



"Behold, children are a heritage from the Lord."
Psalm 127:3

INTRODUCTION TO REFORMED EDUCATION

Reformed education seeks to glorify God. It does this in conjunction with the home and the church. By leading students to the scriptures it shows them what is foundational, and it spurs them on to continue to study for themselves, knowing that the Holy Spirit brings faith and enlightenment through and with the Bible. Reformed education confronts students with their need for the saving work of Jesus Christ. With this knowledge reformed education seeks to explain to the children the antithesis evident in the academic disciplines and the culture they live in and are learning about. The students will be made aware that the answers to life's questions are to be first sought in the scripture which ". . . is given by inspiration of God and is profitable for reproof, for doctrine, for correction, for instruction in righteousness, that the man of God may be complete for every good work." 2 Timothy 3:16-17 NKJV.

That means the goal of Christian education is not only to open scripture in the hope that God gives and builds faith, but that the student may be made ready to strive for piety in their own lives and thinking in order to be equipped as ambassadors for Christ in any area to which God may call them. Reformed education acquaints students with different areas of intellectual pursuit to point out not only God's sovereignty and providential hand over all of life, but also the many gifts he has given them, whether that is in literature, mathematics, biology or art. These gifts are from God and are to be used in obedience to Him in order that His kingdom may be promoted.

STATEMENT OF FAITH AND GUIDING PRINCIPLES

STATEMENT OF FAITH

A Reformed Christian School society which is diligent in its adherence to the Word of God as interpreted by the historic Reformed Creeds as mentioned in Article 2 of the Constitution needs no further "Guiding Principles" to describe such basic truths as Revelation, Creation, Sin, Redemption, Justification, Salvation, etc. However, to set the spiritual/philosophical tone for the school and the instruction that is expected to be given and to avoid possible future misunderstandings, we affirm the following truths:



GUIDING PRINCIPLES

1. All children of believing parents are included in the Covenant of Grace which is "that gracious arrangement which God establishes with believers and their seed in which He promises them salvation through Christ and requires of them a life of faith and obedience" -- (A. Hoekema). The essence of this covenant, which is unilateral in origin and bilateral in existence, is the promise which God makes to believers and their seed. This promise must be realized in the way of faith and repentance.
2. All children of believers, like their parents, are conceived and born in sin, and therefore are children of wrath, so that they cannot enter into the kingdom of God except they are born again. God, in His grace, makes an everlasting covenant with them, promising that He will wash them in Christ's blood from all their sins and through the Holy Spirit sanctify them to be members of Christ. However, these promises will be realized only when they respond to the demands of the covenant, namely, that they live in new obe-

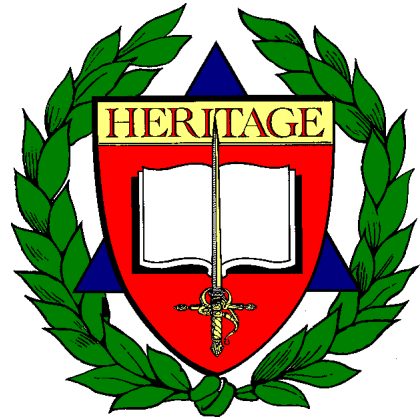
dience in which they cleave to this Triune God, trust in Him, love Him with their whole being, forsake the world, crucify their old nature and walk with Him in a godly life. To this end they are to be nurtured in the discipline and instruction of the LORD, called to faith and repentance and led in the pathway of life.

3. The instruction of covenant children is not merely the responsibility of the parents. This is clearly spelled out in the Scriptures and in the Form for Infant Baptism. The Lord blesses parents with a covenantal community which shares a mutual concern for the well-being of these children and seeks to assist parents with this task. Parents are aided in their calling by Christian teachers who serve the covenant community and enhance the education of the children with their areas of expertise. Our covenant responsibilities make a parental school imperative.
4. Although the necessity of teaching our children the way of salvation is primarily a parental duty, the school's instruction should complement this. For this reason it is paramount that teachers have a personal understanding and experience of salvation and are able to speak of this to the children in a way which is suited to them.
5. We believe that the redeeming work of Christ was completed on the cross and that, in principle, the victory over sin and evil is fully His. At the same time, we believe the Bible's teaching that this world still lies in darkness and that it is groaning in anticipation of its full redemption. We are averse to any world and life view which considers the world as already fully redeemed by Christ.
6. We believe that it is part of the task of a Christian parental school to provide instruction which builds spiritual and moral character with a view to humility and service, rather than pride and success. In order to do this, the education philosophy must reckon with the truth of the full counsel of God. It is to reflect not only the kingship of Jesus Christ but also the priestly and the prophetic aspects of His office; it is to reflect not only the truth of the work and person of the Son as revealed in Scripture but also that of the Father and the Holy Spirit.
7. We believe these truths are revealed only in the Bible. These Scriptures are the complete, authoritative, inerrant and infallible Word of God. It is incumbent upon all believers to avail themselves of a Bible translation which most accurately reflects the original. God also reveals Himself by the creation, preservation and government of the universe. The knowledge which may be obtained from this, although sufficient to convince men and to leave them without excuse, is not sufficient to provide that knowledge of salvation and service which God requires.
8. We believe, therefore, that an integral part of the education of our children is to teach them these Scriptural truths, constantly challenging them to a life of faith and repentance which is to be lived in obedience to the Lord Jesus Christ in the midst of this wicked world. They are to be in the world but not of the world. They are to learn that they are pilgrims and strangers and that the world holds no permanent value for them, but that not in a world-flight sense as if the prince of this world is its rightful owner. They are to learn that this is their Father's world and as such they are to labour joyfully in it, improving it where they can, but that not in a triumphalistic sense as if the redemption of this world is already fully applied.

June 8, 1992

HCS CREST

The crest of Heritage Christian School is rich in symbolism and meaning and illustrates some of the main facets of Reformed, Christian education. At the centre of the crest is an open Bible, which is the source of all wisdom and knowledge and the standard by which all human actions, and thoughts are to be judged. Standing upright before the open Bible is a sword, dividing between truth and error, belief and unbelief. The shield, which encloses the sword and the open Bible, represents the shield of faith. The triangle, which stands behind the shield, represents the three persons of the holy Trinity, all of whom work together for our salvation. Finally, the wreath that surrounds the shield is a symbol of the peace and victory that is ours through faith in Jesus Christ.



