

Parent Handbook

2021



Established August 1994

*“Ask the Lord of the harvest, therefore, to send out
workers into his harvest field.”*

Matthew 9:38

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MISSION STATEMENT

Our aim is to assist parents in educating covenant children in accordance with God's Word as we confess in the three forms of unity, to equip and assist them in developing their individual gifts and talents for a joyful life of responsible stewardship to God's glory.

PROGRAM OF STUDY

At Harvest Canadian Reformed Christian School we work with a double grade system. This means that our curriculum is generally divided over a two year span. Year 1 covers curriculum for the odd grades and Year 2 covers the curriculum for the even grades. In the lower grades Language Arts and Math are taught at the appropriate grade level in a combined class setting, however, in the upper grades Language Arts and Math class are often combined.

BIBLE HISTORY - CARE curriculum

What is the Bible?

The Bible is the holy, infallible, complete, and inspired written Word of the Triune God, in which He reveals Himself, His plan of salvation through the covenant of love, and His mercy and grace in Jesus Christ. This revealed will of God is the foundation for all of life. (2 Tim 3:16,17; BC, Art 2-7)

What is Bible Study?

Bible study is part of life, and we begin to foster it in school. Bible Study in school is the deliberate and organized study of this Word as source, object, and primary content of each lesson. At all grade levels, Bible Study is about God's ongoing care for His creation; about the history of salvation through the redeeming work of the Lord Jesus Christ; and about the work of the Holy Spirit, the Lord and Giver of life, through Whom we are also part of God's church and equipped for a life of service to God and our neighbour. Changes in presentation and methodology are but variations due to the developmental levels of the students. One may envision a development of strictly chronological telling of Bible stories in the primary grades to a study, as an indirect way of studying and learning about Scripture, to a more direct and immediate study of the Bible itself in the senior high school grades. Although it may be taught in the same time slot at intermediate to senior levels, in this document Church History is not considered part of Bible Study.

Rationale

Believing parents have the primary task to teach their children about the great deeds of the LORD, their God, in the context of a supportive covenant community. (Deut 6:4-9; Ps 78) Parents partially delegate their responsibility to the Reformed school for the development of academic knowledge and skills in the study of the Word of God, and to help nurture the students in godliness. Reformed education pursues unity of purpose with the home and the church, acknowledges the enmity God set in Gen 3:15, and seeks to maintain a covenantal and confessional character. It is therefore inevitable that the school includes a program of Bible Study. Through this study, students not only learn the content and message of God's salvation, but also that it calls for a life of obedient and grateful response of service—even as the world, the devil, and their own flesh would have them choose otherwise.

Overarching Aims:

The overall goal for Bible Study in the school's curriculum is a telling of the great and mighty deeds of the LORD to the students. The overarching knowledge component leads to general aims of Bible Study in the Reformed school. These aims acknowledge that the children are called to a response of gratitude for God's work of salvation through Jesus Christ, and therefore emphasize the affective domain. They are written in terms of what the teacher does, as it is difficult to gauge the progress the Holy Spirit has made in the students. The aims can be summarized as follows:

1. To tell the students what the Triune God has done and does for and with His people in the facts and events recorded in Scripture, so they may know, love, revere, and worship His Name, and be comforted and warned. (Hebrews 12:1-3)
2. To instill in the students a deep reverence and respect for the awesomeness, holiness, and majesty of God.
3. To foster in the students a deep appreciation for the redemptive work of Jesus Christ. (Acts 4:12)
4. To instill in the students the importance of the work of the Holy Spirit in granting faith and the fruit of the Spirit.
5. To equip the students with the armour of God so that they may be able to stand firm. (Eph 6).
6. To equip the students with skills of understanding and interpreting the Scripture.
7. To teach the students how to use various resources to aid in Bible study.
8. To encourage the students to rejoice in their salvation and eagerly await the coming of God's new heaven and earth. (John 15:9-12)
9. To instill in the students respect for the Bible as God's complete and infallible Word. (BC Art 7)
10. To develop in the students an appreciation of the significance of their baptism as a sign of the covenant. (Form for Baptism)
11. To instill in the students an understanding that God calls them to service and to be a light in the world.

Grade 1	Creation to Esther
Grade 2	Jesus Ministry
Grade 3	Genesis to Judges
Grade 4	Old Testament Part 2
Grade 5	Jesus Ministry
Grade 6	Creation to Judges & Ruth
Grade 7	Psalms, Job, David to Malachi
Grade 8	Intertestamentary period to Paul's Missionary Journey

MEMORY WORK

AIMS AND OBJECTIVES:

The decision to sing and learn psalms and hymns in our school is not really ours. We have a command to sing. The children of the covenant must know the songs of the covenant. We sing psalms and hymns because the Lord wants us to know the words of the covenant and to have them written in our minds, on our hearts, and on our lips. Weekly the students will learn an assigned psalm / hymn from the Book of Praise. They will be expected to sing the song on Friday of each week. Bible texts related to the Bible lessons will also be assigned, learned, and recited as memory work or tested on Bible tests.

Rationale:

1. The students we teach are covenant children and as such, they must be taught to speak, sing, pray and think in the language of the covenant. Memory work is an effective tool whereby covenant children learn to speak God's Words after Him.
2. The texts and songs the students memorize will feed their life of faith by providing content for their prayers, by enriching their study of the Scriptures, and by equipping them to be prepared at all times to give account of the hope that is within them (1 Peter 3:15).
3. The Scriptures instruct, exhort and comfort us in our life on this earth. The texts and songs that the students learn well now while they are young, will become a source of strength, guidance and comfort in times of temptation, trial, grief and also in old age.

CHURCH HISTORY

AIMS and OBJECTIVES:

Church History is the study of the works of God in Jesus Christ for the sake of His Church of the new dispensation. Throughout history, Christ gathers, defends and preserves, by His Word and Spirit, those given Him by the Father. We are called, therefore, to remember and marvel at the great deeds of the triune God, so that we may tell the next generation the praiseworthy deeds of the LORD (Psalm 78: 4-8).

Christ gathers his Church from the beginning of the world until its end. The LORD's work for the sake of His Church in the Old Testament has been faithfully recorded in the inspired word of God. The study of Church History as a school subject, therefore, restricts itself to the New Testament Church.

It is the goal of the Canadian Reformed School of Owen Sound to teach the students the glory of our Heavenly Father in the gathering, defending and preserving of His Church throughout history. Further, as the students mature, they are taught who they are in light of the covenant established with them at their baptism, and how they are called to walk as children of light (Ephesians 5:8b).

To that end, the grades 1-4 class utilizes the CARE prepared Church History Program, while the Grades 5-8 considers the Flame of the Word series.

YEAR 1	
Grade 1 and 2	
Unit 1 Church Life	Going to Church, The Church Building, The Congregation, Ministers, Elders and Deacons.
Unit 2 People in Church History	Stephen, Paul, Guido de Bres, Martin Luther
Unit 3 Mission	ERQ
Grade 3 and 4	
Unit 1 Church Life	The Communion of Saints, The Body of Christ, Elders, Sharing in Each Other's Joy and Sorrows, Discipline, History of the Church
Unit 2 People in Church History	Thomas Cranmer, Reverend de Cock, Athanasius
Unit 3 Mission	Preach the Gospel to All Nations, Brazil

YEAR 2	
Grade 1 and 2	
Unit 1 Church Life	God Cares for His Church, The Church Service, Baptism, Lord's Supper, Profession of Faith, Installation of Office Bearers
Unit 2 People in Church History	John Chrysostom, Polycarp, Martin Luther, Augustine, John Calvin
Unit 3 Mission	MAF, Mission Aid Worker, CRWRF
Grade 3 and 4	
Unit 1 Church Life	Introducing the Federation, Theological College, Care for the elderly, Care for the Special Members, Educating the Young, Publications
Unit 2 People in Church History	John Hus, Albertus VanRaalte, William Carey, Olevianus, Ursinus, Klaas Schilder
Unit 3 Mission	Smithers

Flame of the Word Division:

Year 1 Grade 5	Flame of the Word Book 1 Part 1
Year 2 Grade 6	Flame of the Word Book 1 Part 2
Year 1 Grade 7	Flame of the Word Book 2 Part 1
Year 2 Grade 8	Flame of the Word Book 2 Part 2

MATH

AIMS AND OBJECTIVES:

Mathematics is another language in which we may understand a little about God's wonderful world. Through a study of numbers, the students are given a better understanding of their God and Father as a God of order and consistency, and thus these studies generate respect for God's laws, for creation and the manner in which creation exists. In addition, these aspects have a very practical side as mathematical skills such as ordering, analyzing, computation, measuring and interpreting will help students solve everyday problems.

At Harvest Canadian Reformed Christian School the following aims are laid out for the math program. Students will:

1. Recognize that God is the source of all order, consistency and patterns as seen in all math and all God's creation.
2. Come to realize the importance of math in connection with technology, their daily lives and in the work place.
3. Understand and communicate mathematical concepts using grade appropriate math terms.
4. Discover and develop their God given talents through the acquisition of grade appropriate skills in the areas of number sense, measurement, geometry and spatial sense, patterning and algebra, data management and probability.
5. Learn to make judgements about appropriate mathematical applications.
6. Develop problem solving skills from the concrete to the abstract, which are applicable not only in math but in all service within God's kingdom.

MATH PROGRAM: Association of Christian Schools International - Purposeful Design.

Most grades are taught at their level in a double grade classroom setting. However, in the upper grades some units are taught together or taught on a year 1, year 2 cycle.

Enrichment

Students who are gifted in math have been given the option to work ahead a grade. Currently Harvest uses the online curriculum provided by Nimbus Christian Education for those students. Once students finish grade 8, they can earn their grade 9 math credit from Nimbus Education.

LANGUAGE ARTS

AIMS AND OBJECTIVES:

God gave language as a gift to man. God “spoke” and the heavens and the earth were created. Man was created in God’s image and able to use language perfectly, to His glory. He was also instructed to use this gift in the naming of all the animals (Genesis 2:19 – *So out of the ground the Lord God formed every beast of the field and every bird of the air, and brought them to the man to see what he would call them; and whatever the man called every living creature, that was its name.*). Sin has distorted and impaired man’s ability for proper use of language. Man abuses language by blaspheming God and injuring his fellow man. However, through Christ, man appropriates the proper use of language to fulfil his office of prophet, priest and king. By language, God also revealed himself in scripture (Hebrews 1:1,2a – *God who at various times and in various ways spoke in time past to the fathers by the prophets, has in these last days spoken to us by His Son.*). Our salvation is completed for us by God’s perfect Word, our Lord Jesus Christ (John 1:1 – *In the beginning was the Word, and the Word was with God, and the Word was God.*) We respond to God’s salvation by the use of language to glorify Him (Romans 10:9 – *That if you confess with your mouth the Lord Jesus and believe in your heart that God has raised Him from the dead, you will be saved.*).

Part of the Christian education of our children involves nurturing them to glorify God through an appreciation and proper use of language. Therefore, the teaching of language strives to develop mature, responsible Christians with a firm basis in the Word of God, an awareness of the world around them, and a willingness to live a life of discipleship.

