

## **PARENT/SCHOOL HANDBOOK**

Welcome to Oakville Christian School (OCS). This handbook provides important information about our school such as how to conduct yourself, things you may do, how you should dress, and things that make our school a special place where we work together to please God.

Life at OCS includes both privileges and responsibilities for each of us. You now have the privilege of sharing your school days with a large group of young people and staff members who love God. We will all grow like Jesus did – in wisdom, stature, and favour with God and man – if we care about each other and strive to follow the Bible in all our choices.

At Oakville Christian School we believe that doing our best pleases God. Striving for excellence helps us make wise choices in our class work, get along with others, and take care of our responsibilities. We believe that God made each of us special and unique, which means there is nobody else just like you. At our school we help each student become everything God created him or her to be.

### **The Educational Mission of OCS**

*Nurturing excellence in a Christ-centred academic environment* - The educational mission of Oakville Christian School is based on a Christian view of life and truth as presented in the Bible.

Christians believe that God created the universe and all of life. Humanity was created in God's image for eternal fellowship with God. Because of sin, however, this fellowship was broken and people became separated from God. But God provided a Saviour, Jesus Christ, who came into this world, died for our sins, and rose again on the third day. Only through receiving Jesus Christ as Saviour and Lord can we be saved and experience eternal life as God's children.

All OCS staff members embrace this view of life and seek to exemplify the Christian life in their personal and professional lives. Our teachers are eager to provide students with an education conducive to their spiritual, social, and academic growth and development. With God's wisdom and guidance, the OCS staff is committed to *nurturing excellence* in the lives of each one of our students.

### **Christian Nurture and Discipline**

Effective Christian nurture and discipline is meant to cultivate a student's social and emotional development, encourage the formation of healthy self-esteem, develop wholesome patterns of moral thought and behavior, and establish a meaningful framework for a Christian understanding of life and learning. At OCS, students and staff members pray for guidance as we learn more about God's will for our lives.

Discipline is intended to assist students in acquiring a positive view of authority and respond to school rules and procedures in a constructive manner. Our aim is for all OCS students to grow in self-discipline and maturity and make good choices and decisions concerning their behaviour and personal attitudes.

Regarding self-discipline and maturity, James 3:17-18 states, "But the wisdom that comes from heaven is first of all pure; then peace-loving, considerate, submissive, full of mercy and good fruit, impartial and sincere."

## **Statement of Faith**

1. We believe that there is one true God and that God exists in three persons: Father, Son and Holy Spirit.
2. We believe in Jesus Christ as our Saviour and Lord. As God's only Son, born of the virgin Mary, Jesus lived and taught the word of God, died on the cross for the sins of humanity, was resurrected in body and spirit, and ascended into heaven.
3. We believe in the need of every human being for salvation and for the continuing work of the Holy Spirit in the life of every Christian believer. We believe that salvation is a free gift of God, received when a person places their faith in Jesus Christ.
4. We believe that God continues to work in history and that His kingdom will culminate in the return of Jesus Christ. Ultimately God will judge the living and the dead. As God raised Christ from the dead, so shall His followers be raised to eternal life.
5. We believe that the Bible is the inspired, authoritative word of God. The scriptures reveal the nature and work of God; they serve as a guide for daily life and the final authority in matters of faith.
6. We believe that the church is the body of Christ, the visible expression of His life in the world. The church is a community of believers who gather for worship, encouragement, fellowship, accountability, and mission. The participation of believers in the work of the local church is an essential part of the Christian life.
7. We believe that Christian unity transcends all barriers of race, culture, gender, or denomination. Christians are called to follow Christ's teaching and example; to treat each other with love, honour, and respect, and to strive to be God's witnesses in their homes and in the world.

### **To All OCS Students:**

It is important that you approach your schoolwork with a positive and purposeful attitude. School can be an enjoyable experience. It is a time to enjoy being with your classmates and participating in the activities of school life. More importantly, it is a time to be serious about learning; a time to develop your skills and abilities and to grow in personal faith and maturity.

The world of education is changing. Computer technology is changing the way we access information and learn about the world and our place in it. It is important that you prepare yourself for further education. In high school, for example, you will have increased expectations in terms of the curriculum and what you are expected to know. One of our goals as an elementary school is to help prepare you for success in high school.

Your teachers desire to serve you to the best of their abilities. They are expecting you to give your best effort and demonstrate mature behaviour and caring attitudes toward your classmates. They are prepared to work with you and help you succeed. As Christian teachers, they value the importance of knowledge and wisdom and they want you to value knowledge and wisdom as well. As you go through the day at school, ask yourself these questions:

- Is this my best effort? Can I do better?
- Do I feel positive about my work and participation at school?
- Is my schoolwork complete and organized?
- Do I keep up with my assignments on a daily basis?
- Do I practice care, courtesy and consideration at school and at home?
- How can I best serve my teachers and classmates?

## GENERAL SCHOOL PROCEDURES

### **The School Year**

The school year begins during the week after Labour Day and ends in late June. There are two breaks consisting of two weeks each: Christmas Break and Spring Break. Please refer to the School Calendar for specific dates.

### **The School Day**

The school day begins with a morning entry bell at 8:35 a.m. The school day ends at 3:20 p.m. for kindergarten and Grade 1 students and 3:30 p.m. for the remainder of the students. There is a morning and afternoon recess for all students.

### **Daily Attendance**

Daily attendance is compulsory in Grades 1 to 8. Exceptions include sickness or medical appointments.

### **Morning Arrival**

Students should not arrive at the school **before 8:25 a.m.** except for morning supervision, team practices or with a teacher's permission. Students arriving after 8:25 a.m. go to the school yard until the entry bell rings at 8:35 a.m. Students will be brought inside early on rainy days or in extremely cold weather to gather in the gym before going to class at 8:35 a.m.

### **Late Arrival**

Prompt arrival is necessary to ensure a good start to the school day. Students who are not in their classroom by 8:45 a.m. must obtain a late slip from the school office. Students arriving late for any reason throughout the day must check in at the office before going to class.

### **Student Absence**

Parents are to call the school office at 905-825-1247 ext. 221 before 8:45 a.m. if their child is absent for the day. Parental co-operation is needed for this important procedure.

### **Planned Absence from School**

The school discourages planning family trips and vacations which interfere with the school year. If you must be away, please inform the teacher(s) well in advance of the trip.

