

MESSAGE FROM THE PRINCIPAL

Much of what is generally known about Credo Christian High School probably comes through informal communication links. Much of that information certainly has value, but we recognize a need to ensure that parents, students and others in the school community have a more comprehensive picture of why we're here, what we do, and how it's carried out. Although our foundational positions of Reformed Education remain constant, the "face" of Education is changing very rapidly. We need to be sure that parents and others in the supporting community remain fully informed and, therefore, a revision of this School Handbook is important.

This School Handbook will outline both our goals and our expectations. We've tried to show that Reformed Education is best delivered when a community recognizes its joint responsibilities and when those involved in the day to day work understand their individual responsibilities.

We continue to be grateful to a Covenant God who provides for us day to day. We pray that in everything we say and do we may more and more reflect His image as we learn to walk with God in the classroom and beyond.

K. Dykstra
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A. VISION AND HISTORY

1. The Underlying Motivation

Within the Reformed community the responsibility for nurturing children is held in high regard. At the baptism of their children, parents promise "to instruct this child...and to have him instructed...to the utmost..." of their power.

For many parents this promise has motivated them to send their children to Credo Christian High School. Parents desire that their children are educated in a school where the teaching is consistent with that of the home as well as the church. The school is seen in large part as an extension of the home. The teachers have been granted delegated responsibility under the direct supervision of a society elected board. All teaching and learning and supporting activities are carried out in the conviction that the Bible is the inerrant Word of God and so gives direction to what we say as well as do.

2. A Christian School with a Reformed Perspective

The educational program in a Reformed school must continually show the greatness of a Covenant God.

This greatness becomes evident when in faith we explore the world in which we live. We learn to "rule over the fish of the sea, and the birds of the air and over every living creature that moves on the ground" (Genesis 1:28). We learn that God has created this world, that he sustains it, and that we have a responsibility to live a life in service to God. These underlying Biblical principles must permeate all of learning, must direct thought patterns and give shape and substance to all of our subsequent actions. This must be evidenced in the curriculum not only implicitly, but also explicitly. Our common understanding of Biblical truth is shaped by the Reformed Confessions (Heidelberg Catechism, Belgic Confession, Canons of Dort). They help to direct, set the standard, and to provide clarity, so that students are enabled to more fully understand the Biblical imperatives implicit in a life given to service in the kingdom of God.

The students are not the sum total of intellectual, physical, social and psychological components. They are covenant children, set aside with a purpose and an obligation for service. Their component parts are woven and knit together to form a spiritual unity.

The curriculum extends beyond the classroom and the traditional book learning and it encompasses all school activities, the school atmosphere as well as the policies and procedures that govern the daily operations. The curriculum is the master plan that outlines the content, provides for a meaningful and balanced methodology. It shapes the process, initiates the response and evaluates the outcome.

3. Education Goals

Education does not begin or end with the school. The home and the church are also vital centres of learning. The school as an extension of the home has a more narrowly defined focus, which delineates its responsibilities from the home and the church.

In the widest context, education at school could be viewed as:

- **the systematic development or training of the mind through instruction or study.**

This training of the mind will find expression through all the variety and complexity in the curriculum, thereby further developing skills while reinforcing the attitudes and values inculcated in the home.

Education is a complex undertaking. We must continually recognize it to be a joint venture requiring the cooperative efforts of the community, yet driven by parental responsibility.

With this realization we can with some degree of confidence establish general educational objectives which address components of our daily work as teachers and students. They include the need...

- **to foster the development of creative and critical thinking with the proper use of Biblical criteria for discernment.**
- **to enable the maximum intellectual development of each child so that he will use his God-given talents to the best advantage in the service of our King.**

Such development needs to be cultivated in a distinctive Christian atmosphere so that each student can mature in social interaction with teachers and fellow students and so function as a positive contributor in a school community.

Such general educational objectives must lead to further refinements as Biblical principles are applied to the various subject areas within the school. Even then, more refinement and application is needed for the day-to-day classroom instruction.

4. History of Credo Christian High School

4.1 Deep Roots

The history of Credo Christian High School reaches back to a meeting in November of 1951 suggesting the need for Reformed Education. Many meetings later and after much "labour of love" the William of Orange Christian School opened its doors on September 5th, 1955 with an enrolment of 58 students in grades 1 through 8.

4.2 Expansion

After considerable growth and numerous expansions, the membership at a meeting in June 1971 adopted a motion to start a junior high school. In 1974, grade 9 was added, and in 1975 grade 10 was added to complete the junior high grades. In 1977 the board was asked to investigate the possibility of adding grades 11 and 12.

4.3 Joint Venture

The consideration to add grades 11 and 12 prompted a decision to establish a high school in a separate building as a joint venture with the Abbotsford society (which operated the John Calvin School in Yarrow). Grades 8, 9, and 10 students, along with a newly formed grade 11 class, moved into rented facilities (from the Vancouver Bible College in Surrey) and started a new academic year in September of 1978. In 1979 grade 12 was added, and in June of 1980 the first graduating class (18 students) of the combined schools was presented.

4.4 A New Building

In September 1980 the staff and students moved into new facilities on 52nd Avenue in Langley. The following year the completed building was dedicated and so the work of teaching and learning took on a new sense of permanence. Enrolment at Credo Christian High school continued to climb. Staff was added and soon it was recognized that more programs were required to meet the needs of all the students.

4.5 Expanding Programs

In May 1985 the membership approved a building expansion to include an Industrial Education shop, additional classroom, office and storage for an Industrial Education (Technology) program. Through the generous support of Ladies' Auxiliaries, an extensive Industrial Education and Home Economics program was started in September 1985.

Enrolments continued to climb, more staff were added, and projections for the future suggested that soon further expansions would be needed.

4.6 More Classrooms

At a membership meeting in October 1989 unanimous approval was given to proceed with a building program to add 8 classrooms (to include new science labs, music room, and art room) as well as additional Physical Education change rooms.

In May of 1991 this addition was virtually completed. In September 1991, Instrumental Music (Band) and Arts Foundations programs were started.

4.7 Further Growth and Development

In September 1997 office and library expansions were completed. Technology enhancements increased accessibility for student learning.

Renovations in the computer labs have enabled growth to include three complete labs, fully networked and online. Advancement into cyberspace has opened new opportunities for learning.

In June 2009 a successful Capital Campaign gave the Board the green light to begin renovating the gymnasium and begin construction of an additional Technology classroom.

In 2016, funds were raised to substantially renovate one of the science laboratories. In 2018, a covered outdoor sportsfield was constructed.

4.8 The Future

After years of declining student population, we are currently experiencing increased student enrolment. Economic realities and family pressures continue to impact the school. It is recognized there is a need for each generation to claim the vision and to take ownership to develop Education faithfully in accordance with Biblical principles as understood in the Reformed tradition.

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B. ORGANIZATION AND GOVERNANCE

1. Authority/Administrative Structure

Christian High School merged under one Legal Authority (Canadian Reformed School Society of Langley) and became Credo Christian Schools -- operating two campuses, each with its own principal. For contact purpose with the Ministry of Education, the High School Principal acts in the capacity of superintendent.

The Credo Christian Elementary School Board is elected from members of the Canadian Reformed School Society of Langley, and functions as the Legal Authority. The Legal Authority delegates to a special High School Board of Directors, the responsibility of the day to day operations of the High School. This board reports to the Legal Authority at combined meetings and requests ratification of the actions taken on their behalf.

1.1 High School Board

The High School Society membership consists of the combined memberships of the societies that operate the respective elementary schools (John Calvin School, Credo Christian Elementary School, and William of Orange Christian School). This High School Society membership elects a 9 member board, three of which are representatives from each of the elementary schools.

The board meets with the membership in the fall and the spring of each academic year to present a review of the year's proceedings as well as to gain new budget approvals. In addition the board and the school communicate through a regular news bulletin, the *Credo Chronicle*.

1.2 Board Responsibility

The school board elected by the membership carries the final responsibility for the education that takes place in the school.

