

Conestoga Christian School

REDEFINING CHRISTIAN EDUCATION

2021-2022 Parent / Student Handbook

Vision Statement

Conestoga Christian School, in harmony with the home and church, provides a quality educational program for PS-12th grade students in an environment which develops critical thinking, nurtures Christ-like character, and equips students for a life of discipleship and service.

Mission Statement

Educating the whole student—body, mind and spirit—for God.

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INTRODUCTION TO CONESTOGA CHRISTIAN SCHOOL

HISTORY OF THE SCHOOL

In the summer of 1951, members of Conestoga Mennonite Church met to discuss the possibility of beginning a Christian school. In the fall of 1952 classes began with 27 students in attendance at a rented building on Best Road after the school elected a Board of Trustees. On August 26, 1953, the Conestoga Christian Day School Association was chartered as a non-profit organization in Pennsylvania. A new building was constructed containing two rooms. The school had two teachers for grades one through nine. As the enrollment increased, more rooms were added to the first building, and in 1963 an elementary classroom building was erected. In 1974 the fifth building program was completed, adding four additional classrooms to the elementary building. A gymnasium/auditorium area, including classrooms, kitchen, stage, locker rooms, and library, was completed in 1988. An addition to the gymnasium building, which included administrative offices, classrooms, computer lab, multipurpose room, and expanded library/media center, was completed in 2005.

EDUCATIONAL AFFILIATION AND ACCREDITATION

Conestoga Christian School is a member of the Association of Christian Schools International (ACSI), Middle States Association of Colleges and Schools (MSA), the Mid-Atlantic Christian Schools Association (MACSA), and National Institute for Learning Development (NILD). The school's K-12 program is accredited by the Association of Christian Schools International (ACSI) and Middle States Association (MSA).

SCHOOL THEME AND COLORS

Conestoga Christian School has adopted the theme "Mighty in Spirit" taken from Zechariah 4:6 – "'Not by might nor by power, but by my Spirit,' says the Lord Almighty." To be mighty in spirit is to be yielded to the Holy Spirit's control and available for ministry. The school is represented by the colors maroon and gray. The school mascot is a cougar.

MISSION OF THE SCHOOL

Educating the whole student—body, mind and spirit—for God.

VISION OF THE SCHOOL

Conestoga Christian School, in harmony with the home and church, provides a quality educational program for PK-12th grade students in an environment which develops critical thinking, nurtures Christ-like character, and equips students for a life of discipleship and service.

STATEMENT OF FAITH

(Updated January 2016)

Conestoga Christian School's statement of faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of what we believe. For purposes of Conestoga Christian School's faith, doctrine, practice, policy, and discipline, our Board of Trustees is Conestoga Christian School's final interpretive authority on the Bible's meaning and application.

1. We believe in one God, eternally existing in three persons: the Father, the Son, and the Holy Spirit (Deut. 6:4; Heb. 11:6; Matt. 28:19).
2. We believe that Jesus Christ was God in human flesh, at once fully divine and fully human. We believe in His virgin birth, His sinless life, His miracles, His vicarious and atoning death on the cross, His bodily resurrection, His ascension to the right hand of the Father, His present ministry of intercession, and His personal return in power and glory (Jn. 1:1-2, 14; Heb. 1:1-6; Phil. 2:5-8; Rom. 1:4; Col. 1:15-19; Eph. 1:22-23).
3. We believe in the present ministry of the Holy Spirit who convicts persons of sin, his indwelling presence, regenerating work, empowering baptism, spiritual gifts, and equipping ministry in the church today. We believe that it is through the indwelling presence of the Holy Spirit that the Christian is enabled to pursue a life characterized by personal holiness and faithful discipleship in obedience to Jesus Christ (Ezek. 36: 26-27; Joel 2: 28-29; Acts 1: 4-5, 2:1-18; Jn. 14:26; 16:8-13; Rom. 12:3-8; Eph. 4:11-16; 1 Cor. 12).
4. We believe the Bible to be the inspired, inerrant, infallible, authoritative, written Word of God (2 Tim. 3:16; 2 Pet. 1:20-21; Gal. 1:11-12; Prov. 30:5; Jn. 10:35; Heb. 4:12).
5. We believe that human beings were created in the image of God and were made for relationship with Him, but they rebelled against God and are therefore fallen, lost, estranged from their creator, and in need of salvation. We believe that the reality of sin in the human heart results in suffering, injustice, strife, and moral decay in society. Rejection of one's biological sex is a rejection of the image of God within that person. (Gen. 1:26-27,31; Gen. 3:8-9; Ps. 8:5-6; Gen. 2 & 3; Rom. 1:21-32; Rom. 5-7; Ps. 14:2-3; Rom. 3:12, 23; Eph. 2:1).
6. We believe that, only through Jesus Christ, God offers salvation from sin and a new way of life. We receive God's salvation and are born again by the Spirit of God when we repent and accept Jesus Christ as Savior and Lord. It is by faith through God's grace that we are saved (Jn. 3:16; Acts 4:12; 1 Jn. 4:14; 2 Cor. 5:19; Matt. 26:28; Eph. 2:5-9; Rom. 3:20-31; Rom. 5; Heb. 2:14-17; Col. 2:13-15).
7. We believe that the church, the body of Christ, is composed of all those of every nation who through saving faith have entered into a vital relationship with Jesus Christ. We further believe that the church is at the very center of God's cosmic purpose, and that He has committed to the church and every member of it the task of making Christ known throughout the world (Eph. 4; Acts 2:11; 1 Cor. 12:12-13; Gal. 3:26-29; Eph. 2:19-22; Matt. 28:18-20).
8. We believe that local congregations of baptized believers exist to equip the body of Christ—through such means as worship, teaching, fellowship and prayer—to spread the Gospel of Christ; to extend the influence of the Kingdom of God in the world; and to turn themselves outward to their local communities in evangelistic witness and compassionate service. We further believe that the quality of body life among believers in caring congregations is essential for effective evangelism and outreach (Rom. 6:1-6; Matt. 28:19; Acts 2:22-24, 36-41; Acts 8:26-39; Gal. 3:26-29; Col. 2:10-15).
9. We believe that Jesus Christ calls us to discipleship, to take up our cross and follow him (Phil. 3:10; Rom. 12:1-2; Matt. 5-7; Mic. 6:8; 1 Pet. 2:21; 2 Tim. 2:11-12).
10. We believe that, in Jesus Christ, the way of love and reconciliation is revealed as God's way for His people and that the people of God are called to value the sanctity of human life, alleviate suffering, refrain from violence and work for peace in human relationships, and to live as responsible stewards of all of God's creation. Led by the Holy Spirit, we will follow Christ in the way of peace (Isa. 2:2-4, 11:1-9; Hos. 2:18; Matt. 5:8-12, 38-48; 6:14-15; 26:52; 1 Pet. 2:21-24, 1 Cor. 6:1-16; Rom. 12:14-21).
11. We believe that God instituted marriage and the family at the beginning of human history. Right sexual union takes place only within the marriage relationship, which is a covenant between one man and one woman for life, and the family formed from such a union is the God-ordained context for the birth and

nurture of children (Gen. 2:24; Heb. 13:4; 1Cor. 7:1-5; Eph. 5:21-33; 1 Pet. 3:1-7; Mk. 10:2-12; Mal. 2:14-16; Eph. 6:1-4).

12. We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect, and value all human life. (Ps 139).
13. We place our hope in the reign of God and its fulfillment in the day when Christ will come again in glory to judge the living and the dead: the unsaved into the everlasting punishment of hellfire and the saved into eternal bliss with Christ. We await God's final victory, the end of this present age of struggle, the resurrection of the dead, and a new heaven and a new earth (Judg. 8:23; Mk. 1:15; Phil. 2:8-11; Rev. 11:15; 15:3-4; 21 & 22; 1 Cor. 15:12-58; Jn. 5:28-29; Matt. 10:28; 23:33; Matt. 9:43-48; Lk. 16:23).

CORE VALUES

Educational Excellence

Provide educational excellence that integrates faith and learning.

"The fear of the Lord is the beginning of knowledge..."

Proverbs 1:7a

Discipleship

Develop fully devoted followers of Christ.

"The disciples went and did as Jesus had instructed them."

Matthew 21:6

Christian Character

Cultivate the character qualities inherent in Christ.

"... But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Against such things there is no law."

Galatians 5:22

Prayer

Exist in a constant state of adoration, confession, supplication, intercession, and thanksgiving.

"Devote yourselves to prayer, being watchful and thankful."

Colossians 4:2

Respect

View with mutual regard the real worth of others.

"Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves."

Philippians 2:3

Safety

Create a safe and caring environment.

"...but whoever trusts in the Lord is kept safe."

Proverbs 29:25b

Opportunity

Offer a variety of experiences that will prepare students for responsible living in a global society.

"Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers."

Galatians 6:10

Unity

Work in conjunction with each other and the community toward common goals.

"How good and pleasant it is when brothers live together in unity!"

Psalms 133:1

OBJECTIVES FOR CONESTOGA CHRISTIAN SCHOOL

Spiritual Objectives

For the spiritual and moral growth of our students, the school seeks:

1. to have students come to know God as their loving Father, Jesus Christ as their Savior and Lord, and the Holy Spirit as their constant guide and illuminator.
2. to teach the Bible as God's word for today—speaking to all of our needs, giving the basis for our morals, and giving the foundation for understanding all other subjects.
3. to provide guidelines for spiritual growth toward maturity.
4. to make students aware of the world around them and their Christian responsibility to that world.
5. to teach that each Christian should be yielded wholeheartedly to God, lovingly obeying His will, and willingly choosing service to others.
6. to develop strength of Christian character so that students can explain and retain their convictions under pressure.

Personal and Social Objectives

That the student may make the best possible contribution to home, school, church, community, and the world, the school aims:

1. to help students understand, accept, and use personal capabilities with unselfish and constructive goals.
2. to encourage students to develop wholesome personal relationships through the practice of thoughtfulness and courtesy.
3. to help students develop self-awareness and understanding of aptitude for choosing occupations.
4. to encourage stewardship of possessions, helping students to gain a knowledge of worthwhile ways of sharing and serving.
5. to assist students to use leisure time in a wholesome way, understanding the proper balance between work and recreation.
6. to help students accept responsibility and opportunity so that they will experience satisfaction in worthwhile accomplishments.

Academic Objectives

Academically the school endeavors:

1. to promote high academic standards within the potential of the individual as uniquely created by God and to help each student realize full academic potential.
2. to help each student gain a thorough comprehension and command of the fundamental processes used in communicating and interacting with others, such as reading, writing, speaking, listening, and mathematics.
3. to teach and encourage the use of good study habits.
4. to develop creative and critical thinking and the proper use of biblical criteria for evaluation.
5. to produce an understanding and appreciation for God's world, an awareness of each individual's role in the environment, and the God-given responsibility to use and preserve it properly.

DISCLAIMER

Regarding Policies

The following policies and procedures represent the expression of the Board of Trustees and administration of Conestoga Christian School in order to provide for equitable and consistent treatment of employees and students. To assure that Conestoga Christian School achieves and maintains the purpose of this Policy and Procedures Manual and to assure the organization's continued ability to meet its needs and those of its families under changing conditions, Conestoga Christian School reserves the right to modify, augment, suspend, or revoke any and all policies, procedures, practices, and statements contained in this manual at any time.

Regarding Publicity

Conestoga Christian School reserves the right to publicize the school and all activities related to the school through promotional literature, videos, social media and on its website (www.conestogachristian.net). Parents who wish to not have their students in promotional materials must contact the Head of School in writing. (Updated August 2016)

ORGANIZATIONAL STRUCTURE

Conestoga Christian School, in harmony with the home and church, provides a quality educational program for PS-12th grade students in an environment which develops critical thinking, nurtures Christ-like character, and equips students for a life of discipleship and service. Providing a quality education at CCS is dependent on the working together of the home, church, and school. Being in harmony means an orderly working together of the parts. Each part is unique in its role yet must share together in the mutual responsibility for the education of our children. CCS functions under the following chain of authority.

1. The Spiritual Advisory Committee will consist of up to five members who will be appointed by the Board of Trustees. To qualify, a member must be in good standing in a church previously approved by the Board of Trustees as a Supporting Church. The candidate must serve their congregation in a pastoral, elder, lay leadership role, or be an individual who, by reason of experience or qualification, would lend special assistance to the committee. All members must be strong supporters of the Christian education program at the school. (Updated August 2016)
2. The Board of Trustees, composed of a maximum of nine persons approved by the Spiritual Advisory Committee, is affirmed by the parent group on a three-year rotation basis and is responsible for the school's operation.
3. The Head of School is approved by the Spiritual Advisory Committee and hired by the Board.
4. Faculty members are recommended by the Head of School and hired by the Board.

COMMITTEES

Board of Trustees

Members are nominated by the Spiritual Advisory Committee and are affirmed by parents. The Board has general supervision of the school and is responsible for the property holdings, expenditures, approval of curriculum and textbook selection, and hiring of teachers. The Board meets monthly, usually the third Monday of the month.

Spiritual Advisory Committee (SAC)

Members are appointed by church leaders from Conestoga Mennonite Church, Rockville Mennonite Church, Hopewell Christian Fellowship, Grace and Truth Fellowship, or another church approved by the Board of Trustees. This committee is an advisory group to the Board to provide insight and direction on issues that affect the spiritual environment of the school and to make final decisions on any controversial points of a spiritual nature. This committee reviews the doctrinal position of prospective teachers and makes recommendations to the Board and administration concerning hiring of applicants. In addition to regular meetings, members of this committee attend Board meetings on a rotating basis.

Admissions Committee

This committee consists of at least two members including the Head of School, appropriate building principal, Admissions Director, or a Board member. Members of the committee interview student applicants and their parents. They use information gleaned from the interview, the application, references, available academic information, and results of admissions assessments to determine whether or not students are accepted for admission. The committee meets when applications need to be processed, with most activity occurring in the spring of each year.

Auction Committee

This committee prepares for the annual chicken barbecue and country auction held the third weekend of October. The committee meets approximately six times between May and November.

Curriculum Committee

This committee of teachers reviews the school's current written curriculum; evaluates state and/or national curriculum standards; develops a scope and sequence for each subject area; and requests objectives, units of study, lengths of study, instructional methods, assessments, resources, etc. from faculty when necessary. Work done by this committee is reported to the Administrative Team and Education Committee.

Development/Endowment Committee

This committee offers feedback and direction to the Board of Trustees, dealing with issues of marketing, recruiting, fundraising, and public relations.

Education Committee

Members of this committee represent parents, faculty, and administration. This committee reviews various aspects of the educational program, working to ensure quality academics through the development of an intentional curriculum plan for each subject at each grade level. This committee promotes lifelong learning among students and faculty and evaluates current educational trends, making recommendations for implementation when appropriate. The committee meets during the school year.

Facilities Committee

This committee of parent and faculty representatives is responsible for the care of the school's buildings and grounds. It deals with custodial care and routine maintenance, lawn care, and major maintenance projects and is also responsible for long-term planning for the upkeep of the school facilities.

Finance Committee

This committee oversees the financial affairs of the school. These responsibilities include tracking monthly income and expenses, evaluating and proposing salary increases, evaluating and proposing tuition rates, proposing a yearly budget, recommending capital expenditures, and overseeing the school's assets and investments. All proposals and recommendations are submitted to the Board for approval. The committee meets the second Thursday of each month or as needed.

National Honor Society (NHS) Faculty Council

This committee consists of the NHS Advisor and five faculty members appointed by the Head of School. The duties of the Council are to nominate and select members for the NHS. The Council votes once a year after reviewing faculty recommendation forms and student activity forms submitted by eligible students. If necessary, the Council also rules on dismissal hearings.

Parent Teacher Fellowship (PTF) Executive Committee

This committee seeks to increase parents' understanding of the school program, to provide time in which parents and teachers can gain professional knowledge through resource persons and other media, and to encourage fellowship among teachers and parents as an aid in uniting home/school relationships. This committee usually meets monthly, from September to May.

Playground Committee

This committee of parent and faculty representatives is responsible to oversee planning and fundraising for renovation of the playground. Renovation will include new equipment and design. This committee works in conjunction with the Facilities Committee and meets as needed.

Safety and Security Committee

This committee is responsible to ensure the physical well being of faculty, staff, and students. The committee works to assess and address safety issues within the school's facilities and ensure effective policies to address the presence of potential destructive human interactions. They also assure the training of faculty, staff, and students in appropriate safety and emergency procedures. This committee meets as needed.

Strategic Planning Committee

The primary function of this committee is to set short-term (2-3 years) and long-range (10 years) goals in all areas of the school's organization – administration, faculty, curriculum, finances, development, spiritual health, sports, technology, etc.

Technology Committee

This committee works to develop long and short range technology plans and to implement them in a cost effective manner, helping CCS remain up-to-date with ever-changing technological advances while always evaluating decisions based on the school's mission and a biblical world view. This committee meets as needed.

ACADEMIC POLICIES AND PROCEDURES

ACADEMIC REQUIREMENTS AND GENERAL INFORMATION – MIDDLE SCHOOL

Academic Requirements

Middle school students are expected to finish the year with cumulative passing grades in all subjects. If a student receives a cumulative failing grade in any major subject, summer make-up work is required in order to proceed to the next grade. Completion of assigned work is required for any student who fails a minor subject because of incomplete work/lack of participation; failure to complete that work by July 1 may result in the student being placed on academic probation for the beginning of the following year. (Revised 3/2017)

Math courses offered in 6th grade are Math 6 and Math 7. Seventh grade offerings are Math 7 and Pre-Algebra. Math courses in 8th grade are Pre-Algebra and Algebra 1. Recommendations for Algebra 1 are based on:

- Middle school math grades

- Scores on the *Stanford Achievement Test* during the middle school years

- Developmental readiness for abstract reasoning as indicated on the *Arlin Test of Formal Reasoning*

- Study skills appropriate for participation in a high school class

Students participating in extracurricular activities must maintain passing grades in all subjects. On rare occasions, a student's LSP (Learning Support Plan) or SST (Student Support Team) action plan may include a provision modifying this requirement.

All middle school students participate in the Missions and Service Program.

Study Hall

Study hall is available for middle school students. Students are expected to spend that time reading or working quietly. If students do not bring study materials with them, teachers may supply work for them. Students may request a pass from the teacher to go to the library/media center or to see other teachers as needed. Study hall supervisors will determine whether students may work elsewhere.

If students choose to go to the library/media center during study hall, they may not play games of any kind. They may work on schoolwork or do research. Students who are doing school-related projects have priority for computer work stations in the library/media center. Students may also read news or appropriate information on the Internet. If at any time a teacher determines that a student is not engaged in appropriate activity, that student may be asked to leave the library/media center and return to study hall. Students who are behind in their schoolwork or who are not maintaining satisfactory grades may be asked to use computer work stations only for school projects and not for personal use.

Study hall supervisors may require confirmation from teachers that students are requesting to see. Teachers may need to provide passes in advance for students who need to see them during study hall.

ACADEMIC REQUIREMENTS AND GENERAL INFORMATION – HIGH SCHOOL

1. Students who wish to graduate from Conestoga Christian School must earn a minimum of 27* credits in grades nine through twelve. In addition, the following guidelines must be met:
 - One year of full-time attendance
 - The following credit requirements for graduation:

Standard Track:

Bible - 4.0
English - 4.0
Math - 3.0
Science - 3.0
History/Social Studies - 3.0
PE & Health - 1.67 *
Arts, Computer, & Technology - 3.0
Research Skills - 0.334
Electives/Additional Courses - 5.0

Total Credits - 27.0 Credits

* includes at least one trimester of health

Vo-Tech Track:

Bible - 4.0
English - 4.0
Math** - 3.0
Science** - 3.0
History/Social Studies - 3.0
PE & Health – 1.36*
Research Skills - 0.334
Electives/Additional Courses** - 8.334

Total Credits - 27.0 Credits

*Includes at least one trimester of health

**Vo-Tech credits earned may apply towards science, math, or elective/additional courses credits to meet CCS graduation requirements.

In order to be considered a full-time student at Conestoga Christian School, students must attend a minimum of four periods on campus. Fulltime attendance is required for Conestoga Christian School students who desire to participate in all extra-curricular activities including the graduation ceremony, athletics, fine arts, the Technology Student Association (TSA), and National Honor Society (NHS). Exceptions to this policy will be considered on an individual basis by the administration.

(Adopted 2/2018; Rev. 07/2020)

One of the requirements for graduation from CCS is the successful completion of a Senior Presentation. In their Senior Presentation students have the opportunity to reflect upon their years at CCS and how those years have prepared them for the future. The purpose of the Senior Presentation is to provide an opportunity for students to present a reflective speech of how their time at CCS has impacted them and prepared them for the future.

Specific Requirements per grade are as follows:

- 9th Grade: Using Google Apps students record reflections on how the year has impacted them spiritually, academically, socially, and individually.
- 10th Grade: Using Google Apps students record reflections on how the year has impacted them spiritually, academically, socially, and individually.
- 11th Grade: Using Google Apps students record reflections on how the year has impacted them spiritually, academically, socially, and individually.
- 12th Grade: During the 12th grade year, all seniors are advised of the requirements for the Senior Presentation. Each senior creates a reflective 9-11 minute speech and presents it to a panel during the month of May. Students scoring lower than 80% are required to redo the presentation.

(Revised 8/2017)

2. Minimum credits for classification at each level:

- 6.75 Sophomore
- 13.5 Junior
- 20.25 Senior

3. Basic courses in math and English are offered as scheduling allows. Placement is based on teacher recommendation, test scores, and current grades. To be considered for change from a basic class to a regular class, a student needs to earn grades of 75% or higher.

4. Honors courses in English and history/social studies and AP courses in math, science, and history/social studies are available for juniors and seniors who meet the following guidelines:

- 91% or higher in the course of the given discipline for each marking period of the previous year
- Evidence of class participation and effort
- Recommendation by the teacher of the given discipline

5. Honors courses and Advanced Placement classes are weighted using a GPA factor of 1.15 for honors classes and 1.3 for AP classes for grades of 75% and above. The chart below indicates how this weighting affects grades:

Percentage Grade	Letter Grade Equivalent	Unweighted Value	Weighted Value Honors	Weighted Value AP
99 – 100	A+	4.0	4.6	5.2
95 – 98	A	4.0	4.6	5.2
93 – 94	A-	3.7	4.3	4.8
91 – 92	B+	3.3	3.8	4.3
87 – 90	B	3.0	3.5	3.9
85 – 86	B-	2.7	3.1	3.5
83 – 84	C+	2.3	2.6	3.0
77 – 82	C	2.0	2.3	2.6
75 – 76	C-	1.7	2.0	2.2
73 – 74	D+	1.3	1.3	1.3
67 – 72	D	1.0	1.0	1.0
65 – 66	D-	0.7	0.7	0.7
less than 65	F	0	0	0

(Revised 2018)

6. Students who take AP Biology, AP Physics, AP Government, AP European History, or AP Calculus may wish to take the Advanced Placement test offered by the College Board Testing Service. Success on the Advanced Placement test may result in college credit being granted for the course. A fee is charged by the College Board Testing Service for Advanced Placement testing. While taking the test is optional, instruction in each of these courses is based on the assumption that students taking the course plan to take the test.

