



**Centennial
Christian School**
HEAD • HEART • HANDS

Centennial Christian School

High School Handbook 2026/2027

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Head, Heart, Hands; Learning in and with Community

Learning as Part of God's Story

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1. Welcome: Learning as Part of God's Story

Welcome to a new school year at Centennial Christian School. Whether you are returning to CCS or beginning your first year in Grades 8-12, we are glad you are part of our high school community.

At CCS, we believe that learning is part of God's story. School is not only preparation for the future; it is one of the places where students learn who God is, who He has created them to be, and how they are called to live faithfully in His world.

As we learn with our heads, hearts, and hands, students are invited to grow in wisdom, faith, skill, responsibility, courage, and service. The classroom, hallway, gym, stage, field, lunch table, and community are all places where students can practice loving God, loving their neighbours, caring for creation, seeking justice, creating beauty, restoring what is broken, and serving with humility.

This handbook explains how we live and learn together as a high school community. Its expectations are not simply rules to follow. They are practices that help us grow into the people God is calling us to become.

This handbook is meant to help students and families understand:

- who we are as a Christian learning community;
- how daily life at CCS works;
- what we expect of students;
- how we respond when expectations are not met;
- how students are invited to learn, serve, restore, and grow as part of God's story.

We look forward to another year of learning in and with community.

Centennial Christian School Administration

2. Who We Are

Our Mission

Head, Heart, Hands; Learning in and with Community

This mission reminds us that learning involves the whole person. At Centennial Christian School, students are invited to grow in knowledge and wisdom, in faith and character, and in service and action. We learn together because God created us for community.

Our Vision

Centennial Christian School is a community that is based upon the sovereignty of God and the authority of His Word. Through the redeeming work of Christ and by the power of the Holy Spirit, we are enabled to serve and glorify God in all of life and to uphold the Lordship of Christ in all things.

Holding this worldview, which recognizes everyone as created in God's image, we seek to support each other in nurturing the unique gifts of all students. Through example and instruction, we equip each student with knowledge, skills, and understanding, challenging them to exercise discernment and stewardship in all aspects of life. We intend the entire learning environment to reflect the diversity and unity of God's creation.

Our Core Values

Our Core Values describe how we seek to live together as we pursue our mission and vision.

Community of Grace

We are united in our diversity as we love one another and our Lord by giving and receiving grace.

Identity in Christ

We are transformed by the Holy Spirit as image bearers of Christ, empowered by and dependent on God.

Servant Heart

We serve each other as we give our time, resources, and energy with humility and gratitude, experiencing life in all its fullness.

Stewardship

We passionately use and care for God's abundant blessings, including our individual gifts as we pursue excellence and discernment.

A Brief History of Centennial Christian School

Centennial Christian School began in the 1966-1967 school year with students in Grades 1-7. The school was founded by committed Christian parents who believed that all of life, including education, belongs under the Lordship of Christ. Through God's faithfulness, the dedication of families and staff, and the support of the wider community, CCS has grown into an interdenominational Preschool to Grade 12 school serving families in Terrace and the surrounding area.

Today, CCS continues to partner with families in Christian education, helping students grow in faith, learning, service, and community as they discover their place in God's story.

3. Teaching for Transformation at CCS

At Centennial Christian School, we use Teaching for Transformation to help students understand that all learning belongs in God's story. We do not see school as separate from faith or discipleship. Math, science, literature, history, art, athletics, service, relationships, and daily choices all belong to God.

Our Deep Hope

At Centennial Christian School, we believe that your learning is part of God's story. You are not just preparing for life someday; you are already learning how to live faithfully in God's world now.

Our Deep Hope is the big hope we have for you as a student at CCS. It is more than a goal or a plan. It is the hope that guides why we learn, how we live together, and who we are becoming.

Our Deep Hope is that you will come to know who God is, understand who He has created you to be, and use your gifts to love God, serve others, care for creation, seek justice, create beauty, and participate in God's renewing work in the world.

This hope connects to our mission: Head, Heart, Hands; Learning in and with Community. We want your learning to shape your mind, your heart, and your actions. We want you to grow in wisdom, faith, character, courage, and service.

School is not just about completing assignments, earning marks, or preparing for graduation. It is about becoming the people God is calling us to be.

Storyline

A storyline is a phrase, image, or idea that helps you see how your learning connects to God's story.

At CCS, we believe that every subject belongs to God. Science, math, literature, history, art, athletics, technology, and service all help us notice something about God's world. Through your learning, you are invited to see the goodness of creation, recognize places of brokenness, and consider how God may be calling you to participate in His renewing work.

A storyline helps your class understand the bigger purpose behind what you are learning. It reminds you that school is not just about finishing assignments, earning marks, or covering curriculum. Your learning helps you discover who God is, who He created you to be, and how you can live faithfully in His world.

Storyline helps you recognize your place in God's story and respond with your head, heart, and hands.

Biblical Throughlines: Reflecting God's Image

At CCS, we believe that you are created in the image of God. This means that you matter deeply, that you have been made with purpose, and that you are invited to reflect God in the way you live, learn, work, create, serve, and love others.

Biblical Throughlines help us name some of the ways God has made us to reflect Him. They are not just school words or classroom themes. They describe who we are as image-bearers of God and how we are called to live in His world.

We begin with Image Reflectors because this is where our identity begins. We are made in God's image. We are not God, but we are created to reflect His character, creativity, wisdom, justice, care, love, and goodness in the world.