The board's duties are outlined in the board's Policy and Procedures Manual (PPM) and include the responsibility

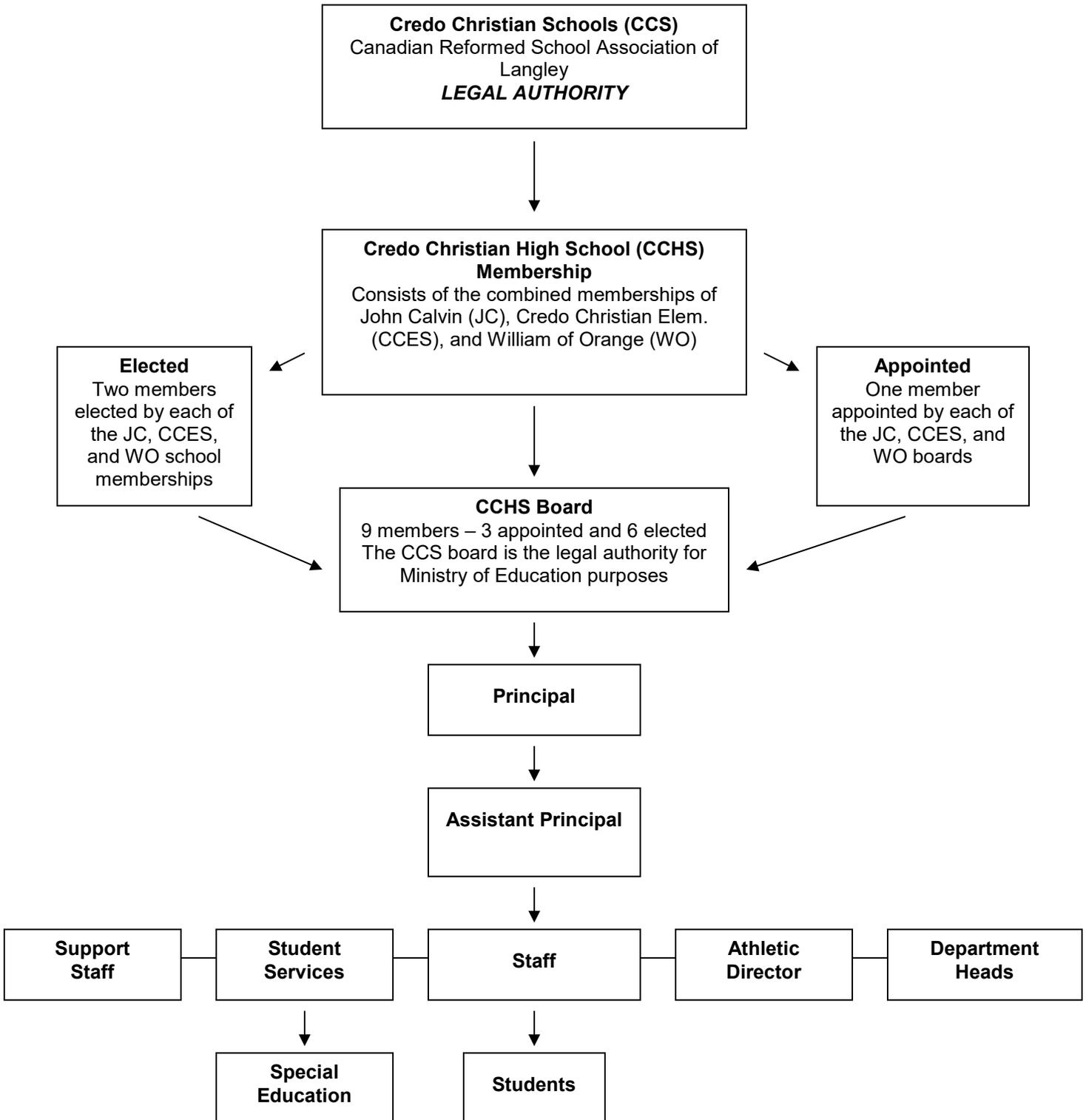
- to monitor and maintain a high quality of Reformed Education
- to ensure that an adequate staffing complement is provided
- to promote and encourage the ongoing professional growth of staff members
- to manage the financial resources in an educationally responsible way
- to ensure that the physical premises are adequately maintained
- to address any concerns that are properly brought to the attention of the board

Much of the daily responsibility is delegated to the school principal and, subsequently, to the staff.

The board's main task is to establish policy within which the school is enabled to make daily operational decisions and to ensure that such policies are carried out in a responsible way.

Parents or members of the society who have concerns or questions relating to the daily operation of the school are asked to bring them to the attention of the school principal and/or staff. The board is prepared to further address such concerns if it should appear to be necessary.

1.3 Organizational Structure



1.4 **Combined Boards**

The boards of John Calvin School, Credo Christian Elementary, William of Orange Christian School, and Credo Christian High School are considered the **Combined Boards** and meet in January and April of each year to consider matters of mutual interest (i.e. salary committee reports, high school budget, etc.).

2. **Policy**

2.1 **Admittance Policy**

Children who attend Credo Christian High School are children of parents who are members of the Canadian Reformed Churches. The Board of Credo Christian High School may make allowances for children of other denominations to be enrolled. All families desiring admission for their children will be visited by the Board.

Enrolment is available to every student who is a child of a confessing member of a Church with whom the Canadian Reformed Churches have ecclesiastical fellowship, such as the American Reformed Churches, Free Reformed Church of Australia, Free Reformed Churches of South Africa, Free Church of Scotland, Presbyterian Church in Korea (Kosin, and the United Reformed Church.

From time to time the above mentioned churches, through their Refugee Committees, sponsor families from other parts of the world. The expectation for these families is that over time they integrate into their respective church communities. Enrolment is available to these students as long as the expectations are being realized.

2.2 **Conflict Management**

The Board understands the need for developing policies and procedures reflecting biblical justice and procedural fairness, which can be used in managing conflict.

Conflict is inevitable

In the context of a Christian School it is inevitable that from time to time there will be disagreement about how best to deliver an educational program that meets the expectations of all parents. The concern of a parent for a child is deeply felt. It is very important that such concerns are respected and that appropriate measures are taken to ensure that the school can balance the specific needs of some parents and the more general needs of other members in the supporting community.

Sometimes parents and teachers may simply need to agree to disagree over a particular item. However, before reaching that stage, it is important that reasonable steps have been taken in trying to resolve a particular concern.

A Biblical Model

Matthew 18 (vs: 15-20) is often cited as a biblical reference to help set out the steps by which conflict can be managed. This passage, however, deals in a specific way with a "brother who sins against you". Much of the conflict that may arise in a school environment does not deal in a particular way with a "brother who sins against you". Nevertheless, there are some general biblical principles that are imbedded in this passage of scripture that can be helpful in enabling a better understanding between individuals. These principles include the need to start solving problems by first dealing directly with those who are most closely involved and then if necessary drawing others in, who may be at arms length, to help resolve issues that persist.

The teaching of the ninth commandment, as summarized in the Heidelberg Catechism (LD 43 - Q.A. 112) can also be helpful in managing conflict. This teaching places due emphasis on ensuring that “false testimony” is not given and that people are not judged “rashly and unheard” (on the basis of hearsay). Instead, there is a biblical injunction here, urging that steps are taken to ensure the defense and promotion of the “neighbour’s honour and reputation”.

BC’s Independent Schools are governed by the *Independent School Act*. This legislation is much less specific than its counterpart, *The School Act*, used for the public schools. However, there remains an expectation by the Ministry that the policies and procedures developed by the Independent Schools will follow what is generally understood to be principles of “**natural justice and procedural fairness**”. This includes the importance of developing policies that recognize:

- discreet and independent stages for managing conflict
- the right of people to know the nature of the allegations made against them
- the right of people to respond directly to the individual making those allegations.
- a person’s right to know the process that will be followed in exploring an issue in dispute.
- the opportunity for an unbiased and unprejudiced appeal.

The Inspector of Independent Schools, through the process of External Evaluation, ensures that schools have established policies and practices reflecting these principles. By establishing such practices the Independent Schools may be seen by the Ministry as acting in an educationally responsible way that requires no further legislative intervention. This will help to ensure that the school is seen by the Ministry to be able to resolve issues internally rather than appeal to external support outside of the school (and the church) community.

2.3 Personal Information Protection Act

The Board has responded to the need to articulate policies governing the collection, use, and disclosure of personal information collected with respect to employees, volunteers, parents, and students.

The Board has complied with provincial legislation by:

1. Appointing the CCHS principal as the Privacy Officer.
2. Approving a **Personal Information Privacy Policy for Employees and Volunteers (June 16, 2004)**, and a **Personal Information Privacy Policy for Parents and Students (June 16, 2004)**. These documents are available upon request.

2.4 Supporting Our Students

Credo Christian High School recognizes its responsibility to provide a safe and caring environment for its students. To this end, the school will take all necessary steps to prevent the occurrence of student abuse while students are under its care. Credo Christian High School will not tolerate any form of abuse either by its employees, volunteers, or students.

The Board has adopted a policy called **Supporting our Students – A Guide for Independent School Personnel Responding to Child Abuse** as its official Child Abuse Policy.

2.5 Discrimination and Harassment Policy

Credo Christian High School recognizes that discrimination and harassment of any kind has no place in the school community. It is contrary to God's purposes for man and the teachings of Jesus Christ. The school affirms the dignity and freedom of the human person, as well as the inseparability of faith and justice in Christian witness and service.

Credo Christian High School is a community whose interrelationships are governed by mutual respect, shared responsibility and accountability. The school strives to develop the whole person – intellectually, spiritually, physically, socially, and emotionally – in an atmosphere of caring and respect.

