



CALHOUN
CHRISTIAN SCHOOL

2023-2024
PARENT STUDENT
HANDBOOK

Dear Calhoun Christian School Family,

Welcome to Calhoun Christian School! It is truly our privilege and honor to welcome you as a part of our Christian school family. We will make every effort to assist you in gaining an excellent academic education and spiritual foundation for your children.

The faculty and staff of Calhoun Christian School love the Lord and will try to demonstrate His love to you throughout the school year. We value your prayers that in all we say and do His name will be exalted and His qualities exhibited. The faculty and staff see this as a call to ministry and as an opportunity to support and encourage Christian homes in their effort to raise their children for God's glory. We cannot replace you, the parents, to whom God gave the responsibility for these children. Therefore, we appreciate your trust, and commit our faithfulness to you.

As you read through this handbook, please understand that these guidelines are established kindly but justly. We believe that God made us to learn in an orderly environment, and the requirements in this handbook help to provide such order. There is not a rule, regulation or procedure written to cover every possible action which interferes with student learning. Therefore, conduct that deliberately interferes with the educational process or violates accepted and ordinary standards of conduct is also prohibited even though not specifically addressed in this handbook. The degree of severity of this misconduct, will determine whether the offense warrants detention, suspension, expulsion, or referral to a law enforcement agency. Please take the time to read through this handbook and understand it in its entirety.

Please keep this handbook handy for reference throughout the year. It is our hope that this handbook facilitates our partnership throughout the year and that it helps to define our school's relationship to God and the community we serve.

In addition, the Cougar Connection is sent home or available online each Friday. Reading it carefully will also keep you informed of what is going on at school including important dates, school events and announcements.

The staff of Calhoun Christian School stands ready to serve you. In exchange, we ask for your prayers, encouragement and support.

Please feel free to call the school office at 269.965.5560 whenever you have a question or concern.

Sincerely,

Mrs. Jeralyn Belote
Administrator

Mr. Don Hughes
Vice-Principal

Mr. Nate Lauer, President
CCS School Board

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MISSION STATEMENT

Calhoun Christian School provides academic excellence while upholding God's truth and challenging children to serve.

VISION STATEMENT

Calhoun Christian School will be the benchmark of excellence in Christ-centered education.

PURPOSE

"Challenging Children to Serve" not only serves as our school's motto, but as a basis for our entire school program. Calhoun Christian School seeks to prepare young people to live full, productive, servant lives, by offering a challenging, Christ-centered college preparatory education committed to pursuing excellence. Our goal is not only to provide a strong academic foundation but also a firm Christian perspective for life.

HISTORY OF CALHOUN CHRISTIAN SCHOOL

In the fall of 2002, a concerned group of parents who felt the need for a Christ-centered, independent Christian school gathered together to explore the idea of a new Christian school that would serve the entire Calhoun County area. As a result of much prayer in seeking God's help and direction, and many hours of hard work, Calhoun Christian School opened its school on September 3, 2003. At the end of the 2008-2009 school year, Crosscreek Christian School, previously located at St. Mark Lutheran Church, consolidated with Calhoun Christian School beginning with the 2009-2010 school year.

PHILOSOPHY OF EDUCATION

Calhoun Christian School has a God-centered philosophy based on the view that the Bible is the inspired and only infallible Word of God, and that the Bible is our authority for faith and practice. Since God creates and sustains all things, we believe that any truth we find in nature is God's truth. The Bible tells us that sin has separated man from God, and unregenerate man cannot glorify or know God. The relationship with God can only be restored by an individual choosing God's free gift of salvation through His Son, thereby committing his or her life to the Lordship of Jesus Christ.

Each student is a spiritual, intellectual, physical, social, and emotional being. Our responsibility for each student, therefore, encompasses these inseparable areas. Therefore, the Bible is central to our total curriculum. We do not teach the Bible compartmentally or on the intellectual level alone.

God places the responsibility for the education of children with parents. We have formed a society of parents and teachers with the purpose to provide that Christian perspective on life and the world, from which will come a proper understanding and acceptance of one's role in life at home, at work, at play, and at worship. Such an understanding should encourage a balanced personality grounded in the Christian concept of love.

Every child is a gift from God, uniquely individual and created in His image. We take every opportunity to encourage students and help them feel part of their class. Not all children learn with the same style or speed, some have special needs that make learning more difficult, and some are advanced. It is our aim to help each child overcome the obstacles that hinder their learning and provide them with the tools necessary to be successful as a student at CCS and in life. We also aim to provide rigorous and challenging curriculum and opportunities for those that excel in academics

This philosophy promotes high academic standards and helps students to achieve skills in creative and critical thinking, enabling students to pursue the postsecondary opportunities of their choosing. CCS looks for and uses integrated curriculum materials that best match these goals.

Because the types of activities we employ or permit in the classroom or school program will either facilitate, or influence against our basic philosophy, we seek staff with a clear Christian testimony. Our people and our programs must reflect Christ. The spiritual must permeate all areas – or else we become text book and program oriented rather than Christ centered.

This philosophy dictates that we cooperate closely with parents in every phase of the student's development, always offering assistance in understanding the purposes of the Christian school.

STATEMENT OF FAITH

1. We believe the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God (2 Timothy 3:16, 2 Peter 1:21).
2. We believe there is one God, eternally existent in three persons-Father, Son, and Holy Spirit (Genesis 1:1, Matthew 28:19, John 10:30).
3. We believe in the deity of Christ (John 10:33), His virgin birth (Isaiah 7:14, Matthew 1:23, Luke 1:35), His sinless life (Hebrews 4: 15, 7:26), His miracles (John 2:11), His vicarious and atoning death (1 Corinthians 15:3, Ephesians 1:7, Hebrews 2:9), His Resurrection (John 11:25, 1 Corinthians 15:4), His Ascension to the right hand of God (Mark 16:19), His personal return in power and glory (Acts 1:11, Revelation 19:11).
4. We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature, and that men are justified on the single ground of faith in the shed blood of Christ, and that only by God's grace and through faith alone are we saved (John 3:16–19, 5:24; Romans 3:23, 5:8–9; Ephesians 2:8–10; Titus 3:5).
5. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of condemnation (John 5:28–29).
6. We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9, 1 Corinthians 12:12–13, Galatians 3:26–28).
7. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life (Romans 8:13–14; 1 Corinthians 3:16, 6:19–20; Ephesians 4:30, 5:18).

STATEMENT ON MARRIAGE, GENDER, AND SEXUALITY

As a member of the Association of Christian Schools International, Calhoun Christian School has approved and adopted the following statements:

1. We believe that God wonderfully and immutable creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. (Gen. 1:26-27). Rejection of one's biological sex is a rejection of the image of God within that person.
2. We believe that the term "marriage" has only one meaning; the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture. (Gen. 2:18-25) We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. (1 Cor 6:18, 7:2-5; Heb 13:4) We believe that God has commanded that no intimate sexual activity be engaged in outside of marriage between a man and a woman.
3. We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God. (Matt 13:18-20; I Cor 6:9-10)

4. We believe that in order to preserve the function and integrity of Calhoun Christian School, and to provide a biblical role model to the Calhoun Christian School students and the community, it is imperative that all persons employed by Calhoun Christian agree to and abide by this Statement on Marriage, Gender, and Sexuality.
5. We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ. (Acts 3:19-21; Rom 10:9-10; 1 Cor 6:9-11).
6. We believe that every person must be afforded compassion, love, kindness, respect and dignity. (Mark 12:28-31; Luke 6:31) Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture nor the beliefs and policies of Calhoun Christian School.

POSITION STATEMENT ON BIBLICAL UNITY

Calhoun Christian Schools provides academic excellence while upholding God's truth and challenging children to serve. We are defined by a commitment to authentic biblical truth, a thorough academic program, and students striving to be unashamed disciples of Christ.

In order for our students to impact culture as followers of Christ, rather than culture leading them, we are committed to approaching human dignity, justice, race, and the diversity of humanity through the lens of authentic biblical truth. Our treatment of humanity begins with a proper understanding of each person's core identity as a bearer of the image of God (Genesis 1:27). The administration, staff, and board members are expected to affirm and demonstrate this biblical view in all interactions and to teach students to do the same.

As Christians, we are called by God to guard the gospel (1 Timothy 6:20) and oppose false teaching (2 Corinthians 10:5). Rather than being informed by and conformed to this world, we are called to be transformed by the renewing of our minds (Romans 12:1, 2) as we seek to live and align our teaching with the truth of God's Word.

Therefore, CCS does not adopt temporary ideologies or cultural narratives that do not hold up against biblical truth. Concepts that imply moral debt or automatically assume adversarial relationships based on one's skin color are contrary to God's plan for racial reconciliation through the cross. These concepts allow for a great deal of ambiguity and distrust which can create obstacles for effective communication and unity (Ephesians 4:2, 3).

CCS staff will use biblical themes and terminology, especially in class discussions, to address these important issues. These topics include:

- Treating one another with honor and respect as image-bearers of God (Genesis 1:27)
- Biblical justice (Micah 6:8; Psalm 89:14; Isaiah 5:7)
- Standing up for those who are oppressed (Psalm 82:3)
- Helping the vulnerable (Matthew 25:31-46; James 1:27)
- The sin of racism/partiality (James 2:2-9; Leviticus 19:15; Matthew 22:36-40; Luke 10:25-37)
- The opportunity to be unified through Christ even with differences (Ephesians 2:11-22)
- The beauty of an eternity where all ethnicities are unified under Christ (Revelation 7:9)

CCS values the passionate exchange of ideas, with the Bible as the foundation. Therefore, as students move into upper high school grade levels, culturally-driven terms or ideologies may be discussed within the curriculum, but that does not mean that CCS will use cultural ideologies, narratives, or terms to define its position.

Resources outside the Bible may be helpful either to elucidate biblical teaching or to allow staff and students to gain understanding of other perspectives on various issues or topics, but the Bible is the sole authority and guide for all of life and godliness (2 Timothy 3:16). It is only through God's Word that we are equipped to live

upright and godly lives in this present age (Titus 2:12). With this in mind, CCS would like to clarify our position regarding these issues with the following statements:

On Issues of Race and Biblical Unity

CCS believes that there is one human race, which began with God's creation of Adam and Eve (Genesis 1:27; Acts 17:26). All humans are descendants of this couple, Adam's family, and this race, the human race (Romans 5:12-21). Every ethnicity and people group that exists today descended from Adam and Eve. Humanity is one single race, represented by various ethnicities, each with its own respective culture and distinctiveness. We believe that Jesus died for people from every nation, tribe, language, and people group (Revelation 14:6).

The Bible acknowledges our differences. God told humanity to fill the earth and have dominion over it (Genesis 1:26-29). This can be taken to mean that God intended for humanity to be/become diverse. Within the realms of the animals and other created things, God displays a vast and awesome creative diversity. It is reasonable to understand that God wished for this to be reflected, celebrated, and enjoyed among His created people. Human diversity is to reflect the glory, creativity, and splendor of God as we bear the image He created us to be/become. The Bible identifies social differences (Luke 19:1-10), physical differences (1 Samuel 16:7), economic differences (James 2:2-4; Proverbs 22:2), cultural differences (John 4:9), ethnic differences (Revelation 14:6), academic differences (Acts 4:13), and linguistic differences (Genesis 11:7-8; 1 Corinthians 14:10). Yet in the midst of this diversity, Christ came to bring unity. Just as the Trinity has diverse unity, so too, the church has unity through Christ (Ephesians 2:16). We do not deny these differences, rather, we transcend them through Christ's unifying work on the cross by actively loving our neighbors as we love ourselves (Ephesians 2:11-22). Christ prayed for unity and called His followers to be unified in Himself (John 17:20-23). As such, we do not seek diversity for its own sake or as an end unto itself, but rather seek to exemplify God's intended vision for the church, a diverse community that is unified by the transformation power of Christ (Revelation 7:9).

CCS aims to equip its students to think biblically about race and reconciliation as well as recognize secular frameworks that lead to false hope for racial reconciliation. CCS believes in racial reconciliation because it is biblical. Christ has achieved racial reconciliation at the cross and only in Christ is true racial reconciliation realized (Ephesians 2:10-22). Our part is to believe it and live it out. The blood of Christ is sufficient to reconcile believers to God and to each other. Christ has not merely made racial peace possible; He unites believers as brothers and sisters in Himself and in one Church (Galatians 3:26-28; Ephesians 2:15-17). Christ has achieved biblical unity within diversity and calls His followers to walk in this reality.

In what God intended, there was great diversity and wonder. The problem rests with humanity who has used that diversity to exclude, oppress, and mistreat across ethnic, national, and gender boundaries. Through His New Covenant, Jesus Christ creates a new humanity for Himself, comprised of people from every nation, tribe, and tongue. This new humanity is the Church. The Church is God's strategic agent in a fallen world to proclaim and embody the unity and diversity of God's people that will be fully manifested in the new creation (John 17:20-23; Ephesians 2:11-22).

On Issues of Human Dignity

CCS is committed to a culture of honor that values and respects people of all ethnicities and nationalities (Romans 12:10). We understand that individuals of all ethnicities and nationalities can engage in demeaning and degrading behavior toward others. Christians should defend all members of humanity against ethnically-based mistreatment, being disregarded, being dehumanized, or being treated wrongly due to physical differences. All people are created in the image of God (Genesis 1:27). This reality forms the foundation for the dignity, value, and worth for members of all ethnicities of the human race.

Racism, the belief that one ethnic group is superior to another ethnic group, is sin. Biblically speaking, racism is the sin of ethnic partiality or prejudice (James 2:2-9; Leviticus 19:15) and God does not show

favoritism (Romans 2:11). Racism is real and has created division, pain, and suffering at various times and in various places throughout history and in the present day. CCS recognizes that sinful humans can be intentionally racist and at other times can be naive or ignorant which leads to comments or actions that are also racist. CCS desires to address both.

Racial supremacy of any kind, and its corollaries of racial prejudice and hatred, are completely antithetical to the person and teaching of Jesus Christ. As such, CCS repudiates and opposes any organization, group, movement, or cause that affirms, endorses, practices, advocates for, or encourages others to believe that one particular ethnicity, nationality, or race is in any way superior or inferior to another. Racial supremacy ideology in all its forms is sin, is evil, and is destructive to human identity and society. CCS will not support social groups that hold to unbiblical values or beliefs that are contrary to Calhoun Christian Schools' Statement of Faith, Statement on Marriage, Gender, and Sexuality, and Position on Biblical Unity.

On Issues of Justice

God declares his love for justice (Isaiah 61:8). He tells us that acting justly is good and required (Micah 6:8). Ultimate righteousness and justice come through Christ and the cross (Romans 3:21-26) and one day Jesus will bring justice to all (Romans 2:1-11).

The world consistently fails in its attempts to bring justice to society because it is void of the transforming power of Christ. Christians, who do have the transforming power of Christ in them, have a major opportunity and responsibility to live out and bring biblical justice to the areas God has called them.

Biblical justice refers to our day-to-day choices and how we should treat people fairly, generously, and equally. It also incorporates holding wrongdoers accountable and caring for the victims of unjust treatment. Justice in its full biblical sense has correctional, restorative, personal, communal, and spiritual components.

Psalm 89:14a says, "Righteousness and justice are the foundation of your throne." God wants both righteousness and justice. Righteousness is the moral standard of right and wrong to which God holds humans accountable, based on His divine standard. Justice is the fair and impartial application of God's moral law. The Bible uses the image of scales that are level (Proverbs 16:11) and a straight, plumb line (Isaiah 28:17) to communicate the idea of justice both in the sense of fairness, a level playing field, and in the sense of uprightness, a straight standard. God deals with us fairly and according to His upright standard. God expects Christians to deal with others in the same way, without favoritism, partiality, or prejudice. A biblical view of justice includes equal, fair, and impartial treatment for everyone, according to God's standard.

We believe that God's vision of justice requires not only fair and just treatment to all people, but a willingness to think beyond oneself and sacrificially do what is in the best interest of another while striving for their long-term success. We follow the example of Christ as He sacrificially and justly did this for believers (Romans 3:21-26). We affirm that the Bible commands Christians to care for the sick, to help the poor, to comfort the afflicted, and to defend the rights of the oppressed (Psalm 82:3). We follow a Savior who lived out these values and who Himself was poor, afflicted, and oppressed (Isaiah 52:13-15; 61:1-3). Christ sees our service to the vulnerable as service to Himself (Matthew 25:31-46).

Regarding Sin, Repentance, Forgiveness, Grace, & Transformation

Sin corrupts everyone, everything, and every institution (Genesis 6:5-13; Romans 5:12). A distinctly Christian path to racial unity must include God's tools for coping with living in a fallen world. We believe that there must be a willingness for all participants to engage in the work of repentance, forgiveness, grace, and transformation.

Racism, injustice, and inequality are heart issues that must be addressed. Change and transformation must happen at a heart level, which is something we can be a part of, but which is only able to be perfectly accomplished by God. True transformation must come from the inside out (addressing sin), not the outside in. CCS believes our hope for racial reconciliation, justice, and equality is ultimately found in Christ through the Gospel. We are engaged in a cultural war that is not waged against black or white, rich or poor, fair or unfair, but rather one that involves the powers and principalities in the spiritual realm (Ephesians 6:12). Through the transformation power of the Holy Spirit and the work of Christ's crucifixion and resurrection, the chains of sin are broken and the heart issue can now be addressed because it is no longer held in bondage.

CCS will continue to partner with parents and provide biblical training in a Christ-centered environment that provides tangible opportunities where these biblical truths are intentionally embedded into our curriculum. We will create opportunities for students to receive real-life experiences where they are appropriately exposed to challenging topics and experiences, thereby planting seeds for God to transform and work in the lives of our students, school, community, state, and nation.

Calhoun Christian Schools' faculty and staff are committed to equipping and discipling students to follow Christ and impact the culture. Faculty and staff labor with the hope of educating young men and young women who will become biblically grounded, disciples of Christ; God-glorifying, Spirit-led worshippers; intellectually prepared, accomplished learners; morally disciplined, students of character, and faithful and courageous servant leaders.

CCS aligns with God's Word and does not intentionally align itself with any political party. CCS desires to train its students to think critically and gain practiced discernment in decision making, all grounded in a biblical worldview, to the glory of God. We believe it is important to develop the valuable skills of listening carefully, and engaging in honorable, civil conversations with those with whom we may disagree in order to arrive at clarity and understanding or to reach agreement. When discussions occur in CCS classes, the ultimate goal is to train godly young men and young women to rightly handle the word of truth (2 Timothy 2:15), to love the Lord, and to love their neighbor as themselves (Mark 12:30-31).

EXPECTED STUDENT OUTCOMES

Calhoun Christian School provides *ACADEMIC EXCELLENCE*. . . .

Students are fostered to become lifelong learners, maintaining intellectual curiosity, displaying independent and effective study habits. They have been taught research and technology skills to use in their future careers.

