in their graduation year and no later than the annual date selected by the Education Committee.

Valedictorian

Valedictorian - This graduating student is nominated by the teachers and chosen by secret ballot by the Gr.12 students.

Criteria for the Valedictorian are:

- maintains high academic effort and achievement
- demonstrates strong school spirit and leadership
- reflects Christ-like qualities and evidence of spiritual growth and maturity
- respectful of all persons — staff, students, substitute teachers, guests in our building
- punctual with good attendance record
- maintains a record of good behaviour/conduct
- demonstrates strong collaborative, communicative, critical-thinking, and problem-solving skills
- is a good ambassador of CRCS
- participates in extra-curricular activities and/or employment (either at school or in the community)

Process in selecting the Valedictorian:

- staff evaluate a maximum of 5 students based on criteria (see above)
- the students selected are asked if they would like to be a candidate
- the Grade 12 class votes for the candidates by secret ballot
- if there is a clear majority, the student selected will be asked to be the class Valedictorian. If the votes are close, the final decision will be made by the staff.

Duties of the Valedictorian:

- present the Valedictory address at the Graduation Ceremony.
- write a short valedictory message and submit a photo for the local paper
- give permission for their valedictory address to be included in the school yearbook.

Section 4

Health and Safety

Medical Alert Conditions

Medical Alert Conditions of a serious nature (previously diagnosed and potentially life-threatening medical conditions) include, but are not limited to: Diabetes, Epilepsy, Anaphylaxis, Severe Asthma, Blood Clotting Disorders, Serious Heart Conditions, and other conditions identified by a Physician. The school will work with parents/guardians, students, and medical personnel to develop a comprehensive emergency response plan for each student, with an identified medical alert condition to ensure their safety. *See school policies references at end of Handbook.*

Medication at School

For students that require prescription medication, parents should administer them before school or assist the child at school. If the parent is not available, the special education assistant, an administrative officer, or any person designated by them, may administer or supervise the self-administration of medication, *provided a signed Physician/Parent authorization consent form is on file at the school.* Without this consent form, staff are not permitted to administer medication (prescription or non-prescription) at school.

If an '*administration of medication consent form*' signed by a physician and parent' is on file at the school, the process to administer medication is:

- prescription medication must be brought to school by an adult and given to the appropriate school personnel
- medication authorization must be renewed every school year
- medication must be picked by the end of the school year or it will be disposed of
- inform your child if they are to receive medication at school. The student is responsible, if physically able, to report to school personnel at the prescribed time for their medication

A community health nurse may be required to train designated staff to administer medication or a health care procedure. The majority of specialized health services for personal care needs of children with severe and multiple disabilities, are carried out by special education staff and others with post-basic, child-specific training from the in-school support team.

Teachers shall not perform any medical or health care procedure that may endanger the well-being of the student or other students, or subject the teacher to risk of injury or liability of negligence, *except in an emergency situation.*

For physical injuries, all employees are obligated to provide immediate assistance to the best of their ability and to summon medical assistance when required.

All parents/guardians are notified in September by email or newsletter, with follow-up reminders, to complete/update the school medical information form explaining to disclose medical conditions. For student safety, *the onus is on parents to keep this information up to date with the school.*

Anaphylaxis and Allergies

Anaphylaxis - is a serious allergic reaction that is rapid in onset and can possibly be fatal. CRCS recognizes that it has a duty of care to students who are at risk from life-threatening allergic reactions while under school supervision. The Board also recognizes that this responsibility is shared among the student, parents, the school system and health care providers.