Harassment includes:

- Physical and verbal aggression/teasing
- Intentional social alienation of other students, e.g. shunning
- Intimidation
- Cyber bullying using phones, social media, texting etc.
- Making sexual advances
- Engaging in improper physical contact
- Making inappropriate comments

Procedure for dealing with harassment

Students are encouraged to report any conduct that makes them feel uncomfortable, is bothersome, and is contrary to a healthy community. All reports are handled with discretion in consultation with those involved.

a. Harassment may be reported verbally or in writing to:

- Teachers
- Counselors
- Administrators

b. The report will be investigated by the administration and counselors. A course of action will be determined by those involved. Ideally, the situation will be mediated by counselors or administration. If mediation is not successful, further disciplinary measures may be taken ranging from detention to suspension or expulsion.

It is our goal to create and nurture a safe environment at CCHS. We expect students and staff to treat everyone with respect and dignity.

KEEPING CCHS A SAFE PLACE (from Student Agenda)

Maintaining a safe and healthy community at school depends on you. Your words and actions can have a positive or negative impact on those around you. To keep things positive, please...

- Use appropriate language – avoid swearing and gossip
- Respect the property of others – avoid stealing or vandalism
- Respect school property – clean up after yourself and report any damage you notice or cause
- Remember that the CRD Clean Air by-law prohibits smoking on school grounds; in addition, CCHS expects students to refrain from smoking during the school day and on school activities
- Leave any items which would disrupt the school environment or would appear to pose a threat to the safety of others at home, including: knives, guns (imitation or real), laser pointers, water pistols, firecrackers, etc.
- Remember that the possession of drugs or alcohol is illegal. Students must not possess, distribute, or use drugs or alcohol at school, during the school

day, or on school activities.

In the event that you choose words or activities which are detrimental to yourself or the school environment, the following will occur:

- Parents may be contacted and a conference arranged
- Inappropriate items may be confiscated
- A detention, in-school or out-of-school suspension may be issued
- A student may be placed on probation
- In certain circumstances, expulsion may be recommended to the board

2.6 Acceptable Use of the Internet

Credo Christian High School appreciates the two edged sword associated with student use of the internet and e-mail services. On the one hand, this technology can provide a great educational benefit for our students; unfortunately, some materials that are available on the internet may contain items that are illegal, defamatory, offensive and very dangerous for our students. E-mail can become equally problematic for our students if not used appropriately.

Teachers must encourage our students to avail themselves of the legitimate advantages of these technologies, but they must also be vigilant to see that students use them responsibly.

All students must sign an **Acceptable Computer Use Policy**.

2.7 Field Trips

Parents and students are to understand that field trips are an integral and compulsory part of the curriculum. Staff members plan the details of these trips on an individual basis and receive permission from Administration to provide these positive education experiences to their students. Mutual trust, confidence, and cooperation among all parties are fundamental to successful trips and excursions. Teachers are to notify parents of all arrangements and details pertaining to field trips through an information letter which will include a Parent Permission Form and/or a Waiver Form. These forms must be signed by the parent and returned to the teacher moderator by a specified date. The Principal must receive a description and agenda of the field trip or excursion including all information regarding billeting/accommodation and listing of participating students.

The teacher moderator is to take along on the field trip –

- a copy of each student's Emergency Form (available from the school secretaries)
- copy of a passenger list for each vehicle, arrange sufficient adult supervision
- cellular telephone
- an approved first-aid kit and appropriate medical supplies for students with special medical needs.

2.8 Special Education

Credo Christian High School offers a Special Education program. Enrolment is in keeping with the school's admission policy. As Christians we believe that we must be an inclusive caring and sharing community, a covenant community in relationship with God and our neighbour.

Inclusion gives special needs students the opportunity to share the gifts of covenantal fellowship not only academically, but also socially and spiritually. Inclusion benefits also those students who are not disabled. All students discover

that there are more similarities than differences between themselves and other students.

The practice of including students with special needs in regular instructional environments throughout their schooling is motivated by

- the desire to include all covenant children in a Reformed Christian environment
- the desire to meet the needs of the whole person
- an appreciation of the social dimensions of growth and development

Learning outcomes are tailored to individual circumstances and needs. Individual Educational Learning Plans (IEP) are current, their goals and strategies are measurable, support services are linked to the needs of the students, and parents are offered the opportunity to be consulted.

Credo Christian High School yearly reviews the education program of students requiring special education. The school will recommend to the Minister of Education that a School Completion Certificate (Evergreen Certificate) be awarded if

- (a) the student has an IEP and is enrolled in an educational program that is not designed to meet the requirements of the Graduation Program and
- (b) in the case where all the learning outcomes of that student's educational program are contained in that IEP, the student meets the learning outcomes contained in that student's IEP, or
- (c) in the case where not all the learning outcomes of that student's educational program are contained in the IEP, the student has successfully completed that student's educational program.

2.9 Student Records

Student records are kept in accordance with Ministry directives and are regularly updated.

Contents of Student Records

In accordance with ministry requirements, (Student Records Order section 2), student records will contain:

- Form 1704
- Inclusions as listed on the 1704 Form (health information, court orders, support services information, legal documents)
- Individual Education Plans (IEP's)
- Case Management Plans (CMP's)
- Copies of the two most recent report cards or an official transcript of grades
- Copies of passports for International students
- Inclusions as listed on Form 1704
- Notification of student being homeschooled

Optional Inclusions

- Care Card number
- Standardized test scores
- Records of information which an educator deems relevant and important to the educational program of the student
- Awards information
- Samples of student work etc.

Required information is available to teachers, parents and students on a need to know basis subject to the Personal Information Protection Act. Copies of the above are stored in a fireproof filing cabinet and on an external server (MyEdBC). Local documents are backed up on an external hard drive daily. An additional backup copy is stored off site.

A more detailed Student Records Policy is available in the Credo Christian High School Policy and Procedures Manual.

3. Ministry of Education

The school's responsibility to the Ministry of Education is outlined in *the Independent School Act*. The main areas of accountability are concerned with...

- **Annual Report**
Annual statistical reports are filed with the Ministry each October.
- **Certification**
All teachers must be certified through the Teacher Regulation Branch.
- **Curriculum**
The Ministry sets minimum time requirements and prescribes content and competency standards. Latitude is given for designating Board Authority Authorized (BAA) Courses (e.g. Bible 11, 12, etc), which are thereby given provincial recognition for graduation purposes.
- **External Evaluation**
The school is evaluated every six years to ensure that it complies with the *Independent School Act* as a condition for continued funding.
- **Group 1**
The school is registered as a Group 1 school and receives provincial grants equivalent to 50% of the average per pupil cost of education in the Langley School District.
- **Learning Assessment**
The school participates in regular province wide curriculum assessment as well as grade 10 and 12 provincial examinations.

4. Federation of Independent Schools (F.I.S.A.)

The **Federation** (established in 1966) is an umbrella organization, which acts on behalf of its members as liaison between schools and the government and other educational institutions. In particular the Federation acts to:

- ensure equitable sharing of education tax dollars
- maintain independence while cooperating with government
- increase public acceptance of Independent Schools
- provide information on behalf of its members
- maintain a central office for agencies that for ease of administration prefer not to deal with many individual schools.

The high school, (along with the elementary feeder schools) is a member of F.I.S.A. through the Associate Member Society (A.M.S.). The **Combined Boards** by joint agreement (through its External Relations Committee) selects an individual nominated for an elected

position as director for the Federation. Our F.I.S.A. representative is Kent Dykstra.

5. Other Affiliations

Affiliations with other (Canadian Reformed) Schools in various parts of Canada is encouraged.

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C. INSIDE THE SCHOOL COMMUNITY

1. A Team Approach

To optimise the educational opportunities requires a concerted team effort. Through participating societies, the parents elect a board to establish the school policies. Within these school policies, the daily operational decisions are made by the principal and staff. The board is responsible to ensure that decisions conform with the basis and direction established for the school.

Much of what happens in school is determined by the curriculum that is selected. However, the values that are modelled, the principles that are held to be true, as well as subsequent actions, also contribute significantly in shaping the overall school program. All staff are encouraged to set high standards of conduct consistent with their place and responsibility.

2. Administration (Principal/Assistant Principal)

The school administration is responsible for the daily operation of the school. In particular, these responsibilities can be grouped to include:

- **administrative functions**
 - scheduling, reporting, accounting
- **curriculum**
 - compliance, evaluation, revision
- **extra curricular**
 - promoting, managing
- **public relations**
 - Ministry of Education, community, parents
- **staffing**
 - deployment
- **student services**
 - course selection, counselling, department

3. Departments

Various curricular areas of the school's operation which affect a large number of students and staff have been designated as major departments. They include Bible, English, Mathematics, Physical Education, Science, French, Fine Arts and Social Studies.