Because God is creative, we are Beauty Creators.

Because God loves community, we are Community Builders.

Because God delights in His creation, we are Creation Enjoyers.

Because God cares for what He has made, we are Earth Keepers.

Because God is just, we are Justice Seekers.

Because God brings order, wisdom, and purpose to His world, we are Order Discoverers.

Because God calls us to know truth and turn away from false things, we are Idolatry Discerners.

Because Christ came not to be served but to serve, we are Servant Workers.

All of these gifts lead us toward worship. As we discover more of who God is and who He has created us to be, our response is gratitude, obedience, service, and praise. That is why we end with God Worshipers.

As you learn at CCS, these throughlines help you see that school is not only about what you know. It is also about who you are and how you are invited to live as part of God's story.

FLEx: Formational Learning Experiences

FLEx stands for Formational Learning Experience.

A FLEx is learning that gives you the opportunity to do real work that meets a real need for real people. It helps you take what you are learning in class and use it to bless others, serve the community, care for creation, create beauty, seek justice, or respond to something that is broken in the world.

At CCS, we believe students are not meant to be passive learners. You are invited to participate actively, creatively, and restoratively in God's story of redeeming love. This means that schoolwork can be more than practice, assignments, or projects. It can become meaningful work that helps you live out your learning with your head, heart, and hands.

Through FLExes, you are given opportunities to practice using your gifts for God's purposes. As you learn, serve, create, restore, and respond, you grow not only in knowledge and skill, but also in your desire and ability to live faithfully in God's world.

4. Daily Life at CCS

The ordinary routines of school help shape our community. Arriving on time, being present in class, caring for shared spaces, using technology wisely, and showing respect throughout the day are all ways we practice responsibility, stewardship, and love for our neighbours.

This section explains the daily expectations that help our high school run smoothly and support a safe, respectful, and purposeful learning environment.

Bell Schedule

Our high school operates on a weekly cycle. Each day is divided into five class periods, with homeroom and devotions at the beginning of the day.

Time	Part of Day
8:40	Opening bell
8:43-8:53	Homeroom / Devotions
8:53-9:55	Period 1
9:58-11:00	Period 2
11:00-11:07	Break
11:10-12:12	Period 3
12:12-12:55	Lunch
12:58-2:00	Period 4
2:03-3:05	Period 5

There is a short break between classes. Students are expected to move promptly and be ready to begin each class on time. Students are encouraged to plan ahead and carry what they need for more than one class so they are not late because of locker stops.

Early dismissal will normally take place on the first Tuesday of each month. On early dismissal days, students will be dismissed at 2:05 p.m. The high school schedule may be adjusted by dropping one block from the day. The block that is dropped may rotate throughout the year so that the same class is not missed each time.

Attendance and Lates

Regular attendance and punctuality are important for learning and for the life of the school community. Much of what happens in class cannot be fully replaced by homework after an absence. Class discussions, teacher instruction, group work, practice, feedback, and shared learning experiences are all part of how students grow.

Students are expected to be present and on time for all classes, homeroom, devotions, assemblies, and required school activities.

Reporting an Absence

If a student will be absent, a parent or guardian should notify the school before 8:50 a.m. on the day of the absence using the school app absentee form or by contacting the school office.

For planned absences, parents or guardians should notify the school in advance using the absentee form on the app.

Excused and Unexcused Absences

Absences will be recorded as excused or unexcused.

Excused absences may include illness, medical or dental appointments, family emergencies, or other absences approved by parents and the school.

Unexcused absences include absences that are not approved by parents or the school, skipping class, or leaving school without signing out.

When students miss class, they are responsible for taking the first steps to catch up. Students should connect with classmates to find out what was missed, check Teams or other class resources where applicable, and then follow up with the teacher to clarify expectations, ask questions, and confirm due dates.

For absences other than illness, teachers are not expected to recreate missed lessons or provide extensive individual instruction. Students remain responsible for the learning they miss. Missed tests, quizzes, assignments, or class activities may need to be completed at a time arranged by the teacher, or consequences may apply if work is not completed.

Lates

Students who arrive late to school or to class must report to the office and receive a late slip before going to class.

Students who need to leave school during the day must sign out at the office. When they return, they must sign back in.

Lates will be tracked each term. At the beginning of each new term, students begin with a clean slate.

Unexcused Lates

When a pattern of unexcused lates develops, the school will respond in a graduated way. The goal is to help students build responsibility, restore good habits, and reduce disruption to learning.

Unexcused lates:

1st - Student and teachers are informed

2nd - Warning, verbal

3rd - Parents are informed and student serves 45-minute detention the next day in Homework Club

4th - One 45-minute detention - parent informed/student may no longer leave the school

5th - Parents informed – three 45-minute detentions after school - takes place the next three days

6th - Parents informed - In school suspension – takes place the next day

*Teachers bring work following their class and as they have time.

7th - Suspension until further meeting with parents

*Students skipping a class will go straight to point 5.

Detentions, Homework Club, meetings, or other school consequences take priority over part-time jobs, rides home, or extracurricular activities.

Leaving Campus

Students must remain on campus during the school day unless they have permission to leave.

Students in Grades 8-10 may leave campus at lunch only if a parent or guardian has completed the required permission form for the school year. Students with permission must sign out at the office before leaving and return on time for their next class.

Students in Grades 11-12 may leave campus at lunch but must sign out at the office before leaving and return on time for their next class.

