



PARENT – STUDENT  
**HANDBOOK**  
OF  
CREDO  
CHRISTIAN  
ELEMENTARY SCHOOL  
LANGLEY, B.C.

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## INTRODUCTION

The purpose of this *Handbook* is to inform parents, students, and others involved in the operation of the Credo Christian Elementary School about its purpose, organization, and programs.

## ORGANIZATION

### A. Brief History of the School

The Canadian Reformed School Association of Langley, Inc., operating the Credo Christian Elementary School, is an 'offshoot' of the Canadian Reformed School Association of Surrey, B.C. The latter Association was founded in 1951 with the aim of building a school which would offer Reformed education. On Sept. 5, 1955 the Canadian Reformed School (Burnaby) was officially opened, having an enrolment of 58 pupils in 8 grades, divided between 2 classrooms. The name "William of Orange Christian School" was officially adopted in 1956.

A new four-room school building was constructed in 1962. By 1966, more than 100 pupils were enrolled. In 1974 a new school building, with 8 classrooms, a library, and a science room, was opened in Cloverdale.

Due to rapid growth in the Langley area and the William of Orange School bursting at the seams, (about 300 students) it was decided to build and operate a second school in Langley.

This school was officially opened in 1986. The new building was erected on 52<sup>nd</sup> Avenue east of 216 Street and was named Credo Christian Elementary School (CCES). By 1989, the Langley Canadian Reformed School Society separated from its 'parent' Surrey Canadian Reformed School Society to operate the Credo Christian Elementary School on its own.

## **B. School Board and its Committees**

CCES is operated by the members of the society. The society elects a Board of trustees which functions as a decision-making body in the operation of the school. Twice annually, (October and May) it calls a membership meeting to vote on the budget and discuss matters of general interest. Elections for the board take place at the October membership meeting. A Board member's term is three years and (s)he is re-electable for a second (or even a third) term.

The CCES Board is primarily a policy-making board: it establishes and reviews policy, a sort of "see-to-it" function. It is attuned to its own particular school organization and culture. It formulates policy of the school in consultation with the principal and is responsible for it. Among the many mandates the board has, the most important are to:

- maintain a school with a distinctive Reformed character
- employ a competent staff
- ensure that adequate funds are available for the operation of the school

In so doing it gives direction, stimulates, motivates, and enables those within the school community. If leadership implies developing and realizing a vision, then the role of a school board member is best understood as trustee of a vision and a mandate. As its major task the Board defines the educational goals (needs) that emerge from a biblical view of life, how these goals (needs) are to be met, for whom, and at what cost. Written with a long-term perspective, these mission-related policies embody much of the board's long-range vision.

A Christian community must always be one that is characterized by humility, gentleness and patience (Eph. 4:2, 3). This means that the Board, elected by the Society, must always be approachable and cultivate harmony among parents, teachers, and students. Nevertheless, the Board assumes final responsibility for decisions and policies.

Although the Board assumes all responsibility, it delegates many of its duties to committees. At present the regular committees of the Board are the:

- Education Committee
- Membership Committee
- Finance Committee
- Maintenance Committee
- Fundraising Committee
- Information Technology Committee

One of the Board members serves as convener of each committee. Whereas some committees may have more than one Board member, the committees' slates are filled by other society members.

In 2005, the Canadian Reformed School Association of Langley BC, which operates CCES, assumed additional responsibility as legal authority for Credo Christian High School (CCHS). The Canadian Reformed School Association of Langley thus operates two existing schools as one school (Credo Christian Schools) under one legal authority with our elementary school (K-7) and a high school (8-12) campus at our present respective Langley locations.

### **C. Society Membership and Student Enrolment**

As our Bylaws indicate:

1. A person who is a member of a Canadian or American Reformed church, or a member of a church with whom the Canadian Reformed Churches maintain ecclesiastical fellowship, and affirms the basis and purpose of the Society as outlined in the Constitution and Bylaws, may apply to the Directors for membership in the Society and, upon acceptance by the Directors, shall be a member.
2. Every member must abide by the Constitution of the Society and must comply with these Bylaws. Members are expected to attend general meetings.
3. Members are required to pay monthly membership dues, such amount to be determined by the Board and approved by membership.
4. Membership may be terminated by resignation in writing by the member or by resolution of the Board upon failure of a member to comply with clause 1 of this Article.
5. Membership includes the privilege of voting at general meetings (with husband and wife having together one vote), participating in the Society's activities on behalf of the school, and being eligible to serve on the Board and Committees of the Board.
6. A member who is four months or more in arrears of the payment of membership dues or tuition fees is no longer considered to be in good standing, unless such member shall have entered into an agreement with the Board concerning the payment of the arrears. A member who is no longer considered to be in good standing shall not be entitled to vote at meetings of the Society.
7. Donors shall have the privilege of attending the general meetings; however, they shall only have an advisory voice and shall not be entitled to vote.