While CRCS cannot guarantee an allergen-free environment, we take reasonable steps to provide an allergy safe environment for students and employees with life-threatening allergies by implementing all of the following procedures:

- a process for identifying students with known anaphylaxis triggers.
- a process for keeping a record for information for specific allergies for each identified anaphylactic student to form part of the student's permanent student record.
- a process for establishing an emergency procedure plan, to be reviewed annually, for each identified anaphylactic student to form part of the student's student record.
- an education plan for anaphylactic students and their parents to encourage the use by anaphylactic students of medic-alert identification.
- procedures for storage and administering medications, including procedures for obtaining pre-authorization for employees to administer medication to an anaphylactic student.
- a process for administrators to monitor and report information for anaphylactic incidents to the school board

Important Note - CRCS is a '**latex free**' zone due to a life-threatening allergy within the school population. *All items containing latex are not permitted in the school buildings or school grounds (e.g. balloons, certain band-aids, squeeze toys, etc.)*

Public Health Nurse Visits at the school - are for Kindergarten Vision and Hearing checks and for Immunizations for Grade 6 and Grade 9 students. Consent forms from the health unit are provided to parents for this.

Immunizations for Grade 6 – 3 shots for Hepatitis B. **Immunizations for Grade 9** - Booster - Diphtheria & Tetanus.

Immunizations needed before entering Grade 1 - Whooping cough, Diphtheria, Tetanus, Polio (Booster in 'K' year).

Communicable Disease Control Regulations

Disease	Incubation	Away from School Until
Chicken Pox	2-3 weeks	7 days from appearance of rash
Impetigo	2-5 days	Crusts are off and sores are dry
Mumps	12-26 days	Swelling subsides, usually 7 days
Pink Eye	3-5 days	When eye is clear

Rubeola-German Measles	14-21 days	5 days from onset
Rubeola-Red Measles	10-14 days	7 days from appearance of rash
Streptococcal Infections (Scarlet Fever, Strep Throat)	1-3 days	Return 24 hours after start of antibiotics
Whooping Cough	7-10 days	Upon recovery

First Aid Procedures

Aims

- to administer first aid to children in a competent and timely manner
- to communicate children's health problems to parents when considered necessary
- to provide supplies and facilities for the administering of first aid
- to maintain Level 1/Standard First Aid Certification for a sufficient number of employees

Implementation

- a sufficient number of staff (including at least one administrator) will be trained to a Level 1/Standard First Aid
- certificate and up-to-date CPR qualifications
- basic first aid materials/kits will be available in the first aid supply cupboard in the staffroom
- any children with injuries involving blood must have the wound covered at all times
- no medication will be given to children without a Physician's/parental permission form on file
- parents of children who receive necessary first aid will be informed of the injury, any treatment given, and the name of the person that provided the first aid. For serious injuries/illnesses, the parents/guardians must be contacted so that medical treatment may take place. Any injuries to a child's head, face, neck or back must be reported to parents/guardians
- parents of ill children will be contacted to take the children home
- parents who pick up children or return them later to school during school hours (for any reason other than emergency) must sign the child in/out in a register at the school office
- all staff have authority to call an ambulance immediately in an emergency
- a staff member will be responsible to purchase and maintain first aid supplies, first aid kits, ice packs and the general upkeep of the first aid room
- at the start of each school year, a request for updated medical information will be provided for parents/guardians. Parents of student's with high priority medical needs, must ensure that the school has a current medication/other treatment authorization form on file completed by their Physician and themselves with clear instructions for staff
- general first aid organizational matters will be communicated to staff each September

Section 5

Code of Conduct

Code of Conduct

Our 'Code of Conduct' seeks to nurture students in Christ-like living, responsibility, and joyful service to others. As a Christian community we commit to support parents by expecting a high standard for students to lead Christ-honouring lives both in and out of school. Our public conduct should align with our basic philosophy; to love God above all and to love our neighbours as ourselves. This should be seen in all our actions and attitudes toward others. Parents/guardians and students are required to sign a 'Code of Conduct' form.

General Goals - An effective school community needs all students to take responsibility to others seriously, therefore it is important for students to take increasing responsibility for themselves. Students are expected to work within the framework of the faith and academic behavioral standards of the school as follows:

- student conduct is the outgrowth of Godly thinking, being, and feeling. Ephesians 4:15 - Instead, speaking the truth in love, we will in all things grow up into Him who is the Head, that is, Christ.
- students learn self-discipline by acting out of inner conviction, and not by just outward conformity. Colossians 1:28 - We proclaim Him, admonishing and teaching everyone with all wisdom, so that we may present everyone perfect in Christ.
- to acknowledge that 'unless the Lord builds the house' (of our student's lives), its builders labor in vain. Unless the Lord watches over the city (our school), the watchmen (teachers) stand guard in vain. Psalms 127:1 - Unless the LORD builds the house, its builders labor in vain. Unless the LORD watches over the city, the watchmen stand guard in vain.