Students who need to leave school during class time for an appointment or other approved reason must sign out at the office before leaving and sign back in when they return.

Leaving campus is a privilege and responsibility. Students are expected to represent CCS well, respect the property and safety of others, and return to school on time. Students who leave without signing out, return late, or do not conduct themselves responsibly may lose the privilege of leaving campus.

Driving and Passenger Permission

Students who drive to school are expected to drive safely and responsibly at all times. Student drivers must park in the designated high school parking area.

Students may not drive other students during the school day or to school-related activities unless the required permission forms have been completed and approved through the school office.

Students who wish to ride as passengers with another student must also have a completed parent/guardian permission form on file.

Driving to school is a privilege and responsibility. Students are expected to enter and exit the school parking lot safely, slowly, and respectfully. Unsafe or irresponsible driving may result in a warning, parent communication, or loss of parking and/or driving privileges connected to school.

Arrival and Dismissal

Unless prior arrangements have been made, students should arrive no earlier than 15 minutes before the start of school. Teacher supervision begins at that time.

After school, students are expected to leave for home unless they are participating in an after-school activity, meeting with a teacher, attending Homework Club, or have another approved reason to remain at school.

Students who remain at school after dismissal are expected to be in an appropriate supervised area and to continue representing CCS well.

Visitors

All visitors must check in at the school office when they arrive and obtain a Guest Pass.

Student guests, including former students, may visit during lunch with prior permission from administration. Guests must check in at the office, receive permission to be on campus, and remain with their student host during the visit.

Visitors are expected to follow school expectations while they are at CCS. The school may limit or decline visits when needed to protect student safety, supervision, or the learning environment.

Food and Drinks

Students should eat lunch in the designated high school areas. Garbage and recycling should be placed in the proper containers so that shared spaces stay clean and welcoming.

Food and drinks are not permitted during class unless the teacher has given permission. Water bottles containing water are permitted in class.

Gum may be allowed or restricted at the discretion of individual teachers.

Energy drinks are not permitted at CCS.

Hallways and Shared Spaces

Students are expected to move through hallways and shared spaces respectfully. During class time, students should walk quietly so they do not disturb other classes.

Students are responsible for helping keep the high school areas, classrooms, hallways, washrooms, gym, and outdoor spaces clean, safe, and welcoming.

Respecting shared spaces is one way we practice stewardship and care for our school community.

CCS App and Communication

The CCS app is one of the ways students and families stay connected with school-wide news, calendars, announcements, groups, teams, and important updates.

High school students are encouraged to use the app for school-wide information and updates. Parents are also encouraged to use the app to receive school news, calendar updates, and notifications.

Families who need help setting up the app may contact the school office.

Microsoft Teams

Microsoft Teams is the main place where high school students find class-specific information.

Students are expected to check Teams regularly for class announcements, assignments, due dates, resources, and teacher instructions. Some teachers may also require students to hand in assignments through Teams.

Teams can also be used to communicate with teachers about class questions, missed work, or assignment expectations. Students are expected to use Teams communication respectfully and responsibly.

Students are responsible for knowing where their teachers post class information and for checking those spaces regularly.

Phones, Laptops, Wi-Fi, and Screen-Free Tuesdays

Technology can be a helpful tool for learning, communication, organization, and creativity. At CCS, students are expected to use technology in ways that support learning, respect others, and strengthen our school community.

Laptops

High school students are expected to bring a charged laptop to school each day.

Students are responsible for using laptops appropriately during the school day. Laptops should be used for school-related purposes and according to teacher directions. Students who wish to access the school Wi-Fi or school computer network must complete the required Acceptable Use Policy and Bring Your Own Device forms.

Failure to follow the Acceptable Use Policy or responsible use guidelines may result in loss of Wi-Fi and/or computer network privileges.

Cell Phones

Cell phones are not permitted for student use during the school day.

If a student brings a cell phone to school for safety or transportation reasons, it must stay in the student's backpack or bag and may not be taken out during the school day, including before school, breaks, lunch, and class time.

Students may use their phones after school at 3:05 p.m. to communicate with parents or arrange rides.

If a student is seen with a cell phone during the school day, the phone will be held at the office and a parent or guardian will be required to pick it up.

Screen-Free Tuesdays

Tuesdays are screen-free days for students outside of class time. On Tuesdays, students may not use laptops or other devices before school, during breaks, or at lunch unless they have specific permission from a teacher.

Screen-Free Tuesdays are intended to encourage face-to-face conversation, community building, and healthy habits around technology use.

5. Learning and Academic Expectations

Learning at CCS is part of how students grow in wisdom, skill, faithfulness, and service. Students are expected to participate actively in their courses, complete assigned work, ask questions, seek help when needed, and take responsibility for their learning.

Academic expectations are not only about marks or graduation requirements. They are also about integrity, perseverance, stewardship of gifts, and preparing students to serve God and neighbour with their heads, hearts, and hands.

Course Requirements

Students enrolled at Centennial Christian School are enrolled as full-time students and are expected to participate in the full program for their grade level.

Students in Grades 8-10 do not have free blocks. They are expected to take the courses required for their grade level. Some choices may be available in areas such as Fine Arts, Applied Design, Skills and Technologies, or other elective options.

Students in Grade 11 may choose to have one free block. Students in Grade 12 may choose to have two free blocks. Although free blocks may be available in the senior grades, students are encouraged to choose courses carefully and

consider graduation requirements, post-secondary plans, apprenticeship or trades pathways, personal areas of interest, and use free blocks responsibly.

