

STUDENT & FAMILY HANDBOOK

2025-2026

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WELCOME TO WOODSTOCK CHRISTIAN SCHOOL

This School Handbook is designed to help you get acquainted with life at Woodstock Christian School. There are many routines, procedures and guidelines at school, and we hope this will help you be informed and understand how we do things here at WCS!

At WCS, one of our priorities is to develop and maintain positive and mutually supportive relationships between home and school. It is our hope this handbook will provide you with material that is helpful and informative. Please contact the school if you have questions or concerns after reviewing this handbook.

WCS is rooted in a desire to see students learn about creation and life and to love and serve our God. We invite you to partner with us to maintain a spirit of Christian kindness and cooperation in all school matters.

Please note that WCS is a nut-free school. Please take care when packing lunches that all items do not contain nuts or traces of nuts. Thanks for helping make WCS a safer place for all students.

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OUR MISSION: Woodstock Christian School exists to nurture faith, engage learning and grow in community ... to the glory of God.

OUR VISION: We respond in faith to God's call of love for self, others and creation by inspiring, empowering, and equipping through distinctive Christ-centered education.

OUR CORE VALUES:

- God is sovereign over all and is Creator of all reality. All creation is to bring glory to Him.
- All knowledge of and instruction in truth begins and ends with Him.
- Jesus Christ, the son of God, who has redeemed creation and has reconciled humanity to God and has reopened the way for a loving relationship with God, is the anointed King over all things and must be acknowledged King in every sphere of our lives.
- God has appointed the parents to be responsible for the training of their child(ren) to the end that God and his glory be central and supreme in the total experience of life.
- The Christian school, as an extension of the home, assists parents by carrying out a God-honouring, God-centred program of instruction.

The statements above flow from the following basic biblical beliefs:

- God is one yet three persons: Father, Son and Holy Spirit.
- God reveals himself in His Word, the Bible, and in creation.
- Jesus Christ is both truly God and truly man. He died to atone for the sins of all who believe in Him. His resurrection, His reign, and his return are sure. God's gift of salvation through faith in Christ is also sure.
- The Holy Spirit, with His regenerating power, works in the lives of people to become new creatures living joyful, thankful lives in witness of Christ's saving grace and power.

A MESSAGE TO PARENTS FROM THE PRINCIPAL

August 2025
Dear Parents,

Welcome to Woodstock Christian School. This handbook is meant to provide you with information related to our WCS community, programs, and procedures. Whether you are new to the school, or have been at WCS for a while, I hope that you will find what you are looking for as you read through the following pages. This handbook is one of the ways you can obtain information about our school. Alternatively, you could talk to people already connected to WCS, check out our website www.woodstockchristian.ca , our Facebook page, or come by and visit us. We would be happy to show you around, discuss our program with you, and answer any questions you may have.

Our program is aligned with the guidelines and standards set by the Ontario Ministry of Education. However, the program is distinct from publicly funded schools in its orientation and perspective. We teach from a Christian worldview and a Biblical perspective. We believe this whole world belongs to God, and our intention is to provide students with the knowledge, ideas and skills necessary to help them discern how to best serve God and others with integrity, wisdom, and joy.

Woodstock Christian School has a team of dedicated and professional staff. Our staff strive to provide a rigorous, Christ-centered education in a caring environment. We want to partner with you, and your church, and work together to help your children learn. While fostering a growth mindset, we want to help your children set goals, persevere, achieve, and grow academically, socially, emotionally, and spiritually. Our goal is for your children to reach their God-given potential, and to love learning at WCS.

This year at WCS, our school-wide theme is **Anchored in Hope** with the key verse found in Hebrews 10:23, which says: “Let us hold unswervingly to the hope we profess, for he who promised is faithful.” God will never break His promises to us, and what blessing this is! Through conversation, reflection, and intentional moments of instruction at chapels and all-school devotions, we want to help our internalize this truth, and live their lives in the knowledge of this hope.

We are thankful that you are part of the WCS community. I pray that the students of WCS will love coming to school this year, and that our program will help them succeed as learners, that they might discover the unique gifts God has blessed them with and be able to use them to His glory.

In Christ,

Mr. Michael Vander Kooi
Principal

INTRODUCTION

Woodstock Christian School is an independent Christian elementary school. It is operated by the John Knox Christian School Society, which is governed by a school board, elected from the supporting parent and community members. The school is funded by the membership and community members. As an incorporated non-profit organization, the society's purpose is the establishment and maintenance of Christian education in Woodstock and area.

LONDON CHRISTIAN HIGH SCHOOL

We encourage students who graduate from WCS to continue their education at the London Christian High School (LCH). For more information about LCH, please contact the WCS office, call LCH at 519-455-4360, check www.londonchristianhigh.ca.

WCS AND THE ONTARIO MINISTRY OF EDUCATION

Under the Private Schools' Act, WCS is designated as an independent school. At WCS, we align our curriculum with expectations the Ministry of Education guidelines prescribe for elementary schools in Ontario. For students that require additional health services, we maintain a relationship with Ontario Health at Home.

AFFILIATIONS

CHRISTIAN SCHOOLS INTERNATIONAL (CSI): CSI is a service organization supporting over 400 Christian schools throughout North America. At WCS, we use some CSI developed curriculum and also participate in some Christian leadership training through them.

CHRISTIAN SCHOOLS CANADA (CSC): Christian Schools Canada's mandate and mission is 'to develop and promote a Canadian identity, voice and organization for Christian education based on a biblical world-view'. It consists of three districts throughout Canada: Society of Christian Schools in British Columbia (SCSBC), The Prairie Center for Christian Education (PCCE), and EDVANCE, (formerly the Ontario Alliance of Christian Schools).

EDVANCE (formerly ONTARIO ALLIANCE OF CHRISTIAN SCHOOLS):

EDVANCE's mission is to foster excellence in Christian elementary and secondary schools. They believe that excellence in education depends on excellence in leadership. EDVANCE provides guidance and services for administrators, boards, committees and teachers. At WCS, we are blessed to use the many curriculum resources developed and published by the EDVANCE in our classrooms.

STUDENT/TEACHER CODE OF CONDUCT

God created us to live in relationship so we can help each other be who He intended us to be. As we seek:

To GROW IN OUR RELATIONSHIP WITH GOD, WE:

- speak of God and His Word in respectful ways.
- encourage others and remember to listen and talk to God in whatever we do.
- develop and use the talents and abilities God gave us for serving..

To GROW IN OUR RELATIONSHIP WITH THOSE IN AUTHORITY:

We recognize that they are a gift from God to guide us and keep us safe and therefore we:

- respect each other in our speech and conduct.
- obey so no harm is done.
- encourage others to do the same.

To GROW IN OUR RELATIONSHIP TO OTHERS:

We work to honour, respect, and encourage each other. We do this when we:

- address each other properly and kindly
- respect each other's property, body and personal space.
- encourage everyone to feel included.
- use humour for enjoyment, not to harm others.
- apologize and make things right when we have caused harm
- forgive those who hurt us
- ask God to give us strength to care for each other as he cares for us.

To GROW IN OUR RELATIONSHIP TO OUR TASK AT WCS:

Since all we do is for the Lord we:

- do our best to participate in lessons and activities to learn about God's creation and use it with respect.

To GROW IN OUR RELATIONSHIP WITH CREATION:

We proclaim that the 'earth is the Lord's and everything in it' (Psalm 24:1). Therefore we:

- respect the resources God has blessed us with at school (reduce, recycle and reuse wherever possible).
- accept responsibility for the cleanliness of the school
- care for school property (furniture, books, equipment, and building).
- report any damage done and volunteer to pay for damages if we are responsible.
- enjoy and care for our playground.

"My child, do not forget my teaching, but keep my commands in your heart." Proverbs 3:1

TEACHING STAFF AT WOODSTOCK CHRISTIAN SCHOOL

We are blessed to have an excellent teaching staff at WCS. All teachers in Grades 1-8 have teaching certification (OCT or CSTC), and all of our staff have relevant post-secondary education. Criminal reference checks are required for all staff members.