Normally, only children of members are enrolled as students. The Board may make exceptions, but in all cases the parents of these children must be in complete agreement with the basis and purpose of the Society, and in such cases, the parents do not become voting members of the Society.

### **D. Financing the School**

The School is financed by the parents, general support of the supporting community, and by the Government of British Columbia (50%). Full participation keeps this partially privately funded school financially efficient. Several categories of participation have been set up with different levels of financial commitment; the categories set out the family tuition amount, based on the grade level of the eldest child enrolled at CCES or CCHS.

- Membership                    those who are members but do not have children in the school.
- Kindergarten                those who have children in Kindergarten only
- Elementary (1-3)            those whose eldest child is enrolled at the grade 1-3 level
- Elementary (4-7)            those whose eldest child is enrolled at the grade 4-7 level
- Junior High                    those whose eldest child is enrolled at the grade 8-10 level
- Senior High                    those whose eldest child is enrolled at the grade 11-12 level

Fees for these categories usually change annually.

Anyone applying to have a student attend this school must meet membership conditions and have paid an entrance fee of \$3600 prior to enrolment (less any previous membership fees).

## **E. Publications**

The *Branches* is published about six times per year. The purpose of the publication is to communicate to the members of the Society the on-going activity at the school in order for all concerned to be kept informed. The *Branches* usually contains the following:

- Chairman's message
- Principal's report
- Brief reports of Board Meetings
- Pupil's reports of events/activities
- Financial statements/updates
- Miscellaneous announcements and/or reminders

All *Branches* material is to be forwarded to the principal who, with the Board chairman, functions as editor.

On the first school day of each week a copy of the *Leaflets* is distributed to each family. This publication articulates the activities and expectations for each classroom for the week. This is a very helpful publication as it shares with parents what their child will be working on for the week.

## **F. Federation of Independent Schools Association (FISA)**

For many years, our school was an Associate Member of FISA BC. This federation, founded in 1966, is an umbrella organization for the independent schools of B.C., currently representing substantially more than 100,000 students. FISA is dedicated to assist independent schools in maintaining their independence while seeking fair treatment for them in legislative and financial terms. In practice, this involves the Federation in frequent contact with elected officials concerning legislation and funding and with Ministry of Education officials in administering the Independent School Act.

In recent years, organizational changes within FISA led to the creation of a new association named the Associate Member Society (AMS), which became a member association of FISA BC. Credo Christian Schools is a member of the AMS. Every four years, the AMS elects persons from among the schools in this association to serve on the FISA BC Board.

## **G. Volunteering**

A number of volunteer services have been very active in our school. Parents, grandparents, and other willing persons have given of their time and talents to assist the Staff at School. Some volunteer as class mothers, some as librarians, some as club leaders, some as coaches, some as drivers/monitors for class trips. Those volunteers who serve on a regular basis are subject to a Criminal Record Check, as required by law.

The Credo Aid is also a group of volunteers that organizes and directs various fund raising activities to raise money for items beneficial for the school and pupils.

# SCHOOL PROGRAM

## A. CCES Mission Statement

The purpose of our parental Christian School is to educate our children to develop their individual potential and to acquire the knowledge, skills and attitudes needed for a life of responsible stewardship in God's kingdom.

## B. Characteristics of CCES

The following descriptors of education at our school help describe our work:

- **CCES is *confessional* in character.**

The Scriptures are not only foundational in the content of the instruction given in a Reformed school, but are also the basis for the *context* within which teachers and students interact and work. All that goes on in our Reformed school is under the authority of God's Word. Reformed education is a constant learning to say 'I do' in response to all that God reveals about Himself in His Word and works as the Creator, Redeemer and Sanctifier of life. The confessional task of the school is to show the children that all *have their being and purpose* in God and can be truly known only in relation to Him. The Scriptures as they have been faithfully summarized and interpreted in the Three Forms of Unity are the foundation for Reformed education and give it its confessional character.