In order that the students may use language to the glory of God and in His service, Language Arts should:

- a) Equip students with the necessary tools to read and understand the Word of God, so that they may know their Creator and His world.
- b) Create in students an awareness and appreciation of the beauty of language and also, help them to understand and appreciate the works of others.
- c) Prepare students with the ability to communicate in a responsible and discerning manner in listening, speaking, reading, watching and writing, so that they may effectively fulfil their cultural mandate.
- d) Develop in students the ability to critically evaluate the world around them.
- e) Provide students with many opportunities for effective expression in oral and written form.
- f) Equip students with the necessary tools to be media literate where they recognize the creeds, codes, and conventions used in media.

Our Language Arts Program consists of multiple components as listed below:

<i>Grammar:</i> Grades 1-4 Grades 7 and 8	Imagine It! Levels 1-6 Language Power G, H
<i>Reading:</i> Grades 1-4 Grade 7 and 8	Imagine It! series by SRA "Decisions" "Choices", short stories - OACS Year 1/2 cycle
<i>Spelling:</i> Grades 1-6 Grade 7/8	Imagine It! Series by SRA Sitton - Level 7, 8 (year 1/2 cycle)
<i>Novel Studies:</i> Grade 1 and 2	Winnie the Pooh Log House Mouse (optional)

Grade 3 and 4	Owls in the Family Sarah, Plain and Tall Stone Fox Charlotte's Web Cricket in Time Square
Grade 5 and 6	From Anna Snow Treasure Mrs. Frisby and the Rats of NIMH Underground to Canada Number the Stars Sign of the Beaver The Bronze Bow Where the Red Fern Grows
Grade 7 and 8	The Hobbit Lost in the Barrens Nellie L. Days of Terror Huckleberry Finn I Am David The Giver
<i>Penmanship:</i> Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7/8	Canadian Handwriting - Book A Canadian Handwriting - Book B Canadian Handwriting - Book C Canadian Handwriting - Book D Canadian Handwriting - Book E Canadian Handwriting - Book F Canadian Handwriting - Book G (as needed)
<i>Media Studies</i> Grades 1-8	Self developed program built around the material found at: https://youthrelationships.org/pages/free-lesson-plans
<i>Poetry</i> Grades 5-8	Self developed programs

SCIENCE

AIMS AND OBJECTIVES:

Science is the study of all that God has created. In studying science, students' eyes are opened to the wonders of creation. They learn how intricately things have been made, and realize the folly of any idea contrary to the belief in creation. God has not only created all things, but He continues to uphold and govern all things so that nothing happens by chance. God has spoken to us by His Son "...through whom He made the worlds... and uphold[s] all things by the word of His power" (Heb. 1: 2, 3).

Man has been created as God's stewards on earth. This stewardship carries responsibilities and tasks. After creating man, God blessed him and mandated him to "Be fruitful and multiply; fill the earth and subdue it; have dominion over the fish of the sea, over the birds of the air, and over every living thing that moves on the earth" (Gen. 1:28). Man has dominion over creation and must live and work in it to God's glory. Being "environmentally friendly" and growing in knowledge and awe of God's creation are ways to fulfill this task. In having dominion over the earth, man must not seek to establish his own glory, but the glory of the Creator.

The study of science is a beautiful privilege for God's children, to open their eyes to the beauty of God's creation. Nothing evolves or happens by chance; neither does the world run like clockwork. Even in this world that groans under the burden of sin, God's hand is always present in all that takes place. In studying science, may staff and students confess and believe with the psalmist that "...the heavens declare the glory of God; and the firmament shows His handiwork" (Ps. 19:1).

The instruction of science should therefore strive to accomplish the following:

- Glorify God by unfolding the richness, variety, and uniformity of creation.
- Help students understand daily occurrences through a structural study of six day creation.
- Deepen the students' knowledge of the general structure of science with its variety of concepts, laws, theories, and methods of study.
- Increase the students' skills in observing and communicating aspects of the physical and biological world.
- Develop the students' sense of humility since science cannot reveal everything about God's creation.
- Expand students' understanding of the living and physical world beyond his local experience through practical investigation and research.

SCIENCE PROGRAM:

Grade 1 - 8 topics come from the Ontario Ministry of Education guidelines. We are mainly using the textbooks series and units from *Science and Technology* by Addison Wesley.

Year 1 - Grade 1

Growth and Changes in Animals	<i>All about Animals</i>
Energy in Our Lives	<i>Energy for Work and Play</i>
Everyday Structures	<i>At the Playground</i>
Air and Water in the Environment	<i>Weather Watch</i>

Year 2 - Grade 2

Characteristics of Living Things	<i>It's Alive</i>
Characteristics of Objects and Properties of Materials	<i>Looking at Shoes</i>
Movement	<i>Mechanics at Work</i>
Daily and Seasonal Cycles	<i>Changes All Around Me</i>

Year 1 - Grade 3

Plant Growth
Forces and Movement
Stability
Soil

Year 2 - Grade 4

Light
Sound
Pulleys and Gears
Rocks and Minerals
Habitats

Year 1 - Grade 5

Diversity of Living Things
Air and Flight
Electricity
Motion

Year 2 -Grade 6

Changes in Matter
The Human Body
Space
Forces on Structures

Year 1 - Grade 7

Ecosystems
Mixtures
Heat
Structures

Year 2 - Grade 8

Fluids
Cells
Mechanical Efficiency
Water Systems

SOCIAL STUDIES

AIMS AND OBJECTIVES:

Social Studies is the study of God's created world and our action in it. It is essential for the students to know that:

- a) It is God who governs this world so that all events, past, present and future, are directed by Him and serve to complete His plan of salvation. Lord's Day 10, Q & A 27 – *What do you understand by the providence of God? God's providence is His almighty and ever present power, whereby, as with His hand, He still upholds heaven and earth and all creatures, and so governs them that leaf and blade, rain and drought, fruitful and barren years, food and drink, health and sickness, riches and poverty, indeed all things, come to us not by chance but by His Fatherly hand.* (Psalm 111:2-4)
- b) We are placed in this world by God to serve Him and to act as caretakers of His world although we are only but sojourners in this world. Genesis 1:28 – *Then God blessed them, and God said to them, "Be fruitful and multiply; fill the earth and subdue it; have dominion over the fish of the sea, over the birds of the air, and over every living thing that moves on the earth."* (Colossians 3:23,24; Genesis 9:1)
- c) We are sinful and able to complete our task only through the grace of God. Romans 3:21-26 – *For all have sinned and fall short of the glory of God, being justified freely by His grace through the redemption that is in Christ Jesus, whom God set forth as a propitiation by His blood, through faith, to demonstrate His righteousness, because in His forbearance God has passed over the sins that were previously committed, to demonstrate at the present time His righteousness, that He might be just and the justifier of the one who has faith in Jesus.* (Romans 3:10; Lord's Day 23; Ephesians 2:8-10; Belgic Confession Art. 15)

As major goals in Social Studies the student should:

- 1) Explore God's world within its geographical, historical and cultural realms.
- 2) Understand their responsibilities/privileges as citizens within their community, country and world.
- 3) Develop a range of cognitive skills such as inquiring, problem solving, discussing and reporting as well as interpreting maps, reading graphs, collecting and analyzing data.
- 4) Develop a Christian perspective toward the history of mankind, the created world, and the interaction between man and his environment, ever mindful of the tension in fulfilling our cultural mandate and acknowledging that we are sojourners on this earth.

SOCICAL STUDIES PROGRAM: Text is published by Oxford University Press

Year 1 - Grade 1

Relationships, Rules and Responsibility
The Local Community

Year 2 - Grade 2

Changing Family and Traditions
Global Communities

Year 1 - Grade 3

Urban and Rural Communities
Pioneers

Year 2 - Grade 4

Medieval Times
Canada

Year 1 - Grade 5

Discovering First Peoples and First Contacts
Discovering Canada's Government

Year 2 - Grade 6

Discovering Canada's Trading Partners
Discovering Early Civilizations

GEOGRAPHY/HISTORY

AIMS AND OBJECTIVES:

This subject deals with God's creation and man's cultural mandate. God has maintained this cultural mandate for man after the fall into sin. He demands from mankind to govern and subdue the earth. So have dominion over it. Man must do so in order to glorify and praise God. That man is and has been very unfaithful in carrying out this mandate, does not decrease the importance of the divine command. The right perspective on this subject includes the realization that God has created this world, that man has fallen into sin and that Christ renews this world. The creation-fall-renewal ideal is the corner stone for the understanding of what has happened and is happening in this world. The Reformed perspective also includes that God governs this world; the events of the past and the present are directed by Him, are allowed to happen and they serve the purpose of the furtherance of His Kingdom and the gathering of His Church.

In view of the perspective outlined above, this subject must cover the following three aspects, namely,

1. The history of mankind,
2. What God has created,
3. What man has done and is doing with God's creation.

When teaching this subject, the ultimate goal is that the students will glorify their Creator, will develop a Christian point of view on what has happened and is happening in this world, and will develop a responsible attitude toward God's creation.

GEOGRAPHY PROGRAM: check book and publisher

Grade 7 (Year 1) - *Physical Geography* - Pearson

Grade 8 (Year 2) - *Human Geography*- Pearson

HISTORY PROGRAM:

Grade 7 (Year 1) - *Canadian History* – Pearson

Grade 8 (Year 2) - *Canadian History* – Pearson

During both years the CBC video series: *Canada: A People's History* will be used. This is available through YouTube.

FRENCH

AIMS AND OBJECTIVES:

The French program is taught recognizing that learning the languages is an important skill to acquire as God's children, especially for those who are called to be ministers or do mission work. Our local situation is unique in that we have an ongoing relationship with our sister churches in Quebec and with the church in St. Georges in particular. A working knowledge of French can only help to enhance that relationship. As well, living in a bi-lingual country, the government has prescribed that French must be taught as part of the regular school curriculum.

Thus French instruction serves to:

1. Develop in the students the basic skills required to use and communicate in French in everyday situations.
2. Overcome the language barrier existing in our two-language country and understand the language spoken by many Canadians.
3. Develop an appreciation and understanding of French Canadian culture and language.
4. Enhance their ability to communicate with members of our sister churches in Quebec deepening those relationships.
5. Appreciate the musicality of the language in oral form.
6. Develop skills in the students that will prepare them to understand, speak, write and read French at the proper entrance level into high school.

FRENCH PROGRAM:

French is taught using the French AIM program:

Odd start years (i.e.: 2019/2020 etc.)

Gr. 1/2 - La poule Maboule - Step 1

Gr. 3/4 - Les trois petits cochons - Step 1

Gr. 5/6 - Le chat et la lune Step 1

Gr 7/8 – L'arabe Ungali Step 3

Even start years (i.e.: 2020/2021 etc.)