### **Leaving School Property**

Parents who are picking up their child(ren) throughout the day must check in at the office to have their child called out of class.

Independently, students may not leave school property at any time during the day unless they have a signed note from the parents and the office has given approval. (In case of emergency, a telephone call to the office is sufficient.).

### **Before and After School Supervision**

Students arriving before 8:25 a.m. must go to supervision. Students who are not picked up by 3:45 p.m. must go to supervision unless they are part of an extra-curricular activity. Students in supervision (either before and/or after school) are to remain in the supervision room unless they have permission from the supervisor to go elsewhere. School rules and regulations apply to all students while they are in supervision.

**Student Illness during the Day**

If a student becomes ill during the day, he/she should inform the teacher. If it is determined that the student should go home, the parents will be contacted by phone. No student will be sent home early unless contact has been made with a parent or emergency contact.

**Use of Medication at School**

Medication will not be given to any student without proper documentation which can be attained from the front office.

**Outdoor Recess**

Fresh air and exercise are very important to help a child be ready to learn. All students are expected to go outside during recess. Ensure that your child is dressed appropriately for weather conditions. If a student is too ill to go out, they should be at home to fully recover.

**Clubs/Extra-Curricular**

School clubs are offered throughout the year. All students are encouraged to become involved in an extra-curricular activity.

**Student Council**

The OCS Student Council is comprised of six senior students. These members are chosen to represent their classmates by the teachers and Principal. The Student Council meets several times a month with the staff advisor and plans various school activities and fundraisers.

**Sports**

Team sports and intramural sports are offered during the year; all students are encouraged to participate based on their interests and abilities.

**Chapel/Assemblies**

Our Friday morning chapel is a vital part of our weekly schedule. The program is as varied as possible to minister to the needs of all students. Attendance is required; students must sit with their homeroom teacher. Parents are welcome to attend chapels and assemblies.

**Field Trips and Special School Activities – Student Behaviour**

When students attend any school activity such as athletic events, concerts, trips, or any other competition or special event sponsored by the school - even away from the school building - they are expected to act responsibly. All school regulations apply to these functions and some have special regulations attached. As a member of Oakville Christian School, students have a responsibility to follow the special instructions and procedures outlined by the teacher or leader in charge. The standard school uniform is required for all school functions and trips unless otherwise announced.

## DISCIPLINE POLICY

*Train up a child in the way he should go; when he is old he will not depart from it. Prov. 22:6*

### **Discipline**

Discipline at Oakville Christian School is intended to be primarily redemptive, relevant and restorative rather than punitive. This means that the school will try to help students overcome the problems that result in disciplinary action and restore relationships with the school and the community. A supportive school-home partnership can positively affect student behaviour.

### **The Intentions/Purposes of Discipline:**

- to reinforce relationship skills and concepts taught in class (esp. Bible and Health)
- to guide the children to love their neighbours as themselves. Matthew 22:39
- to assist students in developing empathy for those affected by their words or actions
- to encourage students to forgive
- to assist students in exploring strategies to improve their behaviour
- to help students develop self-control

### **Redemptive discipline includes these three steps:**

1. **COUNSELING** - Ordinarily, students are first COUNSELED and students reflect on how their words or actions affected others, developing empathy. Apologies are then made. Counseling may also include natural consequences and discipline such as detentions, work assignments, efforts to restore damage done to property and relationships, etc.
2. **SUSPENSION** (removal from class and school involvement for a designated period of time). If counseling fails to correct the situation, a student may be **SUSPENDED**. In certain cases, suspension may be required on the first offense, depending on the gravity of the offense, the attitude of the individual student, and the influence on other students. OCS reserves the right to suspend any student who is a significant threat to the mental or physical wellbeing of students or staff. No student will be permitted to be involved in any extracurricular activities while serving a suspension. After two suspensions, a student may be placed on a behaviour contract and not allowed to return the following year. In most cases, the following behaviours will result in an immediate suspension from school with the possibility of expulsion:
  - physical assault
  - physical harassment or intimidation
  - foul, abusive, or inappropriate language or lewd gestures
  - endangering the welfare of other students
  - stealing
  - smoking, gambling, or the use of drugs or alcohol
  - destruction of school or student property
  - challenging or defying the authority of any faculty or staff member
  - conduct that is injurious to the moral tone of the school
3. **EXPULSION** (complete withdrawal from the school). Expulsion may become necessary when other methods of discipline have been unsuccessful, or in the case of very serious misbehavior. In certain cases, expulsion may be required on the first offense, depending on the gravity of the offense, the attitude of the individual student and the influence on other students. OCS reserves the right to expel any student who is a significant threat to the mental or physical well-being of students or staff.

## **Differentiation**

OCS recognizes the unique learning needs, learning styles, developmental needs, and expression styles of each individual student and the differences related to developmental stages. Discipline, like classroom work, should be differentiated, modified, and/or accommodated to reflect the uniqueness of each child and each situation.

## **Responsibilities**

Teachers, students, and parents have specific responsibilities in order for discipline to serve the given intents and purposes.

### **Teachers**

- communicate behavioural expectations to the students (as outlined in the agenda, including the applicable policies: i.e. Human Dignity Policy, Discipline Policy, and Uniform Policy) at the beginning of the year and at relevant times throughout the year
- supervise classroom environment and playground to encourage positive behaviour
- communicate patterns of minor negative behaviour and major disciplinary incidents to the parent and administration (i.e. Vice Principal of Student Affairs and /or Principal)

### **Students**

- are to know and understand the behavioural expectations and classroom rules
- are expected to comply with the rules of the school and with the expectations of the faculty and staff both in and out of the classroom
- are expected to show respect for authority both by attitude and behaviour
- are to exercise care, courtesy, and consideration at all times

### **Parents**

- read over the Discipline Policy with their children, and discuss age-appropriately to ensure their knowledge and understanding
- encourage their child to exhibit positive behaviour at all times
- support the school in implementing redemptive, relevant and restorative discipline
- parents who are concerned about a discipline situation involving their child should contact the child's teacher and/or the VP of Student Affairs to discuss the situation

## **BEHAVIOURAL GUIDELINES – CODE OF BEHAVIOUR**

Membership in the OCS community has certain privileges and corresponding responsibilities. The following outline, while not exhaustive, attempts to define some of these for parents, students and school personnel.