Responsibilities of Department Heads have been established by the board to ensure that curricular needs can be met.

4. Teaching Staff

A teacher's responsibilities to a large extent are governed by the courses taught. These duties include the need to:

- ensure **thorough planning** to optimise daily classroom instruction
- provide for ongoing **student evaluation** to ensure that instructional progress is monitored and communicated as needed
- **monitor and supervise** student behaviour at all times
- **assist with** additional duties as needed

5. Support Staff

Support staff consists of Library assistants, teacher assistants, secretaries, bookkeeper and housekeeping staff.

- **Library technician**
 - provide support to maintain the Library as a resource location for students and teachers
- **Educational Assistants (EA)**
 - provide educational support as needed for students with particularly defined learning difficulties
- **Administrative assistants**
 - provide clerical support to administration and teaching staff
- **Bookkeeper**
 - maintains financial records and accounts
 - provides the necessary communication with board (Treasurer) and principal
- **Custodial** (Currently - Robertson's Building Service Maintenance)
 - maintain and monitor cleanliness in and around the school premises

6. Volunteers

- **Transportation**

A number of volunteers provide a valuable service through transporting students to and from school events. There continues to be a need for a variety of such services.
- **Ladies Auxiliaries**

Ladies auxiliaries in the various supporting school societies provide much needed additional revenues for "extras" in the school. The school continues to be indebted to them for their commitment and service.

D. SCHOOL FACILITIES

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2. School Map	p 25
3. Computer Rooms	p 26
4. Gym Facilities	p 26
5. Telephone	p 26
6. Other Facilities	p 26

D. SCHOOL FACILITIES

1. Location

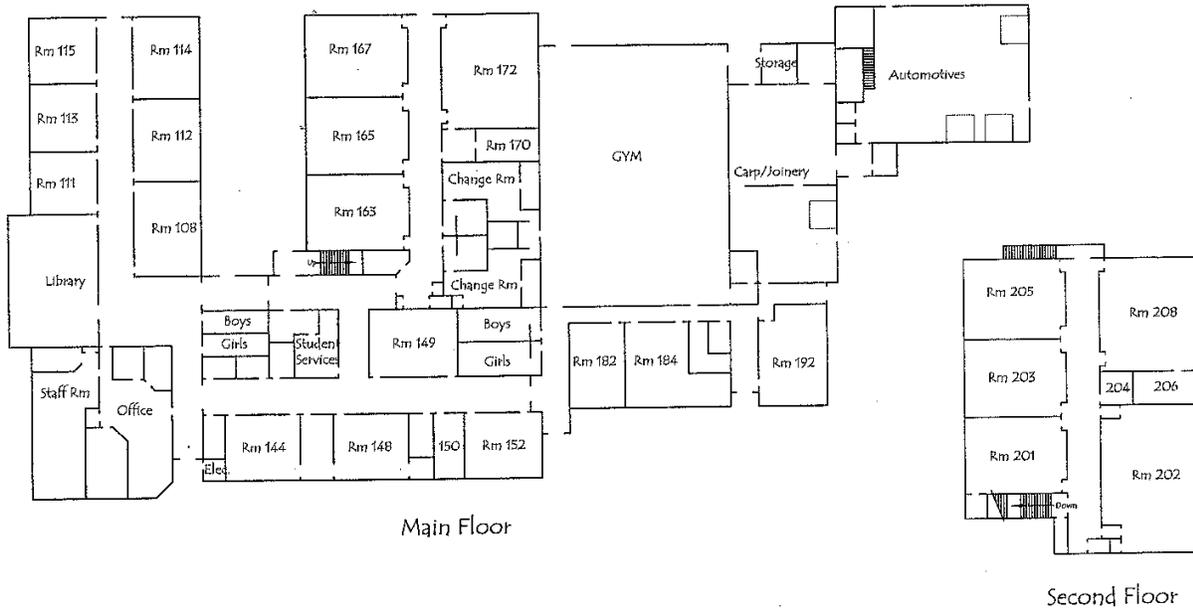
The school property consists of about 6 acres adjacent to the Langley Canadian Reformed Church at

21846 - 52 Avenue
Langley, British Columbia
V2Y 2M7
Phone: 604-530-5396
Fax: 604-530-8965
Email: office@credochs.com

The school also has a web site at www.credochs.com

2. School Map

The school has a total of 55,560 square feet available for instructional purposes.



Academic Classrooms

108
111
112
114
115
163
165
167
203
205

Specialized Areas

---- Library
---- Gymnasium
149 - Resource Room
149 - Science Lab
172 - Science Lab
208 - Science Lab
144 - Computer Room
148 - Computer Room
152 - Computer Room
182 - Kitchen
184 - Sewing Room
190 - Drafting Room
---- Automotives
---- Carpentry and Joinery
201 - Art Room
202 - Music Room

Other

150 - Furnace Room
168 - Girls Change Room
160 - Boys Change Room

Storage Rooms

170 - Lab Storage
206 - Lab Storage
161 - Janitor Room

3. Computer Rooms

Students may have access to the computer rooms provided prior permission has been granted by the instructor. It should be noted that the computers in Room 148 are generally unavailable in the evening due to an arrangement between the school and Langley School District's Continuing Education Department that provides evening classes on a fee for service basis.

4. Gym Facilities

The community may wish to make use of the gym facilities when available (for a nominal fee). Arrangements for such use are to be coordinated through the school secretary, Mrs. A. Horstman.

5. Telephone

The office phone is available for emergency use and for other valid reasons.

6. Other Facilities

The request for the use of all other school facilities can be directed to the principal.

E. ADMISSION, ENROLMENT AND FINANCIAL INFORMATION

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3.26 Other.....	p 29

E. ADMISSION, ENROLMENT AND FINANCIAL INFORMATION

1. Admission

Admission is available to all children whose parents are members of the school society. Others who wish to be considered for admission must make a formal written request to the board.

2. Enrolments

Provincial grants are based on registered enrolments living in Canada as of September 30 in each academic year.

Parents are urged to ensure that absence from school is limited, not only for academic reasons, but also to ensure that provincial grants will not be adversely affected.

3. Financial Information

3.1 Tuition Fees

Tuition fees for members of the society are set at a family rate and are determined on the basis of the grade in which the oldest family child is enrolled (either in the high school or in any of the elementary feeder schools). Tuition fees for those who are not members of the society are determined by the board.

The tuition fee levels for members are set by the boards of the participating elementary schools and are subject to annual review.

For current tuition fees, please contact your elementary school society.

3.2 Related School Fees

There are a number of "school fees" that high school students are asked to provide each year (or as needed). The school board has

3.21 Caution Fee (Textbook Deposit)

All students new to the school are to pay a \$25 caution fee. Unreturned books will be invoiced to the student in August. Each September students are to ensure their caution fee account balance is at \$25. These funds are kept in trust. The interest received is used to help sponsor student activities. Caution fee credit balances are paid back to students who leave before graduating. The caution fee is used for the graduation gown rental for students who leave at graduation.

3.22 Course Fees

Some specialized courses require students to pay a "course fee". The annual rates for these are provided before September of each year.

3.23 School Annual

All students are strongly urged to purchase a school yearbook. The cost for production has been reduced significantly in recent years to ensure it remains affordable for all. The price of an yearbook is \$30 (cost is reviewed

annually).

3.24 **School Pictures**

Students may purchase school pictures early in the fall on a pre-payment plan.

All students will have a picture taken. Only those who have pre-paid will be issued a set of pictures. Those who have not purchased pictures will receive a complimentary student I.D. card.

3.25 **School Supplies**

Students are responsible to ensure that they have all the required daily supplies. Details are provided in each class.

3.26 **Other**

From time to time students may be asked to pay for certain extras which are not included in the school fees. Care is taken to ensure that these extras are minimized. However, special events, field trips and particular purchases (which students can keep) are costs which are passed along to the students.

F. CURRICULUM

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F. CURRICULUM

The curriculum is the educational program offered by the school. This curriculum is organized into various broad categories of **curriculum strands** within which are found courses offered. It may be that courses can fall within two (apparently) different curriculum strands. This is particularly so in grades 11 and 12 where graduation requirements can be met in a variety of ways.

1. Curriculum Strands

1.1 Applied Skills

The **Applied Skills** includes the curriculum areas of **Business Information, Home Economics, Information Technology, and Technology Education.**

1.11 **Business Information**

Students need economic, financial, and consumer skills to help them fulfil their roles as Christian stewards in society. The knowledge, skills, attitudes, and work habits developed in the Business Education program enable students to respond to post-secondary opportunities and to the demands of the world of work.

The Business Education curriculum enhances students' learning by incorporating the major goals of education into the context of a business environment. It encourages students to apply problem solving, decision-making, and critical-thinking skills to a variety of business-related situations, and to communicate solutions to these problems.

