



**IMPACT
CHRISTIAN
SCHOOLS**
Transforming Lives to Impact the World

COMMUNITY CHRISTIAN SCHOOL OF BARABOO PARENT HANDBOOK

2023-2024

Educating the next generation of servant leaders who will impact the world.

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Section 1: ICS General Information

Impact Christian Schools (ICS) is the name of the overarching entity to which its participating campuses belong. The campuses share core values and have collaboration opportunities and joint services provided by ICS.

1.1 VISION STATEMENT

Educating the next generation of servant leaders who will impact the world.

1.2 MISSION STATEMENTS

ICS - Our mission is to develop students who are committed disciples of Jesus Christ through an excellent, comprehensive, Biblically-integrated educational program.

CCS - Community Christian School of Baraboo uses excellent education to support parents in their task of bringing up children in the discipline and instruction of the Lord Jesus Christ.

1.3 SCHOOL VERSE

Train up a child in the way he should go: and when he is old, he will not depart from it. (Proverbs 22:6)

1.4 PHILOSOPHY STATEMENT

All ICS schools seek to partner with parents in the education of children. ICS is committed to excellence in all things, including providing a learning environment in which God's Word and His truths are an integral part. All ICS schools encourage and facilitate the spiritual, intellectual, physical, and social development of each student for the sake of the child, the glory of God and the furthering of His kingdom.

1.5 CORE VALUES

Core Value:	Biblically-Integrated Educational Program
Belief:	We believe scripture is the word of God, infallible and the basis of all truth. (2 Timothy 3:16)
Application:	We integrate the Bible into all aspects of the educational program and extracurricular activities.

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Core Value: **Developing Disciples**

Belief: We are called to make disciples of all people. (Matthew 28:19)

Application: We clearly present the gospel of Jesus Christ and nurture the growth of students as Disciples of Christ. As students come to know Christ, they are challenged to exemplify behaviors and attitudes which glorify God.

Core Value: **Partnering with Parents**

Belief: “Train up a child in the way he should go, and when he is old he will not depart from it.” (Proverbs 22:6)

“Two are better than one, for they have a good reward for their labor.” (Ecclesiastes 4:9)

Application: We will partner with parents by communicating regularly via school website, email, verbally and/or handwritten notes.

We will listen and respond to parents’ concerns and ideas.

We will work with parents to discern the best course of action when problems or issues arise with a student at the school.

We will give parents every opportunity to fellowship and serve within the school community.

Core Value: **Excellent Education**

Belief: “Whatever you do, work at it with all your heart, as working for the Lord, not for men.” (Colossians 3:23)

Application: We are committed to staff teachers who are of the highest caliber both professionally and spiritually.

We expect our staff to take advantage of professional development opportunities.

We are committed to using Biblically-integrated curricula which exceed national and state standards.

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1.6 VALUES

Our mission statement is our pledge to the families at our schools. We will make decisions through the grid of this statement and will function in each administrative office and classroom in a manner consistent with it. As a staff, we fulfill our commitment to be Christ-centered by living godly lives ourselves and integrating Biblical truths and worldview throughout both our curriculum and our behavioral expectations. It is important that Bible not be relegated to a daily class, for it is an integral part of who we are. We desire that all children leave any ICS campus not only knowing the truth but living it out in their daily lives.

We also desire to be schools reflective of Christ's grace while at the same time holding ourselves and our students to a high standard of conduct. It is important in this environment to be specific about expectations so that students may consistently and fairly be held to such standards. It has been our experience that subjective standards result in inconsistent enforcement of rules; therefore, we encourage administrators and teachers to be as objective as possible. This attempt at clarity may sometimes appear as legalism. What we desire is to be honest with our students by carrying through with what we say is important.

Our statement of Faith, stance on Marriage, Gender and Sexuality, and statement on Nondiscrimination may be found in the following appendices:

- *Appendix A: Statement of Faith,*
- *Appendix B: Statement on Marriage, Gender and Sexuality,*
- *Appendix C: Statement of Nondiscrimination.*

The three statements do 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 all that we believe. For purposes of ICS Schools' faith, doctrine, practice, policy, and discipline, the ICS board is this organization's final interpretive authority on the Bible's meaning and application.

Section 2: Governance

Policy

It is the responsibility of each church/school to have the senior pastor (or designee) sit on the ICS Board and to form a Campus Advisory Committee.

CCS Roles and Responsibilities

Community Christian School is a 501(c) 3 non-profit status. The administrator reports to the Board of Directors.

- The school has signed a management agreement with Impact Christian Schools and as such has agreed to follow the ICS Policies and Procedures Handbook. The ICS Policies and Procedures handbook provides a common guideline for ICS schools to follow, allowing individualized discretion by each school.
 - The school budgets are overseen by the Finance Committee of the school, have an annual joint financial full GAAP audit and the combined budget is formally approved by the school board.
 - CCS Faculty and Administrators are vetted spiritually and approved by the Administrator and the school board.

CCS School Board Members

Julie Wenninger President
Will Pemberton Vice-President
Sonja Carpiaux Secretary
Sarah Danke Treasurer
Roxanne Biffert
Scott Frostman
Nicole Jesse
Steven Reynoso
Joshua Wilkosz

Section 3: CCS General Information

3.1 CCS HISTORY

Community Christian School of Baraboo was founded in 2010 as a private Christian school and 501(c)3 by five Baraboo families who sought to create a God-honoring, non-denominational school. The school began in October of 2010 with 38 students and five teachers and met in the basement of Life Assembly of God church. The first year of school hosted 3 classes, Pre-K, Kindergarten to 4th grade, 5th-8th. CCS had classes at LAG for two years.

In 2012 the founders of the school raised money and bid on a former Baraboo School District elementary school in Fairfield, Wisconsin, purchasing the building for \$151,000 outright, not having to take out a loan. The current campus was first occupied in the fall of 2013.

The school slowly grew to 50 students, and by 2014 a full-time administrator was hired. In 2017, CCS was Baraboo's first private school to become a part of the Wisconsin Parental Choice Program, offering full tuition coverage to those families who qualified for the program and were seeking an alternative to public schools.

CCS became an accredited institution in 2017 through Wisconsin Religious and Independent School Accreditation (WRISA). In 2020, CCS shifted its standards to follow the Wisconsin State Standards. The school joined Impact Christian Schools (ICS), a consortium of local Christian schools, in 2020, followed by becoming accredited by the Association of Christian Schools International (ACSI) in 2021.

The school currently has 25 staff members, 116 students, a new playground, and is preparing for further growth in its facilities, faculty, and fundamentals.

3.2 SCHOOL MASCOT

Roy the Lion

3.3 SCHOOL COLORS

Royal Blue and White

3.4 FACTS SIS (STUDENT INFORMATION SYSTEM)

The internet-based communication and administrative tool we use is called FACTS. This student information system is where you will get most of the information that you may need regarding the school. All of the major documents, *CCS Parent Handbook*, school directory, individual student and classroom information, hot lunch, events, etc. can be found on this website. Every family is given secure login access to the site. There is a lot of information available in FACTS. It's worth exploring and it is absolutely crucial that parents use it during the school year, at least weekly –

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otherwise they might miss something important. Within FACTS you are able to access all billing information regarding three separately tracked categories;

- Tuition payment plan.
- Incidental billing items (sports fees, misc. items).
- Prepay accounts (hot lunch order records).

Section 4: Community

Our desire is that CCS would be more than a place for students to learn. We want it to be a place of community for families. Volunteer opportunities abound both in the classroom and around the school. A wonderful place to get started is by filling out our Volunteer Form to communicate in what areas you would like to be involved. Friendships are developed by regularly attending events and the social activities organized by the Director of Student Services and the PTO. Participating in the community is the best way to feel a part of the community. We hope all of our families feel welcome because we truly are glad that each family is part of our CCS community.

4.1 GIVING: FUNDRAISING

Policy

All fundraising activities will seek to provide economic resources to the school both by routine sustained activities and by specific short-term projects whose purposes are consistent with the school's mission statement.

All fundraising activities will in every aspect glorify God and further the mission of the school.

Fundraising Activities

Every year CCS coordinates fundraising opportunities with our Director of Admissions and Development and our PTO. Throughout the year the students have opportunities to raise money for the school and for missions through Missions Week, SCRIP, selling Butter Braids, and the Bible-a-Thon. The school also raises funds through a variety of other events, including our Annual Banquet, letters, and other fun and engaging events.

4.2 PARENT SUPPORT ORGANIZATION

Parental support is an essential part of the educational process and the staff desires a harmonious relationship with parents. By enrolling your child, you are agreeing to support the school, its staff, and administration. The school expects sincere and enthusiastic cooperation from parents. In order to successfully accomplish the school's mission, school staff and parents must both act in good faith and extend trust to one another. The school works in partnership with the parents according to our mission statement which says, "Community Christian School of Baraboo uses excellent education to support parents in their task of bringing up children in the discipline and instruction of the Lord Jesus Christ."

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4.3 LUNCH PROGRAM

Students may choose to bring in a sack lunch from home or may pre-order from a catered hot lunch menu. Hot lunch is provided by an outside caterer and served to students by our CCS volunteers. Families have the opportunity to place an order for hot lunches every month. All hot lunches must be pre-purchased. The PTO encourages parents to volunteer during the lunch hour to serve our students.

We encourage parents to give their children a wholesome variety of foods in their lunchbox and plan so that they will receive the necessary diet for proper growth and activity. There may be a snack break in the mid-morning depending on your child's classroom procedure. Eating or drinking during class is not allowed (except for water). Students are responsible for the proper disposal of litter.

CCS does not provide refrigeration for students, and students 4K through 4th grade are not allowed to use the microwave. Should you desire to provide your 4K through 4th grade student with a hot meal at lunch time, please send the food in an insulated container.

4.4 SCRIP

One fundraising tool used by the school is the SCRIP program. This program requires no additional purchasing other than what you would normally buy from gas stations, grocery stores, pharmacies, clothing stores, and restaurants. Simply purchase a gift card from SCRIP for whatever you would normally buy. You will receive product dollar for dollar just as with any gift card. There is no additional cost to you. Each vendor then contributes a certain percentage back to the school for each gift card purchased. A portion of the "rebate" goes towards your personal tuition reduction and a portion goes to the school. This tuition deduction is applied once each year after November.