7. In certain subjects the school may recommend placement options. (Examples: Basic Algebra vs. Algebra 1, Consumer Math vs. Algebra 2, Resource Room vs. classroom instruction, etc.) If a student and his/her parents choose not to accept the recommendation, parents may find it necessary to provide additional support outside of school. For some sequential math courses, a grade of 75% or higher is recommended in the previous year's course.
8. A student who passes a course may not retake the same course at a later time for credit. A student may audit the same class for no credit. The same coursework that is required to pass the course for credit is required for any audited course.
9. GPA (grade point average) is based on percentage grade earned in each class, the number of times each class meets each week, and the weight of the class. For example, grades earned in Honors English Literature, because it is a weighted course, impact GPA more than grades earned in Chemistry. Grade reductions resulting from more than three unexcused absences, including those due to unexcused tardies/early dismissals, may impact GPA.

Cumulative GPA is based on final grades earned during each year of high school. Cumulative GPA is not simply an average of each year's GPA, but takes into account the credits earned in determining each year's GPA.

GPA and cumulative GPA are based on grades earned at CCS. Credit earned through off-campus work or other academic institutions does not impact CCS GPA, unless those courses are being supervised by CCS. (Refer to the Alternatives to In-Class Learning policy. The institution where the course work is completed will provide a transcript for that course work.

When a student transfers to CCS during his/her high school years, his/her cumulative GPA is based only on his/her years at CCS.

10. Class rank is determined by calculating the cumulative GPA based on final grades, beginning with the freshman year of high school. If a student transfers to CCS after the freshman year, that student's cumulative GPA is based on grades earned only at CCS.
11. Class rank determines valedictorian and salutatorian. If one or both of these students transferred to CCS after the beginning of the freshman year, or if there is a tie for either of these positions, a cumulative GPA based on trimester GPAs is calculated. The number of trimesters used to calculate cumulative trimester GPAs is based on the same number of trimesters for all students involved.
Examples:
 - If there is a tie for valedictorian and one of the students transferred to CCS at the beginning of the tenth grade year, a cumulative GPA based on trimester grades for the sophomore, junior, and senior years is determined.
 - If a tie exists between two students who attended CCS for the entire four years of high school, then the trimester grades for each of the four years are averaged.
 - If a student who transferred to CCS after the beginning of the ninth grade year is identified as valedictorian or salutatorian, cumulative GPAs based on trimester grades for that student and the student(s) in the next position are calculated, using the number of trimesters that the transfer student attended CCS.

If a tie still exists, the total number of credits and the number of graded classes, not including pass/fail classes, are considered.

This procedure is only used for naming valedictorian and/or salutatorian. Each student's official/recorded GPA is based on final grades. Class rank on transcripts reflects final grade GPA, which could indicate multiple students with the same rank.

12. In order for a student to graduate as valedictorian or salutatorian, a student must have completed his/her junior and senior years at CCS as a full time student.

13. In rare situations, courses may be dropped or added. In order to drop and/or add a course, a student must complete a **Request for Course Change** (see Appendix for sample). During the first ten days of a trimester, students and parents may choose to make course changes. Changes in courses at other times may occur only as a result of an SST recommendation or with special administrative permission. Teachers may not accept students into any class, including electives, without proper paperwork. Signatures must be obtained in the order in which they are listed on the form.

If a student desires to drop a course that fulfills a graduation requirement and intends to take a course other than a CCS course, the student must first submit to the high school supervisor a plan for fulfilling the graduation requirement and verification of enrollment in an approved course.

14. Students may have no more than fifteen (15) trimesters of study hall during four years at CCS. No more than six trimesters of study hall per year are permitted. Periods designated for online course work do not count as study halls and will be reflected on the schedule as an Online Support Period.
15. Students should plan to take a minimum of 6.8 credits each year in order to meet the required 27 credits for graduation by the end of the 12th grade year.
16. Partial day enrollment is allowed for students involved in an approved supervised work-study program, dual credit courses, or an approved Vo-Tech program, as scheduling permits.
17. Online courses are available. Refer to Alternatives to In-Class Learning policy.
18. Students participating in extracurricular activities must maintain passing grades in all subjects. On rare occasions, a student's LSP (Learning Support Plan) or SST (Student Support Team) action plan may include a provision modifying this requirement.
19. All high school students participate in the Missions and Service Program.

(Revised 7/2020)

ACADEMIC REQUIREMENTS FOR TRANSFERRING STUDENTS

Middle School and Elementary School

- Comprehensive school records for all previous grade placements are required. This includes final grades from a school and/or home school evaluations. Exceptions: home school evaluations prior to third grade; international schools
- Grade assignments from the previous school are accepted unless admissions assessment indicates significant discrepancy. If readiness for a certain grade level is not evident, resourcing and/or placement in one grade lower may be recommended.

High School

- Credits recorded on transcript are accepted.
- When a student is transferring with a failed course, whenever possible, the student is to make up that credit before enrolling at CCS.
- If partial credit, based on the number of units of study completed, is recorded on the transcript from a previous school, the student may need to take more than the required number of credits. Example: If a student has .75 credits of English Literature from a previous school, the student will need to take an entire year of English Literature at CCS if a full credit of that course is needed to meet CCS graduation requirements.
- If credits are not available, such as when a student has been home schooled, a detailed listing and explanation of courses must be provided by the parents. The Guidance Counselor and the Director of Assessment and Reporting will review the home school evaluation(s) and determine the number of credits that can be granted.
- If a student transfers from a school that did not require Bible, Bible credits are required only for years in attendance at CCS.
- A senior presentation must be completed by all transferring juniors and seniors who have not met a similar requirement (or provided evidence of completion) at a previous school.

- A student who transfers to CCS as a member of the National Honor Society may transfer his/her NHS membership to CCS. In order to continue as a member of the CCS chapter, he/she must maintain CCS membership requirements. It is the responsibility of the student and/or parents to notify CCS of previous NHS membership during the first trimester of attendance at CCS.
- When a student transfers to CCS during his/her high school years, his/her cumulative GPA is based only on his/her years at CCS.
- In order for a student to graduate as valedictorian or salutatorian, a student must have completed his/her junior and senior years at CCS.
- When a CCS transcript is sent to another academic institution, any transcripts from another school where credit was earned is sent with the CCS transcript. The academic institution receiving the transcript may require an official transcript from the previous institution.

Bible Memorization

When a student transfers to CCS and wishes to receive credit for previous Bible memorization, parents must provide written documentation of the systematic, formal program that was used, indicating the specific passages that the student learned and signed by an administrator from the previous school. CCS administration reserves the right to determine whether or not the passages are equivalent to the CCS program. The administration may determine if additional passages are necessary in order to fulfill the CCS requirement.

Transfer of Records

Although a parent signature is not required by law to request records from a student's previous school, whenever possible, a parent signature is obtained to request those records.

ACADEMIC ASSESSMENT

Admissions Assessment

Each student applying for admission to CCS is given a basic academic assessment appropriate to the age/grade level of the child. This assessment is used as one piece of information regarding readiness for kindergarten, ability to do grade level work 1-12, and/or special needs for academic support.

Kindergarten Assessment

Kindergarten students are given an assessment called *Search* sometime during the first trimester to identify any perception weaknesses that may exist that could interfere with future academic success. Students with identified perceptual weakness may receive early intervention via *Teach* techniques in the Resource Room.

The *School Readiness Test* is given to students in kindergarten each spring to assist in determining readiness for 1st grade.

Achievement Tests

TerraNova are given to students in grades 1-8 each spring. These tests help teachers to know whether each student is meeting his/her individual potential and whether or not special weaknesses are identified. Standardized tests are only one part of a total picture. Preplanned absences and non-emergency medical appointments are strongly discouraged during achievement testing. Make-up testing for absences during achievement tests is done at the discretion of the school. Reports of achievement test results are sent home with end-of-year report cards.

Intelligence Tests

InView, a cognitive abilities assessment, is given to students in grades 3, 5, and 7 each spring in correlation with the *TerraNova*.

Other Tests

DIBELS Reading (Dynamic Indicators of Early Literacy Skills) assessments are given three times a year to students in kindergarten through grade 2. These brief individual assessments are used to monitor students' development of reading readiness and reading skills. Selected students in grades 3-5 may also be given *DIBELS Reading* to monitor their development in decoding, fluency, and comprehension.

DIBELS Math assessments are given three times a year to students in kindergarten through grade 5. These brief assessments are used to monitor students' development of conceptual math understanding and problem-solving skills and provide feedback to teachers about how well students are progressing in demonstrating proficiency on grade-level standards.

IU Math Tests may be given to students in grades 6-8 in September, January, and May. These benchmark assessments, based on PA math standards and eligible content, are designed to provide feedback to teachers about how well students are progressing in demonstrating proficiency on grade-level standards.

In May, the *Arlin Test of Formal Reasoning* may be given to students in grades 7 and 8 as one indicator of readiness for Algebra I. Other factors that are given consideration in determining math placement include performance on achievement tests and classroom performance.

The *PSAT* is given to 11th graders in October of each year. The *PSAT* is given to 9th & 10th graders in March of each year,

Students are expected to schedule the *SAT* on their own, with the assistance of the Director of Student Life.

In some situations, the Student Support Team may recommend additional testing. Refer to the STUDENT SUPPORT TEAM (SST) pages in this manual for more information about that testing.

The Intermediate Unit does reading and math (grades K-5) screening in the fall of each year. Results of that screening may lead to diagnostic assessments which are administered with parent permission and are scheduled in conjunction with classroom teachers.

Classroom Assessments

Assessment is an integral part of every classroom and serves several purposes. Assessments are a means of determining student mastery of skills and content that have been presented, practiced, and reviewed in class. Assessments are also valuable in helping a teacher identify when additional practice or reteaching is needed. Pretesting can guide teachers in knowing what aspects of a unit need particular attention and what aspects need little attention. Quizzes throughout a unit can also assist a teacher in knowing what information or skills need more clarification for students.

The following retesting policy applies to high school students:

Goals for high school students include stewardship of their abilities and their time in order to achieve academic success and develop responsibility and independence. To aid students in meeting these goals, each trimester, high school students are allowed to redo/retake one major assessment on which they receive less than 75%. A student who wishes to redo/retake a major assessment must make that request within 3 school days of the return of the graded assessment to him/her. The student must redo/retake the assessment within 5 days of the return of the graded assessment. The new score is averaged with the original score to yield a new grade. The new grade cannot exceed 75%. If the student is eligible for the adjusted grading scale, the failed grade may be adjusted before the grades are averaged. A student with an LSP (Learning Support Plan) may have a modification of this retesting policy as appropriate.

The following retesting policy applies to elementary and middle school students:

A top priority is for students to master material that they need in order to move through their schooling. To fulfill this goal, students are allowed to retake any major test on which they receive less than 75%. As necessary, teachers are encouraged to reteach and review material with the student during study times or Wednesday Workout. Tests available for retake must be signed by the parent or guardian. The student must arrange with the teacher to retake the test within 10 days of the date indicated on the test, or by the final day of the marking period, whichever comes first. The new score is averaged with the original score to yield a new grade. The new grade cannot exceed 80%. If the student is eligible for the adjusted grading scale, the failed grade may be adjusted before the grades are average

Extra Credit

Extra credit may at times be used for enrichment and application of concepts and skills. Extra credit is not used simply to improve a grade.

ACADEMIC REPORTING

Report Cards

Report cards are given every twelve weeks. The following system is used to show the quality of work which, in the judgment of the teacher, is being done by the student. Letter grades are used for students in grades 1-5. Percentage grades are reported for students in grades 6-12. Some courses in middle school and high school are offered on a pass/fail basis. Honors and Advanced Placement high school courses are weighted.

Kindergarten:

P = Proficient
 D = Developing
 E = Emerging
 ND = Not Demonstrated
 NA = Not Assessed

Grades 1-3 Reading:

A = Advanced: Exceeds proficiency level
 P = Proficient: Meets proficiency level
 B = Basic: Approaches proficiency level
 BB = Below Basic: Performs below proficiency

Grades 1 and 2:

Grades 3 - 5 (Minor Subjects):

E = Excellent (95-100)
 G = Good (87-94)
 S = Satisfactory (75-86)
 N = Needs Improvement (0-74)
 X = Not assessed at this level

Grades 3 - 5 (Major Subjects):

A = 93-100 Excellent
 B = 85-92 Above Average
 C = 75-84 Average
 D = 65-74 Below Average
 F = 0-64 Failing

A+ (99-100); A (95-98); A- (93-94)
 B+ (91-92); B (87-90); B- (85-86)
 C+ (83-84); C (77-82); C- (75-76)
 D+ (73-74); D (67-72); D- (65-66)

(+ or - may be added as needed to more clearly indicate achievement.)

Use +, >, - (not letter grades) as needed for specific skills within subject areas for elementary students.

+ = Commendable
 > = Shows Improvement
 - = Needs Improvement

No mark indicates satisfactory development.

Science and Social Studies in kindergarten and grade 1 are not assessed for report card grades.

Comment 0 indicates adjustments in assignments and/or grading scale.

Grades 6 - 12:

99-100	A+	4.0	73-74	D+	1.3
95-98	A	4.0	67-72	D	1.0
93-94	A-	3.7	65-66	D-	0.7
91-92	B+	3.3	0-64	F	0
87-90	B	3.0			
85-86	B-	2.7			
83-84	C+	2.3			
77-82	C	2.0			
75-76	C-	1.7			

E	Excellent (93-100); not used to compute GPA
G	Good (85-92); not used to compute GPA
S	Satisfactory (65-84); not used to compute GPA
F	Failing (0-64)
I	Incomplete
P	Passing w/ credit; not used to compute GPA

When a student receives an Incomplete (I) on the report card, he/she is given a specific date by the teacher by which work needs to be completed. This date is usually within one week of the last day of the trimester, unless there are extenuating circumstances such as serious illness. If work is not completed by the specified date, no credit is given for the missing work.

Report cards are given to students within ten days after the end of the marking period. Report card envelopes are to be signed by a parent/guardian, returned to school within one week, and collected by homeroom teachers. End-of-year report cards are sent home with achievement test reports (for grades 1-8). End-of-year report cards are held by the school until all fines have been paid and all books have been returned to the school.

Honor Roll

A student must have a grade point average (GPA) of 3.0 or above to be eligible for the Honor Roll in middle school or high school. Students with a GPA of 3.5 or above achieve High Achievement status. Highest Achievement is achieved by students earning a GPA of 4.0 or above. Any grade below 75% (D or F) automatically excludes a student from the Honor Roll for that marking period. GPA is based on percentage grades, number of times a class meets each week, and weight of the class.

ALTERNATIVES TO IN-CLASS LEARNING

Online and Off Campus Courses being Supervised by CCS

Students are strongly encouraged to take classes offered at CCS. We believe that the optimal environment for learning is within a community that promotes interpersonal relationships and engagement with others. However, individual circumstances do arise when students could benefit from the flexibility and diversity of online learning opportunities. For this reason, CCS has partnered with several providers for online course options. All requests to take online courses must be approved by the High School Principal in consultation with the Director of Student Life.

The following requirements must be met for online classes **being supervised** by CCS:

- Courses being supervised by CCS will count toward the courses required for full-time student status. These may be high school level or college level courses.
- Grades for online classes supervised by CCS will be included on the CCS transcript and will be calculated in the student's GPA.
- An "Online/Off campus Supervision" course period will be available for students taking online courses supervised by CCS.
- All costs incurred for online courses are the responsibility of the student/parent. *

*In rare circumstances, CCS may not have enough space in a classroom to accommodate the number of students who need a particular course in a particular grade. Parents may be asked to consider enrolling their student in an online course selected and paid for by CCS in lieu of taking the on-site course. Efforts will be made to minimize this type of situation.

Online and Off Campus Courses NOT being supervised by CCS

High School Level Courses

With approval by the High School principal, in consultation with the Director of Student Life, students may enroll in online or off-campus high school level courses that are not available at CCS. Online or off-campus high school level courses will be accepted for credit towards graduation, but will not be reflected on a student's transcript and will not be calculated in the GPA. These types of high school level classes will not count toward the courses required for full-time student status if they are not supervised by CCS. Students taking online or off-campus courses will only receive credit towards high school graduation requirements for two core subject areas (English, History, Science, Math, Bible) and two minor subject areas. Students may take more than four high school level online or off campus courses, but the aforementioned limits apply for high school credits. All costs incurred for online or off-campus high school level classes not supervised by CCS are the responsibility of the student/parent.

Dual Credit – College Level Courses

With approval by the High School Principal, in consultation with the Director of Student Life, students may enroll in college or university classes for college credit. These classes give students the opportunity to accumulate credit before beginning college. College level courses will be accepted for credit towards graduation, but will not be reflected on a student's transcript and will not be calculated in the GPA. College level classes will not count toward the courses required for full-time student status if they are not supervised by CCS. Students taking college level courses will only receive credit towards high school graduation requirements for two core subject areas (English, History, Science, Math, Bible) and two minor subject areas. Students may take more than four college level courses, but the aforementioned limits apply for high school credits. All costs incurred for college level classes not supervised by CCS are the responsibility of the student/parent.

Independent Study Classes

With approval by the High School Principal, in consultation with the Director of Student Life, students may participate in independent study classes. These classes are teacher-supervised classes that give students the opportunity to focus on an area of interest. Independent Study courses are reflected on a student's

transcript are calculated in the GPA, and count toward the courses required for full-time student status.

Work-Study Program

With approval by the High School Principal, in consultation with the Director of Student Life, students may participate in an approved work-study program that is set up individually between a student, parents, administration, and employer. Credits awarded for the work-study program are reflected on a student's transcript but do not count toward the courses required for full-time student status.

Job Shadowing/Co-operative Education Experience

With approval by the High School Principal, in consultation with the Director of Student Life, students may participate in an approved job-shadow or co-operative education program that is set up individually between a student, parents, administration, and working professional. Credits awarded for the job shadowing/co-operative education experience program are reflected on a student's transcript but do not count toward the courses required for full-time student status.

Teaching Assistant

With approval by the High School Principal, in consultation with the Director of Student Life, students may participate in a teaching assistant educational opportunity that is set up between a student, Director of Student Life, and cooperating teacher. Credits awarded for the teaching assistant opportunity are reflected on a student's transcript and count toward the courses required for full-time students as the experience is scheduled during a class period.

(Revised 07/2020)

HOMEWORK

Homework is a means of reinforcing concepts learned in the classroom and may consist of reading and answering related questions, reviewing, reflecting, and studying material covered in class. Organization, quality, legibility, and completeness are required and are important skills in themselves. Students may be asked to re-do assignments that do not meet these criteria.

To be most effective, homework must be completed by the beginning of the class for which it is due. A wise use of class time and study halls will reduce the amount of time required to do school work at home. In rare circumstances a student may be kept from completing an assignment due to parent obligations or family emergency. In such a case the parent is expected to write a note explaining the situation and asking that the homework be received one day late without loss of credit.

Assignment Books

Students are encouraged to write down their assignments, to know when they are due, and to schedule their time in order to complete each assignment satisfactorily. Assignment books are provided for students in grades three through five. Middle school students are expected to have assignment books. Use of electronic assignment books at any grade level must be approved by the building supervisor. Student assignment books may be used for regular communication between school and home if such arrangements are made with classroom teachers.

Student Absences

Students who are absent must accept responsibility to get all assignments from their teachers, not from other students. Work missed during an absence is expected to be completed in a timely fashion. At the elementary level, teachers are ultimately responsible to see that students who were absent have necessary materials and assignments. At the middle school and high school levels, the primary responsibility falls upon the student to communicate with the teacher and to complete missed work in a timely manner. Teachers are responsible to clearly communicate homework expectations and due dates for missed work. Teachers are to allow a reasonable amount of time, not to exceed ten days, for work to be completed after an absence.

When requested by parents by 8:30 a.m., homework assignments are to be collected by the homeroom teacher (or a student designated by that teacher) to be sent home the day of the absence. For middle school and high school students, assignments are submitted to the school office. Arrangements for pick up of assignments for elementary students may be made with the classroom teacher.

When a parent believes their student will be absent for multiple days, due to illness or family commitment, the parent may request, with 24 hours notice, that the teacher record class lessons for their student. Teachers will work with the CCS Technology Director to place recorded lessons in a Google folder that can be accessed by absent students.

Wednesday Workout

Wednesday Workout is held for middle school and high school students after school each Wednesday that school is in session, from 2:55-3:30.

Teachers will be available to assist students with make-up work, difficult assignments, and maintenance of general skills. Participation in Wednesday Workout may be initiated by teachers, students, or parents. Parent permission for after-school study is required for middle school students. Some students will be asked to make a long-term commitment to Wednesday Workout.

LATE WORK

CCS seeks to disciple students to be responsible in their decision making and in meeting their academic and other obligations. To this end students are expected to turn in their assignments on time, honoring established due dates. If work is turned in late, then a consequence for the late work is expected. Of course extenuating circumstances may arise occasionally which may prevent a student from completing work on time. If this is the case, the student should communicate with the teacher ahead of the due date, if possible, explaining the nature of the circumstances. Teachers, at their discretion, may work out an agreement as to when the work is due.

For major assignments such as projects, research papers, essays, etc., teachers deduct points for each school day an assignment is late. (Note that it is each school day, not each day the class meets, that an assignment is late.) Teachers use the following guidelines for deducting points for late major assignments:

- For MS students, 10% is deducted from the grade for each school day that a major assignment is late.
- For HS students, 15% is deducted from the grade for each school day that a major assignment is late.

After 5 school days assignments may no longer be accepted unless there are extenuating circumstances and the teacher has been informed in writing by the parent.

STUDENT SUPPORT SERVICES

CCS has a Student Support Team (SST) to ensure that available services for student support are used effectively and to provide peer support for teachers and other staff to assist them in working effectively with students that need learning support. The program is designed as an intentionally collaborative approach to student support. It is important for all students to meet with academic success. The SST is responsible to work with classroom teachers, parents, and students to that end.

A meeting of parents, teachers, and the SST will result in the development of an Action Plan for the student. (A student in middle school or high school may be asked to be part of the process as well.) Appropriate intervention will be determined. Recommendations for instructional adaptations may be part of the plan.

