



NELSON CHRISTIAN COMMUNITY SCHOOL

Our Mission- "GROWING IN CHRIST CENTRED CHARACTER, ACADEMICS AND SERVICE"

PARENT - STUDENT HANDBOOK

2025-2026

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Table of Contents

Table of Contents.....	2
Enrollment Letter 2025.....	7
Section 100: Our Statement of Faith.....	8
Section 200: Why is Nelson Christian Community School Unique.....	9
Section 300: Our Mission.....	9
“GROWING IN CHRIST CENTRED CHARACTER, ACADEMICS AND SERVICE”.....	9
Section 400: NCCS Values.....	10
Section 500: Foundations for Learning.....	10
501: Knowledge.....	11
502: Skills.....	11
503: Values.....	11
504: Attitudes.....	11
Section 600: Students Success at NCCS.....	12
601: Students.....	12
602: Families.....	12
Section 700: Admissions.....	12
701: Admission/Re-enrollment.....	12
701.1 : For New Students.....	12
701.2 : For Re-enrollment.....	13
702: Interviews.....	13
703: Acceptance.....	13
704: Students with Academic Difficulties and Inclusive Education.....	13
705: Probational Acceptance for New Students.....	13
706: Trial Period for New Students.....	14
Section 800: Academic Policy.....	14
801: Report Cards and Parent-Teacher Interviews.....	14
802: Grades: Skill Set for Grades used for K-8.....	14
803: Homework Policy.....	15
804: Attendance, Extended Absences and Tardies.....	15
804.1: Absences.....	15
804.2: Tardies.....	15
804.3: Reporting an Absence.....	16
805: Promotion and Retention.....	16
806: Class Sizes.....	16
807: Provincial Testing – Foundational Skills Assessment (FSA).....	16
Section 900: Parental Involvement.....	16
901: Parental Involvement.....	16
902: Interpersonal Relations.....	17

903: NCCS Volunteer Program.....	17
904: Parent Council.....	18
Section 900: Appendix A.....	19
Section 900: Appendix B.....	20
Section 1000: Communication Between Home and the School.....	21
1001: Guide to Communication.....	21
1001.1: Good Communication is a Partnership:.....	21
1001.2: How do I Communicate with my Child(ren)'s Teacher?.....	21
1001.3: What Can I expect of My Child(ren)s teacher?.....	22
1001.4: How do I bring a concern forward?.....	22
We believe that bringing concerns forward on the behalf of another student/family, or based on a conversation with another student/family is furthering gossip. We want direct and timely communication from those directly involved with concerns.....	22
1001.5: What Can I Expect of the School and Administration?.....	22
1001.6: What Can I Expect out of a Resolution?.....	23
Section 1000: Appendix A.....	24
Section 1100: Developing a Culture of Safety, Acceptance and Respect for all Students and Staff.....	25
(Updated August 14, 2024).....	25
1101: Bullying and Anti-Bullying.....	25
1102: Violence Threat/Risk Assessment: Fair Notice and Process.....	27
What is the Purpose of a Violence/Threat Risk Assessment (VTRA) Team?.....	27
What behaviours initiate a Violence/Threat Risk Assessment (VTRA)?.....	27
What is a threat?.....	27
What happens in a Violence/Threat Risk Assessment (VTRA)?.....	27
Section 1200: Finances.....	28
Section 1300: Tuition Fees.....	28
1301: Payment of Tuition.....	28
1302: Cash Payment Policy.....	29
1303: Tuition Assistance.....	29
1304: Tax Deductibility.....	29
Section 1300: Appendix A.....	30
Family Deposit:.....	31
Payment Methods:.....	31
Activity Fee:.....	31
Band Fee:.....	31
Tuition Assistance:.....	31
Preschool Tuition Incentive:.....	32
Section 1400: Code of Conduct.....	33
1401: Respect and Responsibilities.....	33

1402: General Conduct Rules.....	33
1403: Specific Conduct Rules.....	33
1404: Procedural Fairness and Appeals.....	34
1405: Discipline.....	35
1406: Probation.....	36
1407: Cheating.....	37
1408: Detentions.....	37
1409: Concerns About a Policy or Discipline.....	37
Section 1500: Dress Code.....	37
Section 1600: The School Day.....	38
1601: Transportation.....	38
1602: Drop off.....	38
1603: Daily Time-Table: (Grades K-9).....	38
1604: Extended Supervision.....	38
1605: Punctuality.....	39
1606: School Closure/Snow Day(s) Policy.....	39
Section 1700: Information on Procedures and Basic Matters.....	39
1701: Bicycles.....	39
1702: Birthdays.....	39
1703: Chapels.....	39
1704: Criminal Record Checks.....	39
1705: Excused from an Activity.....	40
1706: Field Trips.....	40
1707: Parent Transportation.....	40
1708: Emergency Fan-out list.....	40
1709: Footwear.....	40
1710: Halloween.....	41
1711: Lost and Found.....	41
1712: Lunches.....	41
1713: Medical, Dental and Other Appointments.....	41
1714: Nutrition.....	41
1715: Personal Items from Home & Valuables.....	41
1716: Physical Education – Excused.....	41
1717: Radios, Cell Phones, etc.....	42
1718: School Boundaries.....	42
1719: Selection of Classroom Materials, Activities.....	42
1720: Skateboards, Roller Blades, Scooters.....	42
1721: Stewardship.....	42
1722: Environmental Practice.....	42

1723: Telephone.....	42
1724: Visitors to the School.....	43
1725: Water Testing Policy.....	43
1725.1: Background.....	43
1726: Junior Kindergarten Screen Time Policy.....	43
1727: Active Time Policy.....	43
Section 1800: Emergency Drills.....	44
1801: Emergency Drills.....	44
1802: Emergency School Earthquake Drills.....	44
1803: Emergency School Lockdown Procedure.....	44
1803.1: Internal Lockdown.....	45
1803.2: External Lockdown.....	45
1804: Emergency Preparedness Plan.....	45
Section 1900: Illness and Medical Guidelines.....	45
1901: Emergency.....	45
1902: Allergy.....	45
1903: Dangerous Allergic Reaction Policy.....	46
1904: Allergic/Anaphylactic Policy.....	46
1905: Severe Allergy/Illness.....	47
1906: Fevers.....	47
1907: Medications.....	47
1908: Immunizations.....	47
1909: Lice.....	47
Section 2000: Personal Information Privacy Policy.....	48
Section 2100: Inclusive Education.....	48
2100: Inclusive Education Policy Definitions.....	48
2101: Inclusive Education and Acceptance at NCCS.....	48
2102: Identification of Inclusive Education Students.....	49
2103: Consultation to Determine when IEP's are Required.....	49
2104: IEP Document Requirements.....	49
2105: Educational Support Document.....	50
2106: Inclusive Education Student Resources.....	50
2107: Inclusive Funding.....	50
2108: Inclusively Funded Students.....	50
Section 2200: Reporting and Disclosure of Child Abuse and Neglect.....	51
Section 2300: Student Records.....	51
2301: Disclosure of Information in Student Records.....	51
2302: Student Record Security.....	51
Section 2400: Computer Use Policy.....	51

2401: Online Citizenship:.....	51
2402: Personal Safety and Privacy:.....	52
2403: Inappropriate Material:.....	52
2404: Artificial Intelligence (AI) Guidelines: (Enacted February 23, 2023).....	52
2405: Network Resources:.....	52
2406: Disciplinary Procedures:.....	52
Section 2500: Conclusion.....	53

Enrollment Letter 2025

February 28, 2025

Dear Parents,

The anticipation of a new year is upon us. Spring is here and we're already looking into the future. I'm excited to announce that the 2025-2026 school year registration is open!

For 25-26 school year we hope to continue with the new growth and excitement that began when we entered our new space. Our school will carry on with our vision for growing our early primary program, excelling in education with amazing teachers and support staff, and working towards building a beautiful play space for our students and wider community.

Again, our staff continues to grow and develop in their fields while using their skills and knowledge to support student learning. Through Outdoor education, the Arts, use of advancing technology, as well as traditional teaching methods, we are seeing student successes as they learn in ways that both inspire and challenge them. Our school focus is largely academic, and yet Bible integration and character growth weave throughout each day; we are developing the leaders of tomorrow! It is our great joy and privilege to walk alongside your children as they learn. We see your children as whole people and strive to offer an education that:

- Offers diverse learning opportunities for a wide range of learning styles and needs.
- Allows students to engage in hands-on activities, utilize technologies to deepen understanding, and develop leadership skills.
- Offers students opportunities to learn alongside classmates of different grades so that they can both learn from and teach their peers.
- Invites home-learners to join us for a flexible blended learning program with our sister school, CHEK ABC.
- Integrates Biblical content across subject areas in authentic and meaningful ways.
- Engages our school community, larger local community, and global community in different acts of Service Learning.

We look forward to another year of learning and growing, and we thank you for choosing Nelson Christian Community School. We know that you made a choice for your child(ren) to attend this Christian Education program and that continues to motivate us towards excellence.

Tracy Ashley

Principal

Section 100: Our Statement of Faith

We believe the Bible to be the inspired, the only infallible, authoritative Word of God. (II Tim. 3:16; II Pet.1:20-21).

We believe that there is one God, and that three persons eternally share the Divine Nature. The Bible refers to these persons as the Father, the Son, and the Holy Spirit. God is both self-existent and personal. (John 14:10, 26; 15:26)

We believe that Jesus Christ, His Son, is fully God and fully human. He was born a virgin birth, lived a sinless life, died for the sins of humankind, was resurrected bodily on the third day, ascended into heaven and is coming again in power and glory to establish His kingdom of righteousness and peace. Jesus Christ is the only provision that God has given for people to be reconciled to Him. Jesus' life on earth also serves as the model for the Christian life. (John 14:6; Acts 4:12; 1 Tim 2:5)

We believe that the Holy Spirit is God. He is sent to indwell, guide, and empower the believer and to convict the world of sin, righteousness and judgment. (John 14: 16; Ephesians 1: 19-20; 1 Corinthians 12)

We believe that human beings are created in the image of God. Because of Adam's sin, we have all turned against God and this has resulted in spiritual death for all humankind, which can only be satisfied by reconciliation with God through Christ. God continues to love us and reach out to us. (John 3:16; 2 Corinthians 5:17; Romans 3:23)

We believe that God offers us salvation by His grace alone and we receive it freely as a gift through personal faith in the finished work of Jesus Christ. This Righteous gift of Redemption is received and cannot be earned. God freely offers salvation to all people, and our salvation is secure. (Ephesians 2:8,9; Romans 8:38,39; Ephesians 1: 13; 2:4)

We believe that the church is not an institution, but is the body of believers in fellowship with Christ and with each other. God wants all Christians to live out their spiritual lives in a relational context. This context of Christian love relationships is a crucial feature of our witness for Christ as it reflects God's character to the world. Our mission is to preach the good news and disciple believers locally and worldwide. (John 13:34, 35; 1 Corinthians 12:12-26; Matthew 28:19)

We believe that Satan is the personal, spiritual adversary of God and God's followers. Satan actively opposes the work of the church and the spiritual vitality of Christians. Satan is doomed to final defeat and judgment when Christ returns. (Ephesians 6:12; Revelation 20)

We believe this age will conclude with the return of Christ. At that time, He will complete God's plan. God will then assign all people their eternal destinies. Those who have responded to Jesus Christ with saving faith will receive the eternal life they have already been promised (John 5:24), while those who have not will be eternally separated from God. (Matthew 24:29-31; Revelation 20 Matthew 25:46; 2 Thessalonians 1:5-10)

Section 200: Why is Nelson Christian Community School Unique

The Nelson Christian School Society (NCSS), a non-profit Society incorporated under the Society's Act, operates Nelson Christian Community School (NCCS). A team of parents, business people, educators and individuals concerned with providing a quality Christian education make up the Board of Directors.

NCCS uses BC Ministry of Education approved curriculum. Our curriculum is taught from a biblical worldview. This means that we infuse a Christian perspective into all subject areas. Students also participate in weekly chapels, daily Bible classes, prayer and devotions. Bible is taught daily, stressing the application of the principles of God's Word to daily living and character building.

- A. We provide a high level of academic instruction with a Christian worldview;
- B. Morning devotional times allow us to focus upon God's provision for preparing us for the task of Christian education;
- C. We have a dedicated Christian faculty determined to support each other, the students and the needs of the school, in prayer;
- D. We disciple students so that they may move into a relationship with Jesus Christ through Bible classes and Chapels;
- E. Students and staff participate in class and school-wide service learning projects, which teaches students the importance of serving others;
- F. We maintain a positive and encouraging environment based on respect for all members of the community. We integrate anti-bullying learning into our lessons;
- G. We meet together once a week as a community to worship in chapel;
- H. We equip our students with tools to be critical thinkers and to use discernment in making decisions;
- I. We provide a full Arts program and a robust Outdoor Education program.

