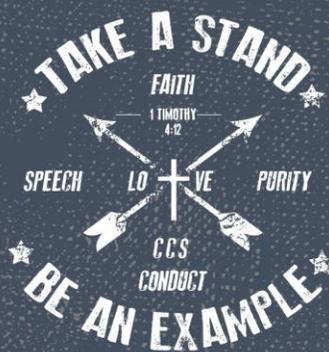


Community Christian School 2019-2020 Parent/Student Handbook



COMMUNITY CHRISTIAN SCHOOL

COMMUNITY CHRISTIAN SCHOOL



2019



2020

“DON'T LET *anyone*
look down ON YOU
BECAUSE YOU ARE *young*,
BUT set an example FOR
THE BELIEVERS IN *speech*,
IN *conduct*, IN *love*, IN
faith AND IN *purity*.”

1 TIMOTHY 4:12

PARENT & STUDENT HANDBOOK

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I. Philosophy/General Information

This handbook is designed to supply needed information for the parents and students at Community Christian School. However, it will not answer all questions concerning school policies and procedures. Additionally, due to the fact that we have a K-12 program some sections may not apply specifically to all grade levels. The handbook is reviewed annually and made available to students and parents electronically. A paper copy is available from the office upon request.

Mission Statement

To provide a firm foundation of truth, knowledge, and virtue for a lifetime of service to God and man.

Core Values

- Truth
- Knowledge
- Virtue
- Community

These core values are expressed in our school name – Community Christian School.

Community: Community Christian School is an interdenominational body of believers. Our relationships with one another, as well as the world around us, will be characterized by love, truth, and grace. As a school, we understand that we are stronger together, and we will strive to preserve our unity in Christ. Welcome home.

Christian: Jesus Christ is the Way, the Truth, and the Life. It is our mission and responsibility as parents and teachers to help our children to seek, love, obey, and proclaim Him. We are unwavering in our commitment to the Truth as revealed in the Holy Bible. We resolve to instill into our students Christian virtues such as self-control, integrity, responsibility, respect and perseverance that will help them to mature in their faith walk.

School: We believe education is a critical foundation consisting of two primary components: virtue and knowledge. We will seek to provide our students with wisdom through a well-rounded, rigorous, Biblically-based curriculum that will help them identify their strengths, and prepare them to be successful in their pursuits at CCS and beyond.

Statement of Faith

- We believe in the Scripture of the Old and New Covenants as verbally inspired by God, and inerrant in the original writings, and that they are the supreme and final authority in faith and life. (II Timothy 3:16-17)
- We believe in one God, eternally existing in three Persons: Father, Son and Holy Spirit. (John 10:30)
- We believe that Jesus Christ was begotten by the Holy Spirit, born of the Virgin Mary, and is true God and true man. (Luke 1:35; Isaiah 7:14)
- We believe that man was created in the image of God, that he sinned, and thereby incurred not only physical death but also that spiritual death, which is separation from God; and that all human beings are born with a sinful nature, and become sinners in thought, word, and deed. (Romans 3:23-24; Romans 5:12)

- We believe that the Lord Jesus died for our sins, according to the Scriptures, as a substitutionary sacrifice; and that all who believe in Him are justified on the grounds of His shed blood. (1 Corinthians 15:3; John 3:16-19)
- We believe in the resurrection of the crucified body of our Lord, in His ascension into Heaven, and His present life there for us as High Priest and Advocate. (Hebrews 5:9-10; John 20:10-18)
- We believe that our Lord and Savior Jesus Christ will personally return and set up His Kingdom wherein He will rule and reign in righteousness.
- We believe that all who receive, by faith, the Lord Jesus Christ are born again of the Holy Spirit, and thereby become children of God. (I John 3:1)
- We believe in the bodily resurrection of the just and the unjust, and blessedness of the saved, and the retribution of the lost. (John 5:28-29)

We believe in:

- The Deity, Virgin Birth, Vicarious Death, Physical Resurrection, Ascension, and personal return in Glory of the Lord Jesus.
- The Person, Deity and Work of the Holy Spirit.
- The person of Satan.
- The Great Scriptural Doctrines of Sin, Salvation by Grace, Redemption, Justification of Faith, Prayer, Physical Resurrection, the Reward of Believers and Retribution of Unbelievers.

Educational Philosophy

The philosophy of Christian education calls for an educational process that puts the Bible at the center and asks the teacher and student to evaluate all they see in the world through the eyes of God as revealed in Scripture.

The educational philosophy of the Community Christian School of Willmar, Inc. is based on a God-centered view that all truth is God's truth, and that the Bible is the inspired and the only infallible authoritative Word of God which contains this truth. God created all things and sustains all things through His Son Jesus Christ. Therefore, the universe and all life are dynamically related to God and have the purpose of glorifying Him. Because man is a sinner by nature and choice, he cannot honor or know God in his life apart from God. He can only do this by choosing God's free gift of salvation through His Son, Jesus Christ (being born again), thereby committing his life to God's will and the Lordship of Jesus Christ.

We believe the entire process of education is seen as a means used by the Holy Spirit to bring the student into fellowship with God, to develop a Christian mind in him and to train him in godly living, so that he can fulfill God's total purpose for his life personally and vocationally. He must be taught the Bible and come to know God and His nature, learning to see all truth as God's truth. All learning should center around Christian values integrated with and interpreted by God's Word. In the focus of the Christian faith, CCS utilizes all of man's being as a study of God's revelation so that intellectual, social, emotional, and physical development is given balance, unity, and direction.

We believe the student must be educated as an individual with his own unique abilities and personality. He must learn to live and work with others at home, in the church and in an increasingly secular society. He must interact with and be taught by parent and teacher models who are, themselves, born again and have this biblical perspective on life.

We believe the right and responsibility to educate children belongs to parents, and CCS depends on and belongs to the parents and the Christian community. It does not belong to a church or the state. The parents may delegate a part of this responsibility to an institution which is able to carry forward their God-given task. The authority of the teacher in discipline and character development is delegated by the parents. The teacher derives authority in subject matter from faithfulness to the laws of God.

We believe as Christians we have an educational obligation to educate students whose parents subscribe to our philosophy and are in agreement to our statement of faith. It is the purpose of CCS to give attention to the individual needs of the student, to guide their interests, and to equip a child of God to be a positive acting Christian in the daily encounters with the world and community.

We believe the educational task of CCS is to create an excitement for learning in an atmosphere where there is a conscientious search for truth and excellence. The successful completion of this task is the educational transition of the student into society with an understanding of the duties of a Christian citizen.

We believe it is important that students learn to do their tasks cooperating in a group as well as independently. We believe they should be taught courtesy and love for others, with a sincerity in attitude toward God and their work. They should be taught to respect authority, and to accept responsibility for the Christian life in society.

We believe CCS must be concerned with the mastery of the fundamentals of human knowledge, and strive to transmit our Christian heritage to the student. We must strive to integrate God's revelation into all of life.

We believe CCS must provide a truly Christian education in a wholesome Christian environment in which the student can learn. We must offer genuine academic excellence, because anything performed in the name of Christ deserves the best quality. Therefore, as a Christian school, it is our purpose to meet and/or exceed all the academic standards set by the state.

Our philosophy, based on scripture, is reflected in our goals or objectives which are established to implement this philosophy.

The Philosophy of Christian Education for CCS shall be the guiding tool to apply Biblical principles to teaching practices. All philosophies of subjects, policies of the school, curriculum materials and teaching methods shall conform to the Philosophy of Christian Education. Any use of materials or practices inconsistent with the Philosophy of Christian Education shall cease. The Board and staff members must understand and apply the Philosophy of Christian Education in their decision-making in Board meetings and in their daily work for CCS. Employees shall be committed to fulfilling the principles outlined in the Philosophy of Christian Education in every reasonable way.

Expected Student Outcomes

Our school's purpose is to provide our students with a firm foundation of truth, knowledge and virtue for a lifetime of service to God and man. By the time a student graduates from CCS, we want to see growth in these key areas.

Spiritual

- Accept Jesus Christ as their Lord and Savior
- Seek to grow in their knowledge and understanding of Him resulting in a deepening love relationship characterized by living a life of obedience to Christ and the desire to proclaim His name in word and deed
- Accept responsibility for their own spiritual growth, developing a discipline of prayer and devotion, utilizing God's Word and applying it to their daily life
- Accept the Bible as the only inspired Word of God and using it as a guide for daily living
- Read, understand and memorize scripture, developing a Biblical Worldview on all aspects of life
- Able to recognize faulty reasoning and/or truth claims and correctly apply biblical truth to the issue
- Actively utilize their gifts in a church community, serving God and others
- Demonstrate growth in godly character specifically in the areas of self-control, integrity, responsibility, respect and perseverance
- It is our mission and responsibility as parents and teachers to help our children to seek, love, obey, and proclaim Jesus Christ in their daily lives.

Academic

- Identify their unique strengths and God-given gifts and abilities
- Accept responsibility for their education
- Become a life-long learner
- Demonstrate proficiency in all grade level curricula areas
- Find, examine, evaluate and use information as they become independent learners
- Develop and demonstrate effective written and verbal communication skills
- Possess an appreciation for the fine arts
- Develop and utilize critical thinking skills
- Possess the necessary learning/work habits and knowledge to be successful in post-secondary learning and in the workforce.

Personal (Physical, Emotional and Social)

- Demonstrate the ability to live in community with others learning to balance love, truth and grace in their relationships
- Assume personal responsibility for attitude and actions
- Develop skills for successful conflict resolution
- Understand, value and practice the skills of effective citizenship while building life-long relationships
- Show integrity and respect for others
- Develop an understanding and acceptance of physical, social, spiritual and cultural differences without compromising the Truth.
- Practice responsible stewardship of God's Creation
- Realize that human beings are created in the image of God and that our body is the temple of the Holy Spirit

CCS Board of Directors

The CCS School Board consists of members who are dedicated to the Lord Jesus Christ and to the ministry of Christian Education. Those desiring to serve on the school board should speak to the Chairman of the CCS Board.

Current Board Members and Committee Assignments

Jason Buetow	President – Executive Committee
Tim Mulder	Vice President – Executive, Finance and Scholarship
Justin Kannas	Secretary – Executive, Finance and Property Committee
Toni Sing	Treasurer – Executive, Finance and Development
Selena Olson	Auction Committee
Josh Martin	Spiritual Life Committee
David Westin	
Sarah Klaassen	

The CCS Board operates under the Policy Governance® model.

Policy Governance® is an integrated board leadership paradigm created by Dr. John Carver. It is a groundbreaking model of governance designed to empower boards of directors to fulfill their obligation of accountability for the organizations they govern. The model enables the board to focus on the larger issues, to delegate with clarity, to control management's job without meddling, to rigorously evaluate the accomplishment of the organization; to truly lead its organization.

In contrast to the approaches typically used by boards, Policy Governance separates issues of organizational purpose (ENDS) from all other organizational issues (MEANS), placing primary importance on those Ends. Policy Governance boards demand accomplishment of purpose, and only limit the staff's available means to those which do not violate the board's pre-stated standards of prudence and ethics.

The board's own means are defined in accordance with the roles of the board, its members, the chair and other officers, and any committees the board may need to help it accomplish its job. This includes the necessity to "speak with one voice". Dissent is expressed during the discussion preceding a vote. Once taken, the board's decisions may subsequently be changed, but are never to be undermined. The board's expectations for itself also set out self-imposed rules regarding the delegation of authority to the staff and the method by which board-stated criteria will be used for evaluation. Policy Governance boards delegate with care. There is no confusion about who is responsible to the board or for what board expectations they are responsible. Double delegation (for example, to a board committee as well as to the CEO) is eliminated. Furthermore, boards that decide to utilize a CEO function are able to hold this one position exclusively accountable.

Evaluation, with such carefully stated expectations, is nothing more than seeking an answer to the question, "Have our expectations been met?" The board, having clarified its expectations, can assess performance in that light. This focused approach reduces the mountains of paperwork boards often feel obliged to review. Moreover, those boards which worry that they are only furnished the data management wants to give them find that, in stating their expectations and demanding a relevant and credible accounting of

performance, they have effectively taken over control of their major information needs. Their staff no longer has to read their minds.

Policy Governance is a radical and effective change in the way boards conceive of and do their job. It allows greater accountability.

Accreditation/Membership

CCS is recognized by the State of Minnesota and accepted by the Minnesota Department of Public Instruction. We meet or exceed all public school and state curriculum standards to best prepare our students for post high school life.

CCS is accredited by the Association of Christian Schools International (ACSI) and is currently a member in good standing with this organization. CCS is accredited with Advanced Ed. CCS is also a member of Christian Schools International (CSI).

The Living Curriculum

As parents who send their child off to school you are in effect asking a group of teachers to help "train up" your son or daughter. We believe Christian parents are looking for a special type of teacher, one we call the Living Curriculum. Living curriculum teachers come from a wide variety of backgrounds and evangelical beliefs, but we believe they share the following personal qualities:

Mature and Growing:

Living Curriculum teachers are born-again, growing, followers of Christ. They are men and women of prayer, in love with God's Word. They are active participants in a fellowship of believers. They look at all of life through the lens of scripture while modeling a Biblical world-view that guides their thoughts, words and deeds.

Joyful and Healthy:

Living Curriculum teachers are happy and positive people. They smile and laugh a lot. They appreciate the affirmation of students, but they do not rely on it. They experience life outside the classroom in order to have something to share in the classroom. They are known to support other people and other programs. They catch kids doing right more often than doing wrong. Student success truly excites them. They like people, especially children. People, especially children, like them.

Humble and Trustworthy:

Living Curriculum teachers take to heart the implications of James 3:1 "...we who teach will be judged more strictly." They have an open mind and sensitive spirit. They accept feedback as freely as they give it. When they make mistakes, they understand the process of seeking forgiveness, working towards reconciliation and making restoration. They believe the Matthew 18 principle, of going directly to a brother, applies to them as well as others. Students, parents, and colleagues trust Living Curriculum teachers.