There may be times when the SST will recommend additional testing for a student. Based on test reports, additional intervention may be needed for the student. This intervention may involve enrollment in the Resource Room.

The Resource Room is designed to address the academic needs of students which can best be met in a setting outside of the classroom. The Resource Room has two components – Resource Room I and Resource Room II. Students may be enrolled in one or both components. Enrollment in the Resource Room carries an additional fee.

Resource Room I

Parallel instruction is available for students who are not able to function successfully with a specific class group. The curriculum for these students is developed individually, combining grade-level work and remedial instruction whenever necessary. Test scores as well as individual student performance in a given subject matter are used to determine the level of the educational material to be taught. A variety of methods and materials are used to teach each student at his/her educational level and learning style. Students receive instruction in Resource Room I during the same time that their classmates are receiving instruction in the same subject area in the classroom. Resource Room instruction occurs in an individualized or small group setting. Classes taken in the Resource Room are identified as Resource Room (RR) classes on the report card and transcript.

Resource Room II

Educational therapy is a program for students who have been diagnosed with learning disabilities or who exhibit characteristics of that type of learning difficulty. Educational therapy, based on a program developed by the National Institute for Learning Development (NILD), centers on stimulating areas of weakness in perception and/or cognition. An individualized therapy program is designed for each student in educational therapy and utilizes techniques which address the specific needs of the students. Students in educational therapy have two 80-minute sessions each week.

Resource Room Follow-Up

Plan A

This service is provided for one year and is designed for:

- Students who, after receiving parallel instruction in the Resource Room, are recommended for full integration into the regular classroom for instruction in all subjects
- Students who have either successfully completed educational therapy or who have been enrolled in educational therapy for at least three years and have fulfilled the obligations of the parent and student commitments (homework completion, Rhythmic Writing, parent observations)
- Students who, after receiving both parallel instruction and educational therapy, meet one or both of the above criteria

Components of the service include:

- Student profiles (identifying strengths, weaknesses, and recommendations) given to teachers
- Scheduled monthly or trimester meetings with Resource Room teacher or educational therapist which may involve the following:
 - Review of notebook content and organization
 - Discussion and/or work on current assignments/projects/upcoming tests
 - Discussion of study plan
- Student-initiated contacts as needed
- Learning Support Plan (LSP), if requested by parents (Current testing and a current LSP are needed for any student who seeks accommodations on college admissions testing, such as the SAT or ACT.)

Plan B

This service is provided for any former students of the Resource Room, as long as needed.

Components of the service include:

- Student profiles
- Learning Support Plan (LSP), if requested by parents (Current testing and a current LSP are needed for any student who seeks accommodations on college admissions testing, such as the SAT or ACT.)

Intermediate Unit (IU) Services

CCS is part of the Lancaster-Lebanon Intermediate Unit (IU) 13. The IU provides numerous services to CCS, including professional development opportunities for faculty, grants, purchase and scoring of achievement tests, psychological testing services, speech therapy, and student support in reading and math.

Based on performance on the previous year's achievement tests, end-of-year Act 89 math test, and/or teacher recommendation, students in grades K-5 are assessed at the beginning of the year to determine eligibility for IU support services in reading and math. New students may also be assessed to determine

eligibility and/or to provide classroom teachers with additional academic information. Assessments are scheduled by the IU reading specialist / math teacher in conjunction with classroom teachers.

Student needs and scheduling parameters determine the type of services that are available for qualifying students. IU student services may involve “pull-out” support in which individuals or small groups of students meet with the IU specialist for additional support in areas of weakness identified through the assessments that are done. Other IU services may involve in-class support in which the IU specialist works with individual or small groups of students within the classroom. Parent permission is needed for “pull-out” services.

Services available through the IU are optional services that parents may accept or decline.

SPIRITUAL DEVELOPMENT

BIBLE MEMORY

Scripture memorization is part of the Bible course requirement at each grade level. Conestoga Christian School uses a twelve-year Bible memory program that requires memorization of at least one memory passage every nine weeks (or each trimester for high school juniors and seniors). Students new to CCS begin with the trimester selection at the point of their entry to CCS and are encouraged to memorize previous selections to complete the twelve-year course. An alternative Bible memory program is available for students in the introduction to the Bible course.

When a student transfers to CCS and wishes to receive credit for previous Bible memorization, parents must provide written documentation of the systematic, formal program that was used, indicating the specific passages that the student learned and signed by an Head of School from the previous school. CCS administration reserves the right to determine whether or not the passages are equivalent to the CCS program. The administration may determine if additional passages are necessary in order to fulfill the CCS requirement.

Students who complete the elementary Bible memory program in grades 1-5 (or its approved equivalent) receive a Bible upon completion of grade 5. Students who complete the 12-year program (or its approved equivalent) receive a Bible and recognition at graduation.

In order to promote the best possible home-school relationship, each student may learn the individual Bible memory assignment from either the KJV, ESV, or NIV. ESV is used in class.

Participation on school and/or church quiz teams is encouraged and supported. Quiz team memorization may replace passages in the required memorization plan for students in grades 6-12 during trimesters that quiz teams are active. Students who make a commitment to CCS Bible quizzing at the beginning of the year may memorize from the Bible quizzing passage for the first trimester. The number of verses memorized needs to be comparable to the twelve-year passage. Written notification of the passage(s) memorized must be received from the church or school quiz coach and given to the Bible teacher in order to be considered for the CCS requirement.

BIBLE QUIZZING

Mid-Atlantic Christian School Association (MACSA) Bible quizzing is available for both middle school (Junior High level) and high school (Senior High level) students. The two levels quiz somewhat differently, with Junior High quizzing in teams of five and Senior High quizzing in teams of three. Students are expected to memorize designated chapters of Scripture in their entirety and then be able to answer a variety of types of questions on the passage. Students sit on special chair pads and jump up as soon as they know the answer. The quizmaster can tell from a light on an electronic device who stood up first. Teams get points for each correct answer and can lose points for incorrect answers. Bonus points are given if a student “quizzes out” by getting a certain number of questions correct in a quiz. Each quiz meet consists of multiple quizzes against other schools belonging to the MACSA organization. There are three regular quiz meets, one invitational quiz meet, and one three-day quiz retreat during the season.

A member of a Bible quiz team who accumulates excessive unexcused tardies will not be permitted to participate in the next event. If there are continuing unexcused tardies, the student will no longer be eligible to participate in quizzing.

Bible quizzers are expected to maintain passing grades in all subjects. Failure to maintain these passing grades may result in restrictions in participation or removal from the team. On rare occasions, a student's LSP or SST action plan may include a provision modifying this requirement.

To increase awareness of proper behavior in team members and members of school-sponsored groups, repeated discipline referrals will have consequences that affect a student's participation in extracurricular activities. The goal of these guidelines is to show students that they are held accountable for their actions and their effects on others. Since members of Bible quiz teams represent CCS, they need to maintain acceptable behavior according to school rules.

Misbehavior by a member of a Bible quiz team in school or at a quiz meet may result in suspension from an event. Repeated or severe offenses by a team member in school or at a quiz event may result in suspension, probation, or expulsion from the school.

Failure to keep up with memorization and/or inadequate preparation for quiz meets may result in restrictions in participation or removal from the team.

MISSIONS AND SERVICE PROGRAM

Equipping students for a life of discipleship is a process of providing students with training, tools, experiences, and examples of a Christ-like lifestyle, which will encourage and assist the student in choosing discipleship as a way of life. Discipleship affects all aspects of life and is centered in servanthood and obedience to Christ as Savior and Lord. Jesus Christ encouraged a spirit of discipleship when he instructed his followers to reach out to others, in the surrounding communities and throughout the world, with His love. (Matt. 28:18)

In order to fulfill this command, Conestoga Christian School seeks to provide intentional opportunities for students to develop a heart of discipleship through missions and service to others. The focus of our missions and service is two-fold. We desire to reach out into our communities and our world to touch people's lives with the love of Jesus Christ. We also need to serve one another as we live together in the Conestoga Christian School community. Galatians 6:10 instructs us, "As we have opportunity, let us do good to all people, especially to those who belong to the family of believers."

Expected Outcomes for the Missions and Service Program:

1. Students will develop a heart for missions and service as they recognize and identify the needs of people in their communities and the world.
2. Students will recognize and practice the concept of love and service to others as seen in Jesus Christ's statement, "Whatever you did for one of the least of these brothers of mine, you did for me." (Matthew 25:40)
3. Students will identify areas of service and seek to find ways to meet need/s, following the example of Jesus Christ.
4. Students will evaluate the work of missions throughout our world and the need for each Christian to determine his/her role in sharing the gospel of Jesus Christ.
5. Students will develop relationships with a variety of ages, cultures, and professions as they participate in various missions and service opportunities.
6. Students will demonstrate excitement when they experience the blessing of reaching out to others with the love of Christ.
7. Students will experience the value and joy of working together with others for the glory of God.

With these principles and goals in mind, the following has been established for the students of Conestoga Christian School.

Elementary

K-5 Elementary Project

Each year the elementary classes (kindergarten – 5th grade) join together for a school-wide missions and service project. This may take the form of collecting money or supplies for a missions agency but is not limited to these efforts. The project should clearly support a missions or Christian service agency, create connection to the people or agency that is the recipient of the project, and allow students the opportunity to see the results of their efforts.

Individual Class Projects: Individual classes have a missions and service focus within the classroom. Opportunity for hands-on service and sharing should be an important component of this focus. Teachers may choose to participate in a variety of missions and service opportunities as will best enhance the classroom curriculum.

Middle School

6-8 Middle School Project

Middle school students join together each year for at least two missions and/or service projects. In the past these projects have included supporting a Compassion child, preparing shoeboxes for needy children at Christmas, collecting items for local shelters, etc. Ideas for school projects may be submitted by students to STUCO or to the middle school principal for consideration.

Christian Growth, Service, and Outreach

All middle school students are involved in a Christian growth, service, or outreach activity each year throughout middle school. The following in-school service opportunities may be offered:

Drama	Choir	Choirchimes
Bible quizzing	Senior center visitation	Worship team
Teacher assistant	Service	

High School

9-12 High School Community Service Project

One day each year high school students go to various ministries in the surrounding communities for a day of service. Together, students are engaged, supporting and encouraging local ministry organizations through their contributions of work for the day. Suggestions for service opportunities may be submitted to the high school principal.

Missions Trip

Every two years high school students have the opportunity to participate in a CCS missions trip. Students have the opportunity to be involved in the work of missionaries as they share the love of Jesus Christ with others.

Christian Growth, Service, and Outreach

All high school students are involved in a Christian growth, service, or outreach activity throughout the school year. These hours may be completed through service to a mission organization, a local church congregation, the community, or CCS.

Missions and Service

- Students should consider their spiritual gifts, abilities, and interests as they determine how God would have them serve for the year.
- Students are expected to complete a minimum of 80 hours during their high school years.
- Students who have completed at least 120 hours are recognized at the end of their senior year.
- Students keep track of hours in the Missions and Service Log provided on the CCS network.
- Students are encouraged to log all hours of missions and service, not just those that meet the requirement.

Service Log

- A Personal Response that includes a reflection of what they learned or experienced during the school year is included with the Missions and Service Log.
- The Log and Personal Response are submitted to the high school principal.

Missions and service hours may be completed through the venues listed below. Other missions/service venues may be considered but must be approved by the high school principal in advance.

- Missions organizations may provide opportunities for service. This would include a church-sponsored or CCS mission trip; volunteer time given to organizations such as Gain Ministries, MCC, etc.; ministry in evangelistic back-yard clubs and volunteer time given to a summer camp ministry. If students have questions about other opportunities that may be available, they should check with the high school principal for approval.
- This requirement may be partially met by performing service in a local church congregation. Out-of-school service that meets this requirement includes but is not limited to the following:
 - Helping/teaching in children's ministries
 - Involvement with a worship team
 - Helping in the church nursery
 - Testing/assisting in Vacation Bible School
- Community service may be considered for fulfillment of this requirement.
- CCS service opportunities may be offered at school as options for helping to meet these requirements. Possible service opportunities might be teacher assistant, service elective/senior center visitation, high school community service project, auction, and in-school service days.

Guidelines for Middle School and High School Christian Growth, Service, and Outreach Requirement

1. Hours must be completed on an annual basis and cannot be carried forward to the next year.
2. Service hours may not be counted if there is any kind of remuneration involved.
3. Hours served during the summer months are counted toward the next year of service.
4. A missions trip of five or more days fulfills the service hours for that year.
5. Adjustment of required hours may be considered for students transferring in during the school year.
6. The administration reserves the right to adjust expectations under extenuating circumstances.

**CONESTOGA CHRISTIAN SCHOOL
Missions and Service Log**

NAME _____ Grade _____ Date _____

	Date/s	Service Venue (name of organization)	<u>Description of Service</u>	Hours Served	Service Supervisor
1					Name: Position: Phone #: Email:
2					Name: Position: Phone #: Email:
3					Name: Position: Phone #: Email:
4					Name: Position: Phone #: Email:
5					Name: Position: Phone #: Email:
6					Name: Position: Phone #: Email:
7					Name: Position: Phone #: Email:

PERSONAL RESPONSE

1. What was positive about this missions/service opportunity?
2. What was difficult about the experience?
3. How were the difficulties resolved?
4. What did you learn about yourself?
5. What did you learn about God?
6. What did you learn about serving others?

CHAPEL

Chapel is a time for the student body to worship and praise the Lord together. Chapels provide opportunities to hear what the Lord is doing in the lives of others and are a time of encouraging one another in a personal walk with the Lord.

For elementary students, chapels are scheduled on Thursdays, usually twice a month.

For middle school students, chapels or small groups are planned for each Wednesday.

For high school students, chapels or small groups are planned for each Wednesday. Voluntary student teams are formed each year to lead chapel worship.

CHARACTER DEVELOPMENT

Development of character is essential because it is biblical. Character development programs work, even in secular settings, because they use God's principles to guide instruction and influence behaviors. Education for the development of character happens best when it springs from a well-organized and systematic plan. The foundation of the plan is the Bible.

It is the intention that the character development program be comprehensive – pervasive within the classroom, throughout the school, and throughout the school day. The plan includes systematic role modeling as well as direct instruction. Bulletin boards, chapel assemblies, written announcements, and “specials” are all used intentionally to educate for character development. Parents are encouraged to promote and model the character traits at home as teachers do the same at school.

CCS has a school-wide character development program which focuses on six different character traits each year in a four-year cycle. These character traits are:

Year 1: reverence, obedience, joy, love, forgiveness, self-control.

Year 2: faith, respect, thankfulness, honesty, peace, responsibility

Year 3: contentment, patience, humility, purity/virtue, determination, encouragement

Year 4: kindness, diligence, loyalty, servanthood, generosity, courage

For the 2021-2022 school year, the character traits for Year 4 are being used.

HOME AND SCHOOL PARTNERSHIP

PARENT-SCHOOL PARTNERSHIP

Conestoga Christian School exists to be a support to Christian families in the community. The relationship of parents and the school, then, must be one of partnership in work and prayer. The following guidelines are recommended to parents.

1. Pray often for teachers and school leaders.
2. Support the standards and principles which are guided by the mission of the school.
3. To discuss any academic or behavior concerns related to a student, go first of all to the teacher(s) involved and then, if necessary, to the building supervisor or the Head of School.
4. Read newsletters that are posted on the school's website, usually on the last day of the school week.
5. Visit the school in progress at least once during the year – during the February Open House or any other day by prearrangement.
6. Promptly return report card envelopes and other information required by the school.
7. Notify the school office as soon as possible on the day a student is absent because of sickness or emergency and request a planned absence for a student as far in advance as possible.
8. Attend PTF meetings to keep informed of school and student information and to benefit from planned input.
9. Attend parent/teacher conferences
10. Volunteer to work at school or at school-related events whenever possible.
11. Serve on a committee.
12. Promote the school to others as you have opportunity.
13. Encourage and support school music/drama programs and sports events.
14. Participate in fundraising for student activities and mission projects as you can.
15. Consider financial gifts to the school beyond tuition in order to support the total program of the school.

FACTS FAMILY PORTAL and GOOGLE CLASSROOM

FACTS Family Portal is Conestoga's secure parent communication system. Classroom teachers and the administration use the Family Portal to share what is happening in the classroom and on campus. Classroom teachers post lesson plans (grades 6-12) and grades (grades 3-12) on Family Portal weekly. In middle school and high school, Google Classroom is used to post and submit many classroom assignments. Elementary teachers maintain classroom websites to inform parents. In addition, school-wide forms and documents are posted and archived on Family Portal. Parents are encouraged to check Family Portal regularly.

WEEKLY NEWSLETTER (*COUGAR UPDATE*)

The last day of every school week the CCS newsletter, the *Cougar Update*, is emailed home and posted on the CCS website as well as on Family Portal. The *Cougar Update* contains information that every parent should know and often contains links to further information. Visiting the school's website at www.conestogachristian.net and clicking "Newsletters" under the heading "Resources" will give quick access to all of the year's newsletters.

PARENT-TEACHER CONFERENCES

Parent-Teacher Conferences are scheduled at the end of the first trimester for all parents. Additional conferences for Kindergarten students will be held the end of September as well. Parents are urged to request additional conferences at any time. Teachers may also request additional conferences.

PARENT-TEACHER FELLOWSHIP (PTF)

Parent-Teacher Fellowship is a group of volunteer parents and staff representatives whose mission is to foster communication and fellowship between the patron body and school faculty and staff. PTF meets monthly during the school year.

The primary responsibilities of PTF include the recruitment of homeroom parents, arrangements for an annual faculty/staff Christmas gift, and providing meals for special events. Grandparents' Day programs are planned and implemented by the Parent-Teacher Fellowship. The organization also works collaboratively with school personnel in support of Back-to-School Night, Pastor Appreciation luncheon, and Open House.

Mandatory Volunteering At CCS

In 2019 the Board of Trustees was presented with a proposal from a "Volunteer Subcommittee" that included Mr. Parris (Head of School), Mrs. Kurtz (Events Coordinator), Mrs. Parris (Admissions Director), and Mrs. Schreier (Development Director). The committee's proposal was that CCS should adopt mandatory volunteering for its parents.

The Board of Trustees unanimously approved the committee's proposal to require 10 hours of service from every CCS family. CCS staff members that have children at CCS would be exempt from this requirement.

Why The Need For Mandatory Volunteering?

Galatians 6:10, "So then, as we have opportunity, let us do good to everyone, and especially to those who are of the household of faith." (ESV)

Service is an integral part of our vision statement as we are "equipping our students for a life of discipleship and service." By modeling service with 10 hours of volunteering, our parents are partnering with us in our core values.

CCS believes strongly that parent involvement not only models what Scripture calls us to do, but parent involvement has a strong positive effect on student achievement. Children tend to work harder when they see parents investing in their education and working alongside them. The entire school family working together creates an enduring sense of community.

Tuition covers about 82% of tuition; fundraising covers the remaining 18%. Through volunteering parents are helping raise the additional 18% it costs to educate their child. Through a survey sent out last fall, it came to light that the same people were doing the same jobs year after year, sometimes leading to burn-out. Mandatory volunteering allows us to share the responsibilities of the many jobs that need to be done in events and during the day at CCS.

What Happens If A Family Does Not Volunteer 10 Hours Of Service During 2020-21?

Any family not fulfilling the CCS mandatory volunteering policy will be charged \$15 per unfulfilled hour. If a family volunteered only 5 hours, leaving 5 hours unfulfilled, their tuition account would automatically be charged \$75 in June of 2021.

How Can Parents Fulfill Their Volunteer Requirement?

The committee identified many volunteer opportunities CCS parents have. The opportunities add up to around 2,300 volunteer hours. Here are some ways CCS parents can volunteer this year. (This is not an exhaustive list):

1. Events at which a parent can volunteer:

- | | |
|------------------------------------|------------------|
| • Athletics | September - June |
| • Book Fair | September |
| • Picture Day | September |
| • BBQ/Auction | October |
| • Height, Weight, Vision Screening | November |
| • Parent/Teacher Conference Meal | November |
| • Pastors Luncheon | February |
| • Founders Event | March |
| • Grandparents Day | April |
| • Teacher Appreciation Luncheon | May |
| • Race for Education | May |
| • MS/HS Musical | May |
| • Field Day | June |

2. Committees on which a parent can volunteer:

- Board of Trustees
- BBQ/Auction
- Grandparents Day
- Teacher Appreciation
- Race for Education
- Spiritual Advisory Committee
- Boosters (meetings and planning)
- Volunteer Coordinator
- Education Committee
- Finance Committee
- Development Committee
- Building Committee
- Safety and Security Committee

3. School day volunteer opportunities:

- Lunch Monitor
- Homeroom Parent
- Field Trip Chaperone
- Classroom Support
- Parking Lot Duty
- Grounds/Facilities

How Can A Parent Sign Up To Volunteer?

Throughout the year event coordinators, administrators, teachers, and maybe even Board members will advertise or approach parents with volunteer opportunities. One example of this was when Mr. Parris asked for help in weeding the school's playground. Many parents responded and began fulfilling their volunteer hours on the playground.

In addition to requesting help through the *Cougar Update*, email, in person, or any other form of advertisement, you (the CCS parent) might know the coordinator of an event. Please feel free to talk to any of our coordinators and ask them how you can volunteer at the event they are coordinating. If you would like to volunteer in any classroom or as a lunch monitor, please talk to one of our principals, Mrs. Brenner or Mr. Hepler.

How Are My Volunteer Hours Recorded?

The CCS Volunteer Coordinator, Lauren Odorisio, has set up an email for CCS parents to report their volunteer hours. When you have completed any amount of volunteering, please email Mrs. Odorisio at:

- CCSVolunteerHours@gmail.com

When you email Mrs. Odorisio, you will share:

1. What you volunteered for. (for example, *I helped with weeding the playground*)
2. How many hours you volunteered. (*I weeded for 1½ hours*)
3. Who your supervisor was. (*Mr. Parris was in charge of this event.*)

Mrs. Odorisio has created a spreadsheet and will log your hours in that sheet. Mrs. Odorisio will send out updates on the hours you served throughout the year.

What If I Just Cannot Volunteer?

In the event that any of our parents find themselves in a position that they just cannot volunteer, please contact Mr. Parris. Mr. Parris will sit down with you and discuss your family's situation and has the authority to waive any or all volunteer hours. CCS knows that every family is different and that each situation is different. Through prayer and the leading of the Holy Spirit, we know that God will be glorified through volunteering.

Finally, remember there are many, many opportunities to volunteer, more than what was mentioned in this letter. Please contact Mr. Parris if you have any questions or concerns.