THE ROLE OF THE PARENT

As Christian parents, in obedience to the covenantal promises made at baptism, we believe it is our duty to seek out and provide Christian (God-centred and Christ honouring) education for our children.

Parents are primarily responsible for teaching their children right from wrong and seeing that they learn obedience. The parent-controlled Christian school is an extension of the home. The school assists Christian parents in the task of educating the children. Parents should accept their own responsibility in determining the character of the school. Parents can do this by practicing vigilance so that all that is done is in accordance with the Scriptures.

To this end, parents must be thoroughly familiar with Biblical teaching and doctrine to be able to discern what is appropriate for use in the Christian school.

Parents are encouraged to serve on the school board, committees, and volunteering their time to assist the teachers in the classroom.

Parents are welcome to examine all curriculum and resource materials and give input concerning these things.

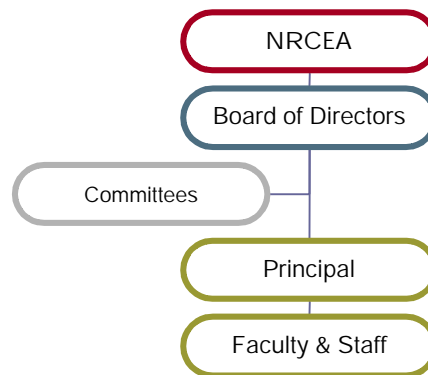
Parents should teach their children to respect and obey teachers as they do their parents. In this way the school can strengthen the nurturing of the children in the fear of the Lord which was begun in the home and is completed in the church.

"Train up a child in the way he should go and when he is old he will not depart from it."

HCS STRUCTURE

The Niagara Reformed Christian Education Association (NRCEA) operates Heritage Christian School. Since 1992 we have provided elementary and secondary education for the children of the Reformed Christian community. Membership in the Association is open to parents who enroll their children, and to other friends and supporters of the cause of Christian education, who are in agreement with the basis, purpose and Principle Guidelines of the Association. Membership shall be open only to those who are members of a church which subscribes to the Three Forms of Unity (the *Belgic Confession*, *Canons of Dordt* and *Heidelberg Catechism*) as published in the *Psalter Hymnal* of the Christian Reformed Church, (copyright 1976) and/or the *Westminster Standards* (Presbyterian Church of America, Dec. 1973).

NRCEA BOARD OF DIRECTORS & COMMITTEES



Board of Directors

The Board of Directors (BOD) is elected by the members of the NRCEA to set policy and to ensure that such policy is administered in harmony with the Constitution and Bylaws of the Association. The Board appoints the Principal to execute its policies in the daily operation of the school. The BOD appoints committees to advise it in its policy-setting role. The following are the mandates of the appointed committees:

Building & Maintenance

- to maintain present building and grounds and oversee all details of future building plans

Education

- to advise the BOD with respect to the scholastic quality and religious direction of the school's program of study.

Finance

- to effectively administer Association finances (payroll, accounts payable and receivable, budgets) and to give direction to the Fund Raising Committee. Audited financial statements are to be presented to the membership annually.

Fundraising

- to raise funds via tuition reduction drives, envelope distribution, GST Auction, Tuition Reduction Incentive Program (TRIP), Supermarket, etc.

Promotion

- to promote Reformed Christian Education through visits, information booklets, regular newsletter (Update) and Open House/Grandparents Day

Transportation

- to establish bus routes and investigate all changes, options and expansions to routes

Food Services Committee

- The Food Services Committee is a separate group that raises funds for the school via the bazaar, refreshment sales and catering services.

Parent-Teacher Association (PTA)

- This is a separate association to maintain contact with parents and teachers through meetings. The PTA organizes hot lunches, student fund-raisers and special event refreshments.

FEES AND FAMILY PAYMENT RATES

1. The Board of Directors sets fees and family payment rates annually.
2. Parents or guardians of students attending Heritage Christian School are obligated to pay the fees regularly, in advance of the education received. Methods of payment are
 - 2.1. lump sum at the beginning of the academic year
 - 2.2. a series of post-dated cheques commencing September 1st of the academic year
 - 2.3. Families who enrol their children after the academic year has begun, or who leave prior to the end of the academic year will have their fees prorated. Association membership fees are not refundable.

Member Tuition Fees for the 2009/2010 Academic Year

Family with students in Kindergarten only	\$5,904
Family with students in Grades 1 - 8	\$10,728
Family with students in both elementary (K - 8) & secondary (9 - 12) classes	\$13,524
Family with students in Grades 9 - 12	\$13,524

CONTACTING THE SCHOOL

- Telephone 905 562 7303
- Facsimile 905 562 0020
- Email heritage@hcsjordan.ca
- Website www.hcsjordan.ca



Whom should you call?

For attendance matters, messages, general inquiries and information	Mrs. Sinke Administrative Assistant	x 221
For financial matters, tuition accounts, etc.	Mrs. Benjamins Bookkeeper	x 229
For bus transportation, and general matters concerning elementary school	Miss Petersen Elementary Vice-Principal	x 230
For general matters concerning secondary school	Mr. Huizenga Secondary Vice-Principal	x 223
For advice regarding course selection, applications to summer school, college and university	Mrs. Meerveld Guidance Officer	x 231
For school enrolment, school policies and procedures, or any of the above matters	Mr. Harsevoort Principal & Executive Officer	x 222

FACULTY AND STAFF

Administration

Mr. A. B. Harsevoort, B.A., M.Ed., M.A.T.	Principal & Executive Officer
Mr. J. Huizenga, B.Sc., B. Ed.	Vice-Principal, Secondary
Miss M. Petersen, B.A., B.C.Ed.	Vice-Principal, Elementary
Mrs. M. Sinke	Administrative Assistant

Staff

Miss J. Beeke	Special Needs Assistant
Miss M. C. Beldman	Special Needs Assistant
Mrs. W. Benjamins	Bookkeeper
Mrs. T. Blokhuis	Special Needs Assistant
Mrs. M. Broersma	Computer Technician
Mrs. S. de Haan	Special Needs Assistant
Mrs. C. Muir	Special Needs Assistant
Mrs. C. Otten	Teacher Assistant
Mrs. L. Tigchelaar	Teacher Assistant
Mrs. J. VanderMeulen	Special Needs Assistant
Mrs. H. Vreken	Librarian