- **CCES is *covenantal* in character.**

Reformed education is for covenant children who have been claimed by God and have received the sure promise of the Father, Son and Holy Spirit as signed and sealed in their baptism. The covenant, therefore, is the *Scriptural context or framework* within which Reformed education takes place. The school assists the parents in educating covenant children by equipping them with skills and knowledge, and by nurturing them in godliness that they might love God above all else and their neighbor as themselves. Teachers and students do their work before the face of God within the relationship of love which binds them to their God.

- **CCES teaches the reality of the *antithesis*.**

Early in world history, immediately after the fall, God promised to put enmity between the seed of the serpent and the seed of the woman. He did that primarily by sending his Son into this world. Already in Psalm 8 we read that the LORD ordains praise for Himself from the mouths of babes and infants. Covenant children are to understand God's claim on them in the great struggle against Satan; they can look forward to the final victory of King Jesus over Satan at the end of time. Our school helps our students realize their place in this cosmic battle.

- **CCES is characterized by *unity of purpose* of home, school, and church.**

The school works together with the God-ordained organizations of family and church in their tasks of "telling the next generation" (Psalm 78). The school assists the families and the local churches in this life-giving task. This contributes to the well-being of the household of faith to which teachers, parents, and children belong.

## C. Devotions

Morning classroom devotions provide an opportunity for staff and students to begin the day

together with prayer and Bible reading. The primary focus is devotional. Scripture reading, prayer and singing from the *Book of Praise* is included. The singing of additional selections (in addition to those found in the *Book of Praise*) also happens with the understanding that the lyrics have been reviewed to ensure they are suitable, and that the music complements the devotional focus. In the spirit of seeking unity of purpose between home, church, and school, singing from the *Book of Praise* remains predominant, and Bible readings are taken from the ESV ( Bible Memory Work is from the ESV as well).

#### **D. Student Supplies**

For the K – 3 students, most supplies are provided by the school. The 4 – 7 students need to provide some of their own classroom supplies. Students will also need to provide for their own gym clothing and school bag. Uniform school P.E. clothes are mandatory for the grades 4 – 7. A list of supplies needed appears in the June and August issues of *Branches* and is posted on the school web site.

Bibles and Books of Praise are considered regular classroom items; they do not move with students through the grades but remain in the classroom.

Student agendas are given to the students and they are expected to use them.

#### **E. Homework**

Parents can expect to be informed of the homework expectations from each teacher at the outset of the school year.

#### **F. Special Education**

Every student is unique and created with the potential for development and learning. Though this aptitude to acquire knowledge and skills may vary greatly among pupils, each one is a precious child created in our Father's image. Each teacher is responsible for developing a program which accommodates the individual learners and provides them with the opportunity for successful experiences.

Parents are encouraged to inform the school of suspected learning challenges their child might have. When that happens, the school, with the leadership of the Special Education Coordinator, in collaboration with the parents, may develop an appropriate plan of action for the child.

When a teacher notices that a student is not keeping up with the curriculum in any area, or is having challenges with executive functioning, or struggles with behavior, or demonstrates other concerns, the teacher begins discussions with the Special Education Coordinator as well as with the parents. Testing, after parental approvals have been granted, may be conducted; before testing takes place, parents will need to get their child's senses checked professionally.

Together with parental input, for students without an official designation from a school psychologist via a psycho-educational report, a Learning Support Plan (LSP) will be formulated. For students with an official designation from a school psychologist via a psycho-educational report, an Individual Education Plan (IEP) will be formulated with parental input. Students will be assessed each term using their LSP/IEP.

The Ministry of Education provides additional funding for the school's Special Education program when students receive the above-referenced official designation.

### **G. Reporting Student Progress**

The school operates on a three-term academic year. Report cards are issued at the end of each term. One part of the report card captures progress made in each subject area; the second part describes the student's overall effort and behavior.

### **H. Library**

Each class has a specified block of time on the timetable for library. This library time is generally used for checking out books for reading; librarians are in the library on those scheduled time slots and will be awaiting the students.

Books may be taken out for two weeks and the loan may be renewed for one more week. Lost and/or abused books need to be replaced by the student responsible.

## **ADMINISTRATION**

### **A. School Hours**

- First bell at 8:40 am.
- Classes begin at 8:45 am.
- Morning recess from 10:10-10:30 am for Primary and 10:30 – 10:50 for Intermediate
- Lunch for Primary grades from 11:45-12:20 pm.
- Lunch for Intermediate grades from 12:20-12:55 pm.
- Afternoon classes end at 3:00 pm.