EXPECTATIONS FOR STUDENTS

In accordance with God's Word and to be consistent with our school philosophy, the students of Conestoga Christian School are expected to dress in a manner that will honor God and show respect for others. It is a challenge for Christian families to discern what is appropriate and what is not. Neatness and modesty are very important. The following guidelines have been established to give direction to the students and their parents. Parents are responsible to see that their children are in compliance. Rule of thumb: When in doubt, don't wear it. The school dress code is in effect for students while on the school campus and at school-sponsored events off-campus. (11/2018)

All Students in grades PS-12

General Expectations

- Dress needs to be modest and neat.
- Hair needs to be well groomed and out of the face.
- Clothing and accessories that may distract others or are unsafe are not acceptable. Underclothing may not be visible.
- Logos and wording (cartoons, images, slogans, music groups, etc.) that go against the school's philosophy are not permitted. References to alcohol, drugs, cigarettes, weaponry, violence, or illegal activity are unacceptable.
- For safety reasons, footwear is to be worn at all times during the school day.
- Shoes with wheels are not permitted.
- Hats may not be worn in the buildings during regular school hours.
- Visible body art is not permitted; including but not limited to drawing and/or writing on any part of the student's body.
- Piercings (except ear piercing for girls) are not permitted.

Pants

- Pants must rest securely on the hips.
- Form-fitting pants should not be worn.
- Leggings may be worn under shorts, dresses, and skirts that meet the appearance code guidelines. Leggings may not be worn alone as pants.
- Clothing intended as sleepwear may not be worn.
- Pants with holes are not to be worn if any part of the skin is visible.
- No athletic pants may have writing across the backside. Pants that have writing on the leg are permitted (as long as the writing adheres to CCS guidelines), but writing across the backside is not permitted.

Shorts

- Modest shorts (5 inch inseam) or capri pants may be worn for the months of August, September, October, April, May, and June. In the other school months when the local (Morgantown) forecast is 60 degrees or higher students may wear shorts that meet CCS standards. The local (Morgantown) forecast can be checked on the school website each morning.
- Shorts must have an inseam of at least 5 inches.
- Shorts must rest securely on the hips.
- Form fitting shorts should not be worn. Spandex shorts worn alone are not acceptable. Spandex shorts may be worn under shorts, skirts, or dresses that meet the appearance code guidelines.
- No shorts may have writing across the backside. Shorts that have writing on the leg are permitted (as long as the writing adheres to CCS guidelines), but writing across the backside is not permitted.

Shirts

- Shirts need to have sleeves.
- Midriff/short-cut shirts or tops are not permitted.
- Shirts need to cover the entire stomach/midriff when raising a hand.
- Shirts need to cover the entire back when seated.
- Bottoms of shirts need to be tucked in or extend below the waistline of pants/shorts/skirts.
- Shirts and blouses need to be modest (not form fitting or low cut).
- Tops may be cut no lower than the wearer's hand width when thumb is placed at the base of the neck.

Girls

- Dresses, skirts, or long shirts/tunics worn with or without tights/leggings may not be more than 2 inches from the top of the knee when standing.
- For any article of clothing that includes sheer fabric, there must be a garment worn underneath of the sheer fabric that adheres to the school dress code.
- Cleavage may not show when standing, sitting down, or bending over.

Physical Education Classes

- Middle school and high school students are required to wear athletic shorts with an inseam of at least 5 inches or loose fitting athletic pants.
- Shirts must have sleeves.
- Sneakers are to be worn and need to have non-marking soles.
- No school sports uniforms may be used for PE classes.

Special Events

- Teachers or student organizations may request “dress” clothes for certain special occasions or events. “Dress” clothes are collared shirts for guys and dresses, skirts, or dress pants for girls or as specified by the teacher. Ties may be required for guys. Special events include, but are not limited to, musical presentations, designated chapels, designated field trips, etc.
- For all formal/semiformal events (including school-sponsored awards banquets): No gowns/dresses with low-cut necklines are to be worn. Cleavage and undergarments are not to show while standing, sitting, or bending over. No strapless gowns/dresses are to be worn. Single strap gowns/dresses must have a strap no less than 1.5” wide. No gowns/dresses with low-cut backs are to be worn. The back and sides of the gown/dress may not be lower than the bra line, i.e., no skin may show below the bra line. The length of the dress/skirt, including any slits, must be no more than 2” from the top of the kneecap when standing. If the dress includes sheer fabric, the opaque underpinnings must adhere to this dress code. For the Jr/Sr banquet guys are to wear dress pants, dress shirt, tie, and/or jacket or formalwear.
- For any school-sponsored event involving swimwear, girls must wear one-piece modest swimsuits. A two-piece suit is permitted as long as no midriff is showing, unless the facility being used has a more restrictive rule. Guys’ trunks must rest securely on the hips. No “Speedos” may be worn.

Enforcement of the Student Appearance Code

Teachers and staff are to refer the student to the appropriate principal. The principal will collaborate with one or two other administrative team members of the same gender as the student being referred. A collaborative decision will be made regarding non-adherence of the dress code. Violations will be recorded in FACTS. Parents will be contacted for students who show a pattern of not following the appearance code.

Students who violate the appearance code may be asked to change or to wear clothing provided by the building principal.

ATTENDANCE REQUIREMENTS & ILLNESS GUIDELINES

Conestoga Christian School is an academic institution. It is the commitment of the teachers at CCS to provide students with a quality education. Missing school not only results in the need for students to make up missed work, it also means missed interaction and discussion in the classroom. Regular attendance is essential if a student is to do his/her best. Attendance records are kept by the administrative assistant.

GUIDELINES FOR KEEPING YOUR CHILD HOME FROM SCHOOL

What do you do when your child complains of not feeling well? A decision must be made to send your child to school or to keep him at home. Here are some guidelines (not medical advice) to help you make the decision.

OVERALL CONSIDERATION

Students who are exhibiting signs or symptoms of any viral infection should stay home and not come on school grounds. Students should be fever free, without the use of any medications, for 48 hours before coming on school grounds. If symptoms of infection continue for 48 hours or more, students should seek medical advice. Students who test positive for COVID-19, or who have a family member living with them who tests positive for COVID-19, should quarantine until they are cleared by a medical professional.

FEVER

No student with a fever over 100.4 degrees should be sent to school, Do not allow the child to return to school until he/she **has been free of fever for 48 hours without the aid of fever reducing medication.**

COUGH / COLD

The common cold presents the biggest problem for parents. Usually a cold is not a reason to stay home. However, a student with a hacking cough and a feeling of congestion and achiness belongs home in bed even if he/she does not have a fever. The cough will hang around awhile. He/she does not need to stay home for the duration of the whole cold.

SORE THROAT

If your student complains of a sore throat and has no other symptoms, he/she may go to school. If white patches or fever are present, keep the child home and call your doctor.

RASH

This could be a sign of many things. It could be the start of many childhood illnesses such as Roseola, 5th Disease, etc., or it could be an allergic reaction or poison ivy. If you don't know the cause, do not send the student to school until your doctor says it is safe to do so.

STOMACH ACHE / VOMITING / DIARRHEA

If a stomach ache is persistent and is limiting a student's ability to function, consult your doctor. If a student is vomiting, he/she should be home until he/she can keep food down. A student with diarrhea should stay home.

EARACHE - Student's with an earache should be seen by a doctor.

HEADACHE - If the complaint is just a headache, the student can usually go to school.

PINK EYE / RINGWORM / IMPETIGO / HEADLICE

School nurses are guided by State Regulations for the exclusion of students showing signs of communicable diseases. Students with pink eye must stay home for 24 hours after they are started on appropriate medicine. Students with ringworm or impetigo may return to school if they bring a release form from the family doctor saying they may return. Children with head lice are excluded from school until treated. After treatment, they are to be brought back to school by a parent and staff will confirm if they may return to school.

Notifying the School of Absences

- ***It is the responsibility of the parent/guardian to contact the school office with the reason for the absence as soon as possible on any day a student is absent. Messages can be left on office voice mail at any time. A staff person in the CCS office will call for information regarding an absent student for whom no information has been received.***
- ***If a parent/guardian does not contact the school to provide information about the absence, the absence will be considered unexcused. If parents/guardians would like to request an excused absence, they need to notify the school within three days. While notification does not automatically excuse the absence, no absence will be excused without notification. If no notification occurs within 5 school days upon return to school, the absence will be identified as unexcused and will not be changed unless granted by the Head of School.***
- ***At the end of the school year, it is the responsibility of the parent/guardian to notify the school office by the last day of senior exams for students in 12th grade and by the last day of school for students in kindergarten through 11th grade to request excused absences.***

Unexcused Tardies and Early Departures

In order for any tardy or early dismissal to be considered excused, a parent/guardian must notify the school of the reason for the tardy or early departure. While notification does not automatically excuse the tardy or early dismissal, no tardy or early dismissal will be excused without notification and explanation of reason from the parent/guardian. If no notification occurs within 5 school days upon return to school, the tardy or early dismissal will be identified as unexcused and will not be changed unless granted by the Head of School.

Completion of Work Missed during an Absence

- Upon return to school after an absence, students need to acquire missed work from their teachers and complete it in a timely fashion. Teachers are to allow a reasonable amount of time, not to exceed ten days, for work to be completed after an absence.
- Work provided to a student during an in-school or out-of-school suspension is expected to be completed by the time the student returns to class/school unless otherwise indicated by the teacher because of the nature of the assignment. Work that is not completed is considered late and is graded accordingly.
- At the elementary level, teachers are ultimately responsible to see that students who were absent have necessary materials and assignments.
- At the middle school and high school level, the primary responsibility falls upon the student to communicate with the teacher and to complete missed work in a timely manner.
- In all circumstances, the teacher is responsible to clearly communicate homework expectations and due dates for missed work.

Excused Absences

- Absences are excused for sickness, doctor/dentist visits which cannot be scheduled before or after school hours, death in the family, funerals/memorial services, and household emergencies.
- In order for any absence to be considered as an excused absence, a parent/guardian must notify the school of the reason for the absence. While notification does not automatically excuse the absence, no absence will be excused without notification.

Preplanned Absences

- Preplanned absences are to be requested for family events, educational trips, DMV appointments, college visitations, graduation project, etc., and are to be submitted to the school office at least five days in advance of the absence. Forms for preplanned absences are available from the school office or the school's website. Preplanned absences are not to exceed five consecutive school days.
- When a parent believes their student will be absent for multiple days, due to illness or family commitment, the parent may request, with 24 hours notice, that the teacher record class lessons for their student. Teachers will work with the CCS IT Director to place recorded lessons in a Google folder that can be accessed by absent students.
- When an absence in excess of five consecutive school days is requested, the request must be submitted at least one month in advance.
- Extended absences of five or more consecutive school days must be limited to one occurrence per school year. Additional requests for extended absences (five or more days) will not be excused. Requests due to extenuating circumstances will be handled on an individual basis.
- Preplanned absences are strongly discouraged during the first week of school and during the week of achievement tests for 1st – 8th grades.
- A preplanned absence is required in order to be excused from the senior class trip.
- If possible, assignments will be sent home prior to a preplanned absence. However, students and parents are not to expect all work to be sent home ahead of time.

Unexcused Absences

- Requests to be excused to work a job are not honored as a general rule.
- In the event that a request is submitted less than five days prior to the absence, the penalty may be the use of one unexcused absence for each day for each child involved.
- Three unexcused absences, without penalty, are allowed for each student each year.
- After three unexcused absences, grade reductions occur for each additional unexcused absence for middle school and high school students. The penalty for subsequent unexcused absences in middle school and high school is a 1% grade reduction per class for each day missed. Grade reductions are made at the end of a trimester. In addition, unexcused absences will be reported to authorities as necessary.
- Unexcused absences, including those resulting from unexcused tardies and/or early departures, are cumulative for the year.
- Work missed during an unexcused absence must be completed.

Excessive Absences

- Any student absent for more than 35 school days is not promoted to the next grade.
- For seniors, absences of more than 35 days could jeopardize graduation.
- If the absences are due to extenuating circumstances, the administration may waive this policy. In order for extenuating circumstances to be given consideration, parents/guardians must contact the Head of School.

Partial Day Absences

- Tardy.....arriving after 8:00 a.m. and before 9:10 a.m.
- Early Departure.....leaving after 2:00 p.m. or a mid-day departure and return of less than 50 minutes
- Half Day.....arriving after 9:10 a.m., leaving before 2:00 p.m., or a mid-day departure and return of more than 50 minutes

Attendance Requirements for After-School Activities

- Students must be in attendance for at least 4 of 8 school periods in order to participate in after-school activities.

Tardies and Early Departures

- A student who arrives late to school must report to the school office to sign in on the form provided.

- The student is given a pass from the office to class. A student is not permitted into class without a pass.
- A student who leaves school early must report to the school office to sign out on the form provided.
- Whenever possible, a note granting permission for early departure, signed by a parent/guardian, must be given to the student's homeroom teacher at the beginning of the day.
- No student is permitted to leave school early without parent/guardian knowledge.
- Examples of an excused tardy or early departure include a doctor's appointment, illness, funeral/memorial service, or family emergency. The school reserves the right to determine which tardies and early departures are excused and which are unexcused.
- A tardy that results from a delayed bus is considered excused.

Unexcused Tardies and Early Departures

- In order for any tardy or early dismissal to be considered excused, a parent/guardian must notify the school of the reason for the tardy or early departure. While notification does not automatically excuse the tardy or early dismissal, no tardy or early dismissal will be excused without notification and explanation of reason from the parent/guardian.
- When a student has accumulated three unexcused morning tardies or unexcused early departures, parents are notified.
- If a student accumulates four unexcused morning tardies or early departures, those unexcused tardies or early departures are changed to a half-day unexcused absence. A half-day unexcused absence is counted for each additional accumulation of four unexcused tardies or early departures.
- Excessive unexcused tardies or early departures may result in an after-school detention or an in-school suspension for middle school and high school students.
- Unexcused tardies and early departures are cumulative for the year.

Grade Reductions Resulting from Unexcused Absences

- Excessive absences or tardies from any class may result in a lowered grade for that class.
- For middle school and high school students, a 1% grade reduction per class automatically occurs at the end of the trimester for each unexcused absence beyond three unexcused absences, including unexcused absences resulting from the accumulation of unexcused tardies or early departures.
- Unexcused absences, including those resulting from unexcused tardies and/or early departures, are cumulative for the year.

Daily Attendance

- Homeroom teachers are responsible to take attendance each morning.
- On the online attendance book, every student must be marked as P for present or EA for absent. No student's box may be left blank.
- Students who report to homeroom late, without a pass, must be sent to the office to sign in.
- The office is to be notified of any information concerning an absence, tardy, or early departure received from a parent.
- **All homeroom teachers are expected to ask students each morning for any notes.**
- Attendance needs to be reported by 8:30 a.m.

Attendance for Delayed Openings

- When there is a delayed opening, tardies are not counted.
- Attendance is taken according to these guidelines:
 - At the end of the first period of the day, middle school and high school students are dismissed by intercom announcement to their homerooms, where attendance is taken.
 - After attendance is taken, students are dismissed by intercom announcement to the second period of the day.

Student Withdrawal

Parents are expected to notify the school office of withdrawal plans. If parents notify a teacher of a pending withdrawal, the teacher needs to direct the parent to notify the office. Teacher notification by the parent is not considered to be official notification of withdrawal.

Teachers should notify the office of any student conversation about a pending withdrawal.

Refer to the "Finances" section for any applicable fees.

(Revised 11/2019)

CODE OF CONDUCT FOR STUDENTS

Because CCS represents Jesus Christ, it is important that a high standard of conduct is maintained. These guidelines can be effective in building strong moral character that reflects godliness when they are used consistently in the school and in the home. The school administration reserves the right to inspect student lockers, desks, backpacks, bags, and/or vehicles. Breaches of the code of conduct which involve illegal activity may involve law enforcement.

Relating to Others

1. Students are expected to show courtesy and respect for other students, teachers, and visitors, cooperating with others.
2. Students are expected to promptly and respectfully obey all authority (parents, teachers, bus drivers, etc.).
3. Students are to address faculty, staff, and coaches by title and last name. (Teachers need to also practice this in the presence of students.)
4. Students are responsible for their own personal items that are brought to school. The school does not assume responsibility for personal items.
5. Students are expected to practice Christian standards of moral and social conduct. Fighting, cheating, lying, and stealing are serious offenses and are considered triggers for suspension.
6. Students must abstain from inappropriate physical contact (pushing, hitting, punching, kicking, pinching, biting, spitting, etc.) and sensual or sexual behavior.
7. Students must refrain from public displays of affection, such as handholding, hugging, kissing, etc., which are inappropriate in a school setting.
8. Physical, sexual, and verbal abuse will not be tolerated. Any form of bullying or intimidation will not be tolerated.
9. Cyber bullying will not be tolerated. The Internet, cell phones, or other devices may not be used to send or post texts or images intended to hurt or embarrass another person.
10. Students are expected to choose words that are helpful for building others up. Improper speech, name calling, and gossip are not acceptable. Obscenity in words or action, or lauding in any way those things which are condemned by Scripture, is not acceptable.
11. Students are asked to regard highly the safety of others. Objects of any kind are not to be used as projectiles. Throwing snow is not permitted.

ELECTRONIC DEVICES

1. During school hours student use of electronic devices is permitted with teacher permission. Electronic devices include, but are not limited to laptops, tablets, I-pads, radios, CD players, digital music players, electronic games, electronic messaging devices, laser pointers, pagers, and cell phones. The use of electronic devices without teacher permission or misuse of any of these items during the school day will result in a discipline referral and student relinquishment of the item. Items may be retrieved from the office only by a parent of the student to whom the confiscated item belongs.
2. Electronic devices containing a camera

Respect for privacy rights:

- Students must not photograph or videotape other individuals at school or at school-sponsored activities without their knowledge and consent.
- Exceptions may include photographs or videotaping of public activities (such as sporting events or fine arts performances) or authorized yearbook photography.
- Students must not e-mail, post to the Internet, or otherwise electronically transmit images of other individuals taken at school without their consent.
- Students must not send and/or store images that may be interpreted as harassment, bullying, or embarrassing toward others.
- Use of cellular phones or other personal electronic devices is strictly forbidden in locker rooms and restrooms.

Assuring academic integrity:

- Students must not use cellular phones or other electronic devices in any way that may give the appearance of cheating on tests or academic work.
 - Electronic devices may not be used to violate copyright laws.
3. Laptops and tablets are subject to the CCS technology policy and must be registered with the Technology Coordinator before use on campus.
 4. Cell phone usage is as follows:
 - Students in grades PS-12 must turn off their cell phones during the school day between 7:50 am – 2:40 pm. Parents are not to call or text their student's cell phone during the school day. With teacher permission, students may use their cell phones, but that use is restricted to the classroom.
 - Cell phones may be used during school hours of 7:30 am-7:50 am and 2:40 pm-3:00 pm, but the use of head phones or ear buds is not allowed during this time unless specific permission is granted.
 - No phones in bathrooms or locker rooms during the school day.
 5. Under no circumstances may a cell phone be used in an emergency evacuation, lock-down, or severe weather incident unless authorized by a teacher or the administration.
 6. During school-sponsored events where CCS is providing supervision, the use of any electronic device is allowed only as authorized by a teacher/supervisor.
 7. Emergency phone calls by students are permitted at the discretion of the classroom teacher. Students are not permitted to dial phone numbers on school phones; teachers are responsible to dial the phone after determining the legitimacy of the call. With permission from the receptionist, students may dial the phone in the office reception area for necessary calls only.
 8. Students are not to use cell phones when walking or driving through the parking lot.
 9. Students who choose to bring their own devices to school do so at their own risk. CCS does not assume responsibility for their loss, damage, or theft. CCS staff will not troubleshoot or repair any student-owned device.

ILLEGAL SUBSTANCES AND WEAPONS

1. Anyone using or bringing on campus (or to any school-sponsored/school-related event) any illegal drugs, alcoholic beverages, tobacco, weapons, or incendiary materials will be immediately suspended. Weapons include, but are not limited to, firearms, knives, blades, pocketknives, swords, clubs, martial arts weapons, and brass knuckles. The administration has the right to determine what constitutes a weapon. Incendiary materials include, but are not limited to, matches, lighters, firecrackers, fire works, and bottle rockets.
2. Knives of any kind, including pocketknives, are not to be in a student's possession.
3. The use of illegal drugs, alcoholic beverages, or tobacco on or off campus may result in a student's immediate suspension. Chemical abuse on or off campus may result in a student's immediate suspension.

SCHOOL PROPERTY

1. Students must regard the desks, lockers, and personal belongings of teachers and other students as private property. School buildings, furniture, books, and equipment are not to be defaced or used for any purposes other than those intended. Students are expected to assume responsibility for property damage when it occurs and give an immediate report to a teacher or Head of School. If students cause damage, they are expected to pay for the damage.
2. A middle school student who chooses to place a lock on his/her locker must submit the combination or an extra key to the homeroom teacher and the building principal.
3. Athletic equipment must be used only for those purposes for which it was designed. Students must obtain permission from a teacher before using athletic equipment. Borrowed equipment must be returned to its proper place. The stage area in the high school building is off limits to students except when specifically authorized and supervised by a teacher/principal.
4. Students may not take items from the art department, music department, computer labs, or kitchen. Some equipment and supplies from these areas may be borrowed when requested well in advance and approved by a teacher or the office. Borrowed equipment must be returned to its proper place.
5. Students may not use or move any equipment in teacher work areas without direct teacher supervision.
6. Students are not permitted in teacher workrooms unless they are authorized by a specific teacher.
7. Middle school and high school students are not permitted to use elementary playground equipment during the school day.

8. Textbooks are marked with an identifying number. At the end of the year, students are responsible to return, in good condition, each book issued in the fall. Writing in textbooks is not acceptable unless authorized by the teacher. A fine may be charged for damaged books. Payment is expected for books that are not returned.
9. Middle school and high school students are expected to cover their textbooks. Sticky book covers and stretch book covers are not to be used, even if they claim they will not damage books. CCS book covers are available from homeroom teachers.
10. Photocopies must be made by office personnel (not students) in the school office. When photocopies are required by teachers, there is no fee. In rare situations, permission is granted for personal photocopies or computer printouts. The cost is \$0.05 per page, and payment must be made at the time of the request. Printing due to carelessness or not following directions, even when associated with a school assignment, costs \$0.05 per page.