Relationship Builders:

Living Curriculum teachers also understand relationships are a key to good education. We see positive, Biblically based relationships between children and teachers/coaches as essential. Growth in Christian character often occurs more as a result of modeling

through relationships than it does through preaching and teaching. Character is caught as well as taught.

Facilitators of a Nurturing Environment:

Living Curriculum teachers understand students thrive when treated with dignity within an orderly and respectful environment. Goals are clearly stated, and time is used wisely. The focus of the classroom remains on educational objectives. Students understand the “law of natural consequences” is in effect. When students miss the mark, the teacher knows how to gently correct, provide just consequences and encourage restoration. Students know they can count on a predictable, nurturing, and stimulating environment in the teacher’s classroom.

Parent Partners:

Living Curriculum teachers desire to work with parents because they understand they are serving *in-loco parentis*. They understand that parents crave feedback, not just information about grades. They understand parents know more about their children than the educational theorists and tap into that understanding. They show respect even when they may have a difference of opinion. They respect the privacy of families and exercise confidentiality. They believe the best education is one where parents and teachers work together supporting students from both sides.

Facilitators of Quality Instruction:

Living Curriculum teachers are eager to continue to grow as an educator. They naturally connect their subject to life outside the classroom and bring life outside the classroom into the classroom. They know how to plan, and they have a plan. They have routines, but they never become routine. Activities are designed to make efficient use of time and remain focused on instructional objectives. They are reflective. They understand theory and use it, but they also adjust according to what works.

Living Curriculum teachers are effective communicators. Students find them easy to understand. Students find them interesting and worthy of their attention. Students imitate their strengths and passions instead of mocking their idiosyncrasies. They know how to explain things in a variety of ways to a wide range of students. They work at teaching to a variety of learning styles. They listen and continually check for understanding. Students find them approachable and accessible.

Living Curriculum teachers understand teaching content is essential but not the only goal. Rote learning is foundational but not enough. Study skills, higher-level analysis, critical thinking skills, and problem solving abilities should all be taught and practiced within the study of each subject area. Creativity is evident in good instruction. Technology, various forms of media, and the Socratic approach are examples of resources and methods used by Living Curriculum teachers to enhance instruction and ultimately improve understanding.

Living Curriculum teachers understand effective assessment is critical to learning. They work hard to give students the opportunity to demonstrate understanding in a variety of ways. They take time with the slower student while they avoid wasting the time of the faster student. Assignments are necessary and meaningful, challenging and reasonable, and not busy work. Feedback is personal, prompt and helpful. When creating assignments, teachers are mindful of other class requirements and family activities.

Motivators:

All Living Curriculum teachers have an inner motivation that drives them to nurture growth in students through relationships, excellence and service to the glory of God. They are passionate about helping students discover their gifts. They take time with students one on one. Living Curriculum teachers encourage students to be actively involved in the local church. They seek to point them in a direction matching their God-given aptitudes, abilities, and passions.

Just as soil, water and sunlight work together to nourish the plant, the Christian home, the Christian church and the Christian school provide similar, consistent and fertile nourishment. We believe Living Curriculum teachers have a limitless opportunity to help shape the minds, hearts, and souls of the next generation. Consequently, we are passionately committed to ensuring that every classroom has a "Living Curriculum Teacher" leading it.

II. Policies and Procedures

CHILD ABUSE/NEGLECT Policy

Mandated Reporters

Professionals or professional's delegates who are engaged in the education of minors are among those listed in Minnesota Statutes 626.556 as mandated reporters of suspected abuse. The law requires mandated reporters to make a report if they know or have reason to believe that a child is being neglected or abused or has been within the past three years. If you are uncertain whether or not a situation should be reported, you may call Kandiyohi County Health and Human Services at (320-231-7800) and ask for Child Protection Services where an intake worker can help you decide, without revealing identifying information at this point, if a report should be made based on the information you have.

Abuse and Neglect Defined

Neglect of children is defined by State Statute. Conditions of neglect which require a report to child protection or law enforcement agencies (see list on next page) include:

1. Failure to provide necessary food, clothing, shelter, education (ages 7-16), or medical care when reasonably able to do so.
2. Failure to protect a child from conditions or actions that imminently and seriously endanger the child's physical or mental health when reasonably able to do so.
3. Medical neglect. A parent may elect to withhold treatment due to religious convictions, but mandated reporters must still report this. There are times when courts intervene on the minor child's behalf.

Physical Abuse, under Minnesota law, means any physical or mental injury or threat of injury, inflicted by a person responsible for the child's care on a child other than by accidental means; any physical or mental injury that cannot reasonably be explained by the history of the injuries, or any aversive or deprivation procedures that have not been authorized under the law regarding serving persons with mental retardation or related conditions.

Things to be alert for would include:

- Signs of injury such as welts, burns, swellings, lost teeth, a history of repeated injury that appear to be non-accidental.
- Inadequate explanations for such injuries.
- Injuries suffered as a result of hazardous conditions uncorrected by a parent or guardian.

Mental injury or emotional abuse is much more difficult to define. Technically it is an injury to the psychological capacity or emotional stability of a child as evidenced by an "observable or substantial impairment in the child's ability to function within a normal range or performance and behavior with due regard to the child's culture." A **pattern** of being belittled, terrorized, or threatened may result in behavioral or physical indicators. If you are concerned about a child, consult with our school nurse.

Sexual Abuse

Since the sexually abused child lacks the symptoms of battering, sexual abuse is more difficult to identify. Unless the child tells someone, the only indicators may be changes in behavior or signs of emotional distress. Conditions of sexual abuse, which should be reported include:

- Being the victim of criminal sexual conduct or threatened criminal sexual conduct by a parent, guardian, caregiver, sibling, or responsible adult in a position of authority over the child such as a teacher, pastor, or physician. Inappropriate touching of a child's private parts is included in the definition of criminal sexual conduct.
- Any indication a child is being used for prostitution or pornographic purposes

Reporting

- Consultation with school nurse may be helpful if you are uncertain.
- The individual in whom the child confided or who has directly observed injuries is the one responsible to report. You may consult with the nurse or administrator and ask for their help.
- Reports are to be made "immediately" (legally defined as within 24 hours) to either:
 - **Kandiyohi County Social Services - 231-7800**
Ask for **Child Protection Services**
 - Kandiyohi Sheriff Offices – 235-1260, Willmar Police – 214-6700 or 911.
- Your identity will be kept confidential.
- A reporter who makes a report in good faith is given immunity by law from civil or criminal liability. However, if a mandated reporter fails to report, he or she can be held liable.
- If the allegation is against a member of the school staff, the employee may be suspended pending the outcome of the investigation. If the allegations are against a volunteer, that person's volunteer activity will be immediately suspended pending the outcome of the investigation.

Investigation

When they receive a report, Child Protection units and law enforcement are charged by law to determine if maltreatment occurred and if child protective services are needed. Whether the report originated from the school or another reporter, in their initial investigation Child Protective Services are given wide latitude to secure pertinent collateral information including medical information, school information, and interview information from the child. At this point in time, parental consent is not required. The reason for this is clear: in the vast majority of cases, the alleged perpetrator of neglect,

physical, or sexual abuse is a person charged with the care of the child.

Schools are mandated by law to allow interviewing on their premises of children who are subject of a report, since this is considered a safe setting. Schools are not allowed to call parents or guardians to inform them of this interview, since a parent may be the alleged perpetrator and the needs of the child for protection must be determined before the parent or guardian is involved. Child Protection assumes the legal responsibility for involving the parent or guardian. This is one of the rare occasions when the immediate well-being of the child is judged to outweigh the parent's right to consent. If the alleged perpetrator is a school staff member, Child Protection Services will outline the procedure for informing parents.

A mandated reporter can expect very limited feedback to his or her report due to the confidential nature of the investigation. You will be given or can request information as to whether abuse or neglect has been determined and if child protective services have been activated.

Nondiscrimination Policy

With regard to discrimination, CCS shall have no restrictions concerning a student's race, national origin, or sex. Each student and each parent, sponsor, or guardian of a student shall accept and conform to the guidelines of behavior as established by CCS. Each student and each parent, sponsor, or guardian of a student shall recognize without reservation CCS right to uphold its "Statement of Faith" and to fulfill its "Purposes" as set forth in the school's handbooks and constitution. Each family shall have one member who is a professing Christian and who holds without reservation the school's Statement of Faith.

CCS admits students of any race, color, national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. CCS does not discriminate on the basis of race, color, national or ethnic origin in the administration of its educational policies, admission policies, financial scholarship program, extra-curricular programs and other school administered programs.

Grievance Policy

"If your brother sins, go and show him his fault in private; if he listens to you, you have won your brother. But if he does not listen to you, take one or two more with you, so that by the mouth of two or three witnesses every act may be confirmed. If he refuses to listen to them, tell it to the church, and if he refuses to listen even to the church, let him be to you as a Gentile and a tax collector."

Matthew 18:15-17

As much as we would like to live in a world without disagreement and conflict, we all know that there will be times when parents, teachers and students disagree. It is essential during these times that we maintain the unity of the Body of Christ. We at CCS have developed guidelines based upon Matthew 18. We believe that when disagreement arises at school, or elsewhere in the Body of Christ, unity will be maintained and even

strengthened when everyone agrees to abide by these principles. It is our desire that when conflict arises, we will prove ourselves to be disciples of Christ by the manner in which we resolve it.

Nine Biblical Steps of Communication and Conflict Resolution

1. Go directly to the person(s) involved. (Matthew 18:15, Galatians 6:1)
2. Believe the best. Approach the brother or sister in love. (I Corinthians 13:4-7)
3. Be quick to listen and slow to speak. (James 1:19-20)
4. Help others practice these Biblical steps by not gossiping. Gossip leads to further division and strife, not a resolution and unity, which is the goal. (Leviticus 19:16, Proverbs 11:13, Proverbs 16:28, Proverbs 26:20, 2 Corinthians 12:20)
5. Speak the truth in love. The goal is to bring a resolution to the problem while remaining unified. (Ephesians 4:15-16, 2 Timothy 2:24-25, Proverbs 27:6, Proverbs 10:12)
6. Do not delay. Do not let the sun go down on your anger. (Matthew 5:25, Ephesians 4:26-27)
7. Be willing to forgive and ask forgiveness. (Ephesians 4:32, Matthew 18:21-35, Matthew 6:14-15, Luke 17:3-4)
8. Follow lines of authority. If a solution is not reached at one level, take it to the next. (Titus 3:1-2, Matthew 18:16-17)
9. Be prepared to learn, grow, and have your character developed. In all "conflict" there are opportunities for growth. (1 Peter 4:19, James 1:12)

General Guidelines:

Students/Parents to CCS Employees:

1. Concerns regarding the classroom should first be presented to the teacher by the parents/guardians. Concerns involving a member of the administration or office staff should be presented directly to that individual. It may be appropriate for the student to be involved at this level so that a more complete picture of the situation is revealed.
2. If the concern is not resolved, the parents/guardians should arrange for a meeting with the appropriate administrator. This would be the employee's immediate supervisor. (See the CCS Organizational Chart) In most situations, if the concern involves a student, the student should be included in this meeting. The student's participation in this meeting is at the discretion of the administrator.
3. If the concern is still not resolved, the matter should be taken to the next level of administration up to the Head Administrator.
4. Unless the concern involves the breach of a board policy, the head administrator is the final authority on all matters involving the administration of the school.
5. If the concern does involve the breach of a board policy, the parents/guardians should contact the Community Christian School Chairman of the Board and submit a written statement which includes a summary of the grievance, the steps taken to resolve the conflict and the CCS Board policy that has been violated. The Chairman of the Board will schedule a meeting with the parent and head administrator to discuss the concern. The matter is then in the hands of the Chairman of the Board to resolve at the board level. The CCS Board of Directors is the final authority on matters involving board policy.

CCS employees to other employees including Administration:

1. The same steps as outlined above should be followed. Take the concern directly to the person involved and follow the path of authority up to the head administrator if necessary. Unless the concern involves a breach of board policy the head administrator is the final authority on all matters involving the administration of the school. If the matter involves a breach in board policy, the employee should contact the Chairman of the CCS Board of Directors to schedule a meeting.

CCS Employees to Parents or other members of the CCS body:

1. Employees with concerns regarding a student and/or parent should take their concern directly to the parent/student involved.
2. If resolution is not achieved, the employee should contact the administrator. The administrator will schedule a meeting with the employee and parent/student to mediate between the two parties.
3. In such matters, the head administrator is the final authority unless board policy is involved.

Bullying Prohibition Policy

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy relationships. CCS cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment and the rights and welfare of our students, it is the school's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented.

"Bullying" means any written or verbal expression, physical act or gesture, or pattern thereof, by a student, or group of students, that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance. Bullying includes, but is not limited to conduct by a student against another student that a reasonable person under the circumstances knows or should know has the effect of:

1. Harming a student;
2. Damaging a student's property;
3. Placing a student in reasonable fear of harm to his or her person or property
4. Creating a hostile educational environment for a student.

An act of bullying, by either an individual student or a group of students, is expressly prohibited on school property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the school or the safety or welfare of the student, other students, or employees.

This policy also applies to the act of "cyber-bullying". The misuse of technology including, but not limited to, teasing, intimidating, defaming, threatening, or terrorizing another student, teacher, administrator, volunteer, or other employee of the school by

sending or posting e-mail messages, instant messages, text messages, digital pictures or images, social networking messages, or web site postings, including blogs, also may constitute an act of bullying regardless of whether such acts are committed on or off school property and/or with or without the use of school resources.

- A. No teacher, administrator, volunteer, or other employee of the school district shall permit, condone, or tolerate bullying.
- B. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.
- C. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- D. False accusations or reports of bullying against another student are prohibited.
- E. A person who engages in an act of bullying, reprisal, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with school policies and procedures. The school may take into account the following factors:
 1. The developmental and maturity levels of the parties involved.
 2. The levels of harm, surrounding circumstances, and nature of the behavior.
 3. Past incidences or continuing patterns of behavior.
 4. The relationship between the parties involved.
 5. The context in which the alleged incidents occurred.