### **Ministry of Education Requirements**

The Ontario Education Act and the relevant regulations made under it govern schools and students. It requires pupils to attend classes punctually and regularly, to accept reasonable disciplinary measures, to be neat and clean in person and habits, to be diligent in studies, to be courteous to fellow pupils, and to be obedient and respectful to teachers.

### **All students of Oakville Christian School are expected to:**

- show care, courtesy and consideration to others at all times
- demonstrate Christian standards of courtesy, morality and honesty
- control their words; SWEARING OR BAD LANGUAGE is not permitted at school
- show respect, obedience and cooperation to those in authority
- complete homework and projects as assigned
- listen attentively in class and respect and appreciate the efforts of classmates

- wear the school uniform properly at all times
- only enter the teacher workroom, staff room, gym storage room or audio-visual rooms with teacher permission; the music, art and computer rooms are also off limits without teacher permission or supervision
- arrive at school and classes on time, with the proper textbooks and learning materials
- handle textbooks, binders and learning materials in a responsible, careful manner
- encourage classmates and new students so that no one feels like an “outsider”
- demonstrate a positive attitude in class, on field trips, and at sports tournaments
- show respect for school property and personal property

### **Care of School Property**

Students are to be good stewards of our facilities. Care must be taken to use equipment in a careful and proper manner; this includes care of gym equipment and classroom furniture. It should be understood that misuse of property or equipment is a serious offence and will result in immediate disciplinary action. By becoming a member of our school, you are agreeing to pay for any damage caused by your negligence or misuse of the facilities and equipment. To help students understand this issue, examples of misuse of equipment and facilities are as follows: writing on or in the school’s library books; marking on or in desks; sticking stickers on desks; marking walls or doors; misusing washroom facilities; damaging lockers, etc.

### **Computer Use by Students**

- Students are to use school computers, laptops and or memory sticks at the direction of a teacher. In addition students are required to adhere to all computer related policies (See the Oakville Christian School Student Technology Use Agreement).

### **Electronic Equipment**

- iPods, MP3 players, electronic games, personal laptops, etc. are not permitted on the school premises except with permission for educational use. Cell phones are to be turned off and left in lockers while at school. The school is not responsible for loss, theft or damage of such equipment.

### **Weapons/Fireworks/Waterguns**

- No weapons (including pocket knives), fireworks or fire producing materials (i.e. matches, lighters), or water guns of any kind are permitted on school premises. In the interest of maintaining a safe school environment, the school reserves the right to inspect a student’s bag, desk, or locker without notice.

### **Classroom**

- Eating is permitted only at designated times.
- Drink containers (except water bottles) are not to be on the desktops except during eating time.
- As much as possible, students are to keep books and binders off the floor. Such items are to be stored in desks, on shelves, in bins or in lockers.
- Classrooms are to be left neat and tidy at the end of the day. All paper, books and shoes need to be picked up off the floor. Students are not to leave their classroom each day until it is tidy.
- Students are not permitted in a classroom without supervision.

### **Library**

- Students may use the school library when a school librarian, library volunteer or teacher is in the library.

## **Hallway**

- Students walk single file, on the right hand side of the hall. Students need to talk quietly if they are in the halls during class time.
- Teachers will normally accompany their class to different parts of the school (JK-Gr 5).
- Students will eat at desks in the classroom, not in the hallway
- Shoes or boots should be worn at all times; by 8:50 a.m. every shoe, boot, coat and bag should be in the proper place.
- Students are requested to open doors for others as a common courtesy and to be helpful.
- Personal belongings should be kept in your knapsack on the hallway hook or in your locker. Students are reminded not to bring valuable items or money to school.
- Junior and Senior students are assigned a school locker that must be kept locked with a combination lock. The locker must be kept neat; inappropriate pictures on the inside of lockers are unacceptable. The school reserves the right to search a student's locker.
- If a teacher assigns a student to work in the hallway, they are to work quietly, keeping talking and noise to a minimum.

## **Playground**

- All students should come to school prepared for the weather.
- JK to Grade 3 students must stay within the creek and parking lot boundaries.
- PUBLIC PARK...The public park to the west of the creek is open to students in grades four to eight. Parents and children from the neighborhood may be using the park during recess. Please respect their right to use the park and the playground equipment.
- Students are not allowed to play in the creek at any time.
- Lineup – Upon hearing the bell, students will proceed to the tarmac to line up single-file with their class; students need to wait quietly for their cue to enter the school building.
- Students are to play SAFELY, use COMMON SENSE and show CARE, COURTESY and CONSIDERATION for others. If there is a problem, the yard duty teacher should be notified.
- OCS has a NO TOUCH policy. Physical contact is only acceptable as part of a game that does not become rough. There is no pushing, shoving, pulling off clothing including hats or gloves, tackle football or roughhouse play.
- SNOWBALL throwing is not permitted at school.
- SNOWFORTS... Students are not to break snow forts that other students have made.
- SLEDDING... A schedule (by grades) to use the hill will be set up. Safety is very important; there is one student on a sled at a time and students should not try to bump into each other.
- FENCE CLIMBING... No students are allowed to climb fences. If a ball goes over the fence, students should ask the neighbour/owner to throw it back or tell their teacher.
- TREES... Students are not to climb trees or break branches from the trees.
- PLAYGROUND EQUIPMENT... The primary playground structure is for JK, SK and grade one students only. Students must play safely on the equipment.
- BASEBALL DIAMOND... Students must remain behind the baseball screen when not at bat.
- Students are not permitted on the parking lot. If play equipment ends up on the parking lot during playtime, students must ask a supervisor to retrieve it for them.
- Students re-entering the school during recess must first get permission from teacher on duty.
- Keep our grounds clean. Students should use the waste containers for all garbage.

## **Parking Lot Dismissal**

- Students being picked up after school need to be in the parking lot no later than 3:30 pm (except the younger children who are dismissed earlier).
- Classes will stay in line and stand in an orderly fashion while they listen for their name and watch for their ride. Students are permitted to talk quietly but the noise level should not be loud enough to cause a distraction



## SAFETY AT OAKVILLE CHRISTIAN SCHOOL

### **Emergency Fire Drills**

Teachers will review fire safety procedures on a regular basis. There are a minimum of four fire drills during the school year. Each room has a posted fire exit route. When a fire drill occurs, students must immediately walk out of the building single file in an orderly manner. Talking is not permitted. Once outside, students proceed to their designated area to stand with their teacher(s) for an attendance check and listen for any special instructions.