Section 5: Attendance and Transportation

5.1 SCHOOL HOURS

7:30 a.m.	Staff/faculty prayer
7:30 a.m.	Students can be dropped off at school
7:45 a.m.	Students can enter their classrooms
7:50 a.m.	7th-12th grade classes begin
8:00 a.m.	4k-6th grade classes begin; attendance is taken.
3:00 p.m.	4k-6th grade classes are dismissed.
3:05 p.m.	7th-12th grade classes are dismissed

Individual classroom schedules will be distributed by each classroom teacher the first week of school.

The school assumes no liability for students on the school grounds prior to 7:30 AM or after 3:15 PM. After 3:15 any remaining students will be sent to aftercare. The staff of CCS will not supervise students other than during these hours. Classroom dismissal will be from 3:00 – 3:15 PM. Parents will be billed for any time students remain in the building after 3:15 PM. Students remaining on school grounds after 3:15 will be required to go to Aftercare.

5.2 STUDENT A.M. DROP-OFF/PICK-UP

Community Christian School of Baraboo is committed to the safety of each child, including during student drop-off and pick-up. Parents are to enter the drive using the east entrance to the parking lot and exit out the west exit. They should form a single line and pull up to the front door as the vehicles progress. If there is a need to come inside or to talk with another parent, drivers should park their vehicle. Parents are encouraged to carpool with other families, and to use the busing service. Drop-off and pick-up times are as follows:

	Drop-off/Pick-up Point	Drop-off time	Pick-up time
Bus students	Main Entrance – Door A	7:45 am — 7:50 am	3:00 pm
Private vehicle students	Main Entrance – Door A	7:30 am — 8:00 am	3:00 — 3:10 pm

It is extremely important that parents do not hinder student safety or building security by using other entrances. All parents must follow the drop-off and pick-up procedures as established by the school. Those that disrupt the process may be asked to meet with the principal.

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5.3 SEVERE WEATHER AND SCHOOL CLOSINGS

School closings, late starts, or after school activity cancellations will also be announced on the following: WISC-TV Channel 3, WKOW-TV, Channel 27, and WMTV-TV Channel 15. We will also communicate by the FACTS SIS Parent Alert, email and the PTO Facebook page. The decision to close due to inclement weather will be made by the administrator based upon input from local law enforcement and the local school district as early as possible, generally before 6:00 a.m. the day of closing. If there is no announcement by 6:30 am, school will be open in the morning as usual. While CCS generally follows the Baraboo School District regarding cancellations/delays, be aware that CCS does not always follow their decisions.

In case of severe weather during the school day, students will remain at school until they are dismissed. In the event of a tornado, it is safer for students to remain at school than to be picked up and transported.

Please do not call the school during severe weather, as it is critical to have the phone lines open in case of an emergency, and answering the phones takes personnel away from their primary job to supervise students and watch the weather situation. Should it be determined in the best interest of students and staff to dismiss students early, CCS will notify parents via email, website, and Facebook. A staff member will remain at school until all students have been picked up by a parent or legal guardian.

5.4 ABSENCE

*Wisconsin Compulsory Attendance Law (section 118.15) requires that any person having under his control a child, who is between the ages of 6 and 18 years and has not graduated from high school, shall cause the child to attend school regularly during the full period and hours, religious holidays excepted, that the public or private school in which the child should be enrolled is in session until the end of the school term, quarter, or semester of the school year in which the child becomes 18 years of age. ***

** Please note that due to the current CDC regulations regarding Covid-19 testing, symptoms, exposure and quarantines, the school reserves the right to offer/require alternative forms of instruction; such as online virtual class attendance, independent virtual learning and take home packets. Attendance requirements are determined by the administrator and faculty and may vary by grade level.

Regular attendance is important if a student is to gain the most from school. The only absences that will be excused are:

1. Sickness
2. Medical and dental appointments
3. Attending a funeral
4. Prearranged absences (must be approved by the administration)

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5. Emergency circumstances (to be determined by the administration)

The school office must be notified by phone or email no later than 8:00 a.m. if your child is absent from school. If you call prior to school hours, leave a message on the answering machine with your child's name, grade, date (s) of absence, and reason for absence. If we have not heard from a parent or guardian at that time, the office will call your work or home numbers or send a text alert in an effort to determine where your child is. For an absence to be considered excused, an email or handwritten note giving the dates and reason for the absence must be submitted, when the student returns to school.

Any student who misses more than 3 consecutive school days and/or more than 5 days in any given quarter may be required to bring in a physician's statement. Per Wisconsin state law, no parent may excuse more than 10 days of absence during a school year. Absences not meeting the above criteria will be considered "unexcused" by the administration and teachers and the student may receive a zero for the day or the classes missed. ** Please see Covid -19 note above.

5.5 EXCUSED ABSENCE

The value intrinsic to the classroom experience cannot be made up solely by the completion of missed assignments. Conversely, there is often a valid educational aspect to student travel, or parents may need to travel during the school year due to emergency, business, or other situations. In light of these considerations, parents are encouraged to plan their family trips during CCS scheduled vacation periods at Christmas, in the spring, and during the summer. Travel during school days should, whenever possible, be for no more than one week and should avoid major exam periods.

Each written excuse shall include the dates that the student will be absent, the reason for the absences, and a parent signature. Students that are absent for other than medical reasons for ten or more consecutive school days may be asked to write and present a report on their experiences upon their return.

Medical Excused Absence: An excused absence for medical reasons can be given with a written parent's or physician's note, either handwritten or emailed. For example, medical appointments, illnesses, professional appointments, etc. When illness or a family emergency prevents attendance, the parent/guardian is expected to call or email the school office as soon as possible to report the absence.

Medical/Dental Appointments: If a student needs to be excused during the day for an appointment, etc., the parent should communicate the time and reason for the absence to the teacher and to the office. When picking up the student, the parent should come into the school office to sign the student out.

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Parental Excused Absence: Parents may request an Excused absence for their child, for other than medical reasons with a written parental note, either handwritten or emailed. For example, conferences and retreats, family vacations, family emergencies, funerals, weddings, etc.

Makeup Work: All students will be given work upon returning to school. If a parent desires work beforehand, the parent or student may request such work from the teacher if at least one week's notice of absence is provided in writing to the teacher. Work given beforehand is due upon the student's return. The teacher will be required to give homework no more than three days before the absence. It must be noted that this homework will constitute the predictable work to be assigned. It will probably not be complete. Additional make-up work may be assigned upon the student's return. If a test is given before the make-up homework is due, which was covering material the student missed, the student will be given the option of postponing taking the test. Assignments given to the entire class before the absence, but due after the student's return, are still due on the originally assigned date.

Unexcused Absence: An absence without a parent or doctor note is considered unexcused. These are considered absences which the parents have not authorized, and are treated as truancy. Students may receive zeros for all assignments and tests due on the dates of unauthorized absences. Such missed work may be submitted for partial credit at the discretion of the teacher.

5.6 TRUANCY

Any student who misses more than 3 consecutive school days and/or more than 5 days in any given quarter may be required to bring in a physician's statement. Per Wisconsin state law, no parent may excuse a student for more than ten days during the school year.

If it is determined that a student is truant (any absence that has not been excused/approved by the school administration), there will be a penalty of zero in all subjects missed for each day the student is absent. The student may be automatically placed on probation.

5.7 TARDINESS TO SCHOOL

Tardy Policy

Per Wisconsin state law, no parent may excuse a student for more than ten days during the school year. Tardies have a negative impact on academic achievement, both for the child that is tardy and his/her classmates. Late arrivals cause interruptions in the classroom. Breaks in instruction interfere with the learning atmosphere and make extra work for the teacher.

Consequences for tardies and early departure within one quarter:

1. Three tardies = a note will be sent home
2. Four tardies = parents will be contacted by the principal.

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3. More than five tardies = Parents will be invited to a meeting with the Principal and Director of Student Services to discuss tardiness.

Tardies may be excused at the discretion of the school administration under certain conditions, such as inclement weather, a road accident, or for medical and/or dental appointments. Tardies will not be excused because a parent was “running late” or a sibling was slow in the morning.

Tardiness to Class

All students must be in their classroom when the bell rings at 8:00 am. Parents are expected to make arrangements to ensure that their child(ren) arrives at school on time. Parents must sign in students at the school office if they are dropping off their students after 8:00 a.m. All late students will be assessed a tardy and be required to obtain a hall pass from the school office before proceeding to the classroom.

5.8 DETERMINATION OF TARDY AND HALF-DAY ABSENCE

The following guidelines shall determine whether a student is tardy or absent for ½ day.

1. If a student arrives at the classroom after 8:00 but before 10:00 AM he shall be marked tardy.
2. If a student leaves school early he will be marked Early Departure (ED).

NOTE: A student is determined to be present when they are physically on campus. Any tardy or absence that has been **excused** will still appear on the report card as the child is not truly present on campus during that excused event. In the event that classrooms need to meet virtually, the basis of attendance will be determined by the Principal and communicated to students by their teachers.

Section 6: Academics

6.1 ACCREDITATION

All Impact Christian Schools (ICS) campuses are fully accredited with Association of Christian Schools International (ACSI). Since our initial accreditation, we undergo a rigorous process of re-accreditation every five years. Accreditation is a process by which we look and see what our school is and does, document it, and then invite a team of professionals to come to our school for a site visit in order to verify our documentation. All Community Christian School (CCS) staff are involved in the accreditation process. All faculty hold an educator's certificate and many hold advanced degrees.

6.2 CURRICULUM

It is important that we offer an excellent academic program to our families. Our belief is that a traditional education combined with experiential learning is the most effective method of educating the majority of children. We realize that the most important component of the curriculum is not text; however, but staff.

1. The CCS curriculum includes studies in Bible, language arts, literature, mathematics, science, history, social studies, foreign language, physical education, art, music, and computer science.
2. All teaching staff meet ACSI certification requirements and continue their Professional Development by taking both Bible and education classes.
3. All curriculum includes intentional and thoughtful Biblical integration.
4. Bible is a major subject.

Textbooks

The textbooks used at CCS are chosen prayerfully and carefully from various publishers based on quality, content, and results. CCS has a strong academic emphasis. We believe that development of spiritual character and academic excellence can be achieved simultaneously. We believe that when proper emphasis is given to character development, academic performance follows. Though we will maintain a high standard of academic achievement, we recognize that all students have been given different gifts and talents. We will provide instruction for those needing special attention in certain subjects to the degree that we can adequately meet their needs. Though we believe the quality of the faculty is more important than the size of the class, we will maintain a teacher-pupil ratio in keeping with classical educational philosophy. CCS stands unashamedly upon the Scriptures of the Old and New Testaments as the inspired, authoritative, and inerrant Word of God. This Word of God is the foundation for all of our activities, including curriculum design. As the "light to our path," study of the Scriptures is of utmost importance.