STUDENT ACCESS

1. Students must secure permission from a parent or guardian in order to leave campus during the school day for any reason. A sign-in/sign-out book is located in the school office and must be signed before leaving and upon returning to school.
2. Elementary and middle school students must have parent permission to stay on campus beyond the close of the school day. Parents are expected to provide permission to a teacher for prearranged work times with that teacher.
3. No after-school supervision is available for spectators or participants of any sports activities. If transportation is an issue for a student who desires to participate in sports, the Athletic Director is to be contacted and arrangements will be made, as possible.
4. Students may not enter the office workroom from the hallway entrance.
5. All students are expected to be quiet when passing from class to class or when classes are in session.
6. Students are expected to enter and leave the buildings through designated doors as instructed. Doors at the east end of the high school building are for emergency use only. The north doors of the middle school building are for emergency use only.
7. Security doors are usually open during passing periods. If access is needed into a building, press the doorbell and wait for instruction. Students who are outside with a teacher are not to press the doorbell when the class returns to the building. The teacher will open the door for the class.
8. Students needing to exit the elementary or high school building through the security door must press the green button while pushing the door open.
9. Students are expected to report to class on time. If a student is kept after class, he/she will be given a pass by that teacher for the next class. When a student is late to class, he/she is to complete a **Tardy Report** (see Appendix for sample), which the classroom teacher will submit to the building principal. Being late to class without a pass is considered an unexcused tardy. Excessive tardies from any class may result in a lowered grade for that class.
10. Students are required to carry a student pass from a teacher or principal when they need to be outside a classroom during any regular class period.
11. Bicycles are to be parked behind the building and are not to be ridden during the school day. Skateboards are not to be used at any time on school property.

STUDENT DRIVERS

1. A student may not park in the school parking lot without having obtained a parking permit. Oversized vehicles (over 6' width and/or 16' length) will not be granted parking privileges due to the limited size of the school lot.
2. Cars or other motor vehicles which students drive to school are to be parked in the designated areas of the school parking lot. Drivers are to enter and exit the parking lot only at the designated driveway. Students are expected to observe a 5 mph speed limit in the parking lot and observe all posted and painted stop signs. No passing of vehicles is permitted in the parking lot unless directed by the parking lot supervisor. Reckless driving will result in the loss of driving privileges to school.
3. The parking lot is off limits to students during the school day unless special permission is given for a student to return to a vehicle.
4. A student must have written parent permission to drive off campus during the school day and to have a passenger. Any student riding in a student-driven vehicle during the school day must have written parent permission to do so. These permission notes must be submitted to the school office or the homeroom teacher at the beginning of the day.

CONDUCT AND DISCIPLINE

Once the disciplinary process begins (the discovery or suspicion of any possible activity that would warrant probation, suspension or expulsion), a decision by a parent to withdraw a student will have no effect on a Teacher's, Administration's, or Board of Trustee's ability to render final disciplinary action including but not limited to expulsion. Students whose actions willfully or unintentionally damage the facilities or create an expense for the school, when done outside of normal operations or supervision, will be held accountable and expected to make restitution for any damages or costs incurred.

Discipline Policy

There is a direct correlation between discipline at CCS and the quality of education offered by CCS. If students are undisciplined, their education suffers. The school and home must work together in helping students learn to discipline themselves. Both parents and teachers must attempt to follow practices consistent with biblical philosophy in order to teach self-discipline. Consideration must be given to these biblical principles:

1. Children are born with a sin nature and need correction. (Ps. 51:5; Prov. 22:15)
2. God considers rebelliousness and disobedience as serious sin. (I Sam. 15:22-23; Rom. 5:19)
3. God disciplines His children for their own good and because He loves them. Discipline should be administered in love for the good of the child. (Heb. 12:5-6)
4. God designed discipline to produce a holy, righteous, and peaceable life. (Heb.12:11)
5. God commands children to honor and obey their parents and to submit to authority over them. (Eph. 6:1-3; Heb. 13:17; I Pet. 2:13-14)
6. God entrusts adults with the responsibility for training/instructing children. Discipline and instruction is key in leading children to respond properly to God's authority and in leading them to embrace a biblical way of life. (Deut. 6:6-8; Prov. 5:11-14; 10:17)

Teachers are given the responsibility of using preventive and corrective measures to maintain a high level of discipline within their classrooms. In developing a discipline plan, consideration must be given to the following principles:

1. Daily prayer for students is a beginning point.
2. Proper response to authority must be consistent throughout CCS. The Head of School is responsible to the Board, the teachers are responsible to the Head of School, and the students are responsible to the teachers.
3. In order to discipline effectively, a person must model a disciplined life.
4. Preventive discipline is wise. A good teacher consistently uses physical presence and mental alertness to avert potential problems.
5. Potential problems can be lessened by a well-planned and interesting class presentation that includes attention to the variety of needs within the class. Students need to understand teacher expectations.
6. Discipline includes encouragement and consequence. A teacher's encouragement generates effort and provides motivation toward good behavior. Consequences teach accountability and personal responsibility for actions.

7. Classroom expectations need to accomplish one or more of the following: increased respect for others -- classmates and adults; production of more efficient learning; growth in the development of self-control; protection of the physical plant; maintenance of the safety of students.
8. Firm, fair, consistent behavior toward all students is essential.
9. Discipline that is appropriate corresponds to the seriousness of the offense.
10. Disciplinary action needs to be explained to the student, but debate about it is not beneficial.
11. Most infractions can be managed within the structure of the classroom. Serious or repeated offenses need to be reported to the principal and/or the Head of School.

It should be recognized that the purpose of discipline is to teach as well as hold students accountable. 2 Timothy 3:16-17 tells us that *All scripture is God-breathed and is useful for teaching, rebuking, correcting, and training in righteousness, so that the man of God may be thoroughly equipped for every good work.* The scriptures also tell us that *the Lord disciplines those he loves, and he punishes everyone he accepts as a son.* (Hebrews 12:6)

Discipline can only be effective if administered fairly, consistently, and equally regardless of whether in the classroom or the office. It is a fact of life that all students are individuals, and all cases must be handled as individual cases. However, whether the discipline is handled at home, school, or in the courts, there must exist the understanding that discipline is not meted out to an individual just to for the sake discipline, but for the benefit of the student and the community. Parents and students must try to see both sides of every case, no matter how difficult it may be when “you are the one affected.”

The teacher and other staff members are expected to take time to interact with students in positive ways. It is necessary to try to get to know the student. There are many things that are going on in the life of students that can and do affect their behavior, sometimes negatively, sometimes positively. Teachers may not be able to resolve the “bad” stuff in student’s life but are able to show compassion and concern for the student.

Students need to know that the teacher is a human being just like they are. Students will benefit from any sincere compliment a teacher gives. Students will also benefit from inquiry into how their lives outside of school are progressing. Teacher concern indicates interest beyond academic performance. Several strategies that work are:

- Let them know when you catch them being good
- Loosen up --- don’t be afraid to show that you have a sense of humor
- Let them know that sometimes “things happen,” and it is not the end of the world
- Attend one of the activities that they are participating in and let them know you will be there
- When they need to talk --- *LISTEN* ☺

It is imperative to understand that sarcasm, discourtesy, disrespect, and tone of voice can destroy the development of any positive relationship with students. Teachers **must** be courteous and respectful at all times, providing the template for acceptable behavior for the entire school community. Under no circumstances should the teacher yell at, name-call, or invade the space of the student, creating a lose-lose situation. Positive relationships between students and teachers help each to develop a common respect for the other.

Adequate preparation and anticipating problems that could potentially arise can be a very effective means of avoiding discipline issues.

Discipline Guidelines for Elementary Students

The following are guidelines for you, the teacher, to use in classroom discipline at Conestoga Christian School. Usually it will be best to start at the first level, but this may not always be possible. The order of some steps may be changed and other steps added. Notice the prerequisites for some steps.

1. Use eyes. Look at the student causing the trouble, but keep talking.
2. Use eyes and silence. Stop talking and look at the student.
3. Use presence. Walk over to the source of trouble. Keep talking.
4. Use presence and touch. Walk to the student and put your hand on the student’s shoulder or on the desk. Keep talking or become silent.
5. Use your voice. Tell the student to cease doing whatever is causing the distraction. *Do not accept an explanation as a response to a directive.*

6. If an object is involved, remove the object.
7. Move the student's desk or relocate the student to some place within the room.
8. Talk with the student privately—immediately or at your earliest convenience. (Talk after the lesson, before class, during recess or lunch, or during the student's free time.) Discuss the problem and possible solutions. Discuss probable consequences.
9. If a student needs to be removed from the classroom, contact the building principal and send the student to the designated area. A Student Discipline Report/Referral must be submitted to the building principal any time a student is removed from the room.
10. Contact the parent(s)/guardian(s) by note, phone, or e-mail. Explain the problem and what you are doing about it. Ask for support. If you have intentions of detaining a student after school, inform the parent(s)/guardian(s). Report to the building principal by means of a Student Discipline Report/Referral. Also, be sure to copy your principal when sending e-mails to parents/guardians.

Discipline Guidelines for Middle and High School Students

Teachers must tell a student they are recording an official demerit/warning on FACTS. Before recording the demerit/warning on FACTS, teachers should counsel/admonish the student. Maintaining focus on the present behavior is of extreme importance. By doing this, the door is open to learning new behaviors. Staff members need to ask the right questions in the correct manner of students who have violated the policies and rules.

When it is apparent that a classroom expectation, rule, or policy has been violated by a student, it is necessary to have the student identify what he/she did. Concentrate on the behavior. Do not get swept up in the emotions of the moment. Maintain a sense of calm when asking the student what is going on. Try to have the student articulate as much as possible what he/she did. DON'T ASK WHY HE/SHE DID IT. In the student's mind, he/she had good reason for the actions. He/she was satisfying a perceived need. If necessary, tell the student what you understand the situation to be.

Once the student has identified what he/she did, begin to move the student toward taking responsibility for his/her actions. Maintaining a calm demeanor will help to diffuse the anxiety the student is feeling and will eventually help to establish lines of communication. Remember to stay focused on the behavior. Ask questions that center on the infraction:

- "What is the policy in regards to your behavior?"
- "How does this behavior honor God?" (Teachers are encouraged to point students to the scriptures.)
- "How could you have handled this situation differently or more appropriately?"

It may become necessary for the staff member to make the judgment for the student because he/she will not cooperate, or want to place the blame for his/her behavior on someone else, or the student does not know that he/she broke the rules.

Examples of infractions that are an immediate administrative referral are:

- Continued disregard for the CCS code of conduct for students
- Continued erratic or foolish behavior
- Defiance/insubordination
- Failure to follow class schedule
- Blatant disrespect toward another person or toward God
- Cheating
- Lying
- Stealing
- Pushing, shoving, fighting
- Possession or use of illegal substances (tobacco, alcohol, drugs) or abuse of chemical substances on or off campus
- Possession or use of weapons or incendiary materials
- Intentional access or transmission of inappropriate materials via the Internet
- Vandalism
- Sexual harassment or false accusation of sexual harassment
- Verbal, physical, or cyber bullying
- Continued or serious misbehavior on district bussing, as reported by the transportation offices

- Other actions threatening or compromising the safety of self or others
- Other offenses as determined by the administration that threaten the order, discipline, and safety of the school community
- Other offenses as determined by the administration

Middle School Distinctives - For any infraction in a class a student will receive a demerit* that is recorded on FACTS.

- 3 or more demerits in one day from different classes or activities will result in an administrative detention**
 Each day there will be a reset. (Numerous days with two demerits or frequent demerits in one class may also result in administrative referral and action.) Teachers must tell students they are giving them a demerit and recording it on FACTS.
- A student is allowed 3 detentions in one trimester before further action is taken.
- After the 3rd detention, the next infraction will result in an in-school suspension.
- After 2 in-school suspensions, the next infraction will result in an out-of-school suspension.
- After 2 out-of-school suspensions, the next infraction will result in a referral to the CCS Board of Trustees for possible expulsion.

*If a student has 3 teacher demerits in one school day, he/she will receive an administrative detention. Each day there will be a reset. (Numerous days with warnings may also result in administrative referral and action.)

**Students will write a behavior reflection during a detention.

High School Distinctives – For infractions in class

- 1st Infraction – Teacher warning and counsel* – Record on FACTS
- 2nd Infraction – Teacher warning and counsel* and contact home - Record on FACTS
- 3rd Infraction – Teacher detention** and contact home - Record on FACTS
 Detentions to be held the same day each week (determined each school year) - Record on FACTS
- 4th Infraction – Administrative referral and contact home - Record on FACTS
- Subsequent infractions – Administrative referral - A student is allowed 3 detentions in one trimester before further action is taken.
- After the 3rd detention the next infraction will result in an in-school suspension.
- After 2 in-school suspensions, the next infraction will result in an out-of-school suspension.
- After 2 out-of-school suspensions, the next infraction will result in a referral to the CCS Board of Trustees for possible expulsion.

*If a student has 3 teacher warnings in different classes or activities in one school day, he/she will receive an administrative detention. Each day there will be a reset. (Numerous days with two warnings or frequent warnings in the same class may also result in administrative referral and action.)

**Students will write a behavior reflection during a detention.

Discipline Referrals for Members of Teams and Other School-Sponsored Groups

Any person responsible for an extracurricular activity (athletics, Bible quizzing, choir, drama, Student Council, etc.) must provide the faculty and staff with a list of all students participating in the sport or activity at the beginning of the season or activity. The “season” officially begins on the date of the first practice.

To increase awareness of proper behavior in team members and members of school-sponsored groups, repeated discipline referrals will have consequences that affect a student’s participation in extracurricular activities. The goal of these guidelines is to show students that they are held accountable for their actions and their effects on others. Since members of sports teams, quiz teams, choirs, Student Council, etc. represent CCS, they need to maintain acceptable behavior according to school rules.

The guidelines are as follows:

- 1 referral = talk with coach/advisor
- 2 referrals = talk with coach/advisor and call to parents/guardians
- 3 referrals = suspended for 1 event* / notification of parents/guardians
- 4 referrals = suspended for 1 additional event* / notification of parents/guardians
- 5 referrals = suspended for season and meeting with appropriate personnel

*An event refers to a game, meet, quiz match, concert, etc.

This system is put into effect at the beginning of the season for each sport or at the beginning of each trimester for year-long activities.

Misbehavior by a participant of a team or activity group in school or at a team/group event may result in suspension from an event. Repeated or severe offenses by a participant of a team or activity group in school or at a team/group event may result in suspension, probation, or expulsion from the school.

Probation

Continued misbehavior, a serious behavior problem, a serious spiritual problem or a serious academic problem will result in probation. Probation will be instituted only after counseling with the student, parents, and faculty members who relate to the student. Probation usually lasts up to nine weeks, and during that time the student's activities and privileges may be limited. Probation may continue for an extended time or may lead to suspension or expulsion. Probation may be assigned for any of the following reasons:

1. A rebellious spirit that remains unchanged after progressive intervention
2. A continued negative attitude that significantly influences other students
3. Insufficient academic progress
4. A serious breach of conduct inside or outside the school that has an adverse effect upon the testimony of the school.
5. An incoming student who shows reason for concern in any of these areas as reflected in the interview, assessment, and references. (In this case initial placement is determined by the administration.)

A student is placed on and removed from probation by a decision of the administration in consultation with the faculty who teach the student.

Middle school and high school probation students may be referred to the Director of Student Life for guidance and encouragement during this time.

Probation is not a prerequisite for either suspension or expulsion.

Suspension

When a student's behavior requires an immediate consequence of separation from the group, the student may be given a partial-day or a full-day in-school suspension from class. The Principal or the Head of School will notify parents/guardians.

When necessary, a student will receive an out-of-school suspension for one or more days at the discretion of the Principal, in consultation with the Head of School. Parents/guardians will be notified and will be asked to meet with the Principal (and possibly the Head of School and/or other teachers). The chairman of the Board will be notified of the action as well.

Suspension is not a prerequisite for probation or expulsion.

The following are considered serious offences and will not be tolerated. These infractions may result in suspension. Reasons for suspension include, but are not limited to:

1. Disregard for the CCS code of conduct for students
2. Continued erratic or foolish behavior
3. Blatant disrespect toward another person or toward God
4. Cheating
5. Stealing

6. Pushing, shoving, fighting
7. Possession or use of illegal substances: tobacco, alcohol, drugs
8. Possession or use of weapons or incendiary materials
9. Intentional access or transmission of inappropriate materials via the Internet
10. Vandalism
11. Sexual harassment or false accusation of sexual harassment
12. Verbal or physical bullying
13. Continued or serious misbehavior on district bussing, as reported by the transportation offices
14. Other actions threatening or compromising the safety of self or others

After a student has received an out-of-school suspension, the next infraction may result in immediate expulsion.

Expulsion

The Board, at its sole discretion, may make a decision to expel a student from CCS at any time with just cause.

Expulsion after probation period:

At the end of a probation period, if a student has not shown sufficient improvement to a satisfactory level, a conference will be held, the problem will be discussed, further recommendations will be made, and expulsion from school may be considered.

Expulsion after a suspension:

A student may be considered for expulsion for one or more additional infractions after the out-of-school suspension.

Triggers for immediate expulsion include, but are not limited to:

1. The possession or use of a weapon
2. Firearms (possession, displaying, brandishing, or use)
3. Knife, blade, sword, etc.
4. Other weapons (clubs, martial arts weapons, brass knuckles, etc.)
5. Involvement in criminal activity or juvenile criminal mischief
6. Being found guilty of a criminal act, or for lengthy trials and strong evidence that exists to support the likelihood of the student's guilt
7. Drug, alcohol, or chemical abuse (using, giving, selling, delivering, possessing, being under the influence of)
8. Serious misbehavior after progressive discipline
9. Severe violations of Christian standards of moral and social conduct
10. Involvement in occult or satanic worship
11. Aggravated or sexual assault
12. Arson
13. Retaliation against school employees

Incidents that trigger expulsion will be immediately referred to the CCS Board for action. Incidents that occur on or off of school property and that occur during school hours or when school is not in session may be considered as triggers for expulsion.

Readmission of Expelled Students

An expelled student may be readmitted upon request only after fulfilling the following requirements:

1. The student must remain out of school for the remainder of the trimester when expelled, plus a time determined by the Board.
2. The student must meet with the Admissions Committee a minimum of two months before readmission.
3. The student must have written approval from the Board, thus allowing each case to be individualized.

Roles and Responsibilities in Regard to Discipline Issues

1. Role of Teachers
 - a. Watch for early warning signs
 - b. Intervene in potentially dangerous/serious situations
 - c. Ensure safety of students
 - d. Participate in discipline process by providing requested information

2. Role of Administration
 - Implement progressive discipline process
 - Keep lines of communication open to attempt to resolve situations before they progress to more serious situations
 - Participate in consultation with parents and teachers
3. Role of Board of Trustees
 - Set policy
 - Oversee administration of discipline policy
 - Act as appeal forum
 - Make decisions regarding expulsion
4. Role of Spiritual Advisory Committee
 - Advise on matters brought to the committee by the Board or Head of School
 - Direct/provide counseling as needed
5. Role of Students
 - Report serious incidents including weapons, threats, drugs, assaults, etc.
6. Role of Parents
 - Support, at home, the discipline policies and procedures of the school
 - Participate in consultations with school administration
 - Report serious situations that they have heard from their children

ACADEMIC HONESTY POLICY

The well being of the school community depends on each student accepting responsibility for his or her personal conduct in both social and academic endeavors. In this regard, students are expected to attend Conestoga Christian School ready to learn and in their learning demonstrate the ability to discern right from wrong. A student's moral awareness as it applies to the academic environment is foundational to his or her success at Conestoga Christian School where the student must engage in an honest and integral pursuit of knowledge. Academic honesty requires that students produce work that is their own work. In contrast, academic dishonesty is a student's attempt to claim and show possession of knowledge and/or skills that he or she does not possess. The Academic Honesty Policy addresses behaviors. The student's mindset cannot be observed; consequently, the policy applies to behaviors and actions which are academically dishonest. Students will face disciplinary action based on their behaviors, not based upon what they "intended" to do.*

The following actions are reflective of academic dishonesty and are subject to disciplinary action by the teacher and the school. Some offenses may be criminal in nature and therefore prosecutable under local, state, or federal laws.

Cheating

Cheating is defined as **giving**, using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise including unauthorized communication of information. Examples of cheating include copying from another student's paper; receiving and/or providing unauthorized assistance during a quiz, test or examination; sharing information about an exam with classmates in advance of the test; using books, notes or other devices such as calculators when these are not authorized; acquiring without authorization copies of tests or examinations before the scheduled exercise; copying/lending homework, reports, laboratory work, computer programs, files from other students; storing data on programmable calculators and retrieving the data to assist during an exam.

Fabrication / Falsification

Fabrication or falsification is defined as **the** unauthorized alteration or invention of any information or citation in an academic exercise. Examples of fabrication include inventing or counterfeiting data or lab procedures or utilizing translation software or internet translation sites (i.e. Babblefish) to complete tasks in foreign language. Examples of falsification include the false citation of a source of information; altering grade reports or other academic records; altering a returned examination paper and seeking a better grade; or forging a parent/guardian signature on a returned test or assignment.

Tampering

Tampering is defined as interfering with, altering or attempting to alter school records, grades, assignments, laboratory experiments or other documents without authorization. Examples of tampering include using a

computer or falsely-written document to change or affect a grade; erasing records or information; unauthorized access to a school record by computer or unauthorized entry into an office or file; or obtaining information from the school without proper authorization.

Plagiarism

Plagiarism is defined as presenting the work of another as one's own without proper acknowledgment. Examples of plagiarism include submitting as one's own work the work of another student; the use of a ghost writer, commercial writing service or extensive help from a tutor or parent/guardian; downloading and submitting a paper from a web site; directly quoting from a source without acknowledgment; paraphrasing or summarizing another's work without acknowledging the source; or using facts, figures, graphs, charts or information without acknowledging the source. Plagiarism may occur orally or in writing and may involve computer programs and files, research designs, distinctive figures of speech, ideas and images or any other information that belongs to another person and is not acknowledged as such. Inadvertent or unintentional misuse of another's work (such as relying heavily on source material that is not expressly acknowledged) is still considered plagiarism.*

Other Academic Misconduct

Examples of other academic misconduct include allowing another student to copy from one's paper during an examination or test; distributing test questions or substantive information about the material to be covered on a test before the exam; collaborating on work with the knowledge that the collaboration will not be reported; or taking an examination or test for another student or signing a false name on an exam or paper.

Parents/guardians or tutors may dialogue with a student concerning an assignment but may not do the assignment for the student.