### **Fire Safety**

All students should know the answers to these questions:

- a) Where is my fire exit?
- b) How do I leave my classroom when there is an alarm?
- c) What do I do if I see or smell fire?
- d) What are the fire drill procedures?

### **Emergency Lockdown Drills**

When a lockdown drill occurs, students must immediately gather in the classroom corner away from sight through the classroom door window. Talking is not permitted. The teacher will give instructions as the drill is conducted.

### **Emergency School Closing**

If the school must close for a day due to inclement weather or other emergencies, information will be made available on the school website [www.ocsonline.org](http://www.ocsonline.org). Students and parents should assume that classes will be held unless an announcement is made.

### **Playground Accidents**

In the event of a playground accident, the accident (however minor) should be reported to the yard duty teacher or supervisor as soon as possible. If there is an accident and a student cannot find a teacher, the student may come directly into the school and find a teacher as quickly as possible. If there is serious injury, a student should stay with the injured student and have someone get a teacher. If the equipment or fall zones are ice covered due to a flash freeze, students are not permitted to play on the playground equipment due to safety concerns. There may be a shortened outdoor recess if the temperature is below -20 Celsius.

### **Dealing With Strangers**

If a student is approached by someone they do not know, either in the school or on the playground, the student should not go with the person if asked to do so. A teacher or other staff member should be told about this person as soon as possible.

## SAFETY IN THE GYM

### **STUDENTS ARE NOT ALLOWED IN THE GYM OR ON STAGE WITHOUT SUPERVISION.**

1. **Gym Safety Practice** - Students must practice safety and exercise common sense when playing in the gym. Proper shoes must be worn in the gym. No students are to use the gym mats unless supervised by an adult. Students should not go on the gym stage during gym class unless directed to do so by the teacher.
2. **Floor Hockey and Badminton** - It is school policy that all students wear safety goggles when playing floor hockey or badminton in the gym.
3. **Storage Room** - Students may only enter the gym storage room with teacher permission.

## HOMEWORK POLICY

Homework should be a relevant, engaging activity that enhances student learning outside of the classroom. Time spent on homework should balance with other important activities of a child's life, such as extracurricular activities, time spent with family, relaxation, and play. A constructive and healthy school-home partnership can result in positive impact on the homework process. The homework policy at OCS provides a guideline for parents and teachers to accomplish these goals.

### **The Intentions/Purposes of Homework:**

- to reinforce skills and concepts taught in class
- to allow students to complete any work that was not completed in class
- to assist students in developing a study routine (same time each day, for the same amount of minutes, and in the same location).
- to help students develop skills and attitudes needed for successful lifelong learning
- to help students develop independent learning skills
- to invite parents into their child's learning experience

### **What Homework is Not Intended to be:**

- Relevant homework does not require additional teaching at home. It is not NEW learning but rather an extension of the learning that has taken place in class
- Relevant homework does not include assignments or projects that are completed entirely at home.
- Relevant homework is not just extra, busy work. It has a purpose.

### **Times and Effective/Appropriate Homework Activities**

The following chart provides time-by-grade guidelines as well as some examples of meaningful, relevant, and appropriate homework activities.

	<b>Time/Minutes</b>	<b>Activities</b>
Early Years (Pre-K, JK, SK)	10 minutes	interactive learning activities (example: baking, board games, playing) and shared reading
Primary (Grades 1-3)	Up to 30 minutes	interactive learning activities (baking, board games, building, discussions), studying for a quiz (example Bible verse and spelling test), reading, other reinforcement activities
Junior (Grades 4-6)	4 – up to 40 minutes 5 – up to 50 minutes 6 – up to 60 minutes plus reading	complete unfinished work (including projects), study for a test, Bible memory work, reinforcement of skills, reading or reading activities
Intermediate (Grades 7,8)	7 – up to 70 minutes 8 – up to 80 minutes plus reading	complete unfinished work (including projects), study for tests, reinforcement of skills, reading or reading activities

### **Differentiation**

Although time-by-grade guidelines are provided, OCS recognizes the unique learning needs, learning styles, developmental needs, and expression styles of each individual student. Homework, just like classroom work, should be differentiated, modified, or accommodated to reflect the uniqueness of each child.

## **Holidays and Weekends**

No homework will be assigned for school holidays. Holiday time should not be necessary for completion of projects. No formal homework will be assigned on weekends (other than unfinished class work) except for rotary classes (due to the weekly schedule) or work missed due to school absences. No tests that require studying will be given on Mondays.

## **Extended Absences**

For extended absences due to illness, parents should remain in contact with the child's teacher to discuss the child's missed work. In cases of extended vacations, teachers are not expected to provide detailed homework or assignments.

## **Evaluation**

- There may be progressive consequences for incomplete homework.
- A letter or number grade will not be assigned specifically to homework completion, but is reported on only in the learning skills section of the report card.
- Teachers will not provide a grade to assignments that are done entirely at home; some of the work must be done in the classroom (except in the case of extenuating circumstances, i.e. illness, lengthy absence, at the discretion of the teacher).

## **Responsibilities**

Teachers, students, and parents have responsibilities in order for homework to serve the given intents and purposes.

### **Teachers:**

- communicate homework procedures/guidelines early in the school year to students and parents
- coordinate with fellow staff, for example academic support (resource teacher) or rotary teachers to ensure the success of student homework
- encourage and facilitate the use of student agendas
- provide a 'Week at a Glance' each week in order to communicate in-class learning and upcoming assignments, projects, or tests
- teach the skills necessary for the student to complete the homework independently

### **Students:**

- record homework in their agendas
- ensure they understand the homework assigned, and if not, seek clarification from the teacher before leaving school that day
- complete assigned homework in a timely manner to the best of their ability and bring back to school for the assigned day
- bring home all necessary materials or supplies in order to complete the homework
- read the 'Week at a Glance' each week to understand expectations for the week ahead

### **Parents:**

- provide a suitable homework environment and uninterrupted homework time
- provide encouragement and support for their child
- stop their child from continuing to complete homework when it has extended beyond the recommended time and write a note to the teacher explaining the circumstances

## ACADEMIC INTEGRITY POLICY

As a Christian school, one of our key responsibilities is the development of Christian values. This policy is of importance because of the emphasis on these traits that we find in Scriptures: “*Whoever walks in integrity walks securely*”. (Proverbs 10:9) “*Because of my integrity you uphold me and set me in your presence forever.*” (Psalm 41:12) The areas of academic integrity addressed here include cheating, tampering, and plagiarizing.