Students are industrious learners who develop skills to investigate, problem solve, and make wise and informed decisions in all academic areas through the lens of a Biblical Worldview.

Students are prepared in essential skills and responsibilities for successful engagement in post-secondary opportunities.

Calhoun Christian School *UPHOLDS GOD'S TRUTH*. . . .

Students have a thorough knowledge and understanding of the Bible and are able to articulate what it means to have a personal relationship with Jesus Christ.

Students have been taught how to apply a Biblical Worldview and essential Biblical Values as evidenced by modeling Godly behavior in school, in their families, in their church, and in their community.

Students understand and articulate the eternal implications of the Christian faith, are compelled to evaluate, engage, and are able to defend their faith against other faiths and non faiths with respect and love.

Calhoun Christian School *CHALLENGES CHILDREN TO SERVE*. . .

Students will exercise their unique gifts to demonstrate their love for God by initiating and actively engaging in acts of service with compassion.

Students will demonstrate value, respect, and worth of others as made in God's image through effective work and ministry.

Students will be cultivated to show leadership and team membership with the ability to manage projects and accomplish goals while showing honor to others.

FAMILY COMMITMENT

1. We agree to pray for the ongoing success of each other and that God will keep the evil one from hindering the ministries of Calhoun Christian School and its families.
2. We agree to support one another in spirit and in truth. We will endeavor to forsake a critical spirit and walk humbly before God. We promise not to gossip but to respect Calhoun Christian School, its employees, parents, or students.
3. We agree to faithfully fulfill our financial obligations to those to whom we have given our word.
4. We agree to assist each other whenever possible, realizing that Christian education demands more than our regular payments. We will give as God has prospered us and use our talents and gifts for the success of our school.
5. We agree to deal with problems together in a Biblical manner of privacy, prayer, and honesty.
6. We agree to be supportive of any disciplinary action taken by the school.
7. We agree to provide a minimum of 20 volunteer hours per year in the classroom, lunchroom, library or other areas as needed to support the school.
8. We, the parents of Calhoun Christian School, agree to be responsible in training our children in a Godly manner at home and support the training of our children in a Godly manner through their school years.
9. We agree to be active members of a local church. CCS believes that the Christian education process is not complete without regular attendance in worship services as well as youth group instruction and fellowship activities. Please be faithful to your local church and do not use your attendance at school as a substitute for the Biblical fellowship of the local church (Hebrews 10:25).

COOPERATION CLAUSE

Calhoun Christian School's educational mission involves working with the home in the overall Christian education of students. On occasion, this cooperation between the school and home may become difficult. To avoid such situations, the school requires parents enrolling their children or maintaining enrollment to affirmatively support and cooperate with the following school policy. As a parent:

"I agree to support the school with my prayers and with a positive attitude. Complaints or negative comments will be shared only with the teacher, administrator, or person involved and not with my child or other people. I understand that if at any time the school determines, in its sole discretion that my actions do not support the school's ministry, or they reflect a lack of cooperation and commitment to the home and school working together, it has the right to withdraw my child(ren)."

Calhoun Christian School reserves the right to discontinue or decline the enrollment of any student for any reason at its sole discretion.

SCHOOL COMMITMENT

We, the faculty and administration of Calhoun Christian School, agree to be responsible before God to train the children of our school in a Christ-exalting manner. We will train your children to honor God above all, obey parents and authority, be faithful to their local church, and pursue academic excellence. We will also strive to maintain a balanced cooperation between the home, our school, and local churches.

ACADEMIC EXCELLENCE

Our use of the term excellence is not meant to imply elitism or extreme selectivity in our admission's policy. By "excellence", we mean providing a high-quality education that will enable us to challenge all students to work toward their maximum potential. We seek to serve students endowed with a wide range of abilities.

Accordingly, we will provide high-level academic challenges for the brightest students and, with the same enthusiasm, work aggressively to help students of modest academic ability to achieve their best. **We do recognize and affirm that, in some cases, we will not be able to serve the needs of certain students who require extensive help in areas where we do not possess resources or specialized expertise.** We will encourage graduating students to pursue further education at colleges or universities, but we also remain committed to providing a high quality program for those who may not be so inclined.

ADMISSIONS POLICIES

1. Calhoun Christian School has high Biblical standards and we make no apologies for this. We reserve the right to accept only those students we feel are compatible with our purpose.
2. Calhoun Christian School admits students of any race, color, nationality, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, nationality, or ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs, athletic programs, or other school-administered programs.
3. The parents/guardian applying for admission of K-12 grade children must declare that they have accepted Jesus Christ as their personal Savior. An exception may be made when only one parent is a born again believer, provided the spouse agrees to allow their children to attend Calhoun Christian School and does not oppose the Biblical teaching of the school.
4. Calhoun Christian School is a religious institution providing an education in a distinct Christian environment, and it believes that its biblical role is to work in conjunction with the home to mold students to be Christlike. On those occasions in which the atmosphere or conduct within a particular home is counter to or in opposition to the biblical lifestyle the school teaches, the school reserves the right, within its sole discretion, to refuse admission of an applicant or to discontinue enrollment of a student. This includes any inability to support the moral principles of the school as outlined in the Parent Student Handbook. (Leviticus 20:13a, Romans 1:27, Matthew 19:4-6)
5. Students attending CCS must reside with their parent(s) or legal guardian(s). Exceptions to this must be approved by the administration on a case-by-case basis.
6. Parents should provide the administrator with the following records or written information:
 - The student's past record/report card.
 - The student's attitude toward school.
 - A report of any psychological or academic testing.
 - Any IEP or 504 plan previously or currently in use.
 - Any disciplinary problems.
7. A new student is accepted on a nine (9) week probationary status. The administrator may schedule a conference at the end of the nine-week period to determine the permanent enrollment status of the student. Students can be denied enrollment in CCS based on false information given to the school prior to enrollment; CCS is not able to serve the needs of the student needing extensive help in areas we do not possess the resources or specialized expertise; if there are disciplinary problems or reasons determined appropriate by the administration during the probationary status.
8. A student that was suspended from another school will not be accepted for enrollment at CCS until they have had a trouble-free semester at their previous school.
9. CCS will not accept a student who has been expelled from another school.
10. The parents agree that:
 - The school has full discretion to discipline their children within the bounds of the discipline policy.
 - The school has full discretion for the grade placement of their children.
 - They will willingly support the school in prayer and in lending practical help as needed by the school.
 - They have read and support the Family Commitment.

11. All families must maintain active fellowship with a Bible-believing local church.
12. A prospective kindergarten student must be 5 years old on or before September 1st of the year he/she enters school.
13. A record of completed immunizations or a parent/guardian-signed waiver must be on file for all students entering preschool through 12th grade for the first time at CCS.

ENROLLMENT PROCEDURES

1. Contact the office to arrange an interview including parents, student(s), and the administrator or their designee.
2. Upon acceptance, the parents/guardian submit completed enrollment packet, registration (including the student's birth certificate, immunization record or parent/guardian-signed waiver), tuition payment plan selection, and book fees to the school office.
3. Prospective students may be tested to determine grade placement and to determine if the student meets the educational expectations of the school.

FINANCIAL POLICIES

Matthew 6:21 reminds us that where our treasure is, there will our hearts be also. Christian education requires a considerable investment of our finances and time. However, the returns on this investment do not fluctuate with the economy nor erode away with time. They are eternal treasures embodied in the spirits of mighty young men and women who are truly seeking after His kingdom and His righteousness. Therefore, we have the promise that this faithful investment in the furtherance of His kingdom will yield an inheritance of holiness and provision for every need.

Because we draw our support almost entirely from tuition and special gifts, it is very important that financial obligations are met promptly. Our teachers and staff depend on your payments for their salary.

K-12 Tuition and Fee Payment Program

Families must have an approved payment plan in place for students to be considered fully enrolled. A student may not begin school until one of the approved payment options is set up.

Calhoun Christian School is pleased to offer our families (preschool only families see separate section with modifications to our payment program) options to make payment of tuition easier and more convenient. Please note that the full annual tuition (less discounts and scholarships) plus mission fund will be due in full when you register unless one of the following payment plans is set up:

FACTS Tuition Management

This is Calhoun Christian School's approved tuition billing service. There is a small annual fee of \$55 for a monthly payment plan or \$25 for an annual or semi-annual payment plan required at the time FACTS is set up. Through FACTS you will have the following options for making your payments:

~ Automatic debiting of your checking or saving accounts

~ Automatic debiting of your credit card (additional fee of 2.9% applies)

Credit cards accepted are American Express, Discover, and MasterCard

It is the responsibility of the family to contact FACTS to set up the payment plan.

Once the school receives notification from FACTS that a plan is in place, the tuition will be considered current.

For monthly payments, the total education cost (tuition net scholarships and discounts plus mission fund) is divided into 12 equal (10 for seniors, 9 typically for preschool and kindergarten) installments. In the case of early withdrawal, the education cost for the current semester is due and payable as invoiced, or non-refundable if paid in advance. For late applicants, the total cost will be divided into 11 or 10 equal installments, August – June, or September – June depending on when enrollment process is completed. Tuition due will begin with whatever month the student enters school, regardless of the number of days they will be in school for that particular month.

Payment is due on the 5th or 20th of the month and will be considered delinquent after that. If full payment is not received by the due date of the following month (5th or the 20th), contact will be made, and the student will not be admitted to class until an acceptable payment plan is agreed upon in writing and agreed with the Administrator and the Board Finance Committee. If the terms of the agreement are not met, the student will be removed from school and the account will be turned over to small claims court. In addition, you will be responsible to pay all court, filing, and serving fees. Unpaid tuition balances and late payments can also result in loss of scholarships and incentive awards.

Cash or check to school office

- Annual payments for the full tuition amount are payable to Calhoun Christian School. Payment is due July 15th or at the time of registration or an agreed date before school starts, whichever comes first.
- Semi-annual payments for the full tuition amount are payable to Calhoun Christian School. Semi-annual payments are due July 15 and January 15.

If full payment is not received by the due date of the following month, contact will be made, and the student will not be admitted to class until an acceptable payment plan is agreed upon in writing and agreed with the Administrator and the Board Finance Committee. If the terms of the agreement are not met, the student will be removed from school and the account will be turned over to small claims court. In addition, you will be responsible to pay all court, filing, and serving fees. Unpaid tuition balances and late payments can also result in loss of scholarships and incentive awards.

Registration and book fees must be paid at the time of enrollment and are non-refundable (unless the student is denied admission to CCS). The paid fees hold a place for the student in the classroom.

Any checks returned to us by your bank will result in a \$25.00 handling charge to be added to your tuition account. This includes returned checks for any fund-raiser, lunch orders, field trips, etc.

Educational cost for students who transfer in during the year will be prorated. Registration and textbook fees must be paid at the time of enrollment and are non-refundable.

All past due accounts for returning students MUST be paid in full by May 20th. Students with outstanding school bills will not be re-enrolled in the fall.

Students who graduate and finish early with requirements will be billed at the yearly rate regardless. If only a credit or so is needed, both parties at the beginning of the school year must agree upon the fee.

In order for seniors to participate in the Commencement Ceremony and receive a diploma, their tuition bill and \$90 graduation fee for expenses associated with the Commencement Ceremony and Diplomas must be paid in full by May 20th.

Financial Aid Policy

The Finance Committee is responsible for approving all financial aid. Financial aid will be approved using the data gathered from FACTS (see below) and by an established aggregated target for financial aid % from the Board of Directors at the start of each year. The financial aid % target should be proposed to the Board of Directors by the Finance Committee during budget development. It will be proposed at the same time tuition rates are proposed and will be approved by the Board of Directors in the same manner as tuition rates are. There is a separate established financial aid rate for preschool only families versus the rates in place for K-12 or mixed P-12 families.

Financial aid may be available to qualified, low-income families. Families applying for financial aid must complete and submit an online FACTS Grant and Aid Assessment (FACTS) at www.factsmq.com.

If FACTS is used, adjustments will be made for financial aid as it is awarded. If the account is paid in full, a refund will be issued once a request is made in writing.

Past Due Policy:

- 30+ days past –Business Manager with either call, send email or note home to family notifying them of overdue payment and requesting payment be caught up or they notify Office Manager regarding plans to do so.
- 60+ days –Business Manager requests meeting with family to notify them of past due and discuss situation and plan for correction. Any agreed upon plan to get caught up will be documented and signed by the Business Manager and family. If the family does not respond to meeting request within one week family is formally notified in writing that when past due reaches 90 days student(s) will not be able to return to school.
- 90+ days – Student(s) not able to return unless family is actively working to get caught up and is meeting the goals established during the meeting with Business Manager. If a student does not

return and past due is not actively being paid back on a monthly or more frequent basis, past due is sent to collections and student academic records (K-12 only) are NOT released to new school until balance is paid in full.

· Signing an agreement to the handbook is an agreement to these policies.

Facts Shut Off Policy

If a family shuts off their Facts, the Business Manager will request a meeting with them to discuss the situation and determine how tuition will be paid in the future. If an agreeable plan is established (in writing) and future payments are made on time, no further action is needed. If an agreeable plan is not established (family is unresponsive to meeting request within the first week or during the meeting, there is no plan agreed to) student(s) will not be able to return.

Preschool Specific Financial Policies

A non-refundable registration fee per child is payable each year at registration. This fee covers the application process and classroom supplies.

Tuition fees are based on the days of the week your child is registered to attend. A 9-month payments plan can be set up in FACTS. Payments are due the 5th day of each month and are considered delinquent after the 10th day of each month.

A \$50 charge will be assessed to your account if not paid by the 10th of the month. If tuition is not paid by the 20th of the current month, the parents will be asked to withdraw their child from school. All tuition and late charges must be paid even if the child is withdrawn. Tuition is payable whether the child is present in school or not.

All other invoices/bills

All other invoices for extended care, before school care, lunch program, etc. are due upon receipt and must be paid in full by the 20th of each month. After the 20th of the month a \$25.00 late fee will be charged. If delinquent more than 30 days student will be removed and prohibited from participating in the program.

Any exceptions to the above policies must be cleared through the administration and the Board Finance Committee.

SCHOOL HOURS

Preschool Half Day Program
8:00 am – 11:00 am

Beginnergarten
8:00 am – 2:40 pm

Kindergarten – 12th Grade
7:45 am – 2:50 pm

Early dismissal days are built into the calendar and on those days school ends at 11:30 am. See also page 31 under school safety for student drop off and pick up requirements.

AFTER SCHOOL CARE

After school care is available for students, ages 3 – 11, until 6:00pm. After school care is not available on half days. After school care arrangement must be scheduled and paid at the beginning of each month to the school office. See the tuition schedule for pricing information. Families will need to obtain and acknowledge a separate handbook and complete the application and contract that cover this program.

ACADEMIC POLICIES

ACADEMIC PROBATION

A student must establish and maintain a pattern of academic success while attending Calhoun Christian School. A student failing to do so at the conclusion of each quarter will be placed on Academic Probation for the entire following quarter. It is expected that the student will re-establish a pattern of academic success during the probationary period.

Students are placed on academic probation for the following reasons:

- Earning a failing grade in a single course.
- Failing to maintain a C average (2.0 GPA) over the course of an academic quarter.
- Administrative determination of failure to establish and maintain a pattern of academic success.

If a student is placed on Academic Probation, he will be monitored and evaluated when both progress reports and marking period report cards are distributed. The student will remain on academic probation until he/she is passing all classes and maintaining or exceeding a 2.0 (C average) GPA at the end of the quarter. If a student fails to make significant progress in both academic performance and attitude, he may be asked to leave Calhoun Christian School.

Students placed on Academic Probation may be asked to do some of the following:

1. Write an Intervention Plan
2. Complete a daily assignment sheet signed by teachers.
3. Attend tutoring in school (paid for by the student and his/her parents)
4. Find tutoring outside of school (paid for by the student and his/her parents)
5. Meet with the Administrator and/or Teacher and/or Parents

Academic probation is intended to be a warning to the parents and student that there is a serious problem

which needs to be addressed. **During the probation time the student is not allowed to participate in any school-sponsored extracurricular activities.**

It is our desire to give students on academic probation support and encouragement. We will prayerfully work with parents and students as long as there is some prospect for satisfactory achievement. Our goal is to see each student restored to good academic standing. The appropriate staff person will confer with the student and his/her parents to make recommendations and evaluate the student's progress.

If any high school student fails a class/subject, it is the responsibility of the student and their family to retake the class during the summer. The classes taken should be discussed with the academic advisor and/or administrator in advance to determine if the classes will meet graduation requirements of CCS.

If any middle school student fails a class/subject, it is the responsibility of the student and their family to arrange for tutoring with a teacher or outside tutor to gain skills that may have been missed. The tutoring plan should be discussed with the administrator in order to determine that it meets the criteria for the needed skill acquisition. The cost of tutoring by a teacher should be determined by that teacher on an hourly basis.

Exceptions to this policy would be at the discretion of the administrator, and any special circumstances (e.g. ability levels) could be considered.

ACADEMIC SUPPORT

As an educational institution we seek to represent the great diversity that exists in God's Kingdom. Jesus says in Matthew 9:14 "Let the little children come to me. . .". He does not say, let the "typical or average" children come. This is a clear statement from God that the children in the body of Christ belong, regardless of ability or disability. This important belief compels us to educate students of varying abilities to the greatest extent possible. Our goal is to academically, spiritually, and socially equip all students to gratefully serve God in all aspects of life. We work closely with our teachers, support staff, and the inclusion support specialist at Calhoun Christian, All Belong, and the Special Education Department through the Calhoun Intermediate School District to provide the necessary accommodations and services to help meet each student's needs, while maintaining a safe learning environment for all students. At the same time, we understand that not every resource is attainable to CCS, and if the needs of a student with special abilities cannot be met, we will help them find other organizations that can fully meet their needs.

Accommodations

For students performing above or below grade level, an **academic accommodation** agreement may be entered into between the teacher and the parents on behalf of the student. Our focus is to enter in to accommodations versus modifications of the student's grade level expectations. Accommodations are the supports and services that help students validly demonstrate student learning (i.e., additional time for learning, use of tutors and/or student groups, changing delivery of instruction, changing the classroom environment, etc.). Any accommodations must be agreed upon by the teachers, parents, and student. This agreement is updated on a yearly basis throughout the school year with the goal of having the student demonstrating performance of the subject at the recommended grade level by the end of the school year.