FACULTY AND STAFF

Faculty – Elementary

Mrs. V. Boekestyn, B.E., B.Ed.
Mr. C. Blokhuis, B.A., Dip.C.E.
Miss W. Boonstra, B.A., B. Ed.
Mrs. K. Emmanuel, B.A., B. Ed.
Mr. R. Enter, B.A., B. Ed.
Mr. M. Grin, B.A. B.C.Ed
Mrs. H. Harsevoort, OTC, CSTC, Primary Specialist
Mrs. B. Hartman, B. A., B.Ed.
Miss K. Hultink, B.A., B. Ed.
Mr. B. Jansen, B.A., B.C.Ed
Mr. B. Kemper, B. A., B. Ed.
Mrs. L. Korevaar, ECE
Miss J. Nieuwenhuis, Dip. L.O.
Miss M. Petersen, B.A., B.C.Ed
Mr. A. Pols, B.A, B. E.Ed.
Mrs. P. Roth, B.A., B. Ed.
Mr. M. Vander Deen, B.A., B. Ed.
Mr. C. VanDyken, B.A. CSTC
Mr. W. Wensink, B.Admin, M. Div., B.C.Ed
Miss A. Wierenga, B. Ed.
Mrs. J. Zwiep, B. A., B. Ed.

Grade 2B
Grade 8A a.m., Elem. Curriculum Coordinator
Grade 1B
Kindergarten A
Grade 6A
Grade 7/8B
Kindergarten B
Grade 4A
French 7 & 8
Grade 5A
Grade 5/6B
Grade 3B p.m.
Grade 2A
VP Elementary, Grade 3B a.m.
Grade 8A pm
Head of Special Education
Grade 7A
Special Education
Grade 3A
Grade 1A
Grade 4/5B

Faculty – Secondary

Mrs. H. Beeke, B. A., B. Ed.
Mr. B. Bosch, B.A., B. Ed.
Mr. C. Farenhorst, B.A., B.C.Ed
Mr. J. Huizenga, B.Sc., B. Ed.
Miss K. Hultink, B.A., B. Ed.
Mr. C. Isaac, B.A., M.Ed.
Mr. J. Koopman, B.Sc.
Miss C. Kralt, B.A. B.C.Ed, B. Ed.
Mrs. R. Meerveld, B.A.
Mr. D. A. Stares, B.A., B. Ed., SpecEd Specialist
Miss A. te Bokkel, B.A., B.Ed.
Mr. E. VanDyk, B.A., B. Ed.
Mr. C. Veld, BRE, M. Div.
Mr. K. Verburg, B.A., B.C.Ed
Mr. S. Zylstra, B.A., M.Ed.

Art, Media Studies, SpecEd
Religion, English, PHE, Math, Science
Mathematics, Sciences, Humanities
VP Secondary, Head of Math & Sciences
French
Head of Humanities; Humanities., PHE
Mathematics, Sciences
English, Art, Humanities
Guidance Officer
Mathematics, Sciences, SpecEd
English, Music, Humanities
Religion, Humanities, Music
Religion, Computer Studies, Co-op Education
Athletics Director, PHE, Humanities
Head of Languages & Arts; English, Humanities

CURRICULUM

It is the aim of Heritage Christian School to be CHRIST-centred, TEACHER-directed, and CHILD-oriented.

The curriculum in the school is built upon the understanding that human life, in its entirety, is religious and that man must serve God everywhere. All activities within the scope of education at HCS must grow out of this starting point. The following guiding principles should direct our curriculum:

1. Find its basis in the Word of God.
2. Be comprehensive - it should include the study of Bible, language arts, mathematics, sciences, social studies, fine arts and physical education
3. Progress smoothly from one grade and subject to the next
4. Help the student to grow into a mature citizen of the Kingdom of God
5. Recognize the nature of the child and provide for created differences
6. recognize the general principles of learning
7. be flexible enough to incorporate change
8. meet or exceed the provincial guidelines for education

Christian Education at HCS recognizes that education is important for the head, the heart and the hands:

1. Knowledge
 - 1.1. transmission of facts by telling, reading, writing, discussion, research
 - 1.2. content of subject matter
2. Understanding
 - 2.1. the meaning of the facts, ideas in relation to God, the creation, to others and to self
 - 2.2. using knowledge to develop a Christian way of life
3. Skills
 - 3.1. learning to apply knowledge in a meaningful way
4. Attitudes
 - 4.1. nurturing attitudes that reflect a committed Christian life
 - 4.2. acknowledging the need for daily repentance and renewal
 - 4.3. developing an attitude of awe, responsibility, love, gratitude, self-denial, etc. in the light of God's Word.
 - 4.4. developing a process where head knowledge grows into heart knowledge. Knowing the will of the Lord becomes doing the will of the Lord. Orthodoxy becomes orthopraxis.

Jan Waterink, a famous educator, formulated a single sentence statement regarding the aim of education:

The forming of man into an independent personality serving God according to his Word, able and willing to employ all his God-given talents to the honour of God and for the well-being of his fellow creatures, in every area of life in which man is placed by God.

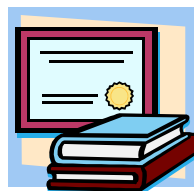
- For Elementary curriculum please refer to the current issue of the *Heritage Christian School Elementary Curriculum Guide*
- For Secondary Curriculum please refer to the current issue of the *Heritage Christian School Secondary Program and Curriculum Guide*.

PUPIL PROGRESS REPORTS

Reporting pupil progress to parents or guardians is a responsibility that HCS takes seriously. Recognizing the trust that parents have placed in us as teachers, and the unique cooperative nature of the Christian home and the Christian school it is our duty to assess progress thoroughly, evaluate it professionally, and report it accurately.

Progress reports are issued three times per academic year - in December, March and June for the Elementary School and twice per semester for the Secondary School. In addition to the regular Parent/Teacher Conferences at these report times, please feel free to arrange for additional conferences with your child's teacher(s) and/or the Principal at any time throughout the school year. Effective communication between home and school is a significant aid to pupil progress.