Grade 11 students must take at least seven CCS-taught courses per year. Grade 12 students must take at least six CCS-taught courses per year.

Students are encouraged to discuss course choices with their parents or guardians before completing course selection forms. Students should also speak with school staff if they have questions about graduation requirements, post-secondary entrance requirements, online courses, or future planning.

Graduation Requirements

Students in Grades 10-12 work toward the British Columbia Certificate of Graduation, also known as the Dogwood Diploma.

To graduate, students must complete the required courses and credits, meet Ministry of Education and Child Care graduation requirements, and complete the required provincial graduation assessments. B.C. students currently need a minimum of 80 credits to graduate, including required courses, elective credits, Grade 12 level credits, and Indigenous-focused coursework. Students must also complete the Grade 10 Numeracy Assessment, Grade 10 Literacy Assessment, and Grade 12 Literacy Assessment. Career Life Education and Career Life Connections are both required courses in the B.C. Graduation Program.

At CCS, students also complete Biblical and Christian Studies courses as part of their high school program.

Students should speak with school staff when planning courses for Grades 10-12, especially if they are considering specific post-secondary programs, trades or apprenticeship pathways, online courses, or courses outside the regular CCS timetable.

Distance / Online Courses

Students may take distance or online courses when a course is required or when CCS does not offer a course that fits a student's academic plan.

Students in Grades 9 and 10 who do not take French are required to take an approved distance or online course unless they are receiving learning assistance or have another plan approved by the school.

Students in Grades 11 and 12 may choose to take a distance or online course in an area that CCS does not offer, or when it supports their graduation plan, post-secondary plans, or personal learning goals.

Students taking distance or online courses will meet with the school's Distance Education Coordinator at the beginning of the school year to register for the course, set up a schedule, and understand expectations.

Online courses require independence, organization, and consistent work habits. Students are responsible for keeping up with course expectations, meeting deadlines, asking for help when needed, and communicating with the Distance Education Coordinator and online teacher.

Failure to complete a distance or online course by the required deadline may result in the loss of the school-required course deposit or other consequences connected to the course arrangement.

Homework and Homework Club

Homework helps students review, practice, prepare, complete assignments, and take responsibility for their learning. The amount of homework will vary depending on the course, grade level, assignments, projects, and the time of year.

Students are expected to know what work has been assigned, check Microsoft Teams or other class resources, complete work on time, and ask questions when they need help.

As a general guideline, students should expect regular homework throughout the week. If a student is consistently spending much more time than expected on homework, they should speak with a teacher, homeroom teacher, or administrator so that support can be discussed.

Homework Club

Homework Club is designed to help students complete missing or incomplete work and develop stronger habits of responsibility.

Students in Grades 8-12 are required to attend Homework Club when homework or assignments are incomplete. Homework Club begins at 3:15 p.m. and ends at 4:00 p.m.

Students assigned to Homework Club are expected to arrive on time, bring the materials they need, and work quietly for the full Homework Club time. Homework Club takes priority over part-time jobs, rides home, athletics, and other extracurricular activities.

If a student is unable to attend Homework Club because of a responsibility that was arranged before they were assigned to Homework Club, the student must speak with the principal after school to arrange another time to serve the Homework Club time.

Homework Club does not run on Fridays. If work is incomplete on a Friday, the student will be assigned to Homework Club the following Monday.

Final Exams and Graduation Assessments

Final exams, projects, and provincial graduation assessments are part of the high school learning program.

In Grades 8 and 9, teachers may choose to use a final exam, final project, performance task, or other summative assessment at the end of the year.

In Grades 10-12, some courses may include final exams or major final assessments. Teachers will communicate expectations, dates, weighting, and preparation requirements to students.

Students in the Graduation Program are also required to complete provincial graduation assessments as part of the Dogwood Diploma. These currently include:

- Grade 10 Numeracy Assessment
- Grade 10 Literacy Assessment
- Grade 12 Literacy Assessment

Students are expected to take final assessments seriously, prepare well, arrive on time, and follow all exam-room expectations.

For scheduled school exams, students must report to the exam room 15 minutes before the start time. Students must remain in the exam room for at least one hour after the exam begins. Students who finish early may go to the designated study area or another approved location.

Plagiarism, Cheating, and AI Use

At CCS, learning is part of our calling. Students are expected to do their work with honesty, integrity, and responsibility. Academic honesty matters because our work should reflect what we know, understand, and are able to do.

Plagiarism

Plagiarism means presenting someone else's words, ideas, images, work, or thinking as your own.

To avoid plagiarism, students must give credit when they use:

- another person's ideas, opinions, or theories;
- facts, statistics, graphs, drawings, images, or information that are not common knowledge;
- another person's exact words;
- a paraphrase or summary of another person's work;
- information from books, websites, videos, articles, AI tools, or other sources.

When quoting directly, students must use quotation marks and cite the source.

Cheating

Cheating includes actions such as copying another student's work, allowing someone else to copy your work, using unauthorized notes or devices, getting answers dishonestly, or submitting work that does not honestly represent your own learning.

AI Use

Artificial intelligence tools may be helpful for learning when a teacher has given permission and when the use is acknowledged. However, students may not use AI to replace their own thinking, writing, creating, problem-solving, or demonstrating of learning.