### **B. School Closure**

There may be days when the buses are not able to operate. This decision is made by those directly involved in the transportation of students and will be posted as soon as possible on the school's website – [www.credoces.org](http://www.credoces.org). A radio announcement will be placed on CKNW (980 AM).

In the event of an unexpected school closure – for example – because of a local power outage – parents will be contacted by phone.

### **C. Telephone / Social Media**

In the event that a student wishes to use the school's phone for an unanticipated need, they are to ask permission. Emergency calls concerning students are made by the student's teacher or the secretary, not by the students themselves.

Since teachers are not to use their personal cell phones during class time, parents should not expect to be able to connect directly with teachers during class times. The same expectation applies to other forms of social media during class time.

### **D. Visitors**

Visitors to the school are welcome. All visitors must sign in by the front office before visiting

anywhere in the building.

On occasion a parent may have a child picked up by someone who is not familiar to us at school. For the safety reasons we require that the parents inform the teacher or school office.

#### **E. Website**

The school's website is [www.credooces.org](http://www.credooces.org). Parents can expect to retrieve past issues of the school's publications, as well as a calendar of events, school supplies needed, and other items which might be helpful.

#### **F. Attendance**

In order to keep accurate records and to comply with provincial regulations, the school maintains an accurate attendance record. Excused absences include illness, death in the immediate family, and a medical or dental appointment.

When students will not be attending school for the day(s), parents are requested to phone the school prior to absence, before 8:45 a.m., or, when possible, to phone or write a note the day before absence. If a student is absent and the school has not been notified, the school will call the parent(s) concerned regarding the whereabouts of the child.

Continual loss of school time through absence is a significant obstacle to academic progress. Parents are expected to encourage their children to attend school regularly and punctually.

Once a child is on the school property, the child is not to leave the school property without permission from the teacher or a written note from the parent. This is simply a means of protecting your child.

#### **G. Change of Address**

To avoid confusion and facilitate proper administration, parents are requested to inform the school immediately, especially as these changes refer to address, phone number, or any other change of information as required through the Information Form upon school registration.

#### **H. Student Records**

The school maintains a Permanent Student Record for each student. It contains:

1. Permanent Student Record card
2. Report Cards
3. documents, photographs, and additional information that in the opinion of the principal should form part of the pupil record.

In the event a student moves to another school in the province, this record is forwarded to the new school when requested. Copied files will be sent to a school outside the province upon request.

#### **I. Lost and Found**

Students are encouraged to have their names or initials on all personal articles brought to school.

"Lost and Found" articles are stored in the school's hallway. Periodically, students are encouraged to look through it to see if they can identify and retrieve any of their own items. Several times per school year remaining items are brought to a local goodwill store.

#### **J. Child Restraint Regulations**

The Motor Vehicle Act requires all drivers to comply with all child restraint requirements; the school complies with these regulations. At present, children at least 18 kg (40 lbs.) are to be secured in a booster seat, in a seating position equipped with a shoulder harness or in a lap belt, if a seating position equipped with a shoulder harness is not available up to their 9<sup>th</sup> birthday or 145 cm tall, whichever comes first

These requirements mean that all drivers will be responsible for transporting children in an age/weight appropriate child restraint device up to their 9<sup>th</sup> birthday or 145 cm tall, whichever comes first.

#### **K. Personal Information Privacy**

A Personal Information Privacy for Parents and Students Policy has been approved by the CCES Board. This policy describes the policies and practices of CCES regarding the collection, use and disclosure of personal information.

CCES is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the Board has designated the principal as the Privacy Officer to be accountable for the school compliance with the privacy principles. Copies of this policy are available from the principal upon request.

#### **L. Dealing with Complaints**

The Board has adopted a Due Process Framework Policy outlining in detail the due process in cases of conflict management. Copies of this policy are available from the principal upon request.

In summary, the policy articulates that discussions are to happen in the following sequence:

- the parent discusses the concern with the teacher involved.
- if the matter is not resolved, the parent meets with the teacher and the principal.
- if still not resolved, the parent brings the matter to the Board.

If a teacher has a complaint about a parent, the same steps must be followed. Complaints must be dealt with promptly and not allowed to sit and fester. All steps must be taken in a spirit of reconciliation.

## **ORDER AND DISCIPLINE**

#### **A. Entrance and Exit**

- Upon the first bell students are to immediately go to their own classroom and, upon the second bell they must be seated in the classroom seats.
- Upon entering students must remove their boots and/or shoes and place these neatly in their cubicle. Students must wear indoor shoes.