HCS pupil progress reporting forms for the elementary school are designed to combine the best features of letter grade reporting and anecdotal reporting. For each subject area on the report card you will find a letter grade (percentage in Gr. 7&8) denoting your child's progress. Directly beside the letter grade a number grade indicates the effort that the child has exerted to achieve the grade s/he did. The rest of the section identifies particular skills and shows whether your child's progress in these skill areas is Very Good, Satisfactory or Unsatisfactory. This can be elaborated upon in the "Comments" section at the right of the report.



A few words may be in order about marks. As you can determine from the marking scheme the majority of the marks will fall into the B and C categories. We feel that this is the progress expected of the majority of the students and thus give these two areas the largest numerical categories (from 60 - 89%). Thus A (from 90 to 100%) is reserved for truly exceptional work and should not be regarded as the norm.

A+	98 - 100	B+	85 - 89	C+	70 - 74	D+	57 - 59
A	94 - 97	B	80 - 84	C	65 - 69	D	53 - 56
A-	90 - 93	B-	75 - 79	C-	60 - 64	D-	50 - 52
						E	Below 50

The number grade for effort is as important as the letter grade for achievement. The student who achieves a C2 should receive merit equal to a student who achieves a B2. The differences in letter grades indicate that there are different God-given abilities and talents. The number grades indicate that both children have made satisfactory use of their respective abilities.

We hope that this report card system helps you understand your child's progress. It is impossible, however, to provide a complete evaluation in written form only. Parents are therefore encouraged to attend parent/teacher conferences so that questions about the child's progress, curriculum, or any other school-related matters can be discussed.

PARTICIPATION IN EXTERNAL TESTING

Heritage Christian School administers the *Canadian Test of Basic Skills* to students in Grades 3 through 8 every other year to ensure that we meet objective assessments for our programs.

CHRISTIAN NURTURE

Christian nurture is a basic aim of both the Christian home and the Christian school. The necessity of close co-operation between home and school and mutual support for each other cannot be over-emphasized. Both home and school should direct children to work out their faith in all areas of life.

In the school, teachers and pupils bear the responsibility of living together in a Christian manner. The relationship between teachers and students must reflect the Biblical command of mutual respect, recognizing the unique task of teaching and learning. Appropriate to their age pupils must conduct themselves in thought, word and deed in such a way that their behaviour portrays a meaningful attempt to live Christianly.

In general, teachers look after the discipline problems of their own classrooms and keep the Principal informed of any consistent misbehaviour. All cases of open defiance or obvious disrespect are sent to the Principal.



The following criteria are helpful in designing and evaluating school rules:

1. The call to obedience to God in contrast to man's urge to be free from control
2. The "love your neighbour" command that expresses itself in seeking the best for one another in respect, sharing, safety
3. The demands of the developmental stages of the child such as security, independence
4. Teacher effectiveness in developing his/her own style
5. Some commonly accepted standards of behaviour in our school society
6. Personal hygiene and cleanliness of environment

It is impossible to run a school properly without specific rules. These rules are designed for the safety and good order of all pupils. Pupils are expected to adhere to these rules and parents are expected to support staff in the administration of them. The support of the entire community is needed to provide a sound Biblical education for our children. May the Lord help us in seeing to it that Christian nurture continues to grow in HCS, providing an ever increasing, deeper, mutual understanding among teachers and parents concerning the meaning of "nurturing a child in the fear of the Lord".

DISCIPLINE POLICY

At Heritage Christian School teachers recognize that they stand in the place of the parents. When children do wrong at school it falls to the teacher to correct them in love based on a true concern for their well being. Punishments must be just and appropriate to the nature of the offence and the character and age of the child. Corporal punishment is not practised at Heritage Christian School.

When children do not respond properly to discipline, as they should, the school will take stronger measures to correct them. The progressive steps of discipline would include detentions, suspensions and expulsion.

Students may be suspended under the following circumstances:

- Open defiance or disrespect to a faculty or staff member.
- If they continually disobey and undermine the rules of the school and the authority of the staff despite repeated warnings.
- If they commit a flagrant act of disobedience, such as using the Lord's name in vain, swearing, cursing, fighting, bullying, filthy talk, gestures, or notes, vandalism or theft.

The Principal has the authority to suspend pupils. The Principal will inform the Board about all suspensions. When there is no longer a willingness to accept and respond to correction then such a child must be removed from the school through formal expulsion. The Board of Directors will determine expulsion upon the recommendation of the Principal.

STUDENT CODE OF CONDUCT

The purpose of the model code is to encourage students to follow Christian standards of behaviour by clearly stating expectations.

- Our Relationship with God
 - We will always speak of God with utmost respect
 - We will encourage close relationship with God in others as well as in ourselves through Bible reading and prayer
- Our Relationship with Those in Authority
 - We will be respectful in our speech and in our conduct
 - We will be obedient to those in authority over us
 - We will not condone disrespect displayed by others to those in authority
- Our Relationship to Others
 - We will be respectful of others
 - We will address each other properly and not resort to name calling, swearing, or dirty language towards each other
 - We will respect each other's property and encourage everyone to feel included
 - We will respect each other's person and remember "no touching except for helping"
 - We will learn to apologize when we fail and to seek God's forgiveness and the strength to continue trying to live in obedience
- Our Relationship to School Property
 - We will respect school property; this includes furniture, books, equipment, and building
 - We will report any damage done and volunteer to pay for damages if we are responsible
 - We will accept responsibility for the cleanliness of the school and grounds

EXPECTATIONS OF STUDENT CONDUCT

The students will:

- demonstrate respect for and obedience towards the Word of God. This respect means that opinions, decisions and conduct are submitted to the authority of the Scriptures. This also includes a willingness to be corrected by the Word of God.
- demonstrate respect for and obedience to the teachers as those set in authority over them.
- demonstrate respect for fellow pupils. This respect can be shown through the way in which they treat the person, property, and feelings of others.
- stand up for what is right in our life before the LORD. This may mean speaking out against wrongdoing. It includes encouraging peers in doing good rather than evil.
- use language respectfully in service to God and their neighbour. Verbal abuse of any kind (e.g. name calling, ridicule) will not be tolerated.
- demonstrate respect for school as well as their own property by taking care of the things entrusted to them and leaving alone what does not belong to them.
- obey the school rules without complaining or trying to undermine them.
- admit wrongdoing, apologize, and accept the consequences that may follow.