Students live in a rapidly changing technological age. Business Education through Computer Studies, incorporates technology and addresses the ethics and values that technology presents. It provides students with skills of accessing and processing information. Students are taught that proper application of their computer skills should help them to "act justly, love mercy and walk humbly with their God" (Micah 6:8).

Courses offered: Accounting 11, 12
Business Information Management 12
Digital Media 11
Journalism 12
Yearbook 12

1.12 **Home Economics**

Courses in Home Economics should aim to prepare students for a general life of service, especially around the home, rather than for specific vocations. Students need to learn to use God-given resources in practical and creative ways, as good stewards of God's creation. They learn to develop skills which allow a degree of independence in making discriminating choices and in solving practical problems.

Courses offered: Textiles 8, 9, 11, 12
Foods & Nutrition 8

1.13 **Technology Education (Industrial Education)**

The Technology Education program helps students to understand the place of technology in God's creation and to develop skills to use technology for the benefit of others.

The following major points are emphasized:

- Helping students understand how man is using materials, tools and scientific principles.
- Giving initial technical experience to those students who are mechanically inclined in their ability and interests.
- Provides opportunities for career exploration in the field of technologies.

The Lord has given students a wide variety of interests and abilities. Each should be provided with an educational opportunity that will enhance this challenging responsibility in the best possible way.

Courses offered: Technology Education 9, 10
Carpentry Joinery 11, 12
Automotive Technology 11, 12

1.2 **Career Education**

Planning allows an opportunity for students in their formative years to reflect on critical choices. Within the context of a **planning process** students are encouraged to consider a balanced and God pleasing **personal development** that responds in thankfulness to covenant promises. Such personal growth is to further enable **career development**, which recognizes that we are stewards of our time and talents.

Courses offered: Careers 9
Careers 10 (Career Explorations)
Career Life Connections (grades 11 and 12)

1.3 **Fine Arts**

Fine Arts include **Art** and **Music**.

1.31 **Visual Arts**

Visual Arts instruction develops the students' visual literacy. It is important that Christians recognize the place and responsibility of art in the world. Students who receive art instruction and participate in art activities can develop a view of God's world, which sees art as one important aspect of God's creation. They can find new ways to express their perceptions and experiences through exploration, invention, shaping and sharing. Their abilities to respond to God and His world through the use of their gifts can be enhanced through instruction in art techniques. Patience and personal discipline are also nurtured through the careful working out of aesthetic problems.

Visual Arts Instruction develops the imagination. Imagination is the ability to visualize a situation and consider in your mind's eye whether something is right or appropriate. The imagination is one of God's greatest gifts to man. Made in the image of God man can imagine multiple solutions to problems and recognize the difference between good and bad responses.

In particular, Visual Arts can be an important means to

- increase awareness of the aesthetics of creation
- understand the function and meaning of works of art in human life
- understand how works of art reflect the beliefs of the artist
- develop the ability to apply Biblical norms to personal expressions of views and emotions
- develop the ability to see, think and visually express experiences
- develop an understanding of the influences of Art by and on society and the environment
- development of students' perception of the interrelatedness of all of God's creation
- develop the ability to make decisions in the absence of rules
- develop attention to nuances and the ability to shift aims in the process

Courses offered: Visual Arts 10
Art Foundations 11, 12
Digital Media 12

1.32 **Music**

The cultural mandate is focused on subduing and ruling. Music is about responding and expressing creations. God's Word continues to beckon for the making of music. "Sing to the Lord a new song...make music to the Lord with the harp." (Psalm 98) Music making was a central activity in the lives of Old Testament Israel and ought to be no less so for us today. "Speak to one another with psalms, hymns and spiritual songs. Sing and make music in your heart to the Lord..." (Ephesians 5:19). Through the study of music, students will be enabled to more fully understand the dynamics of rhythm, pitch, intonation and tempo through exploring various styles and compositions and so grow in recognizing the central place of music in the service of our Lord.

Courses offered: Instrumental Music 9, 10, 11, 12
Choir 8 – 12 (if qualified staff is available)

1.4 **Humanities**

Humanities include **Biblical Studies**, **Social Studies** as well as the various **languages**.

(English, Communications, French)

1.41 **Biblical Studies**

Biblical Studies forms the focal point of the curriculum. It introduces the student to the most significant insights and truths of our Biblical heritage. Students explore the story of covenant history as it unfolds from Genesis through Revelation and see God's faithfulness in the foreshadowing of Christ in the Old Testament promises. They learn to see the Biblical view of man, woman, and child created in the "image of God". The central Biblical themes of covenant, kingdom, church, world, salvation, judgment, law and gospel are developed so that Biblical norms are seen to apply to every area of life.

For Biblical Studies, the Bible is the main textbook, but it is a text with a difference. We accept it as God's authoritative textbook for life. We study it as God's Word and seek to grow in the understanding that we must submit ourselves to it more fully.

Courses offered: Bible 8, 9, 10, 11, 12

1.42 **Social Studies**

Social Studies is the study of God's dealing with this world and its people to fulfil His plan of salvation and to restore creation to its original purpose. It focuses on people's relationships with their social, physical, and cultural environments. Social Studies is an interdisciplinary subject that draws upon history, geography, economics, law, political science, and other disciplines.

Social Studies include the study of cultures throughout the ages and into the present. It is designed to give students a deeper awareness of their place and task in God's world. This awareness is rooted in the knowledge that all wisdom and power belong to God who "*changes times and seasons, raises and deposes rulers and gives knowledge to the discerning.*" (Daniel 2:20-21)

The study of the physical components of this world (geography) again bring students to face creation and the subsequent fall. As stewards of this earth they are enabled to understand both how it was made and what ought to be done to preserve and maintain it. Throughout this exploration in Social Studies, students are enabled to see that God in His infinite mercy calls a people (Church) out of the world to Himself, redeeming them from sin and death and sending them back into the world to be His witnesses.

Courses offered: Social Studies 8, 9, 10
Church History 11 (Comparative Religions 12)
History 12
Law 12

1.43 **Languages**

Language is the tool through which God chose to reveal Himself. He spoke the creation into existence. By means of language God taught the man and woman He had created. He revealed Himself to the patriarchs and the prophets in language and these in turn spoke God's words using language. Through His written Word, God reveals Himself to us.

We hold that man is called to respond obediently to God's mandate to exercise dominion over the entire creation (Genesis 1) and that this response has a verbal/linguistic dimension. However, obedient response was rendered impossible by man's own wilful disobedience in paradise. With his fall, man also destroyed the perfect verbal relationship that had existed. Through His one sacrifice on the cross, Jesus Christ extends His healing powers also to language and to communication. Christ Himself is the Word made flesh (John 1). Using words to perform miracles, Christ revealed His dominion over the structures of creation, which He Himself made. As children who live in covenant fellowship with God, we are called upon to magnify His name in deed, and also in word. Effective use of language enhances our ability to perform the threefold office of prophet, priest, and king. To this end, we teach language.

Courses offered: Communications 11, 12, English 8, 9, 10 (New Media, Literature, Creative Writing), 11, 12

French 8, 9, 10, 11
Literature 12 (not every year)

1.5 Mathematics & Sciences

1.51 **Mathematics**

Mathematics is the discipline that investigates and describes the numerical and spatial aspects of the universe around us. Through the study of numbers the student is brought to a better understanding that God is a God of order and has put the unchangeable laws of numbers in His creation for man to uncover and use. Mathematics also contains a mental challenge which helps to foster an organized reasoning capacity.

Experiences in Mathematics should enable students to have respect for God's laws for creation and trust in the dependability of God upholding these **law-structures**. Mathematical descriptions of the physical universe and phenomena occurring within it are concise and offer predictive capabilities and are further valuable for simple and unambiguous communications. Mathematical skills, such as ordering, analysing, predicting, and interpreting, will help the students solve everyday problems through quantitative analysis. Mathematics is, together with the study of logic, another language in which we can more fully understand God's created world.

Courses offered: Mathematics 8, 9
Workplace Mathematics 10
Foundations of Mathematics and Pre-Calculus 10
Workplace Mathematics 11
Foundations of Mathematics 11, 12
Pre-Calculus Mathematics 11, 12

1.52 **Sciences**

Science is the study of God's creation - the laws that He has placed there, the control that He exhibits over it, and His continual providential care for the cosmos. God prepared creation for mankind and presented it to him as a gift and a home to live in. God desires that man should explore creation, discover its beauty, vastness and intricacy, and to learn how to be its steward. Science plays a key role in all these processes. The science curriculum allows the students to explore, discover and appreciate the magnitude of God's creation, leading the student to stand in awe of God and His creation and enabling them to see the role it plays in shaping society.