Responsibilities of Students, Parents/Guardians, Teachers, and Administrators

The student is expected to uphold the spirit and the letter of this policy both philosophically and behaviorally in completing all school-related tests, quizzes, projects, reports, homework assignments or in-class assignments. The student is not to represent as his own the work of a parent/guardian, brother, sister, or anyone else. It is the student's responsibility to know the academic behaviors which are acceptable and which are dishonest and constitute a violation of the academic honesty policy. It is also the student's responsibility to learn how to attribute work properly by citation, footnote and bibliography. No assignment is exempted from this policy.

The parent/guardian is expected to adopt the philosophical wholesomeness of this policy and uphold the spirit and the letter of it by reviewing it with his or her student and encouraging the child to practice academic honesty throughout the student's years at Conestoga Christian School.

The teacher is expected to review with the students the policy of academic honesty during the year as he or she deems it appropriate. The teacher is expected to teach the skills necessary to prevent a violation of academic integrity. The teacher is also expected to enforce the policy in all instances of academic dishonesty following the process as outlined below.

The principal/administrator is expected to support the spirit of academic honesty with students, parents/guardians, counselors, teachers and other staff members in conferences and in each classroom.

Process for Disciplinary Action

Disciplinary action taken with students concerning the Academic Honesty Policy will follow the process as outlined below.

The process whereby a student will be held responsible for infractions of the Academic Honesty Policy shall include the following steps:

- The teacher of the class will address the student where the infraction occurs.
- The student will receive an automatic zero on the assignment or test; no extra work will be offered to compensate for the zero. **
- The principal will be informed via electronic referral.
- The teacher will contact the parent/guardian to state the issue, review this policy and explain disciplinary consequences.

- “Broader disciplinary action may be taken by the administration. If so, the principal will contact the parent/guardian to explain those consequences.”
- Infractions will be recorded in the student’s discipline file for the school year.

Disciplinary Action for Student Violation of the Academic Honesty Policy

When a student is referred to the administration for a violation of the Academic Honesty Policy, the infraction becomes a part of the student’s disciplinary record for the year, and appropriate discipline will be enforced. Teachers and administrators reserve the right to respond to the violation of the academic honesty policy with one or more actions of varying severity. These may include temporary suspension or permanent removal of the student from the class or special program, depending on the nature of the infraction and the number of previous infractions. Consequences for a student’s involvement in an act of academic dishonesty may include one or more of the following actions:

- The National Honor Society (NHS) will be notified of the infraction and the student may be required to appear before the faculty committee representing the NHS if the student is a member of that organization or is eligible for membership in the NHS.
- The student may receive an administrative consequence that may include, but is not limited to administrative detention.
- The student may face suspension from Conestoga Christian School;
- The student may be removed from the course with a grade of “F” (failure).

*Based upon the level of development of the student, teachers may use their discretion in discerning to what extent an assignment is plagiarized, what is “excessive help,” or what is inappropriate collaboration.

**For a second offense of plagiarism for the school year, a student will redo the assignment with a 10% penalty and will be required to complete an online course on plagiarism at a cost of approximately \$18.00 to be borne by the student and taken at http://plagiarism.epigeum.com/courses/plagiarism/index.php?course_id=7&user_id=0&s=e2injd97bns14h4ohv9pa3f4h2.

COMPUTER USE

(Updated July 2020)

During the school day the computers are available for students with teacher permission. Computers in the library/media center are available when the library/media center is open.

Food and drink are not allowed near computers or Chromebooks in any situation.

Internet access is available to students who have signed and submitted the CCS Technology and Internet Policy. Student use of email during school hours should be limited to what is necessary for school use. A student’s school-provided email account should be used for all school work.

In the rare situation when a high school student needs to bring a personal laptop or tablet to the school, that device must be registered with the Director of Technology and Media before the first use on campus each year. Laptops/tablets are subject to all of the same rules as CCS computers while here on campus. Students are only permitted to access the internet on campus using the school’s designated WIFI network. Use of 4G, personal wireless hotspots, or ad hoc networks is not permitted. The only student-owned devices which are permitted to access the internet are laptops or tablets which have been registered.

Students using a school computer (or personal laptop) must be engaged in legitimate activity as determined by the supervisor. In order to protect the school computer systems, transfer of data and applications from other systems is not permitted. If students desire to save or retrieve school-related documents on school computers from portable media such as a flash drive, it should only be done while a teacher or supervisor is watching and has approved the transfer. Students should be using Google drive for school work.

Students should turn in most assignments digitally. Printing from CCS computers should be rare. Most of the time, students who need to have something printed should send it to a teacher for printing. Students

should never print directly from websites. Students may only print to designated printers. If printing is excessive or is not related to school projects, \$.05 per page will be charged to the student.

Guidelines for Student Use

- Students in grades 4-12 will sign the CCS Technology and Internet Policy Student Agreement annually. This may be done online through a Google Form.
- Students must know how to sign in using their own username/password. They may not use someone else's username or password.
- If a student cannot remember his/her password, a quick call to the Director of Technology and Media can usually get it re-set.
- All documents should be saved in Google Drive.
- No games (solitaire, online games, etc.) may be played during the school day, except as permitted before school begins or if directed by a teacher.
- Students may play teacher-directed educational games.
- All Internet browsing should have a specific goal. Students should be able to articulate the goal if asked.
- Students who do not follow the rules may have network or Internet privileges revoked.

Protect Our Computers and Chromebooks!

- The entire base of the chair must stay on the floor when students are using the computers.
- Fingers should never touch the Chromebook screen.
- Clean hands keep keyboards cleaner and reduce germs.
- No food or drink may be on the same table as a computer or iPad. (If someone must have a water bottle, it should be on the floor.)
- Report any problems with computers promptly using the online form or email. Don't just have the student use another computer without reporting that there has been a problem.

Use Resources Wisely

- Printing by students should be rare! Students should turn in assignments digitally. Remind students to copy and paste the web address for citations or ease in returning to the site later.
- Don't print unnecessary information. If a student needs something printed, he or she should forward it to or share it with a teacher to print.
- If something doesn't print, find out why before clicking "print" again! (Chromebooks do not print.)
- Students must pay \$.05 per page for non-school-related printouts or for printing due to carelessness or not following directions, even when associated with a school assignment.

Electronic Devices Containing a Camera

Respect for privacy rights:

- Students must not photograph or videotape other individuals at school or at school-sponsored activities without their knowledge and consent.
- Exceptions may include photographs or videotaping of public activities (such as sporting events or fine arts activities) or authorized yearbook photography.
- Students must not email, post to the Internet, or otherwise electronically transmit images of other individuals taken at school without their consent.
- Students must not send and/or store images that may be interpreted as harassment, bullying, or embarrassing toward others.
- Use of cellular phones or other personal electronic devices is strictly forbidden in locker rooms and restrooms.

Assuring Academic Integrity

- Students must not use cellular phones or other electronic devices in any way that may give the appearance of cheating on tests or academic work.
- Electronic devices may not be used to violate copyright laws.

Conestoga Christian School
Student/Parent Computer Loan Agreement 2021-2022

- One Chromebook and Charger are being loaned to the Student and are in good working order. It is the Student's responsibility to care for the equipment and ensure that it is retained in a safe environment. The Chromebook must be transported in a protective bag **provided by the student**. A backpack with a padded section specifically designed for a laptop may also be used.
- This equipment is, and at all time remains, the property of Conestoga Christian School and is lent to the Student for educational purposes only for the duration of the school year.
- The Student may not deface or destroy this property in any way. Inappropriate use of the device may result in the Student losing his/her right to use this computer. The equipment will be returned to the School when requested by the School, or sooner, if the Student withdraws from the School prior to the end of the school year.
- The school property may be used by the Student only for non-commercial purposes, in accordance with the CCS Technology and Internet Policy and local, state, and federal statutes.
- CCS has software and systems in place that monitor and record all Internet usage. Internet usage is filtered, and sites visited are logged. The Student should have no expectation of privacy as to his or her computer or Internet usage, or as to any information stored in the computer or in Google drive.
- The Student may not modify the device or use any applications other than those owned or approved by the School and made available to the Student in accordance with this Computer Loan Agreement.
- The Student agrees to make no attempts to add, delete, access, or modify other user accounts on the Chromebook and on any school-owned computer.
- The school network is provided for the academic use of all students and staff. The Student agrees to take no action that would interfere with the efficient, academic use of the network.
- Identification, inventory, and property labels have been placed on the Chromebook. These labels are not to be removed, written on, or modified. If labels become damaged or missing, the Director of Technology should be contacted for replacements. Additional stickers, labels, tags, or markings are not to be added to the Chromebook.
- A Google Workspace for Education account is assigned to each Student to use for appropriate academic communication with other students and staff members. This Google account is not to be used for non-school-related, personal communication.
- The School may obtain reimbursement from, or on behalf of, students for any physical damage to, loss of, or failure to return school property.
- The Student acknowledges and agrees that his/her use of the school property is a privilege and that by the Student's agreement to the terms stated here, the Student acknowledges his/her responsibility to protect and safeguard the school property and to return the same in good condition and repair upon request by School.

I have read and agree to the above and the responsibilities outlined on page 2 of this form.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Parent Responsibilities

Your student has been issued a Chromebook computer to improve and personalize his/her education. It is required that these responsibilities are followed to ensure the safe, efficient, and ethical operation of this computer.

- I will supervise my student's use of the Chromebook at home.
- I will supervise my student's use of the Internet.
- I will report to the School any problems with the Chromebook and will not attempt to repair the Chromebook.
- I will make sure that my student recharges the Chromebook battery each night or as needed.
- I will make sure my student brings the Chromebook to school each day.
- I agree to make sure that the Chromebook and charging cable are returned to the School when requested and if my student should be withdrawn from the School.
- I am financially responsible for any physical damage to the Chromebook. I understand that a "CCS In-House Insurance Plan" is required for \$25 per year which is included in my tuition. This plan will cover non-deliberate damage to the device the first time repairs are needed. (Additional details are available in the policy itself.)
- I am financially responsible if my student deliberately damages or loses the Chromebook or charging cable.

Student Responsibilities

Your Chromebook is an important learning tool and is for educational purposes only. In order to take a Chromebook home, you are required to accept the following responsibilities.

- When using the Chromebook at home, at school, and anywhere else, I will follow the policies of the CCS Technology and Internet Policy and abide by all local, state, and federal laws.
- I will treat the Chromebook with care.
- I will keep ALL food and drink away from the Chromebook.
- I will transport the Chromebook in its protective case and will not place anything else inside the case and will not put the case into an unapproved backpack or bookbag.
- The Chromebook is my responsibility and will stay in my possession at all times.
- I will not modify any software on the Chromebook.
- I will not release personal information to strangers when using the Chromebook.
- I will bring the Chromebook to school each day.
- I will keep all accounts and passwords assigned to me secure and will not share these with anyone else other than my parents or guardians.
- I will recharge the Chromebook battery frequently enough to ensure that it is ready for class each day.
- I am financially responsible for any physical damage to the Chromebook. I understand that a "CCS In-House Insurance Plan" is required for \$25 per year (included in tuition). This plan will cover non-deliberate damage to the device the first time repairs are needed. (Additional details are available in the policy itself.)
- If I deliberately damage or lose the Chromebook or charging cable, I am financially responsible for any repairs or replacement necessary.

**CCS Chromebook In-house Insurance Plan
School year 2021-2022**

Families with students in grades 9 - 12 are required to contribute \$25 to an insurance pool for each Chromebook assigned to their students. The fee is non-refundable **and is included with Tuition**. The insurance pool will cover the cost of a one-time Chromebook repair or replacement in the event of accidental damage.

This insurance pool does **not** cover for *loss* of the Chromebook and/or its accessories, cosmetic damage, or damages caused by deliberate or intentional misuse and/or abuse. The cost of replacement of a lost Chromebook or charger is the responsibility of the family.

If there is a second incident of damage, the family will be required to pay 1/3 of the cost of repair. If a third incident occurs, the family will pay 2/3 of the repair cost. Further damages will be the responsibility of the family.

Please sign and date:

I understand that the \$25 fee (included in tuition for the 2021-2022 school year) will cover the cost of a one-time Chromebook repair or replacement in the event of accidental damage to the Chromebook assigned to my child for the 2020-2021 school year. This insurance plan does not cover for loss of the Chromebook and/or its accessories, cosmetic damage, or damages caused by deliberate or intentional misuse and/or abuse.

DO NOT SEND ADDITIONAL MONEY. THE \$25 IS ALREADY INCLUDED IN THE TUITION.

Student name _____

Parent/Guardian name _____

Parent/Guardian signature _____ Date _____

STUDENT TECHNOLOGY AND INTERNET POLICY

Conestoga Christian School provides access to technology and the Internet for students to enhance the school's educational program. CCS provides a filtered and monitored Internet service to help prevent access to inappropriate materials. The Internet is made available for students to locate materials to meet their educational information needs. CCS faculty and the technology staff will work together to help students develop the critical thinking skills necessary to discriminate among information sources and to evaluate and use information that will prepare them for responsible participation in home, church, and community.

This policy is in place to protect our network as well as our students and staff from issues such as inappropriate content, viruses, spyware, malware, and other destructive factors. **Whenever using the CCS network, CCS Google Workspace accounts, school Chromebooks, and the Internet, students must use care and wisdom.**

1. Conestoga Christian School will provide computer hardware and software for students to use to support and further the school's educational and ministry objectives. The hardware and software are the property of CCS.
2. Access to CCS technology resources is a privilege and not a right. Any improper use of the equipment or the network may result in a temporary or permanent loss of that privilege.
3. Only CCS technology staff may install software or otherwise modify CCS equipment. Users must avoid any action which might download and/or install software, plug-ins, applications, extensions etc. CCS reserves the right to remove unauthorized software.
4. Students are not permitted to use their own portable media (i.e. flash drives, SD cards) in any CCS computer. (Any exceptions must be cleared with a faculty/staff member who will monitor the use.)
5. Students will turn in most assignments digitally. Printing from CCS computers will be rare. Most of the time, students needing to have something printed will send it to (or share it with) a teacher for printing.
6. Student use of email during school hours should be limited to what is necessary for school use. A student's school provided Google email account should be used for all school work, *but not for personal correspondence*.
7. CCS has software and systems in place that monitor and record all Internet usage on our network or our devices (for example, Chromebooks provided by CCS). Internet usage is filtered, and sites visited are logged. No student should have any expectation of privacy as to his or her computer or Internet usage, or as to any information stored in the computer, within his or her Google account, in his or her email, or on the network.
8. CCS students must follow all state and federal laws relating to computer use. This includes laws related to copyright, software piracy, harassment, and storage and transmission of intimate or lewd images.
9. The use of mobile phones, cameras of any kind, or other personal electronic devices is strictly forbidden in locker rooms and restrooms.
10. All students must log on to CCS computers or Chromebooks using their own assigned user name and a unique password and must log off when finished. Passwords and user names may not be shared.
11. Student Internet use is provided for educational purposes only. Students may use the Internet for research related to class projects, to access the news, and to further their general knowledge in compliance with this policy.
12. Student computer use or Internet access may be observed, limited, or denied at the discretion of the teacher, staff member, study hall monitor, or administration.
13. Students may not participate in or access, social networking sites, or similar peer-to-peer social sites (including, but not limited to Facebook, Instagram, Twitter, TikTok, etc.) **from any device, personal or school-owned**, on campus during the school day without express permission from the supervising teacher.
14. Students are not permitted to use instant messaging, Snapchat, email chat features, or any similar peer-to-peer communication **from any device, personal or school-owned**, on the CCS campus during school hours unless specifically directed or given permission to do so by a teacher or staff member. (Specific high school mobile phone texting policies may be found in the CCS cell phone policy.)
15. All use of the CCS computer network, devices, and Internet is expected to be decent and appropriate to our Christian environment. Use of the network or school devices to access, store and/or transmit illegal, indecent, sexually oriented, violent, discriminatory, racist, profane, or otherwise inappropriate material will result in disciplinary action.
16. The CCS network may not be used for any Internet games not specifically approved by CCS. This applies to both CCS and student owned devices. Gambling sites are never allowed.
17. Any games, including games that are loaded on CCS computers, personal devices and/or online games, may only be used before or after school (not during study halls or class periods) unless specifically directed or permitted by a teacher.
18. Students may not use the CCS network or school owned devices for commercial purposes (i.e., buying or selling).
19. The use of YouTube is available in "Restricted Mode" and high school students may sign in with their CCS credentials to access otherwise restricted videos which have been approved by their teachers.
20. **Occasionally, under special circumstances**, students may be permitted to bring their own laptop or tablet to school with permission. Student laptops or tablets **must** be registered with the Director of Technology and Media before the first use on campus **each year**. Student owned laptops/tablets are subject to all of the same rules as CCS computers while here on campus.
 - a. Student personal laptop/tablet use is to be connected to school-related projects. Students must follow the CCS Technology and Internet Policy when using their personal laptops/tablets. No games or other unapproved programs (either locally loaded or on-line) may be accessed by student laptops/tablets while at school.
 - b. Students who choose to bring their own devices to school do so at their own risk. CCS does not assume responsibility for their loss, damage, or theft. CCS staff will not troubleshoot or repair any student owned device.
 - c. Students are only permitted to access the internet on campus using the school's designated Student WIFI network. Use of 3G/4G/LTE (mobile phone data networks), personal wireless hotspots, or ad hoc networks is not permitted. The only student owned devices which are permitted to access the internet are laptops or tablets which have been registered. Student personal devices will be given access to the Student WIFI network if approved and registered.

Conestoga Christian School
Technology and Internet Policy
Student/Parent Agreement Signature Page

Student name: _____

Grade: _____

Please read and initial the following statements and sign this agreement. Parents or guardians also need to sign student agreements.

Students, put your **initials** beside each statement:

_____ 1. I **have read and understand** the **full** Conestoga Christian School Student Technology and Internet Policy and agree to follow the directives stated.

_____ 2. I understand I must not email, post to the Internet, or otherwise electronically transmit images of other individuals taken at school without their consent.

_____ 3. I understand I must not send and/or store images that could be interpreted as harassment/ bullying/ or embarrassing toward others.

_____ 4. I understand that use of mobile phones, cameras of any kind, or other personal electronic devices is strictly forbidden in locker rooms and restrooms.

_____ 5. I understand that the use of CCS technology resources is a privilege and not a right and may be revoked if this policy is not adhered to. Additional disciplinary action may also be taken.

_____ 6. I agree to log on to the CCS network or CCS devices using my own user name and password and not to share this information with other students.

_____ 7. I recognize that all use of computer systems and networks on the CCS campus (whether CCS computers or individual devices) and all use of CCS owned Chromebooks in any location, including off campus, is subject to review, monitoring, and/or filtering by administration or technology staff.

_____ 8. I understand that all internet access at CCS must be achieved by using the CCS WIFI network. Mobile phone data networks, personal hotspots, or other ad-hoc networks may not be used.

_____ 9. I understand that my web browsing is subject to monitoring by the administration and staff of CCS at any time. While using a school owned device or when using the school network with any device, one owned by the school or a personal device, I understand that my activities should not be considered private.

_____ 10. I will not install any software onto CCS computers, download any programs, insert my own portable media, or otherwise modify CCS computers without specific direction from CCS staff. I will respect the school's computers and network and will refrain from any activity which could cause harm to either.

_____ 11. I will only use CCS technology resources for appropriate, ethical and permissible activities as outlined in the policy.

_____ 12. I understand that the use of YouTube is available in "Restricted Mode" and that high school students may sign in with their CCS credentials to access otherwise restricted videos which have been approved by their teachers.

Student signature _____ Date _____

Parent/guardian signature _____ Date _____

Parents: Please be aware that you may request that your child's Internet access account be immediately disabled by verbal or written notice to the CCS Administrator and the Director of Technology and Media.

Revised July 2021

**Conestoga Christian School
Technology Permission Form
Preschool through Grade 3**

In order to make excellent educational resources available to our younger students, certain online sites will be accessible to them in their classrooms, on iPads, and on Chromebooks. We want to make sure that our students and their parents understand the limitations for this age level.



Please read the following with your child and then sign to indicate that your child understands our guidelines for using CCS computers.

Students in preschool to third grade must understand and agree to the following:

- I will treat our computers and iPads carefully.
- I will only use programs or games that my teacher has told me we can use.
- I will only go to websites that my teacher has told me to go to.
- I will not print anything unless I ask my teacher first.
- I will not click on anything if I am not sure what it is or where it will take me.
- If I think something has gone wrong on the computer or iPad I will tell my teacher right away.
- If I do not follow these guidelines, I may lose the privilege of using the computers at school.

Signed by parent of _____ Grade _____

Signature _____ Date _____

Parents: Please be aware that you may request that your child's Internet access account be immediately disabled by verbal or written notice to the CCS Head of School or the Director of Technology.

Updated July 2021

LIBRARY/MEDIA CENTER POLICIES AND PROCEDURES

Elementary students are encouraged to use classroom library materials and computers on a regular basis. Teachers in elementary classrooms will establish rules and regulations. Middle school and high school students are encouraged to use the library/media center located in the high school building. The following policies and procedures refer to use of the library/media center.

Check-out of Materials

1. Every item removed from the library/media center must be checked out.
2. The librarian enters each book's barcode and checks out each book. If the librarian is not available, the book barcode number and the name of the person borrowing the book must be written on the appropriate sheet on the desk. The book barcode number is located on the back of the book in the lower right-hand corner.
3. A blue date-due card from the box on the desk needs to be placed in the book pocket. Books are due within three weeks of the check-out date.

Renewal of Books

1. Books may be renewed for an additional three weeks without question. Unless a book is for assigned reading, students are to avoid renewing books a second time so that books may continue to circulate among other students.
2. The book(s) a student wishes to renew does not need to be with the student at the time of renewal. However, the student is responsible for the new due date information.
3. A new date-due card is placed in each renewed book. The new due date is three weeks from the date of renewal, not necessarily three weeks from the original due date.

Return of Books

1. All materials need to be returned to the top two shelves of the book truck.
2. Books are never to be returned directly to the shelf.

Fines

1. Fines are \$.10 per book for each school day a book is late.
2. Fines are \$.50 per book for each school day a reference book is late.
3. Fines are \$.05 per magazine for each school day a magazine is late. Cover price is charged for lost periodicals.
4. Fines accumulate daily when the librarian is on campus, but notification of overdue books and fines is weekly.
5. All overdue books must be returned and fines paid by the end of each trimester. Any student not complying may be asked to serve a silent lunch (middle school) or lunch detention (high school) until conditions are met.