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- CCS teaches reading by the phonics method (contra sight reading).
- Generally, the Fountas and Pinnell system is used for leveling books and assessing students.
- Handwriting is taught to ensure legible, neat work.
- Language study emphasizes that students must learn and use proper rules of grammar in order to communicate their thoughts effectively.
- Mathematics is taught in order that the students may understand more of God's orderly world.
- Science (from a creationist perspective) teaches students to analyze and appreciate God's Creation.
- History presents our society and the institutions in it as the work of God and as under His control.
- Foreign language is taught so students can appreciate other cultures along with their own in order to proclaim the gospel of Jesus Christ.

Principles of Book and Literature Selection

1. Parents are ultimately responsible for determining what their students do and do not read.
2. Teachers are responsible to the Lord and to parents and their students for the materials they select for use in reaching the goals and objectives of the school's curriculum, but must have freedom to use their mature Christian judgment within the guidelines of this document.
3. The search for useful books includes those books written by persons who are not Christian, or who write things that may be judged to be false when tested against God's Word. Our use of such books is based on the following assumptions:
 - God in His grace reveals truth to all men, Christian and non-Christian, through general revelation. Thus, non-Christian authors may have truth to share with the reader, whether that reader is a Christian or not.
 - One of the goals of a Christian education is to prepare students to be discerning observers and participants in their culture. This can be achieved by a careful and supervised analysis of selected products of the culture, including films, books, speeches, events, and people.
4. All materials selected for use in the library or the classrooms must meet a majority of the criteria implied in the following questions:
 - Appropriate – Is the work appropriate to the general objectives of the curriculum? Is the work appropriate to the specific objectives of the unit or section under study? Is the work appropriate to the mental, emotional, and spiritual level of maturity, interests, and needs of the reader?
 - Potential – Does the work have the potential of engaging and exercising the reader's power of imagination? Does the work have the potential of providing the reader with a significant and/or enjoyable experience? Does the work have the potential of leading the reader to a greater understanding of his culture and society? Does the work have the potential of leading the reader to reinforce familiar truths and/or discover new aspects of truth? Does the work have the

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potential of providing the reader with a significant occasion for exercising and/or redefining his Christian faith and commitment? Does the work have the potential of sharpening the reader's sensitivity and increasing his concern and compassion for man's social, moral, and spiritual predicament and needs?

- **Worth** – Does the work achieve a fusion of technical excellence and moral power? Does the moral and/or social significance of the work exceed in value the possible offensiveness of any of its parts? Does the work as a whole achieve a moral impact, and does it reflect an honest penetrating view of human life that is valid in its perception?

Parental Questions or Concerns: Questions or concerns about any book should be directed to the teacher or other person who is responsible for the selection and/or use of the book. If the questions cannot be resolved by a conference, the issue may be referred to the principal.

Approach to Secular Material with a Christian Worldview

At CCS, our mission is to use excellent education to support parents in their task of bringing up children in the discipline and instruction of the Lord Jesus Christ. We prepare our students to be academically and professionally successful by educating students with a Christian perspective. Part of our job is to prepare these students for life outside of school. They must be ready to heed Paul's call to the Romans: "Do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what is the will of God, what is good and acceptable and perfect" (Romans 12:2, ESV). When students walk out of our doors, they will be Christians in a secular world. We must teach students to engage in secular content from a Christian worldview.

Though we are a Christian school, some of the material that we cover with our students is of a secular nature. Students at CCS study novels, speeches, essays, dramas, and other works of writing by non-Christian authors. Some of the material in these writings may cover subjects that do not fit into a Christian lifestyle. However, we teach our students to study this material from a godly perspective. Our teaching of any material is not an endorsement of it; it is a call for students to be discerning of it. Our goal is to raise students who are discerners of culture. By introducing them to these secular subjects while they are in school, we are preparing them for a time outside of school when they will need to respond to secularism in a godly way.

Book use policy

To keep costs as low as possible, many of the hardcover textbooks are loaned out to students for the year and are to be turned in at the end of the school year. Students who damage textbooks beyond normal wear and tear will be assessed a fee at the end of the year based on the amount of damage. Students who lose or severely damage one of the school textbooks will be billed the total replacement cost for the book. Consumable curriculum materials become the property of the student at the end of the school year.

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Specials Classes

We offer specials at the elementary level in the areas of art, music, physical education, and library.

Additionally, Electives are offered to our high school students, varying by year, including Spanish, art, physical education, and worship band.

Music

CCS students participate in Christmas and/or spring music programs. These programs are organized by the music teacher and participation is important as they are considered a part of our music curriculum.

BIBLE STUDIES

Our purpose in all that we teach is ultimately to lead a student into a growing relationship with Jesus Christ, being prepared to serve Him in their lives with a mind that has a biblical world- and life-view. There are several means of accomplishing that goal:

1. The use of a Bible curriculum that thoroughly reviews the Old and New Testaments and teaches an understanding of God's character, commandments, and his dealings with his people.
2. Memorization of Scripture verses that may track along with the particular part of the Bible that is being studied. This is the way that we pray the students will "hide God's Word in their hearts," later to be brought to mind by the Holy Spirit in order to live faithfully to God. If needed, CCS can provide copies of Scripture for memorization.
3. Observation of the living curriculum – *the teachers and staff*. Our teachers and staff model a Christian lifestyle to the students on a daily basis. Teachers and staff are of sound Christian character so that students can see that the Christian life is not just a duty and responsibility, but a love and joy!
4. CCS conducts chapels on a weekly basis.
5. We begin each school day with Morning Prayer time, pledge, and Bible verse for all students. This time is important for the students and staff to help us draw near to God at the beginning of the day and to set the tone for our day together at school. Parents must ensure that their student(s) arrive on time. Students arriving late miss valuable worship/devotional time and disrupt the other students as they focus on the Lord.
6. Scripture is cross-curricular. We teach and lean on Scripture truths in every aspect of education at CCS. Bible study is not limited to Bible class. The Bible may be used as a textbook in every class at CCS.

CCS strives to support the church in its mission to make disciples of Jesus Christ, and to support the family in their mission to raise godly children. However, parents are ultimately responsible for the spiritual care and development of their children.

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6.3 HOMEWORK GUIDELINES

Homework is a valid learning experience. It can be useful in providing:

1. Additional practice outside the time limits of class.
2. Deferred reinforcement after a time lag.
3. Opportunity for application of learned principles to new and varied situations.

Due to the tremendous differences between the working habits of students, it is virtually impossible to establish an absolute time limit. The following, however, will serve as general guidelines for K-12.

- Kindergarten Bible Memorization, 15-20 minutes of reading at home
- First 10-20 minutes
- Second 15-30 minutes
- Third 30 minutes
- Fourth 30-40 minutes
- Fifth 60 minutes
- Sixth 60 minutes
- Seventh 60-90 minutes
- Eighth 60-90 minutes
- High School 60-90 minutes

*These times can vary by day and time of the semester. Also, these times are a reflection of the average amount of homework throughout the week. Some students will take longer to complete assignments based on subject, focus, and skill

Daily Assignments

Some students are expected to record daily assignments in their student planners, and parents are asked to review their student's daily planners each night. Generally, daily homework is reduced on Wednesdays. This is to avoid interfering with Wednesday night church activities. However, exceptions are made for certain subjects such as math and foreign language due to the repetitive practice necessary for mastery.

Recommendations

- Parents can help with homework in these ways:
- Check to see if your child has homework each night by checking the student planner.
- Provide a quiet, well-lit location for homework, free from distractions.

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- The hours reserved for study should be planned, written out, and consistently observed.
- Be sure all necessary tools and materials for work are available, including paper, pen or pencil, rulers, books, compasses, protractors, crayons, and other supplies.
- Plan for regular 5-minute breaks in the study time to do something stimulating every 30 to 45 minutes.
- Emphasize learning and appreciation, not marks or grades. Reading and studying are as important as written assignments.
- Go over the child's homework after he has done it, and help them to correct mistakes.
- If you think the homework load is excessive, please contact your student's classroom teacher.
- If something unforeseen arises, and your child is not able to finish his homework, send a signed note explaining the situation to the teacher the next day. This may or may not be excused, at the discretion of the teacher.

6.4 GRADING AND REPORT CARDS

Students will be evaluated by the teacher and a report will be sent to parents at the end of each grading period concerning their child's competency and performance. Mid-term reports are also provided for each student. Final report cards will be available soon after school is out. Generally, teachers are unable to accept late work beyond the end of the quarter. See each teacher's classroom homework policy for their specific requirements.

CCS Grading Scale

Letter Grade	Percentage	4.0 Scale
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7

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C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1.0
F	Below 65	0.0

The letter grades represent the following definitions of achievement:

Grades 1st - 12th:

- A** Outstanding achievement - has mastered all of the goals
- B** Above average - has mastered all of the basic and most of the higher-level goals
- C** Average achievement - has attained the basic goals
- D** Below average - has attained a minimum number of the basic requirements
- F** Unsatisfactory achievement - has not attained the minimum basic requirements
- I** Incomplete, has not completed the requirements
- WD** Withdrew from a course. Will not be counted as a grade.

4K and Kindergarten students receive grades as follows:

- E** Exceeds expectations
- S** Satisfactory
- I** Improving
- N** Needs improvement

6.5 GRADUATION

A student is eligible for graduation from CCS High School if he has been enrolled in CCS's high school program and has satisfied the following criteria:

Total Minimum Credits Required for Graduation--26 Credits

All high school students must carry a minimum of 6.0 credits each academic school year.

High School Diploma

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CCS has three different high school diploma offerings to serve the interests of all students. This gives a pathway to graduation to all students, while recognizing academic achievement. All three diplomas meet the minimum graduation standards for Wisconsin.

Diploma Choices:

1. College Preparatory Diploma with Honors
2. College Preparatory Diploma
3. High School Diploma

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College Preparatory Diploma with Honors

Students must meet *all but one* of the following criteria, unless it is the minimum required for graduation. Along with requirements below, students must take elective courses to achieve a minimum of 26 credits for graduation.