In order to be considered bullying, the behavior must be:

1. Aggressive
2. Include an imbalance of power
3. Repetitive - It cannot be an isolated incident.

Confronting and Reporting Bullying

It is everyone's responsibility to confront behaviors and tell the individual that such actions are unwanted, unwelcome, and need to stop immediately. It is the policy of CCS to investigate all allegations of bullying. Students who experience or witness bullying or parents/guardians who believe their child is a victim of bullying should immediately report the situation to the administration. If the student is uncomfortable reporting the bullying to the principal or administrator, the student may report it to a CCS teacher.

Persons alleging bullying will be asked to present a formal complaint in writing to the principal or administrator. The complaint should include a specific statement of the alleged behavior and details such as date(s), time, location(s), and any other pertinent information. The administration will review the complaint and conduct a thorough investigation by notifying the person who has been accused and obtain a response to the allegation.

Consequences

Upon completion of the investigation, CCS will take appropriate action. Such action may include, but is not limited to, a warning, after school detention, suspension, exclusion from certain activities, expulsion, remediation, termination, or discharge.

Sexual/Gender/Racial Harassment Policy

By virtue of its being an explicitly Christian institution whose purpose and activities rest on that premise, CCS acknowledges that religious distinctions are made in the hiring of

staff and admission of students. These distinctions are permitted by law. However, harassment based on denominational differences or worship preferences within the CCS body will not be tolerated.

CCS prohibits any form of racial or sexual harassment or violence. It shall be a violation of this policy for any student, teacher, administrator or other school personnel to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding race as defined by this policy. For purposes of this policy, school personnel include school board members, school employees, volunteers, or other persons subject to the supervision and control of the CCS Board.

CCS will act to investigate all complaints, either formal or informal, verbal or written, of racial or sexual harassment or violence, and to discipline or take appropriate action against any student, teacher, administrator, or other school personnel who is found to have violated this policy.

Sexual/Gender and Racial Harassment and Violence Defined

Sexual/Gender Harassment includes unwelcome physical or verbal conduct relating to an individual's gender or directed at an individual because of gender; unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual or gender-biased nature when:

- Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment or of obtaining education; OR
- Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that person's employment or education in areas such as benefits, responsibilities, services, honors, or other opportunities; OR
- That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive work or educational environment.

Examples of sexual/gender harassment may include but are not limited to:

- Unwelcome verbal harassment or abuse;
- Unwelcome pressure for sexual activity such as offering employment or educational benefits or preferential treatment in exchange for sexual favors;
- Unwelcome, sexually-motivated or inappropriate patting, pinching, touching or physical contact;
- Distribution or display of written materials, posters, cartoons, pictures, or other graphics of a sexual, gender, or racially biased nature;
- Visual conduct such as leering or making sexual gestures;
- Verbal conduct such as making or using derogatory comments about a particular individual's body, epithets, slurs, jokes, obscene or suggestive notes;
- Or any other unwelcome behavior or words directed at a specific individual because of gender or race.

Sexual Violence: is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts including the genital area, groin, inner thigh, buttocks, or breasts, as well as the clothing covering these areas.

Sexual violence may include, but is not limited to:

- Touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
- Coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
- Coercing, forcing, or attempting to coerce or force a sexual act on another; or
- Threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

Racial Harassment/Racial Bias occurs when:

- Submission to conduct or communications of a racially derogatory, harassing or biased nature is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
- Submission to or rejection of conduct or communications of a racially derogatory, harassing, or biased nature by an individual is used as a factor in decisions affecting that individual's employment or education; or
- The conduct or communication of a racially derogatory, harassing or biased nature has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment or otherwise adversely affects and individual's employment or academic opportunities.

Racial Violence: is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.

Applicability: Harassment or violence may occur:

- Between a supervisor and an employee
- Between co-employees
- Between an employee or supervisor and a student
- Between students
- Between students and volunteers or members of the community who are participating in or attending school activities or who are on school grounds
- Between employees and members of the community who are participating in or attending school activities or who are on school grounds

Reporting Procedures

- Any person who believes he or she (or a child who has confided) has been the victim of racial or sexual harassment or violence by a pupil, teacher, administrator, or other school personnel, shall report the alleged acts immediately (within 24 hours) to either of the following individuals:
 - School Administrator
 - Principal
- If the complaint involves either of these individuals, the complaint shall be filed directly with the CCS Board of Directors. If a child reports an offense to a teacher, that teacher is responsible to help facilitate this reporting.
- The reporting party is encouraged to use the report form found at the end of this policy, copies of which are available from the school office. A child may be assisted by an adult in completing a written report.
- The submission of a good faith complaint or report of racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.

- Complaints made under this policy will be processed as discreetly as possible, consistent with the school's legal responsibilities (mandated reporting laws) and the necessity to investigate allegations of discriminatory harassment and violence. Disciplinary action will be taken if such conduct is confirmed to have occurred.

Investigation

- By the authority of the CCS Board of Directors, the Administrator, upon receipt of a report alleging racial or sexual harassment or violence, shall immediately undertake an investigation. The Chairman of the School Board shall be informed. Third party consultants and/or resources may be used as deemed appropriate.
- Parents or guardians will be notified if the circumstances are deemed to warrant a formal investigation.
- The investigation will consist of separate, personal interviews with the complainant and the individual(s) against whom the complaint is filed. Whenever possible, a person of the same gender as the complainant should participate in the investigation, and in particular, in the interview with the complainant. Personal interviews may also be conducted with others who may have witnessed or have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also include any other methods and documents deemed pertinent by the investigator.
- All interviews shall be conducted in confidence, and the information gathered in the course of the investigation shall remain confidential within the limits set by the investigation, the legal limits set by mandated reporting, and the need to notify a student's parents/guardian if warranted by the circumstances.
- In determining whether alleged conduct constitutes a violation of this policy, the investigator(s) will consider the surrounding circumstances, the nature of the behavior, past incidents or past continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- The investigator or administrator shall be authorized to seek legal counsel in those situations where it may be deemed appropriate.
- The Administrator will make a **written report** of the investigation. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. If the complaint involves the Administrator, such a report will be written by the Executive Committee of the Board and shall be filed directly with the School Board.

Action

- The School Board, upon the recommendation of the investigating committee, shall take such action as appropriate based on the results of the investigation. If a violation of this policy has occurred, disciplinary action may be taken to ensure that similar inappropriate conduct does not occur in the future and to discipline those responsible for the inappropriate conduct.
- Actions taken to prevent future harm may include:
 1. Warnings to the person responsible for the harm,
 2. Referral for psychological assessment,
 3. The termination of employment of the person responsible for the harm,
 4. The suspension or expulsion of the student responsible for the harm,
 5. Separating the victim from the person responsible for the harm (the person

- responsible for the harm should be moved, not the victim), or
6. Other steps as necessary.

Discipline may include any of the following:

1. A warning,
2. A written warning, placed in student or staff file,
3. Placing the individual on probation,
4. An apology to the victim,
5. A parent/student/school administration conference,
6. Restriction from extra-curricular activities
7. Termination of employment or volunteer activities,
8. Suspension or expulsion from the school, or
9. Other sanctions deemed appropriate

The results of the school's investigation will be made available to the complainant and the parents/guardians of any minors involved.

Maintaining a Written Record of the Complaint

The school shall maintain a complete written record of the complaint, including the records of the investigation and the final report of the investigators. The record shall be maintained in an employee's confidential file by the administrator or in a student file separate from academic files.

Child Abuse Reporting Act

In some cases a complaint under this policy may also require a report under the Child Abuse Reporting Act. Such reporting must follow the mandated guidelines outlined in the Child Abuse Reporting policy of CCS. This report will need to be made before the school conducts its investigation. In such an event, CCS shall fully comply with the requirements of the law. In deciding what independent investigation to pursue, the Administrator or Chairman of the School Board should consult with an attorney.

Reprisal

CCS will discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who retaliates against any person who in good faith:

- Reports alleged racial or sexual harassment or violence
- Testifies, assists, or participates in an investigation
- Testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence

Retaliation includes, but is not limited to, any form of intimidation, reprisal such as change in job duties or class opportunities, or verbal harassment such as reprimand or criticism.

Dissemination of Policy and Training

- This policy shall appear in student and faculty handbooks.
- The school administration will develop a method of discussing this policy with parents, students, and employees.
- This policy shall be reviewed periodically for compliance with state and federal law.

**COMMUNITY CHRISTIAN SCHOOL
RACIAL OR SEXUAL HARASSMENT
AND VIOLENCE REPORT FORM**

Community Christian School maintains a firm policy prohibiting all forms of discrimination. Racial or sexual harassment or violence against students or employees is discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances or other forms of racial or sexual harassment by any pupil, teacher, administrator or other school personnel that create an intimidating, hostile or offensive environment will not be tolerated under any circumstances.

Complainant _____

Home Address

Work Address

Home Phone _____ Work Phone _____

Date of Alleged Incident _____

Circle type of alleged harassment sexual /racial/gender

Name of person(s) you believe harassed or was violent toward you or another person:

If the alleged harassment or violence was toward another person, identify that person:

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages, if necessary)

Where and when did the incident(s) occur?

List any witnesses who were present

This complaint is filed based on my honest belief that

_____ has harassed or has been violent to me or to another person. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

Complainant Signature _____ Date _____

Received by _____ Date _____

Internet Policy

Employees and students will be instructed on the appropriate use of the Internet.

A. INTERNET ACCESS

1. Access to the Internet is available to teachers and students as a source of information and a vehicle of communication.
 - a. Making Internet access available carries with it the potential that individuals might encounter information that may not be appropriate. Any purposeful accessing of such information will result in appropriate disciplinary actions.
 - b. CCS makes no guarantees as to the accuracy of information accessed on the Internet.

B. ON-LINE ETIQUETTE

1. The use of the school's technology is a privilege and may be taken away for violation of this policy.
2. Users should adhere to on-line protocol
 - a. Respect all copyright and license agreements
 - b. Cite all quotes, references and sources
 - c. Remain on the system long enough to get needed information, then exit the system
 - d. Apply the same privacy, ethical and educational considerations utilized in other forms of communication

- C. **UNACCEPTABLE USES** – The following uses of the school’s computers and system, including the Internet, are considered unacceptable:
1. Restricted Material – Users shall not intentionally access or download any text file or picture or engage in communication that includes material that is obscene, or otherwise objectionable in nature. Any material that violates our Christian principles is strictly prohibited.
 2. Users will not use the school’s computers to post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks.
 3. Users will not use the school’s system to engage in any illegal act or violate any local, state or federal statute or law.
 4. Users will not use the school system to engage in any form of gambling.
 5. Users will not use the school’s system to vandalize, damage or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, will not tamper with, modify or change the school’s system software, hardware or wiring or take any action to violate the school’s security system, and will not use the school’s system in such a way as to disrupt the use of the system by other users.
 6. Users will not use the school’s system to gain unauthorized access to another person’s materials, information or files without the implied or direct permission of that person.
 7. Users will not use the school’s system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs or other information that would make the individual’s identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message
 - a. This paragraph does not prohibit the posting of employee contact information on school web pages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
 - b. These prohibitions specifically prohibit a user from utilizing the school’s system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as “Facebook.”
 8. Users will not use the school’s system to violate copyright laws or usage licensing agreements, or otherwise to use another person’s property without the person’s prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
 9. Users will not use the school’s system for conducting business, for unauthorized commercial purposes or for financial gain unrelated to the mission of the school. Users will not use the school’s system to offer or provide goods or services or for product advertisement. Users will not use the school’s system to purchase goods or services for personal use without authorization from the appropriate school official.

10. Unauthorized Costs – If a user gains access to any service via the Internet that has a cost involved or if a user incurs other types of costs, the individual accessing such a service will be responsible for those costs.
11. Students are not to order anything over the Internet at school. Staff may only make purchases on the school's computers if it is school related and has been pre-approved by the administration.
12. It is a violation of school policy to allow a student to access a teacher's or another student's home account and to access the signed messages of another student.

A student or employee engaging in the foregoing unacceptable uses of the Internet when off school premises also may be in violation of this policy as well as other school policies. Examples of such violations are, but are not limited to, situations where the school system is compromised or if a school district employee or student is negatively impacted. Students must be aware that in this day and age, any information that they post, access, or transmit on any computer may result in disciplinary action. If the school receives a report of an unacceptable use originating from a non-school computer or resource, the school may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school policies including suspension, expulsion, or termination of employment.

If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school official. In the case of an employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy.

D. LIMITED EXPECTATION OF PRIVACY

1. By authorizing use of the school's system, CCS does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school's system.
2. Routine maintenance and monitoring of the system may lead to a discovery that a user has violated this policy, another school policy, or the law.
3. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school policy.
4. Parents have the right at any time to investigate or review the contents of their child's files and e-mail files. Parents have the right to request the termination of their child's computer privileges at any time.
5. School employees should be aware that the school retains the right at any time to investigate or review the contents of their files and e-mail files.
6. CCS will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school policies conducted through the school's system.

Staff/Student social media contact

CCS does not prohibit staff/student contact via social network sites such as Facebook, Twitter, etc. However, staff members should use extreme discretion if engaging in such contact. If the student initiates the request the staff member may accept. Postings should be as public as possible as to avoid the appearance of inappropriate conduct. CCS will investigate any allegations of inappropriate conduct utilizing technology and will hold staff accountable for all contact made with students over the internet. The creation of any blogs, groups, etc. involving students must be open groups in which parents are informed and invited to join.

Wellness Policy

Adopted: 8-23-2006; Reviewed: 7-18-2019

Purpose

The purpose of this policy is to assure a school environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

General Statement of Policy

Community Christian School is committed to providing a healthy school environment. The school recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and academic success. In order to fulfill this commitment, the School Board will ensure that all students in kindergarten through 12th grade:

- Have access to healthy food and opportunities, support, and encouragement to be physically active on a regular basis.
- Have access to a variety of affordable, nutritious, and appealing food that meets the health and nutritional needs of students provided by qualified food and nutrition services personnel. The religious, ethnic, and cultural diversity of the student body will be taken into consideration in meal planning. A clean, safe, and pleasant setting will be provided for meals; and
- Are provided with a school environment that promotes and protects the students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.