Staff Goals are committed to:

- providing the best Christian education
- working with students to develop their academic skills and God-given talents
- respecting each individual as being created in the image and likeness of God
- pray for, communicate with, and act as role models for students in word and deed

Student Goals required from students:

- a willingness to respect, work and comply with the school's behaviour standards in and out of school
- respect for the adults 'in authority', and a respect for the dignity and rights of other students
- a commitment to strive to develop skills and abilities, to complete assigned tasks on time, and an openness to communicate concerns and needs to the staff

School Specific Expectations

Entertainment & Media Guidelines - Entertainment when presented at school is for learning purposes. We appreciate parental assistance in the following areas:

- cell phones, iPods, ear pods, electronic games are not to be used in the school
- posters of inappropriate images and celebrities are not to be taped in lockers or binders

- computer/electronic games that elevate, encourage or condone violence or the occult should not be at school
- books that promote and/or celebrate activities and language that do not reflect Biblical values should not be at school

School Yard & Building Expectations - K-7 students will spend recess breaks outside (weather permitting).

DO	DO NOT
<ul style="list-style-type: none"> ● play in approved areas ● use all playground equipment in a safe manner ● use bicycles, skateboards and scooters in designated areas only ● respect our neighbours and their property ● put litter in garbage containers ● walk quietly in the halls ● follow the rules and expectations of all teachers ● keep desks, shelves, and lockers tidy ● wear appropriate clothing for the weather. 	<ul style="list-style-type: none"> ● play in shrub areas or gardens ● touch bicycles or vehicles that belong to others ● throw snowballs, dirt, sticks, rocks, pinecones ● fight, push, hit, kick, spit or shove ● mark or damage school property ● bring items to school that might cause injury (i.e. matches, knives, sticks) ● enter the office, supply, staffroom, elevator, or equipment rooms without permission ● touch or remove materials in or on a teacher's desk or a student's desk without permission ● touch fire extinguishers, thermostats, or fire alarms ● be alone in any classroom without permission

Unacceptable Conduct

Substance Use Policy for Students: Rationale, CRCS is committed to the health and safety of its students and anyone attending at the school. The school recognizes that the use of alcohol, cannabis, tobacco, vapor products, and certain medications, and impairment can have serious effects on students and the learning environment.

Policy 454 - the school strictly prohibits students from possessing, manufacturing, offering for sale, distributing, consuming, or using alcohol, cannabis, tobacco, vapor products during school hours, whether on or off school property. Students breaching this policy (who have not disclosed an addiction or substance use disorder prior to breaching this policy) will be subject to discipline according to this policy.

Weapons - of any kind (real or play) are prohibited inside or outside the school property. This applies to students, employees and parents within the school community.

Violation of any conduct rules will result in:

1. Immediate notification of parents
2. The police will be informed in cases of illegal drugs and weapons
3. The Principal will take Disciplinary action
4. The student will immediately be removed from school while appropriate measures are taken. The school buildings and grounds will always be a smoke free zone
5. Use and Abuse of Drugs will be an ongoing part of the school's Health curriculum emphasizing prevention.

Bullying , Statement of Intent:

Campbell River Christian School is committed to providing a compassionate, receptive and non-threatening atmosphere for all of our students to learn and succeed. We believe this to be an outgrowth of our values as an intentional Christian community. Using love and respect as the foundation to our relationships with God and each other, this policy focuses on creating a safe, caring, and orderly school environment where every student feels safe, respected and accepted.

When bullying occurs, students are assured that all incidents will be addressed as quickly and fairly as possible.