Administration		
Principal	Mr. Mike Vander Kooi	m.vanderkooi@woodstockchristian.ca
Vice-Principal /Director of Student Services	Mrs. Tracy Bulthuis	t.bulthuis@woodstockchristian.ca.
Director of Learning	Ms. Bethany Pasma	b.pasma@woodstockchristian.ca
Teaching Staff		
JKSKb	Mrs. Nelia Saarloos	n.saarloos@woodstockchristian.ca
JKSKa	Ms. Mary Pifer	m.pifer@woodstockchristian.ca
Grade 1	Mrs. Lesa Racicot	l.racicot@woodstockchristian.ca
Grade 1/2	Ms. Amy Martin	a.martin@woodstockchristian.ca
Grade 2	Ms. Anna VanGeest	a.vangeest@woodstockchristian.ca
Grade 3	Mrs. Erica Schuster	e.schuster@woodstockchristian.ca
Grade 4	Mrs. Ana Murillo	a.murillo@woodstockchristian.ca
Grade 4/5	Mr. Tony Schaafsma	t.schaafsma@woodstockchristian.ca
Grade 5	Ms. Kelly Martin	k.martin@woodstockchristian.ca.
Grade 6	Ms. Libby Calder	l.calder@woodstockchristian.ca
Grade 6/7	Mrs. Veronica deVries	v.devries@woodstockchristian.ca
Grade 7	Ms. Bethany Pasma	b.pasma@woodstockchristian.ca
Grade 8	Mrs. Rachel Sikma	r.sikma@woodstockchristian.ca
Music	Mrs. Elizabeth Martin	e.martin@woodstockchristian.ca
Library	Mrs. Natalie Geerlinks	n.geerlinks@woodstockchristian.ca
Learning Support Teacher	Mrs. Marcia Horinga	m.horinga@woodstockchristian.ca
Support Staff		
Administrative Assistant / Advancement	Mrs. Joleen Mulder	office@woodstockchristian.ca
Educational Assistant / PSW	Mrs. Jessica VanLeeuwen	j.vanleeuwen@woodstockchristian.ca
Educational Assistant / PSW	Mrs. Janet VanderSpek	j.vanderspek@woodstockchristian.ca
Educational Assistant / PSW	Mrs. Marjanne Scheltema	m.scheltema@woodstockchristian.ca
Educational Assistant / PSW	Mrs. Cara Renkema	c.renkema@woodstockchristian.ca
Educational Assistant / PSW	Mrs. April Edwards	a.edwards@woodstockchristian.ca
Educational Assistant / PSW	Mrs. Melanie Huinink	m.huinink@woodstockchristian.ca
Educational Assistant / PSW	Mrs. Lindsey Vanderspek	l.vanderspek@woodstockchristian.ca
Educational Assistant / PSW	Mrs. Dianna Kuipers	d.kuipers@woodstockchristian.ca
Financial Administrator	Mrs. Anita VanGeest	finance@woodstockchristian.ca
Donor Development Assistant	Mrs. Stacey Gower	s.gower@woodstockchristian.ca

- WCS sends out a weekly newsletter, the **PARENTLINK**, via mailchimp. It contains information about school activities, as well as a schedule for homework and tests for the week for each class. This newsletter can also be found on our website www.woodstockchristian.ca in the News & Events section.
- Classroom teachers may provide a teacher page, blog or weekly email which offer students and parents information about school activities and homework assignments. In the intermediate division, assignments are posted and tracked via google classroom.
- In addition, the **ENEWS** is distributed to families and extended community quarterly through email and highlights some of the major events taking place at WCS. It may contain student work from various grades.
- The **WCS WEBSITE** - www.woodstockchristian.ca - offers information about the school, and keeps families up-to-date about the latest events.
- Daily happenings and photos are also posted on the **Facebook and Instagram**.
- Teachers share class events and/or photos via weekly emails to parents.

Addressing concerns and questions:

Providing the best education possible requires ongoing, open and effective communication between parents, teachers and students. A strong relationship between home and school is an important part of helping all children reach their potential in their school environment. From time to time there may be a misunderstanding, lack of communication, or a situation that requires attention. We, at WCS, want to hear your questions and concerns and we want to hear them from you first hand in order to resolve them together. We firmly believe in the biblical model of going to your 'brother'/'sister' regarding your concerns.

The first place to go with any classroom or playground related question or concern is your classroom teacher. He or she can help you with:

- questions about the classroom or playground happenings
- classroom expectations and consequences
- homework and assignments

If you would like more information or if you have questions/concerns that are beyond the classroom, talk to the school principal.

Some tips for resolving concerns:

- Listen to Your Child - help your child by listening carefully to their views and ask questions that will help you gather information. How and what questions are best for gathering relevant information - avoid why questions because they can evoke a defensive reaction.
- Identify the Concern - Talk with your child to help identify and clarify any problems. Do not assume or predict that there is a problem.
- Encourage Independent Problem Solving - resolving concerns independently is an important life skill that will benefit your child. Encourage your child to use strategies that may resolve the concern without your help.
- Model Respect - discussing a school or teacher negatively in the presence of your child may affect attitudes toward school or teachers.
- Know the Facts - ensure you get all of the facts before reaching a conclusion on the matter. You may want to write some notes about your discussion.
- Plan - you may have some suggestions prepared to share with teachers and other staff. A solution is more likely if a number of options are discussed.

CURRICULUM AND SCHOOL PROGRAMS

INTRODUCTION

The curriculum at WCS is centred on God as creator and sustainer of all life, who meaningfully structured the world and all that He has made worthy of study. In our learning, students explore and uncover the wonderful truths and love of Creator and Redeemer God, so they may respond in awe and loving service to him.

In all subject areas, – math, language arts, Bible, social studies, science, history, geography, physical education, the arts – teachers and students proclaim *"The earth is the Lord's and everything in it."* Ps.24:1

Teachers use a variety of curriculum sources, textbooks, unit studies and other resources. During PD days, and throughout the year, teachers also write curriculum that meets the needs of our WCS students.

ASSESSMENT AND EVALUATION

It is our goal at WCS to have students experience assessment and evaluation as blessings - to maximize learning so they become as fully and completely equipped as possible to take their place in the life of service to which God daily calls them.

Assessment as the gathering of information related to teaching and learning, occurs daily throughout the learning experience - FOR learning, AS learning and OF learning. Through assessment FOR learning, the teacher monitors progress towards the learning goals, and modifies instruction and provides feedback as needed in order to further learning. Students become involved in self and peer assessment to further their learning (Assessment AS learning) Assessment OF learning occurs at or near the end of the unit of study and is a summary of the learning at a specific point in time. This is the evaluative component and can take the form of unit tests, oral presentations, video presentations or other projects.

Evaluation is the summary of the assessment information primarily shown through report cards and other academic testing tools.

REPORTING TO PARENTS

Teachers use a variety of techniques to report student progress and social development. Communication between home and school is vital to the child's educational development. Staff members are encouraged to call or email frequently and immediately both to praise and encourage as well as to raise concerns. Daily agendas, either in book form or digital, are also used to communicate concerns or joys between home and school. In senior grades, assignments, quizzes and/or tests are sent home regularly for the parent(s) to peruse and return signed to the classroom teacher.

Student Report Cards

Interim progress reports are sent home late-October. Report cards for each student are sent home at the end of each term, in January, and June.

Parent-Teacher Conferences

Formal conferences are scheduled twice annually for all students in October and January. These are 15 minutes long. Parents are urged to take advantage of these conference times to discuss with teachers how to best work together to ensure learning progress for their child.

Academic Testing

The school conducts formal testing of all students from Grades one through eight using the Measure of Academic Progress (MAP) tests developed for schools by the Northwest Evaluation Association (NWEA) from Portland, Oregon. The MAP is an on-line assessment tool and is administered three times per year - in the early fall, in mid-winter and in the spring. Three goals for this testing are: 1) to be able to support our students in their diverse ways of learning; 2) evaluation of the curricular program in order to address gaps in core skills, and; 3) measurement of school quality for incoming parents. MAP provides ongoing reliable data and measurement of growth for each child and aligns well with the Ontario Christian schools curriculum. The school will also have a district norm reference for each student in comparison to other same age/grade EDVANCE students. Results of these tests are available for parents and are kept in the student's Ontario Student Record (OSR).