Section 504 Plans

As a private school we are not required to accommodate Section 504 plans. We will do our best to meet the needs of students requesting accommodations, but there are situations in which we will not be able to make the accommodations. Some students have medical or academic needs that can be met in the general education setting, but do require accommodations within the classroom for academics and/or physical/emotional/social support. In that case a parent or teacher may request that we enter into an agreement called a **504 Plan**. A 504 plan comes from a federal law called Section 504. One of the principal purposes of Section 504 is to ensure that students with disabilities are not denied access to educational facilities, programs, and opportunities on the basis of their disability. For a student to have a disability which may be protected under this law, he or she must:

(1) have a mental or physical impairment, (2) which substantially limits, (3) one or more major life

activities. For a student to be considered an "eligible student" under Section 504, all three criteria must be fulfilled. A student who, because of a suspected disability, is believed to need services under Section 504 is typically referred for a Section 504 evaluation by a parent, guardian, teacher or other certified school employee. The referral should be produced in writing and given to the administrator. The parent will be provided with written notice of the referral and be asked to provide written consent. Once CCS has received parent consent to evaluate the school may begin the evaluation process. The evaluation must draw upon information from a variety of sources and may include:

- School records review
- Observations of the student
- Standardized tests or other assessments by school staff
- Parent/Student/Teacher interviews
- Behavior rating scales or other checklists
- Pertinent medical information
- Information provided by the parent
- Other relevant information

Non-Public School Service Plans

If a parent or a teacher believe a student may require additional assistance to be successful in the classroom they should contact the administrator with their concerns. A meeting will be scheduled that will include the current general education teacher, the administrator or vice principal, the parent (if requesting the child study), the school psychologist (CISD) and the teacher consultant (CISD). The meeting may include the student, the educational support specialist, the speech and language pathologist (CISD), the occupational therapist (CISD), and/or the school social worker (CISD).

The team will meet and discuss the concerns set forth by the teacher and/or parent, the efforts that have been made to differentiate within the general education classroom and a discussion of further accommodations that can be incorporated in the classroom to help improve outcomes for students with various disabilities. These accommodations must be done with fidelity for four to six weeks with data being kept to determine if they have been effective.

Following use of several accommodations, if the student continues to struggle in the general education classroom the team will reconvene and determine next steps.

If the team determines that it is necessary to determine if further support is needed a Review of Existing Evaluation Data (REED) will be opened and the team will determine what testing, observations, and additional information is needed. This process can take up to 30 school days. At that time the team will meet again to discuss qualifications for a Service Plan or other options.

ACADEMIC HONESTY

Calhoun Christian School values academic honesty. Teachers will clearly define honest and dishonest academic work in their classes by discussing expectations and the importance of honest effort. They will inform students of procedures and practices relating to examinations, homework, and class work. Teachers will advocate the importance of honesty by employing teaching and testing strategies that reduce opportunities for dishonest behavior.

Academic dishonesty (cheating) occurs when students obtain or assist others in obtaining credit for work which is not their own. Students must conduct themselves according to the highest standards of personal integrity. Whenever students have a question about this or any other procedure they should ask their teachers, not their peers.

Academic dishonesty includes the use of technological applications and/or tools to complete assignments including, but not limited to, Photomath, HWPic, Cymayth, Wolfram Alpha, using phones in the classroom, artificial intelligence such as ChatGPT, and any other application or tool that does the work for the student.

Study or homework collaboration is not considered academic dishonesty, unless it is explicitly prohibited or limited by procedures/expectations established by the teacher. Teachers shall guide students in understanding when collaborative efforts are not appropriate.

Plagiarism is the act of taking and using as one's own work another's published or unpublished thoughts, ideas and/or writings. This definition includes computer programs, drawings, artwork, and all other types of work not one's own. The types of plagiarism include the following: word-for-word plagiarism, mosaic plagiarism (rearranging or rewording without documentation), and indirect plagiarism (paraphrasing of a passage without documentation). Material taken from another source without adequate documentation may include, but is not limited to, the following:

1. Presenting another person's creative work or ideas as one's own in essays, poems, music, art, computer programs, or other projects.
2. Failing to cite with quotation marks the written words or symbols of another author.
3. Failing to identify and give full credit to the author and sources whose words and/or ideas are paraphrased or directly quoted used in a speech or in a written document.
4. Failing to list all titles and authors of source materials in a bibliography.
5. Copying or paraphrasing ideas from literary criticism or study aids without documentation.

Students who engage in academic dishonesty will be subject to the discipline rubric found in Appendix A, B, and C.

ATHLETIC ELIGIBILITY

Athletes must maintain a "C" (2.0) average or above and not be failing any classes during the course of the season. Grades will be checked every week on Wednesday's beginning the first day of practice. If a student is athletically ineligible, his/her period of ineligibility will begin on Monday the week after grades were checked. Athletes will be ineligible for a minimum of one week (Monday-Sunday). The next Wednesday, grades will be checked again. If, at this point, a student is eligible, he/she may begin participating in games the following Monday. A student who remains on athletic probation will continue to be ineligible to participate in games, but must follow the athletic dress code and must attend all practices and games unless prior permission is given by coaches.

- i. The first time an athlete is on athletic probation, he/she will be given a one-week warning period. There will only be one warning period given per student per school year. During this warning period, students will still be allowed to participate in contests. The next time a student is on athletic probation, he/she will be ineligible to participate in contests.
- ii. Athletes, including incoming transfer students, must have at least a "C" (2.0) grade point average in coursework from the previous quarter. If a student has a grade point average below "C" at the end of the quarter, he/she will be ineligible for participation in any interscholastic sports for the succeeding quarter.
- iii. Students on service plans, 504 plans and/or accommodation plans may have different eligibility requirements per administration discretion. Considerations to be considered along with these terms will be effort, work completion and a willingness to ask for help.
- iv. Students on academic or athletic probation may not dress in the team uniform for the game, participate in warm-up activities, or play the game. They must dress according to the Athletic Dress Code and sit with the team.

ACCREDITATION

Accreditation by a state governmental agency is an administrative mechanism designed to ascertain uniform education for all children in secular schools. It was established as a governmental means of causing local

public school districts to provide what the state educational agencies determine as minimum academic and facility standards for all schools. Accreditation teams investigate and approve or disapprove facilities and curriculum in educational institutions according to the criteria developed by secular educational administrators who may not be Christians.

Calhoun Christian School is a member of the Association of Christian Schools International (ACSI) which is one of the accrediting bodies for private Christian Schools. In early 2016, we became fully accredited by both ACSI and AdvancEd (formerly the North Central Association on Accreditation and School Improvement). *In early 2022 we were reaccredited by ACSI and Cognia (formerly AdvancEd).*

AGE OF MAJORITY

Students who reach the age of 18 years prior to completion or termination of their high school programs are subject to the same policies, regulations and rules governing student behavior as other students.

ASSIGNMENT DUE

Middle School: Assignments are due at the beginning of the class. Late assignments are handled as follows: 1 day late – 10% reduction in grade, 2 to 7 days late – 25% reduction in grade, 8 or more days late – 50% reduction in grade.

High School: Late assignments are handled as follows: 1 day late - 25% reduction in grade, 2 days late - 50% reduction in grade, 3 or more days late – 0% credit given.

These guidelines are applicable to daily assignments, not to special projects which may have other grading penalties applied based on each teacher's guidelines for specific assignments. Teachers reserve the right to require in class assignments be turned in at the end of the class without accepting late assignments.

BATTLE CREEK AREA MATH AND SCIENCE CENTER

The Battle Creek Area Math and Science Center (BCAMSC) located in downtown Battle Creek offers advanced classes in the math and science disciplines (see advanced study section below). Ideally, an accepted student begins at the BCAMSC in 9th grade and commits to 4 years of study, with ½ of the day spent at CCS and ½ of the day spent at BCAMSC. All interested 8th grade students are allowed the chance to put together an application packet and to participate in the scheduled placement testing. Students are invited to participate based on the recommendation from the BCAMSC and the number of openings allotted to CCS for that school year. Upper classmen desiring to apply and test for entry into the BCAMSC should consult the Academic Advisor. It is recommended that each student attend his/her scheduled BCAMSC classes even when CCS is not in session. If an excuse for a school-sponsored absence is needed, please see the academic advisor or school secretary. **PLEASE NOTE:** *There is no tuition discount given to students who choose this education opportunity, however, there is a reduction in book fees.*

Each student must drive themselves or have their parents provide or arrange transportation to and from the Center. CCS is not responsible for coordinating or providing transportation.

CALHOUN AREA CAREER CENTER

The Calhoun Area Career Center is located at 475 E. Roosevelt in Battle Creek and is designed to be an extension of all Calhoun County schools. Students in the 11th and 12th grades may be eligible for the programs offered at the CACC depending on their current academic, attendance, and behavioral standing at CCS. Information on the application process, programs, guidelines, etc. should be obtained from the academic advisor who will coordinate the application process for all interested CCS students. If accepted into a CACC program, CCS students will be required to attend the session which best fits the master schedule at CCS (morning vs. afternoon) and each student is responsible for his/her own transportation. (A letter of permission from each student's parent(s) is required to be on file in the office for each student driving {or riding with

another student} to/from the CACC). Students attending the CACC should understand that poor attendance/conduct will affect the opportunity for return to a CACC program. It is recommended that each student attend his/her scheduled CACC classes even when CCS is not in session. If an excuse for a school-sponsored absence is needed, please see the academic advisor or school secretary. Each year, CCS 10th graders will visit the CACC for an overview of offered programs. **PLEASE NOTE:** *There is no tuition discount given to students who choose this education opportunity however there is a reduction in book fees.*

Each student must drive themselves or have their parents provide or arrange transportation to and from the Center. CCS is not responsible for coordinating or providing transportation.

Students who fail a class may be withdrawn from these programs or placed on probationary status, as determined by CCS administration and the academic advisor.

If you are interested in or attending an off-campus program, please see Appendix E for further information.

CLASS ORGANIZATION

Each class, middle school through 12th grade, is assigned a class advisor. Periodic meetings may be held to discuss community service, social activities, and class business.

CLASSIFICATION OF STUDENTS

Students are required to be in attendance for a minimum of 8 high school semesters. All CCS students are full-time (this includes students receiving a portion of their instruction at approved off-site programs). Placement of students each fall is decided using the following guide:

- Freshman: Any student entering high school after successfully completing 8th grade.
- Sophomore: Any student who is enrolled in high school for his/her third and fourth semesters and has earned a minimum of 6 ½ credits.
- Junior: Any student who is enrolled in high school for his/her fifth and sixth semesters and has earned a minimum of 13 credits.
- Senior: Any student who is enrolled in high school for his/her seventh and eighth semesters, has earned a minimum of 19½ credits in the required subjects and will be able to complete necessary coursework to graduate in the spring.

COMMUNITY SERVICE/MISSIONS

CCS requires all students to complete at least one Community Service event each quarter. In addition, students in grades 9-12 are required to complete an additional Missions Project each year which will require class fundraising and/or family financial assistance to cover the cost of the trips. There is a separate Mission Policy Handbook provided to each high school student and his/her family that further discusses these trips.

Community Service events will vary by elementary, middle and high school and will consist of such events as nursing home visits, yard cleanup, and other local events that benefit our community. If a student misses a community service event, the student will be required to complete community service on their own as approved by the administrator. The service has to be for a local not-for-profit such as the Food Bank or Haven of Rest. The student must work for a minimum of 3 hours and have a signed statement from the organization that they were present and participating. Community Service done as part of a church sponsored event does not qualify for this make up assignment.

CREDIT FOR 9th – 12th GRADE CLASSES

High school classes that meet each day are worth .5 credits per semester.

CURRICULUM

CCS puts all subjects in the context of God's character and purposes. Students learn that there is no disconnect between what they are learning and their faith. God's eternal plan is reflected and integrated into their subjects and they develop a mindset that includes God in the way they view the world. This is a Christian worldview.

All courses taught at CCS strive to present subject information in the context of a Christian worldview. Many resources, but not all, used at CCS are Bible-centered and published by institutions known for sound Bible teaching. When non-Christian resources are used, a Christian worldview is emphasized and applied to the material presented in the resource. Details about the materials used in each subject are available upon request

Your student will hear from God's word every day to form a fundamental foundation for Christian living. Students are taught the importance of prayer as it is used throughout the day.

FINAL EXAMS GRADES 9-12

Final exams will be given at the end of each semester. Each teacher will decide how to weigh the final exam toward the semester grade, but the value of the final will not exceed more than 20% of the final grade. A student must take the final exam in order to pass the class, with the exception of seniors who have ended 2nd semester with a C- or better in the class. If a senior receives a grade lower than a C- in a class at the end of 2nd semester, he/she will be required to return for that class exam before a diploma is awarded. If the graduation ceremony takes place prior to the exam, the student will walk with the class at commencement, but will receive the actual diploma following the completion of the necessary exam(s) and the successful completion of the course(s).

GRADING SYSTEM

Quarterly report cards will be sent home with the students no earlier than 1 week after the end of the grading period, and must be signed by the parent and returned to school. Final report cards will be mailed home at the end of the school year. Through Sycamore and conferences, parents are kept posted of students' progress. In addition, there are statewide and national tests that we participate in annually (see testing section on page 17).

GRADING SCALE

% GRADE	LETTER GRADE	HONOR POINTS
103%-101%	A+	4.3
100%-93%	A	4.0
92%-90%	A-	3.7
89%-87%	B+	3.3
86%-83%	B	3.0
82%-80%	B-	2.7
79%-77%	C+	2.3
76%-73%	C	2.0
72%-70%	C-	1.7
69%-67%	D+	1.3
66%-63%	D	1.0
62%-60%	D-	0.7
59% & below	F	0.0

Honor points of semester grades are used to calculate Grade Point Averages (*G.P.A.*) for high school students.

HONOR ROLL

The Honor Roll certificates are determined according to the grades earned at Calhoun Christian School ONLY. They are given out during the Awards Ceremony held in May. Grades are pulled the week before the ceremony and may not be exactly the same as the final transcript. The following criteria must be met for a student to be eligible for Honor Roll for academic studies by grade point average:

MIDDLE AND HIGH SCHOOL:

Highest Honors = 4.0 or higher

High Honors = 3.99-3.50

Honors = 3.49-3.00

RECORDS RELEASE AND TRANSCRIPT POLICY

In accordance with the Federal Right to Privacy laws, records will only be released with written permission from a student's parent or legal guardian.

A graduated student should request in writing to have his or her high school transcript released to inquiring colleges or employers.

RECORDS STORAGE

In the event that CCS closes its doors, student records will be maintained at the Local School District offices in which the student resided.

TESTING

It is the policy of CCS for all students to participate in all testing. All tests have either one specific date or a short window of time in which the test can be administered. Therefore, it is very important for students and families to work with the school testing schedule and plan appointments and trips around these dates.

1. The MAP Growth Assessment will be administered in the fall, winter, and spring each school year to students in grades K-8th. This test measures growth in the areas of math and reading.
2. Standardized testing (formerly the Michigan Merit Exam) is administered to juniors. This test includes the SAT (college entrance test) and is offered during a statewide test window in March. Students who meet or exceed the standard score could be eligible for state sponsored scholarships and grants if funding is available.
3. The Career Cruising Assessment is an inventory test identifying skills and interests as they relate to a future career. Students in grades 6th-12th will maintain their Education Development Plan with this program.
4. The PSAT/NMSQT is a test given to freshmen, sophomores and juniors at CCS on a national test date established by The College Board. There is a charge for this test imposed by The College Board. Scholarship agencies, colleges, and schools use the results.
5. The ACT and SAT are college placement tests given at various off-site testing facilities. Many colleges only require that a student take one or the other, rather than both tests. The tests are only offered on established national test dates, and advance registration is required. There is a fee for both tests. The results of either test will be shown on the student's transcript and will be forwarded to colleges and scholarship agencies requesting the information. It is recommended that all students plan to take a

college placement test at least twice, beginning no later than in March of their junior year when the SAT test is offered for free as part of the scheduled MME (see #2). Students are likely to increase their score each time they retest. There is no limit on the number of times a student may test, but registration and payment is required each time.

TRANSFER GUIDELINES

CCS will accept credit as described below:

1. Public School: High school credit will be accepted as transferred or as would be equivalent to Carnegie units of credit. Additional information may be needed for clarification/placement on a case-by-case basis.
2. Non-Public School: High school credit will be accepted as transferred or as would be equivalent to Carnegie units of credit. Additional information may be needed for clarification/placement on a case-by-case basis.
3. Home School: High school credits from a home-school program will be accepted if the home-school program is provided through an accredited institution. A copy of the home-school curriculum, course descriptions, and grading requirements may be required in addition to the needed official transcript. Students who cannot provide the above will have their transfer credits approved on a case-by-case basis. In some situations, placement tests (or results of a standard achievement test) may be necessary.
4. Correspondence School: Credit for correspondence study will be accepted on a case-by-case basis. If a student is currently enrolled at CCS, correspondence study must be pre-approved to be eligible to meet graduation requirements.
5. College Classes: Credit for college classes will be accepted on a case-by-case basis, using seat hours as the basis for the amount of credit that will be accepted (i.e. typically, a 3-credit college class transfers as a $\frac{1}{2}$ credit class on a high school transcript). If a student is currently enrolled at CCS, college study must be pre-approved to be eligible to meet graduation requirements.

Classes completed and graded at other schools/colleges as Advanced Placement (AP) courses will be measured on a 5.0 scale at CCS as described in the policy below. All other transferred grades will be subject to the CCS grading scale and may produce a higher or lower GPA than assigned by the prior school.

WORK STUDY

Work Study programs are rare and are not provided with the typical CCS class schedule. Students seeking a work study opportunity should first meet with the Academic Advisor to confirm that graduation requirements will be met. Additional guidelines will be presented when the work study request is made.

DUAL ENROLLMENT

Students have a variety of opportunities available that give them exposure to college life and curriculum during high school. This includes dual credit partnerships where students may take classes, some at an additional charge, on campus or online for college and high school credit. In addition, qualified students that are enrolled as full-time students at CCS (as a state-approved nonpublic school) and have at least one parent or legal guardian who is a resident of Michigan may dually enroll in a postsecondary institution and have the expenses shared by the state treasury.

- Students must earn a qualifying score on a readiness assessment for all subject areas.