COLLEGE PREPARATORY DIPLOMA WITH HONORS	
Math	4 units
English/Language Arts	4 units
Science	4 units
Social Studies	4 units
Physical Education	1.5 units
Health (completed 7 - 12 grade)	.5 units
World Languages	3 units of one world language, or no less than 2 units of each of two world languages studied
GPA	3.5 on a 4.0 scale

NOTES REGARDING ACADEMIC HONORS DIPLOMA:

To be eligible, students must complete units, or credits, in specific subjects (see above chart). They can use Advanced Placement to meet the unit requirements of an honors diploma.

Math – Students must take college preparatory courses, such as Algebra I, Algebra II, Geometry, and one other higher-level course.

English - English must include 1 unit of Senior Thesis.

Science – Students must take 3 credits of a combination of Physical Science, Biology, Chemistry and Physics.

World Language – Only credits from courses that are sequential, and proficiency based (e.g., Spanish levels I, II, III) fulfill the honors diploma requirement. Sequential classical (e.g. Greek I, Greek II) languages DO fulfill the honors diploma requirement. If a student opts to complete this criterion by taking *two units each of two world languages studied*, a student must complete a total

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of four world language units. Latin Honors will also be awarded to students receiving this diploma.

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College Preparatory Diploma

Students must meet *all but one* of the following criteria, unless it is the minimum required for graduation. Along with requirements below, students must take elective courses to achieve a minimum of 26 credits to graduation.

COLLEGE PREPARATORY DIPLOMA	
Math	3 units
English/Language Arts	4 units
Science	3 units
Social Studies	3 units
Physical Education	1.5 units
Health (completed 7 - 12 grade)	.5 units
World Languages	2 units of one world language
GPA	2.0 on a 4.0 scale

NOTES REGARDING COLLEGE PREPARATORY DIPLOMA:

To be eligible, students must complete units, or credits, in specific subjects (see above chart). They can use Advanced Placement to meet the unit requirements.

Math – Students must complete a high school-level math program that includes Algebra I and either Algebra II or Geometry plus another course that satisfies a math credit requirement such as a computer science-based course or consumer math course. Working to complete Algebra I, Algebra II, and Geometry are still recommended.

Science – Students must take 3 credits of a combination of Physical Science, Biology, Chemistry and Physics.

World Language – Only credits from courses that are sequential and proficiency based (e.g., Spanish levels I and II) or sequential classical (e.g. Greek I, Greek II).

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High School Diploma

Students must meet the minimum requirements for graduation as per Wisconsin HS Standards. Along with requirements below, students must take elective courses to achieve a minimum of 26 credits to graduation.

HIGH SCHOOL DIPLOMA	
Math	3 units
English/Language Arts	4 units
Science	3 units
Social Studies	3 units
Physical Education	1.5 units
Health (completed 7 - 12 grade)	.5 units
GPA	Minimum passing GPA

NOTES REGARDING THE HIGH SCHOOL DIPLOMA:

To be eligible, students must complete units, or credits, in specific subjects (see above chart). They can use Advanced Placement to meet the unit requirements.

Math – Students must take high school level math or math-equivalency courses to complete this requirement.

Science – Students must take high school level science or science-equivalency courses to complete this requirement.

Course failure and fulfillment for high school students (9–12)

High school students that fail a course will receive the appropriate mark on their transcript recording the failure which will be included in the calculation of their grade point average (GPA).

To graduate, high school students shall be required to repeat any failed courses which are required for graduation until a passing grade is earned as deemed necessary by credit requirements and evaluation by administration and faculty.

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Withdrawing From a Course:

- A student has 3 weeks from the beginning of a course to drop a class with no reflection on their transcripts. If a student drops a class after 3 weeks but before 9 weeks of the class being in session, they will receive a W for “Withdrawn” on their transcript. If a student drops a class after the 9th week of classes, they will receive no higher than a 64% which is a failing grade for the entire year.

High school students must also meet the following requirements for graduation

1. Receive the recommendation of teachers.
2. Pass the civics test with a score of at least 65 correct answers out of 100.
3. Each high school student must complete ten hours of outside volunteer service per year to be eligible for a CCS high school diploma. Community service that has been organized by CCS during school hours (e.g. half day service projects) does not count toward the required ten hours. High school volunteer service hours should be carefully recorded and submitted to the school office in a handwritten note or email.
4. High school graduation requirements for a given student shall be those that were published in the Parent/Student Handbook the year of the student’s entrance to Community Christian School’s high school.
5. Two consecutive years (2 credits total) of a foreign language are also recommended for all high school students, especially those that intend to further their studies in higher education

6.6 ACADEMIC HONORS

Honor Roll Standards:

- K: All S- or higher with at least three E’s.
- 1st-8th: For courses with percentage grades, all A’s (90+) or higher. For courses with conduct grades, all S- or higher.

High School Honor Roll Standards:

- High Honor Roll (93-100)
- Honor Roll (83-92.9)

The are awarded on a semester basis. A student with an incomplete is ineligible for the honor roll. A grade below 70 in any course prevents a student from inclusion on the honor roll. A student must be enrolled in and receive a grade for five courses in a quarter to be eligible for honor roll. Honor Roll is calculated at the end of each quarter using a simple average. To calculate the average for the quarter, add the total points earned, then divide by the number of courses taken.

Honor Roll Notes:

- Homeschool and/or part-time students (such as high school students that are not taking a full load) are not eligible for honor roll.

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- Conduct marks (which are located below the academic grades on the midterm progress reports and quarterly report cards) are included for determining honor roll.
- Any courses that are marked as incomplete disqualify a student from the honor roll.

High School Notes

- High school teachers may assign final exams at the end of each semester. These tests are weighted to be 20% of the semester grade.
- Research papers are to follow APA formatting according to the most recent edition of APA Style Manual.

6.7 STUDENT SERVICES

Our position of Director of Student Services (DOSS) has been established to provide academic, emotional, and/or behavioral support. The Director's responsibilities focus on the success of students and coordinates communication with parents at CCS. The director's role focuses on guiding behavior management of students and communication with parents and facilitating the organization and execution of school activities, including sports, clubs, field trips, and other events. The Director of Student Services will collaborate with administration, teachers, parents, and students to implement a plan that best meets the individual's needs.

Academic Support Process

1. At the first sign of academic difficulties, teachers will notify parents so parents are aware of their child's academic progress.
2. Teachers will document examples of issues, what has been tried, and any communication with parents. They will keep on file worksheets, tests, etc.
3. Teachers will ensure that the child's report card accurately reflects the child's ability.
4. Teachers may confer with parents, the Director of Student Services, and the Special Needs coordinator to facilitate services.
5. Teachers, directors, and the principal may suggest to parents/guardians options outside of school for addressing the issue.

If the above does not bring resolution to the situation, then the parents and teacher may meet with the principal to review the situation and discuss possible outcomes.

6.8 RETENTION POLICY

Grade promotion and retention for primary students (4K-8)

Students will be annually promoted to the next grade if, in the judgment of the teacher and the principal, in consultation with the parents, the student will be able to handle the work and has reached the maturity level expected for the next grade.

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Primary students that fail one or two subjects in a school year shall be allowed to advance to the next grade level, but may be required to repeat the failed subjects until demonstrated achievement of the failed subjects' course goals.

If a student fails three or more core subjects in a school year, especially math, ELA, and science, it is possible they will not advance to the next grade level, and will be required to repeat the failed subjects until demonstrated achievement of the failed subjects' course goals. A meeting with the Director of Student Services, the teacher, the parents, the SNSP coordinator, and the principal will be held to determine how to proceed by May of that school year.

A student that displays remarkable achievement and who demonstrates the capacity and ability for extra advancement may be promoted greater than one grade level for any subjects recommended by the faculty member and the principal.

6.9 PARENT TEACHER CONFERENCES

If you have some need which cannot be dealt with either in a note or email, please schedule a conference. Our teachers are glad to talk with parents about their student's education, but they also have other responsibilities as well. The teachers are responsible for the safety of the students, so please do not engage the teacher in an informal conference when they need to be supervising their students. This is especially true during arrival and departure times. The teachers' primary duty during morning arrival and afternoon departure is to ensure the safe movement of students. Please be careful not to distract them.

A formal conference day is scheduled after the first and third quarters of each school year. Most parents have ongoing and frequent communication with the teachers and may see no need for a conference on these days. However, all parents will be scheduled to have a formal conference after the first quarter. Should parents desire additional conferences at other times of the year, we request that they schedule the conference with the individual teacher. Parent/Teacher conferences are considered to be an important and vital part of our school. Parents and teachers are viewed as being partners in the educational process. Each should feel free to seek an appointment with the other at any time during the year if there are any questions or problems.

6.10 POLICY REGARDING PUPIL RECORDS

Parents have authorization, in consultation with school personnel, to inspect the school records of their children. The school maintains the following type of student records:

- Enrollment papers.
- Grades.
- Attendance records.
- Immunization records.
- Progress reports.

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- Standardized test results.
- Accident reports.
- Behavior plans or discipline reports.

The principal and office staff are responsible for maintaining these records. Parents or legal guardians of students who wish to review any of their students' records should make an appointment through the office. Parents wanting a copy of items in their child's record may request such in writing through the principal.

When inspecting his child's records, any authorized parent may question the content of the records. If it is agreed to by the administration, the questioned material will be removed, or the parent may place a rebuttal with the material in question.

TRANSCRIPTS

Official transcripts are available upon request through the office. When requesting a transcript, please have the mailing address of the admissions office to which transcripts are to be sent. Allow two weeks for the office to prepare the transcript, and if a hard copy is required, an additional week for mailing. Official transcripts are sent directly to the institution which requires the transcript; unofficial transcripts are available for parents and students.

6.11 MOVIE VIEWING POLICY

Movies can supplement classroom curriculum and provide a learning experience for the students at CCS. As well, movies can be a source of entertainment for children in all grade levels. Teachers and staff will adhere to the following criteria when showing movies in the classroom:

1. When a movie is being shown as entertainment in the classroom or as a school-wide activity, the following ratings guideline will be used:
Preschool-Grade 2: G
Grades 3 - 4: G to PG
Grades 5-12: G to PG-13
2. PG-13 movies may be shown to Grades 5-8 with parental permission when it is part of a unit of classroom instruction.
3. Teachers can preview all PG and PG-13 movies and internet videos before showing it to the class. Teachers may utilize the Plugged in Online Movie Review (www.pluggedinonline.com) to help in evaluating the content and message of movies.
4. Teachers will notify parents by email when they are showing a movie in the classroom for entertainment or educational purposes.
5. If a parent objects to the content of a movie to be shown for entertainment (i.e. class party), the teacher can choose a different movie. If a parent objects to a movie shown for educational purposes, the parent should meet with the teacher and try to come to a common understanding and acceptable solution. If no mutually satisfactory conclusion is

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reached, the student may be excused from the movie and the assignment modified for him or her.