In both kindergarten and the primary grades, yearly reading (vocabulary and comprehension) testing may be administered using a variety of resources.

HOMEWORK AND PROJECT WORK

The homework guidelines of Woodstock Christian school is to support the belief that homework is a relevant aspect of the learning process. Homework that is intentionally and purposefully planned can have a positive effect on the teaching and learning process and on the development of Executive Functioning Skills.

Students may be assigned specific learning tasks or may need to complete work that has not been finished in class as homework. The goal of homework is that it solidifies what has been taught in the classroom, and it teaches responsibility and time-management.

Assignments will generally be listed in student agendas, Google Classroom, and as well in the weekly newsletter. Parents can provide encouragement and support, as well as helping the child schedule a regular time and place in which to complete tasks. The amount of homework assigned is left to the discretion of the classroom teacher and will increase with grade level. In Grades 1-3 homework will not exceed 30 mins per day. In Grades 4-6 homework will not exceed 40 minutes per day, and in Grades 7-8 it will not exceed 60 minutes per day.

From time to time special projects may be assigned in order to explore topics of interest for students as they relate to the unit of study. These projects may require more homework time, and more notice will be given regarding the due dates for these assignments.

CLASS TRIPS / FIELD STUDIES

A class trip or field study is a planned, supervised learning experience away from school, for the purpose of enhancing the student's classroom education. These excursions, educational tools to bring added interest and joy to the learning process, are encouraged when they are a natural extension of the course of studies taught in the classroom. Parental permission is required for student participation in these off-site activities. Oftentimes, parent/guardian supervision is requested; assistance and participation is appreciated. Parents will need a current police check on file. All class trips (except for the final year-end trip) are funded through the school's education budget.

When supervising class trips, parents must be attentive to all the students in their assigned groups. Cell phone use should be minimal while supervising student groups.

FAMILY HOLIDAYS DURING THE SCHOOL YEAR

With the busy work schedules that families face, there are times when family trips are planned outside of scheduled school holidays. Though these trips are not encouraged, we do understand that this occurs. Parents, not the staff, are responsible for work missed during the vacation. Due to the oral and interactive nature of classroom instruction it is impossible to communicate all the work and concepts that are covered in class. Teachers may provide suggestions of work student(s) can do while away, but teachers are not required to provide detailed lesson plans, nor work beyond a general list of topics covered. Teachers are not expected to ensure that the student(s) gets caught up when (s)he returns, but will work with the parent and child to get back on track. At times, extended absences may affect student learning and assessment of learning.

STUDENT SUPPORT SERVICES PROGRAM

At WCS, we strive to meet the needs of all our students. The Student Support Program is committed to assisting students whose academic needs cannot be completely met within the regular classroom environment. The goals for this program are as follows:

- To develop an intervention strategy that stresses skill and strategy building in the primary years.
- To provide direct service to children inside and outside the classroom, as determined by the specific needs of the child.
- To implement an individual plan for each child which includes specific objectives to be met that year, with activities to reach the learning goals. Additional off-site professional consultation may be advised by the teacher or resource personnel.
- To remain flexible to meet each child's and teacher's needs, and to work closely with the classroom teacher to allow for ongoing support and accommodations (as necessary) to occur in the classroom as well.

The procedure for entrance into the program involves consultation between parents, classroom teacher(s) and the resource teacher, after which a number of tests may be administered to

determine how to best help the child. Once the individual educational plan (IEP) is determined, the student remains in the program until the classroom teacher and the resource teacher, in conjunction with the parent agree that the student leave the program.

The needs of students working above grade level expectations and requiring more academic challenges in various subject areas are presently being met by the classroom teacher(s) via differentiated instruction strategies and the use of project-based and cross-curricular learning.

ENRICHMENT

At Woodstock Christian School we aim to provide optimal educational programs and a learning environment that will successfully meet the educational needs of all of our students. The Exploratories is just one way through which we seek to accomplish this.

The Exploratories enrichment program at Woodstock Christian School is intended to meet the following goals:

- To minimize underachievement. At Woodstock Christian School, we understand the risk of underachievement as we endeavor to meet the needs of high-achieving students in our classrooms. We also understand the challenge it is to optimally meet all of the learning needs represented in each and every classroom.
- To contribute to overall school improvement. We are all a team of educators, seeking the very best for our students. We continue to emphasize each and every student's unique abilities, interests, learning styles, and preferred styles of expression, through differentiated teaching and learning, as well as through unique programming.
- To Provide high-achieving students the opportunity to engage in a subject area with others that are similar in ability level. Enrichment groups would facilitate our high-achieving students in collaborating with fellow students who might spur them on to reach their highest academic potential.

The procedure for entrance into the program involves student achievement on assessments, MAP test scores and consultation between the classroom teacher(s), and the Exploratories teacher.

MUSIC PROGRAM

Music is an integral part of the school community and curriculum at WCS. Students develop as singers, instrumentalists, and listeners during their elementary school years. We are blessed at WCS to have a band program for our students in Grades 6-8, which includes rental instruments (with a fee) as needed. WCS students learn to use music as a tool for worship and a way to glorify God. Students develop an understanding of this through the study of music and through performance. Our graduates attain high levels of musicianship and enjoy a significant head-start in secondary school music programs.

LIBRARY

The library at Woodstock Christian School plays an important and exciting role in the total educational program of our school. The library is a warm and inviting place, used regularly by

our staff and students, and it provides a program of services and resources that meet the needs of the curriculum, and also the interests and abilities of our students. We seek to provide materials which will encourage both spiritual and intellectual growth. Each class has a scheduled library period each week during which the librarian and/or volunteer are available to sign out books and to assist them in finding books and research materials. Books are loaned for a two-week period and it is important that books be returned on time. Overdue notices are emailed home weekly.

RENT TO OWN CHROMEBOOK PROGRAM

Beginning in Grade five and continuing to Grade eight, students participate in a rent to own Chromebook program. WCS will purchase a chromebook for each student entering Grade 5. Parents will pay a portion of the cost of the Chromebook each year. The student will own the Chromebook after Grade 8, and will then take that Chromebook with them after they graduate. It is the students responsibility to care for this Chromebook, and they are responsible for any damage to the Chromebook.

COMPUTER AND INTERNET

Woodstock Christian School Computer and Internet Acceptable Use Policy

Woodstock Christian School aims to provide distinctive and high-quality Christian education that challenges each student to fulfill the potential of his/her God-given abilities in service to God and the community. The intention of the Computer and Internet Use Policy is to reflect this mission.

The purpose in providing computer accessibility and Internet access is to equip the students of WCS with the ability to explore, discern, unfold, understand, develop, and care for God's world. Computer technology and the internet are tools that WCS can use to bring about growth in knowledge, wisdom, and obedient service to God.

At Woodstock Christian School, we believe that technology can be a powerful tool in equipping our students to be agents of change in the Kingdom of God, teaching them to use the tools of their generation to make an impact now and in the future. In addition, we believe that technology can enhance learning, enabling students to access, work with, and communicate knowledge and information effectively.

While there can be hazards associated with the use of technology, we try to take every measure possible to ensure the safe and appropriate use of technology and the Internet. Students, staff and parents learn about and adhere to established standards of acceptable use when using the school's technology/access to the Internet.

Students at Woodstock Christian School will:

- Use technology in ways that both honour and nurture the well-being of self, others, and God.
- Use computers and devices for educational purposes.
- Use the WCS network, including access to the Internet, with teacher supervision.

- Use computing and networking facilities and resources in a manner that is consistent with the mission and vision of WCS and the WCS Student Code of Conduct.
- Use technology in a way that honours the law and licensing, including copyright laws.
- Protect privacy, be it personal or the privacy of others, including WCS contact information and login information and passwords.
- Respect the property of WCS including all hardware and software belonging to the school/others.
- Submit their own work and cite any materials used that is not their own.
- Cell phones are not allowed during the school day. They are to be left on silent mode or turned off and left in student backpacks. If a student uses their cell phone during school hours, it will be given to the principal, and the student may pick it up at the end of the school day. Repeat offenders will have their parents notified.