Guidelines

Foods and Beverages Served/Sold During the School Day

- All foods and beverages made available at school (including vending, beverage contracts, and a la carte cafeteria items) will be consistent with the current USDA Dietary Guidelines for Americans and current USDA regulations.
 - Food and beverages offered over the course of a school week will be nutrient-dense, including whole grain products and fiber-rich fruits and vegetables to provide students a variety of choices to maintain a balanced diet.
 - Foods and beverages available during the school day will include a variety of healthy choices that are of excellent quality, appealing to students, and served at the proper temperatures.

- Foods and beverage available during the school day will minimize the use of trans and saturated fats, sodium and sugars as defined by the Dietary Guidelines for Americans.
- Elementary Students: The Willmar Public Schools Food and Nutrition Services Department will approve and provide all food and beverage sales to students at the elementary level. Given young children’s limited nutrition skills, food to elementary students will be sold as balanced meals. Food and beverages will not be sold individually to students, except low-fat milk.
- Middle School and High School Students: All foods and beverages sold individually outside the reimbursable School Meal Programs (including those sold ala carte) during the school day will meet current USDA regulations for All Foods Served in Schools and will work towards increasing “whole foods” (whole grains, unprocessed foods or fresh produce) following nutrition and portion size standards.
- Portion Sizes: Food and beverages will be offered in modest, age-appropriate portion sizes for elementary, middle school and high school students.
- Willmar Public Schools Food and Nutrition Services personnel will take every reasonable measure to ensure that student access to foods and beverages meet or exceed all current federal, state, and local guidelines.
- Community Christian School will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced- price school meals. Electronic identification and payment systems will be used.
- Community Christian School will provide student access to hand washing or hand sanitizing before they eat meals or snacks. Students have access to drinking fountains throughout the building.
- Community Christian School will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.
- Community Christian School will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.
- Community Christian School will discourage students from sharing their foods or beverages with one another during meals or snack times, given concerns about allergies and other restrictions on diets.
- Snacks: Snacks served during the school day will make a positive contribution to children’s diets and health. Community Christian School will make available, upon request, a list of healthful snack items for teachers and parents.
- Field Trips: When planning a field trip that will occur during the scheduled lunch periods, the classroom teacher will, to the extent possible, collaborate with Willmar Public School Food and Nutrition Services to provide families the option of receiving a meal from school. Parents will be notified of this option.
- Rewards: School staff will use food and candy as a reward for student accomplishment sparingly. Non-food rewards and incentives will be used whenever possible as the first choice to encourage positive behavior.
- Celebrations: Community Christian School will limit celebrations that involve food during the school day. Classroom celebrations should encourage healthy choices and portion control. The celebration should take place during the last hour of the school day so to not interfere with school meals.

- To support children’s health and school nutrition-education efforts, schools will encourage fundraising that promotes the sale of non-food and/or food sales that include nutritious food items.
- School-sponsored and outside of school events (such as, but not limited to, athletic events, dances, or performances): Research shows that students will buy and consume healthy foods and beverages when the options are tasty, accessible and affordable. To the extent possible, healthy choices will be made available.
- Promotional activities will be limited to programs that are requested by school officials to support teaching and learning. All promotional activities in schools will be connected to activities that encourage physical activity, academic achievement or positive youth development.
- Advertising messages will be consistent with and reinforce the objectives of the education and nutrition environment goals of the school. Advertising of foods or beverages in the areas accessible to students during meal times must be consistent with standards established for the school environment.

School Food and Nutrition Program/Personnel

- Community Christian School contracts with Willmar Public Schools to provide healthy and safe School Meal Programs that comply with all federal, state, and local statutes and regulations.
 - Hazard Analysis and Critical Control Points (HACCP) plans and guidelines will be implemented to prevent food illnesses at school
 - For the safety and security of the food and facility, access to the Food and Nutrition Services operations are limited to Willmar Public School Food and Nutrition Staff and authorized personnel.
- The Director of Food and Nutrition Services at Willmar Public Schools, with the guidance of an advisory council, will be responsible for Community Christian School’s school lunch program. Duties will include creating nutrition guidelines and procedures for the selection of foods and beverages served in the cafeterias during the school day and ensuring that food and beverage choices are consistent with current USDA Dietary Guidelines for Americans.
- Community Christian School’s Food and Nutrition Services programs will aim to be financially self-supporting. Food and Nutrition Services will ensure that all students have affordable access to the varied and nutritious foods they need.
- Willmar Public Schools will provide continuing professional development for all Food and Nutrition Service personnel that service Community Christian School. Staff development programs will include appropriate certification and/or training programs for Food and Nutrition Service personnel according to their level of responsibility.
- Food and Nutrition Services will provide nutrient analysis for all school meals.

Nutrition Education and Promotion

- Community Christian School will encourage and support healthy eating by students and engage in nutrition promotion that is:
 - Offered as part of a sequential, comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - Integrated into other areas of the curriculum where appropriate; and
 - Enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, field trips, etc.

- The staff involved in nutrition education will be adequately prepared and participate regularly in professional development activities to effectively deliver current nutrition education programs. Preparation and professional development activities will provide evidence-based knowledge of nutrition and instructional techniques and strategies designed to promote healthy eating habits.
- The school cafeteria will serve as a “learning laboratory” to allow students to apply nutrition skills taught in the classroom.
- Staff Wellness: Community Christian School highly values the health and well-being of every staff member and will support personal efforts by staff to maintain a healthy lifestyle. Community Christian School will encourage staff to be role models for healthy behaviors.

Physical Activity

- Physical Education - All students in grades K-9, including students with disabilities, special health care needs and in alternative educational settings, will receive regular physical education that meets or exceeds state requirements. Certified physical education teachers should teach all physical education classes. Students should spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.
- Restricting Physical Activity: Physical activity should not be restricted as a form of punishment.
- Integrating Physical Activity into the Classroom Setting: Students need opportunities for physical activity beyond P.E. class. Therefore:
 - Classroom health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television;
 - Opportunities for physical activity will be incorporated into other subject lessons where appropriate; and
 - Classroom teachers may provide short physical activity breaks between lessons or classes, as appropriate.
- Daily Physical Activity: Student in grades K-8 will be provided at least 30 minutes a day of PE or supervised recess, preferably outdoors. Moderate to vigorous physical activity should be encouraged through the provision of space and equipment.
- Physical Activity Opportunities Outside of School Hours: Community Christian School will offer extracurricular physical activity programs and interscholastic sports programs. Community Christian School will offer a range of activities that meet the needs, interests, and abilities of all students.
- Use of School Facilities Outside of School Hours: School spaces and facilities will be available to students, staff, and community members for scheduled and supervised activities, before, during, and after the school day, on weekends, and during school vacations.

Communication with Parents

- Community Christian School will provide information to families about the importance of healthy eating and daily physical activity.
- Keeping in mind the national physical activity recommendations of at least 60 minutes per day, Community Christian School will provide information about physical activity opportunities.

Implementation and Monitoring

- After approval by the administrator, the Wellness Policy will be implemented throughout the school.

- The administrator or designee will ensure compliance with the Wellness Policy.

Legal References: 42 U.S.C. § 1751 et seq. (Richard B. Russell National School Lunch Act) 42 U.S.C. § 1771 et seq. (Child Nutrition Act of 1966) P.L. 108-265 (2004) § 204 (Local Wellness Policy) 7 U.S.C. § 5341 (Establishment of Dietary Guidelines) 7 C.F.R. § 210.10 (School Lunch Program Regulations) 7 C.F.R. § 220.8 (School Breakfast Program Regulations).

Local Resources: Minnesota Department of Education, www.education.state.mn.us
 Minnesota Department of Health, www.health.state.mn.us
 County Health Departments
 Action for Healthy Kids Minnesota, www.actionforhealthykids.org

School Hours

CCS will operate under a school calendar and daily schedule that meets or exceeds the number of required instructional days/hours determined by the state of Minnesota. The calendar may or may not coincide with the area public school calendars. Effort will be made to line up holiday breaks such as Christmas.

School News and Communication Policy

Please make every effort to stay informed of school events, general information and communication with staff and teachers. Information will be communicated in the following ways:

1. Email – During the school year a weekly school newsletter, “The Eagle Eye” will be sent to our families. This update will include information on upcoming events and other time sensitive school related information. Please make sure that your email address is updated and on file with the school office.
2. School Messenger is utilized to send families reminders of important events or to notify families of weather related announcements and other time sensitive issues.
3. Website – Information is made available through the website in most areas of school operations. The school website address is: www.willmarccs.com
4. Sycamore – Parents and students are able to access up to date grades, course information, upcoming assignments, missing or late work, as well as communicate with teachers.
5. Student Folders – Grades K-5 will have a folder that goes home to parents each Friday or Monday containing a variety of information from the school and classroom teacher.
6. School Bulletin Boards & Monitors – Please check the bulletin boards and TV monitors throughout the school for up-to-date information regarding various activities.
7. Staff Email – Every staff member has a school email account that they check regularly. This can often be a quick and easy way to communicate with administration, faculty and staff. It is the preferred method of communication with teachers.
8. Telephone – This can be the quickest and easiest way to connect with the administration and the school secretaries and office personnel. Teachers each have their own voicemail and check messages on a daily basis.
9. Face-To-Face – Parents are encouraged to schedule an appointment with

administration, faculty or staff in order to discuss any concerns or issues that may arise. Please refrain from trying to meet with teachers right before school starts or ends to discuss more serious matters without an appointment.

Emergency School Closings

When it is necessary to call off school due to weather related conditions you will be notified through School Messenger receiving communication by a phone call, text message and/or email depending on what you have provided to CCS. You can also tune in to local radio and television broadcasts for school closing information.

Fox 9 Kare 11 WCCO-TV KWLM/Q102/K100

We will normally follow the lead of the Willmar Public School due to busing considerations. However, make sure that you follow directions specifically for Community Christian School of Willmar.

Copier/Printer/Laminator Use

Students are not to use the office school printers, copiers, or laminator.

Student Records

CCS will maintain adequate student records of student progress, health forms, academic performance, discipline, etc. Parents may request permission to see/copy student records through the office. Records will be transferred to another school at the request of the other school. Student records may be withheld until all financial obligations to CCS are met.

Holiday Celebrations

Due to the fact that we are an interdenominational school representing families with many different perspectives, we understand there are many preferences of practice regarding holidays. As a result, we will keep our focus on our Lord, Jesus Christ, and leave practices associated with holidays up to the families.

Bible Doctrine

CCS is an interdenominational school representing a large number of different denominations, all in agreement with our statement of faith. Therefore, CCS does not take a hard stance on doctrines that fall outside of our statement of faith. Various doctrines will be introduced and differences will be discussed, but teachers shall not teach or emphasize any particular denominational preference in the classroom. Teachers may share their own belief if asked, but must be sensitive to not be critical of other denominational beliefs on items falling outside of the Statement of Faith.

Bible Version

CCS utilizes the English Standard Version (ESV or NIV) as the preferred Bible translation.

Breakage or Loss Policy

The cost of replacing broken or lost items is a tremendous burden to the school and affects the cost of tuition. Therefore, the student is responsible for breakage (or loss) of a book, or any school equipment or property, and shall be responsible for payment and replacement.

A fee will be assessed for all school textbooks, library books or other school property, which

is lost or damaged. The amount of the fee shall be determined by the administration and may include full replacement cost for the lost or damaged item(s). Fines on textbooks will be assessed at the end of the year, based on the condition of the book compared to expected normal wear and tear.

Winter Recess (Elementary School)

If the wind-chill temperature is below 0 students will be kept indoors for recess.

Admittance Age (Kindergarten Only)

Kindergarten students must be 5 years old on or before September 1st. Any exception to this policy must be approved by the administration and based upon the assessment of the child's physical, emotional, and mental development in comparison to a typical kindergarten student.

Student Illness

If a student becomes ill during the day, the classroom teacher will send the student to the school office and the parents will be notified. If your child has a temperature of 100 degrees or higher, is vomiting, has diarrhea, an unexplainable rash or suspected of pink eye, or is unable to return to class after 45 minutes, the student will be sent home. Other conditions will be at the discretion of the office.

For the welfare of your student and others in the school, all students who are sick should be kept at home. There is a 24 hour requirement before your child can return to school if they have had a fever, have been vomiting or have had diarrhea. They must be symptom free without the aid of medicine.

Accidents

Accidents in the school building, on school grounds, or at any school sponsored event must be reported to the school office within 24 hours of the incident. The staff person responsible for supervision at the time of the incident along with any witnesses must submit a written report. Accident forms are available in the office.

First Aid Procedure

All injured students are to be accompanied to the office. Students with injuries involving possible broken limbs, injuries to the head, neck or back, or any undetermined injury of an apparent serious nature, must not be moved until proper medical support arrives. Notify the school office immediately when an emergency arises. Do not leave the injured student unattended. Follow these procedures in giving aid and reporting these injuries or illnesses:

- A. Be on the alert for potential hazards in the school and on the playground; report any questionable circumstances (equipment or facility hazard) to the administrator as soon as possible.
- B. Become familiar with your students' health needs.
- C. Know the exact location and the content of the first aid kits.
- D. Supply first aid for minor injuries, but report the incident to the office.
- E. For more serious injuries, bring the student to the office, if it is safe to move the student; if not, call the office and ask for a staff member trained in first aid to come. The office will contact the parents.
- F. Remember to complete an accident report within 24 hours of the incident.
- G. Take all of the following precautions in handling possible pathogenic materials.

1. Treat all blood and body fluids containing blood as potentially infected.
2. Use disposable gloves when treating a student who is bleeding or has breaks in the skin.
3. Wash your hands before and after touching the student.
4. Dispose of all contaminated waste in approved containers.
5. Use the spill kit for cleaning up bodily fluids.

Immunization Policy

All children are required to be up-to-date on school immunizations, unless a waiver based on health, personal, or religious reasons has been submitted.