Definition of Bullying & Harassment:

Policy 461 defines harassment and bullying as follows:

- the use of aggression, intimidation and/or cruelty with the intention/result to make others feel uncomfortable, humiliated, scared or hurt physically, psychologically or socially.
- Bullying can be ongoing, or one serious incident
- Bullying involves hierarchical power structures, with either real or perceived social or physical dominance over the victim. Bullying often makes the victim feel powerless; that could eventually lead to explosive/destructive behaviour from the victim.
- not all negative social interactions are bullying including a temporary argument, fight or hurt feelings between friends, or peers.
- Harassment, bullying, cyberbullying, intimidation, threatening or violent behaviours while at school, at a school-related activity or other circumstances where engaging in the activity will have an impact on the school environment.
- a single incident, such as a fight, is not considered bullying. Disagreements and peer conflict are also not bullying, even if they escalate to insults or physical aggression like hitting or kicking.

Policy Objectives:

- all administrators, all staff, students and parents should have a full understanding of what bullying/harassment is
- all school staff should be thoroughly familiar with the bullying/harassment prevention policy, and follow it appropriately when bullying is reported or observed
- all staff, students, and parents are encouraged to report bullying/harassment, both observed and experienced, and include confidentiality as an option in making such reports
- all students and parents should be thoroughly familiar with the bullying/harassment prevention policy, and should know what steps to take when bullying/harassment occurs
- students and parents should be reassured that the school takes bullying/harassment seriously, and will support victims and their families when bullying is reported
- bullying/harassment will not be excused, permitted, or tolerated once it is made known to staff

Specific types of bullying/harassment may include, but are not limited to:

<p>Social: Pattern or serious incident of shunning, excluding, rejecting, humiliating, public intimidation, spreading rumours (gossip/notes/social media), with the intent/result of isolating the victim socially from peers.</p> <p>Physical: Pattern or serious incident of pushing, shoving, kicking, tripping, punching, throwing objects, manhandling, intimidating, stealing</p>	<p>Sexual: Initiating and/or executing unwanted sexual contact such as touching, groping, petting, pinching, rubbing, grabbing, as well as making sexually suggestive, threatening and/or abusive comments, with the intent/result of making the victim feel worthless/violated/fearful.</p> <p>Racism: Social/physical/verbal or sexual bullying directed at the victim’s race, religion ethnicity.</p>
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<p>from, or any sort of violence against a victim with the intent/result of causing harm or fear.</p> <p>Verbal: Pattern or serious incident of name-calling, insults or threats with the intent/result of causing psychological/emotional harm or fear.</p>	<p>Cyberbullying: using social media and other Internet technologies to attack and insult targets, often aiming to destroy personal reputations.</p>
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Warning Signs and Symptoms of Bullying/Harassment: Not all bullying/harassment victims will reveal that they are suffering at school. Many feel that if they admit how bad things are the bullying/harassment to increase. If no one believed or supported them, this result would be likely. Parents and staff should openly encourage students to report bullying/harassment incidents that are observed or experienced.

Even if a student does not disclose being bullied/harassed, there may be signs or symptoms that suggest a problem. Adults should be aware of these symptoms and should investigate immediately. These signs may indicate other problems, but bullying/harassment must be considered as a possibility to investigate.

A child may be a victim of bullying if he or she:

<ul style="list-style-type: none"> ● is noticeably frightened or evasive when asked ‘What’s wrong’? ● suddenly loses appetite ● begins bullying or showing unusual aggression with siblings, playmates or other children ● repeatedly ‘loses’ lunch, money or possessions ● has unexplained cuts, scrapes or bruises ● Comes home with torn or dirty clothes or damaged books/possessions ● begins to perform poorly in schoolwork ● repeatedly claims to feel ill before going to school 	<ul style="list-style-type: none"> ● cries themselves to sleep at night, nightmares ● threatens or attempts suicide or other forms of self-harm ● attempts to or actually runs away from home ● begins stammering, appearing nervous and/or afraid to look people in the eye ● seems withdrawn, anxious or suddenly suffering from low self-esteem ● begins to skip school or begs to change schools or not to go to school ● makes significant changes to his/her usual routine ● begs to be driven to school to avoid the bus or walking
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Proper Bullying/Harassment Report & Response Procedures:

1. All bullying/harassment incidents observed/experienced should be reported immediately to an employee.
2. Staff members will record all reported and observed bullying/harassment incidents and forward them to the Principal (also SPED Director if the victim or perpetrator is on an IEP).
3. Initial interview with the observer and/or victim will be held to substantiate the report. If the incident is to be pursued, the Administrator will seek to get a full report and to determine the extent of the complaint.
4. Parents of both victim and perpetrator will be informed that there is an investigation and may be summoned to the school for a meeting(s). In severe instances, the local police may be contacted.
5. The bullying/harassment behaviour will be fully investigated, with both victim and perpetrator(s) informed that the behaviour will/must stop immediately. The investigation outcome will determine consequences based on the Discipline Procedure (appendix IV) along with the following considerations (if there is a willingness to cooperate):

- the perpetrator may meet with a designated staff member(s) and his/her parents to understand the seriousness of his/her actions (to include placing themselves in the victim's shoes to appreciate the undesirable effects of the behaviour), and to learn appropriate means of changing behaviour
- the perpetrator may be asked to genuinely apologize to the victim and/or, if the victim prefers, will sign a letter promising to avoid all future contact with the victim. The perpetrator may have to fulfill other obligations to help make amends.

6. After the incident has been thoroughly investigated and dealt with, faculty will monitor both students to ensure that bullying/harassment does not resume or reoccur (including regular 'check-ins').

NOTE: If a parent/guardian reports that their child has confessed to being bullied/harassed, the procedure will begin with STEP 4 (based on a template developed by Page Citizens Against Bullying Association of Northern Alberta).

Discipline and Consequences

School Policy 412

Rationale: The purpose of discipline at CRCS is not punitive, but rather a component of training which leads to healthy relationships both with God (the vertical) and our fellow humans (the horizontal) and 'yields the peaceable fruit of righteousness to those who have been trained by it' (Hebrews 12:11) to become active disciples of our Lord Jesus Christ.

Policy: The desire at CRCS is to maintain healthy relationships. When relationships have been damaged, consequences need to be invoked; the intended result of such consequences is the restoration and healing of the relationships. Therefore, any discipline meted out is only worthwhile if it is done in the context of relationship.

This restorative approach is illustrated by Paul in 2 Cor. 2:5 "But if anyone has caused grief, he has not grieved me, but all of you to some extent — not to be too severe. 6 This punishment which was inflicted by the majority is sufficient for such a man, 7 so that, on the contrary, you ought rather to forgive and comfort him, lest perhaps such a one be swallowed up with too much sorrow. 8 Therefore I urge you to reaffirm your love to him."

Paul outlines the discipline process in 2 Tim. 3:16-17 "All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness, that the man of God may be complete, thoroughly equipped for every good work." To reflect this process at CRCS, we practice four main steps of discipline: teaching (doctrine), confronting (reproof), restitution (correction), and administrative discipline (for instruction in righteousness).

Each student is entitled to:

- be treated with respect and dignity and to know what is expected of them. The school authority/board and the school has enacted codes of conduct and rules that are clear and well communicated;
- be notified of that of which he/she is accused, with the essential facts of what he/she is alleged to have done;
- an opportunity to tell his/her side of the story (or have an advocate speak on his/her behalf). The right to be heard is a fundamental element of procedural fairness. Where the stakes are minor, this can be satisfied by the principal or teacher asking the student to explain her/his actions. More serious matters require more formal investigation and documentation;
- be informed of any appeal or review procedure in accordance with CRCS policy; and
- an assurance of no retribution for pursuing an appeal or review.

Procedures and Guidelines:

A. The Process of Discipline

2 Timothy 3:16-17 provides 4 steps of discipline: "All Scripture is given by inspiration of God, and is profitable for doctrine [teaching], for reproof, for correction, for instruction in righteousness that the man of God may be complete, thoroughly equipped for every good work."

Step 1: Teaching (doctrine): Discipline begins with instruction. Students must clearly know what is expected of them. Eph 6:4 'And you, fathers, do not provoke your children to wrath, but bring them up in the training and admonition of the Lord.'