Teaching Staff at Woodstock Christian School will:

- Use technology in ways to further honour and nurture the well-being of self, students, and God.
- Supervise students using computers and teach students to use these resources appropriately and wisely.
- Teach students to think critically about information gathered and evaluate web site content for authenticity.
- Ensure that computer and internet use at WCS is used appropriately by students.
- Maintain and protect the privacy of students.

Using Email

WCS has provided a Gmail account for each student from grades one through grade eight. Two main purposes of the WCS email system are the conducting of school-business and educational enhancement. Communication sent from a WCS address is a reflection on the sender, and it is a reflection on Woodstock Christian School. Therefore, WCS expects that all email users will conduct themselves accordingly and within the parameters set forth in the WCS Student Code of Conduct. * Email that resides within the WCS network structure is considered the property of WCS.

Students and Staff at Woodstock Christian School will:

- Use email in ways that will honour and nurture the well being of self, others and God.
- Use email for educational purposes.
- Protect their own and others' privacy.
- Report any abuse of email to the principal/vice-principal of WCS.
- Ensure that all communication is respectful and appropriate.

Woodstock Christian School remains committed to providing the best possible education it can for the students of this school, and technology continues to be an excellent and valuable tool for student programs and progress. The WCS network is a protected network, which is done to ensure that content seen by staff and students remains in line with the vision and mission of our school. This policy is meant to provide the means by which staff can ensure that the teaching done at Woodstock Christian School can be enhanced by technology, and that the learning done by students can be meaningful, current, and honouring.

INFORMATION ABOUT THE SCHOOL DAY

DAILY SCHEDULE:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:25	Bus Arrival				
8:30	First Bell Rings				
8:33	Devotions				
8:55					
9:35					
10:15					
10:55	LUNCH / RECESS				
11:40	RESPONSIVE CLASSROOM BLOCK				
11:50					
12:30					
1:10	LUNCH / RECESS				
1:50					
2:30					
3:10	CLOSING CIRCLE & PRAYER				
3:20	Dismissal				

DAILY ARRIVAL & DEPARTURE

Most students arrive at and leave school via one of the WCS buses. If parents deliver students to school, please park in the front parking lot and bring them into the school via the front doors. Students will wait in the foyer until 8:30, and they may then go to their classrooms.

When picking students up at the end of the day, parents will come into the school building to get their children. The parking lot is a busy place and teachers are instructed to ensure students stay in the school until parents come in to get them. Our commitment is to ensure students arrive and leave the school safely with a parent or designated adult.

ATTENDANCE / LATE SLIP

If your child will be absent for the day, or will arrive late, please call 519-539-1492, email office@woodstockchristian.ca. Sending a text message to our office administrator is not an acceptable form of communication. Children who arrive late must obtain a late slip from the office before going to their classroom.

CALLING THE SCHOOL

Parents may call the school at any time to leave messages for teachers or administration. If no one is available to take your call, please leave a voice mail. Voice mail is checked regularly and your call will be returned as soon as possible.

Parents are asked to refrain from messaging students via student cell phones. All contact with students during the day should occur via the school office.

BALANCED SCHOOL DAY

At WCS, we follow a balanced school day schedule. There are two nutrition breaks; one from 10:55 - 11:10 a.m, the other from 1:10 - 1:20 p.m. Students eat their lunches in their classrooms and then enjoy an active break (11:10-11:35 a.m., and 1:20-1:45 p.m.) with teacher supervision. Students will be outside for these breaks except in cases of inclement weather, workroom assignment times (Gr 3-8), or when parents send a written note requesting their child stay inside due to illness or other concerns.

LEAVING SCHOOL GROUNDS

Once students have arrived at school, they may not leave the school grounds at any time unless accompanied by a parent. They must have written parental permission, or a phone call from the parent(s) to leave the school with another person, or to ride a bus that is not their own bus.

SIGN IN / OUT

Please note that if you are assisting or volunteering in a classroom you must report to and sign in at the school office. If a child needs to leave school for medical, family or other reasons, a parent / designated adult must inform and sign out at the office.

SCHOOLYARD SUPERVISION

The schoolyard is supervised before school from 8:25 a.m. by teachers who welcome students off the bus. Teachers and EAs supervise the playground at recess breaks and as students leave the school to go to their buses. There is no supervision prior to 8:25 a.m. or beyond 3:25 p.m. If childcare is needed beyond these hours, please contact the office.

WEATHER POLICY

Throughout the year, recess can be impacted by heavy rain, extreme heat, extreme cold or extreme wind. In intermittent and light rain, students will remain outside of recess. During periods of heavy rain, students will have an indoor recess, and will play in the classrooms and hallways with their classmates.

In the summer months, when temperatures exceed 32 celsius, or 40 celsius with the humidity, we will make a decision on how long students can safely be outside. We will factor in wind, sunshine, and cloud cover to inform this decision. If temperatures feel like 45 celsius, we will keep students indoors for recess.

In the winter months, if the temperature hits -20 celsius, (temperature or wind chill) we will make a decision if it is safe for students to be safely outside, and for how long. We factor in sun, wind, and cloud cover to inform our decision. At -25, (temperature or windchill) we keep students inside. Please make sure that your child is dressed appropriately for outside weather.

SCHOOL CLOSURE DUE TO WEATHER

In the event of weather conditions in which it is deemed unsafe to transport students, school may be cancelled. Notice of cancellations will be made via text message, and on our Facebook parents page. If WCS buses are not running due to poor weather or road conditions, school will be closed for the day. On fog days, the school remains open to receive students at the regular times even if morning buses are cancelled. Parents are encouraged to bring students to school when they feel conditions are safe to do so. On fog days, buses will operate as usual in the afternoon.

EMERGENCY DRILLS

Fire Drills are conducted at minimum six times per year, 3 in the fall and 3 in the spring. As well, students are instructed regarding procedures to follow in the event of a lockdown or other emergency situation. Emergency procedures and routes are posted in each classroom throughout the school.

SCHOOL POLICIES AND PROCEDURES

TEXTBOOK AND SCHOOL SUPPLIES

The school supplies all textbooks, either physical copies or digital books, for students. In the August letter written by the classroom teacher to students, a list is provided for specific supplies needed for the school year.

STUDENT HEALTH PROCEDURES

If a child becomes sick during the day, parents or contact person will be called during the day and arrangements made for the student to be picked up from school. In the event of a more serious injury, the parents or contact person will be called and the student will be immediately taken to a doctor, dentist or hospital. NOTE: If telephone contact cannot be made, but an injury is deemed serious, the student will be taken to the hospital or the nearest medical clinic by school personnel.

PREVALENT MEDICAL CONDITIONS (PMC) POLICY

Prevalent Medical Conditions (“PMCs”) are asthma, diabetes, epilepsy and anaphylaxis. These medical conditions have the potential to result in a medical incident requiring an immediate response and monitoring or a life-threatening medical emergency.

The School is committed to supporting students with PMCs to fully access school in a safe, accepting, and healthy learning environment that supports their well-being. The School is further committed to empowering students, as confident and capable learners, to reach their full potential.

The School is committed to meeting its legal requirements as stated in related legislation (e.g., *Sabrina’s Law* - 2005, *Ryan’s Law* - 2015, and successor legislation), which includes staff training.

The School is committed to working collaboratively with the parents/guardians, who are the primary caregivers of the student, in order to develop a *Plan of Care*. The School will determine who has access to this *Plan of Care*, oversee the requirements of this Plan, and communicate its contents with discretion to those who need to know.

The School will only collect, use, and disclose information in accordance with its *Privacy Policy*. It will comply with applicable privacy legislation and obtain parental consent, as necessary, prior to sharing student health information with school staff or other students.

The School cannot guarantee an allergen-free or risk-free environment but will take all reasonable and legally required measures to:

- a) reduce risk,
- b) provide a reasonable and appropriate standard of care,
- c) establish a medical emergency system, and
- d) establish expectations for off-site protocol and emergency protocol.

In accordance with the *Good Samaritan Act*, 2001, staff members are protected from liability with respect to voluntary emergency medical or first-aid services.²

Failure to respond to an emergency when forearmed with information concerning the

emergency and the required intervention could be interpreted by the courts as negligence.

Plan of Care

A *Plan of Care* contains individualized information on a student with a PMC. School policies and procedures must include provision for *Plan of Care* forms.