Gr. 1/2 - Le Petit Chat - Step 2

Gr. 3/4 – Petit Pauline – Step 4

Gr. 7/8 - Comment y aller - Step 2

Other resources:

- Complete French Smart, Popular Book Company, Canada

ART

AIMS AND OBJECTIVES:

“The heavens declare the glory of God; the skies proclaim the work of His hands” (Ps. 19:1) and “...the whole earth is full of His glory” (Is. 6:3). God created all things good, perfect, and orderly and all creation gives God the glory (Ps. 96:11-13). Creation displays harmony and balance in animal life, landscapes and the composition of line, colour and rhythm. Therefore Art in its proper place in Christian education helps children “speak visually” to the praise and glory of God. The Art curriculum capitalizes on a valuable means of reaching children in new ways – it promotes self-expression, stimulates aesthetic growth, encourages personality development and trains in visual perception skills. By teaching art, we help develop both the physical and mental ability of the student. Physical, as the student learns to use his hands and tools to the glory of God. Mental, as his self-expression, perception, imagination and fantasy develop.

Art history is to be taught with the purpose of increasing a student’s overall perspective on world history. Through various art pieces students will be encouraged to recognize the cultural beliefs, perspectives, roles, lifestyles in which it was created.

The general aims of teaching art are:

- a) To develop in the child an awareness and appreciation of the mighty works of God, as seen through creation. Studying the world of forms, colour, patterns etc. can open our eyes more widely to the wonders of God.
- b) To develop in the child the ability to communicate his/her attitudes and feelings toward the world around him.
- c) To develop in the child the desire to glorify God through his/her aesthetic development.
- d) To develop the child’s creativity and imagination through visual perception.
- e) To provide the students with another tool to communicate to others their knowledge, feelings, and attitudes about people, the natural world and about God.
- f) To provide opportunities for students to develop a range of artistic skills that will encourage some of them to develop particular artistic talents which the Lord has given them.
- g) To encourage students to recognize and question if and how they are affected by the society in which they live. Do they share the same views as those around them? Does their overview and aim in art class reflect a Christian perspective or one of the world around them?

ART PROGRAM:

All grades use **Art Connections**

MUSIC

AIMS AND OBJECTIVES:

The Music program provides an important compliment to the various academic courses offered by the school. The general aim of Music instruction at Harvest Canadian Reformed Christian School is to praise God in music and song for which He has given man musical talent. This subject aims to provide opportunities to develop a range of musical skills, which will encourage at least some to develop these specific, God-given talents. The students are to understand, appreciate, and enjoy the riches of this gift of music.

Students will:

1. Develop appreciation for a range of musical forms and expressions.
2. Develop some basic music theory and knowledge of music history.
3. Develop some basic instrumental and vocal performance skills.

MUSIC PROGRAM:

Grade 1/2

Term	Year 1	Year 2
Term 1	Elements of Music: -music making ability, timbre, beat, rhythm, pitch dynamics, tempo -put into practice using hand bells	Elements of Music: -tempo, beat, rhythm, melody, harmony
Term 2	Creative Work -exploring how music can express emotion and tell a story	Introduction to notes, rests and their values
Term 3	Music Appreciation -study "Carnival of the Animals" by Camille Saint-Saens	Introduction to bar lines, time signatures and measures

Grade 3/4

Term	Year 1	Year 2
Term 1	Elements of Music: -rhythm, beat, contour of music, melody, note names, harmony, dynamics, tempo -recorder playing	Elements of Music: -staff, treble clef, notes and rests and their values, bar lines, measures, beats, time signatures, rhythm, melody, note names -recorder playing
Term 2	Instruments: -the orchestra – orchestra families -instrument recognition	Continue with music theory -recorder playing
Term 3	Music Appreciation: -"Peter and the Wolf" by Sergei Prokoviev -recorder playing	Creative work with music: -recorder playing

Grade 5/6

Term	Year 1	Year 2
Term 1	-Theory review -Recorder playing -Introduction to hand chimes	"Ready to Read Music" by Jay Althouse -theory: staff, clefs, notes -recorder playing and hand chimes
Term 2	Instruments of the Orchestra: -posters to discover the instruments and listening to the "Young Person's Guide to the Orchestra" by Benjamin Britten	Continue with music theory: rhythm -recorder playing and hand chimes
Term 3	Introduction to Composers: Baroque Era - Handel Classical Era - Haydn Romantic Era - Beethoven 20th Century - Stravinsky	Continue with music theory: pitch -recorder playing and hand chimes

Grade 7/8

Term	Year 1	Year 2
Term 1	Gift of music given by God: -music in the Bible -early church music -hand chimes	"Thirty Days to Music Theory" - concentrating on rhythm: -hand chimes -bucket drumming
Term 2	Instrument recognition: sound recognition	Continue with music theory: melody -hand chimes
Term 3	Introduction to Composers: Baroque Era - Bach Classical Era - Mozart Romantic Era - Mendelssohn 20th Century - Copland	Continue with music theory: "directions" -hand chimes

PHYSICAL EDUCATION

AIMS AND OBJECTIVES:

Physical education involves the learning of and putting into practice physical movement skills. These skills can be used to increase participation in sports and recreational games and cause an increased awareness of the body's potential. In the long run, these physical skills related to higher level of fitness should allow the students to enjoy a more active and creative leisure time.

The body is not an empty container for the mind. "Your body is a temple of the Holy Spirit...therefore glorify God in your body, in your spirit, which are God's" (I Cor. 16: 19, 20). Therefore, the introduction of the child through the physical, enhances the concept of the total being giving honour to his/her Maker.

The teaching of health helps to show the miracle of the human body and how this body must be taken care of. It also leads to further understanding of the complexities of human movement.

More specifically, physical and health education should strive to:

1. Use a variety of activities to develop the full range of basic physical skills in balance, agility, running, catching and general coordination.
2. Recognize the individual differences and maintain a positive attitude for students of all degrees of talent.
3. Reinforce the proper sense of competition which focuses on inner competition to better oneself.
4. To create in the child a love of movement.
5. To increase personal skills in body awareness or what the body can do, where it can go and how it can move.

PHYSICAL EDUCATION PROGRAM:

For all grades the OPHEA binders are used.

Each binder is organized into three strands, corresponding to three major areas of knowledge and skill. *Healthy Living* includes healthy eating, growth and development, personal safety and injury prevention, and substance use and abuse. *Fundamental Movement Skills* includes locomotion/travelling, manipulation and stability. *Active Participation* includes physical activity, physical fitness, living skills and safety.

GUIDELINES FOR TEXTBOOK SELECTION

Our goal is to have classroom material that is in keeping with our Reformed confessions. The following guidelines are meant to be used for classroom material that will be used by the students in their courses of study and under the supervision of the teacher, who would point out errors and/or weaknesses if these arise.

Our basic guiding principle is the Word of God, as found in Philippians 4:8, "Finally, brethren, whatever things are true, whatever things are noble, whatever things are just, whatever things are lovely, whatever things are of good report, if there is any virtue and if there is anything praiseworthy – meditate on these things."

Textbooks and other classroom materials are the tools the students require to work through the curriculum. It may happen, from time to time, that there are books/materials that overall are good, in the literary sense, but may have some negative aspects to them. One has to consider that these materials will be used under the guidance of the teacher who would point out any negative aspects that may be in the material.

All materials should have respect for the Lord's Name and should promote wholesome language.

HOMEWORK

Assigning homework serves several important educational needs. It serves as an intellectual discipline, establishes study habits, eases time constraints on the amount of curricular material that can be covered in class, and supplements and reinforces work done in school. In addition, it fosters student initiative, independence, and responsibility and brings home and school closer together.

Below are suggested guidelines for the amount of homework assigned to each grade.

Grades 1-3: no homework, with the exception of projects

Grades 4-6: 2-4 times/week, each lasting approximately 20 minutes

Grades 7-8: 3-5 times/week, each lasting approximately 45 minutes

Some important reminders:

a) If parents have issues with the homework assignments given to their child(ren), they should contact the teacher involved. Even a note in your child's agenda alerting the teacher to a problem with the homework, with a polite request to contact you, helps the child understand your support for his/her learning and support for the teacher.

b) It is not your task as parent to teach your children something the child has failed to master at school. Write a simple note in the agenda stating that your child was not able to do his/her homework because he/she did not understand the concept/ assignment. Again, a follow-up discussion with the teacher would be helpful.

c) Ultimately, as a parent, you set the limits on the time a child spends on homework. We trust that parents are reasonable people and have the welfare of their children at heart. Your children need "time off", and they need their sleep.

d) If your child is often labouring under many homework assignments, please speak to the teacher to find out why. Perhaps an adjustment of expectations at school is needed, especially for your child.

e) Please ensure your child has a proper place to work: well-lit, quiet, and without the distractions of TV, computer games, etc. Additionally, provide your child with the appropriate items needed to do their assignments, such as paper, books, pencils, etc.

f) Do not let homework become a contentious issue. Your child(ren) need your support, but the teachers also need your support. A clash of wills will ruin much. Therefore, do not wait for a telephone call from the teacher. Pick up the phone and initiate a meaningful Christian discussion regarding any learning issues concerning your child(ren).

ASSESSMENT

1. Tests shall be administered to students to strengthen long term memory, to test listening and recall skills, and to provide the teacher with a means of measuring performance in certain areas. The amount of material to be covered should be reasonable and, if students are to study at home, it should be clear what they are to study.
2. Test questions must be clear and straightforward. The teacher should try to achieve a variety of questions on a test so that more students have a better evaluation of their knowledge (student strengths). Some possibilities are: factual, opinion, essay type questions, multiple choice, fill-in-the-blank, matching, and true and false.
3. The teacher shall keep a record of all test results and other student performance scores to assist in calculating report card marks. Students are to be evaluated on the basis of their daily work, effort, participation, and tests.

4. On report cards, the following grading system shall be used for Grades 1 to 8:

A+	96-100	Excellent
A	90-95	Very Good
A-	85-89	Good
B+	80-84	Good
B	75-79	Average
B-	70-74	Average
C+	67-69	Below Average
C	63-66	Below Average
C-	60-62	Not Meeting Grade Standards
D	Below 60	Insufficient

It is also important to note that grade 1/2 focuses on mastery learning. This means that students need to know all the concepts to be at grade level. So if students in grade 1/2 fall below average (any grades in the C range) they are in jeopardy of having to repeat that grade.

5. The teacher shall begin to discuss with the principal any student who may need to repeat or accelerate a year, no later than February. Parents shall be informed of this concern. Frequent contact via telephone calls or extra interviews is important.

LEARNING ASSISTANCE

SPECIAL EDUCATION POLICY

December 2016

Inclusion of Exceptional Students

Harvest exists for the nurture, care, and education of covenant youth. All these children, irrespective of ability or handicap, belong to the community of church and school. Therefore, as much as possible, all should receive the covenantal education desired by their parents. Experience from within Harvest and from other schools reveals that the enrolment of exceptional children is indeed a blessing for the students and the school community as a whole. Exceptional children need to be given the opportunity to be an important part of the community of God's people.

Special Education Support

For the inclusion of an exceptional student to work effectively, support for all involved is essential.

- a) **Students:** support should be available for peers of the exceptional student to grow in knowledge and understanding of the exceptionality. They will need to learn when and how to assist the exceptional student effectively and to understand the specific challenges facing him/her.
- b) **Teachers:** those involved with the exceptional student will also need support in the form of information concerning teaching techniques and practical skills. Teachers should take advantage of opportunities for training or assistance from a specialist.
- c) **Community:** communication with the broader community is important. Members of the school community should have the opportunity to attend information sessions so that they too may grow in knowledge and understanding of exceptionalities.
- d) **Parents:** parents of the exceptional student should have the complete support of the school community. This includes the financial implications of inclusion and integration.