- CCS shall establish partnerships with select schools so as to offer students the best educational options that correspond with the school's mission.
- An eligible course shall be a course offered by an eligible postsecondary institution that is normally applied toward the satisfaction of degree requirements AND is not currently offered by CCS unless an irresolvable scheduling conflict beyond the student's control had been determined by the Administration.
- An eligible student can enroll in and receive payment for an eligible course for postsecondary credit only, and cannot receive high school credit for the course unless it would be considered a "nonessential elective course." If it is classified as a "nonessential course" a student may receive high school credit, postsecondary credit, or both. At the time of enrollment, the student must designate whether the course is for high school or postsecondary credit, or both, and notify both the high school and postsecondary institution. If a student is enrolled in more than one dual enrollment class they may make different credit designations for different courses.
- The course cannot be in the subject of a hobby/craft, recreation, physical education, theology, divinity, or religious education to qualify for assistance from the State.
- Before enrolling in a dual enrollment class, a student must receive approval from an administrator.
- If an eligible student was enrolled in an eligible course that is considered a "nonessential elective course" then the student can enroll in, and receive credit for high school credit or postsecondary credit, or both
- CCS shall determine and grant high school credit for an eligible course (if requested at the time of enrolling for the course) that counts towards graduation and subject area requirements to an eligible student who demonstrates they have successfully completed the course. Each 3 semester hour class shall translate into .5 high school credits figured into a student's grade point average. All courses from approved colleges and universities will be reviewed and approved on a case by case basis. This approval must be given prior to enrollment in the course.
- Evidence (as provided by the postsecondary institution) of the successful completion of each course and the high school credits granted shall be included in the student's high school record and transcript. Upon the request of an eligible student, his or her high school record and transcript shall also include evidence of successful completion and postsecondary credits granted for a course taken for postsecondary credit only. This grade shall not be figured into the student's grade point average.
- Since postsecondary institutes require a "C" grade or better to accept transfer credit, it shall be expected that all CCS students earn at least a C in each course. The State requires students participating in a dual enrollment class who stop attending or fail to successfully complete the required course to be subject to repayment of all or part of the costs paid.
- Students are expected to follow the rules, regulations, and policies set forth by both the college and CCS (including the attendance policy of the college and professor.)
- Students may request a letter signed by the secondary principal indicating their eligibility for this dual enrollment program.
- Students should be aware that the State uses a formula to determine the amount it will pay. Any amount over is the responsibility of the student. Students are reminded of the necessity to complete all high school graduation requirements, and the academic and social responsibilities assumed by the student and his or her parent or guardian. It is strongly encouraged that each student uses the available counseling services at CCS as well as the postsecondary institution. Students will be responsible for the financial obligations associated with but not limited to transportation, parking fees, textbooks costs that are not paid for by the State, and activity fees while enrolled at a postsecondary institution. CCS, the state, or a public school district is not liable for any injury incurred by a student that is related to transportation necessary for participation in postsecondary enrollment. Participation in intercollegiate athletics is prohibited. Students who believe they are eligible for dual enrollment, in which they qualify for tuition and fee support, and wish to participate, should contact the counseling office. Students must be

pre-approved by the CCS guidance counselor before enrolling in any college class under the dual enrollment option.

GRADUATION POLICIES

GRADUATION REQUIREMENTS

Students will qualify for a diploma when they have:

1. Met all the requirements for their graduating class including, but not limited to: attendance, community service, student contract and handbook issues, return of all school property, payment in full for tuition, fees, and fines, final exams as needed, and standardized testing including but not limited to Terra Nova, State of Michigan Junior testing, etc.
2. Met the requirements for graduation through credits earned at CCS (and any accepted transfer credits) in combination with those earned through the Battle Creek Area Math & Science Center, the CACC, and/or pre-approved co-op, summer school, home school, online courses, or college classes if enrolled in these programs.

Permission for students who wish to complete their diploma requirements for early graduation is not standard policy.

MICHIGAN GRADUATION CREDIT REQUIREMENTS (GRADES 9-12)

Requirements include Michigan minimum requirements plus CCS minimum requirements

Subject Area	Minimum Credits Required
Math	4
Social Studies	3
English	4
Science	4
World Language	2
Physical Education & Health	1
Visual Performing and Applied Arts	1
Online Learning Experience	0
Bible	4
Computer	1
Electives	3
Total Credits to Graduate	27

Most students will graduate with additional high school credits beyond the minimum number required for graduation. Full-time attendance in coursework approved by CCS is expected.

In order to graduate on time, it may be necessary for transfer students, students who have failed classes, or students receiving part of their instruction off-site to make up any missing required credits in one the following ways:

- a. Approved summer school program.
- b. Approved online class
- c. Approved college class

Students who fail a class required for graduation will be required to recover their credit prior to reentry in the fall.

Students wishing to pursue any of the avenues cited above should seek pre-approval with the academic advisor to ensure that earned credits will qualify to meet graduation requirements and will be applied to their CCS transcript.

Students who receive part of their academic instruction off-site at the BCAMSC or CACC (or as a transfer student) may not be able to meet the minimum requirements in each subject area, while still meeting the minimum total credits needed to graduate. Students who successfully complete coursework in an afternoon program at the CACC will receive 1-1/2 credits for each semester. The entire 1-1/2 credits may transfer as elective credit; or a portion of the 1-1/2 credits may transfer as a specific subject credit, depending on what the student has completed at the CACC. This is equivalent to the credits that would be earned if taking classes at CCS. Students who successfully complete coursework at BCAMSC earn credits based on how they are assigned by the BCAMSC. Believing that the student will be offered vocational opportunities or academic instruction that is unavailable at CCS, it is understood that a lesser minimum may be accepted in a particular subject area in exchange for the added areas of credit the student will be receiving from the other educational institution. Modifications will be made on a case-by-case basis to still meet state and school requirements. It will be the responsibility of the student, with the approval of the academic advisor, to make any necessary arrangements for the completion of credits that may not fit into the CCS schedule of classes.

To qualify for the honor of Valedictorian or Salutatorian, a student must have attended CCS for at least two full school years and have the highest and/or second highest overall grade point average of the graduating class, and be at least a 3.75 GPA. If there is a class with no qualifying Valedictorian or Salutatorian, the Administrator may name a "Top Student". Designation of co-Valedictorians and co-Salutatorians shall be based on cumulative GPA's, diploma requirements pursued, and the decision of the administration of the school.

COMMENCEMENT

To receive a high school diploma from CCS and participate in the Commencement ceremony, a student must have met the required graduation and credit requirements and have no outstanding debts or obligations at the school.

All athletic uniforms must be returned as well as all textbooks and other school property. Standardized testing (and final exams, if needed) must be completed along with required community service for 9th-12th grades. It is expected that all CCS graduates will participate in commencement exercises. Graduates will be required to wear the appropriate cap and gown and be in suitable dress (as decided by the administrator) beneath the gown. Dress code issues including hair, piercings, facial hair, tattoos, etc., must be adhered to for the commencement exercises.

ATTENDANCE POLICIES

Attendance and participation are essential parts of the learning process and are considered necessary to academic achievement. In addition, regular attendance and punctuality help develop the important traits of responsibility and self-discipline. Improved attendance will result in greater student classroom success and more efficient use of the teacher's time. Attendance is crucial for achievement – low attendance normally produces low achievement. As a result of this belief, we have established the following attendance policies.

ATTENDANCE/TARDY POLICY – FOR ALL GRADES

3 excused tardies per class = a one day excused absence per class.

3 unexcused tardies per class = a one-day unexcused absence and a ½ hour detention per class.

A pattern of excessive tardies (excused or unexcused) may require a parent/student meeting with the administrator and/or staff.

ABSENCES/TARDIES –MIDDLE AND HIGH SCHOOL

1. Attendance is taken, recorded and reported in every class change.
2. Students who arrive late or leave early are required to sign in or out at the office.
3. A student must be in school for at least one-half of the day (11:30 is the defining time for half day, whether morning or afternoon) to participate in that day's scheduled extracurricular activities (sport events and practices, follies, banquets, etc.) without prior administrative approval.
4. **Parent Verification:** Parents are expected to call the office, whenever their son/daughter is absent and explain the reason for the absence.
5. If a call is not received the school will attempt to verify absences by contacting parents at home or at work on the day of the absence.
6. A note must be sent with the student on the day of his/her return to school or within 48 hours and given to the office. (A note is not necessary if a call was made.)
7. If a call or verification note is not received within 48 hours, the student will be given an unexcused absence, and each teacher will penalize the student's daily points and work due accordingly.
8. Verification from home is necessary to grant a student permission to leave the school campus during school hours for any reason. If students must leave early a note, email or phone call must be made to the office by the student's parent. The PK-5th grade student's parent (or emergency contact person) is required to sign the student out in the office in order for the student to leave the building or school grounds. 6th – 12th grade students may be dismissed with a parent phone call. Students will only be released to parents and people designated by the parents as emergency contacts.
9. Students who attend less than 40 minutes of a class period are considered absent.
10. **FIELD TRIPS AND OUTINGS ARE NOT OPTIONAL.** They are part of the educational process. Students choosing not to come to school on those days will be given an absence and will be given an alternative assignment.

When a student in grades 9th–12th reaches 12 absences (excused or unexcused) in any class in any semester, he/she may forfeit credit for that semester unless an alternative plan is agreed upon by student, parents, administration and the teacher(s). In the case that the class is forfeited and is required for graduation, the student will be required to take the class over the following time it is offered. A letter will be sent home when your student reaches 6 and 10 absences per class.

ABSENCES/TARDIES ELEMENTARY

1. Elementary students are considered absent ½ day after 10:00 a.m. Please notify the office when a student will be absent. This is a safety check for the parents and school to be certain of the whereabouts of all students.
2. Being on time is extremely important. Students who are late miss important announcements, and daily instruction. More than 10 tardies in a marking period will result in a parent/administrator conference.

3. When arriving late, parents must sign their student in at the office, and then he/she shall go directly to class.
4. Twenty-four absences in a year could result in retention in the current grade. A parent/teacher conference for students with excessive absences will be scheduled.
5. 10 or more absences per semester may result in a referral of the parents or guardian to Truancy Court.
6. Students should bring a written note from home, or parents call the school office, to excuse the absence.
7. Field trips and outings are not optional. They are a part of the educational process.
8. Students leaving the building due to appointments, illness, or injury must have a parent sign them out of the building.

COLLEGE DAYS (Juniors and Seniors only)

Students must submit a request for a college day before the day of the trip. The normal limit for College Days is two per year.

PLANNED ABSENCES

A Pre-arranged Absence Request (found on the website) must be completed and returned to the school office **at least one week** prior to a planned family vacation or trip. The form must be initialed by all of the student's teachers at least five days prior to the date of the absence. Failure to adhere to this by the student and family shall not obligate the school or the individual teacher to allow time or credit for work missed. Excused family vacations must be vacations with the immediate family (parents, grandparents). Family trips and church activities will be counted toward the total days of allowed absences in the school semester and year. The school will allow up to six consecutive days and no more than ten days per school year for family trips. **Please note that although the school permits these absences, the school does not encourage them. Few students are able to make up the school experience missed during extended days of absence.** Homework assignments must be obtained *by the student* period to departure and completed and turned in the day the student returns; otherwise, no credit will be given for the assigned work. Any tests given during the vacation time must be scheduled for make-up with the teachers upon return.

HOMEWORK/MAKE-UP WORK

When a student is absent, he/she should work carefully with the teachers to get work made up as soon as possible. Students will be given one school day for every day absent to complete missing assignments. Make-up work will not be accepted for unexcused absences. The student should expect to make up quizzes and tests on the day he/she returns to class, if they were assigned before the absence. Previously assigned homework will be due when the student returns. If a student's absence is long term, or he/she has missed class review for a quiz or test, then arrangements between the teacher and student will be made to make up the work. Papers and projects which are assigned two weeks or more prior to their due date must be turned in on the day a student returns to school from an absence. (Teachers and administrative prerogatives may be used as deemed necessary.) **It is the student's responsibility**, not the teacher's, to see that assignments are made up within the time agreed upon with the teacher. Full credit will be given for homework when made up within the time properly allowed. Work handed in beyond the grace period may be severely penalized as late.

EMERGENCY SCHOOL CLOSINGS

In the event of emergency situations, a Tornado Watch or Warning, severe weather or snow days, school-closing information will be announced on local radio (WBCK) and television stations (WOOD-TV8, WWMT 3 and WOTV 41) as early in the morning as is possible.

FIELD TRIPS

Each class plans periodic field trips to correspond with classroom instructional objectives.

The following applies to scheduled field trips:

- They are not optional
- Students on Academic Probation will not be allowed to attend non-academic field trips
- Children not enrolled in CCS or in the participating class will not be allowed to attend the field trip even if their parent is a chaperone

Field Trip Policy:

Elementary K through 4th Grade:

- Community Service Day Requirement: 4-6 per year, no more than one per month, no more than 6 in a school year
- Academic field trips are restricted to no more than 6 per school year.
- Non-academic field trips are restricted to no more than 1 per school year.

Middle School 5th – 8th grades

- Community Service Day Requirement: 4 per year, no more than one per month
- Academic field trips are restricted to no more than 4 per school year
- Non-academic field trips are not permitted.

High School 9th – 12th grades

- Community Service Day Requirement: 4 per year, no more than one per month
- Academic field trips are restricted to no more than 2 per school year per grade.
- Non-academic field trips are not permitted.
- Mission trips for grades 9-12 are required, 3-7 days at the end of the school year.

Any exceptions to the policy above would require pre-approval by the Administrator

In addition, the Middle and/or High School maybe off campus at the beginning of the year for team building and community service. The Middle School takes a trip at the end of the school year primarily for an educational opportunity. The Middle School does try and host fundraisers for this trip and any costs in addition to the funds raised are the responsibility of the student and his/her family.

Chaperone Policy:

- Chaperones must follow a modest dress code as outlined in this handbook.
- All adults in attendance of any field trip must have a background check completed through I CHAT and through Central Registry Clearance. It is the responsibility of the chaperone to be sure this requirement has been met.
- All chaperones must communicate with the teacher in charge of the field trip if they want to attend the trip at least one week prior. We cannot accept chaperones after this time.
- All chaperones are subject to final approval by administration.
- Chaperones must keep the students assigned to them with them at all times while on the trip. Ask for help from teachers or other chaperones if a student needs to leave your group for any reason.

DISCIPLINE

In the Bible we are told to train up our children in the way they should go and they will not depart from it. (Proverbs 22.6) Children and young adults must learn that their actions will always result in some sort of consequence. We trust that the lessons learned in school will carry over into our entire lives. Our goal is to provide a safe and orderly learning environment for our students. We desire to help our students learn self-discipline and responsible conduct. We also wish our discipline to be fair, age appropriate, and administered in love. **We expect that all families are supportive of disciplinary consequences for behavior deemed in violation of our school standards as agreed to in our annual family commitment contract and per page 3 of this handbook.**

ELEMENTARY DISCIPLINE POLICY

K-4th teachers have the flexibility to design their own classroom management plan. In addition, CCS has an Elementary Discipline Rubric Guide in place that targets bullying, violence, and other serious or repeated offenses. Behaviors and consequences are spelled out in the rubric guide (See Appendix A – Elementary Discipline Rubric Guide). Major offenses are documented using a written referral form which is available in the office. Parents can expect to receive a copy for each relevant incident. In most cases, K-4th discipline will be handled by the teacher, but there may be times when it is necessary for the administrator to become involved.

MIDDLE AND HIGH SCHOOL DISCIPLINE POLICY

5th–12th grade teachers also have the flexibility to design their own classroom management plan. In addition, CCS has middle school and high school discipline rubric guides with infractions and consequences specifically addressed (See Appendix B – Middle School Discipline Rubric Guide; Appendix C – High School Discipline Rubric Guide). For parent notification, see Disciplinary Consequences Section following.

DISCIPLINARY CONSEQUENCES

DETENTION

The student must serve their disciplinary detention at the prescribed time set by the teacher or Administrator. If the student does not return the written referral on the following day or serve the detention, the time will double.

SUSPENSION

Violations of school policy may warrant suspension from school. When such an occasion arises, the administrator will determine the length of suspension. The student will be required to complete all missing assignments and turn them in upon their return. Students suspended from CCS are also suspended from BCAMSC and CACC classes (and CCS classes if suspended from BCAMSC or CACC). A parent-student-administrator conference WILL be necessary before a student may be allowed to return to school

DISCIPLINARY PROBATION

Any student who displays persistent disobedience, has been suspended on major offenses, or has repeated violations will have restrictions imposed to help control his/her behavior upon admittance to CCS. Disciplinary probation is a signed contract between the student, parents and administration. The probation will be a minimum of one semester in length and usually includes the following:

1. The student is expected to complete his/her regularly assigned work.
2. The student will not be allowed to participate in any athletic games or extracurricular school related activities during this probationary period.
3. A periodic review with the administrator and/or staff to review the status of the probation.
4. Documented church involvement of the student by church staff.

The following will be considered in the termination of probation:

1. Improved behavior of the student within the school environment.
2. Academic success and attitude of the student.
3. The student's admission of guilt and/or attitude in the situation complimented by evidence of repentance.
4. No further violations of school policies.

Any violation of school policy and rules by students on disciplinary probation will result in immediate and severe consequences.

EXPULSION

Expulsion is the most serious disciplinary step a school can impose on a student and/or their parents and it has serious implications on a student and his/her family. If the offense involves an illegal action, the police will be notified and the student will be prosecuted to the extent of the law. Parents may request a formal board hearing to review the recommendation of expulsion.

It is the responsibility of the school board to make the final decision regarding the expulsion of the student or parents (due to violation of parent agreement). If a student's or parent's conduct is serious enough to merit an expulsion by the administrator, the following procedure will be followed:

1. The administrator will communicate with the student and parent(s) to summarize the reason(s) for recommendation of expulsion.
2. The administrator will notify the chairperson of the school board of the expulsion. A date and time will be established for the school board to hear the recommendation.
3. The parent(s) and student will be notified as to the date and time of the meeting.

4. The school board will meet with the administrator, involved teacher(s), parent(s), and student for a hearing.
5. The administrator, teacher(s), parent(s), and student will be excused at which time the school board will make a final decision regarding the expulsion.
6. In case of a student expulsion, the school will comply with the affirmative obligation to report the expulsion to the central reporting agency of the State Department of Education (and the BCAMSC and CACC, if appropriate).

END OF YEAR ACTIVITIES

Students on academic or disciplinary probation may not be allowed to participate in end of the year activities and trips.

DUE PROCESS

The student and parents have the following rights when a teacher or administration takes disciplinary action against him/her:

- a. To be informed of the reason(s) for the action being taken
- b. To present the school administration with any fact that will support his/her defense.
- c. To have a hearing with the next level of authority to appeal or contest the facts that led to the action.

DRESS CODE POLICY

Calhoun Christian School is Christ-centered and based on the Word of God. The CCS dress code is built upon the biblical principles of modesty and simplicity (1 Timothy 2:9-10; 1 Peter 3:3-4), appropriateness (1 Cor. 10:23; Romans 14:19), and bringing glory to God (Col. 3:17). CCS strives to provide an environment where clothing choices do not distract from learning. The dress code, which follows, is intended to be a practical, simple, and standardized expression of these principles for all of our students.

GENERAL OVERVIEW

In honoring God in our appearance we will adopt cleanliness, tidiness, and neatness of appearance. Clothing is to be appropriately sized and modest. Any logo clothing must be appropriate with nothing offensive or scary. Examples of logos not permitted include skulls, beer, cigarettes, marijuana leaves, obscene words or gestures, etc. This list is illustrative and not intended to be limiting. Any questionable logos can be deemed inappropriate at the discretion of the Administrator.