Section 300: Our Mission

"GROWING IN CHRIST CENTRED CHARACTER, ACADEMICS AND SERVICE"

It is our ultimate desire that students learn about their Lord and Saviour Jesus Christ and grow in their faith during the time they spend at NCCS. This means that at NCCS students will be positively impacted in their:

- **Character** - Our Character is who we are not only in public or in class, but at home, on the sports field or with our friends. We want to show our students Jesus' example for us and what it means to live with integrity in our lives. Our character grows as we grow in our faith and desire to serve Him and others. We do not believe that character is about forcing rules on students nor using shame or guilt, it is about showing students Jesus and helping them to see how His example is relevant and alive.
- **Academics** - Academic excellence is recognizing that God created everyone differently. We all have different gift sets and learn in different ways. Knowing this, we realize that not everyone will achieve the same grades – nor do we want that. We want students to feel successful in their work, be engaged in their learning and have a love of learning. This may take different paths for each student and that is all right. Learning is a gift that God has given to us and our desire is for our students to want to learn more about Him.

- **Service** – We believe that God called us to share Jesus with our community. We believe that this is a call to serve others who are in need. We live in a broken and confused world, where you do not have to go very far to identify others who have physical or emotional needs. We want our students to learn how to respond to the needs around them, by showing them how to look beyond their own lives and share the gifts they have with others. Service does not need to be big and flashy, it just needs to come from the heart.

Section 400: NCCS Values

- A. To honor God in every dimension of our lives
- B. To challenge our students to embrace a Christian worldview
- C. To cultivate healthy communication between families and teachers
- D. To promote physical wellness and athletics abilities
- E. To inspire a love and appreciation of the arts
- F. To instill a “serve others” orientation in life
- G. To equip children to respond joyfully and faithfully to God and his creation
- H. To foster a life-long love of learning
- I. To make Christian education available to all
- J. To equip our students to know God and strengthen their personal walk with the Lord.

Section 500: Foundations for Learning

What sets our school apart from others is that we desire all of our students to grow in their relationship with Jesus and to integrate their faith into their daily lives. While reading, writing, math, history and science all play a crucial role in a person’s success in the world’ only faith relationship with Jesus makes an eternal difference. Jesus said, “I have come that you might have life, and have it to the full.” (John 10:10) We want our students to experience the full life they can have in Jesus.

Our goal is that all of our students receive a quality education, equipping them for success now and in the future. For this reason, we focus on providing an educational program that promotes a child’s development academically, socially and emotionally. We work towards instilling a love of learning that will remain after students have graduated.

As a Group 1 Independent School in the province of British Columbia we teach the provincial curriculum for all subject areas. Curriculum documents for all subjects and grade levels can be found at the ministry of Education website <https://curriculum.gov.bc.ca>. The new BC curriculum (2016) provides learning expectations for each subject and grade. Those expectations guide our inquiry-based instruction and planning.

As a Christian school, these academic goals are met in the context of our Christian Faith. All subjects are taught through the lens of our Christian worldview. Preparing our students for success involves not only teaching the knowledge and skills required, but also encouraging godly values and attitudes which lead not only to intelligence and competence, but to wisdom and leadership.

501: Knowledge

Every subject area has a core set of facts and information, and it is essential that our students learn this information, understand its meaning, and commit it to memory. This knowledge, whether it be the alphabet, the times table, or the scientific method, becomes the foundation for academic growth. Teachers work hard to find ways to present information and help the students experience it, so that learning does not become merely the memorization of meaningless facts. We help our students make sense of information in a meaningful way, guiding them to see how it fits together in the big picture.

502: Skills

Success comes not only from possessing knowledge, but also from having the skills to use that knowledge in meaningful and appropriate ways. Learning involves doing. In every subject area, students must hone their skills so they are able to apply what they know in practical and new situations. They must develop the ability to logically evaluate and solve problems, drawing on the knowledge and skills they have developed. Not only do students learn academic skills, but they must also develop interpersonal skills, so that they can interact positively with a variety of people. They must discover what it means to work as a team and live in a community. These essential skills are encouraged at NCCS. These skills can be found in greater detail on the New BC Curriculum Website, under the CORE competencies section.

503: Values

As our students grow in their understanding of the world and ability to interact in it, they must also develop a set of values which guides their actions. As a school we are transparent with the values we teach.

- A. **Respect:** Students are taught respect for God and His word, and for people.
- B. **Responsibility:** Students are taught to accept and take personal responsibility for their actions and age-appropriate tasks.
- C. **Caring:** Students are taught to help other people.
- D. **Social Responsibility:** Students are taught to show an interest in making the community and world a better place.
- E. **Integrity:** Students are taught to act on their convictions and stand up for their beliefs, even when it is difficult.
- F. **Honesty:** Students are taught to value their word and the truth, and act accordingly.
- G. **Godly Lifestyle:** Students are taught to value good health habits and godly sexual attitudes.

504: Attitudes

“But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law.” Galatians 5:22. Our attitude affects how we approach life in general. While we teach values, we nurture godly attitudes. Our prayer is that students will develop the following approaches to life:

- A. **Joyfulness:** That they will see joy in all that life bring, even the challenges, recognizing God’s hand at work.
- B. **Selflessness:** That they consider other people’s needs and interests as important and go out of their way to help those around them.
- C. **Perseverance:** That they will work hard at what they do, even when it is difficult, and will do their best to achieve their goals and finish the jobs they start.

Section 600: Students Success at NCCS

601: Students

Students are expected to take an active role in their learning. Those students that work towards becoming self-regulated learners have a keep understanding of where their strengths lie and areas to develop further. While each student's learning needs are specific to their own developmental stage, there are a common set of learning skills and habits that promote student's success. These include:

- A. Bringing Positive attitude to all learning experiences;
- B. Persevering through learning tasks that may be difficult;
- C. Listening and following teacher requests;
- D. Being prepared for learning;
- E. Engaging learning with an inquisitive mind and problem solving with creativity;
- F. Working to the best of your ability in all that you do;
- G. Building positive, respectful relationships with peers and teachers;
- H. Demonstrating positive social and emotional behavior;
- I. Following classroom expectations and the school's Code of Conduct.

602: Families

To set students up for success at NCCS it is important that families:

- A. Establishing early, regular bedtimes that begin before the start of school in September;
- B. Ensuring children arrive at school in time to make a relaxed transition to the classroom before the start of the instructional day at 8:40 am;
- C. Ensuring children eat a balanced, healthy breakfast and providing them with appropriate snacks and lunch;
- D. Setting a regular homework routine, including appropriate times and space for the work to be done;
- E. Establishing routines and structure in the home that encourage positive pro-social behavior and build self-control;
- F. Encouraging physical activity and active play and limiting the amount of time watching TV, on the computer or playing video games;
- G. Monitoring the number of extracurricular activities in which children participate;
- H. Ensuring students are appropriately dressed for the weather.

Section 700: Admissions

701: Admission/Re-enrollment

For admission/re-enrollment into NCCS, the following processes are available at www.nelsonchristian.ca.

701.1 : For New Students

- A. Complete the application and attach all required documents. Make payment for the non-refundable application fee.
- B. The school office will contact you for an appointment to have a personal interview with the Principal or his/her designate. (The interview will only happen after all required document have been sent to the school.)
- C. Should a waiting list exist, preference will be given to siblings of the existing students, previous families and then new families.

701.2 : For Re-enrollment

- A. A re-enrollment package will be available in February/March.
- B. The re-enrollment form needs to be completed online.
- C. If space is limited in a specific class a re-enrollment deadline will be set by administration. After the set date, any available spaces will be given to new students.
- D. A discount applies to families who take advantage of early enrollment. (*A non-refundable deposit of \$100.00 per family is required prior to the early enrollment cut-off date.* This will be applied toward tuition for the following year.)
- E. Re-enrollment is complete once the online form has been submitted and a family deposit received.
- F. Families need to be in good financial standing with NCCS in order to re-enroll.

702: Interviews

All new students and their families that are applying for registration, participate in a family interview. At the interview, students may participate in testing to evaluate academic placement. The interview is a time for administration to get to know the family and the family to ask about the school. The goal is to find out if NCCS is a good fit for the student and family.

703: Acceptance

NCCS is open to people of all backgrounds. Acceptance into NCCS is based on the following criteria:

- A. Completed application with all required documents
- B. Good academic standing in previous school year
- C. Positive educational reference
- D. Inclusive need that can be addressed by the Inclusive Education Department
- E. No behavioural concerns
- F. No criminal conviction or charges pending

704: Students with Academic Difficulties and Inclusive Education

NCCS has limited resources for students with Inclusive Education. Depending upon the need of a student and our financial and resource ability to service students, acceptance will be determined. We strive to have no more than 10% of our student population requiring Inclusive Education support.

Students who function significantly below grade level may be accepted to a lower grade or if resources permit at a grade level with accommodations to their academic program. Families may be asked to financially contribute towards support services.

For additional information on NCCS' Inclusive Education Policy, please see the "Inclusive Education Policy" document posted on our website <http://www.nelsonchristian.ca/>

705: Probational Acceptance for New Students

Some students may be accepted on a probationary basis. Probationary acceptance may be granted if:

- A. A behavior concern has been identified in the students past
- B. Student history/records are unclear
- C. A possible academic or special need that has been identified but not diagnosed.

A probationary acceptance generally is given for 2 months to a maximum of one year, with a final acceptance made at the end of the period.

706: Trial Period for New Students

All new students admitted to the school are accepted on a trial status. This period allows for an evaluation for the school's ability to meet the learning needs of each child as well as determining if a student is able to meet expectations of the school's Code of Conduct and fully participate in all school programs. Normally, this trial period will end after the first Report Card or the students first three months of school attendance. Parents will be notified should the trial period need to be extended. During this period the Principal reserves the right to demit a student from the school.

Section 800: Academic Policy

801: Report Cards and Parent-Teacher Interviews

Report cards are a cumulative assessment of a student's achievement over a term. Report cards are official documents generated by the school and include both marks and comments of a student's progress.

Report Cards will be sent home three times a year: December, March and June.

Parent-Teacher interviews will be held for the first and second reporting periods. Appointments can be scheduled for these conferences through the office. Parent-Teacher interviews are excellent opportunities for parents to connect with teachers on their child's accomplishments. The second conference will include a student-led component.

802: Grades: Skill Set for Grades used for K-8

Grades K-7:	Grades 8-9:
EMERGING – The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	A (86-100%) Outstanding
DEVELOPING – The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	B (73-85%) Very Good
PROFICIENT – The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	C+ (67-72%) Good
EXTENDING – The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.	C (60-66%) Satisfactory
	C- (50-59%) Minimally Acceptable
	F (<50%) No Demonstration of Minimal Performance
	IE - Insufficient Evidence

Subject Grades Explanations:

- For Grade 8-9 a final letter grade is calculated for each term.
- Grades are a combination of all work completed and assessed throughout a term.

Teacher Comment Explanations:

- Teacher comments are considered an important piece of a student's report card.

- B. For each term, a student will receive a narrative interpreting student progress.
- C. Narratives follow a template as designated by administration (see Teacher Reporting Guidelines Document Appendix A).

803: Homework Policy

NCCS does give students homework. However, we believe in a balanced approach to homework assignments so that students can participate in extracurricular activities, family events and free play. Our general rule is 10 minutes of homework per grade level. E.g. Grade 5 = 50 minutes per night. Homework generally includes:

- A. Bible memory verses
- B. Spelling
- C. Projects
- D. Reading
- E. Special Projects
- F. Science Fair Experiments
- G. Finishing work from the day that was unfinished during the given time

Students who may be experiencing academic difficulties will have regular homework assignments. If homework is not completed, a student may be required to stay after school or inside during recess to complete the assigned work. Parents will be notified.

Studying for weekly Spelling tests and practicing Math facts is encouraged throughout the elementary grades. For Grades 4-9 any assignments not completed in school time are considered homework. Occasionally, students are expected to study for class tests.

In Junior High, formal homework can be expected in addition to class work being completed. Assigned homework is an important part of the students' academic program. A proper homework time and space is needed at home for the student to study and complete homework.

804: Attendance, Extended Absences and Tardies

804.1: Absences

Consistent attendance is essential to the student's academic success. Extended absences during the school year affect student performance. Since the concepts and skills covered during instructional time build foundational understanding for future studies, an extended absence will impact a student's ability to meet curriculum expectations. At the same time, experiences with family outside the classroom are opportunities for learning. Parents are asked to carefully consider planning extended vacations during the school year. In the event of any extended absence, other than illness, parents should communicate the nature and duration of the absence to the teacher and school office at least two weeks prior. Upon request, teachers will provide an outline of work and learning materials that will be covered during an extended absence.