**Cheating** - Examples of cheating that will not be tolerated are:

- copying or sharing information on a test or exam
- using unauthorized materials (cheat notes, calculator, books, etc.) during a test or exam
- looking at a previously administered copy of a test or exam beforehand
- improper use of technology (computers, smart phones etc.)
- submitting the same work in more than one class without permission

**Tampering** - Examples of tampering include:

- destroying or stealing library books, or other school-owned books
- destroying or altering school computers or computer programs or computer files
- accessing or altering official school records

### Consequences of Cheating and Tampering

1. Students will first be confronted by a teacher. Parents will be contacted.
2. It is left to the discretion of the teacher whether assignments or tests will be re-done and what the grading penalty will be (age appropriate consequences will ensue). In the case of exams, students receive a ‘0’ for that exam with no opportunity for rewriting.
3. If there is a second offence of cheating or tampering by a particular student, the Vice Principal of Student Affairs will be notified and more serious consequences will ensue.

**Plagiarism** - Copying or paraphrasing another’s work without providing proper credit.

1. Teachers must use their discretion/judgment concerning the level of plagiarism. For example: a sentence copied, compared to a paragraph, or the majority of the document. Minor copy-and-paste scenarios may be used as a springboard for teaching or re-teaching proper writing techniques. Keep in mind that plagiarism is easy to do and can be done ‘unknowingly’ by some students.
2. Teachers are to be proactive concerning plagiarism. Throughout the grades at OCS, IIM instruction covers plagiarism clearly; it is not a new concept to our students. (New students in grades 6, 7, and 8 may need to be identified and given more detailed instruction.) During the first week of school, grade 6, 7, and 8 teachers (including rotary teachers) will instruct their classes using these guidelines.
3. Plagiarism includes ‘copy-and-paste’ from electronic sources, copying from any text, as well as copying another student’s work. Plagiarism also includes quoting audio or verbal information without proper documentation.

### Consequences of Plagiarism

1. When a student plagiarizes, he or she must re-do the assignment.
2. Parents will be contacted in the event of a plagiarized assignment.
3. The assignment will be graded ‘0’. When the student re-writes the assignment, the ‘0’ grade will be changed to the grade awarded the second assignment.
4. If there is a second offence of plagiarism by a particular student, the Vice Principal of Student Affairs will be notified and more serious consequences will ensue.

### Participation in an Offence

Helping, encouraging, knowingly aiding or assisting (directly or indirectly) another person in any of the dishonest offences listed in this document are also subject to consequences.

## Responsibilities

### Parent Responsibilities

- Parents are responsible for emphasizing the importance of the learning process, not just the grade or the product.
- Parents are responsible for refraining from doing their children's homework for them. Young students cannot learn academic integrity or exercise it, knowing their parents did the majority of the assignment for them.
- Parents are responsible for demonstrating and teaching integrity and honesty in the home.
- Parents are responsible for supporting the school in the application of all consequences.

### Student Responsibilities

- Students are responsible for ensuring that they understand what cheating, tampering, and plagiarism are.
- Students are responsible for exercising academic honesty in all schoolwork. When in doubt, they should ask their teacher for clarification.
- Students are responsible for exercising respect for all assignments and for all school property, and for taking pride in their work and in their school.
- Students are responsible for accepting the consequences as outlined on this document if they have exercised any of the offences discussed in this document.

### Teacher Responsibilities

Teacher responsibilities involve being proactive in the area of academic integrity in the following ways:

- Teachers are responsible to demonstrate the admirable character traits of honesty and integrity to their students.
- Teachers are also responsible to explicitly teach students what academic integrity consists of (using such programs as IIM, providing all the resources students need to succeed in practicing academic integrity).
- Teachers are responsible to provide a learning environment where the temptations to cheat or plagiarize are minimal (seating arrangements, closely monitoring exams and assignments, creating assignments that are 'less tempting'). Teachers will set students up for success, for example: they will provide sufficient amounts of time for students to complete assignments and they will assign work in age, grade, and ability-appropriate measures.
- Teachers are responsible to emphasize the importance of the learning process—not just the product.
- Teachers are responsible to exude the love of learning rather than emphasizing the attainment of high grades only.

## HUMAN DIGNITY POLICY

Oakville Christian School (“OCS”) is committed to providing an educational environment in which students, teachers, staff members, volunteers, employees, and others involved with OCS treat each other with respect and dignity which is free from all forms of harassment, discrimination or abuse. Harassment, discrimination and abuse are prohibited under this policy and the laws of Ontario.

The policy applies to all activities and events related to or in association with OCS and covers, among others, the following relationships: student – staff, parent – staff, staff – staff, administration – staff, student – student, volunteer – staff, volunteer – student, contractor – staff and contractor – student. All individuals (excluding students) who wish to serve in any capacity at OCS must pass a police check and be oriented and educated regarding this policy and procedure. The policy and procedure will be reviewed with students at least annually.

Abuse is harm or threatened harm to a person’s health or welfare which occurs through non-accidental physical or mental injury. Discrimination includes any distinction, exclusion or preference based on the protected grounds in the Human Rights Code of Ontario. Discriminatory harassment includes comments or conduct based on the protected grounds in the Code, which are unwelcome by or offensive to the recipient.

Harassment means, “engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome.” Harassment may be physical (pushing or other unwelcome contact) verbal (threats or insults), written or visual (graffiti) or display of offensive and hurtful materials designed to exclude or marginalize an individual or group and includes use of all forms of information technology such as the Internet, cell phones etc.

If you experience behaviour which you feel may be harassment, discrimination or abuse, you should first tell the perpetrator to stop, if it is safe to do so. Follow the Biblical principles of Matthew 18:15. If the behaviour continues, or you do not feel safe approaching the individual, you should write down what happened; include names, how often it has happened, time, date, location, any witnesses, who else you have told and if you know of anyone else who may have experienced similar conduct. If you are a student, talk with an OCS staff or board member, your parent/guardian, or another adult you trust at home or at school to determine the appropriate next step.