SPECIFICS

A. Pants

Pants and blue jeans are acceptable. Pants may have holes, but no skin may show through the holes. The holes must be patched from the inside or the outside. Pants shall not droop below the waistline or drag the ground nor should they be so tight that they are form fitting. Yoga pants or warm-ups are not allowed, however nylon or cotton athletic pants (no breakaways) are acceptable. Athletic pants may have printed words on them, but the words must be appropriate with nothing offensive, derogatory, insulting or scary. Also, no words or logos may be printed on the buttocks or the groin region.

High school and middle school students must wear a long t-shirt, sweatshirt, dress, or skirt over leggings. The length of the top garment must be fingertip length. Elementary students are allowed to wear leggings.

B. Shirts

Shirts may be either the button down type or the pull over variety with or without collars. No white undershirts worn alone. Girls' and boys' shirts and blouses must cover the waist at all times, not be tightly fitted, low cut or see through. Backs and shoulders must be covered at all times. No tank tops are permitted however, modestly cut (2.5 inches – approximately 4 fingers) sleeveless shirts are acceptable.

C. Chapel Uniforms

All CCS students must wear a CCS chapel shirt. During the winter months the outermost garment must have the CCS logo on it. There will be a summer and winter chapel shirt requirement to be ordered at the beginning of the year. Pants, skirts, or shorts must be in accordance with all other policies related to length and neatness. Students may not wear blue jeans, athletic pants or athletic shorts.

D. Dresses, Skirts

All dresses, skirts, jumpers, and skorts will be to the top of the knee or lower when standing or in a seated position at all school functions. If skirts, dresses, skorts, or shorts are worn over leggings or opaque tights they must be fingertip length or longer. Modestly cut (2.5 inches – approximately 4 fingers) sleeveless dresses are permitted but not dresses that are strapless, over one shoulder or have spaghetti straps. Dresses or skirts with slits past the knee are not permitted.

E. Shorts

Shorts may have holes, but no skin may show through the holes. Shorts (including basketball shorts) are to be at least fingertip length for elementary students and mid-thigh for middle and high school students. Mid-thigh is defined as if you are kneeling on the floor, your shorts are no more than 8 inches from the floor. Short gym shorts (i.e., running), bicycle, or spandex exercise shorts are not allowed.

F. Shoes and Socks

Shoes must be worn at all times. Shoes with shoelaces must be appropriately tied. Appropriate shoes are required for gym class (soft soled tennis shoes) and for outdoor play (tennis shoes or boots). Elementary students should have an extra pair of tennis shoes with socks and boots with socks to leave at the school.

G. Hats and Sunglasses

Hats and sunglasses are not to be worn in the school.

H. Jewelry and Body Adornments

Jewelry is to be neat and simple. Chains, such as dog collars or chokers or those attached to wallets will not be permitted. Non-ear, body piercings are not permitted. Tattoos may not be offensive or scary. Examples include skulls, obscene words or gestures, etc. This list is illustrative and is not intended to be limiting. Tattoos deemed inappropriate by the administrator will be required to be covered at all school functions and during the school day.

I. PE Class or Sports Practice

Fingertip length shorts, full-length pullover shirts, gym shoes, and socks are required. Warm-ups are encouraged. No tight-fitting shorts, shirts, etc. are allowed. All students are to return to dress code before returning to class.

J. Sport Games and Uniforms

All students participating in sports are required to follow the athletic dress code: The athletic dress code consists of a team sports jersey or shirt as designated by the coach of each team. The athletic dress code is required during the school day on-site. Official uniforms may be worn by participants to and from events with coach's approval in advance.

K. Special Events

Special activities such as Homecoming and Senior Banquets will have specified dress codes including what is acceptable for girls and boys formal attire. The dress guidelines are included as appendix F of this handbook. The dress code requirements apply to CCS students and their guests. This should be consistent with our general policy and the final approval is by the administrator.

L. Swim Wear

Any school function where swimming is available, i.e. gym, mission trips, class parties, requires girls to wear a modest, one piece swimsuit and boys to wear modest swim trunks.

M. Outside Clothing

Outside clothing and accessories are to be left in the locker and not worn to class unless the teacher permits otherwise due to seasonal room environment.

N. Field trips, special events, school activities (including sporting events) Dress Code

Field trips, special events, and school activities in which a student is a participant or in attendance, the students should follow all dress code requirements as stated above.

O. Violations

In the case that a student follows extremes in appearance, he or she will be truthfully and lovingly counseled. The counseling process may include, but is not limited to, asking a student not to wear a particular article of clothing again or calling home for a change of clothes. Continual resistance of dress code is addressed in the disciplinary rubric for middle and high school. Elementary student issues will be addressed by the teacher and administrator.

The administrator, or his/her designee has final authority in any situation or questions regarding dress code.

ATHLETICS/EXTRA-CURRICULAR ACTIVITIES

AN OPEN LETTER TO FANS AND PARTICIPANTS

As a school community that is committed to honoring Christ in every area of our daily lives, we must realize that we will be tested at various times and in many ways in our efforts to fulfill this commitment. The area of inter-school competition often provides one of the many opportunities that will test our Christian philosophy and commitment.

Therefore, we must be constantly alert to the fact that we are “Christ’s Ambassadors” today. Many times during a close contest we may find ourselves disagreeing with the official’s calls, the reaction of the other teams’ members, or even our own mistakes. This is the time when we must demonstrate the true Christian character of our school community, through the actions of every one of our young gentlemen and young ladies present. We are expected to behave in such a manner that our actions will speak louder than our words, that we will truly bring honor to our Savior, Jesus Christ.

The above statements are to serve as reminders to our parents and other adults representing our school that we are the role models for our student body whenever we are present. Rude or abusive behavior by fans may result in removal from athletic contests.

STUDENT ELIGIBILITY/INELIGIBILITY

The following is the method used to determine student eligibility/ineligibility for all extracurricular activities at CCS:

- A student is ineligible to play in athletic games if he/she is on academic or disciplinary probation.
- A student must be in school for at least one-half of the day (11:30 is the defining time for half day, whether morning or afternoon) to participate in that day’s scheduled sport event or practice without prior administrative approval.
- A physical examination must be on file in the school office before a student will be allowed to participate on a CCS athletic team.
- In the event school is cancelled due to weather, all scheduled athletic activities for that day may be cancelled. Athletes will be contacted with details.
- Students on academic probation may not dress for the game, participate in warm-up activities, or the game. They must dress in athletic dress attire.
- Students must meet MHSAA eligibility requirements.

STATE OF MICHIGAN CONCUSSION POLICY

All Michigan school students that participate in team or club athletics as well as physical education classes as part of their class schedule are required to read Appendix D of this handbook and turn in the signed acknowledgement that the parents and/or students have read the Concussion Fact Sheet.

POLICY CONCERNING OFF CAMPUS STUDENT PARTICIPATION

All students participating in off-campus activities that come under school jurisdiction will adhere to the following governance or face disciplinary measures.

1. School transportation
 - All travel to and from activities will be established by school personnel.
 - The administrator or his/her designee for each activity will approve all drivers in advance.
 - Students will not transport themselves or others to or from any activity without prior administrative approval and parent permission.

2. Conduct for all participating school representatives
 - All participating students will adhere to the school dress code.
 - All appropriate school rules and regulations will be applicable.
 - Students are acting as ambassadors of Christ and CCS and therefore exemplary behavior is expected.
 - Christian behavior is always expected and appreciated.
 - No pranks or practical jokes.

3. Regulations for extended trips
 - If the activity requires overnight lodging, the chief school sponsor of the activity will establish the time for all participants to be in their appropriate accommodations.
 - There will be adequate adult chaperones available (one per room) and approved by the administration 24 hours in advance of the departure time.
 - The chief school sponsor for the activity will be responsible for insuring that adequate rest and nourishment is available for all students' participants.
 - All mission trips are governed by the separate mission policy and the chaperone/volunteer agreement.

NON-MHSAA ATHLETIC PROGRAMS

Students in elementary and fifth-sixth grade are able to participate in non-MHSAA sponsored programs such as Rising Stars, Girls on the Run, Boys Let Me Run, etc. as well as basketball camps during the year. These programs are coordinated and run by parent volunteers and the students participate voluntarily. The programs are structured as part of county and/or national programs and there are reasons for the age groups and content provided. As a result, participation is limited to those students that are registered and enrolled in the program. The coach/parent volunteer are expected to deny participation to those not registered.

GENERAL SCHOOL POLICY AND PROCEDURES

ACCIDENTS

Only basic first aid will be administered to children who are hurt on the school premises. In case of severe illness or injury, we will follow the instructions given on the emergency medical form on the back of the enrollment form. In the event that the parents/guardians cannot be reached to make arrangements for emergency medical treatment, the school will determine the course of action, such as whether or not to take the child to the doctor or the clinic/hospital listed on the form. Continuous attempts will be made to notify the parents/guardian of the situation and upon making contact, the responsibility for further decisions will be relinquished by the school.

AFTER SCHOOL

Beginning at 3:00 pm, the school is no longer responsible to supervise children who remain after school due to transportation issues. All students are to follow the afterschool guidelines as follows:

- Students, 12 years of age and older, are to gather ALL of their belongings from their lockers, use the restroom if needed, and report directly to the cafeteria if they are waiting for their parents to pick them up.
- If a younger sibling is staying in the cafeteria, the older sibling **MUST** be in the cafeteria with him/her. If the older sibling is participating in an afterschool program, the younger sibling will be sent to extended care and the family invoiced accordingly.
- If students choose to go outside, they will need to take ALL of their belongings with them outside. Admittance will only be allowed through the front entrance of the school by using the buzzer. If the office is closed, there will not be a way to reenter the building. Students are NOT to use the preschool entrance for readmittance.
- Students are to remain in the cafeteria at all times, except to use the bathroom or if a teacher is with them.
- If a student is found wandering the halls, causing trouble in the cafeteria, or is exhibiting disorderly or unsafe behavior, the student will:
 - o Receive a warning for the first offense;
 - o Receive a write up for the second offense; and
 - o Parents notified that the student will not be able to stay after school if there is a third offense.

CCS would like to continue offering the cafeteria as a waiting area for our students whose parents are unable to pick them up at the end of the school day. In order to ensure a safe environment for CCS students and staff, ALL families need to abide by these guidelines. If you have any questions, please direct them to our school office.

Teachers noticing students in other areas of the building will direct the student outside or to the cafeteria and contact the administrator by email or in person so that appropriate consequences can be administered. The last employee in the building will ask all students remaining in the cafeteria to leave the building.

ALLOCATION OF INSTRUCTIONAL TIME

At the elementary level each school day will have an average of 6.5 hours of instructional time.

At the middle school level each school day will have an average of 6.75 hours of instructional time.

At the high school level each school day will have an average of 7 hours of instructional time.

ALL RELATIONSHIPS OF CCS STUDENTS

CCS desires to promote wholesome, Christ-honoring relationships between our students that will not be spiritually, academically, and socially distracting. Students will present themselves in a manner so as not to cause embarrassment to themselves or others around them. A public display of affection during the school day, on campus, or at a school event will be addressed in a counseling manner by a faculty or administrative person. A public display of affection is considered an action of a romantic manner such as kissing, hugging, holding hands, etc. Persistent problems will result in a joint parent-administrator-student meeting and may end in disciplinary action.

BUDDY PROGRAM

The Buddy Program is designed to create a sense of community and student awareness amongst the younger and older students of our school. Teachers guide older students on mentoring younger students in specific areas with clear objectives and goals established. This provides an opportunity for students of differing ages to experience positive social interaction while also providing extended learning experiences for both age groups. Considerations of age difference, class size difference, gender ratios, and academic objectives are given when assigning buddy groups. Buddies meet once a month during seventh hour and are fully supervised by teachers.

BULLYING, INTIMIDATION, HARASSMENT

It is the policy of Calhoun Christian School to maintain a learning and working environment that is free from bullying, intimidation, and harassment. Students shall be in violation of this policy for physical, verbal, or written forms of bullying, intimidation, or harassment of another person. The offender will be subject to the requirements of our institutional discipline policy as stated in the rubrics in appendix A, B, and C. See also the Human Dignity Policy.

CHAPEL

Chapel will be held on a weekly basis and attendance is required. Speakers are arranged through the administration. Christian growth and service will be stressed during chapel services. Students are expected to be ambassadors of CCS and act in a respectful manner.

CHAPERONES & SCHOOL VOLUNTEERS

All CCS Chaperones and school volunteers must have a signed Chaperone's Agreement and State of Michigan Central Registry Clearance (please allow 14 days to process) on file with the school office. The forms are available in the school office. No adult is allowed to chaperone or supervise CCS field trips, activities or events, or serve as a classroom or lunchroom supervisor prior to both documents being on file in the school office.

CLASS PARTIES

Class parties are sponsored from time to time as a school event. All official class parties will have a Calhoun Christian School teacher or other staff member in attendance. Parents will be informed of class parties in writing.

Parties that are organized by the students without the school's knowledge or approval are not class parties. CCS bears no responsibility or liability for non-school sponsored social activities.

CLUBS, GROUPS, AND ACTIVITIES

Calhoun Christian School is committed to supporting and creating a safe, respectful, enriching, and biblically grounded community for students. In keeping with our Mission, Vision, and Core Values, Calhoun Christian School is committed to promoting the truth of scripture within all aspects of the operation of the school including the creation and operation of student groups and clubs. All school groups, clubs and activities (hereafter referred to as group(s)) must teach, demonstrate, and embrace the biblical perspective that is the foundation for all of the school activities.

Naming and function of student groups

Names for student groups will be approved by the administration and will incorporate language that reflects and/or is in harmony with the teachings of scripture and the values and faith perspective of the school community.

Guidelines for the Formation of student groups and clubs

When a student group is requested, it is important to determine the nature of the request and how best to meet the expressed needs. Through conversations with students, the purpose for the group needs to be identified, so it can be properly structured within school priorities and guidelines. Flexibility, respect, and responsiveness, based on needs, is critical.

All groups shall support the mission, vision and core values of the school while upholding the value of the individual as created in the image of God. Any groups formed shall reflect, through name and action, the philosophy and theology of our protestant evangelical tradition and emphasize the value of the person, inclusion, hospitality, respect, justice, truth, and the call to loving service.

COMMUNICATION GUIDELINES

In consideration of the Biblical admonition related to the tongue found in James 3, as a school community we will strive to keep our communication pleasing to God at all times. This is important for the proper operation of our school as well as for setting an example to our students. Therefore, it is expected that parents, teachers, school staff and students will guide their conversation according to Biblical principles and Christian convictions. Communication includes posts on Facebook, Twitter, Instagram, other social media, email, texting, phone conversations, written word and face to face contact.

1. In communicating matters about Calhoun Christian School, the following principles are expectations of all of the members of the school community, including parents:
 - a. All information and communication is to be kept confidential. Speaking about matters regarding individuals who are not present during the conversation is gossip.
 - b. No information should be shared by anyone except with appropriate persons who have a definite and identifiable need to know and those who are directly involved.
 - c. No comments of a critical or derogatory nature should be expressed publicly (at school events or with school personnel or employees, or between parents) when the content involves administration, staff, students or parents.
 - d. Refrain from discussing private school problems, school business, fellow staff members, students or parents in such a manner as to create an unfavorable attitude on the part of anyone.
2. You've enrolled your children in our school and entrusted them to our staff for the purpose of their education. Defend and protect the school by believing in its ideals, policies and contributions, and by constantly striving to improve its services.
3. When communication of a serious nature is necessary, maintain an attitude of courtesy, respect, sincerity and a willingness to be both graceful and understanding.
4. Matters involving critical statements made of the school, its teachers, staff, administration or families, should be addressed directly to the administrator. Administrative action is not possible if problems are not brought to the attention of the administrator, and the administrator cannot take action to resolve a problem that he has heard about through hearsay or gossip. Don't assume "he already knows," or "he's chosen not to do anything about it."

5. When issues have been brought to the attention of the administration, the resolution does not always become public knowledge. Protecting the confidentiality of faculty and staff, students and parents is essential.

BOOSTERS CLUB

The Calhoun Christian School's Boosters Club is an organization for parents who are active in the promotion and fund-raising projects for our athletics programs. Membership in the Cougar Athletic Club is open to the parents of our students as well as alumni.

COURTESY

I Corinthians 13 says "love does not behave itself unseemingly . . ." That is, it is mannerly. All students are expected to be courteous and respectful to others at all times. This is exhibited in orderliness, cooperation and polite responses to faculty, staff, and fellow students.

DELIVERIES TO STUDENTS

Special deliveries to students such as flowers, costumed birthday announcements, singing telegrams, etc. are at times disruptive to the educational process of the other students. Packages, messages and flowers will be detained in the school office until school is dismissed and will be delivered to the designated student at that time. *Students and/or parents may not have food or drink delivered during the school day by any delivery service.*

ELECTRONIC DEVICES

Students may not have electronic devices (cell phones, smart watches, tablets, computers, etc) in classrooms or used during classroom time unless the classroom teacher has given permission and specific instruction on using technology to meet a learning target. Abuse of this privilege may result in confiscation of the device.

During the school day, students must keep their Electronic Device in their locker or on their person, but the device must be OFF if they keep it with them.

High school students may use their electronic devices during passing time and during lunch.

Smart watches and/or any other devices that can connect to a phone must be placed on "Airplane Mode" and are not to be used for any purpose other than keeping time. If they cannot be put into Airplane Mode they should be kept in the student's locker during school hours.

Electric devices may not be taken field trips, mission trips, or community service.

FUNDRAISING

Because CCS does not receive federal or state tax dollars it is necessary for us to have several fund-raising activities each year. It is expected that all families participate in tuition control events.

GUM, FOOD, BEVERAGES

High and Middle School can chew gum on campus as long as it is not disruptive. Please note that gum on the flooring and furniture can be very damaging and being allowed to chew gum is a privilege that can be removed at the discretion of the teacher and/or administrator. All food and beverages (except water bottles) are limited to the cafeteria or outside during lunch period and before play. Students may have food/drinks in their classrooms during snack time with teacher approval. Any student leaving food or drink in his/her locker and it spoils, spills, or causes damage may be subject to discipline.

HUMAN DIGNITY POLICY

CCS intends to provide its staff members and students with a safe Spirit-filled environment, one that is free from offensive kinds of behavior. Conduct, whether intentional or unintentional, that subjects another person to unwanted attention, comments, or actions because of race, national origin, age, sex, physical characteristics, or disability, is not permitted. Instead, we expect all persons to treat each other with respect because they are created to reflect God Himself.

We do not condone or allow harassment of others by teachers, administrators, support staff, students, or other persons both at school or school events.

Any person who believes he or she has been subjected to harassment should report it immediately to an appropriate superior. Harassment is based on perception not intention. Students may report to a teacher, administrator, or counselor. Teachers should report an offense to their administrator; if it is the administrator he or she is reporting, to the chairperson of the board of directors. Each report will be given serious consideration and investigated appropriately.