804.2: Tardies

If a student is not in their classroom by 8:40 AM they are marked tardy. Late students are to report to the office before going to class. In cases where a student shows a continued pattern of being late, the Principal, teacher and parent will meet to discuss the concern and attempt to resolve the problem.

804.3: Reporting an Absence

When a student is absent due to illness or appointments, their parents should inform the school office by phone or email (office@nelsonchristian.ca) before 8:40 AM. After 9 AM the office will contact the family of the absent student. If parents have advance notice of upcoming absences, it is important to contact the teacher in advance so that appropriate plans can be made.

805: Promotion and Retention

Students who meet grade level outcomes will be promoted to the next grade at the end of the school year. Students who do not meet grade level requirements may be required to repeat a year in order to acquire the necessary skills and knowledge to succeed at the next higher grade. Factors such as age, social maturity, work habits, and ability will be considered. Parents will be informed as soon as possible if there is a chance that their child may need to repeat a grade, and the school will seek their input in making a decision that is in the best interest of the child.

806: Class Sizes

Our goal is to optimize student-learning support through small class sizes. Class size limits may be adjusted dependent upon space (room size) constraints. The following class size limits have been set:

Kindergarten	15 students
Grades 1-3	20 students
Grades 4-6	20 Students
Grade 7-9	20 students

807: Provincial Testing – Foundational Skills Assessment (FSA)

As part of the Ministry of Education province wide assessment, Grade 4 and 7 students at NCCS participate in Foundational Skills Assessment. This assessment provides the school and community an indication of student learning achievement. The assessment takes place annually in October/November. The FSA includes 5 tests totaling 4.5 hours. The tests focus on writing, reading, comprehension, numeracy and calculation skills, as well as unmarked collaborative activity.

Section 900: Parental Involvement

901: Parental Involvement

As partners we expect our parents to be active participants in the education of their children by supporting and being involved in the life of our school. In addition, the role of parents includes creating a home environment that enables a child to succeed at school.

Each family is asked to commit to completing 10 volunteer hours by June 1st. A Volunteer Tracking form is used to track

hours and must be completed and submitted to the school office by June 15th. It is the parent's responsibility to keep track of volunteer hours. Parents who complete the 10 hours will be invited to an end-of-the-year celebration in June.

Teachers will ask for parents to volunteer for specific jobs in the classroom. These range from assisting students (under the direction of the teacher), to helping on field trips, to making manipulatives for student use in the classroom.

Supporting and being involved in the life of the school includes:

- A. Volunteering for school events or in your child's classroom;
- B. Actively participating in the Parent Council and school fundraising activities;
- C. Communicate regularly with teachers;
- D. Supporting the work of teachers and school administration;
- E. Addressing any concerns appropriately and according to the guidelines established in school policies.;
- F. Promoting positive, purposeful and relaxed conversation about the school with your child;
- G. Being an ambassador of the school to your friends, family and neighbours.

902: Interpersonal Relations

NCCS is fully committed to developing interpersonal relationships based on honesty and integrity. Whenever a concern or disagreement occurs, we fully expect the two parties to come together to discuss and work through the concern not participating in gossip or slander. If an individual is hurt by another, we desire the individual to follow the example that Jesus outlines in Matthew 18: 15-17 and go to that person. If there is no acknowledgement, then another needs to be part of the resolution process.

In regard to concerns with teachers, the following communication must take place:

- A. Discuss concern with Teacher
- B. Take concern to Principal
- C. Take concern to Superintendent
- D. Take concern to the Board

903: NCCS Volunteer Program

NCCS operates on approximately 30% less financial support (including tuition and government grants) than public schools in Nelson, BC. We rely on our parent and wider community to support the ministry our staff, teachers and administrators are doing through volunteering. Families who are on Tuition Assistance may be asked to take on additional volunteer responsibilities.

Volunteering is an excellent way for parents to join with the ministry of the school and show their support for the school, their child(ren) and their child(ren)'s class. We do not take for granted the contribution that our volunteers make in helping to maintain and grow our school. Additionally, statistics show that when parents and community members are involved in education, student achievement grows.

Volunteer programs are not unique to NCCS. Our program follows a common practice in both private, public, education, community service and sport organizations in Nelson and right across BC. We ask each family to commit to completing **10 volunteer hours** by June 1st. Volunteer hours are recorded on a honour system.

Individuals who complete 10 hours or more throughout the course of the school year will be invited to attend a celebration dinner in June. I want to celebrate and honour community members who give of their time to invest in our school. A date and location will be emailed to each volunteer who completes the minimum 10 hours.

904: Parent Council

The partnership between parents and the school is demonstrated in the Parent Council. The Parent Council is led by volunteer parents and supported by the school principal, meets several times a year to improve communication, build a sense of community, and plan events which provide support for the school's programs and special projects. All parents are asked to consider being an active part of the Parent Council, offering their time as they are able. The Parent Council is not intended to be a venue for parents to field complaints or to chart policy of the school. The Parent Council will adhere to their guidelines and bylaws as set out in the NCCS PAC by-laws document.

Section 900: Appendix A

Please make your choices by checking the box next to the area you wish to volunteer for.

Type of Volunteer Position	Est. Hours
Volunteer Coordinator - Collects these forms. Helps families connect with activities	3-5
Parent Council Coordinator - Take notes, organize other members	10-12
Parent Council Committee Member - attend meetings, help with projects.	10-12
Fundraiser Coordinator — responsible for planning meetings, oversee volunteers, marketing event, etc.	10-12
Fundraiser Helper —could include ticket sales, planning, advertising, decorating, host, set-up or clean-up, etc.	1-3
Classroom Volunteer/Helper - Assists classroom teacher with various projects: photocopying, bulletin boards, organizing/sorting,; laminating;	1 -3 per visit
Hot Lunch Program Coordinator – works with lunch provider, plan lunches, oversees group of volunteers, sort forms, collect money, etc.	12
Hot Lunch Program Helper - helping hand out lunches, help with forms.	4
Field Trip Chaperone - Attend field trip and take responsibility for a group of students.	5-10
Club Leader - Organize, manage and lead a Friday club e.g. sewing, woodworking, art, music, etc.	8-10
Chapel Speaker - prepare and speak on a topic.	1-3
Student Council Leader - Has meetings with student council to guide and build leadership skills.	1-3
Family Fun Night Coordinator - Collaborates with Parent Council. Organizes and supervises monthly Friday night activities at the school.	8-10
Family Fun Night Helper – Helps with set up, take down and/or chaperones at the event.	5-8
Book Fair Helper – Helps to set up and run the Book Fair	1-3
Library Helper – sorting books, etc. and year end clean-up (i.e. shelving books, inventory, wiping books.	1-3
Toy Lending Library - Toy Lending Library: washing toys, organizing	1-3
Housekeeping - Cleaning out, sorting and displaying lost and found items. Cleaning appliances in the staff room. Taking tea towels and dish cloths home to wash. (Can be done after schools hours). Helping with various cleaning projects	3-4
Maintenance - Plant flowers/water the lawn, garden and flower beds	1-3
Christmas Play/ Special Assembly Helper	1-3
OTHER: Please feel free to contact the school if you have other areas that you would like to contribute towards.	

Activities that do not count towards volunteer hours: Attending Parent-Teacher interviews; Attending Christmas Concert or Awards Ceremony; Attending a Movie Night or BBQ; Member of the Nelson Christian School Society Board; Attending a school chapel; Watching a class or student presentation; Being a staff member of NCCS or CHEK ABC.

Section 900: Appendix B

NCCS VOLUNTEER HOURS TRACKING SHEET

Family Last Name:
Children's First Names:

FIRST NAME OF PARENT VOLUNTEER	VOLUNTEER SERVICE PROVIDED	NAME OF EVENT CO- ORDINATOR	VOLUNTEER SERVICE PROVIDED	DATE OF SERVICE	HOURS COMPLETED

DATE OF COMPLETION:
SIGNATURE OF VOLUNTEER:

Please submit your completed form to one of the NCCS office administrators upon the completion of 10 hours or before June 1. Completed forms can be left at the school in the folder in the central office.

Section 1000: Communication Between Home and the School

In any partnership, effective communication is essential. We encourage regular communication between teachers and parents. As a school, the following communication opportunities are provided:

- A. **Email:** All teachers have staff email addresses that are checked daily;
- B. **NCCS Newsletter:** A bimonthly news bulletin, will be distributed the first week of each month. It will be emailed home and posted on the school's website;
- C. **Newsletters:** Classroom teachers communicate monthly related to classroom learning, upcoming events and way to support learning at home;
- D. **Agenda:** Agendas are expected to come to school on a **daily** basis. Parents should write things like planned absences, questions and/or alternate pick-ups and playdates.
- E. **Blog:** Teachers are required to post on their blog at least one time per month. All teacher blogs can be viewed through the NCCS webpage;
- F. **Social Media:** Regular posts are made to the NCCS Facebook and Instagram pages;
- G. **Parent/Teacher Interviews:** In conjunction with the first two Report Cards parents will have an opportunity to meet with their children's teacher(s) and discuss progress;
- H. **Report Cards:** Report cards are distributed three times a year and are intended to give parents a formal evaluation of their children's progress during the year. They are also a tool to celebrate learning and plan for future growth.

1001: Guide to Communication

1001.1: Good Communication is a Partnership:

We value the families of NCCS, CHEK ABC and Balfour Community Preschool as partners in the learning process. We encourage proactive and healthy communication and interactions between our schools and homes.

Parents and guardians are valuable school supports for fundraising, volunteering, chaperoning, and participating in Parent Advisory Councils for our schools. Most important are the ways families support their child(ren) in in both classroom and at-home learning.

1001.2: How do I Communicate with my Child(ren)'s Teacher?

As a parent, we encourage you to have regular and ongoing contact with your child(ren)'s teacher with any questions or concerns that you may have. Please note that teachers are busy with their educational duties, so it may take at least up to 24 hours for them to address your question.

For NCCS and Balfour Community Preschool teachers, we ask that you respect their teaching and preparation time by setting appointments with them and not approaching teachers while classes are in session.

Acceptable forms of Communication include:

- o Email
- o Telephone
- o In-person
- o ParentSquare

Not Acceptable forms of Communication:

- o Through a staff member's personal social media accounts
- o In-person while running into the staff member out and about in your community

1001.3: What Can I expect of My Child(ren)s teacher?

Families can expect timely updates from their teacher, this includes:

- NCCS: Academic progress, classroom happenings and activities, attendance, in-school behaviours or behaviour concerns and volunteer opportunities
- CHEK ABC: Student learning plans, budgets, resources, program activity and learning centre participation, or academic progress
- Balfour Community Preschool: Classroom happenings and activities, feedback on child success, behaviour updates, and volunteer opportunities

NCCS and CHEK ABC issue three Report Cards per year for students in Grades Kindergarten to 9. Teachers write report card comments and issue subject grades. Report Cards are reviewed and approved by administration prior to being finalized. Please note the teacher responsible for each subject grade.

You can expect to have an opportunity to meet your child(ren)'s teacher after a report card has been issued to discuss academics, behaviour and goals.

1001.4: How do I bring a concern forward?

The goal for dealing with a concern is to work towards a mutual and respectful solution. If you have a concern, **contact your child(ren)'s teacher directly prior to contacting administration**. It is helpful to contact your child(ren)'s teacher during the school year, and prior to any issues building up. **If concerns cannot be resolved through direct contact with the classroom teacher, then families may contact the school administration.** (See Appendix A)

When contacting staff please keep communication to the point, and **make sure your concerns are based on what you know to be true from your experience or your child(ren)'s experience only.**

We believe that bringing concerns forward on the behalf of another student/family, or based on a conversation with another student/family is furthering gossip. We want direct and timely communication from those directly involved with concerns.

It is important to be patient in the process as there are several sides of a story to be heard. Respectful communication is key to resolving issues proactively. **Abusive communication will not be tolerated.**

For NCCS students and students participating in Learning Centres, we want to develop a culture of direct communication between students and teachers. Students are encouraged to speak to their teachers and/or trusted adults with concerns as age appropriate. The more we can have concerns expressed from a prime source, the better and timelier we can address the concerns. **Concerns that have been allowed to lapse for months are very difficult to address.**

1001.5: What Can I Expect of the School and Administration?

You can expect fairness, due process and timely response while keeping student learning and a Christ-focused culture at the centre of our work from administrators of our schools.