Reference Books and Magazines

1. These materials may not be removed from the library/media center without permission from the librarian.
2. Upon teacher request, reference, magazines, and AV materials may be taken out of the library/media center by students for a given class period. These materials need to be signed out. Materials must be returned by the end of the period. Students must have a written request from the teacher for these materials.
3. Reference books may go home overnight with permission from the librarian. (Encyclopedias should rarely be taken home. If one volume is lost or damaged, the student is responsible to pay for the replacement of the entire set of encyclopedias.) Reference materials may be reserved anytime during the school day but may not be taken out of the library/media center until after the last period of the day. These materials must be returned before first period the following day. Fines are \$.50 a day.
4. Reference books used in the library/media center are to be returned to the top two shelves of the book truck or stacked neatly on the table nearest the desk. They are not to be returned directly to the shelves.
5. Current issues of magazines may not be taken out of the library/media center. If there is a particular need for back issues, the student needs to see the librarian in order for the request to be processed. Magazines are due two days from the date of check-out.
6. Magazines may not be cut.
7. Magazines removed from the stacks are to be returned to the shelf where indicated, not to individual magazine files.
8. AV materials may be checked out for seven days. They may be renewed one time.

Other

1. The library/media center is to be used for studying; therefore, talking needs to be minimal.
2. Students from other classes may come to the library/media center with a pass from the sending teacher and may remain in the library/media center as long as they are quiet.
3. As space permits, there should be no more than four students per table area.
4. Students coming to or leaving the library/media center during the period need passes.
5. The computers in the library/media center are to be used for work only. Games may not be played on them during school hours.
6. Food and drink are not allowed in the library/media center. Water bottles are allowed in the library/media center but are not permitted near the computers.

LOCKERS AND DESKS

Each student has a locker, desk, or storage area for storing books and supplies. Books are to be stored in lockers, not on hallway shelves, the floor, etc. The locker room in the gym is not a storage area. Books or other items left in halls, classrooms, or locker rooms may be removed. Coats, hats, etc. are to be hung neatly in lockers or on hooks or hangers in the hall or the classroom. Students need to take time periodically to organize personal storage areas. It is important to make the school look orderly.

Students may decorate the inside of the lockers in appropriate ways of their choosing. Outsides of lockers are not to be decorated unless special permission is granted.

Students may not change lockers unless given permission by the building supervisor.

Middle school students may choose to place locks on their lockers. Combinations or extra keys for locks must be submitted to the building supervisor and homeroom teacher.

The school is not responsible for personal items kept in lockers.

The administration reserves the right to search lockers or desks when deemed necessary.

LOST AND FOUND ARTICLES

In the elementary grades, all articles found are to be turned in to the classroom teacher or placed in the lost and found. All misplaced articles (with the exception of textbooks and notebooks) left in the secondary buildings, halls, or on the school grounds are to be placed in the lost and found. Items not claimed will be disposed of periodically. Students are encouraged to have all personal items marked so there is no question of ownership. Textbooks and notebooks that are found are given to the appropriate classroom or homeroom teacher.

LUNCHTIME

Lunchtime is a good break in the day. There is less structure and some opportunity for students to get to know one another better. Each student needs to provide a lunch from home each day.

Sometimes a fundraiser lunch is served at school to benefit various student activities. Orders are requested in advance. If school is closed on the day of the fundraiser lunch, the meal will be served on the day indicated on the form.

Students in elementary school eat lunch in their classrooms. Students in middle school and high school eat lunch at the same time using the gymnasium.

When weather permits, students, with teacher supervision, may eat lunch in their designated area outside.

Microwaves are available in each building for students to use.

Milk may be purchased by students. In middle school and high school, other beverages and snacks are also available to students for purchase at lunchtime.

Quiet conversation is appropriate during lunch. Students are responsible to keep food and drink from spilling and to carefully clean up personal desk areas daily. Individual students may be assigned to clean floors, clean microwaves, and empty trash containers.

STUDENT ACTIVITIES

ATHLETICS PROGRAM

(Updated August 2018)

Christian education is a nurturing process that includes the training of the mind, body, and spirit through the transmission of knowledge, skills, and values. The sports program of the school provides a setting in which to practice social, cultural, educational, and spiritual knowledge, skills, and values. Opportunities for interscholastic play are given to students at the middle school and high school levels. For each sport played there is an athletic fee of \$85.00. Conestoga Christian School belongs to the CCAC (Commonwealth Christian Athletic Conference) and PIAA (Pennsylvania Interscholastic Athletic Association).

Interscholastic sports competition is available to students who choose to participate. Middle school girls may choose fall volleyball, winter basketball, and/or spring track and field. Middle school boys may choose fall soccer, winter basketball, and/or spring track and field. High school girls may choose fall volleyball, winter basketball, spring lacrosse, and/or spring track and field. High school boys may choose fall soccer, winter basketball, spring baseball, and/or spring track and field.

A full version of the CCS Athletic Training policy, procedures, and emergency action plan is located on FACTS and an abbreviated version can be found on the CCS Athletics website.

Participation Requirements

1. All students **MUST** submit a PIAA Comprehensive Initial Pre-Participation Physical Evaluation form prior to a season of interscholastic play.
2. Parents must read items pertaining to athletics in the Parent/Student Handbook prior to the start of their athlete participating in athletics. Instructions are located on Family Portal where a digital signature is required.

Academic Requirements

Athletes must be good competitors in all areas, including academics. High school students must be enrolled as full-time students at Conestoga Christian School in order to participate in the athletic program.

All students must comply with the following eligibility requirements:

1. A team member must maintain passing grades in all subjects in order to participate in practices or games. On rare occasions, a student's LSP or SST action plan may include a provision modifying this requirement.
2. Within an academic trimester, a **high school student** whose cumulative work from the beginning of the trimester does not meet the requirement as of any Friday will be ineligible from the following Sunday through the next Saturday.

Within an academic trimester, any **middle school student** whose cumulative work from the beginning of the trimester does not meet the requirement as of any Friday will be ineligible until the grade is brought up to a passing grade.

Eligibility reporting will begin the second Friday after the season begins. A season officially begins on the date of the first practice.

The Athletic Director, in conjunction with the MS/HS Principal, will look at grades on FACTS each Friday to indicate eligibility. The Athletic Director will check with teachers of students with a failing grade(s) to make sure the grade is up-to-date.

If a student is ineligible more than twice during a sports season, that student will no longer be eligible to participate in the sport.

3. A student who does not meet the requirement at the end of a trimester will be ineligible for the first fifteen school days of the new trimester.

4. At the end of a school year, the student's final grades in his/her subjects, rather than the grades for the last marking period, will be used to determine eligibility for the coming year. Ineligible students may not begin practices (including preseason summer practices) until they have met eligibility requirements for the new school year, beginning the second Wednesday of the trimester.
5. If parents of CCS team members wish to draw a "tougher" line for an individual student, that decision can be made in consultation with the appropriate team coach and/or the Athletic Director.

Tryout/ Cut Policy

Coaches of any middle school or high school sports team, in conjunction with the Athletic Director, may hold tryouts/cuts at the beginning of their season. Players may be cut if they do not meet the standards for the level of play they are trying out for, or the number of players trying out exceeds a functional number to practice.

Tryouts will be a minimum of 2 practices and no more than 5 practices.

Any cuts that happen need to be done so through collaboration of the coach and Athletic Director. Following the coach and Athletic Director's discussion, any athletes that are cut will be notified by the coach.

Players who are cut are to be told in a way that does not humiliate or belittle the player; cuts should not be announced in front of teammates.

Players who are cut will receive a full refund of the sports fee. If there are managerial roles that need to be filled, players that have been cut will have the first opportunity to fill those positions.

Absence from School

- An athlete who takes an unexcused absence from school will not be permitted to practice or play in a game that day.
- An athlete who accumulates excessive unexcused tardies will not be permitted to participate in the next event (practice or game). If there are continuing unexcused tardies during the season, the student will no longer be eligible to participate in the sport.
- An athlete who is sick or has an excused absence for any other reason must be in attendance for at least 4 of 8 periods in order to play in a game that day (See also Attendance Policy). Exceptions may be granted by the administration.
- An athlete who must miss a morning or an afternoon for a medical appointment must be in school the rest of the day in order to practice or play in a game that day.

Athletes' Code of Conduct

- Demonstrate self-control and respect for others – officials, spectators, athletes – at all times.
- Treat opponents with respect, including shaking hands after competition and congratulating them on their performance.
- Respect the integrity and judgment of officials.
- Remember that participation in sports is a privilege and is not to be abused by unsportsmanlike conduct.
- Remember that improper behavior while in uniform reflects poorly upon the athlete, the school, and the community.
- Understand and abide by the rules and regulations of the game.
- Accept victory with grace and defeat with dignity.
- Abide by regulations in the school's Code of General Conduct.

Misbehavior by an athlete in school can mean a suspension from game(s). Misbehavior of an athlete at a game (or practices and traveling) can result in suspension from additional games as determined by the coach, Athletic Director, and administration. Athletes and coaches who have been disqualified from a game by an official will be subjected to PIAA regulations regarding play in the next scheduled game.

Consequences for missed practices or games will be determined by each coach.

Discipline

To increase awareness of proper behavior in team members, repeated discipline referrals will have consequences that affect a student's participation in extracurricular activities. The goal of these guidelines is to show students that they will be held accountable for their actions and that these actions often affect others. Since members of sports teams represent CCS, they need to maintain acceptable behavior according to school rules.

The guidelines are as follows:

- 1 referral = talk with coach
- 2 referrals = talk with coach and notification of parents
- 3 referrals = suspended for 1 event* / notification of parents
- 4 referrals = suspended for 1 additional event* / notification of parents
- 5 referrals = suspended for season and meeting with appropriate personnel

*An event refers to a game or meet.

This system will be put into effect at the beginning of the season for each sport.

Dress Requirements for Athletes

Neatness and modesty are important, recognizing that athletes are representatives of CCS at home and away games and at practices. Non-scuff sneakers are required for play on the gym floor. Jewelry is not to be worn during practices or games when stipulated by the officials or the coach.

Uniforms

The Athletic Director, in consultation with the Head of School and Coaches, will decide on uniforms for each sport. Uniforms will only be worn for games. Occasionally, students may be given permission to wear team jerseys (with accompanying garment if necessary in order to adhere to CCS Appearance Code) or baseball team hat during the school day as a demonstration of team unity and school spirit. This will occur only with permission from the Coach(es) in consultation with Team Captains. (11/2018)

Practices

Clothing worn for athletic practices must adhere to the CCS Appearance Code with the following exceptions:

1. Athletes may wear sleeveless shirts only during practice time.
2. Athletes may wear specifically designated team practice shorts only during practice time. Specifically designated practice shorts must be purchased through the vendor chosen by the Athletic Director in consultation with the Head of School and coaches. (11/2018)

Games

Athletes are to wear the uniform provided by the school unless otherwise requested.

Communication

Parents of student athletes are asked to read the Athletic Programs section of the Parent/Student Handbook and submit verification that they have read the materials. This is required at the beginning of the first sports season in which the student participates.

Schedules for Practices and Games

The school athletic schedules are available on the school website. Parents are expected to reference these schedules in order to be prompt in picking up players after practices and games.

Sports information regarding practices and games is kept current at ccaconferencepa.org.

After-School Supervision

After-school supervision is not provided. High school athletes may stay after school, unsupervised, in a designated location. Middle School students, who have a late practice and cannot go home and return on time, need to arrange supervision until practice begins.(11/2018)

Transportation

- Athletes are expected to travel to and from away games on the team bus or van.
- Athletes may receive special permission from the head coach to return home with family.
- Under no circumstances may an athlete ride home with anyone other than a family member unless arrangements are made in advance. Only a responsible adult will drive athletes under this arrangement.
- Spectators are not allowed to ride with the team unless special arrangements have been made to include spectators.

Spectators' Code of Conduct

Spectators, along with coaches and players, are an integral part of an athletic contest. They are a part of the school community, and their actions reflect on the school's reputation.

A spectator is expected to:

- Direct energies toward encouraging the team.
- Show appreciation for good play on both sides of the contest.
- Learn rules of the game in order to be an informed, intelligent spectator.
- Treat all visiting teams with respect.
- Accept the judgment of coaches and officials.
- Encourage other spectators to participate in a spirit of good sportsmanship.
- Be positive.
 - Avoid actions which offend visiting teams or individual players.
 - Avoid "cheers" that distract or taunt.
 - Avoid use of noisemakers.
- Sit or stand in the spectator area along the north slope of the outdoor field or along the north wall of the gym. Move across the gym during a time-out, at the intermission, or at the half-time. Avoid moving along the perimeter of the court while a game is in progress.
- Be sure young children are sitting or standing with parents or other adults.
- Stay off the stage unless it is designated as a seating area.
- Carry food and drink around the perimeter of the court rather than across it.
- Understand that the scoring table is off limits to spectators.
- Keep personal balls out of the gym or off the field during games.

Home School Students

Home school students may participate in the middle school sports program as space permits and if insurance and health criteria are met. Because of PIAA regulations, home school students may not participate in CCS sports at the high school level.

CLASS CHAPLAINS

The role of class chaplains is to foster encouragement and spiritual unity within each class. The chaplaincy concept also allows an opportunity for those who are gifted with spiritual leadership, as distinguished from administrative leadership gifts (leading Bible study, etc.), to exercise those gifts.

Each high school class has one or more chaplains. A student who is interested in serving his/her classmates as a chaplain communicates that interest to the homeroom teacher. The homeroom teacher informs the high school supervisor of those students who have expressed an interest in serving as chaplains. The high school supervisor meets with the interested student(s) to clarify their giftedness for that role.

Class chaplains must maintain passing grades in all subjects.

MUSIC AND THEATER PROGRAM

The CCS music program teaches the rudiments of music and emphasizes and promotes songs with a Christian message. Music is a form of worship, praise, and ministry.

All students in grades K-8 receive music instruction. Middle school choir is optional. Choir requirements for students receiving Resource Room or Intermediate Unit services may be modified. An elective choir, IHL, is available each year for students in grades 9-12. Instrumental ensembles are sometimes offered.

CCS choirs and ensembles traditionally give a musical program each year at Christmas and participate in a variety of spring programs. The middle school choir may participate in a spring fine arts festival sponsored by the Association of Christian Schools International (ACSI). The high school choir (In His Likeness) ministers to local congregations and community organizations throughout the year. This choir also may participate in a spring fine arts festival sponsored by ACSI.

When a student is unable to participate in a performance, the parent/guardian must notify the teacher/director in writing. A student who is sick or has an excused absence for any other reason must be in attendance for at least 4 of 8 periods in order to participate in a music/theater practice or performance that day (See also Attendance Policy).

Music Conservatory

The Conestoga Christian School Music Conservatory, in harmony with the home and church, provides a quality private lesson program for all students in an environment which nurtures Christ-like character and equips them to enjoy a life of using their musical talents for God's glory.

The highlight of the "Conservatory Year" are the Annual Band and Piano/Vocal Recitals that are traditionally held in February and in May.

IHL and Worship Team

Students participating in IHL and/or worship team must maintain passing grades in all subjects. (On rare occasions, a student's LSP or SST action plan may include a provision modifying this requirement.) Failure to maintain these passing grades at the end of a trimester may result in removal from IHL or worship team for the next trimester. Reinstatement may occur if passing grades are earned at the end of the trimester.

To increase awareness of proper behavior, repeated discipline referrals have consequences that affect a student's participation in IHL or worship team. The goal of these guidelines is to show students that they are accountable for their actions and their effects on others. Since members of IHL and the worship team represent CCS, they need to maintain acceptable behavior according to school rules. The guidelines are as follows:

- 1 referral = talk with director/supervisor
- 2 referrals = talk with director/supervisor and call to parents
- 3 referrals = suspended for 1 concert or chapel / notification of parents/guardians
- 4 referrals = suspended for 1 additional concert or chapel / notification of parents/guardians
- 5 referrals = suspended from choir or worship team and meeting with appropriate personnel

This system is put into effect at the beginning of each trimester.

Misbehavior by a choir or worship team member in school or at a choir or worship team event may result in suspension from an event. Repeated or severe offenses by a choir or worship team member in school or at a choir or worship team event may result in suspension, probation, or expulsion from the school.

A choir or worship team member who accumulates excessive unexcused tardies will not be permitted to participate in the next event. If there are continuing unexcused tardies, the student will no longer be eligible to participate in choir or worship team.

Vocal Ensemble

Vocal Ensemble is a select, advanced ensemble pulled from members within the In His Likeness choir. Each member is specifically selected through an audition process and the group as a whole may be combined with another school. Vocal Ensemble is meant to showcase the best of the high school chorus department at Conestoga Christian School and has many performances on and off campus throughout the year, including performances at local churches, nursing homes, and events. Due to the rigor of the advanced music, rehearsal schedule, and performance schedule, a high level of commitment is required.

Musicals/Dramas

A major high school musical or full-length drama are offered alternate years in the spring of the year. Roles may be available in these productions for middle school and/or elementary students. High school students must be enrolled as full-time students at Conestoga Christian School in order to participate in the musical and/or drama program.

A shorter drama may be offered in the fall of the year for middle school and high school students.

- Any student with one or more failing grades may not participate in practice until the grade is brought up to a passing grade.
- A student with failing grade(s) will be expected to participate in a mandatory study hall each Wednesday after school. During this study time, the student may seek help from teachers where needed.

After the designated mid-way point:

- Any student failing on that date who has had a failing grade two or more previous weeks will be ineligible to continue as a member of the cast.
- A student with failing grade(s) who has not previously had a failing grade for more than one week will have two mandatory after-school study halls each week until the grade is brought up to a passing grade.

If a student fails a subject for a trimester, that student is disqualified from participation.

It is recommended that Christmas and spring program materials be previewed by a representative of the Spiritual Advisory Committee at the discretion of the Head of School.

NATIONAL HONOR SOCIETY

Students who meet the following requirements are eligible for National Honor Society membership.

- Must be enrolled as full-time students at Conestoga Christian School
- Maintain a 3.7 cumulative GPA, based on final grades beginning with ninth grade
- Display behaviors that reflect accomplishments in the areas of leadership, service, and character.

Examples of eligible accomplishments:

- Extracurricular team membership
- Musical group membership
- Student Council membership
- Service activities – Hickory House, teacher assistant
- Yearbook staff
- Class chaplain
- Bible quizzing team member
- Mission trip member
- Other
- Receive an invitation from the National Honor Society Faculty Council.
- Receive recommendations from 80% of the major-subject teachers.

The following process is used to determine membership in the National Honor Society.

- The National Honor Society Faculty Council recommends students with a 3.7 cumulative GPA for selection. The selection process for students occurs at the end of the sophomore and junior years. Additional seniors may be selected at the end of the first semester of the senior year if they become eligible.
- The student completes a student activity form and submits it to the Faculty Council.
- Teachers complete a teacher recommendation form and submit it to the Faculty Council. The student must receive approval from 80% of the major-subject teachers.
- The Faculty Council reviews the forms and votes on each applicant. A majority vote is needed for approval.
- The student receives an acceptance letter from the National Honor Society advisor.
- The student is invited to participate in an induction ceremony.

A student who transfers to CCS as a member of the National Honor Society may transfer his/her NHS membership to CCS. In order to continue as a member of the CCS chapter, he/she must maintain CCS

membership requirements. It is the responsibility of the student and/or parents to notify CCS of previous NHS membership during the first trimester of attendance at CCS.

A student is subject to dismissal from National Honor Society if:

- He/she receives an in-school or out-of-school suspension at CCS during the time of membership.
- He/she has repeated violations of school policy.
- He/she fails to complete either an individual or group service project by the end of the current school year.
- His/her cumulative GPA falls below 3.7
 - If a student's trimester GPA falls below 3.7 for any marking period, he/she receives a warning from the National Honor Society advisor.
 - A student must complete the year with a cumulative GPA of 3.7 or higher to continue as a member.
 - Seniors must complete the senior year with a cumulative GPA of 3.7 or higher in order to graduate as a member of the National Honor Society.
- Once a student is dismissed or resigns, he/she is not eligible for membership again.

National Honor Society officers must meet the following qualifications.

- Demonstrate a personal relationship with Jesus Christ as seen through his/her daily lifestyle.
- Demonstrate responsibility as evidenced by participation in church, community, and/or other school activities.
- Demonstrate an ability to communicate ideas in writing and speaking as evidenced in his/her academic performance in those areas.
- Display attitudes and actions that are consistent with the Student Code of Conduct as outlined in the CCS Parent/Student Handbook.
- Faithfully attend all NHS meetings and activities and fulfillment of designated responsibilities.
- Set an example of consistent attendance and punctuality for school, classes, and NHS events.

Failure to abide by these qualifications may result in removal from NHS office. The current NHS by-laws are available on the school's website.

STUDENT COUNCIL

One council is organized for middle school and another council for high school. Membership in the appropriate Student Council (STUCO) is open to students in middle school and high school who maintain a 2.5 GPA, are not failing any subjects, and meet other eligibility requirements according to each council's constitution. STUCO officers must maintain a 2.7 GPA.

The councils meet regularly each month. Students are expected to make up any class work missed because of Student Council involvement.

Middle school officers and class representatives are elected at the beginning of each new school year.

Any high school student interested in serving as a STUCO officer or representative must complete an application and participate in a review process with the high school supervisor and/or Head of School. Elections for high school officers and class representatives are held in the spring of the year for the following year.

Student Council events are planned for CCS students only unless an exception is granted by the school Head of School.

As a general rule, Student Council activities take place on the CCS campus and end by 9:30 or 10:00 p.m. Exceptions must be approved by the Administrative Team.

Fundraising activities must be approved by the administration.

YEARBOOK

A school yearbook, *The Cougar*, is created each year by high school students who choose to take the yearbook elective. Yearbooks may be ordered each fall and are distributed in the spring.

The yearbook staff operates under the direction of a yearbook advisor who is appointed by the school administration. The advisor works along with the Head of School and the high school principal.

Contents of the title page are determined by ACSI (Association of Christian Schools International) standards and must include the name of the book; table of contents; volume number; and school name, address, and website.

There is not a standard list of activities and events that must be included in the yearbook. The yearbook staff and the advisor determine the content of the yearbook and the arrangement of pages each year.

The yearbook staff and advisor research and choose a theme that is carried throughout the yearbook. The theme is determined by a school event, a world event, or the general feeling of the current school body. The theme must include a scripture verse, be in agreement with the CCS mission statement, and reflect Christ-like character. Scripture states that "God's Word will not return void." We attempt to be a witness of the "good news of Christ" as the yearbook is a publication that is viewed by people outside of the CCS family.

The yearbook may contain a dedication page, although this is not mandatory. The following guidelines are to be followed for a yearbook dedication:

1. The first step is discussion by the senior class members on the yearbook staff. If there is a unanimous decision by the senior yearbook staff members, that is the end of the procedure and the dedication is determined.
2. If there are a number of possibilities and the yearbook staff is divided on the dedication, then the next step is to solicit input from the entire senior class. The editor and advisor will review the input and make a final decision.
3. The advisor and the administration must approve the yearbook dedication.
4. If the dedication is to be a faculty or staff member, that person must have been employed by the school for a period of at least five years.