Students must follow teacher instructions about whether AI may be used for an assignment. When AI use is allowed, students must acknowledge how it was used.

Using AI without permission or submitting AI-generated work as your own may be treated as plagiarism or cheating.

Consequences

Consequences for plagiarism, cheating, or unauthorized AI use may include:

- a conversation with the teacher;
- parent/guardian communication;
- redoing the assignment for partial or no credit;
- receiving a mark of zero;
- a discipline notice;
- loss of credit for the assignment or course in serious or repeated cases;
- further disciplinary action depending on the situation.

Consequences will consider the student's grade level, the nature of the assignment, whether the behaviour is repeated, and whether the student is taking responsibility for their actions.

Scholarships

Each year, Centennial Christian School's Scholarship Committee offers a variety of scholarships to graduating students who plan to pursue post-secondary education.

Grade 12 students who wish to be considered for scholarships must complete the required scholarship application process by the deadline provided by the school.

Scholarships may consider a variety of factors, including Christian character, service, leadership, academic commitment, involvement in school life, fine arts, athletics, community participation, post-secondary plans, and alignment with the purpose of specific memorial or donor-funded scholarships.

Scholarship availability, names, amounts, and criteria may vary from year to year. Grade 12 students will receive current scholarship information and application instructions from the school.

6. Living in Community

At CCS, we believe that every person is created in the image of God and should be treated with dignity, respect, and care. The way we speak, listen, work, play, disagree, dress, use technology, and respond to conflict all shapes our school community.

Living in community means more than following rules. It means learning to love our neighbours, receive and give grace, take responsibility for our actions, and help make CCS a safe, welcoming, and purposeful place to learn.

Respect for Students

Students are expected to treat one another with respect in classrooms, hallways, washrooms, the gym, online spaces, school events, athletics, and anywhere they are representing CCS.

Respect includes:

- speaking to and about others with kindness;
- including others and avoiding behaviour that isolates, humiliates, or targets someone;
- respecting personal space, belongings, and boundaries;
- working through conflict in a way that seeks honesty, accountability, and restoration;
- helping create a school community where students feel safe, valued, and able to learn.

CCS is committed to providing a safe, inclusive, and welcoming learning environment for all students.

Respect for Staff

Students are expected to respect teachers, support staff, office staff, coaches, volunteers, and school leaders.

Respect for staff includes:

- following reasonable instructions;
- speaking politely;
- participating appropriately in class and school activities;
- respecting the learning environment;
- being honest when concerns or conflicts arise;
- accepting correction with maturity.

Teachers may set classroom expectations for things such as food, gum, seating, group work, technology use, and movement in the classroom. Students are expected to follow those classroom expectations.

Building a Safe and Welcoming Community

CCS is committed to being a safe, inclusive, and welcoming learning community. Every student should be able to learn, participate, and belong without being targeted, humiliated, threatened, excluded, or harassed.

Students are expected to help build a community where people are treated with dignity and respect, including people of different backgrounds, abilities, cultures, experiences, and personalities.

Students must not mistreat others because of personal characteristics such as race, colour, ancestry, place of origin, religion, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or any other characteristic protected from discrimination.

When students cause harm, they are expected to take responsibility and participate in appropriate steps toward accountability, restoration, and changed behaviour.

Harassment, Bullying, and Sexual Harassment

Harassment and bullying are not acceptable at CCS. This includes behaviour that happens in person, online, at school, during school activities, or while representing the school.

Harassment or bullying may include:

- repeated teasing, insults, name-calling, threats, or intimidation;
- spreading rumours or sharing private information;
- excluding, humiliating, or targeting another person;
- unwanted physical contact;
- damaging or taking another person's belongings;
- online posts, messages, images, or group chats that target or harm someone;
- comments or actions that create an unsafe, hostile, or offensive learning environment.

Sexual harassment is also not acceptable. Sexual harassment may include unwelcome sexual comments, jokes, gestures, images, messages, requests, advances, or physical contact.

Students who experience or witness harassment, bullying, sexual harassment, discrimination, threats, or other unsafe behaviour should report it to a teacher, administrator, counsellor, or another trusted adult at the school.

If a student does not feel comfortable reporting in person, they may use the erase Report It tool to share a concern anonymously. This tool is available for students who need help reporting bullying, unsafe behaviour, or other serious concerns. The erase Report It tool allows students to send a secure, anonymous, and confidential message to their school or district safe school coordinator.

Reports will be taken seriously. Students do not need to have every detail figured out before asking for help. If something feels unsafe, harmful, or concerning, students should tell a trusted adult or use the reporting tool.

At the same time, reports must be made honestly and in good faith. Students are expected to share what they know as accurately as they can and not use reporting to hurt, embarrass, blame, or retaliate against someone else. Deliberately false reports are serious and may lead to school discipline.

The school may respond through investigation, parent/guardian communication, safety planning, restorative processes, disciplinary action, or other steps needed to protect students and support a safe learning environment.

Students must not retaliate against someone who reports a concern or participates in a school response process.

Dress Code

Students are expected to dress in a way that is safe, respectful, and appropriate for a shared K-12 Christian learning community.

At CCS, modesty means dressing in a way that supports dignity, respect, and full participation in school life. Clothing should provide appropriate coverage for a school setting, allow students to move and participate comfortably and safely, and avoid drawing attention in a way that distracts from learning or undermines respect for self or others.

Students and families are expected to use good judgment and support the school's desire for an environment marked by dignity, modesty, respect, and care for one another.