Medication

All medication, prescription or nonprescription, is to be stored in the health care office and is to only be administered by the school nurse or designee with the exception of cough drops and students who meet criteria to self-carry inhalers and/or epi-pens. No medications will be given to students without the proper written consent. All medications—nonprescription and prescription medications—require a completed consent form signed and dated by the physician AND the parent/guardian. All medications should be brought to school and properly labeled in its original containers. All medications are to be transported to/from school by a parent/guardian. NO medications are to be transported by the student with the exception of self-carry inhalers and/or epi-pens. Students who self-carry inhalers and/or epi-pens must have a completed prescription medication consent form on file in the office with the section referring to ability to self-carry completed by both the physician and the parent/guardian. Records will be kept of all medications administered by school personnel. Students may bring a day's supply of cough drops to self-administer if parents feel this is necessary. No medication should ever be shared with another student; including cough drops. Teachers must take required medications with them anytime students are away from the building. Consult with the school nurse to determine which medications you must take.

Communicable Diseases

The Kandiyohi County Health Department requires us to have a record of immunizations for each student. These records should be supplied by your doctor on a form we shall provide or may be faxed to the school by your doctor's office.

The role of CCS in communicable disease prevention is to work closely with the school, county, and state health departments to:

- Maintain a healthy and safe school environment;
- Promote good health of students and staff;
- Educate students and staff to observe good health practices; help students and staff develop a sense of responsibility for personal and community health.

Students or staff suspected of having reportable communicable diseases may be sent home by the administration or school personnel (with appropriate consultation) until diagnosis and/or adequate treatment has occurred. The student will be kept at school until the parent/guardian or the designated emergency contact person is notified.

Upon having the following diseases, a student must have written consent from either a physician or Health Department to return to school, or be subject to school office approval for re-admittance:

Chicken Pox	Scabies
Measles	Ringworm
Mumps	Impetigo
Pneumonia	Pink Eye
Whooping cough	Pediculosis (head lice)
Pinworms	Hepatitis

CCS shall comply with state and local health, fire, and safety laws.

Lockers and Other Inspection Rules Policy

Lockers will be assigned to most students at the beginning of each year. Lockers are to be used for school supplies, coats, etc. Lockers are to be kept neat and clean, and free of writing and stickers, both inside and out. Students may use magnets (no tape, or other adhesive) to mount acceptable pictures inside the lockers. Periodic locker inspections may be made. The lockers are the property of CCS and we retain the right to open and search a locker at any time.

The administration reserves the right to search students, backpacks, gym bags and cars while at school or at a school sponsored event if reasonable suspicion has been established.

Student Image Use Policy

Internal School-related Purposes

Photos, videos, and other images along with limited information such as name, grade, and activities of students are used for school-related publications and school-related activities and may be distributed within the school community. This may include the school newsletter, school paper, and password protected web pages.

Advertising Materials, Video, Digital Media

It is beneficial to the school to use current, relevant images in promotional campaigns. These may include advertising materials (*brochures, print ads, billboard, etc.*) and digital media (promotional videos, school website, school Facebook page, etc.)

School Arranged Media Visits and Press Releases

CCS regularly sends press releases along with photographs and student information to the media to share with the community the good news of what is happening at CCS. The school also encourages the media to visit the school campus and school-related events to report on school programs and activities.

Media Coverage in Public Settings and Public Events

The school has no control over the use of student images, interviews, etc. obtained by the media or other individuals while students participate in sporting events, field trips, service projects, or any other activities in public settings or which are open to the public.

Visitors

CCS encourages parent and family participation in the classroom and at school events, individuals other than school staff may take photos of classroom activities and/or school events. The school cannot control the use of these photos.

Field Trips

Non-CCS students and students from other grades are not permitted to attend field trips. Parent chaperones are encouraged to find childcare for their non-school age children in order to better focus on their responsibilities as chaperones.

Parents that are driving must provide the office with a copy of a valid driver's license and proof of insurance. A copy of the insurance declaration page showing proof of a minimum of \$100,000 bodily injury per individual, \$300,000 bodily injury per accident and \$100,000 property damage liability. In the event of an accident, the parent driver's insurance is the first layer of protection, followed by the schools.

Media Consent Form

The school will keep a Media Consent Form on file for each family. Parents may elect to give consent to use their student's image within the CCS setting (Limited Usage), or consent for the school to use their student's image in press releases, promotional materials, video, and digital media (Unrestricted Usage), or request that their student's image not be used at all. CCS makes every effort to honor these requests. Please keep in mind it is extremely beneficial for the school to have relevant and current student images for use in press releases, promotional materials and digital media.

If a parent/guardian has any question or concern in regard to the use of student images and/or student information, please contact the administrator. Consent can be changed at any time by contacting the school office.

Visitors

All visitors, including parents and siblings of students, must report to the Main Office before proceeding to a classroom or any other area of the building. Volunteer or Visitor badges will be given to each visitor and must be worn at all times.

Students that are interested in attending CCS are permitted to visit and shadow classes only after arrangements have been made between the parents of the interested student and the school office.

Students/parents may request permission to have a guest visit the campus during the school day. These requests must be made at least 24 hours in advance of the visit and must be approved by the principal.

Students that have graduated from CCS are permitted to visit during the lunch hour only after permission is granted by the school office.

Pet Policy

Pets will not be permitted in the school facility at any time unless permission has been granted by the administration.

Student Attendance Policies and Procedures

1. Each student will be permitted 20 absences per year. If a student exceeds this amount, he/she could face the possibility of repeating the coursework for that year. The administration will determine the proper course of action in such cases as the 20 days has been exceeded.
 - a. Middle school and high school attendance is taken each period. The 20

absences pertain to each year-long class that meets five days per week. Students are only permitted to miss 10 class periods for semester-long courses that meet five days per week, and year-long courses that meet three days or less per week. Other classes may have specific attendance requirements which would be noted in the course syllabus.

2. In order to assist the school office in the determination of an excused absence and to inform the absent student's teachers, it is required that parents phone the school office by 7:45 am the day that a student is absent (leave a message if necessary). On the day of an excused absence, parents/students are responsible for making arrangements to acquire the student's missed assignments and any additional materials needed to complete the missed work. Students that have a planned absence for whatever reason are responsible for obtaining their missed assignments from all teachers before they leave the school for the planned absence. Under no circumstances are absences allowed to be communicated by a third party.
3. A standard make-up work policy for excused absences is as follows: A student is allowed one day for each day they were absent to turn in missed work. Any make-up exams must be scheduled by the teacher within (3) school days after the student returns. When a student will be out of school for a reason other than illness, and the time of the absence is known ahead of time, it is the responsibility of the student to contact his teachers and secure the class assignments for that period of time. Parents need to request assignments to the classroom teacher via email before 10:30 AM or log in your Sycamore parent portal to view missed assignments/work.
4. All absences shall be charged against the student's attendance record except when a student participates in an approved school activity at which his/her presence is required.
5. When parents are aware of special circumstances concerning their child, which are of a continuing nature and are related to patterns of absence, the parent must inform the school of the special nature of the situation in order that school authorities can arrange for alternative educational experiences to ensure that minimum course requirements are met.
6. Any planned absences during the day must be arranged through direct communication between the parent and the school office. This could also be accomplished by a note sent with the student or a phone call by the parent to the school office. All planned absences must be communicated to the school office by 7:45 am the day of the planned absence.
7. The school will not grant an excused absence to events in which the school does not have a vested interest as determined by the principal and/or administrator. All academic work missed during an unexcused absence will receive a "0". This includes tests and quizzes.
8. When children miss school for several days or more it creates a hardship on them as well as on the teacher and the parents. Therefore, we discourage family

vacations during the school year. However, if your child is to miss classes for this reason, he/she may be required to do his/her homework and take any quizzes or tests before he/she leaves for vacation as designated by the teacher(s). Teacher(s) may choose to have student's complete work after the absence. Arrangements may be made by contacting the student's teacher(s) several weeks in advance. Work missed must be made up in the time allowed by the teacher(s) as set by the guidelines above.

9. Truancy is an absence without the knowledge and consent of parents and/or school staff. This includes not coming to school, leaving school without permission before the end of the school day; or staying out of a scheduled class or activity without permission. CCS will follow the truancy guidelines outlined in the Kandiyohi County Truancy Handbook.

(<http://www.co.kandiyohi.mn.us/docs/FamilyServices/cpcw/Kandiyohi%20County%20Truancy%20Handbook-9-2016.pdf>)

10. Non-school sponsored extra-curricular activities, such as community sports programs, will not be a legitimate excuse for absence or missed class work. Because of the nature and variety of extra-curricular activities, this should be a consideration of parents and students before committing to participating in such activities.

Tardy Policies and Procedures (Elementary School)

- Students that arrive late to school must report to the office to obtain an Admit Slip. Students will not be allowed to enter class without an Admit Slip. The office will change the student's attendance to tardy if attendance has already been taken. In the case of bad weather, etc. the office will notify teachers if tardy students are to be excused.
- Students are permitted 5 tardies per quarter. The principal will monitor the circumstances of student tardies. Depending upon the situation, a student could receive disciplinary action for excessive tardies.

Tardy Policies and Procedures (Middle/High School)

- Students that are tardy to school at the start of the day or to any class during the day must report to the school office to get an Admit Slip. An Admit Slip will be given to the student, which will be required by his/her respective teacher for admittance to class. Teachers will not allow tardy students to enter classrooms without an Admit Slip from the school office at any time throughout the day. The office will change the student's attendance from absent to tardy if attendance has already been taken.
- Each student will be allowed 9 tardies during each nine week quarter. The student will be assigned to after school detention for each tardy exceeding 9 per quarter. If this fails to eliminate the problem, additional consequences such as in-school or out of school suspensions may be given. Please refer to *Discipline Policies and Procedures* for the details of a detention and suspension.

III. Student Discipline Policies/Procedures

"All discipline for the moment seems not to be joyful, but sorrowful; yet to those who have been trained by it, afterwards it yields the peaceful fruit of righteousness."--Hebrews 12:11

The ultimate goal is to train students to be self-governed according to the Word of God. A student that has learned to submit to the authority of God in their lives will have little trouble living under the authority of parents, administrators, and teachers.

Part of the process of learning to live under the authority of God involves learning to live under the authority of those that God has placed over us. Because of this, we believe it is important to give teachers the authority to govern their classrooms as they see fit. The school has established the following basic expectations and has given individual liberty to teachers to develop their own disciplinary systems around these guidelines. Each classroom discipline plan must include clear expectations of students and should include both positive reinforcement and consequences for misbehavior. This plan must be shared with students and parents at the start of each school year.

Teachers are expected to log discipline reports on Sycamore.

General Behavioral Expectations

We believe it is reasonable to expect students of all ages to be respectful, to be prepared, and to be Christ-like in their attitudes and actions. Jesus said that the two greatest commandments are to; Love the lord your God with all your heart, soul, mind and strength, and to; Love your neighbor as yourself. This is the foundation of our behavioral expectations.

Students will demonstrate respect for themselves and others by...

- Obeying the directions of teachers, administration, and other school staff.
- Putting the needs of others ahead of their own. This includes refraining from negative comments about others, gossip, and bullying.
- Treating others with the same level of respect that they hope to receive.
- Keeping lockers, desks, hallways, restrooms, and other areas of the school neat and clean.
- Dealing honestly and truthfully with others. This includes doing your own work.
- Refraining from displays of affection on school grounds.
- Willingly submitting to all school policies and regulations.

Students will be prepared to learn by...

- Arriving to class/school on time.
- Coming to class with the necessary supplies/materials.
- Completing homework/assignments on time.
- Being attentive during class time.
- Preparing adequately for tests and quizzes.
- Keeping all electronic devices in their lockers during the school day with the exception of teacher approved items.
- Doing their best on all assigned work.

Students will demonstrate Christ-like attitudes and actions by...

- Placing the needs and rights of others above their own.
- Submitting to authority willingly.
- Refraining from immoral and illegal behavior both inside and outside of school.
- Actively participating in chapel services and assemblies.
- Keeping their thoughts, words, and actions in alignment with God's Word.

School Specific Expectations in Addition to Those Listed Above

- Weapons either imitation or real are not to be brought to school.
- Illegal or controlled substances, such as tobacco, alcohol and drugs are prohibited on campus. Students are expected to avoid the use of these items outside of school as well.
- Leaving the school grounds or classroom without permission or involving deception.
- Defacing of, destruction of, or stealing school property or the property of others.
- Food is not to be eaten in classrooms except for special occasions as directed by teachers. Jr. High and high school students may eat bite-sized candy in class.
- Gum is not allowed in school at the elementary level. Middle School and High school students may chew gum in class. Teachers have the right to limit or prohibit gum chewing in their classroom at any or all times.
- Trading cards of any kind should be kept at home.
- Skateboards and rollerblades are not to be used on campus.
- All books must be well cared for. Hard covered books must be covered.