- Students are to leave the school building directly after dismissal, unless they have permission to stay in.

## **B. Guidelines for Bus Behavior**

Students should be aware of the following expectations and protocols related to riding on the bus:

Riders:

1. Obey the driver at all times.
2. Do not use inappropriate language.
3. Remain seated: grade 8 and older maximum 2 to a seat, grade 7 and younger maximum 3 to a seat.
4. Keep all body parts inside the bus, including fingers.
5. Do not throw anything out the windows of the bus.
6. Use garbage cans for garbage. If this guideline is not adhered to, all the riders will lose eating and drinking privileges on the bus.
7. No horseplay on the bus or waiting to board the bus.
8. Report problems to the bus driver.
9. Bullying and fighting will not be tolerated—immediate action will be taken.
10. Do not in any way damage or destroy the seats or any part of the interior or exterior of the bus. If damage occurs, student involved will pay for damages.

If management hears of a problem it will be dealt with in the following way:

- First offense: talk to child/children involved and call parents.
- Second offense: talk to child/children involved, call parents and school and assign a seat.
- Third offense: talk to child/children involved; call parents and a suspension.

If a parent hears of a problem on the bus, please follow these steps:

1. Talk to your bus driver. If not resolved, step 2.
2. Call CCSTA management to discuss problem. If not resolved, step 3.
3. Talk to school office and arrange a meeting.

(Management reserves the right to skip some of the above steps to deal with certain behaviors.)

## **C. Student Conduct**

A student shall:

- be diligent in attempting to master such studies as are part of the program in which the pupil is enrolled,
- exercise self-discipline,
- accept such discipline as would be exercised by a kind, firm and judicious parent,
- attend classes punctually and regularly,
- be courteous to fellow pupils and obedient and courteous to teachers,
- be clean in person and habits,
- take such tests and examinations as are required by or under the Act or as may be directed by the Ministry; and
- show respect for school property.

On the other hand:

- Running in the building is prohibited.
- Students must refrain from excessive noise in the halls.
- Littering is prohibited, be it in the school or on the schoolyard; litter can be thrown in the garbage cans.
- Snowballing is not permitted anywhere on the school premises.
- Bicycling, roller blading or riding scooters is not allowed on the school premises during school hours. Students biking to school must park their bikes in the bicycle rack.

#### **D. Student Clothing**

Students should wear clothing in conformance with a Christian lifestyle. This is essentially the concern of the parents. Midriffs and shoulders are to be covered. If a student comes to school wearing clothes which the school feels are imprudent, immoral, or unhealthful, the principal will contact the home or ask the pupil to go home and come back wearing clothes that are more suitable to the school environment.

#### **E. Birthday Parties**

Birthday parties: Should students want to invite classmates to a birthday party, CCES recommends students (parents) to invite all the students of the same gender, if such invitation is done through the school. If not all students can be invited, for whatever reason, students should invite those classmates via the home route. Any presents, sleeping baggage should go to the party via the home, not the school.

#### **F. Care and Use of Building**

Students are held liable for damage or destruction of school property if such damage or destruction was the result of willful or negligent behavior.

#### **G. Tobacco-free and Vapor-free**

CCES is a tobacco-free and vapor-free school as required by law. No person is permitted to smoke, use, or hold any tobacco / vaping product at any time in or on any building or land owned, leased or rented by the school. This prohibition also applies to any vehicle on school property.

#### **H. Playground Rules**

- There are designated areas on the grass and gravel fields for each grade to play.
- Students in Grades 4 – 7 may occasionally have access to the creek / forested area on the south side of the property, provided they are wearing rubber boots.
- The playground structure and sand box can be used by all students as long as the older students respect the younger students and it is not too busy. Younger students have priority.
- Grades 4-7 go outside, rain or shine. Grades K-3 may occasionally stay inside at the teacher's discretion. The teacher is responsible to supervise these students.
- Students may not bring any wrappers outside.
- Balls which have gone over the fence may be retrieved only with permission of a teacher.
- The parking lot and drop-off / pick-up zone are not to be used by students as playground areas.

## **I. Suspensions and Expulsions**

Suspensions refer to the student being excluded from attendance at school, usually for a period of one to three days. The decision to suspend is made by the principal after consultation with the teacher concerned. Suspension does not excuse a student from homework or assignments given during the period of suspension. The principal will inform parents and Board of any suspension.