Source: "Special Education Model for Reformed Schools" – report, ASC Ad-Hoc Committee, June 2008

External Referral Procedure

Preparation for Enrolment:

Possible enrolment of exceptional children requires thorough decision-making and careful planning. The following procedure shall be followed:

1. Referral Initiation

- a) **Parental Request:** The parents/guardians of an exceptional student shall approach the school with the request to enroll their child at least two years in advance, whenever possible. The school will advise the parents/guardian to make a formal request to the Board. The parents/guardians shall provide all adequate information regarding the child's abilities, limitations, and special needs. In addition, a list of names and addresses of support personnel would be helpful (i.e. medical).
- b) **School Response:** The Board will pass the request on to the Principal.
- c) **Discussions:** The Principal will form a Review Committee. This committee will identify the child's exceptionalities by reviewing the information given in the request. This may include contacting medical support personnel after receiving written permission from the parents to do so. The committee will evaluate the request for enrollment by determining the best possible program that Harvest can offer the student, and what training, personnel, resources, transportation arrangements, etc., are needed to implement such a plan. A major point of discussion will be the degree to which the student can be integrated into the regular classroom program given proper support and training for all parties. The school must be willing to stretch in new directions, and the parents must be willing to accept reasonable limitations in this regard. The program will be devised in such a way as to maximize regular classroom opportunities while also recognizing that some of the student's needs may be best met through alternate programming. The Review Committee will explore possible assistance from the local Community Care Access Centre. A conditional program will then be offered to the parents of the exceptional student.
- d) **Parental Acceptance:** The parents of the exceptional child will decide whether or not the conditional program offered satisfies the needs of their child at that time. The final approval of the program will be subject to Board endorsement of the proposal.
- e) **Proposal:** Upon the parents' acceptance of the program, the program will be sent, via the principal; to the Education Committee and then to the Board (by the Education Committee liaison). If the Board approves the proposal, enrollment occurs and preparations begin. As with other student enrollment, this enrollment is not subject to annual review, although placement and programming will be reviewed by the Review Committee annually.

2. Placement

Once the appropriate placement has been made instructional planning can begin.

Internal Referral Procedure

Monitoring the progress of students is an ongoing process. Because of the continuing evaluation taking place in the classroom, the classroom teacher, after consultation with the principal is primarily responsible for initiating a referral for assessment. The parents and/or the principal may also initiate the request.

1. Referral Initiation

- a) Request for assessment is initiated by the classroom teacher, parents and/or principal to be done by the person hired for this task.
- b) The principal authorizes the commencement of the assessment activities.
- d) Oral consent is obtained from the parents to carry out the assessment of their child.

2. Purpose of Assessment

Once a referral has been made and permission from the parents has been received, the assessment will take place in the school by an outside professional. In making the assessment, it is the assessor's responsibility to accumulate data concerning the child's competencies and learning styles, as well as what the child has learned and failed to learn. The purpose of this assessment is to gain all the information possible about the child and the child's performance. This information should aid in a better understanding of the child and lead to more effective instruction either in the classroom or in the Special Education program.

The results of the individual assessment will be evaluated and the needs of the child determined. Rather than this being the responsibility of one person, a Support Team will be formed to evaluate the assessment.

When external testing is deemed necessary, options for testing will be presented to the parents. The cost of this additional testing may have to be shared by the Board and the parents.

3. Placement

The Support Team will recommend the appropriate placement for the student. If, after evaluation of all external assessments, the Team determines the need to place the student in a Special Education program, the classroom teacher will develop an IEP, the principal will form a Review Committee, and begin the program. Communication with the Special Education liaison on the Education Committee will be maintained.

4. Continuous Assessment and Review

On the basis of the instructional plan, regular evaluation and assessment will take place to ascertain whether the set goals/objectives are being achieved. It is important that these assessments describe both the learning strategies that were successful, as well as those that were not (yet) successful. Support Team meetings will be held when needed for all children receiving assistance, whether on an IEP or not. Review Committee meetings will be held once per term, or at least twice per year. The student's classroom work and outside classroom work (with an aide or volunteer) will serve as the basis of discussion for these meetings. Review Committee meetings will also be scheduled during the last week of August to discuss the needs of the students who will continue on an IEP in the upcoming school year.

5. Reporting and Parent Contact

In order to develop a better understanding of the learning capabilities of the exceptional student, detailed reports are essential. These reports, therefore, must include specific objectives and an attitudinal, and performance evaluation of the student. This report will form the basis of discussions with the parents. The classroom teacher will provide a formal report (mainly anecdotal) that will be added to the classroom report card for each reporting period. Some account of communication with the parents and other service providers should be available (whether verbal or written) for the Support Team to access. The student will remain the responsibility of the classroom teacher.

Special Education Definitions

The following terms are used in this document and throughout the Special Education program at Harvest, and are to be understood according to these definitions. However, it should also be understood that all options/supports/services listed below are not necessarily available on a given school year.

Exceptional Students: The term "exceptional students" will be used for students who experience a particular disability or have a particular exceptionality. The Ontario Ministry of Education defines exceptional students as "All students who have behavioural, communicational, intellectual, physical or multiple exceptionalities*, and/or who may have educational needs that cannot be met through regular instructional practices."

*The Ministry commonly uses the term "learning disorder" to describe some areas of exceptionality. A **learning disorder** (sometimes called a learning disability) is a life-long condition with varying levels of severity that affects one or more of the ways that a person takes in, stores, or uses information (see the Learning Disabilities Association of Ontario at www.ldao.ca). The Ministry describes the five exceptionalities as follows:

Behavioural exceptionality: A learning disorder characterized by specific behavioural problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance.

Communicational exceptionality: A learning disorder inclusive of autism; hearing, language or speech impairment; or a disability involving the processes necessary for the proper use of spoken language or the symbols of communication.

Intellectual exceptionality: Giftedness, mild intellectual disability or developmental disability.

Physical exceptionality: A condition of such severe physical limitations or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or development level.

Multiple exceptionalities: A combination of learning or other disorders, impairments, or physical disabilities that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Special Education Teacher: A teacher who has additional training and/or experience in the education of exceptional students, and whose tasks might include teaching such students, designing accommodated, modified and alternate programs, writing IEPs, (see later entry) acting as a resource person for other teachers, and serving on an IPRC (see later entry).

Educational Assistant (EA): An assistant to the classroom or special education teacher in the education of an exceptional student, usually a student whose learning needs are being met through a modified or alternate program (and for whom, therefore, an IEP has been written). An EA is to be distinguished from a TA.

Teacher's Assistant (TA): An assistant to the classroom teacher in the education of all the students generally. A TA provides general classroom support in such tasks as assisting individual students, monitoring group activities, supervising seat work, marking, and other such activities.

Personal Support Worker (PSW): A person whose primary responsibility is to provide personal care and assistance to an exceptional student, especially, but not exclusively, in regard to physical needs (toileting, feeding, mobility, work station activities). A student's PSW may or may not be the same person as the student's EA.

Special Education Program: The Ontario Ministry of Education defines a special education program as "An educational program that is based on and modified by the results of a continuous assessment and evaluation of the pupil and that includes an IEP outlining specific objectives and necessary educational services." In this document, we understand the Ministry definition to mean what is described below as a modified program and an alternate program. We extend the Ministry definition to include an accommodated program.

Accommodated Program: An educational program in which changes are made to the delivery method and/or assessment method and/or environment of the regular course, subject and/or space to meet the student's strengths and needs. An accommodated program, however, does not change the learning expectations of the course /subject.

Modified Program: An educational program in which significant changes are made to grade level expectations for a subject /course to meet the needs of the student. They include expectations from a different grade level and/or significant changes to the number and/or complexity of the learning expectations. A student in a modified program will have an IEP.

Alternate Program: An educational program involving learning expectations not derived from or based on any level of the regular curriculum and not leading to credit. Alternate expectations are outlined on an IEP.

Transition Plan: A plan for exceptional children that assists the students, their parents and their teachers to facilitate a smooth transition from elementary to secondary school, and from secondary school into the work force, a post-secondary institution or another program, as appropriate. The plan should include specific, realistic goals (and actions required), timelines, and personnel responsible for or involved in providing assistance. The plan should be based upon the strengths, interests and needs of the student.

Inclusion: The acceptance into the school of any child of appropriate age from within the supporting community of the school, regardless of behavioural, communicational, intellectual, physical or multiple exceptionalities.

Integration: The devising of accommodated, modified or alternate programs for exceptional students in a way that maximizes regular classroom setting opportunities but also meets the learning needs of the student.

Withdrawal: The planned relocation of an exceptional student for a percentage of the school day from the regular classroom setting to the resource room, for the purpose of meeting specific learning objectives that cannot be achieved in the regular classroom setting and that are outlined in the student's accommodated, modified or alternate program.

Resource Room: A classroom staffed by special education personnel, with available resources and space, designated for students withdrawn from the regular classroom for long- or short-term assistance. *

**Taken and adapted from the Special Education Model for Reformed Schools pg. 6. (Produced by the ad-Hoc committee of ASC (Assistance to the Special Child Committee).)*

Review Committee: The Review Committee is a group consisting of the principal, the classroom teacher, and the parents of the exceptional student (this committee could also potentially consist of special education volunteers and EA's). The principal will call the Review Committee meetings. The principal, or his designate, will chair the Review Committee meetings, while the Classroom Teacher will prepare minutes and reports.

The Review Committee will:

familiarize itself with the exceptional student's strengths and needs as referred to them through the External Referral Procedure or as referred from the Support Team through the Internal Referral Procedure;
determine suitable program placement;
review the placement and progress of students in the Special Education program.

Support Team: The Support Team is a group consisting of the Special Education teacher, the principal, the classroom teacher and possibly the E.A. Parents of the student under discussion may attend the Support Team meetings.

The Support Team will:

evaluate classroom work and assessment reports and determine whether further testing is necessary;
determine degree of program adaptation, based on informal and/or formal discussion;
determine the level of assistance required, (including the use of an Occupational Therapist (O.T.), Speech and Language Pathologist (SLP) Physiotherapist (PT), if deemed necessary);
place the student in a program to suit his/her needs;
develop a Student Profile using the Student Profile form; *
develop an Instructional Plan using the IEP template. The Special Education Teacher, in consultation with other members of the Support Team, will be responsible for developing and maintaining an IEP. The parents of the student could be part of the team at this stage. Parents of students on IEPs, as well as all members of the support team, will receive a copy of the IEP.

Individualized Education Plan (IEP): The Individual Education Plan is the school's written plan of action for the exceptional student. According to the Ministry of Education and Training, the IEP "is a working document which describes the strengths and needs of an individual exceptional pupil, the special education program and services established to meet the pupil's needs, and how the program and services will be delivered. It also describes the student's progress."

The IEP will consist of:

a profile of the student, including a history of his/her social, emotional, medical, physical, behavioural, and academic development.
a description of the strengths of the student at the time of writing;
a list of the long term and immediate objectives of the program; the latter are to be arranged in such a way that evaluation can take place at least two times per term;
a list of strategies and activities to be used to achieve the objectives; these are to be arranged in such a way that regular notes on progress can be added in an anecdotal form;
a summative evaluation of progress made at every reporting period.