Science is:

- **a description of man's attempts to search out**, describe (in mathematical terms as well as in words), understand, and explain the order that God has set in creation
- **a human explanation of the phenomena of creation** and so is subject to sin and error in the interpretation of observations, in the conclusion making process and in the presuppositions
- **tentative and subservient to God's revealed word**, in that science must be measured by God's word, knowing that man sees through a glass, darkly
- **a tool that helps us understand creation** and enables man to exercise stewardship over it thereby perhaps also alleviating some human suffering and disease
- important to enable us to learn more about God (Article 2: Belgic Confession)

Courses offered: Science 8, 9, 10
Biology 11 (Life Science)
Biology 12 (Anatomy and Physiology)
Chemistry 11, 12
Physics 11, 12
Science and Technology 11 (Science for Citizens)

2. EDUCATIONAL PLANNER

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Bible	Bible	Bible	Bible	Bible
English	English	English*	English/ Communications	English* Communications*
Math	Math	Mathematics* Apprenticeship /Work place	Mathematics Apprenticeship /Work place	English Lit **
		Mathematics* Foundations/ Pre-calculus	Mathematics Foundations	Mathematics Foundations
			Mathematics Pre-Calculus	Mathematics Pre-Calculus
Science	Science	Science*	Biology	Biology
			Chemistry	Chemistry
			Earth Science	Physics
			Physics	
Social Studies	Socials Studies	Social Studies	Social Studies*	History
				Law
				Geography **
				Comparative Civ**
French	French	French	French	French **
PhysEd	Phys Ed	Phys Ed	Phys Ed	Phys Ed
Fine Arts & Ap Sk	Home Ec		Textiles	Textiles
				Family Studies **
	Band 9	Band 10	Band 11/12	Band 11/12
	Tech Ed	Tech Ed	Drafting/Design**	
			Digital Media	
			Accounting	Accounting
				Business Information
				Journalism
				Yearbook
			Art Foundations	Art Foundations
	Planning	Planning		Graduation Transitions
Daily Physical Activity	DPA	DPA	DPA	DPA

Notes:

Courses with Government Exams *

Courses not offered every year **

An updated version will be included in the next printing of the School Handbook.

CREDO GRADUATION PROGRAM

GRAD PROGRAM - YEAR TEN	
1.	Biblical Studies 10
2.	English 10
3.	Social Studies 10
4.	MATHEMATICS
—	Mathematics Foundations 10
—	Mathematics Pre-Calculus 10
—	Apprenticeship & Workplace Mathematics 10
5.	Science 10
6.	Physical Education 10
7.	Planning 10
8.	Elective Offerings
	**Band, French
	*Textiles Studies,
	*Technology Education
—	_____
—	_____
—	_____

GRAD PROGRAM - YEAR ELEVEN	
1.	<i>Biblical Studies 11</i>
2.	<i>English 11 / Communications 11</i>
3.	<i>Social Studies 11</i>
4.	<u>MATHEMATICS</u>
—	<i>Apprenticeship & Workplace 11</i>
—	<i>Foundations 11</i>
—	<i>Pre-Calculus 11</i>
5.	<u>SCIENCE</u>
—	<i>Biology 11, 12*</i>
—	<i>Chemistry 11</i>
—	<i>Physics 11</i>
—	<i>Earth Science 11</i>
6.	<i>10/11</i> _____
7.	<i>10/11</i> _____
8.	<i>10/11</i> _____

GRAD PROGRAM - YEAR TWELVE	
9.	English/Communications 12
10.	Biblical Studies 12
11.	History 12 _____
12.	12 _____
13.	12 _____
14.	10/11/12 _____
15.	10/11/12 _____
16.	10/11/12 _____
*	___ Graduation Transitions requirement (Physical Activity requirement)
*	___ Applied Skills/Fine Arts requirement
*	___ PE10 requirement

STUDENT PLANNER

ELECTIVE COURSES INCLUDE:

* *Applied Skills* ** *Fine Arts*

English Literature 12
 Comparative Civilizations 12
 Geography 12
 History 12
 Law 12
 Family Studies 11, 12

Mathematics Foundations 11, 12
 Mathematics Pre-Calculus 11, 12
 Apprenticeship & Workplace Mathematics 11, 12
 French 10, 11, 12

Biology 11, 12
 Chemistry 11, 12
 Earth Science 11
 Physics 11, 12

*Automotive Technology 11
 *Automotive Technology 11
 *Carpentry and Joinery 11
 *Carpentry and Joinery 12
 *Drafting and Design 11

*Textiles 11, 12

*Accounting 11
 *Accounting 12
 *Business Information Management 12
 *Digital Media 11
 *Journalism 12
 *Yearbook 12

**Art Foundations 11, 12
 **Instrumental Music (Band) 10, 11, 12

Notes ----

STUDENT NAME

PARENT'S SIGNATURE

3. MINISTRY OF EDUCATION GRADUATION CREDIT REQUIREMENTS

Grade 10-12

80 credits (equivalent to twenty 4-credit courses) required for graduation

48 credits are Required Courses, including:

Biblical Studies 10 (4 credits), Biblical Studies 11 (4 credits) , Biblical Studies 12 (4 credits)

Language Arts 10 (4 credits), Language Arts 11 (4 credits), Language Arts 12 (4 credits)

Social Studies 10 (4 credits)

Social Studies 11, Canadian Civics 11 or BC First Nations Studies 12 (4 credits)

Science 10 (4 credits), Science 11 or 12 (4 credits)

Mathematics 10 (4 credits), Mathematics 11 or 12 (4 credits)

Physical Education 10 (4 credits)

Fine Arts or Applied Skills 10, 11 or 12 (4 credits)

Planning 10 (4 credits)

4 credits for Graduation Transitions

28 credits are Elective Courses

Minimum of 16 credits at the Grade 12 level including Language Arts 12. All Ministry-authorized and Board/Authority-Authorized courses count.

CURRICULUM

Planning 10 is a four credit required course focused on education planning, career development, healthy decision making, financial literacy and portfolio planning.

Students must complete 30 hours of work experience or community service as part of the Graduation Portfolio Assessment.

Applied Skills and Fine Arts

4 credits are required in Fine Arts and/or Applied Skills at any time during Grade 10, 11 or 12. This can include 2 credits from each area.

Students must be offered choice between the two areas.

Physical Education

Physical Education 10 is required for all students.

To graduate students are also required to meet a provincial standard for physical activity and be assessed in other health related areas as part of the graduation Portfolio Assessment.

CHOICE AND FLEXIBILITY

Dual Credit

All public post-secondary credits will count towards graduation

Locally Developed Courses

There will be no limit to the number of Board/Authority-Authorized course credits that count as elective credits towards graduation.

The ministry will provide standards for development and introduce an approval process

External Learning Credits

Increased options for students to earn Grade 10, 11 and 12 credits toward graduation by recognizing other learning opportunities.

Planning 10 will promote information about and access to:

- 1) equivalency
- 2) external credentials,
- 3) challenge, and
- 4) independent directed studies

Schools will be able to offer students the independent directed studies option to a maximum of 4 credits in each Ministry or Board/Authority-Authorized course.

EXAMINATIONS

Students are required to write 5 Graduation Program Examinations:

- Grade 10 Language Arts (20%)
- Grade 10 Science (20%)
- Grade 10 Mathematics (20%)
- Grade 11 or 12 Social Studies (20%)
- A Grade 12 Language Arts exam - either for English 12, Communications 12, Technical and Professional Communications 12, or Français Langue Première 12 (40%)

Graduation Program Exam marks blended with course marks in Language Arts 10, Mathematics 10, Science 10 and Social Studies at the 11 or 12, depending on which course is chosen.

Except for the Language Arts 12 exams, all other Grade 12 exams are optional

4. **Curriculum: Course Descriptions**

Please refer to the current Course Calendar for current course descriptions.

5. CURRICULUM - SPECIAL EDUCATION

5.1 Education for All

It has always been recognized that every student is unique and comes with his particular strengths and weaknesses. The talents of one are not necessarily those of another. Furthermore all students ought to be able to have some access to the education provided in the Christian community. The school should be not only for the average or the gifted learner but must also provide for the disadvantaged.

5.2 Mainstreaming

Most students can function within the regular classroom provided that course selection has been sensitive to ability. Research demonstrates that low functioning students perform better in more stimulating (higher academic level) classrooms.

Therefore priority is given to ensure that students are given instruction in a typical classroom setting. Individual assistance is provided as necessary and as available.

5.3 Modified Program

Some students whose academic ability is significantly below that of the mainstream will still remain in the regular classroom environment. However, these students will be placed on a modified program and will be encouraged to achieve to the best of their ability level.

The grading and reporting for these students reflects the modified program they follow.

5.4 Individual Assistance

Students who cannot function within the classroom and whose presence within the room is considered to be counterproductive may be given individual assistance (within and outside of the regular classroom) as needed and as available.