All reports are taken very seriously and will be handled in a timely and respectful way for everyone involved. Malicious and frivolous complaints, or retaliation as a result of a report will not be tolerated. An investigation will be undertaken by OCS administration (unless otherwise required by law), results of the investigation will be documented and all parties will receive copies. The Principal will prepare a written decision on the findings and any disciplinary or other actions to be taken. OCS recognizes the sensitive nature of harassment, discrimination or abuse complaints and every effort will be made to keep such complaints strictly confidential. Disclosure will be made to the extent necessary to remedy the situation or where reporting and disclosure is required by law.

## UNIFORM POLICY

All students wear school uniforms in class and in physical education classes. Students are expected to comply with school standards in wearing their uniform properly.

***The uniform items listed under the Girl's Uniform and Boy's Uniform headings may be worn year round.*** Item listed under "Warm Weather Uniform" (pg.19) are optional and can be worn beginning May 1 until the Thanksgiving holiday in October.

**UNIFORM SUPPLIER – InSchoolwear – Phone: 905 338-3030**

*\*Items with an asterisk are available at InSchoolwear but can be purchased elsewhere if preferred.*

### **BOY'S UNIFORM**

#### **Grade PK**

- navy blue track suit (InSchoolwear) year round option
- white or navy long or short sleeve golf shirt, banded collar (inSchoolwear)

#### **Grades JK – 5**

- \*gray flannel pants
- \*white Oxford cloth, long or short sleeve shirt; no designer labels, etc.
- white turtleneck (plain e.g. not displaying a logo)
- white or navy short or long sleeve golf shirt, banded collar (InSchoolwear)
- navy blue zippered vest or v-neck polar fleece sweater (InSchoolwear)

#### **Grades 6 – 8**

- \*gray flannel dress pants
- \*white Oxford cloth, long or short sleeve shirt with button down collar; no designer labels, etc.
- navy blue zippered vest or v-neck polar fleece sweater (InSchoolwear)
- navy blue OCS tie (InSchoolwear)

#### **Socks**

- gray, black or navy blue dress socks

#### **Jewelry**

- watch and ring may be worn
- no earrings

#### **Shoes**

**PK/JK/SK:** All black shoes for gym & classroom; Velcro; non-marking soles; indoor use only

**Grade 1:** All black uniform shoe, Velcro fastener; indoor use only

**Grades 2 – 8:** Black dress shoes – "Oxford" or similar style; black leather loafer is allowed. No suede. No heels over 2 inches; indoor use only.

## **GIRL'S UNIFORM**

### **Grade PK**

- navy blue jumper (InSchoolwear) year round option
- navy blue track suit (InSchoolwear) year round option
- white or navy long or short sleeve golf shirt, banded collar (inSchoolwear)

### **Grades JK – 3**

- plaid tunic or jumper (InSchoolwear) year round option
- \*gray flannel dress pants year round option
- \*white Oxford cloth long or short sleeve dress shirt; no frills, ribbons, gathered sleeves, designer labels, etc.
- plain white turtleneck (e.g. not ribbed)
- white or navy long or short sleeve golf shirt, banded collar (InSchoolwear)
- navy blue jacket or v-neck polar fleece sweater or zippered vest (InSchoolwear)

### **Grades 4 – 5**

- plaid kilt no shorter than 5 cm above knees (InSchoolwear) year round option
- \*gray flannel dress pants year round option
- \*white Oxford cloth long or short sleeve dress shirt, no frills, ribbons, gathered sleeves, designer labels, etc.
- white turtleneck (plain e.g. not ribbed). A crested turtleneck is available from InSchoolwear
- white or navy long or short sleeve golf shirt, banded collar (InSchoolwear)
- navy blue jacket or v-neck polar fleece sweater or zippered vest (InSchoolwear)

### **Grades 6 – 8**

- plaid kilt no shorter than 5 cm above knees (InSchoolwear) year round option
- \*gray flannel dress pants year round option
- \*white Oxford cloth, long or short sleeve dress shirt, no frills, ribbons, gathered sleeves, designer labels, etc.
- navy blue zippered vest, or v-neck polar fleece sweater (InSchoolwear)
- navy blue OCS tie (InSchoolwear)

### **Socks / tights**

- \*navy blue tights or knee length socks worn with the kilt (InSchoolwear)
- gray, black or navy blue dress socks worn with the pants

### **Jewelry**

- jewelry is not to be worn on the uniform
- no chokers or adornments on tie or kilt pin
- kilt pin must go through both layers of fabric
- ring and watch may be worn
- modest earrings of appropriate portions may be worn in grades 6, 7 and 8
- studs or sleepers are allowed for younger girls
- only pierced ears are allowed

### **Shoes**

**PK/JK/SK:** All black shoes for gym & classroom; Velcro; non-marking soles; indoor use only

**Grade 1:** All black uniform shoe, Velcro fastener; indoor use only

**Grades 2 – 8:** Black dress shoes – “Oxford” or similar style; black leather loafer is allowed. No suede. No heels over 2 inches; indoor use only.



## **Make-up** (Grade 7 & 8 only)

All senior girls are asked to maintain a natural look in regards to makeup. A small touch of lip gloss and mascara is permitted.

## **Warm Weather Uniform Options: (May 1<sup>st</sup> to Thanksgiving Day)**

- white or navy crested short sleeve golf shirt (InSchoolwear)
- no tie
- \*navy blue walking shorts (either gender)
- \*navy blue skort (girls)
- white socks; no designer labels
- white or black running shoes; a stripe of colour is allowed

## **Physical Education**

*Crested gym uniform items are ordered through the Phys. Ed. department at OCS.*

### **Grade 1**

- running shoes (non-marking soles) with Velcro fasteners; to be used for gym only

### **Grades 2-8**

- navy blue shorts (crested), school T-shirt (crested), socks and running shoes with non-marking sole to be used for gym only
- navy warm-up pants with a navy or grey sweatshirt for outdoor classes (available at OCS)

## **Casual Days**

Casual Days are usually held on the last Friday of the month. Students are asked to dress neatly and in good taste. T-shirts with slogans, tank tops and spaghetti-strap tops, yoga pants, and other tight fitting clothing is unacceptable. Shorts and skirts should reach a student's mid-thigh. Mid-thigh is determined as below the extended finger tips when arms are hanging at the side. Students wearing inappropriate clothing will be asked to change. Casual Day privileges may be forfeited if a student wears his or her uniform improperly.