COURTESY

- Common rules of courtesy are to be emphasized.
- Students should address teachers politely as Mr., Mrs., Miss, Sir or Madam.
- The Christian qualities of love, respect and courteousness towards teachers and towards other students are expected behaviour. "Talking back" to teachers, insolence, cruel or excessive teasing, foul language or swearing, lying, destruction of property or other forms of negative behaviour will not be tolerated. Physical fighting will result in suspension from school.
- Certain rooms of the school are intended for the use of the staff members. These include offices, staff room, staff washrooms, supply and storage rooms and custodian's rooms. If students need to go to the teachers' room, one of the offices, or another classroom, rules of courtesy direct that one should knock politely and wait for a response.

ARRIVAL, DISMISSAL, RECESS, PLAYGROUND

- Students who walk or bike to school should arrive no earlier than 15 minutes before the bell sounds.
- Students riding bicycles to and from school must park their bikes immediately upon arrival. For safety's sake bikes must be walked while on school property. Also, in the interest of safety the police recommend that students in grades K - 3 not ride their bicycles to school.
- Bell rules must be strictly adhered to. All students should be in their classes and prepared for work when the second bell rings.
- All elementary students are to go outside quickly during recesses and noon hours, unless permission to stay in has been given by a teacher. Students staying inside must be in their classrooms.
- Snowball throwing or face washing with snow is not permitted anywhere on school property, unless directly supervised with a teacher's permission.
- All garbage is to be put in the proper containers. Please do not litter the school grounds.
- Upon entrance students will go directly to class without going to the washrooms or drinking fountains.
- Students are not to be holding hands or openly displaying romantic affection at school.
- Smoking is strictly forbidden at all times during any school-related activities.

BUILDING AND GROUNDS

Students must not leave the school grounds during class time unless permission has been obtained from the office and a pass has been issued, or unless accompanied by a teacher. Students are not permitted to bring radios or tape players on the bus, to school or on class trips.

PROPERTY

- Students are expected to keep their desks and room tidy at all times. Nothing should be left on the floor. Cupboards and shelves should be neat and orderly.
- Students are expected to care for school property. Purposeful damage and damage caused by negligence must be paid by the student.
- Scribbling or doodling on notebooks or textbooks is not permitted.

HALLWAYS

- Students must use the crowded hallways in a considerate manner.
- Running in the halls, boisterous behaviour, and loud talking are not permitted.
- Students are expected to be "quiet in the halls", that is, speaking in subdued voices. When classes are in session, silence is required in the hallways.

BUS DISCIPLINE POLICY

It is expected that every student will behave responsibly, not only while traveling on a school bus but at pick-up and transfer points as well. These are essentially extensions of the school. While being transported or waiting at transfer points, each student is responsible to the Principal for his/her conduct. All students riding Heritage Christian School buses are subject to the rules and regulations outlined in this Handbook. The safety of the students is of paramount importance. The bus driver is authorized by the Principal to supervise the conduct of the students on a school bus. Students are expected to co-operate with the bus driver. Student altercations that directly or indirectly compromise or impede the safety of the riders will be reported and dealt with accordingly. The bus driver will warn the student if behaviour is unacceptable and will document the incident and report it to the school. The student will be informed by the Principal or his designate, Vice-Principal Petersen, of possible consequences if behaviour does not improve.



- If your child is not going to be taking the bus home from school on a specific day, please notify the school.
- If your child needs to ride on another bus for a special circumstance, please call Miss Petersen beforehand to obtain the necessary permission.
- Primary students must submit a note to their teacher if they are going to another child's birthday party.

GENERAL POLICIES, PROCEDURES AND INFORMATION



1. ATHLETICS POLICY

GOAL OF THE ATHLETICS POLICY

- To promote athletic excellence alongside of academic excellence, so that students with their whole being, physically and intellectually, may praise and serve their God.
- Students must be taught to use the athletic gifts that God gives them in a Christ-like manner.
- Students must learn to give of themselves in sports, for the edification of their fellow players, the team and the school.
- Students must be taught to respect and honour coaches and officials as those who have been given authority by God over them.

PROGRAM GUIDELINES

- Participating on a sports team at Heritage Christian School is a privilege. Satisfactory academic performance and deportment are required for students to be considered for team membership.
- The Heritage Secondary School Code of Conduct is in effect for all athletic activities, whether it is practices, home games, away games or tournaments.



2. ATTENDANCE PROCEDURES

Parents must call the school if their child (ren) will be absent or late. Parents may do so at any time before 8:55 am. Messages may be left on the school's answering machine. To ensure the safety and care of our students please be diligent in reporting absences. If the school is not notified by 9:00 AM the Administrative Assistant will call to verify the whereabouts of the student.

3. Absences

In order to receive a credit according to the Ministry of Education guidelines, a secondary student must attend 110 hours of class. When a student does not attend all scheduled classes, he risks forfeiting his credit. Extra assignments may have to be given to make up lost time. Absences are excused for unavoidable circumstances such as for illness, funerals, or family emergencies. Students are to expect to write missed tests on the first day back to school after such absences unless prior alternate arrangements have been made with the teacher. Absences that are unexcused result in 0 for quizzes and tests missed. (see also Tests & Assignments)

4. Cell Phones

We recognize that cell phones are important for communication between senior students and their homes, especially for those who drive to school. However, they are not to be used on the school grounds or in the building. Digital camera features on cell phones may not be used at school either; they are a serious invasion of privacy. Cell phones may be brought to school, but must be turned off while at school and locked in vehicles, or securely stored in lockers. Misuse of cell phones will lead to their confiscation.



5. CLASS TRIPS

Class trips are encouraged as an excellent way to broaden the classroom experience. The Education Committees and the Board of Directors have set criteria for such outings and all trips are approved by them. Teachers notify the Principal prior to the outing and all parents are to be notified of all instances that their children are away from the school grounds.