A *Plan of Care* will include:

- preventative strategies to be undertaken by the School to reduce the risk of medical incidents and exposure to triggers or causative agents in classrooms and common school areas;
- identification of school staff or others who are in direct contact with the student and will have access to the *Plan of Care*;
- identification of routine or daily management activities that will be performed by the student, parent(s), or staff volunteer(s), as outlined in School policy, or by an individual authorized by the parent(s);
- a copy of notes and instructions from the student's health care professional, where applicable;
- information on daily or routine management accommodation needs of the student (e.g., space, access to food);
- information on how to support or accommodate the student to enable participation to their full potential in all School activities (e.g., learning field trips, overnight excursions, board-sponsored sporting events);
- identification of symptoms (emergency and other) and response, should a medical incident occur;
- emergency contact information for the student;
- clear information on the School's emergency policy and procedures;
- details related to storage and disposal of the student's prescribed medication(s) and medical supplies, such as:
 - parental permission for the student to carry medication and/or medical supplies
 - location of spare medication and supplies stored in the school, where applicable
 - information on the safe disposal of medication and medical supplies
- requirements for communication between the parent(s) and the Principal (or the Principal's designate) and/ or school staff, as appropriate, including format and frequency; and
- parental consent (at the discretion of the parents) to share information on signs and symptoms with other students.

The *Plan of Care* will be co-created, reviewed, and/or updated by the parent(s) in consultation with the Principal or the Principal's designate, designated staff (as appropriate), and the student (as appropriate), during the first thirty school days of every school year and, as appropriate, during the school year (e.g., when a student has been diagnosed with a prevalent medical condition).

Facilitating and Supporting Daily or Routine Management

The School will provide support to students with PMCs in order to facilitate their daily or routine management activities in school. For example, the School will support inclusion by allowing students with PMCs to perform daily or routine management activities within a classroom, gymnasium, library, schoolyard, on a school bus, or at a field trip location, as outlined in the student's *Plan of Care*.

Daily and routine management, along with the ways in which the School can facilitate and

support the student in managing their PMC will be discussed and included in the student's individualized *Plan of Care*.

Emergency Response

The School will respond to medical emergencies in accordance with its CPR and First Aid Policy and with the procedures outlined in the *Anaphylaxis Policy*, *Asthma Policy* and a student's individualized *Plan of Care*.

Training

The School will provide reasonable training related to PMCs as often as is necessary, but at least annually, to School staff who have direct contact with students with medical condition(s), including occasional staff. Training will generally take place within the student's first thirty days of school, where possible, to ensure the safety and well being of the student, and will be reviewed as appropriate.

The scope of training will include the following:

- strategies for preventing risk of student exposure to triggers and causative agents;
- strategies for supporting inclusion and participation in school;
- recognition of symptoms of a medical incident and a medical emergency;
- information on school staff supports, in accordance with board policy;
- medical incident response and medical emergency response;
- documentation procedures.

Safety Considerations

The School will:

- allow for students to carry their medication(s) and supplies, as outlined in the *Plan of Care*;
- set expectations for the storage (according to the item's recommended storage conditions) and safe disposal of medication and medical supplies; and
- include a process and appropriate resources to support students with PMCs in the event of a school emergency (e.g., bomb threats, evacuation, fire, "hold and secure", lockdown) or for activities off school property (e.g., field trip, sporting event). This process should also include considerations for occasional staff.

Adopted by the JKCS Board in the fall of 2024.

A copy of WCS's Prevalent Medical Conditions, Anaphylaxis, Asthma, and Diabetes (pending) policies is available in the school office. If parents need to view the full policy, please make arrangements with our office.

SCHOOL PHOTOS

School photos (individual and class) are taken in September of each year. Various packages are made available for purchase. Graduation portraits for 8th grade students are taken in the spring.

STUDENT USE OF TELEPHONE

If students need to use a phone to call parents, they are to use the school phone in the main office, but only with written permission from their teacher. Students are asked to use the phone for emergency purposes only.

STUDENT USE OF PERSONAL DEVICES / CELL PHONES

Students are not permitted to use cell phones or other electronic devices during the school day except with permission from their classroom teacher for specific assignments or as a condition of learning noted in their IEP. This includes on the buses travelling to and from school.

Phones/devices are to be safely stored in silent mode or turned off in backpacks or in an area designated by the classroom teacher. If students use devices or keep them on their person, teachers are authorized to take phones/ devices to the office for safekeeping, and the student may pick their device up at the end of the day. If a student repeatedly uses a device without permission, parents will be notified, and additional disciplinary action will be taken.

EXTENDED ABSENCES

We ask all parents to consider the matter of attendance when planning family vacations. If students are to be absent for more than a day, please call the teacher to discuss arrangements concerning missed schoolwork. If parents are away and children are staying with another family, please make the office aware of these details.

STUDENT DRESS CODE

WCS has a dress code for students. Students are required to dress neatly and respectfully. Shorts' lengths and skirt hems are to be longer than the place where palms reach when hands are relaxed at one's sides. When wearing leggings, hoodies or tops worn with them must be an appropriate length, well past the waistline. Tops and t-shirts for students in Grades 4-8 must past go well past the waistline, have sleeves and modest necklines. Muscle shirt, tank tops or shirts that show a bare midriff are not permitted. T-shirt slogans should demonstrate good taste, reflecting a positive message. If a student wears clothing that is not in line with the dress code, they will be given school PE clothes to change into.

Coats, jackets, caps and hats may not be worn during assemblies or in class. School spirit wear is available for sale in the office and/or at special times of the year and is worn by students when representing the school at special events such as choir/ band, speech meets, Battle of the Books and sports tournaments.

INDOOR / OUTDOOR SHOES

To assist in keeping the school clean all students are required to wear indoor, non-scuffing shoes with non-marking soles. These shoes are to be left at school and may not be worn outdoors during recess. For reasons of safety and hygiene, students may not walk barefoot inside our outside of the school.

Shoes for outdoors must fit properly for running and climbing, and must have closed toes. Flipflops and Crocs are not acceptable footwear. Shoes must be tied and worn properly at all times.

GYM WEAR

All students participating in gym activities will wear appropriate shoes with non-marking soles. The athletic shoes worn for physical education classes and for school sports should be sturdy and provide proper support and traction.

All students in Grades 4-8 are required to have a change of clothing (T-shirt and shorts available for purchase for \$25 from the school office) for physical education classes. These clothes should be kept in a tote or a gym bag that may be left at school and/or brought home for washing.

ADMINISTERING MEDICATION AT WCS

In order to ensure that WCS remains a safe school for our students, the following guidelines regulate the administering of medication at the school:

- All prescribed medications that are required to be taken during school hours will be stored in the office by the Administrative Assistant in the school office.
- Asthma medication is an exception as students should keep their puffers in their backpacks and can self-administer them as needed.
- Students with anaphylaxis will keep an epi-pen in their backpack. A second epi-pen will be stored in the office.
- Parents whose children need to take the prescribed medication will supply the Administrative Assistant with the medication and proper documentation.
- The Administrative Assistant will keep a current list of students who need prescription medication. S/he will also keep a schedule of times and dosage.
- The student will come to the office at the proper time to take the medication. The Administrative Assistant will call the student to come if s/he forgets.
- The Administrative Assistant may also give non-prescription medication such as acetaminophen to students, but only to those students whose parents have given permission via the September medical questionnaire or a signed statement giving the school permission to that effect.

The full medication policy is available in the school office if parents would like to view it.

LOST AND FOUND

Lost and Found items are placed in the hall near the front door. Students/parents are asked to check this regularly for missing items. Smaller and more valuable items like jewellery, watches, and cell phones can be claimed from the school office. When possible, mark clothing with the child's name. Items not claimed will be donated to a community thrift store at the end of every month. The school is not responsible for lost or damaged items such as personal toys or devices.

G.I.F.T.S. PROGRAM

GIFTS ("Getting Involved For The Students") is a participation program designed to encourage families to use their gifts in ways that will enhance our children's education. Woodstock Christian School is an independent school operated by a Board of Directors and membership which is made of parents and supporters. We rely heavily on parental involvement and support. Research indicates that, typically, when parents are informed about and involved in their child's school, children are more well-adjusted and perform better academically. Through the work of parents and other volunteers we are able to offer a range of educational activities, meet high standards, and keep the cost of tuition down.