Expulsion is the permanent dismissal of a student by the action of the School Board.

Every student is responsible to the principal for his/her conduct on school premises. The principal may suspend a student because of:

- persistent truancy
- persistent opposition to authority
- habitual neglect of duty
- wilful destruction of school property
- use of profane or foul language
- conduct injurious to the standards of the school
- conduct injurious to the physical or mental well-being of others in the school.

## **SPECIAL SCHOOL ACTIVITIES**

Generally, the following activities can be expected as regularly-occurring activities in our school:

- Christmas or Easter/Spring Program  
These are performed alternately most years. The Christmas Program is usually performed shortly before the Christmas vacation begins. Up till now, these evening performances have been held in the Langley Canadian Reformed Church building.
- Graduation Evening  
This is usually scheduled on an evening shortly after the last day of the school year. Graduation exercises are held in the Langley Canadian Reformed Church building.
- Grade 6 Drama Production  
This is usually held in early spring. It is a commendable display of student talents and the school community is invited to view and enjoy these talents.
- Sports Days  
Are scheduled, locally, for May or June, at which time students compete against others in their own age groups. This is a one-day event and spectators are welcome to encourage the competitors. Refreshments are provided and volunteers are usually needed to aid in the monitoring of these events.
- Intermural Sports  
Intermural sports refers to those athletic activities "among other schools." Our grade 6 and 7 pupils compete against other Christian Schools in track and field, soccer, softball, basketball, and volleyball. All out-of-school activities require the signed consent of the parent of guardian.
- Field Trips  
On occasion a teacher may wish to take his/her pupils on a field trip to enrich their learning experience. The purpose of field trips is to relate the learning that takes place in school to places and things in the community. Field trips require signed permission notices from

parents indicating informed consent. These notices also request parents to inform the teacher of certain medical or physical problems that child may have that should be watched when on the field trip. Parent supervisors are often needed on such trips. The teacher ensures that a First Aid kit is taken along on each trip.

- Hot Lunch Days  
From time to time hot lunches are offered to students by Credo Aid.
- Fundraising  
Fundraising is done for the Grade 7 Victoria trip as well as in connection with various fundraiser / awareness programs.

## **HEALTH and SAFETY MATTERS**

### **A. School Nurse/Immunization**

The Fraser Health District via the Langley Public Health Unit provides us with the services of a school nurse. Via her services the Health Unit keeps a medical record on every student, does periodic checks on hearing, vision, and general physical condition. Immunization records are also kept. Parents are encouraged to have their children immunized and provide proof of immunization.

### **B. Health Emergencies**

On occasion a child may get ill to such an extent that it would be better for him/her to be brought home. Sometimes it may happen that a child has an injury that needs immediate medical attention. In both cases, the school will notify the child's parents to pick the child up. If, however, it is impossible for the parents to pick up the child, the school will make every effort that the child receives the medical attention as soon possible.

### **C. Peanut Free**

Though teachers cannot guarantee that their classroom or the school is peanut free, we ask all parents to ensure that is the case. Parents are expected to send peanut-free snacks and lunches. Any treats for birthdays or other special days need to be peanut-free. Teachers also teach students to not share food, drinks or utensils.

### **D. Communicable Diseases**

In the event that a child has some kind of communicable disease, parents are requested to inform the school as soon as possible and keep the child home.

### **E. School Emergencies**

Our school holds regular fire evacuation, earthquake, and lock-down drills. Each classroom has an emergency preparedness kit containing supplies and survival items. In case of emergency, students will remain at school and be cared for by the school staff. If the emergency limits or restricts the use of the school, students will be relocated to an alternate site that will be announced on CKNW (980) with notification posted at the school premises. Please also check the school web site; if possible, information will be posted there. Parents are instructed not to call the school in emergencies, but are advised to listen to the radio station for up-dated information. The

school will make every effort to keep parents informed and involved.

## **SCHOOL CALENDAR**

A copy of the new school-year calendar is printed in the *Branches* (June issue). In an effort to keep our schools in sync with each other, our calendar is put together after discussion with neighboring Canadian Reformed schools. The minimum number of hours required of independent schools is 950. The calendar lists school holidays, professional development days, and may include other special event days. On school holidays, neither pupils nor teachers are expected at school; on professional activity days the pupils will not attend school but the teachers will attend meetings or activities related to their profession.

## **STAFF**

Staff assignments and profiles of staff members will be published annually in the August edition of *Branches*.