Senior photographs are to be supplied by those students and must adhere to the school appearance code. All submitted photographs must be approved by the advisor and administration. If photographs are not submitted by the requested deadline, the yearbook staff will use photographs taken by the company which provides student photos. Students' parents/guardians are notified by mail concerning senior photograph deadline and guidelines.

If senior information is to be included in the yearbook under each student's name, that information must reflect Christ-like character and must be approved by the advisor and administration.

Junior photographs may or may not be taken by students, according to what the yearbook staff designs. Junior photographs must also adhere to the school appearance code. If photographs are not submitted by the requested deadline, the yearbook staff will use photographs taken by the company which provides student photos. Students' parents/guardians will be notified by mail concerning junior photograph deadline and guidelines. All submitted photographs must be approved by the advisor and administration.

If junior information or quotes are to be included in the yearbook under each student's name, that information must reflect Christ-like character and must be approved by the advisor and administration.

All photographs, captions, or any other content of the yearbook must be in agreement with CCS's mission statement and must reflect Christ-like character. All content is subject to the approval of the advisor and administration.

GENERAL INFORMATION

ARRIVAL AND DISMISSAL PROCEDURES

School begins at 8:00 each morning. If it is necessary for a student to arrive before then, he/she is to report to the gymnasium upon arrival on campus. Supervision in the gymnasium begins at 7:30, and therefore students should not arrive on campus prior to 7:30. Bus riders who arrive before 8:00 also need to report to the gymnasium. Students are dismissed from the gymnasium center at 7:50 by the adult supervisor.

Students are expected to read, work on assignments, study, use the school's netbooks (with permission), etc. during their time in the gymnasium. Students may use personal electronic devices but the supervisor retains the right to ask students to put their devices away. Students may talk quietly with each other.

Parents who provide transportation to and from school for their children need to enter the CCS parking lot at the west entrance and exit from the east driveway. Vehicles entering the parking lot must form a single line to drop off all students in front of the high school building. Adult supervisors will help to direct traffic on the parking lot each morning. Drivers are expected to follow their directions.

In the morning there are three unloading zones on the parking lot, designated by white dots. Vehicles are to unload or load students only at those designated zones unless directed otherwise by the supervisor. Students are to be ready to unload before a vehicle stops. If the unloading or loading process is time consuming (due to unbuckling/buckling multiple car seats, unloading/loading class projects, etc.), the driver needs to park in a visitor parking space to unload or load students.

When exiting parked vehicles in the school parking lot, access to the buildings must be made via the designated crosswalks. Parents and students must not cut across the parking lot to access any of the buildings. For safety purposes, crosswalks and sidewalks must be used.

At the end of each school day, parent drivers are encouraged to wait at the Conestoga Mennonite Church parking lot (NOT REUZIT PARKING LOT) until all the buses have been loaded and have left the school driveway. Vehicles entering the parking lot to pick up car riders form 3 lines: line 1 is for MS/HS students only, line 2 is for ES/MS/HS students, and line 3 is for ES students only. Vehicles are asked to display name placards that are issued to them by the school at the beginning of the school year. All car riders are picked up at the front entrance of the high school building. It is the expectation that car riders will be picked up promptly, no later than 3:00 p.m.

At all times, parent and student drivers are asked to be gracious and give buses priority in entering and exiting the school parking lot.

Vehicles may not pass other vehicles that are unloading or loading students unless directed by a supervisor to do so.

Vehicles are not to be parked in front of the gym building between 8:00 a.m. and 8:30 a.m. or between 2:30 p.m. and 3:00 p.m.

Students are dismissed to buses and cars at the end of the day by intercom announcements. Bus riders are dismissed at 2:45. Elementary car riders are dismissed at approximately 2:47. Middle school and high school car riders are dismissed at approximately 2:48. Student drivers and middle school and high school students who ride with student drivers are usually dismissed by 2:55. Students remain in their homerooms until they are dismissed by intercom announcements.

A student is to bring a note from home if he/she is to go home by any means other than his/her regular transportation. If no note is received, the student will be sent home by his/her regular means of transportation.

All students must remain in their designated areas, under the supervision of their homeroom teachers, until they are dismissed by intercom announcement. Upon dismissal, students are to exit the building promptly to their vehicle or designated waiting area.

Elementary students are dismissed by classroom teachers. All bus riders exit through the east doors of the building to go to their buses. All car riders exit through the south doors of the building and through the gym to the front entrance of the high school building. Students are dismissed to individual vehicles by an adult supervisor.

Middle school students report to homeroom after eighth period class dismissal at 2:39 p.m. By 2:42 p.m. students need to be in homeroom. Students exit through the south entrance of the middle school. Students riding Governor Mifflin or Twin Valley buses may walk across the outdoor basketball court to get to those buses. Other bus riders walk on the sidewalk to get to their buses. Car riders wait in front of the high school building or indoors for their rides. If waiting indoors, students must watch for their rides. Students who ride with student drivers are to use the crosswalks to go to their vehicles when drivers are dismissed.

High school students report to designated areas after eighth period class dismissal at 2:39 p.m. By 2:42 p.m. students need to be in their designated areas. All high school students exit through the north doors of the high school building. Car riders wait in the lobby of the high school building for their rides and are expected to watch for their rides to arrive. Student drivers and students who ride with them are to remain in their homerooms until they are dismissed by intercom announcement. These students are to use the crosswalks to go to their vehicles.

Dismissal Guidelines for Athletes Who Have Practice Immediately after School
Athletes must report to designated areas before going to practice.

Athletes may go to their vehicles if they go promptly when dismissed with bus riders.

When returning to the building with buses still on the parking lot, students need to go to the crosswalk and wait for permission from the supervisor to cross the parking lot.

Once buses begin moving out of the parking lot, athletes may not go to their vehicles but must wait until all buses are out of the parking lot. Then, they may only go to and return from their vehicles via the crosswalks and with the permission of a parking lot supervisor.

EMERGENCY DELAYS AND CLOSINGS

When there is an emergency delay/closing, the CCS automated phone call system will be activated. Information will also be available:

- By checking the CCS website after 6:10 am to see an updated CCS schedule.
- By watching WGAL.

When school is delayed, parents must also listen for an announcement of the plans of the school district of residence. If your public school district transports your child(ren), they will be transported to and from CCS on the public school district schedule. However, if CCS delays and the public school district does not, please do not send your child on public school transportation because there will not be supervision at CCS until we are open. When your school district closes or delays school and CCS does not, if possible, please arrange for your child(ren) to be at school on the CCS schedule. If it is not possible to provide transportation, please call the school office to inform the school of your child's absence. Please carefully monitor all of the above for accurate information as changes may occur throughout the morning.

Early Dismissals:

1. If CCS decides to close early, and your district is on a normal schedule, students will be supervised until transportation arrives for them.
2. If your district announces an early dismissal, student drivers in that district will be dismissed along with the bus riders.
3. CCS will activate the automated phone call system.
4. CCS will change the CCS phone message to reflect any early dismissals by CCS and/or transporting districts.

When there is a two-hour delay, classes begin at 10:00. When there is a one-hour delay in the opening of school, classes begin at 9:00.

When there is a two-hour delay, the order of classes is adjusted according to the schedules listed below:

☼ ☐ MS/HS 2-Hour Delay Schedule 2021-2022 ☼ ☐									
Monday		Tuesday		Wednesday		Thursday		Friday	
1st	10:00-10:30	1st	10:00-11:01	1st	10:00-10:30	2nd	10:00-11:01	1st	10:00-10:30
2nd	10:33-11:01			2nd	10:33-11:01			2nd	10:33-11:01
3rd	11:04-11:32	3rd	11:04-12:03	3rd	11:04-11:32	4th	11:04-12:03	3rd	11:04-11:32
4th	11:35-12:03			4th	11:35-12:03			4th	11:35-12:03
Lunch ☐	12:06-12:35	Lunch ☐	12:06-12:35	Lunch ☐	12:06-12:35	Lunch ☐	12:06-12:35	Lunch ☐	12:06-12:35
5th	12:38-1:06			5th	12:38-1:06			5th	12:38-1:06
6th	1:09-1:37	5th	12:38-1:37	6th	1:09-1:37	6th	12:38-1:37	6th	1:09-1:37
7th	1:40-2:08			7th	1:40-2:08			7th	1:40-2:08
8th	2:11-2:39	7th	1:40-2:39	8th	2:11-2:39	8th	1:40-2:39	8th	2:11-2:39

When there is a two-hour delay, Preschool students do not come to school. This includes flex-day students if the delay is not on a scheduled full day.

EMERGENCY PROCEDURES

Fire Drills and Emergency Evacuations

When the alarm is sounded or intercom announcement is made, students are to line up at the classroom door and then exit in a quiet, orderly fashion so that they can listen for instructions. It is essential that there is absolutely no talking. Students are to exit each room according to the plan posted in that room. The designated evacuation location for elementary students is the west end of the playground; for middle school students it is the east end of the soccer field; for high school students it is the west end of the soccer field. If middle school or high school students are in the elementary building, they evacuate to the west end of the playground and remain with the supervising classroom teacher.

Severe Weather Drills

There must be absolutely no talking as students move to designated locations. When students reach their designated locations, they are to assume a safety position (as low to the ground as possible), facing the wall, with heads down.

In the elementary building, students on the lower and upper level move to the lower level hallways. In the middle school building, students in Room M120 (Art Room) and Room 122 (TSA Room) sit along the interior wall of their rooms. If space is available, students in the TSA Room will sit along the interior wall of the Art Room. Students in the upstairs classrooms travel in two single-file lines down the stairs. Students sit along the interior wall of the Art Room.

In the high school building, students in the gym move to the hall between the kitchen and locker room, as far from the outside door as possible. When directed by their teacher, students in the gym may move to the hallway outside of the weight room. Students in the weight room sit in the hallway outside of that room. Students in the kitchen sit under tables. Students in the music room move to the hall outside that room, as far from the outside door as possible. Students in the science lab sit along the elevator wall. All other students on the main level and students on the upper level move to the hallway on the main level, away from the window at the east end of the hall and away from the trophy case.

Building Lock-Downs

Students are not to talk during a building lock-down. Students get low and move to the side of the room where they are least visible from windows and doors. Students who are not in a classroom go to the nearest classroom. Students who are outdoors are to get to cover, retreating to Conestoga Mennonite Church if possible.

Communication

Under no circumstances may a cell phone be used in an emergency evacuation, lock-down, or severe weather incident unless authorized by a teacher or the administration.

In the event of an emergency of any kind, parent vehicles in the parking lot could interfere with the response of appropriate emergency personnel.

Information will be given to parents as quickly as possible in an emergency situation.

FUNDRAISERS

Lunches may be sold to benefit specific classes or groups. Classes or groups may hold multiple fundraiser lunches per year, but only with the approval of the Head of School.

The Head of School must approve any other fundraisers or solicitation for other causes, including service projects, well in advance of the project.

HEALTH REQUIREMENTS

Medical and dental exams are required at certain grade levels:

Physical exam – kindergarten, 6th grade, 11th grade

Dental exam – kindergarten, 3rd grade, 7th grade

Failure to provide the required medical and dental records within that school year will be an indication of parental consent for the student to receive a medical or dental exam provided by Eastern Lancaster County School District the following school year.

MEDICATION POLICY

All student medications must be submitted to the school office in their original containers, with parent explanation and permission for its administration. Medications are administered by the office staff.

Emergency medications may be kept in a student's possession, with parent permission, office approval, and teacher knowledge.

Non-prescription Tylenol is available in the school office and may be given by the office staff to a student when it is needed, with parent permission.

For an off-campus trip, any student with medication must register all medications, including nonprescription drugs, with the supervising teacher who will determine how the medication is to be dispensed. All medications must be kept in their original containers.

OFF-CAMPUS TRIPS

Annual class trips are scheduled for grades K-5, 8, and high school juniors and seniors. Additional off-campus trips can enhance classroom studies. In addition, when class groups travel together, celebration can be a valuable benefit. It is important to balance time away and expense involved with experiences that students are privileged to share with their families and with church groups.

Parents are asked to sign a permission slip prior to each off-campus trip. Fees for field trip expenses are to be paid before the trip.

Parents who serve as drivers on field trips must complete a Parent Driver Form for each trip. When parents use their own vehicles to transport students, video/DVD players are not to be used. Discretion needs to be exercised in playing music. Only Christian or classical music is to be played, if any. It is not the school policy to reimburse parents for their transportation costs.

Drivers may not use cell phones while driving on a school trip. To use a cell phone, the driver must pull off the road.

Seatbelts are to be worn by all students when riding in a parent vehicle or school van. Drivers are also expected to wear seatbelts.

If parent vehicles are parked at school for an extended-day trip, the vehicles are not to be parked in front of the high school building.

All students are expected to attend off-campus trips. If a student asks to be excused from a trip, the absence is considered unexcused unless approved by administration due to extenuating circumstances.

PLEDGE OF ALLEGIANCE/NATIONALISM/DISPLAYING OF AMERICAN FLAG

Conestoga Christian School exists as a private school for the local churches to educate their students. We believe, that as a private Christian organization, it is not the place of the state to mandate any practices that may violate or conflict with our CCS Core Values and Statement of Faith.

Since God has established all governing authorities, teachers are expected to respect those authorities, pray for them, and model respectful responses to students (Rom. 13:1; 1 Peter 2:13). Teachers are to model and teach grateful citizenship.

Teachers are not to communicate personal political affiliations to students as part of instruction. Political issues are to be addressed from a biblical worldview rather than a personal political worldview. Celebration of nationalism, which supersedes allegiance to God or His plan for the nations, is discouraged. God does not show favoritism, but accepts people from every nation who fear Him and do what is right (Acts 10:34, 35; Rev. 5:9, 10). Therefore, teachers are to encourage students to develop a worldview that recognizes God's activity in many nations and among many people groups. As such, at Conestoga Christian School, we do not initiate the pledge of allegiance to the flag as a part of the school day or at a school sponsored activity.

The display of the American flag should be limited to indoors, not outdoors, in an area such as the lobby for other gathering area with an accompanying plaque that reads: With deep gratitude to God for our freedoms and for those who have sacrificed for them, mindful that our ultimate citizenship is in heaven alongside believers "from every tribe, tongue, people, and nation" Revelation 5:9.

The American flag and the flag of nations represented by the student body, faculty or staff of CCS, or pertinent missions endeavors being undertaken at the school may be displayed in the gymnasium or other large gathering space within the school building.

(Revised5/2017)

SCHOOL SUPPLIES

CCS provides textbooks, workbooks, art equipment, and most art supplies. Some textbooks and instructional materials are also provided on loan from the Pennsylvania Department of Education. Students are expected to supply a Bible, notebooks, paper, pens and pencils, a calculator, assignment book, etc. A list of required supplies is provided before the beginning of each school year. Additional lists are available from the school office and the school website. Students may also need to pay for materials used in special activities and for expenses of class trips.

Assignments books are provided for all students in grades three through five. Replacement copies need to be purchased by students.

Each student is responsible to turn in the same books at the end of the year that were issued at the beginning of the year. A fine is issued to any student who is responsible for damaging his/her books or textbook tapes/CDs during the year. Fines are based on replacement costs, with a minimum fee of \$15.00 for books and \$5.00 for textbook tapes/CDs. All fines must be paid and all loaned books and textbook tapes/CDs must be returned before a student receives his/her end-of-year report card.

Students are not to take items from the art department, the music department, computer labs, or the kitchen. Some equipment and supplies from those areas may be borrowed when requested well in advance and approved by the teacher of each of those areas.

STUDENT PICTURES

Student pictures are taken each fall and may be purchased by the students. All students are photographed with no obligation to the students or parents. Students' pictures are included annually on student cumulative records and in the school yearbook. Picture ID cards are distributed to all students.

TRANSPORTATION INFORMATION

Since the State of Pennsylvania requires that the local public school districts provide transportation for children to non-public schools within ten miles of the district boundary, bussing can be arranged for many families. Official notification of enrollment will be sent to each student's district of residence. The district will arrange transportation. Parents may choose instead to transport their own children and/or arrange neighborhood carpools.

VISITORS

All visitors, including parents, must clear their visitation with the office as soon as they arrive on campus. Parents are not to go directly to a classroom without checking in at the office.

Visitors of school age must have parent/guardian permission to visit, and arrangements for the visit must be made at least one day prior to the visit. School-age visitors permitted in classes during the school day include prospective students and out-of-town friends of students. Former students who wish to visit friends and see former teachers may visit during lunch or after school. A campus visitation badge is issued when visitors register at the office. The school reserves the right to deny visitation requests.

WITHDRAWAL OF STUDENTS

Parents are asked to notify the school office when plans are made for a student withdrawal. Notification is requested whether the withdrawal is due to mid-year change in educational plan or family relocation. This courtesy is also requested when families choose not to re-enroll for an upcoming new school year. Please note that teacher notification by the parent (or student) is not considered to be official notification of withdrawal or non-enrollment.

ADMISSIONS AND FINANCES

ADMISSION REQUIREMENTS AND PROCEDURES

Conestoga Christian School welcomes applications from all persons willing to support the school's standards and objectives.

Policy of Nondiscrimination

Conestoga Christian School admits students of any race, color, national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students of the school. The school does not discriminate on the basis of race, color, national or ethnic origin in the administration of its admission policy, educational policies, tuition assistance program, athletic program, and other school-administered programs.

Policy Regarding Marriage and Sexuality

If, at the time of application for admission, a child is not residing with both parents, the school will ask the parent with whom the child resides, as well as the other parent if that parent will have any involvement with the school or if the child will reside with that parent while in school, whether that parent will support and live in a way that demonstrates support of CCS's beliefs about marriage and sexuality: Conestoga Christian School believes that sexual relationships are appropriate only between a man and a woman who are united in marriage.

Admissions Policy

1. Families must be supportive of the mission of CCS, and parents must understand and be committed to fostering the relationship of harmony between the home, church, and school.
2. Parents and students must be in full agreement with all school policies and be willing to abide by the guidelines set forth in the parent and student handbooks.
3. Admissions are limited to those students for whom CCS can provide a quality education within the resources available. Students who have severe emotional, social, academic, or spiritual problems will be admitted only after careful evaluation and when an appropriate program is available.
4. CCS will limit enrollment to families who are supportive of Christ-centered discipleship as a way of life. Students must have teachable spirits and a willingness to work at building character qualities consistent with a life of Christ-centered discipleship.
5. CCS will extend educational opportunities to Christian families from area churches and denominations who are willing to work in harmony with the policies of the school.
6. CCS seeks to admit families where at least one parent gives evidence of personal faith in Christ and is willing to share his/her personal testimony.
7. Kindergarten applicants must be five years of age before September 1 of the year they plan to enter school and meet readiness criteria as determined by CCS's assessment process.
8. All incoming students must submit to placement testing to determine proper grade level.
9. Students transferring from other schools must provide academic records and be willing to submit to placement testing to determine proper grade level. A student who has transferred into CCS from another school and is not capable of doing the work of his assigned grade shall be reassigned to an appropriate grade according to the judgment of the teacher and administration and in consultation with the parents.
10. Currently enrolled families will have first opportunity for admission in the following year.

Admissions Procedure

1. A Family Application must be returned to the school where it will be reviewed by the Head of School. In addition, a Student Application is required for each student entering grades 9-12, and reference forms are required for each student entering grades 6-12.
2. Each student seeking admission to CCS is given a basic academic assessment appropriate to the age/grade level of the student. That assessment is used as one piece of information regarding readiness for kindergarten, ability to do grade level work 1-12, and/or special needs for academic support.
3. Prospective students and parents are interviewed by members of the Admissions Committee.
4. Upon an offer of enrollment from the school, parents are asked to submit a Family Enrollment Form at which time a non-refundable registration fee is required.

TUITION AND FINANCES

Tuition at CCS varies depending on the number of children from a family and the grade placement of those children. Tuition is calculated by starting with the student in the highest grade placement and then going down the grade placement order. The discounted tuition for additional enrolled children can be found on the school's website at www.conestogachristian.org.

For the 2019-2020 year the one-child rates are:

Grades 9-12	\$8,170.00
Grades 6-8	\$7,940.00
Grades 1-5, full-day kindergarten	\$6,895.00
Kindergarten, flex-day	\$5,245.00
Kindergarten, half-day	\$4,175.00
Pre-School	\$3,895.00 (5 Day Enrichment, Lunch Bunch)
Pre-School	\$3,730.00 (5 Day Enrichment)
Pre-School	\$3,340.00 (5 Day Lunch Bunch)
Pre-School	\$3,070.00 (5 Day)
Pre-School	\$2,210.00 (3 Day Lunch Bunch)
Pre-School	\$2,045.00 (3 Day)
Pre-School	\$1,370.00 (2 Day)

Resource Room fees, in addition to tuition, are related to the amount of time a student receives instruction/educational therapy in the Resource Room setting. For 2021-2022 the fees range from \$4,040 to \$5,275.

Tuition Payment Policy

Tuition rates and family discount rates are set each year by the Board prior to registration for the following year. A non-refundable registration fee is set annually by the Board.

1. Ten monthly payments are due the 10th day of each month, August through May. The Business Manager, at their discretion, may consider exceptions as requested.
2. Payment of tuition is managed by a third party tuition management company. SmartTuition has been selected for the current school year.
3. As the Board deems appropriate, an early payment discount may be applied in any given year.

Late Enrollment or Early Withdrawal

Parents who enroll their child(ren) after the school year begins, or who withdraw during the year, will have their tuition pro-rated on a daily basis and will incur a late admission/early termination fee. Also, as approved by the CCS Board of Trustees in December of 2015, a withdraw fee equal to one month of tuition (full-year tuition, divided by 10 months) will be charged if a student is withdrawn after the start of the school year. The fee is intended to cover planning and supply costs incurred by the school. No fee will be charged if the student is withdrawn before the school year begins.

Delinquent Tuition Policies

Handling of delinquent tuition accounts:

1. Each month a late fee will be assessed to accounts not paid by the 10th of the month.
2. A fee will be assessed for every check returned by the bank.
3. Tuition accounts must be current by the first day of school in order for any student to attend classes first trimester.
4. Tuition accounts must be current at the end of the second trimester in order for a student to attend classes the third trimester. The Business Manager may waive this restriction if the situation warrants it.

All accounts must be current in order to receive diplomas, final report cards, or transcripts.

COMMITTEES AND PERSONNEL

A complete list of committees and personnel can be found on Conestoga Christian School's website www.conestogachristian.net. Once on our website click the "About Us" tab and then click "Personnel."