5.5 Work Experience

Students whose academic ability is significantly limited and who could benefit particularly from developing work skills through direct experience may be placed in a work experience program.

5.6 Limitations

The school, in co-operation with parents, will work co-operatively to determine the extent to which it can continue to meet the needs of particular students with significant disabilities.

6. CURRICULUM...PROMOTION POLICY

6.1 Junior High - Grade 8, 9

Promotion in Junior High is largely determined on an individual basis. A student can be promoted after duly considering the following factors:

- number of courses completed
- alternatives, in subsequent years, for courses not completed
- past academic history
- availability of "summer school"
- unusual personal circumstances

In some cases it may be considered more appropriate to have students repeat all (or part) of the work in a particular grade.

6.2 In order to graduate each student must complete:

Required Courses

- | | |
|--|------------|
| • Language Arts 10, 11, 12 | 12 credits |
| • Social Studies 10, 11 | 8 credits |
| • Science 10 | 4 credits |
| • A Science 11 or 12 | 4 credits |
| • A Mathematics 10 and 11 (or 12) | 8 credits |
| • Physical Education 10 | 4 credits |
| • Careers Explorations | 4 credits |
| • Career Life Connections | 4 credits |
| • A Fine Arts and /or Applied Skills
10, 11, 12 | 4 credits |

Elective Courses

Students must earn at least a minimum of 28 elective credits for Grade 10-12 courses which **must include** Biblical Studies 10, 11 and 12.

G. EXTRA CURRICULAR

1. Student Action Leadership Team..... p 45
2. Athletics Coordination Team (ACT) p 45
3. Intramurals..... p 45
4. Extramurals p 45

G. EXTRA CURRICULAR

Students can benefit much from their involvement in school sponsored extra curricular activities. Developing organization skills, fostering commitment and learning responsibility are some of the key benefits to this participation.

1. Student Action Leadership Team (S.A.L.T.)

In the year 2000 we moved away from having an elected Student Council; instead we have implemented SALT (Student Action Leadership Team). It has been a positive change. Rather than having elections students apply for a position in SALT. This approach allows for greater participation from a broader variety of students and prevents the tendency of student leadership simply being a popularity contest. The overall goal of SALT is to demonstrate and promote Christian leadership within the school and in our community.

Each year more students apply than can be accommodated; the number selected ranges between twenty to twenty-four students. Because the group is larger than an average student council there is a wider range of talents and interests to draw from. Weekly meetings typically begin with a devotional on leadership as well as a lesson. The bulk of each meeting is spent planning activities to promote school spirit, to encourage interaction across the grades and to engage students in helping others within our Christian community and beyond.

2. Student Athletic Coordination Team (ACT)

The Student Action Leadership Team assist the Athletic Director and the PE Department Head by coordinating events and duties related to athletics. This team is selected in a similar manner to SALT and is open to students in grades 10-12.

3. Intramurals

Students are encouraged to participate in intramural sports. These activities take place during the day, primarily at lunch time. Students can participate in the following activities. Others are added on a year by year basis.

Fall:	Volleyball
Winter:	3 Point Shoot Out 21 Shoot Out Indoor Soccer
Spring:	Softball Handball

In addition there are frequently a number of "challenge activities" that stimulates the participation and interest of others.

4. Extra Murals

Extra mural activities involves participation with students in other schools.

4.1 Seasons of Play

Fall:	Cross Country Boys Soccer Volleyball
Winter:	Basketball
Spring:	Track and Field Badminton Girls Soccer

4.2 League Participation

Our students are registered for play at the Langley School District, Fraser Valley and Provincial levels. Our students are also registered to participate in tournaments coordinated by the B.C. Christian Secondary School Athletics Association (BCCSSAA).

4.3 Student Participation

Students are encouraged to participate in these school sponsored activities. At the same time we caution students to ensure that this participation does not unduly affect the regular academic program. Students are responsible for any work missed because of sports involvement. If a report card shows a failing mark in more than one subject the student will need to withdraw from participation during the next school term. Participation in extra mural sports activities requires the completion of an EXTRA MURAL CONTRACT.

4.4 Additional Costs

The costs for running an extra curricular sports program are significant and varied. Team registration, tournament fees, officials, uniforms and transportation make up most of these costs.

Transportation to and from games continues to be a challenge in managing the program. Parents have been most helpful in providing some of this transportation. Staff often provides transportation for their teams by using their own vehicles. For some time, the school has had a sports bus made available through the generous support of the community. As much as possible the bus is used to transport team members. Often there will be more than one team participating at the same time. To accommodate the extra demand we continue to rely on parents, staff and other volunteers to ensure the safe transport of our students.

The extra mural sports program is managed on a cost recovery basis as much as possible. Therefore those who directly participate will be required to pay a "sports participation fee" to help defray costs. For current extracurricular fees, please consult the school website.

H. OPERATIONAL PROCEDURES

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H. OPERATIONAL PROCEDURES

It is important that all participants involved in a common undertaking know their respective responsibilities.

A student Agenda (issued each September) outlines the daily operational procedures. Here, in this School Handbook, we're providing a more general overview of our expectations. Parents are also encouraged to familiarize themselves with the student Agenda.

1. Academic Achievement

- Students are expected to apply themselves diligently to their work. We recognize there are differences in ability level. As much as possible we attempt to meet both the interest and the ability of the student through the course selection process.
- If it should appear that achievement is unacceptably low, then we will provide suitable opportunities for improvement through...
 - additional assistance
 - placing the student on "contract"
 - more frequent communication with parents
- We must strive to maintain high standards of academic honesty. We recognize our students are prone to the entire range of temptations in claiming credit for that which they did not earn. We hereby remind you that we consider this to be serious and will therefore deal with incidents accordingly.
- Regular attendance is an important factor in ensuring satisfactory academic achievement. Every effort needs to be made so that students are prepared and are on time.
- The completion of all homework and assignments is also a significant determinant for success in school. Parents are encouraged to review with their children the student agenda to ensure that the necessary work is being completed.

2. Counselling

Counselling services are provided to address the problems associated with

- deportment
- personal concerns
- academic achievement
- post secondary and career options

It should be understood that in the event of suspected child abuse the school is under legal obligation to report this to the Ministry of Child and Family Services. A "Child Abuse Policy" has been developed and approved by the board. This policy outlines procedures that protects both the interests of the child as well as the accused. Further details about this policy are available upon request.

Concerns pointing to issues beyond the purview of the school will be sensitively handled. Advice will likely include soliciting assistance from those beyond the school.

3. **Department – Dress**

We expect that students will present themselves both in speech and conduct in an appropriate fashion. The fruits of the spirit are love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Students are encouraged to reflect in their behaviour, due consideration for the rights of others. A complete description to outline the expectations regarding matters of **department** and **dress** can be found in the **Student Agenda**.

In the event that student conduct is found to be unacceptable, corrective steps will be taken. These include opportunities to counsel students as well as the assignment of detentions and suspensions.

We will maintain communication with parents as much as possible to ensure that discipline problems are addressed cooperatively.

4. **Grading, Reporting and Promotion**

The grading of academic achievement is based on the completion of daily work, term assignments as well as tests and exams. Students are urged to schedule their time to ensure preparedness.

Report cards are issued after each academic term. Parent-teacher interviews are scheduled at the same time.

Parents may receive interim academic achievement reporting upon request.

An Honour Roll is maintained and lists students who have achieved an overall average of at least 80%.

The promotion of students...

- For grades 8, 9 is largely determined on an individual basis. A number of factors are taken into consideration.
 - number of courses completed
 - alternatives, in subsequent years, for courses not completed
 - past academic history
 - availability of “summer school”
 - unusual personal circumstances

In some cases it may be considered more appropriate to have students repeat all (or part of) the work in a particular grade.

- For grades 10, 11, 12, promotion is given on a course by course basis. Graduation is governed by the Graduation Requirements determined by the Ministry of Education and those of Credo Christian High School (completion of Church History 11, History 12, Bible 11 and Bible 12).

5. Equivalency

Students enrolled at Credo Christian High School (CCHS) are entitled to apply for an Equivalency review of their documented prior learning.

CCHS will award credit based on equivalency for Grades 10, 11 and 12 Ministry-developed courses (including courses with a Graduation Program Exam) and board authorized courses.

There is no limit to the number of credits granted through Equivalency. For the purpose of determining Equivalency, comparison of courses may be based on factors such as

- *comparison of learning outcomes*
- *comparison of general subject matter*
- *comparison of depth or breadth of coverage of subject matter*
- *comparison of assessment methods, instruments, and standards*

To be deemed equivalent, there should be a match of approximately 80% or more of the learning outcomes to either a Ministry-developed or board authorized Grade 10, 11 or 12 course.

CCHS may use "[Transfer Standing](#)" (TS) if it is not possible to determine a letter grade and a percentage from the documentation.