Students may not wear clothing, accessories, or visible messages that promote or display:

- alcohol, drugs, vaping, or illegal activity;
- violence, weapons, or threats;
- pornography or sexualized images;
- profanity or offensive language;
- hatred, discrimination, harassment, or degrading messages toward others.

Students are expected to keep undergarments covered and to wear footwear that is safe and appropriate for the school setting.

CCS recognizes that student dress may reflect faith, culture, identity, family practice, or personal expression. Dress code expectations will be applied respectfully and reasonably, with attention to student dignity, safety, and belonging.

If a concern about clothing arises, staff will address it respectfully and discreetly. Students may be asked to change, cover the item, or make another reasonable adjustment. Parents or guardians may be contacted when needed.

Dress code expectations apply during the school day and at school-sponsored events, unless specific clothing expectations are given for an activity, performance, athletic event, formal event, or field trip.

Technology Conduct

Students are expected to use technology in ways that support learning, respect others, and reflect the values of our school community.

Technology conduct includes how students use laptops, school accounts, Microsoft Teams, email, shared documents, online tools, cameras, social media, group chats, and any other digital spaces connected to school life.

Students are expected to:

- use school technology and accounts for appropriate school-related purposes;
- communicate respectfully with classmates, teachers, and staff;
- protect their own privacy and the privacy of others;
- ask permission before taking or sharing photos, videos, or recordings of others;
- avoid posting, sending, or sharing messages, images, or content that is harmful, disrespectful, harassing, dishonest, or inappropriate;
- use shared documents and online spaces responsibly;
- represent CCS well in digital spaces connected to school, teams, trips, activities, or school relationships.

Online behaviour can affect the safety and well-being of the school community, even when it happens outside the school day. If online behaviour harms students, disrupts learning, damages relationships, or affects the school community, CCS may respond with parent communication, restorative steps, loss of technology privileges, disciplinary action, or other appropriate support and accountability measures.

Students who are unsure whether something is appropriate to post, send, record, or share should pause and ask a trusted adult before proceeding.

Athletics and Extracurricular Expectations

Athletics, arts, trips, service opportunities, and other extracurricular activities are an important part of life at CCS. These opportunities help students develop gifts, build community, serve others, practice leadership, and represent the school beyond the classroom.

Participation in extracurricular activities is a privilege and a responsibility. Students who participate are expected to:

- represent CCS with humility, respect, and integrity;
- encourage and build up others;
- follow the direction of coaches, supervisors, and staff;
- show good sportsmanship and respectful conduct;
- keep up with academic responsibilities;
- communicate with teachers when schoolwork is affected by activities or travel;
- follow school expectations during practices, events, trips, performances, competitions, and travel.

If academic, behaviour, attendance, or effort concerns arise, a student's participation may be paused or limited. Parents or guardians will be contacted when needed, and the school may work with the student to create a plan for catching up, restoring trust, or returning to participation.

In some situations, a student may lose the privilege of participating in an activity for a period of time. Decisions will consider the nature of the concern, the student's response, the needs of the team or group, and the student's overall growth and responsibility.

7. Safety, Accountability, and Restoration

At CCS, discipline is part of living and learning together in community. When expectations are not met, the school's response should protect safety, uphold accountability, restore relationships where possible, and help students grow.

Students are still learning. Mistakes, poor choices, conflict, and harm need to be addressed, but our goal is not simply punishment. Our goal is to help students take responsibility, repair harm where possible, and return to the community with greater wisdom, humility, and self-control.

Some situations may require immediate action to protect students, staff, or the learning environment. Other situations may call for conversation, correction, restitution, restoration, or support. The school will consider the nature of the concern, the impact on others, the student's age and maturity, previous patterns, willingness to take responsibility, and the safety and well-being of the school community.

Discipline Philosophy

Discipline at CCS is guided by our mission, vision, and core values. We want students to grow as people who reflect God's image, love their neighbours, receive and give grace, practice honesty, and take responsibility for their actions.

When responding to student behaviour, CCS may use a range of responses, including:

- conversation and correction;
- problem-solving with the student;
- parent or guardian communication;
- restitution or repairing harm;
- restorative conversations or meetings;
- loss of privileges;
- detention or Homework Club;
- behaviour expectations or support plans;
- in-school or out-of-school suspension;
- re-entry meetings;
- referral to outside support when needed;
- further disciplinary action in serious or repeated situations.

Consequences will be considered in light of the situation. The school will seek to respond in a way that is fair, reasonable, consistent, and appropriate to the student and the concern.

Students are expected to participate honestly in discipline processes, take responsibility for their actions, and work toward restoration when harm has occurred.

Suspension and Re-entry

Suspension may be used when a student's behaviour seriously affects safety, the learning environment, the well-being of others, or the student's ability to participate appropriately in the school community.

Suspension may be considered for serious incidents, repeated behaviour concerns, or situations where time away from regular classes is needed to protect safety, investigate a concern, create a support plan, or help the student prepare to return responsibly.

Suspension may be in-school or out-of-school, depending on the situation.

Before a suspension decision is made, the school will seek to understand what happened. When appropriate and practical, the student will have an opportunity to explain their perspective. Parents or guardians will be contacted when a suspension is assigned.

During a suspension, students remain responsible for their learning. The school will communicate reasonable academic expectations during the suspension. Missed work may need to be completed, and students are expected to take responsibility for catching up.