Behavior Expectations Elementary

A CCS Eagle is expected to SOAR:	Service	Organization	Attitude	Respect
Classroom	<ul style="list-style-type: none"> ➤ Raise your hand when you want to talk. ➤ Listen to others when they are speaking. ➤ Arrive on time. 	<ul style="list-style-type: none"> ➤ Be prepared for class. ➤ Bring your materials to class. 	<ul style="list-style-type: none"> ➤ Encourage others when they do well or when they need more practice. ➤ Be honest. 	<ul style="list-style-type: none"> ➤ Persevere-Keep trying. ➤ Be accountable for your actions. ➤ Forgive others. ➤ Cooperate.
Hallways	<ul style="list-style-type: none"> ➤ Keep your eyes on the leader. ➤ Clean up trash from the floors or locker areas. 	<ul style="list-style-type: none"> ➤ Walk in a straight line 	<ul style="list-style-type: none"> ➤ Smile 	<ul style="list-style-type: none"> ➤ Quiet voices ➤ Keep hands and feet to yourself. ➤ Walk ➤ Keep feet on the floor when walking.
Lunchroom	<ul style="list-style-type: none"> ➤ Clean up after yourself. ➤ Eat to energize your body and mind. ➤ Eat first talk later 	<ul style="list-style-type: none"> ➤ Wait your turn patiently. ➤ Only eat food from your tray or packed lunch. 	<ul style="list-style-type: none"> ➤ Welcome others to sit with you. ➤ Use appropriate manners. 	<ul style="list-style-type: none"> ➤ Pray a blessing before eating and be thankful. ➤ Enjoy your own food. ➤ Use quiet voices. ➤ Ask for help if you need it.
Bathroom	<ul style="list-style-type: none"> ➤ Clean up trash from floors or counter. 	<ul style="list-style-type: none"> ➤ Wait your turn and return to class right away. 	<ul style="list-style-type: none"> ➤ Report lack of towels or toilet paper to the office. 	<ul style="list-style-type: none"> ➤ Respect other's privacy. ➤ Appropriate use of the toilet paper, soap and paper towels. ➤ Walk ➤ Keep hands and feet to yourself. ➤ Wash hands.
Playground	<ul style="list-style-type: none"> ➤ Encourage others to play with you. ➤ Help others if they are hurt. ➤ Be a good sport. ➤ Use appropriate manners. 	<ul style="list-style-type: none"> ➤ Line up quickly and quietly when you hear the whistle. ➤ Wait your turn. ➤ Only go down the slide. 	<ul style="list-style-type: none"> ➤ Use kind words. ➤ Keep hands and feet to yourself. ➤ Use equipment safely. 	<ul style="list-style-type: none"> ➤ Respect the playground equipment. ➤ Be nice. ➤ Listen to the playground supervisor.
Bus	<ul style="list-style-type: none"> ➤ Clean up after yourself. Pick up trash upon exiting. 	<ul style="list-style-type: none"> ➤ Remain seated at all times, facing forward. 	<ul style="list-style-type: none"> ➤ Keep voices at appropriate levels. 	<ul style="list-style-type: none"> ➤ Listen to the bus driver and other teachers.

Behavior Expectations Middle School & High School

A CCS Eagle is expected to SOAR:	Service	Organization	Attitude	Respect
Classroom	Be ready to learn. Encourage other students.	Be prepared for class. Write due dates in planner.	Listen to others. Be forgiving and humble.	Arrive on time. Be honest and accountable for your actions.
Hallways	Clean up trash from the floors or locker areas.	Keep your locker and upper boxes clean and organized. Use the restroom between classes.	Keep cell phones in lockers on silent.	Walk with purpose, but be patient with others.
Lunch	Clean up after yourself.	Wait your turn patiently. Only eat food from your tray or packed lunch.	Welcome others to sit with you. Use appropriate manners.	Pray a blessing before eating and be thankful.
Bathroom	Clean up trash from floors or counters.	Wait your turn. Return to class right away.	Report lack of towels or toilet paper to the office.	Keep cell phones out of bathroom during school day.
Assembly/ Chapel	Arrive and exit politely. Wait to be dismissed.	Sit in assigned area with your class.	Actively participate. Keep comments positive.	Use applause appropriately. Respect the personal space of others. Listen/Watch attentively.
Lunch Break	Remain in specific grade areas.	Use equipment safely. Put equipment back correctly.	Include others. Cooperate.	Listen to the supervisor and respect others' wishes.
Bus	Clean up after yourself. Pick up trash upon exiting.	Remain seated at all times, facing forward.	Keep voices at appropriate levels.	Listen to the bus driver and other teachers.

Consequences for Misbehavior

As a school we will strive to hold students accountable for their individual actions and use natural consequences whenever possible. Teachers are given the authority and responsibility to handle discipline within their own classrooms. The following is a progression of disciplinary steps that may be instituted. The faculty and administration reserves the right to bypass steps in this progression when deemed necessary for the sake of the student, student body and/or the ministry of the school.

1. Most discipline will be initially handled by the classroom teacher according to the discipline plan created by them. Possible consequences may include losing privileges, making restitution, staying after school, having extra work assigned, re-doing an assignment, losing credit for work, cleaning an area of the school/classroom, or something else related to the offense. All teachers should complete a Discipline Log on Sycamore.
2. If the student is not responding to the correction of the teacher the parents will be notified by the classroom teacher. The teacher and parent will work together to assist the student in correcting the behavior. The administration may also be involved at this point depending on the seriousness of the behavior. Possible consequences may include, after school detention, in-school suspension, loss of privileges, etc.
3. If the behavior is severe, or the student continues to fail to submit to the authority of the teacher the administration will become directly involved. A meeting involving the student, parent, teacher(s) and administrator will be called. A behavioral plan will be constructed and the student will be held accountable for following the plan. In essence the student will be placed on "probation" and the terms of that probation will be outlined in the plan.
4. If a student violates the terms of the behavioral plan, or in extreme cases of misconduct involving immoral or illegal behavior, the school may resort to out of school suspension or make a recommendation for expulsion.

Class/School Trips

Because these trips are seen as a privilege and not a right, any student that has received disciplinary action is in jeopardy of forfeiting the trip and any money paid towards it. The administration reserves the right to prohibit a student from participating in a trip or activity for disciplinary reasons or for reasons regarding student safety.

Cell Phone Policy

Cell phones must be set on silence and kept in the student's locker during school hours. Cell phones may only be used before and after school hours. They are not to be used between classes, during lunch, or at any other time during the day. Any misuse of the cell phone will result in it being taken and turned into the office.

1st Offense - Student will be written up. Student may pick up the phone from the office at the end of the day.

2nd Offense - Student will be written up. Phone will be held until a parent picks it up from the office.

3rd Offense - Student will be written up. Phone will be held until a parent picks it up from the office. If the parent desires the student to have their phone at school after the 3rd offense the student must turn the phone into the office at the start of the school day and pick it up at the end of the school day.

After School Detention

Students and parents will be notified of the reason and the date(s) of the detention by the school office. Students may be assigned after school detention by teachers or other school personnel for violating school or classroom policies. After school detention is automatically assigned to students that accumulate 30 or more discipline points per quarter. Typically, after school detentions will be served on Wednesdays from 3:10 – 4:00 PM. Students and parents will be notified of the date, time and location of the detention. Students are to report to the assigned location on time. Late arrival or missing a detention will result in additional time being served. Students are expected to use this time to work on homework or study. The staff person that issued the detention may also assign a specific assignment that they would like the student to complete while serving detention. If the student does not have any work to do, they will be given an assignment that will need to be completed.

In-School Suspension

Students and parents will be notified of the reason and the date(s) of the suspension by the school office. Students may be assigned in-school suspension only by the administration. Teachers may make a recommendation for in-school suspension to the principal for serious or repetitive violations of school or classroom policies. Students assigned to in-school suspension are expected to report directly to the principal's office when they arrive at school. The student is expected to complete all assignments and not leave their assigned area without the permission of school personnel. Additional assignments may be given at the discretion of the teachers and staff. Any assignments that are completed while serving in-school suspension will be given full credit. This includes tests and quizzes. Students serving in-school suspension are not permitted to participate in or attend any practices, games, performances or events on the day of the suspension.

Out of School Suspension

Students and parents will be notified of the reason and the date(s) of the suspension by the school office. Students may be assigned out of school suspension only by the administration. Students serving out of school suspension are not permitted on campus for any reason during the suspension period and are not allowed to participate or attend any school functions during the suspension period. This includes all after school activities such as practices, games, events, or programs on or off campus. Students are expected to complete all school work that is assigned during the suspension period along with any additional assignments that were given. All work is to be completed by the end of the suspension period. Students will receive full credit for any work assigned during the suspension period. Tests and quizzes will be completed the first day of attended classes following the suspension period. Students will receive full credit for tests and quizzes missed and for any long-term assignments. The administration reserves the right to modify this policy depending upon the circumstances.

Expulsion

The administration may expel a student when it deems it necessary to safeguard the mission and purpose of the school. If a student is recommended for expulsion an expulsion hearing will be set to review the facts and circumstances of the case. The parents and student will be notified of the expulsion hearing and are invited to attend this hearing. The administrative team will share the facts of the case and the parents and student will have an opportunity to respond. If, after this meeting the administration believes it is in the best interest of the school for the student to be expelled, it will make that decision. The following is a list of reasons why a student may be expelled. This is not an exhaustive list.

- Repeated refusal to comply with or neglect of school rules and regulations.
- Repeated disrespect of school staff.
- Threats of harm to school property, staff, students or others.
- Conduct which endangers the property, health, or safety of students, school employees, or school board members. This includes things done on and off school grounds.
- Harassment of any kind.
- Attitudes reflecting a "flaunting of sin". Students may be asked to leave if they continue to flaunt and/or glamorize sin or choices which would reflect a non-Christian life style. This type of wrong attitude and conduct may include possible "bragging" about sinful conduct whether it be true or not.

Expelled students are not permitted to be in the school building, on school grounds, or at any school sponsored functions. A student under the order of expulsion, whose presence is required on school grounds or in the school building, shall obtain prior written permission from the administration.

Expulsion Appeals Process

Parents of an expelled student may request a hearing to appeal the decision. This appeal must be submitted in writing by either email or by letter to the head administrator within seven business days of being notified of the expulsion. The head administrator will create a committee consisting of the principal, at least one teacher that has the student in class, at least one board member, and himself/herself. This

committee will meet with the parent and student within three business days of receiving the request for a hearing. The family will be asked to state the conditions of the appeal and present any information necessary to make their case. After presenting all of their information, the family will be asked to leave and the committee will discuss the case. In order to overturn the suspension or expulsion the committee must agree by majority decision. The head administrator will inform the family of the committee's decision by mail within three business days of the hearing.

Redemptive Discipline

Because we are all capable of sinning and making mistakes and are called to pick each other up when we fall, it may be appropriate in some cases to refer a student and family for what we call Redemptive Discipline. This approach may be considered if a student and his/her family exhibit a heart of humility and repentance and it is determined that continued enrollment in the school is in the best interest of the student and CCS.

A student may be referred to this process for involvement in activities that are severe in nature involving illegal or immoral activities including but not limited to: pregnancy, sexual activity, abortion, pornography, harassment, theft, assault, or the possession, use, distribution or manufacturing of drugs or alcohol.

The Redemptive Discipline Team shall consist of the Head Administrator, Principal, and the parent(s). This team will determine by unanimous vote that the student is eligible for Redemptive Discipline.

If a redemptive approach to discipline is determined to be appropriate, it will require the student and family to agree to a comprehensive plan that may include any combination of the following items. Other items may be added to this list depending upon the situation. Any costs incurred by the family or the school will be the responsibility of the family and not CCS.

- A signed agreement with CCS outlining the specific elements of cooperation by the student and parents. This agreement can be cancelled at any time if the elements of the agreement are not fulfilled.
- Parents may be asked to provide legal disclosures as needed and requested by the school.
- The student and parent may be required to meet with pastoral counsel.
- The student may be required to meet with a school staff member on a regular basis for the purpose of personal and spiritual accountability.
- The student and/or parents may be asked to meet with professional psychological counsel, which may include a release for direct contact between the school and provider.
- The student may be asked to undergo medical or psychological testing requested by the school, with results provided directly to the school.
- The student may be asked to undergo drug testing, including random testing with results sent directly to the school.
- The student may be required to be home-schooled for a specified period of time with lessons being provided by school staff. If a home tutor is needed the parent will incur this expense.
- The student may be asked to relinquish all positions of leadership within the school.
- The student may not be permitted to participate in any extra-curricular activities.
- The student and family must understand that reenrollment is not guaranteed and will be considered on a case-by-case basis.

- The parents must be agreeable that the school may seek the opinion of outside professionals such as pastors, physicians, counselors, attorneys, etc., regarding continued attendance at CCS.
- The student and parents must understand that graduation status and participation in commencement exercises will be considered on a case-by-case basis.
- Parents must be willing to pay any expense for items required or requested by the school such as, personal tutoring, medical exams, drug testing, counseling, etc.

Cheating Policy (Middle School and High School)

We value academic integrity very highly and do not permit any form of dishonesty or deception that unfairly, improperly or illegally enhances the grade on an individual or group assignment or a final grade. There must be clear, objective, evidence of cheating for this policy to be enforced. Examples are cheat sheets, answers on hand or phone, copied tests, copying from another student's assignment, quiz, or test, giving away answers, passing notes or answers during quizzes or tests, copying homework or class assignments, and plagiarism (to take ideas, writing, answers, etc. from another and pass them off as one's own.) If a student has any doubt as to whether a particular act constitutes cheating, they should ask their teacher before they do it.

Consequences

Teachers at the elementary level will deal with cheating within their own classrooms. Elementary teachers must notify the parents and the principal of any instances of cheating within their classrooms and the consequences that were given.

The following consequences will be given to students in the middle school and high school. Students will be given a clean slate at the beginning of each school year.

1st offense

- Zero on assignment, test, or quiz.
- Parents notified.
- Depending on the circumstances involved the student could lose any leadership positions within the school, including those involving extracurricular activities.

2nd offense

- Zero on assignment, test, or quiz.
- Parents notified.
- Quarter grade dropped 10% in the class the offense occurred in.
- Loss of any leadership positions within the school, including extracurricular activities.

(The student will be ineligible to serve, be elected to, or appointed to any leadership position for a minimum of one semester.)

3rd offense

- Zero on assignment, test, or quiz.
- Quarter grade dropped 20% in the class the offense occurred in.
- Loss of eligibility for any academic honors or recognition for the current school year.)
- Notice placed in permanent records.
- Loss of any leadership positions within the school, including extracurricular activities. (The student will be ineligible to serve, be elected to, or appointed to any leadership position for a minimum of one calendar year.)

Dress Code Policy (Students)

The purpose of the dress code is to provide students with clear guidelines to follow while allowing for ample freedom and individual choice within those boundaries. Modesty, decency, good taste, safety and suitability for a Christ-centered academic environment were all taken into account when establishing the dress code.

We stress that it is the parent's responsibility to see that students are in compliance with the dress code before leaving for school. The administration, teachers, and staff members have the authority to deem clothing non-compliant to the dress code.