Goals and objectives of the GIFTS Program:

- Encourage parental involvement in school activities
- Communicate volunteer needs and opportunities
- Coordinate volunteerism throughout the year
- Promote development of new ideas
- Reduce costs through increased participation

Secondary benefits of the GIFTS Program:

- Increased awareness/appreciation of the effort required to operate the school
- Dispel perception of inequity (20% doing 80% of the work)
- Relationship building and a deeper sense of school community
- Increased "ownership" of the school
- Matching of gifts and skills with school needs
- Increases the support shown at community membership meetings and school events
- Allows families to plan their participation over the course of the year
- The children love it

There are many ways to get involved at WCS. We request that each person consider the talents that God has given them and ask God to show where He is calling them to be a blessing in our school community. We recognize that parents have years when they are not able to be as involved and times when they are able to give more. It is our hope that all parents will want to be involved as they are able. Each family is encouraged to contribute 40 hours of involvement. Families who are unable or choose not to participate are strongly encouraged to make a donation in lieu of volunteer time.

A GIFTS survey will be distributed in September. Please review each school committee or activity listed on the survey and indicate the areas in which you are interested or those which match well with your 'gifts' and skills. This survey is a useful tool for volunteer management. It indicates who has the skills required for a task, or who may be interested in various volunteer jobs. It saves a great deal of time when calling volunteers for different functions or events and also ensures that you will be asked for something in which you are interested. This form is only an indication of your areas of interest. It is not a binding commitment. You will be asked whether you are able to participate when the events come closer.

Thank you for your participation and support. We thank God for you. We could not offer our variety of programs and learning opportunities without your help!

VOLUNTEERS

Volunteers are important people in our school community. All those who assist in the operation of the school in some way, without being paid for their time are considered volunteers. Volunteers assist teachers and students in class, in library duties, in coaching sports teams, supporting the elective program, and in accompanying class trips and other activities. **All volunteers are required to submit a recent police check which will be kept on file in the office.** Classroom volunteers will be trained annually in accordance with health and safety guidelines. Volunteers are celebrated at our annual volunteer appreciation event.

ADMISSIONS AND ENROLMENT POLICY

It is the purpose of Woodstock Christian School to provide a sound academic education based upon and infused with the truth of God's written and created word. Parents who seek to enrol their children at Woodstock Christian School have a desire for and sincere interest in Christian Education. The school focuses on Christ-centred learning, and therefore, parents must support and want their children to be educated in accordance with the school's Christian program of instruction. The instructional program is specifically based on the infallible Word of God and on Biblical truths. Every subject is taught within a Biblical worldview. All parents/guardians agree to have their children participate in and attend all compulsory courses and devotional activities.

PURPOSE OF THE WCS ADMISSION POLICY IS TO

- set guidelines for admission to the school
- promote the distinctively Christian character of the school
- ensure that the school admits students in a clear and fair manner
- ensure, a thoughtful, well-informed decision by the parents
- inform parents about the expectation for involvement and support for the activities of the school and positive participation in the school community
- ensure that each student is placed in the most appropriate learning environment
- ensure the school is able to meet the needs of each student enrolled

BASIC CONSIDERATIONS

- prospective parents must want their children to be educated in accordance with the school's basis and purpose and they must fully support the aims of the school's Christian program of instruction
- the school will accept a student only if it believes it can provide a suitable educational program. In some instances, the family or student may be placed on a probationary enrolment contract, or the school may decide that it lacks the resources to provide for children with particular needs.
- parents must agree to meet the financial obligations of enrolment within the required time period
- parents must foster a sense of community and harmony with the school community and cooperate with the organizational needs of the program
- parents must agree that the standards of their home will not undermine the standards of the school
- the Board of Directors reserves the right to refuse admission or re-enrolment of a student without giving cause.

- children who have developed or display a contempt for the Christian faith and way of life will not be enrolled
- parents will cooperate with the school in a spirit of partnership in the training of their children. If at any time during the training/education of child(ren), the parents can no longer work together with the school in a spirit of unity, and all reasonable avenues of communication are exhausted, parents will withdraw their children from WCS

ELIGIBILITY

1. Enrolment at WCS is open to children of Christian parents and/or guardians who seek to supplement their consistent efforts in nurturing their children for the Lord with their child(ren)'s enrolment at WCS.
2. Applications for enrolment where parents do not indicate clear Christian commitment are subject to approval by the Board of Directors.
3. Junior Kindergarten students must be toilet-trained and must reach the age of 4 years on or before December 31 of the current year. Senior Kindergarten students must reach the age of 5 years on or before December 31 of the current year.
4. Enrolment for all students is subject to the determination and acceptance of the grade/program placement as directed by the Principal.
5. Enrolment at WCS is subject to the procedures and conditions specified in this document.

PROCEDURES FOR ENROLMENT

1. Inquiries regarding possible enrolment at WCS are received and recorded by the Advancement Director.
2. Interested parents/guardians will be offered an information package, the opportunity to meet with the Advancement Director and/or Principal, and participate in a school tour.
3. The Advancement Director meets with the principal to ensure that the school is able to offer appropriate teaching to the student based on the school's admission criteria.
4. Parents are provided with an enrolment package, which is to be reviewed with the parent. The following items must be received from the family:
 - Completed application for Enrolment Form
 - Signed Statement of Support/Consent
 - Application deposit of \$500.00
 - Copies of the student's last three report cards (if available)
 - All other assessments and educational reports, including the IEP
 - Proof of age (birth certificate)
 - Immunization records
5. All parents/guardians must sign the statements of support and commitment found on the back of the Student Enrolment Application form. Also, students and parents must sign the Code of Conduct agreement at the start of each school year or upon school entry.
6. The Principal and Advancement Director will meet with parent(s) who are applying to enrol a child for the first time to ensure that parents know and understand the Christian purpose of WCS and the commitments required by the school. There is a school entry discussion outline to guide this meeting.
7. Following receipt of the above documents and the interview, the prospective student(s) will be referred to the Learning Support Teacher (LST) for screening.

8. The principal will approve the enrolment and inform the BOD. The principal will notify the family and the student is enrolled at WCS. A letter or notice of acceptance will be sent to the family.
9. Once admission is approved, prospective students are encouraged to spend part of a day in their grade appropriate classrooms.
10. a) In the event that an application for enrolment falls under "Eligibility, Item 2" (above), the principal shall bring the application file to the Board of Directors for consideration. The Board may accept the new enrolment, deny the new enrolment, or request a probationary term of attendance (to be set by the Board) after which time the enrolment application is considered again by both the parents and the Board.
b) The Board may adopt/impose a % ratio of enrolment for their direction when considering 'Board approved enrolments'.
11. Student enrollment is subject to space and program limitations. A waiting list will be established when necessary. If the school needs to limit its enrolment, priority will be given children of parents who are society members and/or already have children enrolled in this school.

CONDITIONS OF ENROLMENT

Enrolment for students with special needs is subject to the ability of the school to accommodate the program needs of the child. Expenses for additional EA time and outside of school assessments are to be covered by the parent/guardian.

The Board of Directors reserves the right to withhold or withdraw enrolment or re-enrolment privileges for any of the following reasons:

- when the available facilities are filled
- when the student's needs could not be met by the current staff and/or facilities
- when a student is to be suspended/expelled for serious and/or ongoing misbehaviour as outlined in the school's discipline policy and Code of Conduct
- lack of parental commitment to financial obligations
- lack of parental support for the work of the school
- if parents/guardians are unwilling to follow up with recommendations for assessment and extra support for their child
- if parent/guardians have not been forthcoming in regards to sharing records, files regarding behaviour or other needs of their child

(Approved by the JKCSS Board of Directors, spring 2023)

(Source documents: Immanuel Christian School, Aylmer; Nanaimo Christian School; Toronto District Christian Highschool)

DISCIPLINE POLICY AT WOODSTOCK CHRISTIAN SCHOOL

Woodstock Christian School is a place of learning for all of the ways God has created us to be. Students at WCS will grow academically, spiritually, socially, physically, and emotionally. In order for effective learning to take place, students need to feel welcomed, supported, and a sense of belonging. Discipline is a part of the learning process that guides and nurtures a person to maturity. Discipline is more than compliance. Discipline provides boundaries, expectations, and the opportunity to try again and to do better.