Reports of harassment and subsequent investigations will be handled discreetly to avoid embarrassment of the person making the report or a person who may be unjustly accused.

Any person who is determined to have violated this policy will be subject to disciplinary action including the possibility of employment termination (for staff members) or expulsion (for students).

Sexual harassment includes:

- making unwelcome sexual advances
- engaging in improper physical contact
- making improper sexual comments
- writing a note to someone else, either electronically or by hand, with content that may be construed as sexual
- using words (written or spoken), pictures, objects, gestures, or actions relating to sexual activity to create a sexually intimidating, hostile, or offensive learning or working environment

Any other form of ridicule or harassment (including any form of online harassment) based on race, physical characteristics, ability, family background, or similar feature is harassment. Persons engaging in this misbehavior will be disciplined.

All students and all school employees are expected to conduct themselves with respect for the dignity of others.

Bullying can be physical, verbal, emotional, sexual, and/or involve digital or online bullying. Bullying occurs over a period of time rather than just a single incident and there is an imbalance of power between the bully and the victim.

All possible bullying incidents will be investigated by the school. Bullying will be investigated whether or not it occurs during school hours and whether or not it occurs on or off of school grounds. When it is determined that bullying has occurred, parents will be contacted. The offender will be subject to the requirements of our institutional discipline policy as stated in the rubrics in appendix A, B, and C. See also the Bullying, Intimidation and Harassment.

CCS will not tolerate bullying or harassment. As a Christian community, we expect parents, teachers, and students to work together to demonstrate respect, love, and care for everyone.

At CCS...

- We will not bully others.
- We will try to stand up for students who are bullied.
- We will work to include students who are often left out.
- We will tell an adult at school and an adult at home if we know someone is being bullied.

ILLNESS

While we encourage students to attend school every day, an ill child will not perform well and may expose other students in the classroom. The school will send students home if any of the following symptoms are present. It is also expected that you will keep your child at home if any of these symptoms are present:

- | | |
|--|---------------------------------|
| -fever of 100 degrees or greater (before medication) | -any known communicable disease |
| -an undiagnosed rash | -persistent or severe headache |
| -an earache or draining ear | -diarrhea or vomiting |
| -severe sore throat | -evidence of head lice |
| -persistent and severe cough | |

If your child has a fever of 100 degrees or greater, they must be fever free without medication for 24 hours before returning to school. A child also needs to be free of diarrhea for 24 hours to return to school.

If your child's doctor diagnoses them with a communicable disease, please notify the school so we can notify parents of other students in the classroom if necessary. Communicable diseases include chicken pox, coxsackievirus (hand, foot, mouth disease), croup, pertussis (whooping cough), pink eye, pinworms, impetigo, fifth disease, hepatitis, flu, measles, mumps, meningitis, strep throat, lice, ringworm, and scabies.

- Infectious students stay home until they are cleared of all symptoms
- Note that, for any vaccination which is mandated by law, the family must have on file an appropriate waiver signed by parent/guardian to be unvaccinated.
- Medically defined "outbreak" within our geographic area, unvaccinated students remain home for their own (and others') health/safety, until designated officials deem any danger over and clear.

If your child has been diagnosed with a concussion, we must have a **written release from the doctor** before they will be permitted to rejoin gym, recess or other athletic activities.

INTERNET USE POLICY

Technology can be a wonderful tool – and a terrible danger, if misused. At CCS we hope that we extend the grace that's been extended to us by the Lord. However, adherence to the rules established below is necessary for everyone's safety:

The following are not permitted while on school grounds or using any school computer:

- Downloading and/or installing software of any kind
- Sending or displaying pornography, sexually explicit material or other offensive messages or pictures
- Sending or displaying violent and/or threatening material: advocacy of bomb-making, terrorism cultic rituals or sadistic practices or other dangerous activities, etc.
- Using obscene language
- Harassing, insulting or attacking others
- Damaging computers, computer systems or computer networks
- Violating copyright laws
- Using others' passwords or identity
- Knowingly trespassing in others' folders, work or files (e.g. someone forgot to sign out).

- Using the network for commercial purposes
- E-mail, Chat rooms, real time messaging of any kind during school hours which has not been authorized by a teacher (such as for sending or receiving on-going school work from/to home or participating in class forums.)
- Publicizing hurtful or slanderous information about anyone
- Using Facebook, Instagram, and other apps or personalized websites
- Playing computer games without authorization from the appropriate teacher – these games must be pre-installed on the computers by the system administrator. Computer free-time doesn't nullify any of the above stated rules.
- Accessing "proxy" websites which limit our school's ability to monitor student use of the Internet.
- Attempting to fix or repair a malfunctioning computer without authorization.

IMMUNIZATION POLICIES

In December, 2014, the Joint Committee on Administrative Rules approved a new educational requirement for Michigan parents opting their children out of getting vaccinated before entering school.

The new rule allows parents/guardians to have the opportunity to speak with a health educator from their local health department about their concerns and questions regarding immunizations prior to the nonmedical waiver being signed.

Any parent/guardian who wants to claim a nonmedical waiver will need to receive education regarding the benefits of vaccination and the risks of disease from a county health department before obtaining the certified nonmedical waiver form through the Local Health Department. The new rule requires the use of the State of Michigan nonmedical waiver form dated January 1st of the current year.

LOCKERS

Student lockers are the property of CCS. Periodic inspections of the lockers may be made at any time, without notice, student consent, or a search warrant. A local law enforcement agency may assist the school personnel in conducting a search of a student's locker and the locker's contents, at the request of the administrator. All illegal items found in a locker will be considered the property of the student assigned that locker.

All items stored in lockers should fit inside of the locker and the door should be able to be completely shut. Any student leaving food or drink stored in lockers that spoils, spills, or causes damage may be subject to discipline or financial penalty.

LOST AND FOUND

All lost items will be placed in the Lost and Found. Students and/or parents must check the lost and found for missing articles. At the end of each quarter all unclaimed items will be disposed of.

LUNCH

CCS has a closed-campus lunch policy, which means that unless accompanied by a parent or arranged by a staff member, students must stay at school during the lunch period. All lunch visitors are required to sign in and out at the office, and be approved by the administrator. *Students and/or parents may not have lunch, coffee, or other items delivered via any paid for service during the day.*

CCS will be offering a daily hot lunch and milk option provided by Lakeview Schools. Orders will be submitted to the school at the end of each month for the subsequent month. Lakeview offers parents the option for free lunch, reduced lunch or full price depending on family income levels. Please see the CCS office for an application if you think you qualify for reduced or free lunch and milk programs.

MEDICATION

CCS follows Michigan School Code, Section 380.1178 (1995), pertaining to the administration of prescription medication to students during school hours. This requires a permission form, completed by the family's physician, and a signed parental release statement. Designated school personnel (office staff only) will administer all medication. The medicine needs to be in the original container from the pharmacy properly labeled with the child's name, dose to be given, and is properly authorized by a licensed medical person. Any changes in type of drugs, dosage and/or time of administration should be accompanied by a new parent's permission signature and instructions.

School personnel are not permitted to administer any other type of medication (aspirin, topical creams, etc.) without the permission of the child's parent in writing. Over-the counter medication must be in the original container accompanied by a signed and dated note of instructions from the parent. Medications will not be administered differently from the instructions given on the bottle. Medications provided in a container other than the original container will not be administered or allowed to be kept at school.

Students who have a medical condition which requires self-administration of a medication must have a signed authorization form filed in the office. Under very few circumstances will this be found acceptable. All other medication must be kept in the office. If a student is found with medication (prescription or over the counter) it will be brought to the office and kept until the parents come to pick it up.

Medication left over at the end of the school year should be picked up by the parent/guardian, or the school will appropriately dispose of the medication.

MESSAGES

Except in an emergency situation, students or teachers will not be called out of their class to receive telephone calls. Office staff will relay messages to students. Teachers will return calls during their free time or immediately after school. Routine calls to teacher's homes are discouraged.

MOVIES, TV AND VIDEOS

"All things are lawful for me, but all things are not expedient: all things are lawful for me but all things edify not." I Corinthians 10:23.

Following Biblical guidelines, great concern must be acknowledged about the content, values and anti-scriptural (religious ideologies) presented in the modern media today. We appeal to our parents and students to practice self-control and discretion in the areas of movies, videos, and television. Just because it is available to us does not make it right or edifying.

At times the teachers will show movies that correspond to a topic being covered in the class or subject. The teachers will ask permission of parents for students to view any PG (elementary) or PG-13 (middle school and high school) and above movies. If a parent does not want their child to view the movie, the student will be excused from watching the movie but will need to complete another assignment.

OFF LIMITS AREAS

The administrator will determine and communicate both verbally and in writing the areas that are off limits to students (without proper supervision). Each student is then responsible to stay away from these areas. This includes before and after regular school hours. Some specific areas include:

1. Teacher's Lounge
2. Teacher's desk, chair and closet
3. Supply rooms and storage rooms
8. Locker rooms
9. Library
10. Boiler room

- | | |
|--|-------------------------|
| 4. Kitchen | 11. Storage Buildings |
| 5. Unsupervised/Unused classrooms or other rooms | 12. Parent Room |
| 6. Gym and stage | 13. Maintenance Closets |
| 7. Cafeteria (except after school or during lunch) | 14. Chapel |

PARENT/TEACHER CONFERENCES

Parent/teacher conferences are to be held in the fall during the middle of the first marking period and again in the spring of each year (mid third quarter). **The fall conference is considered mandatory for all new families, all students on academic probation, and at teacher request.** The fall conference is considered optional for all other families. Conferences are held at school in the afternoons and evenings. A notice will be included in the weekly newsletter stating the times and dates; a form will be sent home for parents to return with their requested conference time. The purpose of conferencing is to promote a partnership between parents and teachers that will further promote student achievement, as well as create a comfortable communication link that will provide for a successful school experience for both parents and students. Please come to the conference with information to share about your child that will be beneficial to the teacher. Prepare a list of questions that you would like to discuss with the teacher. Above all, come prepared to listen to the teacher’s perspective and observations of your child. Collaboratively, come up with ideas to ensure your child’s success at CCS. Spring conferences are optional depending on a request by parents or teachers but are mandatory for all students on academic probation. Additional conferences may be held anytime when there is a need for one as identified by the parents and/or the teacher.

PARENTS OR OTHER VISITORS

Parents are encouraged to participate in varying volunteer capacities within the school. Opportunities are available as teacher helpers, lunchroom supervisors, field trip chaperones, etc. Parents are expected to attend conferences and special programs scheduled throughout the year. When volunteering in classrooms or attending field trips parents are asked to dress according to school regulations.

All visitors and parents must check in at the main office and will be expected to wear a visitor’s badge. Student visitation shall be subject to the approval of the principal in advance of the visit. This is to keep class interruption to a minimum and to help insure the safety and wellbeing of our students.

PLEDGES AND DAILY ANNOUNCEMENTS

Pledges to the American Flag, the Christian Flag, and to the Bible will be conducted over the loudspeaker between first and second hours each day. Announcements will also be made at this time. Following are the pledges to be learned and recited each day and at formal gatherings.

PLEDGE TO THE AMERICAN FLAG

I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

PLEDGE TO THE CHRISTIAN FLAG

I pledge allegiance to the Christian flag and to the Savior for whose Kingdom it stands. One Savior, crucified, risen, and coming again, with life and liberty for all who believe.

PLEDGE TO THE BIBLE

I pledge allegiance to the Bible, God’s Holy Word. I will make it a lamp unto my feet and a light unto my path. I will hide His Word in my heart that I might not sin against God.

PREGNANCY POLICY

CCS is committed to the sacredness and sanctity of human life. Life is a gift from God that must be treasured and nourished. Even before an individual is conceived, God knows and loves that person. (Jeremiah 1:4)

CCS, through its counseling staff, faculty and administration, will seek to assist the pregnant girl in dealing with problems she may face during pregnancy. The emphasis and focus of this concern will be as an expression of love, nurture, and support so that the girl and her family are able to make decisions within an atmosphere of Christian love and forgiveness.

Should a CCS student become the father of a child, the same support and concern will be shown. While most of the physical and medical circumstances are not applicable to a prospective father's situation, the goal of helping the boy and his family make responsible Christian decisions remains the same.

The male or female student involved in a pregnancy shall be subject to administrator and discipline committee approved restrictions in activities in which he or she represents the school. This includes all school functions and class-related activities.

If a student at CCS submits to an abortion, she will be subject to immediate suspension from all classes and school activities, pending a final review and decision by the administration.

RESOLVING CONFLICTS

If at any time you have a question, concern, or problem within the CCS family, please, first and foremost, consider Colossians 3:8 which admonishes us to put away any anger, bad feelings, slander or shameful utterances from our lips. Then after prayer and acting in love, follow the Scriptural pattern for restoration given in Matthew 18:15-20. This pattern requires us to go directly to the person with whom we have the disagreement or concern. Only if the problem remains unresolved are we allowed to involve another outside person. For example, if you have a concern about something occurring with another student/family, you should confront them first, before contacting the school. If your concern is with a specific teacher, call him/her, not the administrator, or a board member.

Even a few negative words spoken in a child's presence can erode his respect for his teacher. You, the parent, have delegated to each teacher authority. When this authority is undermined, yours is also.

Mistakes, misunderstandings, and differences of opinion will arise. Often your first indication will be through the information given by your child. Please uphold the authority of the teacher first; check with that teacher for the total scope of the situation, and then respond to your child. If at any time a problem remains unresolved with a teacher, then as aforementioned, contact the administrator, who will go with you to that teacher. In the event that a concern still exists, the final step is to go to the school board.

In the case of conflict between students, the parents of those students should address each other and not address the 'other' child without permission of that child's parent. This does not apply to parent chaperones.

RETENTION

The following principles will be used to guide any decision-making regarding retention of students.

1. Failing a number of major subjects (Math, Reading, English, Science, Social Studies).
2. Retention not recommended due to social, emotional and behavioral factors.
3. Vigorous intervention efforts are made to reduce potential for retention.
4. Retention more beneficial the earlier the grade.
5. Student will not be retained more than 1 time at CCS.
6. Parent will be actively involved in the decision making and discussions will begin no later than the beginning of third quarter.

SALES

There will be no sales of any kind by individual students in school. Only school clubs or other office-approved projects will be accepted. Parents will be informed of such sales in writing.

SCHOOL BOARD MEETINGS

The Calhoun Christian School Board meets monthly and the school's website calendar will have the upcoming dates which are usually the fourth Monday of each month at 6:30 pm. Meetings are open for parents, teachers and other interested parties to attend. An opportunity will be given for spectators to speak to the board at the beginning and end of each meeting.

SCHOOL PROPERTY

Students are expected to regard all school property as belonging to the Lord. Any damage done to the building or furnishings due to carelessness or mischief will be dealt with in a disciplinary manner. Students and their parents are liable for the cost of repair/replacement of damaged property when determined necessary by the administrator.

Our facilities are reflections of the people who use them. They give the first impressions to our visitors and others who enter this building on business.

- Students must stay on the school grounds at all times unless they have special permission to leave.
- Students are expected to be quiet in hallways to keep from disrupting other classrooms.
- NO running inside, fighting, wrestling, hitting, littering or jumping off bleachers in the gym.
- Matches, lighters, tobacco, alcohol, inappropriate non-Christian music or other media are not permitted on school grounds or at school functions.
- Skateboards, roller blades, Wheelies, and scooters are not allowed on school grounds.
- Students are responsible for all items checked out in their name — resource books, literature books, games, sports equipment, locks, etc. Lost or damaged items will be replaced at student expense.
- Cars and bikes should be locked upon arrival and remain locked until dismissal.
- The school building will be locked 10 minutes after the end of the school day. Students are to leave the building, even on game nights, or remain in the cafeteria until picked up

SCHOOL SAFETY

Calhoun Christian School is a locked campus. Students should not arrive at school earlier than 7:30am. From 7:30am – 7:45am, the front doors will be unlocked for students and parent entry. From 7:45am – 2:30pm, the front doors to the school will be locked and anyone who wishes to enter will need to be buzzed in by the office. Anyone buzzed into the school must immediately report to the school office. Students and teachers have been instructed not to open outside doors for anyone.

Calhoun Christian School complies with the Michigan Department of Education's regulations for School Safety. We have a documented plan for Emergency Procedures and the goal is that all of our staff have attended safety training. CCS students will be required to participate in a minimum of **three (3) Lockdown Drills** each school year.

Calhoun Christian School will hold a minimum of five **fire drills** and **two tornado drills** during the school year as required by State law. Teachers will review the procedure for fire and tornado drills with students during the first days of school. The procedures will be posted in each classroom. Complete cooperation by every student is vital to the success of these important drills!

Severe weather terms:

TORNADO WATCH: Conditions are favorable for the formation of a tornado.

TORNADO WARNING: A tornado has been sighted in the area.

During a “**Watch**” building principals will monitor the weather conditions provided by the Emergency Broadcast System and the following will occur.

- 1) Pupils will be dismissed at the regular times.
- 2) After school activities may continue with the coaches and athletic director monitoring weather conditions.

During a “**WARNING**”

- 1) Pupils will not be sent home, but will be kept in the building and stationed in designated “safe” areas until the warning is lifted.
- 2) Parents are asked not to telephone or drive to the school during a warning because of the need to keep the lines of communication open.
- 3) Parents are urged not to pick up students during a warning because students are required to remain in a designated tornado shelter area.

SEARCHES

To maintain order and discipline in the school and to protect the safety and welfare of students and school personnel, school authorities may conduct a search and may seize any illegal, unauthorized or contraband materials discovered in the search. A student’s failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action. A student’s person and/or personal effects (e.g., purse, book bag, athletic bag, phone, locker, car on school property, etc.) may be searched whenever a school official has reasonable suspicion to believe that a student is in possession of illegal or unauthorized materials.

If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.

SECURITY CAMERAS

Calhoun Christian School recognizes school safety and security and supports the use of video cameras throughout the school building for that purpose. Our goal is to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure safety for community members who visit or use of school property, and diminish the potential for personal and school loss or destruction of property. Security camera recordings are maintained for no more than 30 days and are viewable by authorized designees only in accordance with the security camera system policy.

SOCIAL NETWORKING

We recognize that many activities can affect the student body even when the activity occurs outside the school campus or away from school activities. While CCS has no intention of trying to monitor student behavior outside normal school functions, from time to time matters come to the attention of the administration that raise concerns. In addition to historical issues, such as theft, destruction of property, substance abuse, or other physical actions, things such as posting on the internet (for example, Facebook, Vine, Tumblr, Snapchat, Instagram, and YouTube), as well as communication tools such as texting and instant messaging have the potential to significantly impact students.