TECHNOLOGY

CCS offers students the privilege of internet access for educational purposes. Internet access is a privilege, and not a right. Internet access is to be used only for authorized educational activities, and breach of these policies may result in loss of access privileges. The school has the legal authority and technical ability to monitor all network traffic (such as site, date, time, user, etc.). Students should assume that such surveillance is taking place at all times. In addition, no student is allowed internet access unless accompanied and supervised by an adult. However, regardless of safety measures employed by the school, the ultimate responsibility for avoiding inappropriate material resides with the student.

Rules

1. Internet access is provided to students for educational purposes only. Personal usage is not allowed.
2. Students should focus on the task at hand to avoid wasting time and other resources by becoming distracted by the wide variety of materials available.
3. Students must avoid inappropriate content, especially materials that are illegal, dangerous or offensive. Downloading and copying of copyrighted material (such as music or software) is stealing and illegal.
4. Students should also report to teachers any offensive content or abusive behavior directed at them.
5. Students should not reveal personal information about themselves or others including names, addresses, telephone numbers, or financial information.
6. Students should respect the privacy of others. Common courtesy and Christian values are to be observed.
7. Internet speech (including that created off-campus) that has the potential to disrupt the school may be subject to disciplinary action including expulsion. Fake profiles or impersonation online are prohibited.
8. Students should respect the expensive equipment provided for their use by not vandalizing, disrupting or harming equipment. They are not to change any configuration settings of any computer without approval.
9. Consequences will arise from inappropriate usage of the internet or equipment, such as the revocation of technology privileges.

6.12 PLEDGES

Wisconsin state law mandates that all schools recite the pledge of allegiance to the American flag every day of school.

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PLEDGE TO THE AMERICAN FLAG

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

PLEDGE TO THE CHRISTIAN FLAG

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

PLEDGE TO THE BIBLE

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

6.13 STUDENT BILL OF RESPONSIBILITIES

Students, Grades 6-12, will periodically review their Student Bill of Responsibilities:

A student at Community Christian School is expected to:

1. View attendance at CCS as a privilege.
2. Desire to learn and to cooperate in the educational process (Prov. 15:14; 17:16; 23:12).
3. Take pride in CCS, to support its activities and to abide by its regulations.
4. Complete all assignments on time, working up to God-given abilities (Luke 12:48).
5. Respect fellow students (James 3:9-12); and to seek to build them up (Eph 4:29).
6. Seek true wisdom from above rather than the wisdom of the world (James 3:13-18).
7. Willingly submit to the authority structure of the school (Romans 13:1-5).
8. Respect the faculty and staff of CCS (I Thessalonians 5:12-13), obey them at all times (Hebrews 13:17) and pray for them (Hebrews 13:18, Ephesians 6:19).
9. Not lie (Colossians 3:9), cheat (Luke 16:10), or steal (Exodus 20:15) or tolerate among us those who do (II Corinthians 6:14).
10. Always strive to be an example of proper behavior (I Timothy 4:12).

1.14 EXPECTED STUDENT OUTCOMES - Education That Lasts a Lifetime

CCS faculty and staff aspire to support each student as s/he strives to personally attain the following objectives. CCS students:

Policy

Spiritually:

- Can articulate and defend their Christian worldview while having a basic understanding of opposing worldviews.
- Understand and commit to a personal relationship with Jesus Christ.
- Know, understand, and apply God's Word in daily life.
- Possess apologetic skills to defend their faith.

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- Are empowered by the Holy Spirit, pursuing a life of faith, goodness, knowledge, self-control, perseverance, godliness, brotherly kindness, and love.

Intellectually:

- Have a knowledge and an understanding of people, events, and movements in history (including church history) as well as the cultures of other peoples and places.
- Are well-prepared in all academic disciplines and are skilled in reading, writing, speaking, listening, and thinking.
- Are proficient in mathematics and science.
- Appreciate literature and the arts and understand how they express and shape the students' beliefs and values.
- Have a critical appreciation of languages and cultures of other people, dispelling prejudice, promoting interethnic harmony, and encouraging biblical hospitality for the alien or stranger
- Know how to utilize resources—including technology—to find, analyze, and evaluate information.
- Are committed to lifelong learning.
- Have the skills to question, solve problems, and make wise decisions.

Socially:

- Personally respond to carry out the Great Commission locally and around the world in a culturally sensitive manner.
- Understand the worth of every human being as created in the image of God.
- Are actively involved in a church community, serving God and others.
- Understand, value, and engage in appropriate social (community) and civic (political) activities.
- Embrace and practice justice, mercy and peacemaking in family and society.
- Value intellectual inquiry and engage in the marketplace of ideas (open, honest exchange of ideas).
- Respect and relate appropriately with integrity to the people with whom they work, play, and live.
- Have an appreciation for the natural environment and practice responsible stewardship of God's creation.
- Are good stewards of their finances, time (including discretionary time), and all other resources.
- Understand that work had dignity as an expression of the nature of God.

Physically:

- Treat their bodies as a temple of the Holy Spirit.
- Are prepared to practice the principles of healthy, moral family living.

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Section 7: Extracurricular Activities

7.1 GENERAL

During extracurricular activities (athletics, programs, rehearsals, receptions, etc.) in which there is no coach or faculty directly responsible for the student(s), the parent or another designated adult is expected to supervise the student(s). Students are not to be running through the hallways, in the gym or in classrooms unsupervised. If for any reason students are not present for class that day, they are not allowed to participate in athletic or extracurricular events after school.

7.2 ATHLETICS

Our students have the opportunity to participate in a number of intramural sports throughout the year. These sports include kickball, volleyball, basketball, and soccer. The CCS basketball team competes with other private schools in the area.

Eligibility

All CCS students in Grades 5-12 are encouraged to participate in sports. Students participating in interscholastic sports will be required to maintain academic eligibility in order to participate. The following guidelines will govern eligibility.

1. Academic eligibility must be maintained throughout each grading period. The athletic director will monitor student athlete grades and notify any who are in danger of losing eligibility.
2. All grades earned for a given reporting period will determine eligibility for the following reporting period.
 - A student must maintain a 65% average or higher in all subjects in order to be eligible. Any student who is ineligible will be unable to participate in any interscholastic competition for the following reporting period. Ineligible students will be allowed to practice with their teams.
 - Passing grades in one subject may not be used to balance out failing grades in another.
 - This requirement may be waived for students with a professionally diagnosed learning disability on file in the school office, who demonstrate good academic effort proven by handing in all work on time, cooperative and positive attitude in the classroom and work is clearly done to the best of his or her ability.

Reinstatement

Ineligible students may reinstate themselves by meeting either of the following criteria:

Method #1: A student may reinstate himself by earning passing grades (at least “D-”) in all major subjects.

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Method #2: A student may reinstate himself before the end of the next reporting period by raising his average to at least a passing grade in all major subjects in which he received an “F” for the previous reporting period.

Fees

CCS students participating in sports may be charged an athletic fee depending on expenses for jerseys, travel, and other expenses to the school.

Non-CCS student athletes are required to pay CCS the sports fees prior to the beginning of the sports season. The non-CCS student will not be allowed to participate until these fees are paid.

7.3 LIBRARY

Library General Information

1. Students are expected to enter the library quietly and to treat library users, staff and materials with respect.
2. Quiet talk is permitted.
3. The librarian has the same authority as a teacher in the classroom. The same disciplinary procedures apply.
4. Hands must be clean and books must be handled gently. No writing or marking in books is permitted.
5. If taking a book just to look at, return it to the proper place. Use shelf markers if needed.
6. Leave the library neat and ready for the next class.

Check Outs

1. Kindergartners may check out one item at a time. Students in Grades 1-8 may check out the number of items as high as their grade level.
2. Books are checked out for one week.

Fines and Lost Materials

1. The parents of the student who checked them out must pay for damaged or lost materials. The charge for books is the replacement cost of the item plus shipping. The lost materials' fee must be paid before any more materials are checked out.
2. Students will only receive notices of fines at the end of each semester. Each library item is tracked by teachers in our library computer system. Library privileges may be suspended until records are cleared. Any fines over \$5 must be paid before the student will be allowed to check out any more materials.

7.4 FIELD TRIPS AND OUTINGS

Field trips are a valid learning experience and an extension of the classroom curriculum. **Field trips are a privilege that must be earned by the student ... not an automatic right.** Students

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who do not satisfy the requirements of behavior established by the respective teacher will not be allowed to participate.

Specific instructions for each trip will be sent home prior to the activity. These instructions will include such things as the purpose of the trip, destination, transportation arrangements, fees, and dress code for the day, lunch particulars and return schedule. Parents should be present to pick up their children at the designated time so that they will not be left unattended at the school.

Costs for field trips are not covered in tuition. Every effort is made to keep the cost of field trips to a minimum whenever possible. All students will be required to stay a full school day after returning from a field trip. Field trip days are considered full academic school days and will depart promptly at the appointed time. Students who are late and miss the field trip departure may be given an unexcused absence for the day. Students who are excessively absent or under academic or behavioral probation may be excluded from field trips. For all field trips, all students will wear a royal blue polo with logo and dark pants unless otherwise specified by the classroom teacher. Unless approved by the teacher, no electronic devices are allowed on field trips.

Half day service projects are school days and attendance is required. Absences on these days will require makeup work of four outside volunteer service hours.

Items of Note:

1. **Younger siblings are not to be brought on field trips unless approved by the teacher.** The teacher may decide if it is appropriate to bring siblings on class party outings.
2. **All chaperones** must have had an approved background check.
3. Any chaperone who is driving students must also provide proof of insurance and a copy of their driver's license.
4. Chaperones should be informed of any students with severe allergies.
5. Chaperones should not bring or purchase special treats for the group they are supervising without first consulting the teacher in charge of the field trip or party.
6. Chaperones are asked to abide by the school dress code and dress modestly and appropriately for the field trip/activity/weather.