Scriptural Principles governing the CCS dress code include:

- Modesty – 1 Timothy 2:9; Titus 2:4-6
- Not following worldly "fads" – Romans 12:2; James 4:4
- Glorifying Christ in all areas – Colossians 3:1-2; 1 Peter 1:15-16
- Beauty comes from within – 1 Peter 3:3

Dress Code Expectations

- All clothing must be clean, neat and in good repair.
 - Holes in pants/shorts revealing skin are not permitted. (Elementary - Holes in knees are permissible.)
 - "Tattered" holes are permissible as long as skin is not visible through the tattered material.
- The following types of pants are not permitted:
 - flannel pants, pajama pants, fleece/fabric sweat pants or other overly casual pants.
- Shorts must have a 6 inch inseam or longer.
- Yoga pants, leggings and other stretch type fabric may be worn but must have a shirt/sweater or other item of clothing that covers the buttocks.
- Skirts and dresses are to be within 3 inches of the top of the knee when standing up straight. Dresses must have straps. (Elementary – Shorts or spandex must be worn under skirts and dresses due to PE and recess.)
- Transparent clothing is permitted as long as dress code compliant clothing is worn underneath. Transparent is defined as anything that allows what is underneath to be seen.
- The following types of tops are not permitted:
 - Tops with low-cut necklines
 - Tops that reveal abdomen or lower back.
 - Tank tops-unless worn under transparent clothing
 - Sleeveless t-shirts
- Undergarments must be worn but not seen.
- Messages/images on clothing that promote ungodliness, controlled substances, alcohol, tobacco or other negative ideals are not permitted.
- Hats (including bandanas) and heavy winter coats must be left in student lockers or coat racks during the school day. Hooded sweatshirts are permitted, but hoods cannot be worn in class. Jackets are permitted.
- Shoes are mandatory. Flip-flops and athletic sandals are permitted.
- No extreme hair styles or colors.
- No piercings other than ears and a small stud nose ring may be worn/seen during school or while attending school related functions.

- Boys are to be cleanly shaven or facial hair must be well-groomed.
- All PE students must wear tennis shoes. Additionally, students may be required to have specific uniforms as determined by the PE teacher.

Dress Code Violations

Teachers must treat the student with dignity and respect and should communicate this in private, not in front of other students. Middle school and high school students not in compliance with the dress code will receive a disciplinary notice and be sent to the office to change. Elementary students not in compliance will be informed by the classroom teacher and parents will be contacted to bring a change of clothing. Students will be required to change into something that meets the standards of the dress code prior to returning to class.

Athletic Practices and Games

- Each sport will issue a school approved uniform for games/meets or will communicate clear expectations for game approved attire.
- Each coach will communicate acceptable clothing for practice, but they must be approved by the athletic director.

Dress Code at School Sponsored Events

Students are expected to wear clothing that is modest and in good taste at all school sponsored events including games, fundraising activities, trips, retreats, and any other gathering that is endorsed or sponsored by the school.

- There is no specific code of dress for spectators at a game. Students are entrusted to dress modestly and in good taste at all home and away contests. Spirit wear is encouraged and temporary face and hair paint is allowed.
- The dress code may be modified depending upon the activity such as the retreat, fieldtrips, etc. All such modifications will be approved by the administration and communicated to students and parents prior to the event.

Student Driving Policy (High School)

Licensed drivers are permitted to drive to school and park in the designated student lot on the far west side of the parking area. Students are not permitted to transport other students (other than siblings) in their vehicle during the school day nor to or from school sponsored activities. CCS exercises no control and accepts no responsibility for transportation that occurs outside of school hours and activities.

Off Campus Lunch (High School)

Seniors may go off campus for lunch any day of the week. Juniors may go off campus for lunch only on Fridays. Students must sign out and back in through the office. Failure to sign out/in or arriving back to school late for class will result in the loss of this privilege for two weeks. Students can also lose this privilege as a consequence of poor behavior, attitude and/or grades for a period of time deemed appropriate by CCS staff.

IV. Academic Information

Grading Policies

Grading Principles

These basic grading principles are to be followed:

1. Pupils shall be graded in actual achievement in relation to the criteria established by the school. Grading curves are not permitted.
2. The teacher is responsible for keeping an official record of grades, attendance, punctuality, conduct, and effort.
3. The teacher shall communicate to pupils and parents the methods utilized in evaluating the student's progress and achievement.
4. The parent and student shall be notified of the student's progress on a regular basis. Our policies require teachers to initiate contact with parents when a student falls below a C- at any time during the school year.
5. Extra credit is allowed in each class only to the extent that it raises a student's grade by one half of a letter grade. Please keep this in mind when looking at your class as a whole when providing different opportunities for students to raise their grade.

Grade Configuration (MS/HS Core Subjects Only)

All teachers must ensure that their grade configuration meets the following criteria:
 Note: You must ensure that any one item accounts for no more than 15% of the overall grade.

Four Category Option

- Daily Work 30% - 50%
- Tests/Quizzes 40% - 50%
- Other Up to 20%
- Participation Up to 10%

Three Category Option

- Daily Work 30% - 50%
- Tests/Quizzes 30% - 50%
- Participation Up to 20%

Homework

Homework is an important part of CCS and is assigned to reinforce instruction that has taken place in the classroom and to help students develop proper study habits. The following guidelines have been developed in order to communicate basic principles regarding homework. Please keep in mind that every student works at a different pace and that these are guiding principles, not concrete policies. CCS will not assign homework on Wednesday nights or schedule tests on Thursdays.

- Students in grades K – 2 should have no more than 20 minutes of homework each night.
- Students in grades 3 – 5 should have no more than 45 minutes of homework each night.
- 6th - 12th grade students should have no more than 90 minutes of homework each night.
- Teachers should only assign homework that is relevant and reinforces prior learning, not "busy" work.
- Long-term, large assignments should include specific grading criteria and deadlines.

Grading (MS/HS)

The semester grade will be calculated based upon the two quarter grades. Courses that are two semesters long will have a final grade that is an average of the two semester grades.

Grades K-3 and Specials:

Achievement- Applies to subject areas

E	=	Excellent/Mastery of Material
S	=	Satisfactory/Sufficient Progress
N	=	Needs Improvement
U	=	Unsatisfactory

Effort- Applies to personal and social growth and work and study habits

G.	=	Strongly Evident/Excellent
H.	=	Some Evidence/Good
I.	=	Little Evidence/Needs Development

Grades 4-12:

Letter Grade	Percentage	Grade Point Value	PSEO/Dual Credit Grade Point Value HS Only	AP Credit Grade Point Value HS Only
A	94-100	4.00	4.25	4.5
A-	90-93	3.67	3.92	4.17
B+	87-89	3.33	3.58	3.83
B	84-86	3.00	3.25	3.5
B-	80-83	2.67	2.92	3.17
C+	77-79	2.33	2.58	2.83
C	74-76	2.00	2.25	2.5
C-	70-73	1.67	1.92	2.17
D+	67-69	1.33	1.33	1.33
D	64-66	1.00	1.0	1.0
D-	60-63	0.67	.67	.67
F	<60	0.00	0	0

Incomplete Grades

All incomplete grades must be made up within two weeks of the close of the grading period. If the incomplete is not made up, the student's grade will be calculated and recorded with zeros assigned to the missing work. Incompletes are only to be used for students not having work completed, never because a teacher does not have their grades done.

Late Work Policy (MS/HS only)

Any assignment that is not turned in at the time designated by the teacher is considered late. Late work that is completed and turned in either in person or electronically by the start of class the next day the class meets will be reduced by 10%. All other late work must be turned in by the start of class on the Monday following the original due date. If

the class does not meet on Monday for any reason, the assignment is due by the start of class on the next day the class meets. Late work submitted in this fashion will be reduced by 35% and receive a maximum score of 65%. Late work not submitted by the Monday deadline will receive zero credit.

Progress Reports (Grades 6-12)

The administration feels that progress reporting is a continuous process. So as to ensure continuous communication with parents, the following guidelines are to be followed:

1. Reporting to parents, other than at the time of conferences or report cards, shall take place either by telephone, email, face-to-face, or written communication.
 - ◆ Parents must be notified if a student falls below a C- at any time during the school year. If the below average performance continues, repeated attempts must be made to communicate the situation to parents and attempts must be sought to resolve the problem.
 - ◆ A documented report of parent contact must be maintained by the teacher utilizing Sycamore.
 - ◆ Teachers are encouraged to make positive reports to parents when student performance is outstanding or when student performance increases noticeably from the previous grading period.

Grade Books

Teachers are required to utilize the on-line grading system provided by the school. Grades are to be updated and posted on a weekly basis. Homework assignments and other daily type work is expected to be graded and returned to students within two school days. Tests and longer assignments are expected to be graded and returned to students within one week of the due date.

Teacher Expectations

- Grades are to be posted a minimum of once each week.
- Daily work is to be graded and posted within two days of the due date.
- Projects, tests and quizzes must be graded and posted within one week of the due date.
- Weekly assignments are to be posted by the first day of classes each week.

Long Term Projects

Long-term projects can become a burden on students when they are not monitored by the teacher as the projects are completed. This is primarily due to the natural tendency of procrastination. In order to avoid these circumstances, teachers are required to break long-term projects into small parts that are monitored and assessed from the start to finish of a project.

Achievement Testing

The NWEA standardized test will be administered annually in grades 1-8.

11th grade students will be provided an opportunity to take the ACT exam at CCS free of charge one time. Students may take it multiple times at various testing sites at their own expense.

Academic /Retention/Repeating a Course

3K – K:

Teachers will continually monitor the academic, social, and physical development of each child. Parents will be notified as early as possible if concerns arise or are noted that may lead to retention. A final decision will be made by a team consisting of the parents, teacher and administration.

Grades 1-5:

Students that fail one or more core subjects in a given year may be recommended for retention. Such a recommendation is only made after careful evaluation of the child's performance, ability, social, and physical development, along with his/her age – grade placements. The principal will hold a conference with parents to inform them of such a recommendation. Teachers may be requested to attend this meeting.

Grades 6-8:

Students that fail one or two core classes in a given year may be required to receive tutoring over the summer to improve their knowledge in those subjects before registering for classes in the fall.

Students that fail more than two core classes in a given year may be recommended to repeat that grade level. Such a recommendation is only made after careful evaluation of the child's performance, ability, social, and physical development, along with his/her age – grade placements. The principal will hold a conference with parents to inform them of such a recommendation. Teachers may be requested to attend this meeting.

Grades 9-12:

Semester courses that are failed must be repeated in their entirety. Year-long courses that are failed in both semesters must be repeated in their entirety. If a student fails one semester and passes the other, only the failed semester must be repeated.

If a student falls behind pace for graduation by more than one course, they will not be permitted to re-enroll until a meeting with administration has taken place.

Students that fail (grade of F) any required course will be required to repeat the course, thereby substituting the new grade in place of the old grade in the calculation of the student's GPA. The student's transcript will reflect an FX for the F of the failed course when it was initially failed after it has been repeated. The repeated course will have a new grade that will be used in the calculation of the student's GPA. FX designations are not included in the calculation of student GPA's, but are used for tracking purposes of course activity.

Students that fail (grade of F) any non-required course will not be required to repeat the course, but will be encouraged to do so. A failed course not repeated is included in the calculation of a student's GPA.

Students that do not fail a course but wish to repeat the course to obtain a better grade are permitted to do so. Once the course has been repeated, an average of the two course grades will be calculated and will replace the old grade in the calculation of the student's GPA. The student's transcript will reflect an RX for the grade of the course when it was initially taken. The repeated course will have a new grade

(average) that will be used in the calculation of the student's GPA. RX designations are not included in the calculation of student GPA's, but are used for tracking purposes of course activity.

Certain considerations will be made when students seek and obtain remediation outside of the school or during the summer months. All considerations must be pre-arranged with the school office and verified with the necessary documentation before they are permitted and changes to permanent transcripts are made. Transfer of any work done outside of the school will be subject to the standards set forth by CCS.

Special Services Program

Our philosophy: We believe, as Christians, we have an educational obligation to all students who enroll at Community Christian School. The following guidelines will be used to provide appropriate accommodations for students who struggle with academic success as well as for the students who need to be challenged academically.

- When a student is having difficulty academically or behaviorally, or needing to be challenged more academically, the teacher will communicate with the special needs teacher and the parents. An intervention plan will be created and implanted for a minimum of two weeks. The teacher will document the concerns and the result of the intervention plan.
- In the event that these interventions do not resolve the cause for concern, the teacher will then submit a referral for services to the Special Needs teacher along with the documentation of the intervention plan and student work samples if applicable. Referral for Special Needs services may only be requested by a classroom teacher, never by a parent acting independently. Parents with concerns should discuss them with the classroom teacher first.
- The Special Needs teacher will complete one or more observations of the student and gather other relevant data, including standardized test scores.
- If it is deemed beneficial to have testing done by an outside agency parents will be given the following options:
 - The public school system will complete testing to determine if the student qualifies for Special Education. If the student qualifies, they will develop an IEP and provide services at the public school site free of charge. The needs of the child and the level of services needed will determine if CCS can meet the requirements of the IEP.
 - Woodland Centers will conduct testing and provide services at their facility. Parents will be billed directly by Woodland Centers. If the student qualifies for special education services an IEP will be written and parents will need to decide where services will be delivered. It may not be possible to meet the student's needs at CCS.
- If testing is not recommended, a meeting will be arranged to determine the level of student's needs and to develop a detailed plan to meet the individual needs of the student. This meeting will usually include the classroom or subject area teacher or teachers, the parents, the Special Needs teacher, and an administrator. Occasionally, the student may be included in this meeting as well. The parents and

teachers affected by the plan will need to sign their consent to the plan before it will be implemented.

- A schedule will be established for services to be given, subject to the classroom schedule and Special Needs availability.
- The classroom teacher, Special Needs teacher, and principal will maintain regular communication to monitor the student's progress toward the agreed upon goals.

Course Drop/Add Procedures (Middle School/High School)

Students are allowed to drop and/or add courses during the first two weeks of the semester only. The student must complete a Drop/Add form and have it signed by the teacher(s) involved, the parent and the principal. Courses dropped during the first two weeks of a semester will not be recorded on transcripts. Only in rare cases will a student be allowed to drop or add a course after the first two weeks of the semester. Any such request should be made directly to the principal.