Discipline is about:

- building and maintaining healthy relationships
- explicit teaching and reinforcement of appropriate behaviours
- self-awareness and self-regulation
- responsible decision-making
- being able to empathize and show compassion

At WCS, we are committed to ensuring positive, wholesome learning environments and creating a school culture based on Christian love and respect. This is to be reflected in our expectations, policies, code of conduct, in our practices, and curriculum. We acknowledge that each person is made in the image of God, and that parents are responsible for the discipline of their children. Parents entrust their child's education and care to the school and a partnership is formed to direct and encourage growth in self-control and discipleship. This policy applies to all areas of WCS, including transportation, sports, and any other event or area of the school in which students participate.

RESTORATIVE PRACTICES FRAMEWORK

God gives laws and rules to live in harmony with Him, creation, and one another. As disciples, we are called to imitate Jesus' love (Jn 13:34), his mission (Mt 4:19), his humility (Phil 2:5), his service (Jn 13:14), and his obedience to the Father (1 Jn 2:3-6). As we follow Christ and help others follow him, we are made aware that we need grace. We sin. We fail. We struggle. Thankfully, God's grace and mercy are abundant.

Discipline is part of the learning process and is a means to assist children to develop and grow to maturity. WCS will provide clear expectations for students. Students will develop a sense of responsibility for their learning, for themselves, and for care of others. Just as we teach reading, math and other areas of learning, we teach social, emotional and relational skills. Some children will come to school with highly developed skills. Others will need more support and training in becoming contributing members of a caring learning community, to control their impulses, to show compassion, humility, and maturity as they learn to consider the needs and feelings of others.

Our desire is that students will grow in respect for God, human authority, peers, self, and in the care of God's creation. In the development of self-discipline, the child becomes aware of his/her behaviour, accepts responsibility for it, looks for and takes corrective action, and seeks reconciliation to God and others. Through reconciliation, the child experiences mercy and forgiveness and, in turn, learns to forgive. The aim of corrective discipline is for discipleship, recognizing and repairing harm, and the restoration of community, and developing self-regulation.

RESPONSIBILITIES OF STAKEHOLDERS

All partners/stakeholders have roles and responsibilities in the educational process, including the responsibility to act as a team for the most meaningful learning for the student. A wholesome school atmosphere develops when the roles of teacher, student and parent are outlined, understood, and fulfilled with mutual love and respect.

- The Board has final responsibility for effective application of policy for student conduct and discipline. The Board will support Principals and staff in the implementation/application of these policies. The Board will adopt and review policies.
- The Principal is in a supervisory capacity over all the discipline matters of the school, and is accountable to the Board for all school activities. Her/his role is, on a daily basis, to define, model, and encourage responsible and appropriate behaviour for everyone under the Principal's authority, and to deal judiciously with inappropriate behaviour referred to her/him while respecting the dignity of each student. In contacting parents, Principal (and teachers) will discuss with parents the nature of the incident, how their child was harmed or caused harm, what supports will be put in place for their child, and what consequences may occur for their child. The Principal cannot name or provide information about others involved in the incident.
- Faculty and staff are called to consistently guide, care, motivate, instruct and to create an environment of learning. Each staff member will encourage positive, safe, and acceptable behaviour at all times and in all places. Teachers will engage students in learning academic content and what it means to love God and love neighbour. Good discipline involves providing a calm, orderly, caring, and productive classroom and the ability to anticipate and address unacceptable behaviour in its early stages.
- Teachers will communicate regularly with parents on important issues. All staff and volunteers are aware of and review annually the WCS Child Welfare Policy and act in accordance with its provisions.
- Students are called to learn, to participate and engage in learning opportunities, to respond in appropriate and caring ways, demonstrating respect, self-control, and the ability to solve problems. It is their duty to know and adhere to the standards of expected behaviour at school. Students must accept the authority of school personnel, and act in accordance with the Code of Conduct.
- Parents set examples in word and action. We appreciate the unique methods of child guidance from home to home. Parents are caring and respectful partners in education and have the responsibility to be aware of, understand, and support the rules governing student behaviour in the school. As well, they will help their children understand such rules and their importance.

Woodstock Christian School's enrolment form is signed by parents upon initial enrolment and includes a Statement of Support/Consent for parent(s)/guardian(s) which in addition to stating the purpose and philosophy of the school, also includes the following:

"In making an application for my child/ren to attend Woodstock Christian School, I agree to support the school in its maintenance of high moral and spiritual standards; its rules and regulations as established; its school programs and projects; the kind and measure of discipline taken to ensure good order and a proper learning environment."

RESPONSIVE DISCIPLINARY ACTION

Student discipline is not judgmental, arbitrary or coercive but shows individuals what they have done wrong; gives them opportunity to take ownership for the problem; provides a process for solving the issue they've created; and leaves their dignity intact. The goal is to instruct, teach, guide and help students develop self-discipline so that effective teaching and learning can take place for all.

Disciplinary problems should be dealt with in an objective, professional manner that considers the needs of the child and the circumstances of the situation. Each infraction should be considered as a learning situation to be handled intelligently and with patience and sensitivity. Teachers and Principals will use a variety of interventions that are direct and focused on learning. They will provide stability, support, and, as much as possible, prevent escalations, and engage students in learning. Interventions and consequences will be logical and associated with the misdeed and may include loss of privilege, reparation, timeouts, conferencing, and connecting with parents. Emphasis will be on developing proactive strategies, evaluating and reflecting on practice and the needs of the student, and responding effectively.

TEACHER LANGUAGE & CORRECTIVE ACTION

Teacher language is a powerful tool. Teachers will provide counsel and support to students. Teachers will reinforce strengths, positive efforts, attitudes and quality work; remind students to remember for themselves – show faith in students' competence and build independence; and redirect – providing wise external control by naming the desired behaviour and taking corrective action as necessary.

When children misbehave, teachers use respectful strategies to stop the misbehaviour and harm, and restore positive behaviour. Teachers will respond to rule-breaking with logical consequences, recognizing that students may need to 'take a break' to re-establish self-control and that consequences should 'fit' the rule-breaking in order to best make restitution for the wrong or harm done.

Each teacher is responsible for maintaining discipline in the classroom, the school, and at school related activities onsite or offsite. All other staff will be partners in maintaining discipline. The Principal may provide assistance and support. Proactive classroom management techniques or corrective actions by the teacher may include, but are not limited to the following:

- Body language indications can serve as a preventative or warning measure. A look, reminding gesture, or physical proximity can alert the student to the necessity of adjusting her/his behaviour.
- Corrective admonishment may take the form of a talk or a few accentuated words. Usually the more intensive form of this type of communication takes place outside of the classroom setting.
- In a meeting with the student, teacher will use affective talk so that students have a clearer understanding of what they have done, whom they have hurt, and what steps are needed to set things right.
- Situational adjustments may include a rearrangement of the seating location within the classroom.
- A brief 'timeout' or 'take a break' in the classroom, office, the Learning Place, or a buddy classroom provides opportunity to 'reset'.

- Withdrawal of privileges may, on a temporary basis, include break time play or involvement in a specified classroom or school activity.
- Extra assignments may include activities related to the behaviour and limited service tasks within the school setting.
- Group or class meetings (circles) may be held with the students involved and those affected. The teacher leads this conference asking affective questions. The purpose of this meeting is to promote healing and reconciliation by prompting students to find a solution acceptable to all parties.

TEACHER & PRINCIPAL

Referral to and consultation with the Principal is an avenue which is available to teachers at all times. It is the role of the Principal to work with the school leadership team, the Board, and other agencies and the community at large to make policies and procedures effective. The Principal will provide opportunities for initial and ongoing training for faculty/staff in Responsive Classroom, Restorative Discipline practices, and other strategies as necessary.