The signed Enrollment Contract grants blanket permission for student participation in field trips at the time of enrollment. All regular rules of student conduct apply to field trips as well. (See Section 8: Conduct and Discipline).

Field Trip Accident Procedure

If a bus accident or vehicular breakdown occurs during the field trip, the driver will contact the school office and parents will be notified.

Section 8: Conduct and Discipline

8.1 PHILOSOPHY

It is the philosophy of Impact Christian Schools (ICS) to educate students in and with the truth of God's Word in every area of instruction and activity. Our prayer is that their lives may be transformed by the renewing of their minds (Romans 12:2).

ICS is committed to the principle that parents have the primary responsibility for the conduct and discipline of their children (Ephesians 6:4, Deut. 6:4-9). Our purpose is to provide, in alliance with family, faculty and church, an atmosphere in which young people "can grow in wisdom, and stature, and in favor with God and man" (Luke 2:52; Romans 8:5-11).

Discipline may be best defined as instruction, training, and correction that shapes, strengthens, and completes the student (Hebrews 12:5-11). The goals of the ICS conduct policy are to help students develop a Biblical world and life view (seeing the world through the filter of what the Bible teaches us), to create a climate that facilitates maximum learning for each student, and to help each student move from external discipline to self-discipline and ultimately to Spirit control (I Peter 1:13-16; II Peter 1:3-11).

Students are expected at all times to conduct themselves in a Christian manner and to abide by the school's behavior expectations. It is further expected that parents will teach and encourage these expectations. Christian conduct requires submission to the Word of God, respect for authority, respect for others, and respect for the property of others. Our hope is that responsible behavior ultimately comes from the heart in love and obedience to Jesus Christ.

Attending CCS is a privilege and as such the privilege of each student must be protected by the disciplinary procedures. The basic premise in our classrooms is that no student has the right to interfere with teaching or with learning. School personnel is responsible for teaching, clarifying and enforcing school and classroom policies. We strive to do this in a Christian context based upon principles set forth in the Word of God.

In order to bring about this nurturing and "*growing in Christ through learning*" environment, all parties involved must adhere to established guidelines that protect the rights of all (Col. 3:15-17). Establishing guidelines that give all parties protection from harm (physical, emotional, spiritual and mental) allows all to partake in the learning, educational process. These guidelines combined with an environment of love and Christian community create a winning combination that helps parents, teachers, students and administration achieve the goals of Christian education at ICS (Gal. 5:13-14; Eph. 2:19-22).

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8.2 BEHAVIOR EXPECTATIONS

Our CCS behavior expectations are succinctly defined in our school-wide behavior management program, “ROYALS”.

ROYALS for 4K-12th grade (R=Show Respect, O=Obedience, Y=Yahweh Honored, A=Always Learning, L=Leadership, S=Self-Control) both encourages behaviors which honor God and keeps our learning environment positive as well as provides a framework for addressing negative behavior. The program makes it possible to use common language and establish consistent expectations and discipline throughout the entire CCS school community.

Cheating and Plagiarism

Cheating is defined as any “unauthorized communication before or during a graded event or any attempt to receive unauthorized assistance before or during a test, quiz, homework assignment, or project.” Cheating is a violation of the ninth commandment (against bearing false witness). Cheating results in a zero on the assignment/test and communication with parents. In addition, cheating in middle school or high school may be cause for immediate suspension.

Passing off someone’s work as your own is known as plagiarism. Individuals who plagiarize material deliberately are committing an illegal act. More common is the failure to cite sources of information. It is acceptable to use pictures and paraphrase text, but be sure to cite the source of the information. Even when permission to use the material is granted, the author or source should be cited. This includes not only text, but pictures, graphics, animations, movies, and even sounds. Failure to do so is unethical at best, and could be illegal under the author’s fair use terms.

At CCS, staff and teachers consider this a training issue. Students who are writing papers for the first time may not fully understand the issues involved. Although we cannot allow plagiarism to take place, the consequence may vary, depending on the maturity of the student, and the instruction and training received to date. In all cases, the student will be asked to repeat the assignment, and/or receive a zero.

8.3 GOALS FOR CONDUCT

Policy

1. Encourage self-discipline, responsibility, and submission to God as the author of all truth.
2. Encourage the adoption of Biblical principles as the basis for value judgments.
3. Develop an appreciation for God’s creation and humanity’s responsibilities as productive citizens.
4. Teach students to work independently and cooperatively.
5. Help students develop proper self-esteem as one created in the image of God.

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6. Teach a Biblical perspective toward interpersonal relationships; to love one's neighbor as one's self.
7. Teach each student the necessity of forming personal convictions before God and to respect the same in others.
8. Teach the Biblical attitudes that material things and individual abilities are gifts from God and encourage responsibility in using them to His glory.
9. We believe that students at CCS should conduct themselves in a Christ-like way. CCS intends to provide for its teachers and students an environment that is free of offensive kinds of behavior. Conduct – whether intentional or unintentional – that subjects another person to unwanted attention, comments, or actions because of race, national origin, age, biological sex, physical characteristics, abilities, or disability is not permitted. Instead, we expect all persons to treat each other with respect because each person is made to reflect God Himself. This respect translates to authority, peers, and also God's word. The conduct policies for CCS will guide any discipline responses.

8.4 CONDUCT AT CCS

Respect Authority

1. All students, school employees, and CCS parents are expected to conduct themselves with respect for the dignity of others.
2. Students are to obey and show respect for faculty members, staff, and volunteer helpers at all times.
3. Individual teachers may establish procedural policies for their respective rooms that are appropriate to the age and activities of their students. Such classroom procedures should be consistent with overall school policies.
4. Students, employees, and parent volunteers are to conform to the established dress code.
5. Students are to have all homework and other assignments completed on time.

Respect Students

1. Students are to conduct themselves at all times in a manner consistent with the goals and objectives of CCS.
2. Students are to conduct themselves in a manner appropriate to the nature and purpose of the activity in which they are participating.
3. Students are to respect the rights and academic creativity of their fellow students.
4. Harassment of others by teachers, administrators, support staff, students, or other persons present in our facilities is not allowed. Harassment occurs when conduct creates an intimidating, threatening, or an abusive educational environment.
5. Sexual harassment is not allowed. This includes making unwelcome sexual advances and engaging in improper physical contact. Making improper sexual comments, or otherwise creating an intimidating, hostile, or offensive learning environment is not allowed.
6. Any form of ridicule of others based on race, physical characteristics, ability, family background, age or similar feature is harassment.
7. Bullying is not allowed. Bullying is the intentional and repeated attempt to harm another.

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8. Conduct at recess and lunch should reflect attitudes and principles of Christian living and behavior. Rough play and unkind actions toward others will not be permitted.

Respect Property

1. Students are to use school equipment in a careful manner and for the purpose for which it was intended.
2. Students are to clean up any mess or litter that they create, including in the lunchroom.
3. Students are to respect the property of others. Personal property should not be used without permission from the owner. Students will be required to compensate the school for any property belonging to others that is lost or damaged.

Student Conduct

1. All property, personal or other, is to be treated with due respect. Damaged or destroyed property belonging to others is to be replaced by the students responsible. Each student is personally responsible for cleaning up after using a table or study area. Students are asked to leave all personal belongings like toys, games, and sports equipment at home unless otherwise directed by the teacher.
2. Tobacco, alcohol, and illegal drugs in any form are not allowed at school or school functions. Possession of these substances on campus or at school functions is cause for immediate suspension and/or expulsion. Likewise, misusing substances such as nail polish, paint, or any other substance in an attempt to become intoxicated is cause for immediate suspension and/or expulsion.
3. Internet usage is a privilege that will be removed if abused. Any student caught trying to access websites with inappropriate material will be subject to loss of all internet privileges and suspension from school.
4. Weapons are not allowed on school grounds or at school-sponsored events. The term “weapons” includes, but is not limited to rifles, shotguns, handguns, pellet guns, airsoft guns, BB guns, paintball guns, bow and arrows, stun-guns, blank pistols, knives (including Bowie, switchblade, pocket, hunting), razors, pepper spray, chemical defensive devices, martial arts devices, or other items which school staff could reasonably conclude as being a violation of the intent of this restriction. Students shall not have any explosive device, including bullets, other ammunition, fireworks, smoke bombs, paint bombs, paintballs, or any item which gives the appearance of these. Possession of weapons on school grounds or at school-sponsored events is grounds for immediate suspension and/or expulsion.
5. Cheating in any form is not tolerated at CCS. This includes plagiarism.
6. In order to best promote the goals and purposes of the school, students are asked to leave all games, non-educational magazines, questionable books, matches, lighters, and squirt guns at home. If the above items are found on school premises, the school reserves the right to keep the item until the end of the school year.
7. Students are expected to adhere to the biblical sexual ethic by refraining from all sexual activity outside of marriage. Possession or intentional viewing of pornographic materials are prohibited. Students should be above reproach in their relationships in and out of school. Public displays of affection are prohibited. Couples are not permitted to be alone in an unobserved location. Any infraction of these policies may result in disciplinary action such as a conference with the students and parents involved, suspension, and/or expulsion.

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8. Students involved in fights, violence, or the like will be suspended with possible expulsion. Students that are attacked are expected to immediately report to a teacher; any retaliation may result in disciplinary correction.
9. In addition, students must follow all classroom rules dictating proper behavior.

8.5 CONDUCT ON THE SCHOOL BUS/SHUTTLE

CCS will use buses for transportation to and from the school campus every day for classes, field trips and special activities. When riding the bus the regular rules of student conduct apply. Additionally, the following safety and courtesy rules shall be observed.

1. Students may be assigned seats according to the number of passengers at the discretion of the teacher.
2. Students should stay in their seats for the duration of the trip. Moving around or changing seats while in route is unsafe and is discouraged.
3. Students may talk in a quiet manner but should refrain from loud or boisterous activity.
4. Students should keep their head, hands, and feet inside the bus at all times.
5. Students should not touch any of the special equipment on the bus.
6. Students should not open the bus windows unless special permission is granted. If windows are opened, the same student is responsible for closing the windows before leaving the bus.
7. Students are not to eat or drink on the bus unless special permission is granted.
8. Students should leave the bus in a clean condition.
9. Students who do not comply may lose the privilege of riding the bus.
10. Parents may be requested to pick up their child(ren) in the event of misbehavior.

8.6 CONDUCT AT SPORTING EVENTS

When we are at sporting events, we represent our school. We must keep in mind that our behavior is a reflection of our school; and therefore, Him whom we represent.