Auditing a Course (Middle School/High School)

In the event that a student chooses to audit a course, no credit will be given for the course but it will be noted on the student's transcript that the course was audited. Circumstances in which this option may be permissible would be that a student chooses to revisit a particular subject matter after having taken the course in the past or in another format.

Honor Roll (Middle School/High School)

The purpose of the honor roll is to encourage and reward academic excellence. The honor roll is published at the end of each quarter. Students must have a GPA of 3.5 to earn High Honors ("A" Honor Roll). A GPA of 3.0 is required to earn Honors ("B" Honor Roll).

Arts/Athletics/Academics - Triple A Award (Middle School/High School)

The AAA Awards are presented three times each year. Students qualify for this award by enrolling in at least one fine arts course, participate in at least one CCS sponsored sport and earn at least a 3.5 GPA.

Instrumental/Vocal Music Awards- (High School)

Awards will be presented to students based on the following criteria. Students must complete 4 areas of participation including being enrolled in Band/Choir for the year, participating in all concerts, perform a solo or small ensemble, and be involved in Church or other organization musically. Students that take additional private lessons or compete in music contests also qualify for this award. A bronze medal is earned for three additional outside performances, a silver medal is earned for more than three and a gold medal is awarded to the top three High School students that have gone above and beyond all listed criteria. Middle School students are eligible to earn bronze or silver medals.

Athletic Awards-(Middle School/High School)

Junior Varsity and Varsity Letters are given to students that participate in a CCS Sport. It is determined by which team they play on and the amount of time on that team.

Coaches may also give players character awards based on their attitudes, hard work and leadership displayed. See athletic handbook or contact AD for more details.

Drama(Middle School/Handbook)

Drama awards are given to students based on the Minnesota State High School League standards. Point values are assigned based on the level of participation in the full production, one act play or musical, attitude, and assist in set building/take down, costumes, and props.

Valedictorian/Salutatorian

The senior class Valedictorian will be the student with the highest overall GPA. In the case of a tie there can be two or more Valedictorians. The Salutatorian will be the student with the 2nd highest GPA. In the case of a tie there can be two or more Salutatorians. GPA's are rounded to the nearest hundredth. The administration has the final authority on these awards.

Academic Letters (High School)

High school students qualify for an academic letter by earning a GPA of 3.5 or higher for the first three quarters of the school year. After a student receives their first Academic Letter, they can earn a Varsity Bar for additional year that they meet the requirements.

National Honors Society (High School)

Community Christian School has an active chapter in the National Honors Society. Students are selected by a faculty council for inclusion in the National Honors Society based upon a combination of attributes that must include high academic achievement, demonstrated leadership, involvement in community service and strong character. In order to attempt to make inclusion in the National Honors Society less objective CCS has established the following process for selecting individuals for this honor.

- Students will be awarded points in each of the four areas based on the following criteria. Each teacher on the faculty council will submit their scoring sheet independently. The average score of the council must be a minimum of 12 in order to be inducted. The student must also have a minimum average score in each individual area of 2.0. This is to ensure that the inductees are well rounded and demonstrate strength in each of the areas.
- Academically the student must have a cumulative high school GPA of at least 3.5. Juniors and seniors that meet this minimum academic requirement will be given the opportunity to complete a Candidacy Form to list their accomplishments in each required area. This form must be returned on time in order to be considered for induction.
 - A GPA of 4.0 = 5 points
 - A GPA of 3.75 – 3.9 = 4 points
 - A GPA of 3.5 – 3.74 = 3 points
- Leadership
 - Each position of leadership in school or the community = 1 point
 - Clear examples of upholding the school's values and mission = 1 point
 - Demonstrated ability to inspire others to positive behavior = 1 point
 - Can be counted on to fulfill their commitments = 1 point
 - Is recognized as a positive leader by their peers and teachers = 1 point
- Service
 - Participation in a mission trip = 1 point for each trip

- Goes out of their way to meet the needs of others = 1 point
- Willingly and with a joyful spirit renders requested service = 1 point
- Serves in the community beyond the required service hours = 1 point
- Character
 - Consistently demonstrates self-control = 1 point
 - Consistently demonstrates perseverance = 1 point
 - Consistently demonstrates integrity = 1 point
 - Consistently demonstrates respect for authority and peers = 1 point
 - Consistently shows themselves to be responsible in their duties = 1 point
 - Subtract one point for every discipline point in excess of 5 each year.

Graduation Requirements

<u>Course</u>	<u>Standard Diploma</u>	<u>Honors Diploma</u>
Bible	4 credits	4 credits
English	4 credits	4 credits
Social Studies	3.5 credits	3.5 credits
Mathematics	3 credits	4 credits
Science	3 credits	3 credits
Physical Education	1 credit	1 credit
Foreign Language	1 credit	2 credits
Health	.5 credit	.5 credit
Financial Peace	.5 credit	.5 credit
Electives	<u>5.5 credits</u>	<u>5.5 credits</u>
Total	26 credits	28 credits

If a senior lacks the necessary credits to graduate with a Standard Diploma, that student may participate in the graduation ceremony, provided they are not lacking more than 2 credits. The student will not receive a diploma at the graduation ceremony, but rather will be informed of the deficiencies and will be given one year from the date of graduation to complete the required coursework.

Special circumstances may allow a student to receive a Basic Diploma and still participate in the graduation ceremony. A Basic Diploma must meet the state of Minnesota graduation requirements. All special circumstances must be approved by the administration.

Graduates will receive honor cords based on the following GPA distribution:

Valedictorian/Salutatorian	Medal
Silver/Green Cords	3.75 or higher GPA
Silver Cords	3.5 – 3.74 GPA
Yellow Cords	3.0 – 3.49 GPA

Honors Diploma – In order to receive an honors diploma the student must have a cumulative GPA of 3.0 or higher and complete two years of the same foreign language and at least 4 math credits of Algebra I and higher.

Service Hours – Students must complete 10 hours of approved service each year they are enrolled in grades 9-12. Diplomas will be held until all hours are completed.

Physical Education

A student may earn .5 credit for participating in a varsity level sport to be counted towards the PE requirement. This credit may not be used to fulfill elective credits.

PSEO

Post Secondary Enrollment Options (PSEO) allows Minnesota high school juniors and seniors to enroll in participating Minnesota colleges with college tuition, fees, and books all paid for by the Minnesota Department of Education. Students successfully completing PSEO courses earn credit toward high school graduation and also college credit. PSEO credits are accepted at most colleges and universities, public and private. Students should verify that PSEO credits are accepted at the college they are attending after high school graduation.

CCS Guidelines for PSEO Enrollment

- CCS student must meet the enrollment requirements of the post-secondary institution. Each post-secondary institution sets its own participation requirements.
- Only Juniors and Seniors may enroll in PSEO.
- Students interested in taking a class in place of a core class must have administrator approval to do so. CCS reserves the right to not accept certain courses towards the necessary credits for graduation.
- Grades become a part of the student's permanent transcript and will be used to determine GPA and honor roll.
- Students must give CCS PSEO enrollment information at least two weeks prior to the start of the semester in which they desire to enroll.
- All credits earned through PSEO are considered dual credits - they will appear on both the college transcript and the high school transcript.
- The student must meet with the administration prior to enrolling in a PSEO program. This is to give guidance, to ensure the required courses for graduation are completed, and to discuss schedules.
- Students are permitted to take on-line and on campus PSEO courses from private and state colleges and universities.
- Due to scheduling differences between CCS and college schedules, PSEO classes in progress will not be calculated in honor roll designation until class is complete. An incomplete PSEO class disqualifies a student from the honor roll.
- PSEO Information is available from the office.

PSEO Grading

Grades will generally be sent directly to Community Christian School from the college/university after completion of the course. However, students are ultimately responsible for making sure the administration receives the grades. All grades will be recorded on the official high school transcript and will be marked as a PSEO course.

PSEO Textbooks

The Minnesota Department of Education will pay college tuition for all students accepted into a PSEO program; however, textbooks remain the property of the college. Students are asked to follow the instructions given by the college for acquiring and returning textbooks.

Junior and Senior Year Enrollment Options

1. Full-time CCS student enrolled in CCS courses with CCS teachers. (Full Tuition)
2. Full-time CCS student taking at least 4 courses taught by CCS teachers and supplementing this with Online PSEO courses that are worked on during the school day at CCS. (Full Tuition)
3. Part-time CCS student taking fewer than 5 courses taught by CCS teachers and supplementing this with any other type of coursework to meet CCS graduation requirements. (Tuition is charged on a per course basis)
4. If a student desires to enroll in a full-time PSEO option but still earn a diploma from CCS they must receive approval from the administration prior to enrolling in such programs. Students must meet CCS graduation requirements including Bible. Families will be charged a graduation fee.

Curriculum Resources

CCS is committed to utilizing the best curriculum resources available. Because of this, parents and students will find that we use a variety of different textbook publishers. When choosing textbooks, the school takes into account the quality of the content, how it is presented, and how the content reflects the truth of the world from God's perspective. Often, Christian textbooks are selected based on the above criteria. Sometimes the best textbooks are produced by secular publishers. Whenever a secular textbook is chosen, careful consideration is given to any content that is contrary to Biblical truth. The administration welcomes any questions or concerns regarding our school's curriculum. Updated curriculum guides are available for parents to review.

V. ENROLLMENT AND BUSINESS PROCEDURES

Enrollment Criteria

The following is a list of our enrollment criteria and the method of measuring each qualification:

A. Academically, we require that our students have:

- a) Demonstrated appropriate grade-level ability through placement testing and/or previous school records.

B. Spiritually, we expect our students to:

- a) Have a relationship with God through Jesus Christ or at least be open to the idea.
- b) Relate to other students and staff in a manner consistent with Scriptures and school policies.

C. Attitudinally, we expect our students to:

- a) Desire to attend CCS.
- b) Demonstrate a cooperative spirit.
- c) Take their educational responsibilities seriously.

CCS will consider the enrollment of special needs students on an individual basis.

Enrollment will be determined by the principal and/or administrator based upon the ability of the school and parents to provide services necessary for the student to succeed.

With regard to qualifications and enrollment, this corporation shall have no restrictions concerning a student's race, national origin, or sex. Each student and each parent, or guardian of a student shall accept and conform to the guidelines of behavior and deportment established by the school. Each student and each parent, or guardian of a student shall recognize without reservation the school's right to uphold its "Statement of Faith".

"Sex" as used herein does not refer to sexual identity, gender identity, sexual orientation, transgender or gender stereotyping discrimination.

Lifestyle Statement

Community Christian School's biblical role is to work in conjunction with the home to mold students to be Christ-like. On occasion, the atmosphere or conduct within a particular home may be counter or in opposition to the biblical lifestyle the school teaches. This includes, but is not necessarily limited to, sexual immorality, sexual orientation, or inability to support the moral principles of the school. In such cases, the school reserves the right, within its sole discretion, to refuse admission of an applicant or to discontinue enrollment of a student. (Leviticus 20:13, Romans 1:21-27, I Corinthians 6:9)

Appeals Process

If a family is denied admission for any reason, the family may request a meeting with the Head Administrator, and at least one member of the Board of Directors. Upon hearing the basis of the appeal, a final decision will be made regarding enrollment. The decision to overturn the enrollment decision must be a simple majority vote. The family must request the appeal hearing within seven days of being notified of the denied admission. The Head Administrator will notify the family of the committee's decision within three days of the appeals hearing.

Tuition and Enrollment

Tuition Information - Current tuition and fee information may be obtained from the CCS business office or on CCS website.

Tuition and Fee Payment Policy - Payment of registration fees, athletic fees, tuition and any other fees are necessary for the school to function properly. Among other things, such fees help to pay our teachers' salaries and for the textbooks used in class. Prompt payment, in full, is an obligation, which parents have agreed to and which must be carried out (Proverbs 3:27-28; 1 Timothy 5:18).

Monthly tuition may be paid via FACTS Tuition as an automatic debit bank account, automatic debit credit card account or payment on an invoice from FACTS. If you prefer, you may pay the full tuition charge directly to CCS by June 30th of each year and receive a 3% discount.

Re-enrollment Parents wishing to re-enroll their children at CCS for the upcoming school year need to register by no later than July 1st and have a tuition plan set up. The

enrollment fee must be paid or be added to the tuition agreement prior to July 1st. If applying for a needs based scholarship, returning families need to complete the FACTS application no later than May 31st.

Service Hours/Auction

Parents are required to complete a minimum of 10 hours of service each, or 20 hours per family. Single parents are required to fulfill 10 hours.

All parents are required to work a four hour shift at the annual CCS auction.

Parents with students enrolled part-time will have their service hours prorated.

Parents serving as room parents or coaches are exempt from the service hour requirement due to the extra hours required in these areas.

Parents serving on the auction committee or on the CCS Board of Directors are also exempt from the service hour requirement along with their spouses if married.

Part-Time Student Policy

All families must follow the enrollment procedures for new students and be accepted into the CCS program. Community Christian School will admit students on a part-time basis under the following conditions:

Elementary

- Tuition will be charged based upon the hours the student is at the school each day up to a half day. It is preferable to have the same schedule each day, but exceptions can be made on an individual basis.
- If a student is at school for more than half days they will be considered full-time and must pay full tuition.
- Part-time students are not eligible to receive tuition discounts and may not participate in any programs, events, or special days without prior permission from the principal.

Middle School/High School

- Tuition will be charged on a per class basis for four or fewer class periods per day. This includes study halls and elective classes.
- Students taking more than four classes are considered full-time and will be charged full tuition rates.
- Part-time students are not eligible to receive tuition discounts and may not participate in any programs, events or special days unless they are directly related to a class they are enrolled in without permission from the administration.

Withdrawals

All student withdrawals must be arranged through the school office. School records will not be given directly to the parents; the student's new school must request, in writing, that such records be transferred.

A withdrawal fee of \$500.00 (does not include the registration fee) will be assessed for each child withdrawn between June 1st and the 1st day of school. This covers various costs incurred in preparation for the upcoming school year. School materials are the property of the school and will not be given to a withdrawing student.

After the 1st day of school, a full month's tuition will be assessed for a student withdrawn anytime during the school year.