To help resolve conflict, the Principal will act as fair, firm, and patient counselor/arbitrator. She/he will follow up all discipline issues which reach the office, ensuring teachers and staff feel supported. The Principal will be an active listener and a wise negotiator for members of the school community who seek help. She/he will work with parents and other support agencies, if needed, to provide additional services. In some cases, the Principal may suggest a transfer (demission) to another school board, recommending programs and supports that cannot be provided by Woodstock Christian School.

Situations where referral is required may include, but is not limited to the following unacceptable behaviours:

- disrespect of any leading adult (teacher, EA, volunteer, chaperone, bus driver)
- use of vulgar language or profanity
- comments with sexual innuendo, obscene gestures
- habitual disregard for school rules
- assault or abuse of another person
- destruction of property, theft
- threats and/or bullying – including cyber-bullying, physical, verbal, or written threats or harm
- possession, use, and/or distribution of illegal items and substances including
- tobacco, vaping or cannabis products, alcohol products, drugs, firecrackers, knives, weapons

Corrective actions may include, but are not limited to the following:

- 'Reset' or Timeout: A cooling off period is established in a safe place until such time as the Principal can discuss the problem with the student and his/her parents and/or guardians. Parents may be informed and requested to pick up their child and discuss the problem with the Principal. If this is not possible, the child will remain at school but out of class.
- Detaining: Students may be detained in the office or elsewhere in the school and kept from regular class for such behaviours as aggression, throwing objects, inappropriate language, bullying, insolence, defiance. The administration may determine whether

appropriate action for the student would be to serve the community through community service during this detention time.

- Restitution for property, which is stolen or damaged wilfully, or through negligence, will follow upon the judgment and decision of the teacher or Principal in consultation with the parents. Appropriate corrective discipline will be applied. For serious offences and in cases where reconciliation has not yet been achieved using small conferences/circles, a formal conference may be scheduled. It could include those who have caused the harm and been harmed and their parent(s), the harmed and their parent(s), and administrator(s), one or two classmates/other adults chosen by each student directly involved, and one or two classmates/other adults chosen by the teacher. This meeting is chaired by the school administration or outside facilitator. Its purpose is to seek restitution, forgiveness, and reconciliation. Should this goal not be reached and it is not possible for the harm to be repaired, school administrators, with Board endorsement, will make a final decision that upholds the wellbeing of all in the school.
- Suspension of two types can result from one serious incident, from repeated negative behaviour, or from the accumulation of incidents and detainments.
 - In school suspension (one to three days) is by the authority of the Principal. The child is suspended from classes and remains in the school. Parents are informed via written, verbal communication, or meeting.
 - Out of school suspension (one to five days) is by the authority of the Principal and is in accordance with the Education Act. The Principal discusses the problem with the child's parents (or guardians) and requests that they pick up their child at the school.
- Expulsion involves permanent removal of a child from the school for the benefit of the child and/or other students. It shall be initiated on the recommendation of the Principal, after the child's parents (or guardians) have been informed and discussion has taken place. The parent has opportunity to speak to the Board before the final decision is made. The Board must approve all expulsions.
- As a step between suspension and expulsion, the Administration may require:
 - a consultation with a mutually agreed upon doctor or professional counselor and/or
 - a written report from a mutually agreed upon doctor or professional counselor that meets with the Administrative team's satisfaction.

WCS SCHOOL BUS GUIDELINES

We are pleased to offer a bus service to all our families at WCS. Riding the bus is a privilege for our students. Please read the following guidelines to help ensure we have a safe and efficient year on our buses.

Our transportation committee is made of parent volunteers and the WCS administration. This committee does their best to plan routes that are effective and efficient for all of our families. Student behavior on the buses is monitored by our bus drivers and our student bus patrol leadership team. The buses are considered school property, and as such, are under the authority of the school principal.

- I. Bus drivers are given the responsibility to drive the students to and from school safely.
- II. Students are responsible for following the guidelines provided on this document, so that the bus ride each day is a safe and enjoyable experience for all students.
- III. Parents are partners in the transportation process. They assist the school by helping their children understand the importance of safety and encouraging them to follow the guidelines on the bus. They support the bus driver in their task of getting students to and from school safely each day.

Guidelines for Parents

1. Ensure you are at your designated pickup spot five minutes before the bus is scheduled to be there.
2. Let your bus driver know before 7am if you will not be on the bus in the morning.
3. Contact your route captain (not your bus driver) if you have questions or concerns about your route.
4. Contact Mr. Vander Kooi (principal) or Mrs. Bulthuis (vice-principal) if you have concerns about behaviour on the bus

Guidelines for Students

Students ride only the bus that they have been assigned to by the WCS Transportation Committee. Any necessary changes in pick-up or drop-off locations are made after dialogue with the Transportation Committee. If students occasionally require a ride on another bus, written permission is granted through the office of the Principal.

When conflict arises between passengers or between passengers and bus drivers, bus drivers follow the WCS Discipline Policy, including Restorative Practices to bring about restitution, forgiveness and reconciliation. Bus drivers can at any time involve the administration of the school in the process.

For the safety of everyone on our school buses, it is essential that students behave. Students that are not behaving on the bus can be a distraction to our bus drivers, and may not be in a safe position when the bus needs to brake suddenly, or in the event an accident happens.

All students, from JK to G8, must demonstrate an ability to follow our bus rules. If students can not follow the rules below, they will not be allowed to ride on the bus. The bus rules, in simplified terms, are:

1. Stay in your seat, unless exiting the bus. Students must sit facing the front of the bus because this is the safest position for them. Students may turn their head to speak to those behind them, but they can not sit backwards or sideways (with their knees in the aisle). Exceptions should be rare.
2. Don't switch seats. You have been assigned a seat by your bus driver. This is the seat that you must stay in. There are times when a bus driver may grant you permission to sit in another seat, but this is up to the bus driver to decide.

3. Talk quietly with those around you. At no point should students be yelling on the bus. You may speak with the people in the seats near you.
4. Be kind. Teasing, horseplay, and throwing things around on the bus is never acceptable.
5. Nothing goes outside the windows. Windows may be opened in warm weather, but students must not put any part of their body out of the window, or throw anything out the window, nor should they yell out the window.
6. Students must show respect and care for the bus's property. Students must not engage in any activity that damages seats or windows, and should report any damage they see.
7. Students may eat, with permission, but must keep their area clean from litter and dispose of any litter in the garbage cans provided.
8. Students may not use mobile phones while on the bus, or other devices that can access the internet. Students may use hand-held electronic devices (e.g., tablets, Nintendo Switch, e-reader, MP3 player) while on the bus, as long as they do not access the internet. Games, music, or activities must be appropriate in nature (no violent or offensive content or language). Taking photos or videos on the bus is not permitted. Failure to follow these expectations may result in the loss of device privileges while on the bus, or in further discipline.

Discipline Procedure (updated August 2025)

The following is the discipline procedure that WCS is adopting to ensure that our students and bus drivers can arrive to and from school safely each day.

Discipline steps	Response by bus driver	Consequence
Bus rules are posted on each bus. Students are expected to follow them	Students are given verbal reminders by their bus driver to follow our bus safety rules	No further action taken
Step One	Students are given verbal reminder by their bus driver, and told the Principal / Vice-principal will be informed.	Principal / Vice-principal is informed and student is spoken to about their behaviour.
Step Two	Students are given final warning. The next offense will result in suspension. Student is moved on the bus to a seat near the front for a number of days (TBD) and the Principal / Vice-principal is informed.	Principal / Vice-principal is informed. Parents are warned that this is a final warning. In-school consequences may be given. The next misbehaviour will result in suspension for 1 day.
Step Three	Bus driver informs the	Principal / Vice-principal calls

	student of misbehaviour, and tells the student that the Principal / Vice-principal will be informed of misbehaviour. Student is moved to the front of bus for a minimum of 2 weeks.	parents. Student is suspended for 1 full school day from the bus. Further consequences may be given.
Step Four	If a student's behaviour has not improved after the suspension, the Principal / Vice-principal will be informed. Student is moved to the front of bus for a minimum of 4 weeks.	Principal / Vice-principal calls parents. Student is suspended for 3 school days from the bus.

If there continues to be misbehaviour after a 3 day suspension, the student will be suspended for an indefinite period of time. They will be allowed to ride the bus again only after the principal and bus driver feel that the student has demonstrated an improved ability to follow our bus rules.