Step 2: Confronting (reproof): The student who commits a minor offense (see Classification of Offenses) is lovingly but firmly confronted by the teacher. An immediate change of behaviour or attitude is expected. Parents/guardians may be notified. When rebellion is expressed, either by repeated violation of minor rules or by attitude, the student is referred to the principal or designate. The parents/guardians may be notified. The student who commits a major or extreme offense (see Classification of Offenses) is immediately referred to the principal or designate, taking the context and developmental age into consideration. Administrative discipline is implemented and parents/guardians are notified.

Step 3: Administrative Discipline (instruction in righteousness): Where steps 1 - 2 fail to correct minor offenses, or when a major offense occurs, the student is referred to the principal or designate for the appropriate level of discipline (see below), taking the context and developmental age into consideration. The goal is to discourage further wrongdoing and promote reconciliation. For extreme offenses (see Classification of Offenses) the process may proceed immediately to expulsion.

Level 1: A teacher will refer the student to the principal or designate in writing. Parents will be notified in writing that administrative discipline is being implemented. The student will be required to make any appropriate restitution. The student may be required to write a letter owning up to the offense, stating the natural consequences of the behaviour, and offering positive alternatives. The student may also serve in-school suspensions as a consequence for educational time lost as a result of the offense(s), or lose a privilege. The violation will NOT become part of the student's permanent record. Some form of school-community service may be assigned upon re-admission to class.

Level 2: The principal or designate may implement an at-home or in-school suspension for 1-2 school days when the offense(s) warrant it. A suspension is defined by the removal of a student's right to attend regular classroom instructional sessions. It is the principal or designates responsibility to inform parents/guardians of a suspension. Some form of school-community service may be assigned before returning to class.

Level 3: If the offense(s) warrant it, the principal or designate will call on a meeting of the Discipline Committee, who will implement disciplinary action, which may include an at-home suspension for 3-5 days. It is the principal or designates responsibility to inform parents/guardians of a suspension.

Level 4: An extreme offense will result in the immediate suspension of the student and an automatic referral to the Discipline Committee for possible expulsion. An expulsion by definition is the removal of a student's right to attend school. The Discipline Committee will meet with the student/parents/guardians. The student/parents/guardians will be informed that they may bring an advocate with them if they desire. If the Discipline Committee imposes an expulsion, the student and the parents/guardians will receive a letter of expulsion that also informs them of their right to appeal. Appeals are made to the Appeals Committee. Any appeal must be delivered to the CRCS Board Chair in writing, within 5 working days of receiving the letter of expulsion. If an appeal is not made within this time period, the decision of the Committee to expel shall be final with no further right to appeal.

Step 4: Restitution (correction): The student in all cases will be required to make restitution to correct the violation. This may involve seeking forgiveness, repairing or replacing damaged property, doing community service... Through restitution the student can have the assurance that they have taken responsibility for their actions and have done what they can to correct the wrong.

B. Classification of Offenses:

Minor offenses are disruptive but not necessarily harmful. Minor offenses are dealt with as they occur by the staff member involved. These include such things as:

- breaking minor classroom rules, running in the building, dress code violations
- unkind, careless remarks, inappropriate noises, lack of courtesy, class disruption,
- unproductiveness, unprepared for class, using computers or mobile devices inappropriately
- public displays of intimacy (i.e: kissing, sitting on laps)
- misuse of equipment and supplies, roughhousing (consenting parties), littering

Major offenses are behaviors which are disruptive, disrespectful to people or property, insubordinate, or potentially harmful to the students/staff or to school standards. All offences dealing with illegal substances will be reported to the appropriate legal authorities.

Major offenses include such things as:

- continued violation of minor rules, despite multiple interventions, continual unproductiveness
- stealing, lying, cheating, plagiarism
- possession of illegal drugs/alcohol/unlawful substances including tobacco and vapour products
- bullying, harassment, intimidation, fighting, retaliating, arguing, threats out of anger, yelling at staff
- leaving campus without permission, skipping classes, truancy, intentionally out of bounds
- overt disrespect for authority, deliberate class disruption, deliberate disobedience, defiance,
- making a deliberate mess (i.e: washrooms), defacing property, throwing objects
- filthy/coarse language, swearing/cursing, racial slurs, continual rude/mocking behavior
- possession/promotion/use of pornography on school campus, promotion of gambling
- causing strife and division to weaken the reputation/principles of the school
- all levels of administrative discipline have proven ineffective

Extreme offenses are those that require immediate removal of the student from the school temporarily or permanently. All offences dealing with illegal substances will be reported to the appropriate legal authorities. Extreme offenses are dangerous behaviours or offenses that compromise our community standards (see Handbook Appendix IV).