ADVANCEMENT POLICY

Parents or school personnel may initiate the consideration of grade advancement for a child who demonstrates exceptional achievement and social/emotional maturity, only after the child has been enrolled in Harvest. The same procedure will be followed as in the case of an Internal Referral for Special Education (See Special Education Policy – Internal Referral Procedure). The Support Team will identify the child’s academic exceptionalities as well as his or her social and emotional maturity and determine a placement. Whenever possible, the child will remain in the age appropriate grade and placed on an Individual Education Plan. However, in exceptional circumstances, i.e., profound academic achievement across all subject areas and psychosocial readiness, the child may be advanced to the next grade. If advancement occurs, a review will be done by the Support Team within a year to determine if any further support is needed.

Referral, Assessment, and Placement Procedure Checklist

RESPONSIBILITY	TASK	DATE	✓
Classroom Teacher	recognize problem, may contact parents		
Classroom Teacher	discuss with the principal the possible need for assessing a student (a referral)		
Principal	approve referral for assessment.		
Classroom Teacher	explain request to parents contact outside professionals to set up an assessment		
Special Education Teacher	Contact parents to obtain oral consent to have their child assessed. Make sure any relevant permission forms from an outside professional are signed and returned.		
Parent(s)	sign form any relevant forms and return to school		
Outside professional (Education Psychologists etc.)	complete assessment		
School Support Team (led by Sp. Ed. Teacher)	review assessment results, and consider placement and program recommendations		
School Support Team (led by Principal)	conference with parents to discuss assessment results and program recommendations		
Principal	sign approval of admission to the program		
Special Education Teacher	referral to other therapist or professional, as indicated		
Special Education Teacher	develop Student Profile or IEP		

Demission Procedure Checklist

Special Education Teacher	consult with teacher, parents, and student (optional)		
Principal	sign consent for demission from program		
Special Education Teacher	include demission statement in final anecdotal report		

Individual Education Plan Template



Date of IEP: _____

Profile

Name:	School Year:
Date of Birth:	Grade:

Principal:	Classroom Teacher(s):
Resource Teacher:	

<p>Reason For IEP (choose one):</p> <ul style="list-style-type: none"> <input type="radio"/> student is formally identified as exceptional <input type="radio"/> Student not formally identified but required special education program/services, including modified/alternative learning expectations and/or accommodations
<p>Resource Program History (check one):</p> <ul style="list-style-type: none"> <input type="radio"/> student began a resource program for the first time at the start of this school year <input type="radio"/> student is continuing in a resource program from last term <input type="radio"/> student began a resource program for the first time mid-year/grade <input type="radio"/> other
<p>Resource Program Intent: (choose one)</p> <ul style="list-style-type: none"> <input type="radio"/> student may be reintegrated into regular program when this IEP's goals have been met <input type="radio"/> student may continue in a resource program when this IEP's goals have been met <input type="radio"/> other

<p>Exceptionality:</p> <p>Health Support Services Received (check all relevant):</p> <ul style="list-style-type: none"> <input type="radio"/> Personal Support Worker <input type="radio"/> Educational Assistant <input type="radio"/> Occupational Therapy <input type="radio"/> Physical Therapy <input type="radio"/> Speech/Language Therapy 	<p>Related Health Issues:</p> <p>Personalized Equipment:</p>
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Interests	Areas of Strength	Areas of Weakness/Need

Collected Assessment Data

Information Source	Date	Summary

Program

Student is working toward diploma or certificate

Placement (check one)

<input type="radio"/> Regular class with indirect in-class support	<input type="radio"/> Resource class with partial integration
<input type="radio"/> Regular class with direct in-class support	<input type="radio"/> Resource class full-time
<input type="radio"/> Regular class with withdrawal support	

Exemptions from or Substitutions of Courses

Subjects, courses, alternative programs to which IEP applies

(Identify each as Accommodated, Modified or Alternate)

The term *accommodated* is used to refer to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.

Modifications are changes made in the age-appropriate grade-level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level curriculum expectations.

Alternate expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum. Because they are not part of a subject or course outlined in the provincial curriculum

1.	<input type="radio"/> acc	<input type="radio"/> mod	<input type="radio"/> alt
2.	<input type="radio"/> acc	<input type="radio"/> mod	<input type="radio"/> alt

Accommodations

(Applied to all subjects unless otherwise noted)

Instructional	Environmental	Assessment

Modified Subjects

Subject:

Current level:

Annual goals:

Learning Expectations	Resources/Teaching Strategies	Method of Assessment

Alternate Programs

Subject:

Current level:

Annual goals:

Learning Expectations	Resources/Teaching Strategies	Method of Assessment

Transition plan

Goals for transition to junior/intermediate/high school/post secondary education/ or job

Actions Required	Person(s) Responsible	Timeline

Log of consultations with parent/student and staff review/updating

Date	Activity	Outcome

Evaluation - Reporting Dates:

Reporting Format:

- Report Card (required unless student's program comprises alternative expectations only.)
- Alternative Report (Anecdotal)

IEP Developed By:

Staff Member	Position	Staff Member	Position

Sources Consulted in the Development of the IEP

- IPRC Decision (*if applicable*)
- SERT Committee (*if applicable*)
- Report Card
- Student
- Other (list below):

Date of Placement in Special Education Program (*select the appropriate option*)

1. ◦ First day of attendance in special education program.
2. ◦ First day of the new school year or semester in which the student is continuing in a placement.
3. ◦ First day of the student's enrollment in a special education program that he/she begins in mid-year or mid-semester as the result of a change of placement.

Involvement of Parent/Guardian and Student (if student is 16 or older)

1. I have received a copy of this IEP ◦ Parent/Guardian ◦ Student

Parent/Guardian Signature

Student Signature (if applicable)

Date

The principal is legally required to ensure that the IEP is properly implemented and monitored. This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.

Principal's Signature

Date

Principal: Mr. J. Meinen

Parental Notification Form

Dear _____ ,

As was discussed with you previously, your son/daughter _____ has been experiencing some difficulties in the area(s) of

After discussion with the CCAC and/or after observations in the classroom, we feel that

_____ would benefit from receiving extra individual or small group help outside of the classroom.

This assistance will be provided _____ times weekly for _____ minutes each session, and will be scheduled with as little disruption to the daily routine as possible. We can begin providing this extra help as soon as you return this form with your signature.

If you have any questions, do not hesitate to contact me at the school.

_____ Date: _____
(Classroom Teacher)

(Volunteer Learning Assistant)

✂ -----

To: _____

I have read your notice about learning Assistance for my son/daughter _____.

(Parent's signature)

LIBRARY PROCEDURES

Library hours will be scheduled on a day which will allow all students an opportunity to take out books and which is agreeable to both teachers and volunteers.

1. Each Teacher is in charge of library for his/her own class. Students in all grades may borrow three books at a time. The teachers should encourage students to select books according to their reading level: i.e. green - primary, red - junior, yellow - intermediate/senior.
2. The lending period is one week and books may be renewed for another week if the student desires. Subsequent renewals will be allowed at the discretion of the teacher and Librarian, unless the book is on a waiting list. Books must be brought back to be renewed.
3. Books intended for projects and other reference material are not included in the weekly borrowing of books. Students may borrow two or three books in addition to their other books, depending on the number of books available on a certain subject.
4. To check out a book, the student from grades 1-8 will present their books to the librarian for processing. The librarian will scan student's bar code and then the bar code of each borrowed book.
5. Certain reference material (IE. Encyclopedias) may not be removed from the library. This can be left up to the discretion of the librarian.
6. In order to collect the library books due on library day, a box will be placed in the hallway outside the library door to allow the students to return their books.
7. Overdue book procedure: 'one week's grace' period is allowed after the due date. If the book is not returned after this grace period, a note will be sent home to the parents informing them of the overdue books. If the book(s) are not returned after this, an overdue fine of ten cents per book per week will be levied. Eventually replacement cost may be levied if the book is not returned to the library after a reasonable time has elapsed. This overdue situation will be recorded in the library binder so all volunteers will be aware of it. The student may not borrow other books until the overdue books are returned or paid for.
8. Staff members may borrow a book as long as librarians are informed.
9. Other school community members may borrow a book at the discretion of the librarian.
10. Police checks are required for all volunteer librarians.

COMPUTER USAGE

Use of computers within the school must be under the supervision of the teacher or volunteer only. Students must show respect and care when using these items.

1. Computers, software and the Internet are to be used only for academic purposes.
2. Unauthorized access to computers/playbooks or Internet will result in suspension.
3. Students may never work on a computer/Internet without teacher permission.
4. Students may not change any computer setting without the explicit consent of the teacher.
5. All equipment and IT operations are maintained effectively under the supervision of the Board.

INTERNET USE IN RESEARCH

The internet is a valuable source of information for student research, but teacher guidance is needed. Students should be given clear instructions when using the internet and teachers should direct students to websites that can aid them in research. Teachers are encouraged to also have students use books, encyclopaedias and other print resources in their research.

VIDEOS/TECHNOLOGY

1. All videos must be previewed and reviewed by the teacher prior to classroom use. Youtube videos are a great aid to help students see and understand a concept taught. The teacher is responsible to use proper discretion when previewing all videos.
2. All videos must be of educational value. Suggested video use:
 - a) to make history come alive
 - b) to travel by video to become better acquainted with other places in the world
 - c) to observe God's world in science
 - d) to improve language development
 - e) to compare a novel with the video story
 - f) to draw with video instruction, e.g. "Art Attack"

The following document is the *Computer, Internet & Laptop Policy* adopted by the Board in 2011, together with a letter that goes to students in Grade 5-8.

COMPUTER, INTERNET & LAPTOP POLICY

Revised March 2011

The purpose of the policy is to establish an understanding of the responsible and effective usage of computers or laptops for students at Harvest Canadian Reformed Christian School. It also identifies the need for responsible learning practices of internet usage within the School.

Section 1: LAPTOP usage:

The laptop usage within the school is a privilege for students who do not necessarily need one. For some students with recognized limitations as documented by physiotherapy, a lap top is an essential tool for learning. As such, students who have developmental delays (either physical or cognitive) will be given first priority of using the lap top. Ultimately, the school is responsible for the technology of the laptop in the classroom. To that end, the lap top will not be permitted to leave the school property.

Prior to the usage of the lap top, the student will sign a form indicating his/her commitment to ensuring the responsible usage of the lap top within school. The parents will also sign a form indicating their understanding that any damage of the lap top by their child(ren) will result in payment for repairs or the replacement of a new lap-top.

Specifically, the student will:

- Ensure the safe usage and transfer of the lap top at all times throughout the school.
- Not download any program or file from home without the express permission of the teacher or principal.
- Make use of a USB key, purchased by the student or parent when transferring files.

Section 2: COMPUTER usage

The computer usage within the school is a privilege for students. Herein, students are able to practice their typing skills as well as experiment with technology in a safe and educational setting. For the effective and safe usage of the computers, the following responsibilities will apply.