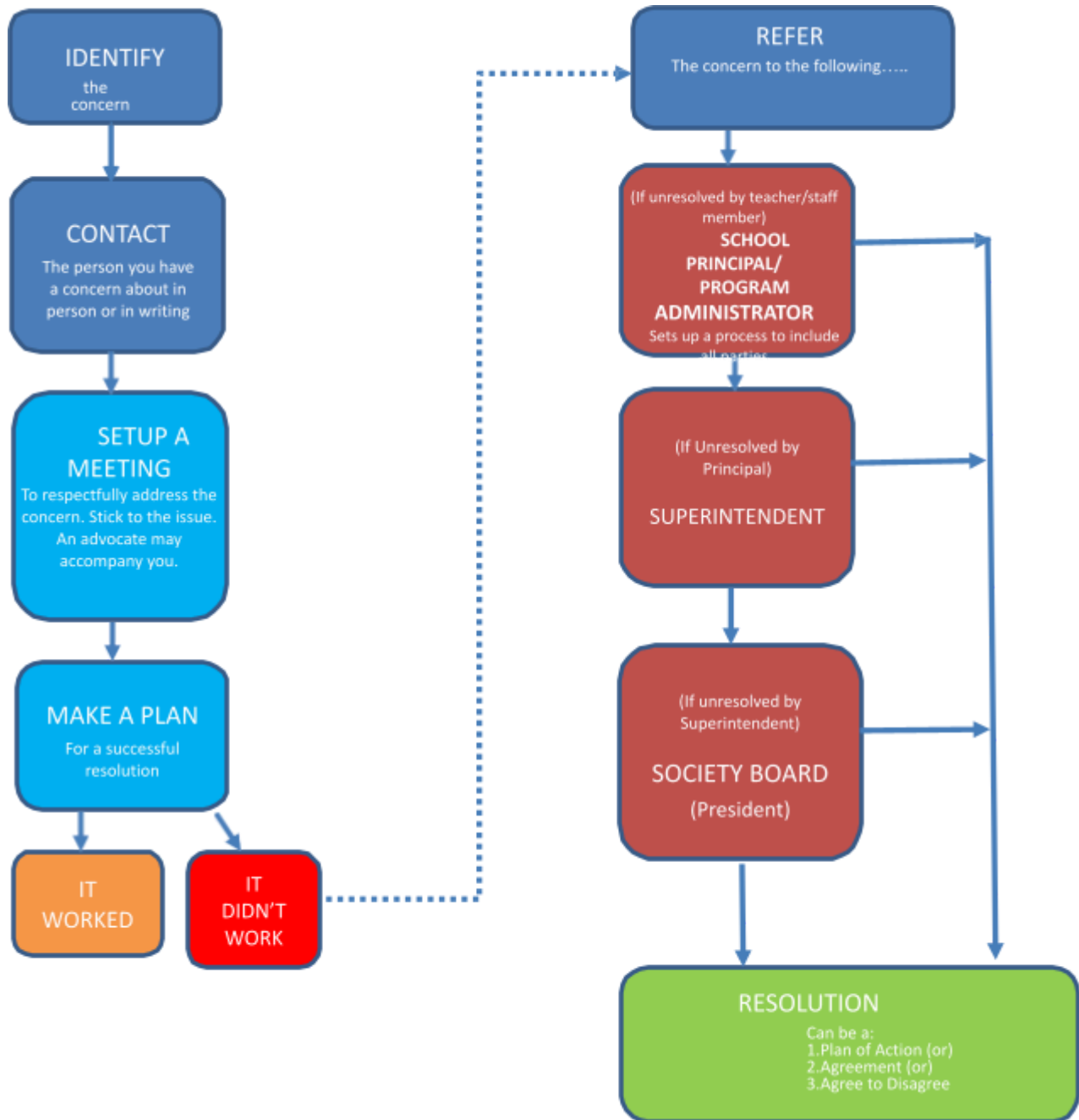
1001.6: What Can I Expect out of a Resolution?

Our school and administrative staff, together with any other stakeholders, will work with you to come to a resolution of concerns. The resolution will fall into one of these 3 possibilities:

1. Plan of Action – a plan for both parties to follow to make changes in resolving the concern.
2. Agreement – a formal arrangement outlining in writing what steps need to be taken to resolve the concern.
3. Agree to Disagree – an agreement where each party understands that their perspective on the concern is different and cannot be fully agreed to – but is accepted by each party involved.

Section 1000: Appendix A

Resolving Concerns



Section 1100: Developing a Culture of Safety, Acceptance and Respect for all Students and Staff (Updated August 14, 2024)

Developing a culture of safety, acceptance and respect is paramount to NCCS. We strive to build a culture that protects students and staff from discrimination, abuse, neglect (children), bullying, harm, or threat of harm regardless of their gender, race, culture, religion, sexual orientation, or gender identity and expression.

In order to prevent bullying (and/or harassment) from occurring, anyone who is bullied or witnesses bullying is to report the situation to the teachers immediately or to use the online Erase bullying tool. Parents are also encouraged to speak with the classroom teacher or the Safe Place Coordinator, Tracy Ashley, if they suspect a bullying problem. Any students involved in bullying will be dealt with according to the discipline policy of the school. NCCS administration is committed to take reasonable steps to prevent retaliation in the event a bullying incident is reported. It is everyone's responsibility to keep our school safe for all.

This is done through:

- A. Anti-bullying and safety policies for students and staff. These policies are communicated verbally and are available through the Student/Parent and Staff NCCS handbooks. All handbooks can be accessed through the NCCS website at any time (www.nelsonchristian.ca).
- B. Established mechanisms for reporting concerns. NCCS has a formal process for dealing with complaints or concerns – for both staff and students.
- C. Educating all staff on what is and how to recognize abuse, bullying, discrimination, neglect and harm. This education is part of our start-of-year staff training and is followed up at various staff meetings throughout the year.
- D. Computer Use Policy for all students using NCCS computers and technology. Online communications between staff and students are archived.
- E. Promoting a culture of safety and respect through an 'all staff on supervision' approach.
- F. Ensuring adequate student supervision at all NCCS sponsored activities and field trips. This is kept to a minimum of a 1 (adult) to 7 (students) ratio. All parent volunteers are debriefed on their role and how to report concerns prior to the activity.
- G. Staff participation in Professional Development workshops and courses in the areas of abuse, neglect, discrimination, anti-bullying and awareness of cultural and other student needs.
- H. Mandatory participation in the ERASE Bullying program.
- I. Engaging parents in giving input into the educational program and sharing their culture and expectations.
- J. Promote open communication between administrators, teachers, staff, students, and families.
- K. Communicate norms, expectations, and values that support a healthy and positive school community.

1101: Bullying and Anti-Bullying

NCCS is a safe environment for students to learn. As a community, we do not tolerate bullying in any form. However, we recognize that the process of maturation involves learning how to respond to others and solve problems. This learning process can involve children intentionally or unintentionally hurting one another. We strive to teach students the skills of problem solving and forgiveness to handle relational problems. However, if a child's behaviour accelerates beyond what is considered a poor choice, we treat that behaviour very seriously.

At NCCS we define Bullying as:

- A. An action that is targeted towards another individual.
- B. An action that is intended to harm another individual.
- C. An action that is repeated.

We recognize that bullying can take the following forms:

- A. Verbal (Name Calling)
- B. Physical (Pushing/Punching)
- C. Intimidation (Threatening or blackmail)
- D. Social (Excluding Someone)
- E. Extortion (Stealing or Taking something away from Someone)
- F. Cyberbullying (Using technology – Phone, Text, Email, Social Media)

Instances of bullying or harassment that occur while at school, at a school-related activity, or in other circumstances where engaging in the activity will have an impact on the school environment will all be addressed by NCCS administration.

All students and staff are expected to uphold respectful behavior and relationships with one another. This includes following our Guide to Communication and all parts of the NCCS code of conduct (NCCS Policy Guide Sections 1101, 1102, and 1103).

Discipline procedures will be put into place according to NCCS Policy Guide Section 1107. Should standard discipline protocol fail to resolve the incidents defined as bullying, the accused student may be put on probation for a period of up to one school year. A student on probation may not participate in extracurricular activities while on probation. He or she must also relinquish all positions of leadership and responsibility for the remainder of the school year. If the student does not improve to a satisfactory standard during the probation period, expulsion or withdrawal from the school will result.

At NCCS, we believe that part of addressing bullying is not just reactive through discipline of the bully, but through:

- A. Educating students about bullying and the power of the bystander through:
 - i. Chapels and special presentations;
 - ii. Classroom Health Education lessons;
 - iii. Bible classes and devotions.
- B. Adequate supervision of our classrooms and playground:
 - i. Teachers and EA's wear bright orange vests during supervisions on the playground.
 - ii. Teachers and EA's move around the playground during supervisions.
- C. Remove unsafe hazards that could lead to bullying including:
 - i. Open doors on Junior High Lounge;
 - ii. Restricting students from the basement and front foyer of the school;
 - iii. A fenced playground to separate younger from older student play areas;
 - iv. Restricting students from playing in non-supervised areas around the school.

At NCCS , we also believe in the safety of our staff, support staff and administration. As such, bullying or threatening behavior will not be tolerated from any adult or parent towards staff members.

Bullying or threatening behavior may include (but is not limited to):

- A. Yelling or screaming at a staff member;
- B. Sending threatening or harassing emails or texts;
- C. Making on the spot demands towards a staff member;
- D. Threatening violence;
- E. Operating a vehicle in an unsafe manner on the grounds.
- F. Using Social Media to harass, belittle, or accuse someone.

If an adult or parent participates in harassing, threatening or bully behavior towards a staff member, he/she will be asked to leave the school property. Police intervention or a school lockdown may be required if the behaviour warrants. Adults who bully staff will be given the opportunity to restore their relationship with the staff member. If they choose not to do so, they may be asked to withdraw their child from the school at the discretion of the school administration or school board.

1102: Violence Threat/Risk Assessment: Fair Notice and Process

NCSS is committed to fostering a climate of safety and security for students, parents and staff, who attend, work or volunteer in our schools and programs. To partner with the Ministry of Education/Erase Bullying Strategy, we have set a Violence/Threat Risk Assessment (VTRA) Team to evaluate and set a plan of action in the possibility of a serious situation arising.

What is the Purpose of a Violence/Threat Risk Assessment (VTRA) Team?

The team will ensure the safety of staff, students and parents by:

- A. Evaluating the severity of the situation;
- B. Evaluating the factors contribution to the threat makers behavior;
- C. Developing a plan of action to intervene in the situation;
- D. Promotion of emotional and physical safety.

The team will include: School Administration, Local Police, Ministry of Child and Family Development personnel, Mental health Worker/Psychologist.

What behaviours initiate a Violence/Threat Risk Assessment (VTRA)?

A threat assessment will be initiated when behaviours include, but are not limited to, serious violence or violence with intent to harm, or kill, verbal/written threats to harm/kill others, online threats to harm/kill others, possession of weapons (including replicas), bomb threats and fire setting.

What is a threat?

A threat is an expression of intent to harm or act out violently against someone or something. Threats may be verbal, written, posted online or made by gesture. Threats must be taken seriously, investigated and responded to.

What happens in a Violence/Threat Risk Assessment (VTRA)?

All threat making behavior needs to be reported to school administration who will activate the initial response and the VTRA team. Once the team has been activated, interviews may be held with connected individual students, staff, parents, others and the threat maker, to determine the level of the risk and set an appropriate response to the incident. Intervention plans will be developed and shared with parents, staff and students as required.

Note: During a VTRA, the team will investigate a threat and this may involve searching through secondary sources and online sources.

To find additional resources on anti-bullying and the Erase Bullying Strategy, visit www.erasebullying.ca

Section 1200: Finances

The funds for operation of the school are obtained from three sources:

- A. Government grant. Under the Independent School Act, we receive a grant from the Provincial Government equal to 50% of the per-pupil cost (non-capital costs) in the Nelson School District;
- B. Tuition fees paid by parents of the children attending the school;
- C. Donations from parents, interested individuals and organizations. (All such donations are eligible for a receipt for income tax purposes)

Section 1300: Tuition Fees

Tuition fees are set with three considerations in mind:

- A. A large portion of our operating expenses, and all of our capital expenditures have to be raised.
- B. Christian Education should be available to as many families as possible.
- C. Fees should be such as to allow all children in a family to attend NCCS. The fees payable are based on the number of children from a family actually attending the school.
- D. A large portion of our operating expenses, and all of our capital expenditures have to be raised.
- E. Christian Education should be available to as many families as possible.
- F. Fees should be such as to allow all children in a family to attend NCCS. The fees payable are based on the number of children from a family actually attending the school.

1301: Payment of Tuition

We offer three payment methods:

- A. Full Advance payment due by September 30th of the current year.. A 2% discount applies to all families to all families for choosing full advanced payment.
- B. Pre-authorized payment established for monthly withdrawals for September 15 and October 1 through June 1. Void cheque and completion of Pre-Authorized Withdrawal form required. A 1% discount applies to all families choosing pre-authorized withdrawals.
- C. 10 post-dated cheques – 1 dated for the first day of school and 9 dated October 1 through June 1 of the school year. (Cheques are payable to NCCS).
- D. Full Advance payment due by September 30th, 2018. A 2% discount applies to all families to all families for choosing full advanced payment.
- E. Pre-authorized payment established for monthly withdrawals for September 15 and October 1 through June 1. Void cheque and completion of Pre-Authorized Withdrawal form required. A 1% discount applies to all families choosing pre-authorized withdrawals.
- F. 10 post-dated cheques – 1 dated for the first day of school and 9 dated October 1 through June 1 of the school year. (Cheques are payable to NCCS).