These offenses include such things as:

- any/all criminal offences, flaunting/bragging about illegal/immoral activity being done off campus
- possession/promotion of use of weapons, veiled or direct threats to intentionally harm students and staff
- promoting heretical, occult or other anti-Christian teachings
- promotion/use of illegal drugs/alcohol/unlawful substances including tobacco and vapour products
- actions that purposefully bring physical, sexual or serious psychological harm to others
- actions that put the school at risk (deliberate tampering of safety mechanisms, playground equipment, setting traps, starting fires)

C. Guidelines for Parents

For parents/guardians concerned with a disciplinary action involving their child, they should follow the following procedures:

1. After hearing the child's report, contact the staff member involved for their perspective.
2. Realize that it is important to consistently enforce school rules.
3. Seek resolution at the lowest authority level. Do not bypass any of these steps for an appeal.
 - a. Teacher
 - b. Principal
 - c. Discipline Committee
 - d. Appeal Committee
 - e. Ombudsperson (Director of ACSI Western Canada)

D. Guidelines for Administrators, Teachers, and Committee Members

All employees and committee members with responsibilities in the discipline process should be familiar with the following guidelines:

Procedural fairness when implementing discipline: All teachers and administrators will follow the basic principles of fair procedure when implementing discipline as outlined below:

- all decisions should be made according to CRCS policies
- decision making is to be transparent with the rules of natural justice to be followed
- the right to know the allegations against you and to reply to those allegations. The right to an unbiased decision-maker to hear your case/appeal. Actions should be taken in good faith and without malice. Parents/guardians/students will be notified of their right and process to appeal.

Avoiding bias: All teachers, administrators, and committee members should follow these procedures to avoid bias or the appearance of bias:

- do not prejudge the circumstances or evidence of the case, or give the appearance of having done so, even with strong convictions on such matters as 'zero tolerance'
- do not take part in the decision if you have a close relationship or history of personal conflict with the student, their family, or an employee closely involved with the disciplinary action. It is very important that administration and staff perceive the discipline committee's decision to be unaffected by personal relationships
- remove yourself from the hearing and the decision if you have been part of the disciplinary action or part of a committee that made a decision in any part of the process (testimony may be given in such a case, but do not be part of the decision-making process)
- the discipline committee hearing an appeal from a disciplinary decision must not view its role too narrowly. The student has a full right of appeal, not just a review of whether the administrator acted within established procedures
- do not receive evidence or representations from administrators or staff in the absence of the person appealing, and avoid the appearance of doing so. The administrator who acted in the investigation or in the disciplinary decision should not be present for the discipline committee's deliberations.

E. Committees

Discipline Committee: The Discipline Committee will consist of 1 current or retired pastor and 2 school board members. The Discipline Committee shall give notice to a student and parents/guardians with the following information:

- a description of the actions of the student;
- the school rule that is alleged to have been violated;
- the potential consequences of the charge;
- documentation of all meetings will be kept in the student's file; and
- when and where the matter will be considered.

Appeals Committee: Will be appointed by the School Board and consist of 3 people and at least 1 alternate. Committee members will not be parents of CRCS students, teachers, other employees, members of the CRCS School Board, the CRBC deacon's board or spouses of any members of these groups. Committee members will not have a close relationship, family ties or adversarial relationship with the principal or the parties that have requested the appeal.

On receipt of an appeal, the committee shall be convened to hold a hearing to review the disciplinary action and uphold, overturn, or amend the disciplinary action.