- Parents please note that the following trips are not school sponsored class trips and are not supervised by HCS faculty or staff, and are not to be presented as such:
 - A skiing trip between first and second semesters
 - A year end trip to Canada's Wonderland

6. GUIDANCE – SECONDARY SCHOOL

While Heritage offers Guidance for students to assist them with decisions about post-secondary education and careers, it is primarily the responsibility of the students, with the help and guidance of their parents, to make these decisions. The function of the Guidance office is to provide resources for students to make these decisions, and to assist in program development to enable students to reach their goals. Parents should make it a priority to help their children investigate the options, visit universities and colleges if necessary, and plan for entrance requirements. From time to time, there are information evenings to address parents' questions about these matters. At other times, feel free to address your questions to our Guidance Officer.

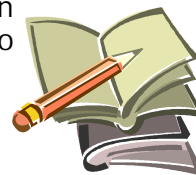
7. HOLIDAYS

Sometimes parents find it necessary to take children out of school on days other than designated holidays. The regulations of the Ontario Education Act restrict school administrators from giving permission for extended holidays. Parents who do choose to remove their children for extended holidays take upon themselves the responsibility to see to it that the students do not fall behind and, if and when necessary, are responsible to acquire a tutor to bring the student's work up to date.

8. HOME STUDY

Primary and junior grade students make the best progress under the direct supervision of the classroom teacher. Generally, grade 1 - 6 students should not have any homework except for memory work, and, at the teacher's discretion, weekly spelling assignments. For students in the senior grades, and in secondary school, home study plays a vital role in the attainment of good progress. It is necessary in order to learn how to work and study effectively. Each student must learn to work by himself. With effective home study one can learn how to solve problems independently, to drill, to review, to summarize and to do independent reading and research.

- Home study is a good habit that can be learned through regular practice each night.
- If no homework is assigned use the opportunity for review.
- Have a regular time and place to study.
- Make a study schedule.
- Take short breaks between periods of study.
- Do your most difficult subjects first.
- Oral drill is helpful in many subjects. Ask someone at home to hear your work whenever possible or convenient.
- Don't be satisfied with minimal effort and results. Get the satisfaction that comes from doing your work thoroughly and well.



9. "INCOMPLETE" POLICY (FOR SECONDARY STUDENTS)

The purpose of this policy is to stipulate when a student will or might receive an "incomplete" on his report card.

There are three ways in which a student can receive an "incomplete" on his report card:



- 10.1. By not completing an assignment that was included in a pre-defined list for a course. Each course outline must list any major assignment that must be completed by a student before he can receive his final grade.
- 10.2. By being an exceptional case. There may be cases such as prolonged illness, personal trauma, or a circumstance beyond the school's control. In these cases the teacher may decide to give the student an "incomplete." The teacher may only do this with the approval of the parents and the Principal. Other options should also be discussed.
- 10.3. Upon the recommendation of a teacher. If a student fails to complete a major part of the course the teacher may request that this student receive an "incomplete." This "incomplete" will be subject to the approval of the Principal.

If a student receives an "incomplete" he or she has two weeks to make it up and must take the initiative to contact the subject teacher. If the work is not made up in the allotted time, the incomplete will result in the loss of the credit for that course.

11. LIBRARY POLICY

All books that have been placed on the library shelves have been read and reviewed by the Library Committee according to the Library Policy. Parents who have a concern about a particular library book should send it to the school, addressed to the Library Committee, with a signed note that briefly outlines the reasons for the concern. Similarly, if parents find a book that they feel would make a good addition to the library, they are requested to pass on the title (and possibly the loan of a copy) to the school with a request to have it reviewed.

12. LOST AND FOUND

- 12.1. All articles found in or near the school should be given to the Administrative Assistant. Such articles may be claimed from the Lost and Found bin in the hallway by the Staff Room or at the office.
- 12.2. Students should write their names in their books and on all personal belongings.
- 12.3. If articles are not claimed within a reasonable period of time (e.g. four weeks), they will be donated or discarded. Clothing, etc. is not to be left in the change rooms over night. Because such items are often wet or sweaty, they may not qualify for the normal Lost and Found practice and may be discarded.

13. PARENTAL CONCERNS

Heritage Christian School encourages parents to be closely involved in their child(ren)'s education and welcomes regular contact between parents and the school. We believe that home and school relationships will be enhanced by a clear understanding of the proper procedure for settling differences that may from time to time arise. Following the Biblical principles clearly established in Matthew 18 parental concerns must first be addressed to the individual involved. For example, if the concern involves a teacher, the teacher is to be spoken to first. If the concern remains unresolved the Principal is to be advised. If the issue remains unresolved after the Principal's intervention, the Board of Directors will become involved in order to settle the concern.

14. PERSONAL ENTERTAINMENT EQUIPMENT

Students are not permitted to bring on the bus, to school, or on class trips radios, walkmans, televisions, or tape players, etc. (also see Cell Phones)

15. PUBLICATIONS

NRCEA Handbook

This booklet includes the foundational documents of the Niagara Reformed Christian Education Association: the Constitution and By-laws and the Statement of Faith and Guiding Principles. It is distributed to all new families and is available upon request through the office.



Parent Handbook

This document contains the relevant policies and procedures that direct teaching and learning at HCS. It is distributed to parents in September of each school year.

Curriculum Handbooks

The Elementary Curriculum Outline and the Secondary School Curriculum Guide are published annually.

Mouthpiece

The student newspaper is a semi-regular feature produced by the Secondary school students.

HCS Herald

On the last school day of each week we issue a Newsletter to each family and to the supporting churches. The Herald highlights progress in our courses of study, student assignments, and dates of various functions and events.

HCS Directory

This booklet is published just before each school year. It contains the names and phone numbers of Board and committee members, faculty and staff members, and parents, the current membership list, tuition fees, class lists and the school calendar of events.

The Update

This is a quarterly newsletter that provides reports on events at the school, interviews of staff members and supporting families, and gives samples of student work.

Yearbook

Every year there is a joint effort between the Elementary school and the Secondary school staff and students to produce a beautiful hard-covered keepsake.