## **Notes:**

1. It is expected that the school uniform be CLEAN and NEATLY PRESSED at all times.
2. Students performing in school functions off campus must wear the full-dress uniform.
3. All students are required to have neatly groomed hair. Hair should be natural in colour and modest in style. Hair should not be styled in such a way as to be distracting from the learning environment of others. Hair should be worn off the face. Male students' hair length should not be below the collar.
4. Ensure that dress and golf shirts fit well. Sleeve length should be appropriate and the shirt tail of dress shirts should be long enough to tuck in. Dress shirts are to be tucked in at all times, including before and after school; golf shirts may only be worn with the tail out if it is an appropriate length.
5. Hair accessories must be plaid, white or navy blue.
6. School ties are to be snug. The top shirt button is to be fastened when a tie is worn.
7. Students will call home for proper uniform pieces if they come to school with an incomplete uniform.

## SCHOOLWIDE ENRICHMENT MODEL (SEM)

### Glossary of Words and Terms

#### **Clusters**

Clusters are multi-age groups of students who share common interests and come together for a designed block of time to explore those interests. Teachers (or other adults) facilitate clusters, they do not teach them. Clusters are lead/driven by students to produce an authentic product or service to a real-world audience. Some clusters involve **Type III enrichment**.

#### **Curriculum Modification Techniques**

The *second pedagogical component* of the SEM involves techniques designed to (1) adjust levels of teaching so that all students are challenged, (2) increase in-depth learning experiences, and (3) introduce various types of enrichment into the regular curriculum. These techniques involve differentiation, curriculum compacting, textbook analysis, removing repetitious materials from curriculum, and a planned approach for introducing depth into the regular curriculum.

#### **Curriculum Compacting**

Curriculum compacting is a procedure for modifying the regular curriculum in order to avoid teaching lessons or units of study to those students who have already mastered that particular content. It includes determining what students already know, what they still need to learn, and then implementing a **curriculum compactor** to document the process. Finally, replacement activities are determined for the student to enable a more challenging and productive use of the student's time. Sometimes these replacement activities involve **Type III enrichment** activities.

#### **Curriculum Compactor**

The compactor is a management form used to document and guide the process of curriculum compacting. Completed compactors are kept in student files. Compactors include: areas of the curriculum to be compacted, procedures for compacting, and activities that will replace the compacted-out areas.

#### **Creativity**

Creativity is the process of creating something new. This could be a procedure, idea, or a product relative to the individual.

#### **Differentiated Instruction**

Differentiated instruction is a way of thinking about teaching and learning and a collection of strategies that help teachers to meet a variety of learning needs within their classrooms.

#### **Enrichment**

Enrichment includes experiences or activities that are above and beyond those usually included in the grade level curriculum.

#### **Enrichment Learning and Teaching**

The *third pedagogical component* of the SEM takes into account the following principles:

- each student is unique; therefore interests, abilities, and learning styles must be taken into account
- students learn better when they enjoy what they are learning
- learning is more meaningful when content is learned within the context of real -world problems
- students' own construction of meaning is important, although some formal instruction may be used as well

### **Expression Style Preferences**

Information about student expression style preferences is added to a student's Total Talent Portfolio. Student expression style preferences are their favoured expression formats of learning or products. Examples of expression style preferences are written material, art projects, dramatic performances, etc.

### **Expression Style Inventory**

Expression style inventories are completed by students at the beginning of the school year (and maybe once again later in the year). These inventories/tools indicate students' **expression style preferences**.

### **Flexible Grouping**

Flexible grouping is a technique used by teachers to respond to learner differences. Students are part of many groups in classroom learning situations. Groups might be skills-based or interest-based and may be heterogeneous or homogeneous in ability levels. Sometimes teachers select groups and sometimes students select groups. Groupings alter depending on the purpose.

### **Giftedness**

No single factor can be used to determine giftedness in students. We believe it is an interaction of 3 things: above average abilities, high levels of task commitment, and high levels of creativity.

### **High Achiever**

High achieving students know what it takes to be successful in school and are willing to do what it takes to accomplish that. Not all high achievers are gifted and not all gifted students are high achievers. Gifted students have innate, advanced aptitudes.

### **High-end Learning**

High-end learning consists of applying relevant knowledge, research skills, creative and critical thinking skills, and interpersonal skills to the solutions of real problems.

### **Higher Order Thinking**

Higher order thinking is a level of thinking that requires students to manipulate information and ideas. Students synthesize, apply, hypothesize, generalize, etc. rather than produce knowledge/comprehension level findings or answers. Rather than students receiving or reciting factual information, the teacher requires them to become producers of knowledge.

### **Independent Investigation Method (IIM)**

One way that OCS has chosen to meet a Type II need in classrooms is through the implementation of IIM. IIM is a step-by-step process that involves students conducting their own research. IIM can be differentiated according to grade level, skill level, and academic ability needs.

### **Interest Development Centres**

A source of Type I enrichment experiences in classrooms might be teacher developed interest centres. Unlike learning centres, interest centres do not focus on skill development (worksheets, or activities designed to develop basic skills), but rather help students to create interests for new subject areas. Interest development centres may include books, magazines, computer programs, posters, charts, manipulatives, etc.

### **Instructional Styles**

Instructional styles are various teacher strategies that are used for instruction – for example, discussion, lecture, learning games, simulations, independent studies, peer tutoring, etc.

### **Interest Inventory**

The Total Talent Portfolio includes an interest inventory – a way to assess and document student interests so that teachers and students can use the information to make teaching and learning decisions for that student. Examples of such interests might be fine arts, literature, history, musical composition, photography, technology, physical or life sciences, politics, etc. There are two ways for a teacher to think about student interests. The first is to take on the task of getting to know students and bring the classroom to them. The second way is to create new interests by sharing their own passions about topics with their students.

### **Learning Styles**

Learning styles are student favoured/preferred styles of learning. Examples of learning styles would be logical-mathematical, interpersonal, intrapersonal, musical, verbal linguistic, naturalist, spatial-visual, and kinesthetic.