Challenge (Undocumented Demonstrated Prior Learning)

Students enrolled at Credo Christian High School (CCHS) are entitled to undertake a free Challenge process to assess their prior learning for any Ministry developed graduation program course offered by any Board of Education in the Province that school year, as well as any Board Authorized (BAA) course taught in the enrolling district that school year, provided the student has not already challenged the course and received a passing grade, or completed the course through previous enrolment, or been granted equivalency for the course.

This entitlement does not include board authorized courses taught in a non-enrolling district.

Prior to engaging in a Challenge process, schools must review any documentation of prior learning that a student presents in order to determine if credit can be awarded through Equivalency.

There is no limit to the number of credits that may be awarded through Challenge.

Procedures

Schools must document the Challenge assessment delivered to each student, including a pre-Challenge Equivalency review, and the documentation must be made available to Ministry auditors if requested.

Students should be able to demonstrate their readiness to Challenge a course based on factors such as a recommendation from a previous teacher, or from evidence that relevant learning has been acquired outside the regular classroom setting. Examples of assessment strategies that could be used in a Challenge process include such things as

hands-on demonstrations, oral performances, interviews, written examinations, or presentations of a collection of work.

A Challenge is successful when a student has achieved at least a C- and 50%.

External Credentials:

Students enrolled at Credo Christian High School (CCHS) are entitled to receive credit if they have earned a Ministry-approved credential.

The Ministry of Education has sole authority to review and approve external credentials and assessments, and to provide an official list of these approved credentials and assessments to schools. School boards may not charge students for external credential reviews.

There is no limit to the number of credits a student may earn by using external credentials. It is the responsibility of schools to ensure that students do not receive double credit for credentials deemed equivalent.

Although external credentials may contribute towards graduation requirements, they may or may not meet general or specific admissions requirements for post-secondary institutions. It is the responsibility of students to verify admissions requirements for the post-secondary institutions they plan to attend.

In order to earn credit for an approved credential, students must provide the appropriate documentation proving successful completion of the external assessment, course or program.

Students may have earned an approved external credential prior to entering Grade 10; if so, they are awarded credit if they present their credential any time after they enter Grade 10.

Independent Directed Study (IDS)

Students enrolled at Credo Christian High Schools (CCHS) may initiate their own area of learning and receive credit towards graduation. This policy is not a student entitlement but an enabling policy intended to encourage schools to allow students to pursue further studies of interest.

The learning outcomes of all Grade 10, 11 and 12 Ministry and board authorized courses are eligible to be used in IDS. A student may study one or more learning outcomes in depth, or study more broadly a wide variety of learning outcomes from a single course.

IDS credits may only be used to satisfy elective requirements.

IDS credits may be awarded by schools to students who have successfully completed independent work based on a subset of outcomes of Grade 10, 11 or 12 Ministry courses or board authorized courses.

The maximum value for a single IDS course is four credits, but there is no limit to the total number of IDS credits a student may earn. The number of credits a student earns for IDS will be set out in the plan developed by that student and a teacher, and approved by a principal.

Reference Ministry Website

www.bced.gov.bc.ca/policy/policies/earning_credit_through.htm.

6.

SCHOOL CALENDAR-2016/2017

September	6	Opening Assembly
	6	First Day of Classes
	13	School Photos
October	6 & 7	CTABC Convention
	10	Thanksgiving Day
November	8	End of Term 1
	11	Remembrance Day
	14 (tentative)	First Term Report Cards
	16	Parent/Teacher Interviews
	16	Annual General Membership Meeting
	24	Parent/Teacher Interviews
	25	Professional Development Day
December	16	Last day before Christmas Break
January	3	First Day of School...2017
	25	End of Term 2
February	7	(tentative) Second Term Report Cards
	9	Parent Teacher Interviews
	10	Professional Development Day
	13	Family Day
March	13	First day of Spring Break
	24	Last day of Spring Break
April	12	End of Term 3
	14	Good Friday
	17	Easter Monday
	25	(tentative) Third Term Report Cards
May	11	English12 Examination
	12	Comm 12 Examination
	17	Grade 8 Parent Orientation / Spring Budget Meeting
	18	Grade 8 Day
	19	Professional Development Day
	22	Victoria Day
		Open House
June	16	Last day of school
	19-29	(tentative) EXAMINATIONS
	28	Graduation Ceremonies
	29	Graduation Banquet

I. TRANSPORTATION

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I. TRANSPORTATION

The safe transport of students to and from school requires the cooperation and concerted effort of many in the school community. Those who serve on "transportation committees" spend many volunteer hours finding the most cost effective transportation routes. Bus drivers have a particularly heavy responsibility in providing the daily service to and from school.

1. **Committee of Transportation and Maintenance (C.T.M.) – John Calvin**

Transportation for those from the east end of the Fraser Valley is arranged through the John Calvin School C.T.M. Bus routes are finalized in August and parents are informed before September.

2. **Combined Christian Schools Transportation Association (C.C.S.T.A.)**

Transportation for those in the west end of the Fraser Valley is under the direction of the C.C.S.T.A. The director of this organization is Alan Dyck (ph 778-986-9011).

3. **Student Drivers**

Students who drive to and from school must exercise due care to ensure the safety of others and to ensure that these privileges will in no way be limited. Students are to park their vehicles at their own risk and are to use the west end of the parking lot beyond the speed bump. The school assumes no responsibility for parked vehicles.

The school does not use student drivers for school-sponsored activities.

4. **School Closure**

School closure for inclement weather is determined largely by those responsible for bus transportation. It may happen that busses from a particular region are not able to operate. Under these circumstances school may not be in session. When it appears imminent that most students are unable to arrive safely will school be closed for the day.

Information regarding school closure will be posted on the school website www.credochs.com.

J. HEALTH AND SAFETY

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J. HEALTH AND SAFETY

1. Earthquake Drills/Fire Drills

Fire and earthquake drills are held on a regular basis. All students are informed about the procedures to be followed in the event of a practice.

It is important to recognize that setting a false fire alarm is a serious offence (covered under the Criminal Code of Canada). The school needs to deal with such an offence in a most serious manner.

2. Harassment

Every student should be free of fear of intimidation or harassment. Students who actively and persistently engage in activities that engender fear and anxiety in others and/or which make others feel devalued will be counselled accordingly. (see Harrassment and Bullying Prevention Policy)

3. Providing Medication

The school provides no medication. If it appears that a student is in need of medical attention the parents will be contacted or if necessary the student will be taken to the hospital for emergency treatment. It should be noted by parents who live in Washington that any emergency medical costs incurred on account of a hospital visit will need to be paid by the family.

4. Public Health

Provision is made to have immunization of students done at school. Parents are notified and must consent if students are to participate.

K. POST-SECONDARY INFORMATION

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K. POST-SECONDARY INFORMATION

1. Student Services

Students are encouraged to use the Student Services department to familiarize themselves with career as well as post secondary options. Mr. Nick Mans and Mr. Ron de Haan provide the majority of post-secondary counselling.

Parents are invited to participate actively in the discussions regarding post secondary options. Interviews are held with each student throughout the year.

The courses offered provide students with opportunity to attend all the post-secondary institutions in B.C. as well as in many other provinces. Because of the growing demand for admission, students are encouraged to finalize their applications within the first two months of their senior year.

2. Scholarships - Bursaries - Awards

An ever-increasing number of scholarships and awards are becoming available. Students are urged to consider alternatives.

- **Dogwood District Authority Awards**

Each year District Scholarships are awarded to students through Ministry directed funds. Students with particular interests (other than academic) are encouraged to submit a portfolio of their work by the middle of April. Awards are announced at the June graduation ceremonies.

- **Fraser Valley Scholarship Foundation**

Through the generous support of various individuals and corporations, the Fraser Valley Scholarship Foundation is enabled to provide scholarships/bursaries to many worthy applicants. Students wishing to apply should request applications.

- **University Entrance Scholarships**

Each year entrance scholarships are made available by the various local universities. Students wishing to apply should request applications for the university of their choice.

- **Community Scholarships – Bursaries**

A list of other scholarships – bursaries is available upon request.

- **Governor General Bronze Medallion**

Each year the top academic graduating student is awarded the Governor General Bronze Medallion at the June graduation ceremonies.

3. Where Do Students Go?

Graduates attend any number of post secondary institutions including:

British Columbia Institute of Technology
Dordt College
Covenant Canadian Reformed Teachers' College
Kwantlen Polytechnic University
Providence College
Redeemer University
Simon Fraser University

Trinity Western University
University of the Fraser Valley
University of British Columbia

4. Entrance Requirements

The academic requirements vary to some degree between institutions. More particularly, students should pay close attention to the requirements for each program. Since much of this material is susceptible to annual review and change students are encouraged to inquire to be sure they have the most recent information.