16. SCHOOL DAY

Elementary School Schedule

8:35	Line-up bell
8:45	Classes begin
10:15	Recess
10:35	Line-up bell
10:40	Classes resume
12:10	Lunch
12:25	Recess
1:00	Line-up bell
1:05	Classes resume
3:05	Dismissal Bell

Secondary School Schedule

Period One	8:45 to 10:03
Period Two	10:08 to 11:21
Period Three & Lunch	11:26 to 12:34
Period Four	12:34 to 1:47
Period Five	1:52 to 3:05



17. SNOW DAY PROCEDURES

In the event of bad weather, you can

- listen to the following radio and television stations starting at 6:30 a.m. to hear if the buses will be running:
 - St. Catharines CKTB 610 AM/97.7 FM, CHSC 1220, CHRE 105.7
 - Niagara Falls CJRN 710; Niagara Region CHML 900; CHTV
- Please listen to the radio or TV for the announcements. Neither the Principal nor the Transportation Committee can field calls from all the individual families to ask whether the buses will be running or not. Your co-operation is appreciated.
- When winter approaches a "telephone chain" will be distributed to all families. If school is closed first thing in the morning the person at the beginning of the list will be contacted by the school. You are to call the next family on the list after yours. If no one is home, call the next family on the list and keep trying the family after you.
- If school is closed during the day the "telephone chain" will be used also. If both parents work during the day please phone Miss Petersen and make arrangements for him/her to drop your children at another spot on the same bus route on these days. At the end of the chain please call the school. Please follow these procedures for the sake of others.

18. SPECIAL EDUCATION

Heritage Christian School strives to meet the needs of each of our students. Special Education is specifically designed instruction that meets the unique needs of an exceptional child, and may include special materials, teaching techniques, equipment, and/or facilities. Some students may be challenged with a specific learning disability and consequently, they may require extra time or special help. Other students may need help only with a particular subject or skill, while gifted students may require extra work to keep them challenged. A special education program is designed to provide this help for both long term and short-term needs. The homeroom teachers remain responsible for all their students in the special education program. The Special Education Teacher and the homeroom teacher review each Special Education case with the Principal. They will determine the effectiveness of the program and whether a Special Education program should be continued, modified, or if the student is ready to exit the program.

19. STUDENT SAFETY & HEALTH CARE

Heritage Christian School is in full compliance with Building and Fire codes, and is inspected regularly to assure the safety of our students. Regular "fire drills" are held to ensure that we can exit the building in a safe and timely manner. HCS also receives the services of the Public Health Department. Regular services include immunization, hearing and vision testing, scoliosis testing and a review of the regular health records of all students. HCS also works cooperatively with Public Health to enforce and adhere to the Ontario Health Codes for the prevention, control and containment of communicable diseases. The Principal will exclude a child who is not in compliance with the required immunization schedule.

The Principal may exclude students and/or personnel from school who are suspected or diagnosed with a communicable disease, or whose exposure to a communicable disease may threaten the well being of that individual. All reportable communicable diseases will be referred to the Public Health department by the Principal. Students suffering from communicable diseases such as pink eye, trench mouth, ringworm, scabies, pediculosis, impetigo, chicken pox, etc., should not return to school until advised to do so by their doctor. Our expectation is that when students return to school they are ready and able to participate in all school activities.

Requests to be excused from outdoor recesses, PHE classes, and the like, will only be considered for obvious exceptions.



Teachers are not permitted to dispense medication to students.

20. TESTS (SECONDARY SCHOOL POLICY)

Tests are scheduled as reviews of units and/or concepts and are a major component of student evaluation. They are to be considered as major assignments: missed tests could result in an "Incomplete" for the course and a loss of credit. Test dates are announced in advance and students are expected to write the test on the day that it is scheduled. The only legitimate reason for missing a test is illness. If a student misses a test due to illness, he or she is expected to write the missed test on the first day back to school after the absence unless prior arrangements have been made with the teacher. Tests that are missed due to unexcused absences result in a mark of zero. (see Truancy)

STUDENT ABSENCES FOR TESTS

- 20.1. It is the student's responsibility to catch up on any work missed as quickly as possible. On return to school, immediately following an absence, the student should contact the teacher regarding work missed.
- 20.2. If the reason for the absence is validated, the student may be permitted to write any missed tests. If it is impractical for the student to write the test, the value of the test may be added to the final examination, increasing proportionately the value of the exam when determining the final mark for the credit.
- 20.3. If the absence is not validated within three school days, the student will not be allowed to write the test or and will be given a mark of zero.
- 20.4. For excursions, field trips, athletics, work experience, etc., the student must contact the teacher of the class that he or she will miss at least two days prior to the absence to determine what assignments, homework, and tests will be missed. In some cases, special arrangements will have to be negotiated with the teacher prior to the absence.

LATE SUBMISSIONS OF ASSIGNMENTS

- 20.5. It is the expectation of all students enrolled in HCS that all assignments shall be submitted by the due date at the start of class. Assignments are designed to reflect the curriculum expectations and, as such, are crucial to the assessment of the students' achievement. Teachers will strictly enforce this policy and their establishment of a due date is final. Any work not handed in on this date is late.
- 20.6. It is up to the discretion of the teacher to grant extensions on deadlines. Special arrangements may be made for extenuating circumstances such as legitimate absences, personal emergencies and mitigating circumstances. Students should not assume that special arrangements will automatically be made; therefore, they must discuss their unique situation with the teacher involved.
- 20.7. If a student does not submit the assignment on the due date and has not taken the responsibility to negotiate a deferred date, the following will apply:
- 20.7.1. The assignment may be submitted, but must be accompanied by a clearly written reason for the assignment being late. If the reason is deemed legitimate, the assignment will be accepted, but will be subject to a late penalty.
- 20.7.2. Should students not fulfil the conditions the assignment will not be accepted and a mark of zero will be given since there is no evidence of achievement with respect to the curriculum expectations evaluated on that assignment. If a student is working with a partner or partners and the assignment is submitted late, all members of the group will bear the consequences.
- 20.8. Major independent research projects which are published in the syllabus for the course have a fixed due date. The assignment (or any work completed) must be submitted for evaluation on this date.

21. TRUANCY

Truancy is defined as unexcused absence from classes or school functions. Consequences for truancy include the following:

- a mark of zero on tests missed
- a penalty for assignments due during the time missed
- detentions and/or additional assignments to make-up missed time

22. TEXTBOOKS

Students at both the Elementary and Secondary school are provided with school-owned textbooks and in some grades with workbooks and notebooks. We encourage students to care for books and we ask that parents help students in this task. If books are damaged in any way, parents will be asked to pay to replace them. When secondary students receive their texts for the year a \$150.00 deposit is required. This money will be refunded when the student leaves HCS if all books are returned in good, useable condition.