The student will:

- Not use the computer without the specific permission and supervision of either teacher, principal or responsible adult.
- Not download any file or program without the express permission of the teacher or principal.
- Ensure the responsible handling of the computer equipment (including printer, monitor, keyboard, mouse, and hard drive).
- Understand that any misuse of the computer equipment or negligence on the part of the student resulting in damaged equipment will result in forbiddance of use as well as reimbursement of the equipment when necessary. The length of forbiddance will be at the parent and teacher's mutual discretion.
- Not have any food or beverage while using the computer.

Section 3: INTERNET usage

The usage of the internet by students is firstly one geared for the education of students. As such, the internet is viewed as an exciting tool of learning. Yet, the internet can also be a dangerous learning zone for students. 1

Peter 5:8-9a reminds us to be aware when Peter writes:

“Be sober, be vigilant, because your adversary the devil walks about like a roaring lion, seeking whom he may devour. Resist him, being steadfast in the faith.” (1 Peter 5:8-9a)

and elsewhere

“For you were once in darkness, but now you are light in the LORD. Live as children of light...finding out what is acceptable to the LORD”. (Ephesians 5:8-10).

Thus, for the effective and safe usage of the internet on school property, the following responsibilities will apply:

The parents of students will:

Sign a form allowing students to make use of the internet for the purposes of education. The form will include the responsibilities of student as indicated below. Students will not be permitted use of the internet until the form is return signed to the office.

The student will:

- Not use the internet without the specific permission and supervision of either teacher, principal or responsible adult.
- Not download any file or program without the express permission of the teacher or principal.
- Avoid all web-sites based around socialization (including Facebook, Hotmail, G-mail and other socially-driven forms of media)
- Use sites such as www.youtube.com only with the express permission and supervision of either teacher, principal or responsible adult.
- Avoid web-sites that contain images of violence, sexuality, worldly images, and any other sites of questionable nature.
- Understand that any deliberate misuse of the internet resulting in graphic images (etc.) as indicated in the sections above will result in disciplinary action, ranging from detention to suspension depending on the nature of the incident.

Section 4: INTERNET safety

While the internet is a very useful tool, safeguards need to be put into place to ensure students are not exposed to inappropriate material. To help prevent this, students are not permitted to use the computers without supervision. During computer use time, teachers are required to monitor student work and ensure they are using the internet appropriately.

The school has also put various filters in place in an effort to block inappropriate material. These blocking tools continue to evolve and change based on our computer usage. From OpenDNS, to simple blocking software, various tools have been employed. We are currently looking at other options as the number of our computers continues to grow.

Internet Policy Letter for Grade 5-8



177551 Concession 5 • Owen Sound, ONN4K 5N3
Phone: 519 371 4498 • Fax: 519 371 6532

www.harvestschool.ca

Dear Parents of children in Grade 5-8:

The Education Committee and staff ask you to read the Internet Policy with your children and sign the following statement before access to internet use in school is permitted.

We, the undersigned have read and fully comprehend the Internet Policy here describe for the Harvest Canadian Reformed Christian School.

We understand that no student may access the Internet at any time without the permission and supervision of a teacher.

We understand that these policies are put in place for the protection of the children and to preserve the Christian character of the school.

We understand that any attempt to access inappropriate websites or social media websites is considered a serious offence, and may result in suspension from school and no further access to internet use in the school.

Parental Signature

Student Signature

DISCIPLINE CODE

A. EXPECTATIONS FOR STUDENT CONDUCT

Through the covenant, God promises everything but also demands much in the way of thankful obedience. It follows therefore, that the school as well as the home is part of the training ground for life within the covenant. Children have to learn to live what they are taught to confess. This demand to live obediently according to the demands of the covenant brings certain expectations of how children are to conduct themselves. At the Harvest Canadian Reformed Christian School students are expected to:

1. Demonstrate respect for and obedience to the Word of God.
2. Demonstrate respect for and obedience to the teachers as those set in authority over them.
3. Demonstrate respect for fellow students who are their fellow heirs in the covenant.
4. Stand up for what is right in our life before the LORD. This may mean speaking out against wrong doing. It includes encouraging peers in doing good rather than evil.
5. Use language respectfully in service to God and their neighbour.
6. Dress in a manner that reflects a Reformed lifestyle. The underlying principle for student dress will be modesty and propriety. (see Student Rules in section B)
7. Demonstrate respect for school as well as their own property by taking care of the things entrusted to them and leaving alone what does not belong to them.
8. Obey the school rules without complaining or trying to undermine them. They are there for the physical and spiritual well-being of everyone.
9. Admit and seek forgiveness for wrongdoing and to accept the consequences that may follow.

B. RULES FOR STUDENTS

1. Students are to remain outdoors upon arriving at school until summoned by the bell. In case of inclement weather, students may come inside as soon as they arrive.
2. Students are required to remove outdoor clothing, hats and footwear upon entering the school and to place them in their assigned places. No bare feet are allowed.
3. Students are permitted in the hall, appropriate washrooms and their classroom.
4. Students are permitted in the staffroom, library, gymnasium, and office only with permission.
5. Students are expected to reflect a Christian life-style in dress and appearance. They should be well groomed and wear neat, modest and clean clothing. Since clothes reflect the person wearing them, students will not be allowed to wear shirts advertising rock music groups, beer commercials or offensive statements. During warm weather, students are allowed to wear shorts. The shorts and skirts must be lower-thigh in length. Ragged jean cut-offs are not permissible. Shirts, blouses and T-shirts are to cover the shoulders and midriffs. The only body piercing permitted is earrings for girls.

6. Students are expected to reflect a Christian lifestyle in behaviour and attitude. They must show respect and courtesy to teachers and fellow students.
7. Students who arrive by bicycle must park them in designated areas. All students must leave bicycles alone during the day.
8. Students may only leave school property with permission.
9. All student absences must be accounted for by parents. Parents are to notify the school preferably by telephone if the child is to be absent. Unaccounted absences will be investigated by 9:00 a.m. by the classroom teacher.
10. No electronic devices or sharp objects are permitted at school, on buses, or on school trips.
11. Gum chewing is not allowed.
12. Snowballing is allowed if students have been given permission and are being supervised and face washing is not allowed.

C. PUNISHMENT

When children misbehave at school, it becomes the teacher's responsibility to correct them in love, based on a true concern for their spiritual well-being. Punishments have to be just and appropriate for the nature of the offense and the character and age of the child. Because all children are different, it is neither possible nor right to punish them all in exactly the same way. In some cases, a word of reproof is enough. Keeping children in at recess, taking away a certain privilege, or giving them an assignment are other forms of punishment. Corporal punishment is not to be used.

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

D. SUSPENSION POLICY

The principal has the authority to suspend students. Students will be suspended under the following circumstances:

If they commit a flagrant act of disobedience such as swearing, cursing, fighting, bullying, filthy talk, gestures, vandalism or theft. The first offence will result in serious punishment with notification of parents. The second offence will result in suspension.

Responsibilities of Staff

1. Discussion between staff and parents should take place before a suspension takes place.

Responsibilities of Principal

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

Responsibilities of Parents

1. Parents will see to it that the time spent at home as the result of the suspension is not turned into a holiday. The child must also experience the discipline of his/her parents. Parents should arrange to have the child telephone the teacher for homework assignments.
2. One or both parents must bring the child back to school at the end of the suspension period and personally see to it that the child seeks the forgiveness of all parties involved. This is the most crucial part of the suspension procedure and should be carefully prepared and carried out.

Implications for the Student

1. He/she will be entirely responsible for making up and understanding work missed (during recess).
2. He/she must sincerely seek forgiveness for the misdemeanour(s) which led to the suspension and show amendment of his/her ways.

E. EXPULSION POLICY

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

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

POLICY FOR FIELD OR EDUCATIONAL TRIPS

Definition

A field trip refers to any approved school activity that occurs outside of school property. This definition includes classes, programs and extra-curricular activities.

Purpose

The purpose of Field or Educational trips is to provide the students with opportunities to explore, enhance or celebrate their learning in ways and means that are outside the classroom environment.

Authorization

School field trips may be approved by the principal of the school provided that:

- The principal is satisfied that the trip supports to ongoing educational programs and mission of the school.
- Adequate supervision of students partaking in the trip and of any remaining behind in the school has been arranged for.

Lead Teacher

The lead teacher:

- Arranges for principal approval for the field trip
- Plans and organizes the trip
- Addresses supervision and safety issues to the satisfaction of the principal
- Ensures at least one staff person with current First Aid and CPR certification accompanies children on offsite activities.
- Ensures all requisite field trip documentation is provided to the principal prior the trip.
- Whenever possible the teacher will visit the site ahead of time to determine the safety of the location, what experiences the children may gain along with whether the site is age-appropriate and to plan the route of transportation.
- Additional staffing may be needed to provide adequate supervision and will be scheduled ahead of time for these off-site activities. Such staffing may include volunteers or parents, which will be chosen at the teacher's discretion.

Parent Consent

- The school will notify parents in advance of all field trips requiring transportation and any other special arrangements, including times and stops as necessary. The form for such notification will be colour-coded and must be returned to the school with any costs (where necessary) prior to the child being permitted to accompany the group.
- A parent or legal guardian will sign an informed consent form for all field trips requiring transportation.

Access and Eligibility

- No student shall be denied participation on a field trip due to a lack of funds

Supervision

- Supervision must follow the guidelines laid out in Harvest's Abuse Policy. Of note, there must be at least one teacher and one supervisor on any given field trip.
- All designated supervisors accompanying students on field trips must:
 - Be 18 years of age or older
 - Be advised by the lead teacher as to the nature and requirements of the field trip and their responsibilities prior to departure.
- The leader teacher must ensure that the same gender supervisors accompany each group on overnight trips

Procedures on the Day of the Trip

- Children will be counted before leaving the school, during the field trip, and again at the time of departure for returning to the school to ensure that all children are accounted for.
- At least one staff member will have a cell phone in case of emergency on all off-site activities.
- The lead teacher brings along a well-stocked first aid kit along with the children's emergency contact numbers will be taken on offsite activities.
- A specific teacher or parent will be assigned to each group of children. The staff member or parent will always accompany children to a public restroom.
- While on trips the teachers and volunteers will model safety and appropriate behaviour as representatives of Christ's incredible love through His son Jesus Christ and the responsibility He places on us as caregivers of His covenant children.
- If a child has medication needs, the teacher or parent will be responsible to take and administer the medication as needed.
- Upon return to the school, students will be dismissed to return home with their parents or family.
- Students will **not** be permitted to go home with other families or caregivers, unless the teacher or school has been notified by parents of these arrangements. This will ensure the safety and care of all students during field trips and will decrease the occasional miscommunication.
- Advises the principal of any problems, accidents, unusual incidents or unsafe situations as soon as possible at the conclusion of the field trip

OPERATION AND TIME SCHEDULE

Our school day starts at 8:30 a.m. and goes until 3:15 p.m. There is a 30 min recess from 10:20-10:50 a.m., lunch is held from 12:30 - 1:30 p.m.

SAFE ARRIVALS POLICY

- Parents are required to phone, email or send a note to report their child's absence from school.
- Teachers are responsible for contacting parents of children whose absence from school has not been accounted for.
- If parents cannot be reached, or a child is unaccounted for, please inform the principal immediately.
- The principal will be responsible for reporting a missing child to the police.