At CCS, our goal is to help each student grow toward maturity in Jesus Christ. In keeping with that goal, the school administration may take disciplinary action for conduct by students that is illegal, obscene, immoral, or otherwise would reflect disgracefully on the student or CCS. The use, possession or transmission of any insulting, sexual, immoral or pornographic jokes, stories, material or photographs on any electronic communications device or computer is absolutely prohibited regardless of when or where the activity occurs.

Additionally, use of these mediums to bully, harass, intimidate, harm another student are subject to school discipline. A violation of this policy will be grounds for severe discipline up to and including a student's immediate removal. Any such discipline will be done in consultation with the parents/guardians of the student(s) involved.

STUDENT DRIVERS

All students driving to school must have school permission for parking. This permission is obtained from the office by filling out a Driver Registration Form.

Cars must be driven slowly on CCS property. Parking is limited to designated areas. Unsafe driving, speeding, or parking violations will result in suspended driving privileges for five (5) school days for the first offense. A second offense will result in ten (10) days loss of driving privileges on school property. Further driving violation offenses will result in a parent-student-administrator conference and a loss of driving privileges. The administrator will determine the length of suspended privilege days.

Written permission is required to be on file for all student drivers and their riders who drive/ride to off-site facilities during the school day (i.e., CACC, BCAMSC, and KCC). When the students leave their cars in the morning, they must take all their items for school, lock their doors, and not return to their cars until dismissal for the day.

STUDENT PLANNERS

All K-8 students have organizational books and/or student planners. At the elementary and middle school levels, the organizational books contain school/classroom communications; therefore, parents should review the organizational books a minimum of once a week. High school students are encouraged to use daily planners.

STUDENT USE OF TELEPHONE

Use of the telephone by students is strongly discouraged. Discretion will be used by the student's teacher and by the office staff to determine if it is appropriate for a student to use the phone. Students may not be allowed to call home for missing assignments and other items. A hall pass must be obtained from the student's teacher to come to the office to make the call home.

TEACHER: STUDENT RATIO

Calhoun Christian School has the preferred teacher:student ratios as listed below:

PK3- 1:8 (1:10 required by the State)

PK4- 1:10 (1:12 required by the State)

K- 1:18, split at 22

1st-4th – 1:20, split at 26 (Up to 25 with the addition of a staff member)

5th-8th – 1:25

9th-12th – 1:25

Each of these ratios is subject to change based on need or additional personnel added to a classroom.

TEXTBOOKS

Textbooks, where needed, are provided for each student. Each teacher will keep a record of all books issued to students. Should a student lose or damage a book a fine will be assessed for the book's replacement value. A replacement book will be given, but arrangements must be made to pay for the lost or damaged book. The teacher will notify parents.

VOLUNTEER HOURS

Each family **agrees** to volunteer at least 20 hours per year. Volunteer hours can include serving as classroom aides, lunchroom and recess aides, maintenance work, coaching, tutoring, etc. Sign-up sheets will be posted at the Back to School Open House as well as throughout the year for parents to indicate their volunteer preferences. Each family is responsible to record their hours on Facts.. If hours are not recorded the family will be charged in accordance with the Family Service Agreement.

ELASTIC CLAUSE

The school and administration reserve the right to establish fair and reasonable rules and regulations for behaviors requiring consequences that are only partially or not covered in the rubric guides and/or handbook that may arise. Behaviors omitted from each rubric guide should not be interpreted as limiting the scope of the school's authority in dealing with any type of infraction that may occur. CCS reserves the right to discipline misbehaviors deemed not in the best interest of the safety and welfare of any CCS student, staff member or school sponsored event, even if not included in any rubrics. This rubric is used as a guide for applying consequences to various offenses. The Administrator and teachers reserve the right to apply discipline in such a way that students are helped to grow, develop, and learn, ultimately become faithful Christ-followers in adulthood.

The policies and regulations within this handbook apply for all school-sponsored activities, including those held before or after school and those held away from CCS.

**Calhoun Christian School
K-4 Discipline Rubric Guide**

APPENDIX A

These are the possible steps taken once a behavior is taken to the office level. Prior to this, teachers may administer consequences as they deem appropriate within their classrooms or throughout the school campus and on field trips. The **bolded** text are required interventions.

At times the needs of students will determine variation from this rubric.

Behavior	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
<p>Level 1</p> <p>Non-compliance with Classroom Rules-as set forth by each teacher the student may have</p> <p>Refusal to Pursue Academic Work or Repeated Non-Completion of Work</p> <p>Disruptive noises and behavior-noises and behavior the teacher has asked you to stop</p> <p>Encroachment-actions that encroach on other's space, making it impossible for them to perform their work</p> <p>Teasing-name calling, insulting, gossip, mean or rude gestures, any other behaviors that degrade others as Image Bearers of God</p> <p>Dress Code Violations</p> <p>Use of an Electronic Device during classroom time.</p>	<p><u>Options for interventions:</u></p> <p>Warning (recorded)</p> <p>Verbal apology</p> <p>Scripture Writing</p> <p>(Device will be confiscated until the end of the day.)</p>	<p><u>Options for interventions:</u></p> <p>Write up sent home and put in file</p> <p>Scripture Writing</p> <p>Verbal apology</p> <p>Written apology signed by parent</p> <p>Lunch – sit by self or in office for 1 or 2 days</p> <p>Recess – report to the office for all or part of recess</p> <p>(Device will be confiscated until the parent can pick it up.)</p>	<p><u>Options for interventions:</u></p> <p>Write up sent home and put in file</p> <p>Parent Called</p> <p>Scripture Writing</p> <p>Written apology signed by parent</p> <p>Lunch – sit by self or in office for 2 or 3 days</p> <p>Recess – report to the office for all or part of recess</p> <p>(Device will be confiscated until the parent can pick it up.)</p>	<p><u>Options for interventions:</u></p> <p>Write up sent home and put in file</p> <p>TSAP</p> <p>Set up individual discipline plan</p> <p>Lunch – Sit by self or in office for 3 days up to 2 weeks</p> <p>Recess – report to the office for 2 days up to 2 weeks for all of recess</p> <p>(Device will be turned in to the office at the start of every school day)</p>	<p><u>Options for interventions:</u></p> <p>Write up sent home and put in file</p> <p>TSAP</p> <p>Revise individual discipline plan</p> <p>Lunch – Sit by self or in office for 1 or 2 weeks</p> <p>Recess- report to office for 1 or 2 weeks for all of recess</p> <p>Community service</p> <p>(Device will no longer be permitted on school campus during school hours.)</p>

TSAP – Teacher, Student, Administrator, Parent meeting

The administrator and/or teaching staff reserve the right to establish fair and reasonable rules and regulations for behaviors requiring consequences that are not covered in this rubric and/or handbook that may arise. Behaviors omitted from each rubric should not be interpreted as limiting the scope of the school's authority in dealing with any type of infraction that may occur. CCS reserves the right to discipline misbehaviors deemed not in the best interest of the safety and welfare of any CCS student, staff member or school sponsored event, even if not included in any rubrics.

**Calhoun Christian School
K-4 Discipline Rubric Guide**

APPENDIX A

These are the possible steps taken once a behavior is taken to the office level. Prior to this, teachers may administer consequences as they deem appropriate within their classrooms or throughout the school campus and on field trips. The **bolded** text are required interventions.

At times the needs of students will determine variation from this rubric.

Behavior	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
Level 2	Options for interventions:	Options for interventions:	Options for interventions:	Options for interventions:	Options for interventions:
Dishonoring God -by use of words	Write up sent home and put in file	Write up sent home and put in file	Write up sent home and put in file	Write up sent home and put in file	Write up sent home and put in file
Vulgar Words/Obscene Gestures -includes swear words	Scripture Writing	Parent Called	TSAP	TSAP	TSAP
Pushing/Shoving/Overly aggressive behavior/Threats of harm	Verbal apology Written apology	Scripture Writing Written apology	Set up individual discipline plan Loss of privilege	Revise individual discipline plan <u>Lunch</u> – sit by self or in office for 1 or 2 weeks	Revise individual discipline plan <u>Lunch</u> – Sit in office for 2 weeks or 1 month
Deliberate Disrespect or Defiance -in words or actions towards school staff, other students, or volunteers while in class, on school premises, or at a school function	<u>Lunch</u> – sit by self or in office for 2 days <u>Recess</u> – report to office for all or part of recess	<u>Lunch</u> – sit by self or in office for 2 or 3 days <u>Recess</u> – report to office for all or part of recess for 2 or 3 days	<u>Lunch</u> – sit by self or in office for 3 days up to 2 weeks <u>Recess</u> – report to office for 2 days up to 2 weeks for all of recess	<u>Recess</u> – report to office for 1 or 2 weeks for all of recess Community Service	<u>Recess</u> – report to office for 2 weeks or 1 month for all of recess Community Service
Cheating (will lose credit on the assignment or be required to complete it again.)					
Miscellaneous Misconduct -as defined by the responsible supervisors on school grounds or at school functions					
Unsportsmanlike conduct - During school hours, sporting events, and other school events					
Taunting, Ridiculing, Humiliating, Planned Exclusion, Threats of harm, Overly aggressive behavior					
Stealing					
Lying					

TSAP – Teacher, Student, Administrator, Parent meeting

The administrator and/or teaching staff reserve the right to establish fair and reasonable rules and regulations for behaviors requiring consequences that are not covered in this rubric and/or handbook that may arise. Behaviors omitted from each rubric should not be interpreted as limiting the scope of the school's authority in dealing with any type of infraction that may occur. CCS reserves the right to discipline misbehaviors deemed not in the best interest of the safety and welfare of any CCS student, staff member or school sponsored event, even if not included in any rubrics.

**Calhoun Christian School
K-4 Discipline Rubric Guide**

APPENDIX A

These are the possible steps taken once a behavior is taken to the office level. Prior to this, teachers may administer consequences as they deem appropriate within their classrooms or throughout the school campus and on field trips. The **bolded** text are required interventions.

At times the needs of students will determine variation from this rubric.

Behavior	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
Level 3	<u>Options for interventions:</u>	<u>Options for interventions:</u>	<u>Options for interventions:</u>	<u>Options for interventions:</u>	<u>Options for interventions:</u>
Biting	Parent called and write up sent home and put in file	Parent called and write up sent home and put in file	Parent called and write up sent home and put in file	Parent called and write up sent home and put in file	Parent called and write up sent home and put in file
Fight, Hit, Punch, etc. (examples given, but not limited to)			Child sent home	Child sent home	Child sent home
Intimidation – threats of emotional or physical violence	Child sent home Scripture writing	Child sent home Scripture writing	Suspension 3 days up to 1 week possible	Suspension 1 to 2 weeks	Expulsion Board informed
Inappropriate Touch	Apology letter Cool down time (alone time) 3 days inside recess detention 1 day in-school suspension	Apology letter Admin/Parent Conference One week inside recess detention	Expulsion TSAP Referral to Counseling	Expulsion TSAP	

Behavior	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
Level 4	<u>Options for interventions:</u>	<u>Options for interventions:</u>	<u>Options for interventions:</u>	<u>Options for interventions:</u>	
Tobacco possession or use	Parent called and write up sent home and put in file	Parent called and write up sent home and put in file	Parent called and write up sent home and put in file	Parent called and write up sent home and put in file	
Alcohol/Drugs					
Sexual/Ethnic Harassment	Child sent home	Child sent home	Child sent home	Child sent home	
Sexual misconduct	Contact local authorities	Contact local authorities	Contact local authorities	Contact local authorities	
Intentional vandalism or destruction of personal property	Restoration/restitution of property	Suspension for 1 week	Suspension for 1-2 weeks	Expulsion BOD informed	
Weapon Possessing, using, threatening to use, or transferring any weapon or instrument capable of inflicting or considered dangerous by the administration	Referral for Counseling Suspension for 1-3 days Possible expulsion BOD informed	Possible expulsion Admin/parent conference with discipline committee Referral to Counseling BOD informed	Possible expulsion BOD informed		
Bomb Threat					

TSAP – Teacher, Student, Administrator, Parent meeting

The administrator and/or teaching staff reserve the right to establish fair and reasonable rules and regulations for behaviors requiring consequences that are not covered in this rubric and/or handbook that may arise. Behaviors omitted from each rubric should not be interpreted as limiting the scope of the school’s authority in dealing with any type of infraction that may occur. CCS reserves the right to discipline misbehaviors deemed not in the best interest of the safety and welfare of any CCS student, staff member or school sponsored event, even if not included in any rubrics.

**Calhoun Christian School
Middle School Discipline Rubric Guide**

APPENDIX B

These are the possible steps taken once a behavior is taken to the office level. Prior to this, teachers may administer consequences as they deem appropriate within their classrooms or throughout the school campus and on field trips. The **bolded** text are required interventions.

At times the needs of students will determine variation from this rubric.

TSAP – Teacher, Student, Administrator, Parent meeting

The administrator and/or teaching staff reserve the right to establish fair and reasonable rules and regulations for behaviors requiring consequences that are not covered in this rubric and/or handbook that may arise. Behaviors omitted from each rubric should not be interpreted as limiting the scope of the school’s authority in dealing with any type of infraction that may occur. CCS reserves the right to

Behavior	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
<p>Level 1</p> <p>Non-compliance with Classroom Rules-as set forth by each teacher the student may have</p> <p>Refusal to Pursue Academic Work or Repeated Non-Completion of Work</p> <p>Disruptive noises and behavior-noises and behavior the teacher has asked you to stop</p> <p>Encroachment-actions that encroach on other’s space, making it impossible for them to perform their work</p> <p>Teasing-name calling, insulting, gossip, mean or rude gestures, any other behaviors that degrade others as Image Bearers of God</p> <p>Dress Code Violations (each time, the student will be required to change either into clothes we have available or call a parent to bring alternatives)</p> <p>Use of an Electronic Device during classroom time.</p>	<p><u>Options for interventions:</u></p> <p>Warning recorded</p> <p>Written Apology</p> <p>Acknowledgement of behavior</p> <p>Warning</p> <p>(Device will be confiscated until the end of the day.)</p>	<p><u>Options for interventions:</u></p> <p>Write up sent home and put in file</p> <p>Written Apology</p> <p>Acknowledgement of behavior</p> <p>Lunch Detention</p> <p>(Device will be confiscated until the parent can pick it up.)</p>	<p><u>Options for interventions:</u></p> <p>Write up sent home and put in file</p> <p>Written Apology</p> <p>Acknowledgement of behavior</p> <p>Detention (Before or After School)</p> <p>(Device will be confiscated until the parent can pick it up.)</p>	<p><u>Options for interventions:</u></p> <p>Write up sent home and put in file</p> <p>Written Apology</p> <p>Acknowledgement of behavior</p> <p>Detention (Before or After School)</p> <p>In-school Suspension</p> <p>TSAP</p> <p>(Device will be turned in to the office at the start of every school day)</p>	<p><u>Options for interventions:</u></p> <p>Write up sent home and put in file</p> <p>Written Apology</p> <p>Acknowledgement of behavior</p> <p>Detention (Before or after school)</p> <p>In OR Out of School Suspension</p> <p>TSAP</p> <p>(Device will no longer be permitted on school campus during school hours.)</p>

discipline misbehaviors deemed not in the best interest of the safety and welfare of any CCS student, staff member or school sponsored event, even if not included in any rubrics.

**Calhoun Christian School
Middle School Discipline Rubric Guide**

APPENDIX B

These are the possible steps taken once a behavior is taken to the office level. Prior to this, teachers may administer consequences as they deem appropriate within their classrooms or throughout the school campus and on field trips. The **bolded** text are required interventions.

At times the needs of students will determine variation from this rubric.

Behavior	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
Level 2	<u>Options for interventions:</u>				
Dishonoring God -by use of words	Write up sent home and put in file	Write up sent home and put in file	Write up sent home and put in file	Write up sent home and put in file	Write up sent home and put in file
Vulgar Words/Obscene Gestures -includes swear words	Written Apology				
Taunting, Ridiculing, Humiliating, Intimidating, or Harassing others	Acknowledgement of behavior				
Pushing/Shoving/Overly aggressive behavior/Threats of harm	Lunch Detention	Detention (Before or After School)	Detention (Before or After School)	Detention (Before or after school)	In OR Out of School Suspension
Deliberate Disrespect or Defiance -in words or actions towards school staff, other students, or volunteers while in class, on school premises, or at a school function		Parent called	In-school Suspension	In OR Out of School Suspension	TSAP
Cheating/Plagiarism (will lose credit on the assignment or be required to complete it again.)			TSAP	TSAP	BOD informed
Miscellaneous Misconduct -as defined by the responsible supervisors on school grounds or at school functions					
Unsportsmanlike conduct - During school hours, sporting events, and other school events					
Public Display of Affection – on school grounds or at school functions					
Stealing					
Lying					
Inappropriate use of electronic devices.					

TSAP – Teacher, Student, Administrator, Parent meeting

The administrator and/or teaching staff reserve the right to establish fair and reasonable rules and regulations for behaviors requiring consequences that are not covered in this rubric and/or handbook that may arise. Behaviors omitted from each rubric should not be interpreted as limiting the scope of the school's authority in dealing with any type of infraction that may occur. CCS reserves the right to discipline misbehaviors deemed not in the best interest of the safety and welfare of any CCS student, staff member or school sponsored event, even if not included in any rubrics

**Calhoun Christian School
Middle School Discipline Rubric Guide**

APPENDIX B

These are the possible steps taken once a behavior is taken to the office level. Prior to this, teachers may administer consequences as they deem appropriate within their classrooms or throughout the school campus and on field trips. The **bolded** text are required interventions.

At times the needs of students will determine variation from this rubric.