A suspension is not only a consequence. It is also an opportunity to pause, reflect, take responsibility, and prepare to return to the community in a better way.

Before returning from a suspension, a student may be required to participate in a re-entry meeting with parents or guardians and school staff. A re-entry plan may include:

- reviewing what happened;
- identifying the harm or concern;
- naming what needs to change;
- planning how missed learning will be addressed;
- setting expectations for returning to class or activities;
- identifying supports or accountability steps;
- considering whether a restorative conversation or repair of harm is needed.

The goal of re-entry is to help the student return safely, responsibly, and respectfully to the school community.

Locker Use and Locker Searches

School lockers are the property of Centennial Christian School and are assigned to students for use during the school year. Students are responsible for keeping their lockers clean, orderly, and in good condition.

Students are responsible for what is stored in their lockers. Students should keep only their own belongings in their locker and should not store items for other students.

Students must use the combination lock provided by the school. Lost locks may result in a replacement fee.

Students may not keep prohibited, unsafe, or inappropriate items in their lockers, including:

- illegal drugs, cannabis, alcohol, vaping products, or related paraphernalia;
- stolen property;
- weapons or items that could reasonably be used as weapons;
- items that pose a safety risk to students, staff, or the school community;
- items that are illegal to possess;
- offensive, degrading, discriminatory, or inappropriate images, slogans, or materials.

Although lockers are assigned for student use, students should understand that lockers remain school property and may be opened, inspected, or searched by school staff when there are reasonable grounds to believe that school expectations, safety rules, or the law may have been violated.

Locker searches will be conducted in a reasonable and respectful way when there are reasonable grounds connected to a specific student, locker, or item being searched. Searches will be conducted with attention to student dignity, privacy,

safety, and the needs of the school community. Whenever practical and appropriate, a locker search will be conducted by two school staff members and with the student present.

If prohibited, unsafe, or illegal items are found, the school may hold the items, contact parents or guardians, apply school discipline, or provide the items to the RCMP or another appropriate authority when needed. If a search reveals evidence of a possible criminal offence, the school may stop the search and contact police.

CCS will protect student privacy when documenting, discussing, or sharing information related to a locker search. Information will be shared only with those who need to know in order to respond appropriately, support student safety, follow school procedures, or meet legal obligations.

Locker searches and any items removed from a locker will be documented by the school.

Substance Use and Medication Safety

CCS is committed to providing a safe and healthy learning environment. Students may not possess, use, share, sell, or be under the influence of alcohol, cannabis, illegal drugs, vaping products, tobacco products, or related paraphernalia at school, on school property, during school activities, on school trips, or while representing CCS.

This expectation includes:

- alcohol;
- cannabis or cannabis products;
- illegal drugs;
- vaping devices, vaping products, or e-cigarettes;
- tobacco or nicotine products;
- drug or vaping paraphernalia;
- prescription medication used in a way that is not directed by a doctor or parent/guardian;
- any substance used or shared in an unsafe or inappropriate way.

Students may not share prescription or over-the-counter medication with other students. This includes medication such as pain relievers, cold medication, allergy medication, or any other medication brought from home.

Students who need medication during the school day should follow school procedures and parent/guardian instructions. Prescription medication may only be used by the student for whom it has been prescribed.

Concerns involving substance use or unsafe medication use will be taken seriously. The school may respond with parent/guardian communication, removal of the item, suspension, re-entry planning, restorative or disciplinary steps, support planning, or referral to outside services or authorities when needed.

The school's response will consider the nature of the concern, student safety, the impact on the school community, the student's age and maturity, previous concerns, and the student's willingness to take responsibility.

Weapons and Safety Concerns

Students may not bring weapons or items that could reasonably be used as weapons to school, onto school property, to school activities, on school trips, or to any event where they are representing CCS.

This includes:

- firearms, knives, or other weapons;
- replica or imitation weapons;
- tools, objects, or materials being carried or used in a threatening or unsafe way;
- items intended to intimidate, threaten, or harm another person;
- any item that creates a safety concern for students, staff, or the school community.

Students are also expected not to make threats, jokes about violence, or comments that could reasonably cause concern for the safety of others.

Any concern involving weapons, threats, violence, or serious safety risks will be taken seriously. The school may respond with immediate safety steps, parent/guardian communication, removal of the item, suspension, safety planning, re-entry planning, disciplinary action, or contact with the RCMP or other appropriate authorities when needed.

Students who become aware of a weapon, threat, or serious safety concern should report it immediately to a teacher, administrator, or another trusted adult.

Reporting Concerns and Getting Help

Students should not carry serious concerns alone. If a student is worried about safety, harassment, bullying, discrimination, substance use, threats, self-harm, harm to others, or another serious concern, they should tell a trusted adult at school.

Students may speak with a teacher, administrator, counsellor, coach, office staff member, or another adult they trust. If a student is not sure who to talk to, they can start with their homeroom teacher or the school office.

If a student does not feel comfortable reporting in person, they may use the erase Report It tool to report bullying or safety concerns anonymously.

Students are encouraged to report concerns early, before a situation becomes more serious. Asking for help is one way students care for themselves, their classmates, and the school community.

Reports should be made honestly and in good faith. Students are expected to share what they know as accurately as they can. Deliberately false reports are serious and may lead to school discipline.

Appeals / Review Process

Parents or guardians may request a review of a significant discipline decision if they believe important information was missed, the process was unfair, or the consequence was not reasonable for the situation.