NOTE: If parents experience difficulties in meeting their commitment, they must communicate immediately with the school administration. Please see Appendix A for Tuition Rates.

1302: Cash Payment Policy

NCSS prefers payment in the following methods: Automatic Debit Withdrawals, E-transfers, cheques or money orders. Cash is accepted only when the previous methods are not available. If a cash payment is made in excess of \$3,000.00, the Financial Officer will need to verify the identity of the person and source of the cash.

1303: Tuition Assistance

It is the desire of the NCCS Board that tuition not be a barrier for anyone attending. Families may apply for tuition assistance. Tuition Assistance is granted on a case-by-case basis, by the Tuition Assistance Committee of the Board of Directors each September.

1304: Tax Deductibility

Donations given above tuition fees are eligible for tax receipts for charitable purposes. Tax receipts will be issued by the end of February. A portion of tuition may also be tax deductible.

Section 1300: Appendix A

NELSON CHRISTIAN COMMUNITY SCHOOL 2025/2026 TUITION FEES

Kindergarten – Grade 9	YEAR	10 months	Early Registration Tuition (YEAR) <i>April 4, 2025</i>	Early Registration (10 Months)
First Child (oldest)	\$3,925*	\$392.50	\$3,775*	\$377.50
Second Child	\$2,900*	\$290	\$2,750*	\$275
Third Child and Additional	\$2,200*	\$220	\$2,050*	\$205
Family Deposit (non-refundable – applies towards final tuition bill)	\$100.00		\$100.00	
Activity Fee Grades K-8 Extra curriculars	K-2 \$50		Grades 3-8 \$75.00	
Activity Fee Grade 9 <i>Grade 9 program activities.</i>	\$100.00			
Enrollment Fee (New Students Only)	\$100.00			
Band Program Fee	Grades 5-9 \$40.00			

**Includes \$50 capital fee*

Updated March 25, 2025

Family Deposit:

A non-refundable deposit holds your child(ren)'s space in the school for the 2025-2026 school year, plus affirms your commitment to NCCS. If (re)enrollment and the deposit is received prior to April 4th, 2025 a discount of \$150 is applied toward the tuition for each child. The \$100 family deposit will also be applied towards student tuition amounts – both regular or early registration.

Payment Methods:

- 10 month payment option Monthly payments run from September 2025-June 2026.
- Pre-authorized payment established for monthly withdrawals for September 15 and October 1 through June 1. Void cheque and completion of PAW form required.
- 10 post- dated cheques – 1 dated for the first day of school and 9 dated October 1 through June 1 of the school year. (Cheques are payable to Nelson Christian School Society (NCSS)).
- If your account becomes in arrears at any point throughout the school year, 2% interest will be added to your tuition fees.

Activity Fee:

Again, this year, the bulk of the activity fee has been put into the overall tuition cost. By doing this, you will receive a greater tax benefit when tax receipts are issued. The portion of the fee that was added to the tuition will cover ski days, cross country skiing, swimming and other activities that are considered mandatory parts of our curriculum. The new activity fee, which is much lower, will cover teacher-led field trips, busing costs, etc. This will also ensure that throughout the year, the only additional costs coming home are optional things like hot lunch.

Band Fee:

Band is offered to students in Grades 5-9. However, for the 25-26 school year *band will be mandatory for students in Grade 6*. The fee for band is \$40 plus the cost of instrument rental. Rental fees will be waived if students own their instrument.

School Supplies:

Students are required to purchase the necessary items for school from their teacher-generated class supply lists.

Tuition Assistance:

It is the desire of the Nelson Christian School Society that all children will be able to attend Nelson Christian Community School regardless of financial ability; please contact MaryBeth Ringheim (accounting@chekabc.ca) to discuss tuition assistance options for Grades Kindergarten to 9.

Preschool Tuition Incentive:

For the 2025-2026 school year we are offering our Kootenay Preschool families a special enrollment incentive. If your child has attended preschool in one of our locations for a minimum of 1 full year, your child will receive a 100% discount on Kindergarten tuition. If your child attended preschool for 6 months to 1 year, you will receive a 50% discount on Kindergarten tuition. The tuition discounts do not apply to: Activity Fees, Enrolment Fees or Capital Facility Fees.

Updated March 25, 2025

Section 1400: Code of Conduct

1401: Respect and Responsibilities

Our school expects all members of our school community to be respectful and responsible towards each other.

Respect:

- A. We are to respect God and His name
- B. We are to respect all those in authority and listen to what they say.
- C. We are to respect other people, their space, their property, and their reputations.
- D. We are to respect ourselves.

Responsibility:

- A. We are responsible for our attitudes and our actions.
- B. We are responsible for our jobs as students and teachers.
- C. We are responsible for our possessions.
- D. We are responsible for our school.
- E. We are responsible to care for each other.

1402: General Conduct Rules

- A. Students are expected to know the rules of the school;
- B. Unacceptable behavior must be reported and will be dealt with;
- C. Every member of our school community deserves to be safe and secure at school and free from bullying;
- D. Each student must show courtesy in all his or her speech and actions during the school day;
- E. Our conduct should be such that there is no damage to school property or equipment;
- F. Our conduct should be such that everyone has the same opportunity for learning and the learning of others is not negatively impacted;
- G. Students must stay on school grounds unless they have specific permission to leave;
- H. Stealing of school or personal property will not be tolerated;
- I. Students are to speak positively of each other and the school and staff in and outside of school hours;
- J. Bullying will not be tolerated. Bullying includes:
 - i. Actions that are intended to harm
 - ii. Actions that are repeated
 - iii. Actions that are targeted

Every member of our school community deserves to be safe and secure at school and free from bullying and harassment. In order to prevent bullying (and/or harassment) from occurring, anyone who is bullied or witnesses bullying is to report the situation to the teachers immediately. Parents are also encouraged to speak with the classroom teacher or the Safe Place Coordinator, Tracy Ashley, if they suspect a bullying problem. Any students involved in bullying will be dealt with according to the discipline policy of the school. It is everyone's responsibility to keep our school safe for all.

1403: Specific Conduct Rules

- A. No play fighting; hands off (no pulling, grabbing, kicking, tackling, or lifting);
- B. Gum chewing is not allowed at school or on the school grounds;
- C. Do not run in the school. On stairways, take steps one at a time, and keep to the right;

- D. Teasing, fighting and name-calling are strictly forbidden. Students must not show disrespect to each other, intimidate each other, or make each other feel less acceptable and less valuable;
- E. Students must avoid the use of coarse language. Language that is abusive or intimidates others must not be used;
- F. Behaviour outside of school which negatively impacts the school environment, student learning or student safety (e.g. Social media, bullying, etc.) will result in a strict consequence;
- G. Students are not permitted to bring personal items such as iPods, cell phones or other distracting articles to school, except at the request of the teacher. Any article which interferes with a student's academic work, or which distracts from classroom activities will not be permitted. Articles will be taken from the student and returned only to a parent;
- H. Throwing of objects at students is not permitted. Students are not permitted to throw snowballs or rocks or other objects on the school premises;
- I. Students must play in approved areas of the school or grounds. Trees, shrubbery, and other landscaping or fixtures are not to be damaged in any way;
- J. Corridors are to be kept quiet. During class changes, students must move quickly and quietly;
- K. Total abstinence from tobacco, e-cigarettes (vaping), alcoholic beverages, and non-prescribed drugs is required;
- L. Healthy physical boundaries need to be maintained. All inappropriate bodily contact is to be avoided i.e. holding hands, hugging, kissing;
- M. Place garbage and recycling in containers provided;
- N. Lockers, desks, classrooms and hallways must be kept clean and neat;
- O. Students are required to show full respect for their teachers and supervisors, and are required to fully comply with directives and classroom rules. Respectful behavior includes raising hands, patience, polite tone and actions and positive language. Disrespect shown to a teacher or supervisor by a student is regarded as a major offense;
- P. A substitute teacher is a guest in our school. Every student is expected to give complete cooperation in continuing the progress of the class work;
- Q. Students must respect the property of others. They must not take others personal property, steal or borrow without permission, or break a property of someone else;
- R. Fire extinguisher and alarms must never be tampered with. They are to be left entirely alone except in emergencies, and then they should be used by teachers or other responsible adults when present;
- S. Explosive materials are not to be carried to school at any time (e.g. matches, lighters). Knives of any kind or other weapons are not permitted.

We expect our students to treat all school property, including school supplies, equipment, and facilities, with respect. If any property is damaged or destroyed because of deliberate misuse or carelessness, it must be reported immediately to a teacher, and the student's family will be responsible for replacement or repair of the item.

1404: Procedural Fairness and Appeals

- A. You have a right to be informed about decisions being considered that directly affect you.
- B. You have a right to be informed of and be given the opportunity to respond to all information submitted which might influence a decision.
- C. You have a right to be informed of decisions made.
- D. You have a right to receive a fair and unbiased hearing.

- E. In cases where students or parents disagree with a decision made by the school, the following process is to be followed:
 - i. Express your concerns to the person most closely involved in the situation.
 - ii. If this does not resolve the situation, inform the principal of your concern. The principal will then meet with you and those directly involved to work toward resolution. The principal will provide a written summary of the situation, decisions made, and steps taken.
 - iii. In more serious matters, (e.g. including suspensions or expulsions from school or to an important facet of the student's education program) a parent may appeal a decision made by the Principal, in writing, to the Superintendent.
 - iv. The parent may appeal to the Board of Directors as a final resort. An ombudsperson (that will be designated by the board on an annual basis) will be made available for your support, should you ask for it.
- F. The appeal of an original decision by the principal will include the following protocols to ensure fairness and impartiality based upon the evidence presented.
 - i. An individual or individuals selected to hear an appeal will declare any conflicts that may present a bias or the appearance of a bias in reviewing the specific situation or decision.
 - ii. Reasonable notice of the original decision by the principal should be given and a written rationale that clearly sets out the circumstances and reasons for the decision.
 - iii. An opportunity will be given for the students and his/her parents to prepare a response.
 - iv. An appeal hearing at which the student and or parents have an opportunity to present an oral or written response outlining the rationale for their appeal of the original decision.
 - v. The opportunity to hear from other witnesses or those individuals involved in the initial incident or situation.
 - vi. A decision related to the appeal within 7 days of the original decision.

1405: Discipline

As a Christian school our approach to discipline flows from our relationship with Jesus Christ. The standards of behaviour are based on God's Law—the 10 Commandments. Here, we find the commands to love and respect God, honour and respect all those in authority, and treat others in way which protect and up hold their wellbeing, possessions, and reputations. We expect all members of our school community to accept these standards of godly behaviour. Our goals are for students to learn these standards, desire to live by them, and have the courage to do what is right, even when it is difficult.

We understand that while God's Law sets the standards for good behaviour, it is unable to nurture a desire to do what is right. Only God's forgiving power and unconditional can work this desire in our hearts. We know our students are children loved by God, redeemed through Jesus' death and resurrection. It is in this context that we are able to help our students recognize when they have done wrong, offer them forgiveness, and help them live according to God's desire for our lives. The students are then free to learn in a setting that both upholds high moral standards and allows for a loving, safe environment where we can learn to live with each other in a community. This process of teaching self-discipline involves parents, and for that reason, parents will be notified if a pattern of inappropriate behaviour develops.

- A. It is the responsibility of teachers and administrators to work with parents in the matter of discipline, informing them in a prompt manner of the disciplinary action taken, and making themselves available to the parents and students involved for discussion and counsel of discipline situations.
- B. Discipline is not intended to simply punish, but to point out to the student their improper behaviour and to assist them in overcoming poor behavioural patterns. It is crucial that in all discipline situations that the teacher documents student behaviour and the consequences. Discipline should have the following objectives:
 - i. To develop and maintain an optimum learning environment.