The committee should:

- not hear or receive evidence or representations from administration, staff, or others in the absence of the person making the appeal and it should avoid the appearance of doing so;
- receive and/or hear representations from administration, staff, or others;
- receive and/or hear representations from the affected student, parents, and witnesses if applicable;
- consider the disciplinary action in light of existing CRCS policies and the representations made at the hearing; and
- communicate the decision of the committee in writing to parents, board, and administrator; and

- keep documentation of all meetings in the student's file

Protection

Abuse: All forms of abuse are unacceptable. We expect all individuals to be treated with dignity and respect. BC Legislation requires all persons with reason to believe that a child under 19 years has been or is likely to be physically harmed, sexually abused or exploited by a parent or other person, or is in need of protection, is legally responsible to promptly report the matter to a child protection social worker. Staff, parents and students are to be informed of this policy on a yearly basis.

All employees are required to read the latest edition (booklet) Supporting our Students; a Guide for Independent School Personnel Responding to Child Abuse. Employees will sign off that they have read this booklet yearly. This booklet includes possible indicators of abuse, definition of abuse, the role of educators, reporting responsibilities and investigating procedures.

Confidentiality of Personal Information: Share information regarding an allegation of child abuse and neglect only with those persons who have a legitimate reason for receiving the information; i.e., child protection social worker, the police, the Principal and/or appointed school official.

The Personal Information Protection Act ('PIPA') Policy governs the collection, use and disclosure of personal information about students, parents and employees by private organizations, including independent schools. The Employee Relations Committee is responsible for compliance with PIPA and any complaints arising from the application of PIPA. See sample of PIPA (includes the parent agreement form for school involvement) form on the next page.

School Management of Parent and Student Personal Information and School Parent Involvement Agreement Form

I _____, consent to having Campbell River Christian School collect personal information that may include student identification information, birth certificate, legal guardianship, court orders if applicable, parents' work numbers and email address, behavioural, academic and health information, most recent report card, emergency contact name and number, doctor's name and number, health insurance number and any similar information needed for registration.

I further consent to the use and disclosure of information contained in this form collected by or on behalf of Campbell River Christian School regarding:

- the purpose of establishing, maintaining, and terminating a student's or parent's relationship with Campbell River Christian School
- for additional purposes identified when or before personal information is collected
- or as otherwise provided in the Campbell River Christian School 'Personal Information Privacy Policy'

I further consent to the collection, use and disclosure of such personal information by and to agents, contractors, and service providers of Campbell River Christian School as required for 'student registration' and to assist the 'school authority' (school board) in making an informed decision for a child's suitability and appropriate placement in the school. It will also allow the school to respond immediately to an emergency. For more information, the privacy officer (the Principal) for Campbell River Christian School may be reached at 250-287-4266 or principal@crccs.bc.ca.

I further consent to having photographs and work samples for my child(ren) used by Campbell River Christian School for the yearbook, newsletters, and other promotional materials (i.e. school family directory, class list, and including a parent-teacher fellowship contact list etc.). If you are opposed to school publication and information sharing as defined in this paragraph, please sign the 'opt out' section at the end of this form.

I also agree that should I become involved in the school as a volunteer including driving for school event trips, or assisting with classroom or other school activities, I am required to and will provide the school with a 'clear' criminal record check and a 'clear driver's abstract' that confirms my vehicle insurance includes protection against third party liability claims in a accident (I understand that this information will only be released in the event of an accident).

X _____ I consent and agree to the school's management of Parent and Student Personal Information and School Parent Involvement as outlined in this Agreement, including school use of student photographs,

promotional materials, yearbook, samples of students work, phone directories, newsletters and other publication of personal address and email.

TO OPT OUT

X _____ I do not consent to school publication of Parent and Student personal information of any kind, including school use of student photographs, promotional materials, yearbook, samples of students work, phone directories, newsletters and other publication of personal address and email.

Campbell River Christian School acknowledges that we securely store all digital and hard copy parent and student personal information and that we do not release, or disclose this information to unauthorized personnel or third parties who are not directly involved in school management or in the care, supervision, and instruction of your child(ren), unless written authorization from a parent or legal guardian is provided to the school.

End of Student-Parent Handbook