DROP OFF AND PICK UP GUIDELINES:

To all our parents, grandparents who drop off or pick up students from the school, please note the following guidelines:

1. In the morning students will be supervised after 8:20 a.m.
2. Please ensure that when you drop off your child they head down stairs towards the school.
3. When picking up your child, please park in the straight line parking (not the angle parking) and watch for any child that may be crossing the parking lot to their vehicle.
4. Once a child is in their vehicle please have them stay with you to prevent any accidents.
5. After school outdoor supervision will go until 3:30p.m.. After that time your child will wait in the school or on the playground until you pick them up. Please inform a staff member when you pick them up so we know they are leaving.
6. Please call the school to inform the staff of any late drop off or pick up.
7. If your child is going home with another family, or a different driver than normal, please make a note in the student agenda or call the school.

SCHOOL CANCELLATION POLICY and SNOW DAY PROCEDURE

School is cancelled in the following circumstances:

1) When the Public School System (Bluewater District School Board) decides that there will be no buses running into Owen Sound then school will be cancelled. To find out if this is the case you can consult the website: <https://www.mybrucegreyschoolbus.ca/Cancellations.aspx> (wait for "All rural buses into Owen Sound are cancelled"). You can also hear this information on any local radio station. Finally, a school cancellation notice will also be sent to you via the school email group (however, please note this email might not go out until a little after 7:00am).

The exception to this would be when the Public School System has a PD day. In that case a decision would be made by a member of the Board and the Principal, often seeking input from various families as to the weather and road conditions. This will be placed in the school newsletters from time to time as seems appropriate. On those days when the public system has a PD day and we have school the School Society is usually made aware that they need to pay close attention to notification from Google Groups since there won't be announcement on the Radio.

2) When the power is out for over an hour. However, the ultimate decision to cancel the school day based on the power is up to the principal. If school is cancelled in this situation parents will be contacted by phone to pick up their children.

SCHOOL FIRE DRILL PROCEDURE

1. Stand and walk out quietly in an orderly manner. No talking.
2. Quick check for a clear exit. Walk quickly in single file.
3. Take nothing with you.
4. Close windows.
5. Turn off lights.
6. Close doors.
7. Take roll call as students line up in single file at the designated exit.
8. Wait for clearance to re-enter the school.

TUTORING

Parents are requested to consult the teacher if tutoring is to be arranged.

VACATION PROCEDURES

Procedures when parents take children out of school for vacation (unexcused absence):

1. The teacher and principal must be notified in advance.
2. Responsibility for making up work rests with parents and child. This means that the extent to which the teacher becomes involved in the disbursements of assignments is voluntary, not obligatory in nature. The teacher is also not obligated to provide students with work prior to the student's absence.

Please bear in mind that the burden for these absences is born mutually by both students and teachers. For these reasons, parents are encouraged to avoid situations where unexcused absences are made.

HOMESCHOOLING GUIDELINES

Once a parent has informed the school in writing that they are educating their children at home, the principal will remove the names from the enrolment register and also give written notice to the Public Director of Education.

If home school parents decide to (re)enter their children into the school, then they will be entered at the age-appropriate grade level, and will be evaluated from that point to see at what level they are.

CONCERNS/DIFFERENCES OF OPINION

Christian education takes place in many areas other than within the four walls of a classroom. The actions of adults who are members of the body of Christ speak volumes to children on how to live a Christian life. The relationships between Board members, teachers and parents within our school teach children as much about love, respect, concern, authority and responsibility as the formal teaching that goes on each day. Christ-centered living must permeate our school. Each Board member, teacher and parent associated with the school should seek harmonious relationships for the glory of God and for the benefit of His children.

If there is a concern, it is imperative that the parties involved discuss the matter with each other (IE. parent/teacher, teacher/teacher, etc.), bearing in mind the scriptural principles outlined in Matthew 18. If this does not lead to resolution, then both parties should approach the principal. If further action is necessary, either party can access the Board. In the case of an educational matter, the Board will make a final decision based on Education Committee recommendations.

Should a member have a serious difference of opinion with the society constitution, bylaws, committee mandates etc. such differences should be immediately addressed in writing to the Secretary of the Board.

CLEANING INSTRUCTIONS FOR SCHOOL

Jenn Gunnink is the School Cleaner.

If you are unable to take your turn for school cleaning please ensure that you make other arrangement with another parent and inform Jenn of the change.

She will order supplies such as paper towel, toilet paper etc. for the school. Should you notice the supply under the stairway is low, please contact her.

PLEASE SUPPLY YOUR OWN CLOTHS FOR CLEANING.

	<u>Tuesday & Thursday</u>	<u>Friday/Weekend</u>
<u>Hallway & Entrance</u>	Sweep <u>AND</u> mop floors	Sweep <u>AND</u> mop floors
	Vacuum mats	Clean glass on doors
	Clean glass on doors	Spot clean walls
<u>Stairwell & Landing</u>	Sweep landing outside gym door	Vacuum stairs and landing up to gym
		Mop landing at top of stairs
		Wipe window sill at top of stairs
<u>Classrooms (x4)</u>	Empty garbage cans	Empty garbage cans
	Pick up garbage	Clean chalkboards & ledges with water and damp cloth
	Vacuum classrooms	Vacuum all carpets
	Wipe/clean microwaves	Wipe/clean microwaves
	Refill soap/paper towel as needed	Wipe windowsills and shelves/tables
<u>Office & Staff room</u>	Pick up garbage	Vacuum carpet <u>AND</u> mop bathroom
	Empty garbage cans	Empty garbage cans
	Refill soap/paper towel/toilet paper	Wipe/clean microwave
	Clean microwave	Leave tea towels/dish cloths-to be washed by staff
<u>Bathrooms (x3)</u>	Empty garbage cans	Empty garbage cans
	Sweep <u>AND</u> mop floors	Sweep <u>AND</u> mop floors
	Check to make sure there is enough soap, paper towel and toilet paper	Fill soap dispensers, paper towel & toilet paper holders
		Wipe walls if needed

Note: Place all garbage in the box at the road. Tags for the garbage bags are located under the stairs.

Some cleaning supplies are in the staff room under the sink. Mops, brooms, vacuum cleaner, tissue paper, paper towels and soap are under the stairs. If you are unable to take your turn to clean, please make your own arrangements to get the job done.

Thank you for taking your turn to clean!

ABUSE PREVENTION POLICY

(This is an excerpt or summary of the full Abuse Prevention Policy as outlined in the Harvest Teachers Handbook)

Statement of Principles

Harvest Canadian Reformed Christian School will not tolerate any form of child abuse involving its students and will respond to allegations of child abuse in a swift and compassionate manner in accordance with the terms and conditions of this Policy. This includes any children who are in attendance at school facilities or who are participating in school sanctioned activities or programs wherever they may be carried out. This zero tolerance will include any form of sexual exploitation, either in the form of sexual innuendo, activities or sexual relationships of any sort whatsoever. The Teachers/Volunteers shall respect the relationship of trust that exists between them and the children in their care, any abuse or sexual exploitation by an individual will be considered a breach of that relationship. Any individual who engages in child abuse or sexual exploitation of a child will be subject to discipline, which may include immediate termination of employment or engagement with the school or any form of sanction deemed appropriate by the school. Harvest also reserves the right to take all the steps necessary to ensure the continuing physical and emotional integrity and well-being of all children who are in attendance at Harvest or are participating in school sanctioned activities. These steps may include contacting the appropriate authorities which may include the Police.

Legal Obligations

Child and Family Services Act, (the “Act”) proscribes the policies, procedures and standards that will apply in ensuring that children within the Province are protected. The Act also proscribes the duties and responsibilities that are placed on the general public to report instances or suspicions of Child Abuse. Under the Act, and for the purposes of child protection, a “Child” is defined as a person under the age of 16 unless the “Child” is subject to a child protection order, in which case a Child is also defined as any person who is 16 or 17 years of age. All persons have a duty to report when a Child is in need of Protection. Under Ontario Law, a child that is suffering from Child Abuse or that is exploited is a Child in need of protection, as defined under the Act. The Criminal Code of Canada may also apply.

Duty to Report

Harvest recognizes that we all have a duty to report suspected child abuse and or sexual exploitation. A child that is suffering from abuse needs protection, as a result individuals must report any child abuse to the Bruce Grey Child & Family Services. The Act explains the specific circumstances under which abuse is suspected. In addition to legal reporting obligations, individuals are also directed to promptly report the abuse to the Principal or Chairman of the Board in order that the school can take all reasonable and appropriate steps to limit the abuse and the threat posed by the accused. This also includes when appropriate keeping the Principal/Chairman fully informed of any investigation they may be involved in arising from the report of abuse, unless they are otherwise directed not to do so by criminal or civil authority. Any official or professional who fails to report a suspicion of abuse based on knowledge obtained during professional or official duties is liable to a fine up to \$1000. If a report of abuse is made against an individual that individual will immediately be suspended from performing any services or duties for the school, this suspension will be upheld until the individual is exonerated from criminal charges arising from the reported abuse.

Working with Children

Harvest mandates the screening of all individuals expected to be in contact with children, therefore all Teachers/Volunteers over the age of 16 will be required to submit to the board chairman a current Criminal Reference Check (C.P.I.C. and V.S.V.) every three years.

Supervision of Children

To protect both Teachers/Volunteers as well as the students the following procedures apply:

- a) **The Two Individual Rule.** Individuals must not violate the Two Individual Rule. This means that there shall be a minimum of two Individuals present together at all times in all activities involving Children.
- b) Doors without windows must remain open whenever children are present, if the door has a window it may be kept closed.
- c) Work with an individual child shall only be undertaken with the approval of the child's parent(s). (Taking the above points into consideration this would mean that working one on one with a child must be done in such a way that this can be easily observed by others in the school. At Harvest, it is not appropriate to use the facilities upstairs when no one else is present.)
- d) Field Trips, sponsored off site activities, overnight stays by a child, overseas trips shall not be permitted as part of the works with children unless a child who is under 12 stays with either one or both parents. Alternatively field trips, sponsored-off site activities, overnight stays or overseas trips for children over the age of 12 may be permitted with signed consent from the parent/guardian.
- e) All individuals are prohibited from disciplining a child using any form of physical contact, emotional or psychological pressure, abuse or intimidation
- f) Children shall only be transported in groups for school sponsored events unless they have permission in writing from the child's parent/guardian and with the full knowledge of the Principal/Chairman.

ANTI BULLYING POLICY

RATIONALE

Harvest Canadian Reformed Christian School is committed to fostering a school community that is characterized by Christian love, joy, and acceptance. Sadly, this is not always the case at Harvest and bullying in our school has been something that we have had to deal with. Therefore, it is our sincere desire to promote positive relationships within the school and, as far as it is humanly possible, to oppose and eliminate any form of bullying. In Phil. 2:2-4 Paul exhorts us to “make my joy complete by being like-minded, having the same love, being one in spirit and purpose. Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourself. Each of you should look not only to your own interests, but also to the interests of others”. We want our behaviour and conduct to be guided by God’s command to love Him above all, and our neighbours as ourselves. This includes:

1. Being respectful of others and do not engage in bullying
2. Addressing each other properly and do not name call, swear, or use foul language
3. Respecting the school’s and each other’s property and use such property only with permission.
4. Giving of ourselves and encourage everyone to feel included
5. Learning to apologize when we fail, and seek God’s strength as we strive to live together with each other.
6. Recognizing that all actions have consequences, for ourselves and others.