### **Learning Style Inventory**

Another component of the Total Talent Portfolio is the learning style inventory. This inventory is a method of assessing and documenting student **learning styles** so that teachers and students can use the information to make teaching and learning decisions.

### **Open-ended (activities/assignments/tasks)**

Open-ended assignments or tasks are those that may not require a “right” answer. Less instruction and less modeling is provided by teachers, and student self-direction to some degree is required.

### **Real-World Problem**

Real-world problems first require a personal frame of reference for the students pursuing the problem. Something that is a real problem for one individual may not be a real problem for others. A problem is real when an individual (or group) decides to do something to address the problem. As well, real problems do not have an existing agreed upon solution or right answer, or prescribed strategy for solving the problem. If they do, then they are not real-world problems, but rather, training exercises. Real-world problems are addressed using authentic methods that apply advanced content – employing the methodology, knowledge, and materials typically used by investigators or others working in that discipline field.

### **SEM - Schoolwide Enrichment Model**

SEM is a research-supported model based on practices that were originally designed for gifted and talented students, but is offered to all students. A major goal of the SEM is to promote challenging and enjoyable high-end learning that has proved to be successful across a full range of school types, levels, and democratic differences. For a comprehensive explanation and breakdown please see <http://www.gifted.uconn.edu/sem/>.

### **Student Choice**

If a student has a particular interest for a topic, learning is more likely for that student. Having a choice about WHAT or HOW we learn is empowering, and provides enhancement to the learning process.

### **Student Self-direction**

Student self-direction is one method of providing more challenge to student activities. Students make decisions concerning the direction the assignment, activity, or research takes. Students are actively involved in planning and in decisions, receiving feedback from teacher or facilitator.

### **Talent Development**

Everyone has an important role to play in society and everyone’s role can be enhanced if educators are committed to providing opportunities for students to aspire to high levels of talent development.

### **Tiered Assignments/Activities**

Tiered instruction is a differentiated instructional method used by teachers where students in the class work on the same essential ideas and use the same key skills, but different learning needs are provided for as various assignments/activities are given to students to appropriately challenge their differing levels.

### **Total Talent Portfolio (TTP)**

The Total Talent Portfolio is the *first pedagogical component* of the SEM that allows teachers to focus on student strengths rather than deficits. Information about students talents, learning styles, interests, expression styles, etc. is collected using various assessment tools. This information is compiled into a folder called the TTP and is used to make decisions about learning opportunities for the student.

### **Type I Enrichment**

Type I enrichment exposes students to new topics, arousing their interests. Type I enrichment may end up in a Type III enrichment follow-up activity. Type I enrichment also serves to enrich the lives of students by expanding the scope of experiences provided by the school. Some examples are interest development centres, special speakers, or field trips.

### **Type II Enrichment**

Before the exploration stage, students first need to learn the skills related to that topic. Type II enrichment provides instructional methods and materials designed to promote the following:

- general cognitive skills (creative problem solving, critical thinking, decision making)
- affective skills such as sensing, appreciating, valuing
- how-to skills such as note taking, interviewing, analyzing
- research skills (researching directories, use of technology, writing bibliographies)
- written, oral and visual communication skills

### **Type III Enrichment**

Type III enrichment is the highest level of the three enrichment experiences. Type III enrichment involves investigative activities and artistic productions in which the learner assumes the role of a first-hand investigator. Students emulate practicing professionals in the field of research.

## **In Conclusion**

In order to succeed, we need to maintain a strong partnership between students, parents, educators and the Oakville Christian School Community.

The Staff at Oakville Christian School believe that we must provide a safe, enjoyable learning environment for our students. We believe that students thrive from consistency with regard to expectations and discipline. The best results occur when home and school work together to promote a responsible, caring and co-operative school environment.

### **Parent / Guardian Signature**

I have read over the Student Handbook with my child:

Parent/Guardian Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

## Student Technology Use Agreement

OCS believes technology to be an integral part of the school curriculum. In addition to the OCS Code of Student Behaviour and Discipline, any student using the school network is required to adhere to the following rules of conduct both on and off the school site.

As a student...

1. I am responsible for my actions on the computer, and will help others to not break the rules.
2. I will not seek or modify information, files, or passwords belonging to others.
3. I will not share passwords or private information that can compromise my own or others' privacy.
4. I will not exploit any gaps in security, but will instead report these gaps immediately to a teacher.
5. I will not attempt to obtain administrator privileges.
6. I will not attempt to introduce additional programs to the school computers.
7. I will not introduce files that may contain viruses, and will regularly check my files for viruses.
8. I will not seek or send images, sounds, or messages, which might be considered inappropriate, hurtful to others, or illegal.
9. I understand that what I say and do online can never be taken back. I promise to contribute to the web in a positive way, and I understand that just because I can post anything online, *doesn't mean I should!*
10. If I encounter any inappropriate, hurtful, or illegal images, sounds or messages, I will speak up and tell a teacher immediately.
11. I will respect the copyright status of programs, songs, movies images, and games, and will not participate in breaking the law by illegally downloading, copying or distributing these without permission from the authors.
12. I will respect other people's online work and give them proper credit for it.
13. It is my responsibility to back-up, save, and maintain all my files.
14. I am responsible to meet all personal and academic deadlines regardless of network availability.
15. I will not eat or drink near computers or other technologies.
16. I will ask for teacher permission to use my personal electronic device at school, and I will continue to abide by this Technology Use Agreement.
17. When I am not using my personal electronic device, it is to be kept out-of-sight, turned off, and safe in my locked locker.
18. I understand the risks of bringing my personal electronic device to OCS, and I agree that the school is not to be held responsible for any loss or damage.

Oakville Christian School...

1. Reserves the right to change this policy at any time (changes to rules will be posted).
2. Reserves the right to remove network access from any user who breaks these rules.
3. Is not liable for any indirect, incidental or consequent damages (including lost data, information or profits) sustained or incurred in connection with the operation of, or inability to use, the system.
4. Reserves the right to apply web and security filters to devices brought into the school environment.
5. Is not liable for any loss or damage of personal electronic devices brought to the school site.

NOTE: This document is to inform parents and students of the *Student Technology Use Agreement* and remains in effect for the duration of each school year. Computer and network privileges can be withheld until this agreement is completed on behalf of the student.

Student Signature: \_\_\_\_\_

Grade: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_  
Month Day Year