- ii. To correct behaviour which is disruptive or interferes with the learning environment for others.
 - iii. To train students in behaviour patterns which are God honouring.
 - iv. As a last resort, to remove students who resist discipline and efforts to help them improve in their behaviour.
 - v. Individuals whose continued poor behaviour negatively influences other students should be referred to administration with documentation.
 - vi. Parents are kept aware of any serious or repetitive disciplinary action taken.
 - vii. Day sheets, weekly reports and student contracts may be used to assist in the discipline process and in documentation.
- C. The Discipline Process
- i. The discipline process should attempt to resolve the problem at the lowest level, in keeping with the principles outlined in Matthew 18. The offending student should be instructed, given guidance and discipline in accordance with established policies. It is important to communicate clearly with the student at this point. Disciplinary action shall be documented.
 - ii. Progression of Consequences for inappropriate behavior - To help students learn self-discipline and practice good behaviour, teachers and administration will respond to misbehaviour by:
 - a. Reminding the student of the expectations;
 - b. Warning the student of the consequences of poor choice;
 - c. Assigning logical and natural consequences;
 - d. Removing the student from the situation (for example, a time out or rearranging seating);
 - e. Removing a privilege (i.e. recess);
 - f. Confiscation of items that are a distraction or not allowed;
 - g. Assigning a task;
 - h. Removing the student from the classroom to another area for supervised work;
 - i. Having the student phone a parent or guardian to explain the problem;
 - j. In-School or Out-of- School Suspension;
 - k. Disciplinary Probation;
 - l. Suspension or Expulsion.

Any of these steps may be used when deemed appropriate; parents may be notified at any point, especially if a pattern of misbehaviour arises.

1406: Probation

Probation gives the student an opportunity to correct a serious problem. The duration of probation varies but typically ranges from one month to one school year.

The reasons for a student being placed on probation are:

- A. Bullying (behaviour that is targeted, repeated and intended to harm);
- B. Continued, deliberate disobedience;
- C. A rebellious spirit which is unchanged;
- D. A continued negative attitude and bad influence upon other students or the school community;
- E. Committing a breach of conduct inside or outside the school, including social media and improper use of technology (pornography; gambling; accessing inappropriate websites or databases; taking or posting pictures or videos), which has an adverse effect on the learning environment of the school;
- F. Committing a serious offense such as: possession or use of alcohol, drugs or cigarettes; theft or damage of property.

A student on probation may not participate in extra-curricular activities while on probation. He or she must also relinquish all positions of leadership and responsibility for the remainder of the school year. If the student does not improve to a satisfactory level, during the probation period, expulsion or withdrawal from the school will result.

1407: Cheating

- A. Cheating is defined as follows:
 - i. Being in possession of or having used any secure examination materials prior to the examination session;
 - ii. Communicating with other students during the examination;
 - iii. Giving or receiving assistance of any kind in answering an examination question during an examination, including allowing one's paper to be viewed by others or copying answers from another student's paper;
 - iv. Possessing any book, paper or item that might assist in writing an examination, including a dictionary or piece of electronic equipment, that is not specifically authorized;
 - v. Copying, plagiarizing or presenting as one's own, work done by any other person;
 - vi. Removing any piece of the examination materials from the examination room, including work pages;
 - vii. Continuing to write or altering a response after the invigilator has stopped the examination session;
- B. Consequences for Cheating:
 - i. Any student deemed to have cheated on a provincial exam receives a mark of "0" on that exam;
 - ii. At the discretion of administration, a student caught cheating may be put on probation or suspension.

1408: Detentions

If a student has to be detained at the end of the school day, the parents will be informed, by the teacher, that the student will need to be picked up at a later time. Because the detention is designed to help correct the behaviour or attitude of the student it is important that the parents be supportive of the action taken.

1409: Concerns About a Policy or Discipline

If there is a concern about a policy, discipline or disciplinary action, please follow these steps:

- A. Contact the classroom teacher or administration to gather information. Do not rely solely on your child's explanation.
- B. Set a time to meet with the teacher or administration to discuss the concern and work toward a solution.
- C. If a solution cannot be met, administration or the NCCS Superintendent may be contacted.

Section 1500: Dress Code

At NCCS, we practice modesty of dress. Students are to follow these guidelines:

- A. Students must not wear any clothing with logos or language that speaks against a modest Christian lifestyle. This includes:
 - i. Drugs and alcohol designs
 - ii. Suggestive or implicit offensive messages
 - iii. Profanity
 - iv. Threatening language
 - v. Derogatory and discriminating language

- B. All students must wear appropriate footwear during the school day. The following are not permitted:
 - i. Flip-flops;
 - ii. Healies;
 - iii. Shoes that squeak;
 - iv. Boots in the classroom.
- C. Additional clothing concerns:
 - i. No showing midribs, underwear, cleavage, or upper thighs;
 - ii. Skirts must be no shorter than 4" above the knee;
 - iii. Straps on tops must be at least 2" thick;
 - iv. No spaghetti straps or halter tops are to be worn in the school;
 - v. Hats are not to be worn during chapel. Hats may be worn in class at the discretion of the teacher. Volunteers are expected to exercise the same dress code as staff.

Section 1600: The School Day

1601: Transportation

The school does not provide transportation for students. Parents may choose to work together to coordinate carpooling and NCCS will help as needed. **The school must be contacted if anyone other than the parent is to pick up a child.** Students will not be released to unknown persons without parental consent. Play-dates should be arranged ahead of time and parents **must** let the office know (via an email, phone call or agenda note) if another NCCS family is taking their child home.

1602: Drop off

To maximize student safety, we ask that parents drop off their student by either stopping in one of the designated drop off zones or by parking and walking their child to the school. A map of the parking and drop off zones is given to parents before the start of the school year.

1603: Daily Time-Table: (Grades K-9)

Monday - Friday

Classes begin	8:40
Lunch	11:40 – 12:00
Recess	12:00 – 12:20
Recess	1:55 – 2:10
Dismissal	3:15

1604: Extended Supervision

The school building opens at **8:30 am**. However, the school does not offer before or after-school supervision for students. Parents are responsible to pick up their child(ren) upon dismissal at 3:15 pm. If a parent has not arrived by 3:30 pm, emergency contacts will be phoned by the office.

1605: Punctuality

We encourage all students to be at school on time. When a student arrives late it disrupts classroom activities and the student misses important learning opportunities. Students who arrive after 8:40 must check into the office for attendance. Students who are continually late, will have a conference set up with the parents to develop a strategy for arriving on time. The family is called if no indication of absence has been received at the school for any student who is not present during morning attendance.

1606: School Closure/Snow Day(s) Policy

- A. Factors in calling a school closure:
 - i. Adverse weather that makes roads impassable and/or NCCS family and staff safety at risk;
 - ii. Dangerous conditions or closures of the roads to facility;
 - iii. The weather forecast for the rest of the day;
 - iv. Accessibility to our facility;
 - v. Ability to operate our facility - and with a full staff;
 - vi. A major weather event with warnings issued by Environment Canada.
- B. The decision to close the school is made by NCCS administration by 7:00am at the latest, with our goal to contact all families and staff by 7:30am. We communicate a closure through all of the following:
 - i. Fan-out phone call by a NCCS staff or volunteer parent;
 - ii. Facebook Page update;
 - iii. Website – message under the calendar section;
 - iv. Blanket email to the school community.

Section 1700: Information on Procedures and Basic Matters**1701: Bicycles**

Students who bring bikes to school are asked to lock them in a designated area. Bicycles are not to be ridden on the playground. The school is not responsible for the safety of bicycles brought to the school.

1702: Birthdays

Birthdays are acknowledged and celebrated in the classrooms. If you would like to send a treat for your child's birthday, please coordinate the details with the classroom teacher. For parties outside of school, we encourage families to give invitations discretely, so as to preserve the feelings of classmates not invited. Teachers will not hand out birthday party invitations to students.

1703: Chapels

Chapel is a time where staff and students come together to worship God. It is designed to provide a positive, meaningful experience of worship and spiritual challenge for all who attend. Music, special guest speakers, drama groups, Christian films and spiritual talks will be a part of our Chapel Program. Students participate in leading Chapel in order to develop their talents and leadership abilities. Parents are always welcome to attend and worship with us.

1704: Criminal Record Checks

All employees of the school, including substitute teachers, and all volunteers who work with children must undergo a Criminal Record Check. Forms are available in the office and must be completed prior to a staff working or a parent volunteering in the classroom and on a field trip.

1705: Excused from an Activity

All school activities and field trips are connected to a Learning Outcomes in the Students' Academic Program. If a student is to be excused from an activity, a note from the parent or guardian requesting this privilege, and explaining the reason behind the request, is to be sent to the teacher. We discourage parents from allowing their children to miss school activities for non-essential reasons.

1706: Field Trips

All field trips are important to the academic program of NCCS. They are an extension of classroom learning into a real life, hands on context that meet BC Ministry of Education learning outcomes. Therefore, field trips are not optional. Parents will be notified of all field trips at least 2 weeks in advance. An Acknowledgement of Risk form is required for each student to attend. Costs for the trip will be part of the Activity Fees paid to the school each year. We encourage parents to participate and drive as a low adult/student ratio is needed on each field trip.

1707: Parent Transportation

Should a parent wish to volunteer to drive for NCCS for a field trip, additional documentation is required. Volunteer drivers must demonstrate an adequate level of insurance and a valid driver's license. The following guidelines provide a general outline of expectations for parent drivers:

- A. All drivers must complete a Third Party Liability Coverage form; demonstrate a minimum of \$3,000,000 Third Party Liability Insurance; provide a Driver's Abstract; and provide us with a photocopy of their drivers license;
- B. All vehicles used to transport students on Field Trips by Parent drivers must be in good repair. Between the October 1 and April 1 all vehicles used for transporting students must have proper winter tires;
- C. The principal may request to see original documents including driver licenses, and vehicle insurance;
- D. In cooperation with the classroom teacher, ensure each child under the age of 9 or between 9-18 kg and standing height less than 145 cm has a booster seat. Additionally, all students must have their own seatbelt when driving in a personal vehicle;
- E. It is important for volunteers to realize that they are acting as role models for our students. Therefore, parents should set an example by demonstrating maturity in actions and attitudes. A classroom teacher will be in charge of each field trip and will direct the volunteers as to what is expected;
- F. Only the student enrolled in class activity may go on the field trip. Guests or siblings should not attend a field trip unless prior arrangements have been made or the trip is designated as a family event. The first responsibility of each volunteer is to assist the teacher;
- G. Parent supervisors should remain with the students for whom they are responsible, and know exactly who is in their group and ensure they are all present before moving from one place to another;
- H. Students are to return with the same volunteer/staff member/teacher and vehicle that transported them to the event, unless special permission has been granted by the teacher;
- I. Parent drivers should plan a route directly to and from school, and call the school or supervising teacher if there are unforeseen circumstances or an emergency that make them late.

1708: Emergency Fan-out list

At the beginning of each year, an emergency phone list is distributed to staff. In the case of a school closure or other emergencies, families will be contacted by one of the designated staff members on the list.

1709: Footwear

All children are required to remove outside footwear upon arrival at the school. Please ensure that your child has a pair of non-marking runners to be kept at the school for use whenever they are inside the building. Indoor runners do not include heales, shoes that squeak or uggs or boots, flip flops or shoes advertising music groups or companies that teach a life style alternate to the Christian faith.

1710: Halloween

Due to the controversy within the Christian community, we do not celebrate nor dress up for Halloween.

1711: Lost and Found

Lost and Found items can be placed in the box at the front foyer. Writing a child's name on his or her clothing will help in keeping it out of lost and found. Please check this box often for your child's items. Any unclaimed items will be donated once a term.

1712: Lunches

Students eat lunch at a designated time in their classrooms. If parents wish to visit their child at lunch they need to check in to the front office first. Forgotten lunch can be dropped off at the office to be delivered to the student.

1713: Medical, Dental and Other Appointments

Parents are encouraged to arrange appointments outside school hours. If for some reason a student must leave during the school day, contact must be made to the school office and the classroom teacher.

1714: Nutrition

We desire for all NCCS students to learn and practice good eating habits. Student with poor habits can be lethargic and have poor work/study habits. If a student does not have a lunch or has come to school without breakfast, we will make every effort to give the child sufficient nutrition. We will communicate to the family when we provide food for a child. We discourage trading of food from other students because of allergy concerns; instead the teacher or administration will assist a student in need.

Families are encouraged to pack lunches and snacks that are low in sugars, preservatives and artificial additives. It is also important that a child has a large enough lunch and snack to sustain them throughout the day. Soft drinks, chocolate, chips etc. should be saved for special occasions.

1715: Personal Items from Home & Valuables

As a general guideline, items from home such as toys or collections should not be brought to school. Any personal items students do bring are brought at their own risk. A teacher or principal will hold the items for safe storage until the end of the day.

We recommend that students leave valuables at home. The care of all personal effects is the responsibility of the student. Students are advised to carry such materials with them, and never to leave money or other valuables lying around where they can get stolen or broken.

1716: Physical Education – Excused

If parents or a family doctor desires a student to be excused from physical education, daily physical activity or outdoor recess, a note of explanation is required. Without a note or communication from parents, students will be expected to participate in the normal daily activities.

1717: Radios, Cell Phones, etc.