1. There is to be no booing, use of noisemakers of any kind, or throwing of items by the spectators. Violators will be asked to leave.
2. Courtesy demands applause for excellence regardless of which team the player represents.
3. Visiting teams are to be treated as our guests. They should be shown the same courtesy as if they were visiting our homes.
4. All trash is to be placed in the receptacles provided.

8.7 POLICY REGARDING CONFLICT RESOLUTION

“If your brother sins against you, go and show him his faults, just between the two of you. If he listens to you, you have won your brother over. But if he will not listen, take one or two others along, so that every matter may be established by the testimony of two or three witnesses. If he

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refuses to listen to them, tell it to the church: and if he refuses to listen even to the church, treat him as you would a pagan or a tax collector.” (Matthew 18:15-20)

Some people may debate about when Matthew 18:15-17 is to be applied (only when sin is involved), but the use of the principle is a wise choice for organizations to follow. Put another way, Matthew 18 may be stated as an organizational behavior policy – resolve problems and disputes directly with the individual(s) involved. Such challenges and disputes should be given direct attention and an effort should be made to minimize the number of individuals involved in resolving the issue.

The Matthew 18 principle is applicable to the operation of CCS. The policy and procedure for solving problems, reconciling disputes and resolving issues whenever parents, teachers, or administrative staff is involved are as follows:

Policy

It is the policy of ICS that problems, disputes, and issues involving parents, teachers or administrative staff shall be first addressed directly between the individual(s) involved, being certain that the “truth is spoken in love.”

8.8 STEPS OF CONFLICT RESOLUTION

Steps of Conflict Resolution

1. Go directly to the staff person with whom there is a conflict.
2. If no satisfactory resolution is reached, go to that person’s direct supervisor.
3. After discussing the issue with the supervisor, a meeting will be set up between the conflicted parties and the supervisor, with the supervisor acting as mediator. Except in the event the conflict is with the Principal/Administrator, in which a board member will act as a mediator along with the School Board President.
4. If no satisfactory resolution is reached, the matter will be escalated to a meeting with the school board of directors. The board has the right to decide whether the conflict warrants this step. The board’s decision will be final and binding.

How to handle conflict in a manner which is conducive to a positive result:

1. Do not speak to others about the conflict or people involved. Even if accurate information is initially imparted, it doesn’t take long before the information becomes twisted and destructive to the reputation of others and/or the school. The health of the school community depends upon this step being honored. Gossip divides a community and does nothing constructive towards bringing resolution. In fact, the resolution is less likely to be satisfactory.

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2. If the appropriate steps are followed and a party still desires to go to the next level, do not discuss the issue “informally” at lunch, in the hallway, etc. Instead, let the person know you would like to meet with him or her and set up a mutually agreeable time for the meeting.
3. For the sake of children, speak to (and in front of) them as positively as possible about the school, other students and staff. Attitudes of students about the school of which they are a part, peers with whom they associate daily and the staff to whom they are responsible greatly affect behavior and the overall learning environment. Criticism and negative talk make it very difficult for the student to have a positive experience here at school. We very much desire that every student have a positive experience at CCS.

In the small number of cases where resolution is not achieved through the steps outlined above, then Jesus commands, “take one or two others along, so that every matter may be established by the testimony of two or three witnesses.” The two in conflict should agree to share the matter with an individual in a supervisory position. Each person should come to the meeting in a spirit of prayer and humility, willing to submit to the Lord. In the rare instance that the third party cannot facilitate a resolution, then the conflict should be elevated to the school administration or board of directors, as appropriate. Satan would like to destroy relationships and good fellowship in any Christian school. The principles of Matthew 18 provide a strong shield against such attacks.

8.9 DEFINITIONS OF CONSEQUENCES AND CORRESPONDING BEHAVIORS

Policy

Every ICS Campus must have a written suspension and expulsion policy.

Recommendations:

Lunch Detention:

The student will eat quietly in a supervised area in the lunchroom or with a staff member in a specified area and will miss lunch recess usually by completing a service task. No more than two students can be on lunch detention under the supervision of one staff member unless in a classroom working environment when an academic task has been assigned. See minor violations.

Lunch Detention with Limited Probation:

If a student receives 5 lunch detentions in a given quarter, the student will serve their latest assigned lunch detention as defined above as well as being subject to a 7-day consecutive disqualification from taking part in all extracurricular or nonacademic activities, including music programs not required for a class grade, sports competitions, academic competitions, field trips, class plays, and parties. Other loss of privilege consequences will be decided upon if during the 7 day period no other activities are scheduled.

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Behavior Probation:

A student may be placed on Behavioral Probation for any instance of behavior which is dangerous to any other person while under school control, or for a pattern of irresponsible behavior which reflects an attitude of hardheartedness and unrepentance. Behavioral Probation will normally last for a nine week period but may be shortened or lengthened at the discretion of the principal. Further offenses during the probationary period will result in an escalation of consequences such as suspensions and/or expulsion.

Academic Probation:

Any student whose GPA falls below 2.00, or receives one or more Fs in any subject on a report card, may be placed on Academic Probation for the following quarter.

Students on Academic Probation will meet weekly with their teacher to discuss the academic issues involved. The teacher will...

- speak with the student about any spiritual issues that might be involved;
- help him understand the need for change;
- help the student develop a schedule to keep up with assignments; and
- pray for and with the student.

Teachers will review the student's progress and ensure that classwork is being completed properly, notebooks/class materials are in order, and the student understands the material covered. If it becomes evident that a student will not, or cannot, become successful in this educational setting, a meeting will be held with the teacher, the parents, the student, and the principal to discuss other options.

In-School Suspensions:

In-school suspension will be served in the presence of a staff member. The top grade on work done during any suspension will be an "S-" or a "C" in grades K-12.

Suspension:

Suspensions may be either half a day or the entire school day, in school or at home as determined by the administrator. The student will be asked to either do service or write a paper during the suspension that in some way relates to the offense. For students in grades K-12, any work missed due to the suspension must be made up and the highest grade possible for such work will be an "S-" or "C."

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Reverse Suspension:

A reverse suspension is defined as requiring the parent/guardian of a given student to come spend time with his/her student within the classroom when the student has engaged in gross misconduct failing to respond to school wide interventions that encourage positive behavior. We believe this is a powerful alternative to out-of-school suspensions because students can continue to be a part of the classroom routines and complete the daily classroom activities. Furthermore, a reverse suspension can be a bridge between home and school; giving way to increased positive communication between parents and school staff. Administration has full discretion in determining when a reverse suspension would be most beneficial for a student.

Temporary Dismissal:

A student is expelled for the remainder of the school year but upon conditions being met, as established by the administrator, may be allowed to enroll for the next school year on conditional enrollment status.

Expulsion:

A student is required to discontinue enrollment during the school year and will not be allowed to return to the school. This goes on a student's permanent record.

CONDITIONAL ENROLLMENT STATUS

Policy

The purpose of conditional enrollment is three-fold:

1. To change behavior by helping the student to understand the seriousness of the issues which have brought him or her to this point and by establishing regular points of accountability.
2. To minimize the impact of the poor behavior choices by the student on the rest of the student body.
3. To establish clearly communicated boundaries which if crossed will result in the permanent removal of the student from the Impact Christian Schools community.

The administration has the right to implement conditional enrollment status whenever there is a major violation or pattern of minor violations. But the administration will be required to implement conditional enrollment status when a student has two separate suspensions in one quarter or visits the office for disciplinary action on more than three occasions in one quarter.

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8.10 MINOR AND MAJOR VIOLATIONS OF CONDUCT AND DISCIPLINARY PROCEDURES

No student has the right to interfere with teaching or learning. Students are expected to take responsibility for their actions. Listed below are items defined as either minor or major violations followed by procedures to provide corrective action to encourage a positive behavioral change. Teachers will record any disciplinary action in the FACTS SIS discipline log.

MINOR VIOLATIONS

1. Creating a disturbance in class
2. Being out of one's seat at inappropriate times
3. Inappropriate talking in class without permission
4. Littering
5. Throwing objects
6. Writing, passing, or reading notes
7. Lack of courtesy to others
8. Inappropriate physical contact (pushing, shoving, etc.)
9. Disruptive behavior in the halls, playground, and lunchroom
10. Inappropriate language such as vulgarity, sarcasm, or teasing remarks

*Repetition of minor violations may constitute a major violation

CLASSROOM PROCEDURES FOR MINOR VIOLATIONS

Each classroom teacher creates their unique set of rules for classroom conduct. These rules are approved by the administrator. Teachers will handle incidents of minor violations with students directly. When patterns emerge, they will involve parents in correcting the behavior. Students will be sent to the Director of Student Services (DOSS) in the event of repeated, unrepentant minor and major violations.

Procedures for Taking Students to the Director of Student Services (DOSS)

DOSS Referral:

1. Teacher/staff member notifies DOSS of need for student conference.
2. DOSS may choose to call parents or have the student telephone parents.
3. DOSS may choose to take further disciplinary action.

Subsequent visits:

1. Teacher notifies DOSS of need for student conference

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2. DOSS may request a parent/teacher/student conference or may ask for intervention by/collaboration with the principal.
3. Student with DOSS present may telephone parents
4. Discipline may include an in-school suspension when deemed necessary by the DOSS and/or principal; all work missed during the suspension must be completed.

Most students have little trouble following the rules of conduct that govern CCS. However, if the behavior is of a severe nature, intermediate warning steps may be skipped and corrective action applied immediately. Severe or repeated offenses may result in an individualized disciplinary program, detention, suspension, conditional enrollment, or expulsion.

MAJOR VIOLATIONS

Preschool Major Violations

Aggressive behavior (slapping, biting, scratching, kicking, pinching or hurting another person, throwing hard objects, pushing and shoving, fits of rage, or lack of body control when paired with anger, or using verbally aggressive language-- all of which may or may not be provoked.)

K-12 Major Violations

1. Insubordination (refusal to comply with a reasonable request or showing disrespect for school personnel).
2. Excessive absenteeism, tardiness, or truancy (per law, a parent may not excuse more than 10 absences per school year).
3. Forgery, cheating, lying, or plagiarism
4. Not remaining in designated play areas for recess.
5. Use of profane or obscene language or actions.
6. Demeaning actions, the threat of violence, or physical attack (ie. hitting, striking, punching) directed toward another person.
7. Bullying.
8. Harassment.
9. Theft.
10. Displaying pictures, posters, or slogans that are offensive.
11. Willful destruction or defacement of school or private property on school premises.
12. Discrimination against someone on the basis of race, national origin, sex, or disability.
13. Implied or actual possession of fireworks, any weapon, or explosives.
14. Possession of pornographic material.
15. Inappropriate use of technology.
16. Gambling (exchange of money or goods by betting or wagering).