DEFINITION OF BULLYING

A student is bullied when he or she is regularly and often treated in an unchristian manner either physically, verbally or emotionally. Barbara Coloroso in her book, *The Bully, The Bullied and the Bystander*, defines bullying as “a conscious, willful, unprovoked and deliberately hostile activity intended to harm, induce fear through the threat of further aggression, and create terror”. Bullying is often organized and systematic and the hurt experienced by the victim can be physical and/or psychological. The student being bullied has trouble defending him or herself and is helpless against the person or persons who is or are bullying him or her. Bullying is an abuse or imbalance of power. The victim is never responsible for being a target of bullying. A bystander who witnesses a bullying incident and does nothing could also be considered a bully.

CHARACTERISTICS OF BULLYING

- Any form of physical violence such as hitting, kicking, spitting, pushing, shoving
- Any form of verbal abuse such as name calling, threatening, ridicule, teasing, intimidating, taunting
- Any form of emotional abuse such as exclusion, gossiping, putting down
- Destruction of personal property
- Picking on the most vulnerable person
- Writing offensive notes about others
- Forcing others to act against their will

ROLES AND RESPONSIBILITIES

Our entire community must be committed to eliminating all forms of bullying. It is our duty and responsibility to ensure we live and work in a community without fear of bullying of any kind.

We must ensure all incidents of bullying are dealt with expeditiously and effectively through a consistently applied policy and procedure in a Christian manner.

STUDENTS

Students play an important role in supporting a safe school environment. Students may not know what to do if they witness a bullying incident or become a victim. Students who witness bullying can do the following:

1. Request the bullying to stop
2. Seek immediate help from an adult
3. Report bullying incidents to the teachers
4. Speak up and offer support to the bullied
5. Become a buddy for a younger, quieter student
6. Disapprove of bullying behavior by not joining in the laughter, teasing, or spreading of rumors or gossip.

Students who are bullied can respond as follows:

1. Overlook the bully's behavior in forgiveness by walking away and ignoring
2. Leave the situation and report to an adult
3. When leaving the situation is not possible, self-defense is permitted: any action of self-defense may not be retaliatory or vengeful. This must be followed with a report to an authority figure.
4. Spend time in a group
5. Do not lose one's temper

Rules regarding tattling and telling for students

- Tattling: is motivated by the desire to get another child in trouble and invariably involves twisting of words, gossip, slander, or rash condemnation. Tattling is sin against the ninth commandment and must be avoided.
- Telling: is motivated by the desire to help oneself or another child and involves speaking and confessing the truth honestly and discreetly. Telling is required by God's commandment to love our neighbour as ourselves.

TEACHERS

Teachers and/or staff in general can provide support for the bullied, the bully, and the bystander who observes bullying by:

The teachers' responsibilities include:

1. Protection from physical and emotional harm
2. Monitoring all children's but especially suspected bullies' behaviour for all forms of bullying
3. Taking accusations of bullying seriously and investigating them fully
4. Help the victim make friends by developing social skills and self-esteem in the student
5. Help the victim stand up for themselves in a proper manner when they are bullied
6. Help to develop preventative skills
7. Keeping lines of communication open between home and school
8. Encourage and teach students to report incidents of bullying behaviour
9. Be role models in word and deed at all times
10. Be observant of signs of distress or suspected incidents of bullying
11. Make efforts to remove occasions for bullying by active patrolling during supervising duty (playground, washrooms, hallways, classroom)

12. Attempt at all times to bring out positive attributes in all students....this will help to reduce bullying behaviour
13. Help the bully develop other forms of leadership and experience power in a pro-social way
14. Have frequent class discussions (regular, repetitive reminders of bullying awareness)
15. “Arranged partnering” for in class and social time (example: do not let students choose teams if one student will inevitably be chosen last....line them up and do the 1,2 method).

PROCEDURES

In case of suspected bullying, the following procedure will be followed.

INVESTIGATION

- Thoroughly investigate each possible incident of bullying
- Interview each participant involved **separately** and file a “report of concern and/or incident” form including the student who must get the form signed by the parent or guardian
- The focus of the meeting with the suspected bully will be to determine intent and specific details
- The focus of the meeting with the victim will be to show support and determine specific details
- The focus of the meeting with the bystander(s) will be to verify incident details

SHARING WITH STAFF

- Once the bullying has been determined, teacher must fill out “bully incident report” detailing the nature of the bullying
- Share this report with others on staff

INFORMING THE PARENTS

- Inform the parents of the students involved via a phone call that an incident of bullying has occurred and how it is being addressed
- Follow up with a copy of the written report(s)

CONSEQUENCES

Consequences of bullying will be administered according to the outline below using the biblical principles of Repentance, Restoration, Resolution, Reconciliation and Reinforcement. Bullying should be understood as a pattern and habit of sinful behaviour. As such, we should not expect the discipline process to be resolved quickly. God may grant full and complete repentance and restoration in short order but usually discipline takes time and diligent effort by all.

- **Repentance:** In the first place there must be a heartfelt sorrow for the wrong that was committed and a desire to amend ones ways and so live according to the will of God.
- **Restoration:** Once the wrong has been admitted, a sincere apology is in order. This must be followed with restoring what was damaged, as a result of the emotional, verbal or physical abuse i.e. if a student was gossiping and telling lies about a fellow student, said student should set the record straight with all those affected indicating that the stories were false.
- **Resolution:** Together, the parents, staff and students involved should work out the root of the problem – what brought about this type of behaviour on the part of the bully and then find ways to prevent such situations from recurring. Part of this would include creating an awareness of the consequences of
- ungodly behaviour, as well as making clear that the student will be carefully monitored in the future. If the matter cannot be resolved in a timely manner, it may become necessary to require that the bully not attend school for a time. This may be the best course of action for the bully and for the well-being of the other students. This action would be seen as a last resort and would be done in consultation with the parents, the staff and the school board. The Harvest Canadian Reformed Christian School Discipline Code in the Parent Handbook will be used as a reference if suspension or expulsion is considered.

- Reconciliation: Once the bully has shown true repentance for his actions, has restored that which was damaged, the parents and staff must work with the bully and the bullied to foster reconciliation. As part of this, the bully must begin to show genuine kindness, caring and respect for his neighbour. The victim must accept these attempts and show forgiveness.
- Reinforcement: Once the situation has been resolved, parents and staff will continue to monitor the situation. Praise and encouragement should be given to the bully when he shows exemplary behaviour to his fellow students.

Parents will be kept informed throughout the duration of the procedure. The teacher in charge or the principal will meet with the bully and the victim shortly thereafter to ensure the conflict is resolved. The principal will file the bullying incident report in the principal's office. This forms will be kept on record for one year and then are to be destroyed.

PARENTS

Parents are encouraged to contact the school if they suspect their child is involved in a bullying situation. Be attuned to the possibility that your child may allude to a bullying situation without mentioning it directly.

Parents can be involved in this policy in the following ways:

- Teaching their children biblical standards and expectations for their treatment of peers both within and out of school (bus trips etc.,)
- Model godly, empathetic behaviour at home between adults and toward their children
- Learn about bullying behaviour – making use of available resources
- Teach their children how to respond when bullied or witnessing a bullying situation
- Inform the school if bullying is suspected
- Work *with* the school to resolve identified incidents of bullying.
- Remain open minded about their own children's behaviour

ADDITIONAL POINTS FOR ALL TO CONSIDER

1. Expect the bully to minimize and deny his actions and accuse the victim
2. Expect the victim to misrepresent, understate or overstate the facts
3. Develop a student peer support network (buddy/peer system)
4. Suggest counseling when applicable
5. We should also remain aware that a victim on occasion could also be a bully depending on the peer group at the time of incident.
6. Be aware bullies can have more than one victim.

REPORT OF CONCERN/INCIDENT – STUDENT

Name: _____ Grade: _____ Date: _____

Recently you were involved in an alleged bullying incident. In order to help prevent such incidents, it is important for you to tell us, in your words, what happened.

1. When did the incident happen? Date: _____ Time of Day: _____

2. Where did it happen? _____

3. Who was there? _____

4. What happened? _____

5. Why did it happen? _____

6. What could you have done differently to solve the problem? _____

Teacher's/Principal's Signature: _____

Parent's Signature: _____



BULLYING INCIDENT REPORT FORM

- Intentional abusive act Date: _____
- Imbalance of power Location of Incident: _____
- Repetitive Time of Incident: _____

People directly involved in the incident:

- People/person **have/has not** been involved in previous incidents.
- People/person **have/has been** involved in previous bullying incidents.

When? _____

- People acting as bystanders:**

Forms of bullying identified: (check those that apply)

- Physical Verbal Relational Reactive

Description of incident:

Action taken, people contacted, and follow-up:

Teacher'/Principal's Signature _____

VOLUNTEER POLICY

Introduction

The purpose of this document is to help you become familiar with the position of volunteer at the Harvest Canadian Reformed Christian School. Your signature on the Volunteer Waiver indicates that you have read and understood the information provided in the Volunteer Handbook.

The Volunteer Program

- Volunteers are a valuable component of our school program. In order for the program to run smoothly, it is important that the roles of everyone involved are clearly defined and understood.

- **The principal**
 - together with the Education Committee oversees the selection and recruitment of volunteers
 - explains volunteer guideline to new volunteers
 - ensures that volunteers are welcomed as valued members of the school team
 - approves specific tasks to be performed by volunteers
 - ensures that volunteers are used in supporting roles, not instructional roles unless otherwise agreed upon
 - evaluates the volunteer program
 - assists in allocating suitable work space for the volunteer
 - maintains an accurate volunteer schedule
 - ensures parents are aware of what volunteers are working with their children

- **The teacher**
 - welcomes the volunteer and shows appreciation for their work
 - ensures that volunteers understand the confidential aspect of their task
 - ensures that volunteers are utilized effectively
 - ensures that volunteers are comfortable with their role and assigned tasks
 - provides volunteer with a written plan and receives feedback (records of both should be maintained)
 - assigns suitable tasks, which include working one-on-one with students, photocopying, make games and activities
 - ensures that volunteers are informed about school routines, schedule changes, holidays, teacher absence, and special health and safety issues for students they work with
 - encourages volunteers to attend team meetings or provide written comments for special needs students
 - keeps the principal involved in and informed about the volunteer program

- **The volunteer**
 - serves under the direction of school staff
 - accepts school policies
 - reflects a positive, professional attitude in conduct and appearance
 - refers any problems or problem pupils to the teacher concerned
 - shares ideas or concerns with the teacher and principal
 - respects the confidentiality of the pupil-school relationship
 - is required to get a Police Check before volunteering commences (see letter with school letterhead)
 - signs the parental notification form as necessary
 - fills out the volunteer questionnaire upon request

Volunteer Questionnaire

1. What is your task in the school?

2. Do you feel comfortable/confident in your role?

3. Do you find that your time is well spent?

4. Are you receiving the help you need when a problem arises?

Please complete this questionnaire and return it to the principal.