A request for review should be made in writing to the Principal within ten school days of the decision. The written request should explain the concern and include any relevant information the family would like the school to consider.

The Principal may review the decision, gather additional information, meet with the student and parents or guardians, consult with staff, or refer the matter to the appropriate Board process when needed.

If a Discipline Committee or Board-level decision is being appealed, the appeal should follow the process outlined by the school or Board. Decisions made through the final Board appeal process are final.

The purpose of a review or appeal is to ensure that decisions are fair, reasonable, well-informed, and consistent with the school's mission, policies, and responsibility to maintain a safe and orderly learning community.

8. School Life, Service, and Leadership

School life at CCS includes more than classroom learning. Athletics, arts, theatre, trips, service opportunities, leadership, and FLEx experiences give students opportunities to discover their gifts, build community, serve others, and practice living faithfully as part of God's story.

Students are encouraged to participate in school life with humility, courage, joy, and responsibility. These opportunities help students grow as image reflectors, community builders, beauty creators, servant workers, creation enjoyers, and God worshipers.

Athletics

Athletics at CCS are an extension of our school's mission. Through sports and physical activity, students have opportunities to develop skill, discipline, perseverance, teamwork, leadership, humility, and joy in movement.

Students who participate in athletics are expected to glorify God through their effort, attitude, sportsmanship, and respect for teammates, coaches, officials, opponents, and spectators.

CCS participates in school athletics through opportunities such as cross-country, volleyball, basketball, track and field, and other activities that may be offered from year to year.

Students who participate in athletics are expected to:

- attend the parent/athlete/coach meeting at the start of each season;
- complete all required paperwork, including permission forms and the athlete code of conduct;
- pay travel and athletics fees at the start of each season, when applicable;
- take care of uniforms, equipment, and school property;
- return uniforms and equipment on time and in good condition;
- communicate respectfully with coaches and teammates;
- keep up with academic responsibilities during the season.

Arts and Theatre

The arts are an important part of life at CCS. Through music, visual art, drama, theatre, and other creative opportunities, students are invited to develop their gifts, create beauty, build community, and reflect the creativity of God.

Students may have opportunities to participate in band, visual art, drama, theatre productions, set design, technical support, prop construction, promotion, performance, and other creative work.

Students involved in arts and theatre are expected to participate with commitment, humility, creativity, and respect for others. This includes attending required practices, rehearsals, performances, and preparation times; communicating with teachers or directors; caring for materials and equipment; and contributing positively to the group.

Theatre Arts may be offered for course credit at the Grade 10-12 level when students are committed to the annual school production and complete the required hours and learning expectations. Participation may include acting, stage production, technical support, set design, props, promotion, or other production roles.

Student Leadership

Students at CCS are encouraged to practice leadership through service, responsibility, initiative, and care for others.

Leadership may happen through formal roles, such as student council, teams, chapels, assemblies, service projects, and school events. It also happens in everyday ways when students welcome others, help solve problems, encourage classmates, take responsibility, and contribute positively to the school community.

Student leaders are expected to lead with humility, integrity, respect, and a servant heart. Leadership at CCS is not about status or popularity; it is about using God-given gifts to serve others and strengthen the community.

Students who are interested in leadership opportunities should speak with a teacher, administrator, coach, or student council advisor.

Service Opportunities

Service is an important part of life at CCS. Students are encouraged to look for ways to use their gifts, time, energy, and resources to bless others and strengthen the school and wider community.

Service may happen through class projects, student leadership, school events, chapels, athletics, theatre, community partnerships, volunteer opportunities, fundraising, peer support, and everyday acts of kindness and responsibility.

High school students are also required to complete 10 hours of community service each school year. These hours are completed on the student's own time and are separate from class service projects or school-wide service activities.

Students in Grades 10-12 will receive more detailed instructions through Career Life Education and Career Life Connections about how service hours are recorded and how they connect to course expectations.

At CCS, service is not only about completing hours or meeting requirements. It is one way students practice loving God and loving their neighbours. Through service, students grow as servant workers, community builders, justice seekers, earth keepers, beauty creators, and image reflectors.

Students are encouraged to participate in service with humility, reliability, and care. When students commit to a service opportunity, they are expected to follow through, communicate clearly, and represent CCS well.

9. Practical Information and Calendar

This section includes school contact information, high school staff information, and key calendar details for the school year. Dates, staff assignments, and schedules may change from year to year, so students and families should also check the CCS app, Microsoft Teams, school emails, and school newsletters for current information.

School Contact Information

Centennial Christian School

3608 Sparks Street

Terrace, BC V8G 2V6

Phone: 250-635-6173

Website: www.centennialchristian.ca

Email: office@centennialchristian.ca

High School Staff

A current list of high school teachers, support staff, and administrative staff will be provided at the beginning of each school year.

Students and families are encouraged to contact the appropriate teacher first when they have a question about a specific course, assignment, or classroom concern. General school questions may be directed to the office.

Early Dismissal

Early dismissal will normally take place on the first Tuesday of each month. On early dismissal days, students will be dismissed at 2:05 p.m.

The high school schedule may be adjusted on early dismissal days by dropping one block from the day. The block that is dropped may rotate throughout the year so that the same class is not missed each time.

School Calendar

A school calendar will be provided each year with important dates such as the first day of school, holidays, professional development days, parent-teacher interviews, report cards, exams, graduation, school events, and year-end activities.

Because dates may change, families should check school communication regularly for updates.