Behavior	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
<p>Level 3</p> <p>Fighting-includes all parties involved</p> <p>Substance Abuse-including chew, snuff, tobacco, vaping, alcohol, prescription meds that do not belong to the student, excessive over-the-counter meds, and/or other substances</p> <p>Sexual or Ethnic Harassment</p> <p>Sexual Immorality</p> <p>Intentional Destructive Acts-Against school property, other personal property, or stealing</p> <p>Physical Assault/Intimidation-Intentionally causing or attempting to cause physical harm through force or violence against another student or school personnel</p> <p>Verbal or cyber Assault-Intentionally causing or attempting to cause emotional harm through words, pictures, videos, or online postings against another student or school personnel</p>	<p>Options for interventions:</p> <p>Write up sent home and put in file</p> <p>Written Apology</p> <p>Acknowledgement of behavior</p> <p>3 to 5 before/ after school detentions</p> <p>IN or OUT of school Suspension for 1-5 days</p> <p>TSAP</p> <p>Restoration of Property</p> <p>Referral for Counseling (as appropriate)</p> <p>BOD informed</p> <p>Community Service</p> <p>Writing assignment</p>	<p>Options for interventions:</p> <p>Write up sent home and put in file</p> <p>Written Apology</p> <p>Acknowledgement of behavior</p> <p>Out of School Suspension for five days to one semester</p> <p>Restoration of Property</p> <p>Referral for Counseling (as appropriate)</p> <p>BOD informed</p> <p>Community Service</p> <p>Writing assignment</p>	<p>Options for interventions:</p> <p>Write up sent home and put in file</p> <p>Written Apology</p> <p>Acknowledgement of behavior</p> <p>Out of School Suspension for 10 days to one semester</p> <p>Possible expulsion</p> <p>BOD informed</p>	<p>Options for interventions:</p> <p>Write up sent home and put in file</p> <p>Written Apology</p> <p>Acknowledgement of behavior</p> <p>Expulsion</p> <p>BOD informed</p>	
Behavior	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
<p>Level 4</p> <p>Illegal Activity-Any Involvement</p> <p>Weapons-bringing guns, knives, or other dangerous weapons with the intent to cause harm (by law must be reported to the police and requires a one-year expulsion)</p> <p>Bomb Threat-(by law must be reported to the police and requires a one-year expulsion)</p>	<p>Options for interventions:</p> <p>Write up sent home and put in file</p> <p>Contact Local Authorities</p> <p>Expulsion</p>				

TSAP – Teacher, Student, Administrator, Parent meeting

The administrator and/or teaching staff reserve the right to establish fair and reasonable rules and regulations for behaviors requiring consequences that are not covered in this rubric and/or handbook that may arise. Behaviors omitted from each rubric should not be interpreted as limiting the scope of the school’s authority in dealing with any type of infraction that may occur. CCS reserves the right to discipline misbehaviors deemed not in the best interest of the safety and welfare of any CCS student, staff member or school sponsored event, even if not included in any rubrics.

**Calhoun Christian School
High School Discipline Rubric Guide**

APPENDIX C

These are the possible steps taken once a behavior is taken to the office level. Prior to this, teachers may administer consequences as they deem appropriate within their classrooms or throughout the school campus and on field trips. The **bolded** text are required interventions.

At times the needs of students will determine variation from this rubric.

Behavior	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
Level 1	<u>Options for interventions:</u>	<u>Options for interventions:</u>	<u>Options for interventions:</u>	<u>Options for interventions:</u>	<u>Options for interventions:</u>
Non-compliance with Classroom Rules -as set forth by each teacher the student may have	Warning recorded Written Apology	Write up sent home and put in file Written Apology	Write up sent home and put in file Written Apology	Write up sent home and put in file Written Apology	Write up sent home and put in file Written Apology
Refusal to Pursue Academic Work or Repeated Non-completion of Work	Acknowledgement of behavior	Written Apology	Written Apology	Written Apology	Written Apology
Excessive Talking/Disruptive Noises, Disruptive Behavior	Warning	Acknowledgement of behavior	Acknowledgement of behavior	Acknowledgement of behavior	Acknowledgement of behavior
Encroachment -actions that encroach on other's space, making it impossible for others to perform their work		Lunch Detention	Detention (Before or After School)	Detention (Before or After School)	Detention (Before or after school)
Teasing -name calling, insulting, gossiping, mean or rude gestures, any other behaviors that degrade others as image bearers of God				In-school Suspension TSAP	In OR Out of School Suspension TSAP
Dress Code Violations (each time, the student will be required to change either into clothes we have available or call a parent to bring alternatives)					
3 unexcused tardies or 1 unexcused absence	(Device will be confiscated until the end of the day.)	(Device will be confiscated until the parent can pick it up.)	(Device will be confiscated until the parent can pick it up.)	(Device will be turned in to the office at the start of every school day)	(Device will no longer be permitted on school campus during school hours.)
Use of an Electronic Device during classroom time.					

TSAP – Teacher, Student, Administrator, Parent meeting

The administrator and/or teaching staff reserve the right to establish fair and reasonable rules and regulations for behaviors requiring consequences that are not covered in this rubric and/or handbook that may arise. Behaviors omitted from each rubric should not be interpreted as limiting the scope of the school's authority in dealing with any type of infraction that may occur. CCS reserves the right to discipline misbehaviors deemed not in the best interest of the safety and welfare of any CCS student, staff member or school sponsored event, even if not included in any rubrics.

**Calhoun Christian School
High School Discipline Rubric Guide**

APPENDIX C

These are the possible steps taken once a behavior is taken to the office level. Prior to this, teachers may administer consequences as they deem appropriate within their classrooms or throughout the school campus and on field trips. The **bolded** text are required interventions.

At times the needs of students will determine variation from this rubric.

Behavior	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
Level 2	<u>Options for interventions:</u>				
Dishonoring God -by use of words	Write up sent home and put in file	Write up sent home and put in file	Write up sent home and put in file	Write up sent home and put in file	Write up sent home and put in file
Vulgar Words/Obscene Gestures -includes swear words	Written Apology				
Taunting, Ridiculing, Humiliating, Intimidating, or Harassing others	Acknowledgement of behavior				
Pushing/Shoving/Overly aggressive behavior/Threats of harm	Lunch Detention	Detention (Before or After School)	Detention (Before or After School)	In OR Out of School Suspension	Out of School Suspension
Deliberate Disrespect or Defiance -in words or actions towards school staff, other students, or volunteers while in class, on school premises, or at a school function	Detention (Before or After School)	In-school suspension	In OR Out of school Suspension	TSAP	Expulsion
Cheating/Plagiarism (will lose credit on the assignment or be required to complete it again.)	Parent called	Parent called	TSAP	BOD informed	TSAP BOD informed
Miscellaneous Misconduct -as defined by the responsible supervisors on school grounds or at school functions					
Unsportsmanlike conduct - During school hours, sporting events, and other school events					
Public Display of Affection – on school grounds or at school functions					
Inappropriate use of Electronic Devices					
Use of Off-Limits Areas					
Stealing					
Lying					

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APPENDIX C

These are the possible steps taken once a behavior is taken to the office level. Prior to this, teachers may administer consequences as they deem appropriate within their classrooms or throughout the school campus and on field trips. The **bolded** text are required interventions.

At times the needs of students will determine variation from this rubric.

Behavior	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
<p>Level 3</p> <p>Fighting-includes all parties involved</p> <p>Substance Abuse-including chew, snuff, tobacco, alcohol, prescription meds that do not belong to the student, excessive over-the-counter meds, and/or other substances</p> <p>Sexual or Ethnic Harassment</p> <p>Sexual Immorality</p> <p>Intentional Destructive Acts- Against school property, other personal property, or stealing</p> <p>Physical Assault/Intimidation- Intentionally causing or attempting to cause physical harm through force or violence against another student or school personnel</p> <p>Verbal or cyber Assault- Intentionally causing or attempting to cause emotional harm through words, pictures, videos, or online postings against another student or school personnel</p> <p>Careless or Reckless Driving – in front of school, on school premises, or while participating in school functions</p>	<p>Options for interventions:</p> <p>Write up sent home and put in file</p> <p>Written Apology</p> <p>Acknowledgement of behavior</p> <p>IN or OUT of school Suspension for 1-5 days</p> <p>TSAP</p> <p>Restoration of Property</p> <p>Referral for Counseling (as appropriate)</p> <p>Loss of privileges</p> <p>BOD informed</p>	<p>Options for interventions:</p> <p>Write up sent home and put in file</p> <p>Written Apology</p> <p>Acknowledgement of behavior</p> <p>Out of School Suspension for three days up to one semester</p> <p>Restoration of Property</p> <p>Referral for Counseling (as appropriate)</p> <p>Loss of privileges</p> <p>BOD informed</p>	<p>Options for interventions:</p> <p>Write up sent home and put in file</p> <p>Written Apology</p> <p>Acknowledgement of behavior</p> <p>Out of School Suspension for 10 days to one semester</p> <p>Possible expulsion</p> <p>Loss of privileges</p> <p>BOD informed</p>	<p>Options for interventions:</p> <p>Write up sent home and put in file</p> <p>Written Apology</p> <p>Acknowledgement of behavior</p> <p>Expulsion</p> <p>BOD informed</p>	
Behavior	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
<p>Level 4</p> <p>Illegal Activity-Any Involvement</p> <p>Weapons-bringing guns, knives, or other dangerous weapons to intentionally inflict harm (by law must be reported to the police and requires a one year expulsion)</p> <p>Bomb Threat-by law must be reported to the police and requires a one year expulsion</p>	<p>Options for interventions:</p> <p>Write up sent home and put in file</p> <p>Contact Local Authorities</p> <p>Expulsion</p>				

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UNDERSTANDING CONCUSSION

Some Common Symptoms

Headache
Pressure in the Head
Nausea/Vomiting
Dizziness

Balance Problems
Double Vision
Blurry Vision
Sensitive to Light

Sensitive to Noise
Sluggishness
Haziness
Fogginess
Grogginess

Poor Concentration
Memory Problems
Confusion
“Feeling Down”

Not “Feeling Right”
Feeling Irritable
Slow Reaction Time
Sleep Problems

WHAT IS A CONCUSSION?

A **concussion is a type of traumatic brain injury** that changes the way the brain normally works. A concussion is caused by a fall, bump, blow, or jolt to the head or body that causes the head and brain to move quickly back and forth. A concussion can be caused by a shaking, spinning or a sudden stopping and starting of the head. Even a “ding,” “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious. A concussion can happen even if you haven’t been knocked out.

You can’t see a concussion. Signs and symptoms of concussions can show up right after the injury or may not appear or be noticed until days or weeks after the injury. If the student reports any symptoms of a concussion, or if you notice symptoms yourself, seek medical attention right away. A student who may have had a concussion should not return to play on the day of the injury and until a health care professional says they are okay to return to play.

IF YOU SUSPECT A CONCUSSION:

- 1. SEEK MEDICAL ATTENTION RIGHT AWAY** – A health care professional will be able to decide how serious the concussion is and when it is safe for the student to return to regular activities, including sports. Don’t hide it, report it. Ignoring symptoms and trying to “tough it out” often makes it worse.
- 2. KEEP YOUR STUDENT OUT OF PLAY** – Concussions take time to heal. Don’t let the student return to play the day of injury and until a health care professional says it’s okay. A student who returns to play too soon, while the brain is still healing, risks a greater chance of having a second concussion. Young children and teens are more likely to get a concussion and take longer to recover than adults. Repeat or second concussions increase the time it takes to recover and can be very serious. They can cause permanent brain damage, affecting the student for a lifetime. They can be fatal. It is better to miss one game than the whole season.
- 3. TELL THE SCHOOL ABOUT ANY PREVIOUS CONCUSSION** – Schools should know if a student had a previous concussion. A student’s school may not know about a concussion received in another sport or activity unless you notify them.

SIGNS OBSERVED BY PARENTS:

<ul style="list-style-type: none"> • Appears dazed or stunned • Is confused about assignment or position • Forgets an instruction 	<ul style="list-style-type: none"> • Can’t recall events prior to or after a hit or fall • Is unsure of game, score, or opponent • Moves clumsily 	<ul style="list-style-type: none"> • Answers questions slowly • Loses consciousness (even briefly) • Shows mood, behavior, or personality changes
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CONCUSSION DANGER SIGNS:

In rare cases, a dangerous blood clot may form on the brain in a person with a concussion and crowd the brain against the skull. A student should receive immediate medical attention if after a bump, blow, or jolt to the head or body s/he exhibits any of the following danger signs:

<ul style="list-style-type: none">• One pupil larger than the other• Is drowsy or cannot be awakened• A headache that gets worse• Weakness, numbness, or decreased coordination	<ul style="list-style-type: none">• Repeated vomiting or nausea• Slurred speech• Convulsions or seizures• Cannot recognize people/places	<ul style="list-style-type: none">• Becomes increasingly confused, restless or agitated• Has unusual behavior• Loses consciousness (even a brief loss of consciousness should be taken seriously).
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HOW TO RESPOND TO A REPORT OF A CONCUSSION:

If a student reports one or more symptoms of a concussion after a bump, blow, or jolt to the head or body, s/he should be kept out of athletic play the day of the injury. The student should only return to play with permission from a health care professional experienced in evaluating for concussion. During recovery, rest is key. Exercising or activities that involve a lot of concentration (such as studying, working on the computer, or playing video games) may cause concussion symptoms to reappear or get worse. Students who return to school after a concussion may need to spend fewer hours at school, take rests breaks, be given extra help and time, spend less time reading, writing or on a computer. After a concussion, returning to sports and school is a gradual process that should be monitored by a health care professional.

Remember: Concussion affects people differently. While most students with a concussion recover quickly and fully, some will have symptoms that last for days, or even weeks. A more serious concussion can last for months or longer.

To learn more, go to www.cdc.gov/concussion.

CALHOUN CHRISTIAN SCHOOL OFF CAMPUS PROGRAM INFORMATION

APPENDIX E

This will provide you with some information about expectations of your student while attending Calhoun Christian School as the home school and an off-campus program such as BCAMSC, the Career Center, or KCC.

SCHEDULING, LUNCH, and DRESS CODE

Students attend the BCAMSC in the morning for their freshmen and sophomore years and in the afternoon for their junior and senior years. Freshman and sophomore students arrive to Bible class late each day at about 11:00. They miss about 20 minutes of instruction in Bible class and chapel on Wednesdays.

Junior and Senior students leave Bible class 8 minutes early each day at 11:20. **The students are still responsible to complete all work and material assigned in Bible class and stay current on announcements made in advising.**

Please note that Junior and Senior BCAMSC and CACC students **eat lunch in their Bible class**. They are not able to take part in the hot lunch program (it is not ready early enough), and they are not dismissed in time to buy food on the way to the BCAMSC.

Any students changing clothing before arriving or prior to leaving for the BCAMSC must always be in dress code while on the CCS campus.

At times, taking classes at the BCAMSC, CACC or KCC **will result in creative scheduling at CCS**. For example, in order to accommodate the needs of all students, BCAMSC freshmen will take the English class that is typically taken during the sophomore during their freshman year and take the English class that is taken typically during the freshman year during their sophomore year. Students that attend the BCAMSC will not take Spanish at CCS until their Junior year of high school. Other situations such as these may arise as we seek to meet all the requirements for graduation.

TRANSPORTATION

Transportation to/from the BCAMSC, CACC and KCC is **the responsibility of each family**. Student drivers may carpool provided there is written permission from both sets of parents on file at CCS. Students and parents need to plan for what to do when their "typical" driver is unavailable, when roads are bad, etc. We ask that parents and students take responsibility for the planning of transportation to/from the BCAMSC, CACC, and KCC and that families understand that the school is not responsible to provide transportation, even when a student's normal transportation plans are changed due to illness or other unplanned events.

CCS EXPECTATIONS AND EVENTS

Students who choose to participate in off-site programs should **expect to miss some things that take place at CCS during the time they are gone**. BCAMSC and CACC are willing to work with students to be sure they are able to make up the work from any classes if they choose to return to CCS for certain activities. Typically, that decision is made by the student and their parent.

In the case of Community Service and Mission Trips, CCS students are expected to attend regardless of what is required at the BCAMSC, CACC or KCC. These are an integral part of the program at CCS and are not optional. The other schools are more than willing to give students their work ahead of time and help them to get caught up upon their return. The dates of the trips are known well in advance so plans can be made by the students and their instructors.

CCS EXAMS AND STANDARDIZED TESTING

CCS exams take place the last week of each semester in the morning. Freshmen and Sophomore BCAMSC students will not be at CCS during the scheduled exam time. Teachers provide those students

with a schedule for their exams and students are expected to be present to take the exams at the times provided.

CCS also has standardized testing that occurs each year. BCAMSC, CACC, and KCC students may be required to make up the testing they miss at other times throughout the day when they return to CCS campus. This schedule will be determined by the teachers.

GRADES

Classes available to CCS students, both onsite and offsite, may vary in expectation and difficulty. Levels of difficulty and expectation might be experienced through homework requirements, grading differences, accelerated or decelerated curriculum, or another classroom difference. **This is a normal part of the educational process, and there is generally no compensation for this through a system of class weighting.** It is recognized that what may be difficult for one student will not be for another; and, even in the case of upper-level classes where a majority of students might be challenged, the gain of knowledge and preparation for post-secondary success may be achieved exactly because the course is difficult. For many, the benefits of taking these courses outweigh the challenges posed, even when it impacts their overall GPA.

Students who choose to take off-site courses at the BCAMSC will experience courses that are deemed accelerated or advanced in name, content, or in perception. **These courses will not be added to the student's HS transcript using a weighted scale (5.0) unless the course is an official AP course (Advanced Placement as designated by The College Board), or is one of the designated courses at the BCAMSC that have been approved by the CCS Ed Committee as receiving weighted consideration.** (Please note: this is the standard procedure used by area schools.) The courses taken at the BCAMSC will be clearly marked on the HS transcript as being taken at a STEM school which is important to college admissions. Students take off-site courses with the full understanding that the difficulty level may or may not exceed the difficulty level of a course at CCS and will be added to their transcript using the standard 4.0 grading scale.

Students enrolled in off-campus programs that are failing a course in the off-campus program may lose the privilege of participating in that program or they may be placed on probationary status.

**CALHOUN CHRISTIAN SCHOOL
SPECIAL OCCASION DRESS CODE REQUIREMENTS**

APPENDIX F

Calhoun Christian School's dress code is built upon the principles of modesty and simplicity, appropriateness and bringing glory to God. As a student/guest for our upcoming banquet/homecoming, you are required to adhere to the following dress code guidelines:

Males:

- A collared shirt and tie with dress pants and dress shoes is required
- A suit jacket is recommended
- Tuxes are allowed
- Pants should not droop below the waistline or drag on the ground

Females:

- Dresses must have 2 clearly visible straps
- Dresses should not be low cut or show cleavage
- Girl's upper back may be open but the dress or shirt should not plunge all the way down to her waist. The opaque (solid, not see through) fabric must be three inches or more above the waist; waist is defined as from the point of the belly button around.
- Slits in the dress must not be higher than the top of the knee
- Short dresses must come to the top of the knee or lower when standing (even if shorts are worn underneath).
- Mid drifts should not be visible

Anything not specifically mentioned above will still be under the discretion the adults in charge of the event.

VEHICULAR ACCIDENT PROCEDURES

(TO BE PRINTED AND HANDED OUT TO DRIVERS TRANSPORTING STUDENTS PRIOR TO LEAVING THE BUILDING FOR EACH TRIP)

Procedure for vehicular accident involving CCS students and/or chaperones during school events away from campus:

- 911 or other authorities should be called to report the accident and implement emergency action.
- The staff member in charge of the event should be notified of the accident (if possible).
- The staff member in charge of the event will contact the school office to provide as much detail as possible regarding the accident.
- The school office will notify the administrator of the situation.
- The administrator may notify the board chairperson should the severity of the situation require such notification.
- The staff member or office personnel will contact parents of all students involved and make any necessary arrangements for the return of the students to CCS.
- The staff member in charge of the event will complete and submit a formal accident report to the CCS office.

CCS STAFF MEMBER IN CHARGE: _____

CONTACT #: _____