Radios, mp3's, ipod's, cell phones, video games, etc. may not be brought to school, taken on school trips, or to school functions. Students may bring devices to school for projects or at the allowance of administration or a teacher. All devices brought to school must be in the possession of the teacher when not being used.

1718: School Boundaries

Students are to stay within the boundaries of the school grounds and schoolrooms at all times within the scheduled day's programs. Junior High Students may be given special privileges to leave the school grounds during lunch.

1719: Selection of Classroom Materials, Activities

As a Christian school, we do not treat our faith as just another subject taught in isolation from other subjects. Instead, our Christian faith is the foundation from which every subject in our school is taught. It is our goal that our students will learn how our faith affects every aspect of our lives. Some feel that the best approach to teaching our children the faith is to protect them from all secular influences. Advocates of this approach would champion strict censorship criteria for library books and classroom content. We as a school agree that it is essential for teachers and parents to make prudent decisions concerning the materials to which our young people are exposed. Such materials must always be appropriate to their age and ability to distinguish right from wrong. However, instead of sheltering our students from all non-Christian influences, we see the importance of equipping them to be wise and discerning as they come into contact with a variety of different ideas. Therefore, our curriculum and library include both Christian and secular resources, activities and literature.

1720: Skateboards, Roller Blades, Scooters

Due to the potential for injury, skateboards, roller skates and scooters will not be used at the school.

1721: Stewardship

Every student should be careful to use equipment safely and wisely and make sure that our school grounds are clean. We ask that students:

- A. Place all scrap paper and other refuse into the receptacles provided.
- B. Keep desks, tables and shelves tidy.
- C. Keep hallway and shelves in neat condition.
- D. Do not deface or scratch any walls, books equipment or furniture. Students will be responsible for the full cost of repair or replacement.

1722: Environmental Practice

We also strive to reduce NCCS's ecological footprint. To do so we practice:

- A. Recycling of paper, beverage containers and toner cartridges;
- B. Re-use of supplies and materials;
- C. Upgrading to energy efficient appliances, technologies and lighting;
- D. Composting of vegetables and fruit scraps.

1723: Telephone

Parents are encouraged to leave messages for their children at the office. Students will not normally be called from class to receive calls. The classroom teacher may allow a student to make a phone call from the classroom. Permission will be given for students to use the office phone for emergency reasons only, such as needing to go home due to illness.

1724: Visitors to the School

- A. All visitors need to report to the office. Staff will monitor buildings and the playground. The presence in the school or on the school grounds of a person or persons unknown to the school personnel must be immediately reported to a teacher or principal.
- B. Friends of students may only attend classes with the agreement of both the classroom teacher and administration. This request must be made at least 2 days in advance. All children who visit the school must submit to all school regulations that govern the conduct of all registered students.

1725: Water Testing Policy

1725.1: Background

NCCS leases office and classroom space at 810-10th Street Nelson, BC from the City of Nelson. Our facility was built in 1960 and therefore contains an older galvanized water pipe system.

The new water-bottle filling station in the main floor hallway is connected to a lead filter and is safe to drink from. Other taps should not be drank from, however they are safe for washing.

1725.2: Testing Procedure

NCCS has worked with Interior Health to determine a schedule for the testing for lead content in drinking water from taps and faucets starting Spring of 2017. On average, every tap within our facility will be tested for lead once every three years in rotation.

Additionally, we rely on the Regional District of Central Kootenay (RDCK) to monitor local water systems. The RDCK tests water on a monthly basis for the presence of bacteria. Information regarding the protocols the RDCK follows can be found on their website, <http://www.rdck.ca/EN/main/services/water/water-quality.html>.

1726: Junior Kindergarten Screen Time Policy

Screen time is limited to 30 minutes per day or less for children attending full day childcare. Children attending less than 3 hours will not have access to screen time. Screen time is not offered or available to children under 2 years of age. There are no technological device (screens of any sort) available on site for regular use. In the event of a special occasion, a movie may be shown, but parents will be notified in advance.

1727: Active Time Policy

Children in our half-day program spend approximately 45 minutes out of each 4-hour session in active play. Active play includes outdoor play, playground usage, field time, and gym play. In the event of inclement weather, children are given extra time to make use of gym equipment and practice gross motor activities. Staff are aware of and incorporate fundamental movement skills as part of their indoor and outdoor daily routines.

Educators model appropriate active play activities that incorporate different body parts. We recognize the importance of these activities because they are foundation movements for more complex skills to be learned later in school as they play sports and other recreational activities. Fundamental movements include, but are not limited to: balance skills, coordination skills, and loco-motor skills.

Educators in our program also practice injury prevention. There is conscious effort to prevent or reduce injuries before they occur. Children are taught how to be safe in an environment prior to play. This includes playing with toys and equipment both indoors and out.

Physical literacy includes both guided and un-guided activities at school and home. Prolonged sitting, where there is little-to-no whole-body movement, is discouraged.

Section 1800: Emergency Drills

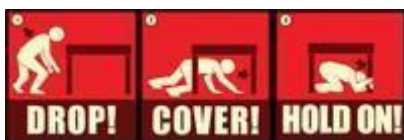
1801: Emergency Drills

Fire & Earthquake Drills are held regularly to practice evacuating the building in the event of an emergency; lockdown drills two times per year, earthquake drills 3 times per year, and fire drills six times per year. In the event of an emergency drill the student will be under the direction and supervision of the teachers at all times. They are to act only on the instructions from the teacher. Exit routes are posted in each learning area or classroom. Classes will exit and meet in a designated area of the school grounds for the purpose of recording attendance, they may return to their classroom only after “all clear” sounds and upon direction of their teacher.

1802: Emergency School Earthquake Drills

In the event of an earthquake or tremor, staff and students follow these procedures.

1. **DROP down onto your hands and knees** (before the earthquake knocks you down). This position protects you from falling but allows you to still move if necessary.
2. **COVER your head and neck** (and your entire body if possible) under a sturdy table or desk. If there is no shelter nearby, only then should you get down near an interior wall (or next to low-lying furniture that won't fall on you), and cover your head and neck with your arms and hands.
3. **HOLD ON to your shelter** (or to your head and neck) until the shaking stops. Be prepared to move with your shelter if the shaking shifts it around. Once the shaking has stopped, stay in the same location and wait for instructions.



1803: Emergency School Lockdown Procedure

In the event of a school lockdown this procedure is followed:

If a Lockdown is announced over the PA system (“Lockdown, Lockdown, Lockdown”), staff then follow these procedures:

- A. Instruct students to move quickly and quietly to a safe spot in the room.
 - i. Away from window and doorway sight lines
 - ii. Behind a barrier, if possible (desk, bookcase).
 - iii. Ensure all people in the building are in a locked or secure area.
- B. Check hallway and direct students into room.
- C. Close and lock room door.
- D. Close blinds and cover door window (if possible).
- E. Keep everyone calm, quiet and movement must be limited.
- F. Take attendance of everyone in your room.
- G. Keep school phone lines open for emergency personnel. Students should not be using personal cell phones to make calls or texts. Teachers may call 9-1-1.
- H. DO NOT open the door for any circumstance.
- I. When the lock down is over either the Principal or a Police Officer will open the classroom door and announce that everything is safe or give evacuation instructions.
- J. Please do not speak to the media, refer to Kevin Bernhardt.

1803.1: Internal Lockdown

- A. Threat is in the school.
- B. Ensure all people in the building are in a locked or secured area.
- C. Do not lock external access doors.

1803.2: External Lockdown

- A. Threat is outside the school
- B. Ensure all people in the building are in a locked or secured area UNTIL administration gives other directions.
- C. All external access doors locked.

1804: Emergency Preparedness Plan

In case of a major emergency (earthquake, natural disaster), the school follows a detailed protocol as outlined in the school's Emergency Preparedness Plan. This plan includes: training of staff and student in duck and cover and school evacuation procedures, hazard reduction and the established teams and procedure related to first aid, search and rescue, student release and long-term care. In the event of a critical situation our school is prepared to care for children for no more than 48 hours. As part of this plan, parents are to ensure they complete the Emergency Contact section and the Medical Information form at the time of registration.

In the event of an earthquake or disaster requiring the closure of the school:

- A. Do not call the school; we must have the lines open for emergency calls.
- B. Do not immediately drive to the school; our street entrance and school access must remain clear for emergency vehicles.
- C. Wait for instructions on when to come to the school (email, phone, media)
- D. No student will be dismissed from school unless a parent, or the designated individual(s) as listed on the Enrollment/Re-Enrollment form, signs for him/her to be released.

Section 1900: Illness and Medical Guidelines**1901: Emergency**

In the event that a student requires emergency medical assistance, the principal, in consultation with the First Aid Staff Designate, will determine the appropriate course of action to be taken. If medical assistance is needed, parents will be notified and/or the child will be taken to the hospital (or a call for an ambulance will be placed). If the school is unable to reach the family or emergency contacts, the school will determine the course of action, based on the information at hand.

1902: Allergy

The school and/or teacher should be aware of any changes in physical or emotional conditions that would affect a child's progress through the school year. Each family must complete a Severe Allergy/Health Concern Alert form for their child each year. These forms are kept on file.

Any student with a severe health or allergy concern will have their name and information posted on a severe medical concern sign located in the staff room and given to the teachers so that a prompt response can be made in the event of an emergency.

1903: Dangerous Allergic Reaction Policy

The student who is at risk of anaphylactic shock through exposure to a particular substance shall be identified on the School Enrollment/Re-enrollment form with the allergic reaction and further medical instruction. The student file has a completed Medical Information Form and Severe Allergy/Health Concern Alert Form with the identified substance recorded.

When a student is identified as having a life-threatening allergy to a substance a meeting will be held between the parents and school personnel in which the severity and procedure for child safety in regard to allergies will be outlined. Emergency medical information including allergic reaction and medical response information will be given to teaching staff and posted in the staff room.

The principal has the authority to inform the school community and create policy limiting the use/exposure of allergens on any given year. All teaching staff at NCCS have been trained on the administration of an EpiPen. Other staff will be trained as needed.

The student who is at risk of anaphylactic shock through exposure to a particular substance shall be identified on the Medical or Severe Allergy/Health Concern Alert Form. The substance shall be identified such as certain food items, insect venom, medication or other material. Information regarding the recommendation of a medical doctor that a medical kit (EpiPen) be available in the school will be obtained and such a kit will be made available for the student/staff to access at school. The Principal will meet with all staff to make sure that each one knows how to use the EpiPen and is able to implement emergency procedures

When a student is identified as having a life-threatening allergy to some substance, a meeting will be held between the parents and school personnel where actions for child safety in regard to allergies will be agreed. A "Severe Allergy/Health Concern Alert Form" will be completed which will include an allergy description, the substance or substances that the student must avoid, the eating rules for the student at school, the symptoms of an allergic reaction, and the emergency action to be taken. A list of students with severe allergy or health concerns will be distributed to teachers in their Classroom Emergency Folders.

1904: Allergic/Anaphylactic Policy

NCCS strives to keep our school safe for all students and staff. When there is a student with a life-threatening allergy, school staff, students and parents work together to make the school "allergy-aware" and prepare a plan to reduce the risk of student exposure to the allergen.

Parents/Guardians have the primary responsibility for informing the school regarding the child's life-threatening allergy. The child's physician must diagnose the child with anaphylaxis and prescribe the specific treatment protocol. Parents of an anaphylactic child are to complete a medical alert planning form before the beginning of the school year.

Allergic/Anaphylactic Response Protocol:

- A. Follow the steps on the Severe Allergy Health Concern Alert Form;
- B. Get the EpiPen or other medication and administer immediately;
- C. Contact Emergency Personnel (as needed);
- D. Contact Parents

1905: Severe Allergy/Illness

The school and/or teacher should be aware of any changes in physical or emotional conditions that would affect a child's progress through the school year. Each family must complete a Medical Information form for their child each year. These forms are kept on file. Any student with a severe health or allergy concern, the student's name and information will be posted on a severe medical concern sign that is posted in the staff room and given to the teachers so that a prompt response can be made in the event of an emergency.

Parents are responsible for notifying the school if their child is infected by a communicable disease or conditions such as: meningitis, scarlet fever, chicken pox, mumps, measles, mononucleosis, hepatitis, and scabies, fifth disease (slapped-cheek). Students must be free of all evidence of the disease before returning to school.

Observable symptoms indicating illness such as a persistent cough, bad headache, paleness will warrant going home. The child must be picked up from school as soon as possible.

1906: Fevers

A child must be fever free, without medication, for 24 hours before coming back to school. At school, 38C (100.4F) is considered a fever and a parent will be called.

1907: Medications

All medications brought to the school must be given to the classroom teacher and must be in the original container, clearly labelled with written instructions. School staff will make every effort to ensure that a student gets their medication at the correct time, however, due to the demanding expectations on teachers and support staff, we cannot guarantee multiple dosing throughout a day.