23. UNIFORMS

DRESS & APPEARANCE

Students are expected to reflect a Christian life-style in dress and appearance.

- They should be well-groomed and wear neat and clean clothing. Modesty is an essential requirement. This means that clothing must not be distracting to others or sexually provocative.
- Clothing, including footwear, should be practical and functional, and should not be confused with beach attire or other styles inappropriate to a school setting.
- During school hours and on school property, and while on school-sponsored day trips, all students must wear shirts and sweaters with the school logo and name supplied by R.J. McCarthy.
- Shirt and sweater sizes must avoid excessively baggy or tight fits. Clothing must be worn so that modesty is maintained at all times.
- Boys are not allowed to wear earrings while in the school building or participating as members of a school team. Any form of face piercing is also not permitted. Except for the wearing of earrings, the same applies to the girls.
- Coats are not to be worn in classrooms.
- Hats and sunglasses are not to be worn anywhere in the school building.



The specifics of the policy as they apply to Elementary or Secondary school students can be found in the following sections. Parental support and cooperation is greatly appreciated in helping our students abide by the uniform policy. Parents are urged to monitor the condition of their children's uniform pieces; faded and/or torn pieces should be repaired or replaced. Please feel free to contact any member of the Uniform Committee for suggestions and ideas when dyeing or repairing pieces.

UNIFORM REGULATIONS

- Students are required to be in proper uniform throughout the school day.
- Elementary students must tuck in shirts and blouses.
- For field trips, students are to be in full uniform, unless otherwise indicated.
- Full program uniform dress is required for service trips.
- Only white T-shirts may be worn under the uniform top. Neither the layered look, nor printed T-shirts are acceptable.
- Hose or socks must be worn at all times at the elementary level.
- Hats or coats are not to be worn in the classroom at any time.
- Students who are not in proper uniform will have their parents notified with either an infraction notice or a phone call for the first offence. Upon second offence, parents will be called to bring the required uniform piece(s) to school in order for the student to return to class, or the student will be sent home.
- Students who persist in challenging the uniform policy will be sent home and a parental interview will be arranged to resolve the problem.
- On non-uniform days students are expected to dress modestly and in Christian taste. Should any clothing be considered inappropriate, the student will be required to change.
- Faded or damaged clothing constitutes a uniform infraction.
- Gym clothes consist of a plain white T-shirt with or without the school crest and navy shorts.
- Shorts to be fingertip length while arms hang straight at side.

UNIFORM POLICY & DRESS CODE – ELEMENTARY SCHOOL

For Programs

Boys

Plain navy pants
white short- or long-sleeved shirt with collar
navy/white socks

Girls

plain navy skirt
white short- or long- sleeved blouse with collar
navy/white tights or socks

For Regular School Days

All red and navy uniform pieces (cardigans, v-neck vests, v-neck pullover sweaters, long/short sleeved polo shirts & turtlenecks) must be purchased from the approved uniform supplier (R. J. McCarthy)

- Plain navy pants, walking shorts, capris, skirts, skorts, jumpers
- no coloured denim, track pants, leggings, or overalls
- white short- or long-sleeved shirts with collars, (no coloured embroidery), white turtlenecks
- red short- or long-sleeved polo shirts with HCS logo from approved uniform supplier only
- red turtlenecks with HCS logo from approved uniform supplier only
- navy, or white socks/tights



UNIFORM POLICY & DRESS CODE – SECONDARY SCHOOL

All secondary students are required to purchase the complete uniform from the approved uniform supplier (R. J. McCarthy Ltd.) This includes: plaid kilt, men's/women's navy pants, men's/ women's navy walking shorts, white long sleeved/short sleeved Oxford shirts, white long sleeved/short sleeved polo shirts, and white turtlenecks. All shirts will have the HCS logo stitched on them. The following pieces are also available as an option for all secondary school: navy V-neck vest, navy V-neck pullover sweater, blue cardigan, navy hooded zippered sweater, and navy kilt.

For school programs, (choir functions) the following rules apply for all students:

- Women: plaid kilt or x-kilt, white Oxford or polo shirt with HCS logo, navy tights, pantyhose, or knee socks, and dress shoes. Kilts are to be worn at a maximum of 3" above the knee.
- Men: navy dress pants, white Oxford or polo shirt with HCS logo, navy dress socks, and dress shoes.
- No vests, cardigans, v-neck or zippered hooded sweaters.



On all other regular school days, the following rules apply:

Women

- navy pants
- navy walking shorts
- plaid kilt (mandatory on Tuesday & Thursday)
- navy kilt
- white long/short sleeved polo shirts
- white long or short sleeved oxford shirts
- blue cardigan
- navy V-neck pullover sweater
- navy V-neck vest
- navy zippered hooded sweater
- navy or white socks, navy tights, or panty hose (skin-tone or navy)

Men

- navy dress pants
- navy walking shorts
- white long or short sleeved polo shirts
- white long/shorts sleeved oxford shirts
- blue cardigan
- navy V-neck pullover sweater
- navy V-neck vest
- navy zippered hooded sweater
- navy or white socks

Infractions

Homeroom teachers report uniform infractions on the morning attendance slip. Any infractions noted after attendance is taken must be reported to the office.

Graduation Uniform Policy

Graduation gowns and vee-stoles will be supplied by the school for each individual grade 8 and grade 12 graduate on loan to the student for graduation. Black caps and tassels will be given to the Grade 12 graduates as a keepsake..

- Grade 8: Navy gowns, red/white/blue vee-stoles
- Grade 12: Black gowns, red/white/blue vee-stoles, black grad caps
- Gowns are to be worn during the ceremony and receiving line. Proper "Sunday attire" to be worn under the gowns.

24. VISITORS AND GUESTS

- All visitors to the school must report to the office to obtain a Visitor Pass.
- Student visitors must obtain permission from both their bus driver and the Principal at least one day in advance. This permission will be granted only in exceptional circumstances to maintain an atmosphere that is conducive to learning and teaching.