The school keeps a supply of band aides and Tylenol on hand. Normally no medication will be administered to students without parental permission. (see Medical form) Minor cuts, bruises, or bumps will be treated at the school. If further attention is needed, the office will call the student's home or emergency number given on the application form. In the event of an emergency situation, the welfare of the student will take precedence, with medical aid being summoned. The parent will then be notified as soon as possible. We have a trained first aide responder on site that will help assess a student's need. We strive to have all teaching staff certified with basic first aid.

1908: Immunizations

Interior Health works with schools to have all children up to date with their immunizations. They are in contact with families regarding which immunizations children need and a schedule. All administering and concerns of immunizations need to be directed to the Public health nurse at Interior Health.

1909: Lice

If a student is found to have lice, parents will be contacted and asked to treat the condition. Students may return to school after they have received a treatment. The school will communicate to families with in a classroom when a case of lice has been determined. No student names will be shared in the communication.

All other health concerns or questions should be addressed to the public health nurse, **Anne-Marie Prud'homme**; email: Anne-Marie.Prudhomme@interiorhealth.ca ; Phone: **250-505-7205**.

Section 2000: Personal Information Privacy Policy

Safeguarding personal information of parents and students is a fundamental concern of NCCS. The school is committed to meeting or exceeding the privacy standards established by British Columbia's Personal Information Protection Act (PIPA) and any other applicable legislation.

This Personal Information Privacy Policy describes the policies and practices of NCCS regarding the collection, use and disclosure of personal information about students and parents, including the steps the school has taken to ensure personal and financial information is handled appropriately and securely.

Section 2100: Inclusive Education

2100: Inclusive Education Policy

Definitions:

IE – Inclusive Education

EA – Education Assistant

Inclusive Needs - A student who has a disability of an intellectual, physical, sensory, emotional or behavioural nature, has a learning disability or an inclusive gift or talent.

Adopted or Accommodated - The regular program of studies is pursued and the learning outcomes are retained but teaching and assessment strategies are designed to accommodate the student's inclusive needs.

Modified - The learning outcomes are altered and directly related to practical knowledge for daily living. Letter grades and percentages are replaced with comments on student ability, ways to support learning and where further attention is needed.

2101: Inclusive Education and Acceptance at NCCS

Due to the small size of NCCS, we have limited resources to support Inclusive Education students.

Acceptance of Inclusive Education students into NCCS is dependent upon:

- A. The identified learning needs of a student and the ability of the school to meet those needs (physically and financially);
- B. The ability of the school to access funding to support a student's modified or accommodated program;
- C. The ability of the school to hire needed, qualified Educational Assistants;
- D. The ability of the school to access support services for the student;
- E. NCCS does not accept students with a history of behavioural concerns.

NCCS wants each student that attends the school to be successful – academically, socially and emotionally. If we do not feel that we can adequately meet a student's needs, we will not accept a student into our program(s).

Students with mild/moderate learning needs (such as Categories K, P, Q, R), that are not funded, may be accepted into NCCS if we can meet the accommodations needed. Families may be asked to financially contribute above tuition to cover costs such as:

- A. Individual testing by a specialist;
- B. Classroom support tools and/or specialized technology;
- C. Educational Assistant time for pull-outs;
- D. Tutoring or specialist supports.

2102: Identification of Inclusive Education Students

A classroom teacher or administration can flag a student with learning concerns. This needs to be done as early as possible in the school year. The concerns are communicated to the IE Administrator in written form. The following procedure is followed:

- A. The teacher, IE Administrator and Principal meet to discuss the concern(s) .
- B. The observation of the student by the IE Administrator and/or the Principal may occur.
- C. As needed, the Teacher may request or conduct basic testing of the student using:
 - i. The Canadian Achievement Tests (CAT) to ascertain the achievement level.
 - ii. A Cognitive Ability Test to ascertain the ability level.
 - iii. Reading Tests to ascertain if there are reading problems.
- D. The family is contacted to discuss concerns.
- E. Additional testing from an outside source may be requested at the expense of the family – medical, education-psychological test, speech assessment, etc. The school partners with the family to help recommend professionals to visit.
- F. As needed, the student may be placed on an Accommodated Program, with a documented Accommodated Program Plan.
- G. The family meets with the classroom teacher (and possibly administration) to discuss accommodations needed.
- H. Once a student has been tested and if the results specify a diagnosis that qualifies for funding, the student will be placed on an Individual Education Program (IEP) .
- I. The BC Learning Outcomes guide the process of determining whether a student needs accommodations or medications.
- J. In the case of a significant learning disability, the whole program may need to be modified in which case special outcomes are developed. These are documented on the IEP.

2103: Consultation to Determine when IEP's are Required

NCCS consults with the assigned teacher to determine if an IEP is necessary. An IEP is NOT to be developed if the student:

- A. Requires only a few adaptations to materials, instruction or assessment methods;
- B. Does not need modifications to learning outcomes.
- C. If an IEP is required, the procedures for its development are followed including consultation with the parent.

2104: IEP Document Requirements

The IEP document is designed to meet individual student needs. Once a signed IEP is in place, NCCS follows the outlined objectives, goals and outcomes unless it is agreed upon by all parties that they need to be changed.

- A. The essential elements of an IEP are as follows:
 - i. Current strengths and needs;
 - ii. A list of support services as needed by the student;
 - iii. A list of adapted or modified materials, instruction or assessment methods;
 - iv. Present levels of educational performance and goals with measurable objectives for each goal;
 - v. Strategies to meet the goals which are set at high but attainable levels;
 - vi. Settings where the educational program is provided;
 - vii. The names of all the personnel who will be providing the educational program and support services;
 - viii. Period of time and process for the review of the IEP;
 - ix. Evidence of evaluation and review – revisions and tracking of achievement;
 - x. Plans for the next transition point in the student's education.

- B. A inclusive needs category is assigned according to the definition, identification and service delivery found in the “Inclusive Education Services: A Manual of Policies, Procedures and Guidelines” and using the “Inclusive Education Services Categories Checklists”.
- C. Each completed IEP is approved and signed by the teacher, IE Administration, parent and Principal.

2105: Educational Support Document

Students who do not need an IEP, but require educational assistance, may have an Accommodated Program prepared for them.

- A. This document consists of different strategies to assist the student in learning.
- B. This document is not to be confused with an IEP, which is a formal document to assist students. It does not require an IEP team approach nor does it require periodic reviews to readjust when necessary, as in an IEP.
- C. The support document may be prepared by the teacher.

2106: Inclusive Education Student Resources

Students with inclusive needs are offered additional support to their educational program once they are appropriately assessed and identified. Parents must submit or disclose all documentation that is necessary for the inclusive education department to make an appropriate assessment, apply for funding and write an IEP.

2107: Inclusive Funding

Students who meet criteria for Levels 1, 2, or 3 needs can qualify for additional funds to supplement their educational program and fulfill their IEP.

- A. All required documentation is submitted to the IE Administrator.
- B. A completed IEP is signed and on file.
- C. An inclusive budget is created and reviewed regularly throughout the year.
- D. Students receive additional IE services on a regular basis, other than learning assistance, speech language services, counselling, physiotherapy, occupational therapy, and Psychology services.

2108: Inclusively Funded Students

Students who are expected to meet the requirements for inclusive funding, according to the categories specified by the Ministry of Education or have had inclusive funding in the past, are referred to the IE Administration.

- A. The application process for Inclusive Funding begins with all necessary documentation being assembled according to Ministry guidelines. This includes current documentation to support diagnosis, current IEP (if applicable) and any other relevant information to the student’s case.
- B. IE Administration assesses the measure of funding that is granted for a student and this office attends to all budgetary matters.
- C. The IE Administration begins the process of assembling a service team to meet the student’s needs. The service team is put together within 30 days.
- D. The IE Administration, in conjunction with the teacher, creates the IEP document which is approved by the Principal.
- E. Once the needs have been identified and the IEP has been approved, the IE Administrator compiles a budget detailing the student’s needs.
- F. The budget is approved before any expenditure is made. All expenditures are in direct relation to the student’s learning needs and goals.

Section 2200: Reporting and Disclosure of Child Abuse and Neglect

NCCS's members are required by law to report child abuse and neglect. The Child, Family and Community Service Act requires that anyone who has reason to believe that a child has been or is likely to be abused or neglected must report the suspected abuse or neglect to a child welfare worker. For details on our Child Abuse and Neglect Policy, see the documents posted on our website at www.nelsonchristian.ca

Section 2300: Student Records

2301: Disclosure of Information in Student Records

- A. NCCS discloses student information according to the BC Ministry of Education Student Records Order.
 - i. A student (capable of exercising PIPA rights) or a parent/legal guardian of a student are permitted (unless restricted by a court order) to:
 - a. Examine the appropriate Student Record and Student File;
 - b. Receive a copy of the appropriate student record upon request.
- B. Besides NCCS staff working with the student files, only students, parents or legal guardians have access to student files.
- C. Persons requesting access to Student Records must provide legal identification.
- D. The Principal or designate must be present during the examination of a student file to interpret the records.
- E. Any request for student records must be made by filling out the request to share information form.
- F. A request for access to a student's file needs to be made in writing.
- G. In the case of divorced or separated parents, the school will be guided by the legal custody agreement. In cases where the Principal or designate is unsure if the non-custodial parent is entitled to access personal student information, the school's legal counsel will be consulted for a recommendation.

2302: Student Record Security

All Student Records are stored in a secure and locked location within the school. Staff are not permitted to take Student Record Files outside of the administration offices within the school building. NCCS teachers examine student files at the beginning of the school year to be thoroughly familiar with the history of each student. The confidentiality of the information is ensured so that the student's privacy is maintained.

Section 2400: Computer Use Policy

NCCS is committed to preparing its students for life in the twenty-first century. This Acceptable User Policy provides rules for Computer and Internet use that place the onus for appropriate online behavior on the individual. Students who learn to critically evaluate the information they retrieve, learn to respect intellectual property and learn to monitor their technology use are well on their way to becoming responsible citizens in the Information Age.

2401: Online Citizenship:

- A. The student will not use insulting, threatening, rude, offensive, hateful or disrespectful language on the computer.
- B. The student will not use the computer to harm other people or their work.
- C. The student will not commit plagiarism (copying) by claiming someone else's work as their own. The source of the information will be reported and the author will be given credit for the writing when it is necessary.

- D. The student will not use copyright material without the permission of the author or creator.

2402: Personal Safety and Privacy:

- A. The student will not give our personal information about himself/herself, the family, other people or the school without the permission of an appropriate adult (parent, teacher, school administration, pastor). This includes names, addresses, telephone numbers, email addresses, photographs.
- B. The student will not arrange to meet anyone that they have become acquainted with on the Internet without parent/guardian permission.
- C. The student will not respond to any message that makes them uncomfortable and they will show it to an adult immediately.
- D. The student will not share their login names or password with other students or friends.

2403: Inappropriate Material:

- A. The student will not deliberately access inappropriate material or sites. Pornography, gambling, dating, shopping sites or violent games are off limits.
- B. The student will tell an adult immediately if they accidentally access inappropriate material.
- C. The student will not believe everything they read on the Internet. They will always check the source of the information with an adult to determine if the facts and information is correct.

2404: Artificial Intelligence (AI) Guidelines: (Enacted February 23, 2023)

Students are not allowed to use AI tools (such as ChatGPT, GPT-3, DALL-E, etc.) to complete their academic work unless explicitly given permission by their teacher. Students who use AI tools to generate and submit academic work without teacher permission and/or without giving credit, commit plagiarism (a form of cheating) and will face disciplinary action. Disciplinary action may include a failing grade on the academic work, a failing class grade, a loss of privileges, and/or suspension from school).

2405: Network Resources:

- A. The student will not download large files without the permission of an adult.
- B. The student will only use the network and computers for school related activities.
- C. The student will not print any information without the permission of an adult.
- D. The student will not open emails, files, links, pictures or games without the permission of an adult as these may contain viruses.
- E. The student will not install any software, shareware, or fireware without the permission of a teacher or administrator.

2406: Disciplinary Procedures:

- A. Access to NCCS's computers, networks or the Internet is a privilege, not a right. Any misuse will result in disciplinary action.
- B. If the student violates this policy, they will have an opportunity to provide an explanation to the school administration.
- C. Serious violations will result in the restriction and suspension of network privileges and/or suspension from school.
- D. Legal authorities will be notified if illegal activities are suspected.
- E. Legal authorities will be notified if illegal activities are suspected.

Section 2500: Conclusion

There may be occasional additions to the policies of NCCS. We will do our best to communicate these changes to the families in a timely manner.

It is our prayer that students grow up to love the Lord and His Word. May God bless you for being a part of NCCS.

Updated March 25, 2025