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17. Participation in any illegal activity in or out of school.
18. Use, sale, possession or distribution of tobacco products, alcohol, or drugs at any time.
19. Excessive repetition of minor violations.

Preschool Classroom Procedure for Major Violations

1. The teacher observing the behavior will determine whether an incident report is to be completed.
2. The teacher will document each incident with a description of the situation that led to the event.
3. A parent will be required to sign the incident report and the report will be placed in the child's portfolio.
4. The teacher will notify the parent to discuss the problem either on the phone or in person.
5. After three major violations considered unprovoked, the parent will be called to come to school and to discuss a discipline plan with the teacher and director. The teacher and parent will administer the discipline plan.
6. If three more major violations occur in a nine week period, the parent must come in and pick up his or her child for the remainder of the day.
7. If a child is picked up three times by a parent for a major violation, the program will not allow the child to attend school for one week. A conference with the director is then required before a child can return to school. A new discipline plan will be written at this time.

A child who returns after a week of absence and has two additional major violations will be dismissed from school for the rest of the year. The child will need the approval of the director and a health care professional to attend the preschool for the following year.

Grades K-12 Classroom Procedure for Major Violations

1. The teacher will notify the director that s/he is sending the student to the DOSS's office. The teacher may request assistance from the office if the student refuses to leave.
2. The teacher will fill out a FACTS SIS discipline log report when he or she is able.
3. The teacher will email a discipline note to parents when he or she is able.

The teacher will, at his or her discretion, guide bystanders as to what could be done in the situation.

Preschool – Grade 12 Office Procedure for Major Violations

1. If age appropriate, the student will fill out an Office Student Incident Report while in the office, to be checked by the DOSS and teacher.
2. The DOSS will have a conference with the teacher and the student as deemed necessary.

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3. Parents will be contacted and may be requested to come to school immediately.
Note: Emergency contact numbers will be used if parents are unavailable.
4. The DOSS, principal, and relevant staff will have a conference with student and parents as deemed necessary.

4K – Grade 12 Major Violations could have the following consequences:

1. Detention coupled with probation.
2. Suspension: in-school or out-of-school suspension will be determined by principal/parents.
3. Immediate suspension and/or temporary dismissal.
4. Conditional enrollment.
5. Expulsion.

The DOSS has the authority to suspend, remove, put on conditional enrollment, or expel a student from the school without a time of probation. The DOSS may refer to the Principal at any time they deem necessary.

APPEALS

Parents may request an Appeals Hearing within three (3) school days from the date of the notification of suspension or expulsion. A written explanation (either through email or a written letter) and any pertinent information supporting the appeal should be submitted to the school office to the attention of the Principal. After the written Request for Appeal is received from the parent/guardian, the Principal will investigate to determine its merit. At the completion of the review, one of the following actions will occur within ten (10) school days:

- The Principal will send a letter and/or email to the parent/guardian denying the appeal.
- The Principal will send a letter and/or email to the parent/guardian approving the appeal.

Types of Discipline

There are several types of discipline that the school may use, according to the nature of the offense. CCS does not administer corporal punishment. Each classroom teacher will file a Classroom Discipline plan with the principal prior to the beginning of each school year. Within the following guidelines, individual teachers will handle discipline cases in their own way in harmony with their own methods and abilities. This could be any one of the different ways outlined below, as the teacher believes would be appropriate under the circumstances.

Verbal discipline - admonition, correction, warnings, and rebukes. Students will be reprimanded for their actions, shown Scriptural data relating to their misdeeds, and asked to repent. When an offense takes place in a public context, the teacher may choose to publicly correct the offense using verbal discipline.

Denial of privileges - students may lose certain privileges (such as recess) due to misbehavior.

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Removal - the student may be sent out of the classroom (placed in the hall, for example) or otherwise removed from the rest of the class. This is often done for students who are seeking to gain attention by misbehavior, or who are distracted from doing their work by the presence of other students.

Probation (academic or behavioral) - Probation may be invoked when a student has serious academic, attitude, or behavior problems, to give the student an opportunity to correct his problem. It is instituted only after consultation and counseling with the student and parents, and lasts for up to nine weeks. Student activities may be limited during the probation period, and the student may be asked to relinquish all positions of trust and responsibility for the remainder of the year.

Suspension and expulsion- When students are suspended or expelled, the parents will be notified immediately with a phone call. A written notice will follow the phone call within three school days, which will explain the reason for the suspension/expulsion, the disciplinary consequences, and the appeal process.

If parents wish to appeal the suspension/expulsion, they must submit a written (email is preferred) appeal to the principal (principal@barabooccs.com) within three school days of the written notice of the suspension/expulsion. The parents will receive an email confirmation that their appeal was received. The appeal will be reviewed by an appeal committee made up of the principal and at least two board members. The decision of the appeal committee will then be communicated to the parents in writing within five school days of the appeal's submission.

Suspension is a temporary removal from the school. School activities are prohibited during a suspension period. In-school suspensions are served at school, in a location separate from the student's normal classroom. Student behaviors warranting possible suspension include:

- Excessive tardiness
- Cheating
- Unauthorized entry or tampering with lockers
- Internet access of inappropriate content, especially materials that are illegal, dangerous or offensive such as pornography, gambling, dating services, and piracy
- Failure to improve behavior while on behavioral probation
- Bullying or harassment
- Possession of tobacco, alcohol, or illegal drugs on campus or at school functions
- Misusing substances such as nail polish, paint, or any other substance in an attempt to become intoxicated

Expulsion is the mandatory dismissal of the student from all school services. Readmission following expulsion is not allowed; students that have been previously expelled will not be allowed to return. Student behaviors warranting possible expulsion include:

- Exhibiting a negative influence on other student

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- Antagonism toward the school's Christian beliefs, the spirit and culture of the school, or the policies and standards of the school whether on- or off-campus
- Failure to improve behavior while on behavioral probation
- Bullying or harassment
- Possession of tobacco, alcohol, or illegal drugs on campus or at school functions
- Misusing substances such as nail polish, paint, or any other substance in an attempt to become intoxicated
- Threatening violence toward school staff and/or students
- Possession of weapons on campus or at school functions

8.11 NON-HARASSMENT (BULLYING)

Policy

CCS strives to provide an environment where every student feels safe, respected and welcomed; an environment free from significant disruptions and obstacles that impede learning and performance. Bullying can have a harmful social, physical, psychological and/or academic impact on students who are the victims of bullying behaviors, students who engage in bullying behaviors, and bystanders that observe acts of bullying. The school does not allow bullying behavior toward or by students, school employees or volunteers. We do not allow bullying behaviors on school grounds, at school-sponsored activities, or in transportation to and from school or school-sponsored activities.

Defining Harassment

Harassment is conduct by another student(s) affects a student's ability to benefit from an education program or activity or creates an intimidating, threatening, or an abusive educational environment. Any form of ridicule of others based on race, physical characteristics, ability, family background, age or similar feature is harassment.

Defining Bullying Behavior

Bullying is the often but not always consistent intentional action by an individual or group of individuals to inflict physical, emotional, or mental harm or suffering on another individual or group of individuals when there is an imbalance of real or perceived power. Bullying behavior creates an objectively hostile or offensive environment. Such an environment may cause, or be likely to cause, negative and harmful conditions.

Examples of actions that create an objectively hostile or offensive environment include but are not limited to:

- Places the individual in reasonable fear of harm to oneself or one's property.
- Has a detrimental effect on the individual's personal, physical, emotional, or mental health.
- Has a detrimental effect on the individual's academic performance.

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- Has the effect of interfering with the individual's ability to participate in or benefit from any curricular, extracurricular, recreational, or any other activity provided by the school.
- Creates an environment that intimidates, annoys, or alarms another individual without a legitimate purpose.

Examples of an imbalance of real or perceived power include but are not limited to:

- Physical strength/size.
- Access to embarrassing information.
- Popularity.
- Age or grade level.
- Athlete, scholar, or other characteristic impacting a student's status.

Bullying behavior can be physical, verbal, non-verbal, indirect or direct. Bullying may occur, for example, in situations involving personal contact, and also electronically, in writing, or by using other persons as intermediaries. Bullying may involve repeated behavior. Examples of bullying behavior include but are not limited to the following:

- Hitting, pushing, kicking, and other acts that physically hurt another person.
- Spreading negative rumors about or falsely accusing another person.
- Excluding someone from a 'group'.
- Threatening another person.
- Manipulating friendships.
- Posting or sending mean-spirited messages about someone using phones, electronic mail, websites, blogs, etc. (also known as cyber-bullying).
- Organizing others to threaten, tease, or exclude a targeted individual.

Prohibiting Bullying Behavior

Bullying is prohibited on all school grounds and at all school-sponsored activities, and on all vehicles used for transportation to and from school. Students who engage in bullying behavior in violation of this policy or in retaliation against an individual for reporting bullying behavior shall be subject to school disciplinary measures. Interactions, including electronic communication, that do not fall under the above list may still be covered by this policy when the impact of these actions are felt in the school environment, as outlined in this section.

Reporting by Students, Parents/Guardians, and Other Persons

Students, parents or guardians, and other persons are encouraged to make a verbal or written report regarding conduct they consider to be bullying. Written reports may be turned in to any teacher, staff, or administrator. An individual receiving a verbal report shall promptly document the complaint in FACTS SIS discipline log. The written report shall be forwarded to the Principal and Director of Student Services for the investigation of the complaint.

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Confidentiality of Reports of Bullying

A person making a report of bullying behavior may request that their identity remain confidential. If a target of bullying behavior requests that their identity not be disclosed in connection with any investigation of the alleged bullying behavior, the Principal and/or other assigned administrator/investigator shall discuss with the student and their parent/guardian how such a request may affect the school's ability to investigate and/or resolve a given situation. While the school will protect an individual's confidentiality to the extent possible, the school's priority is to ensure the health and safety of all students and staff.

Investigating Bullying Behavior:

Under the direction of a school administrator, all reports of bullying under this policy shall be investigated and documented in FACTS SIS. Investigations shall begin promptly and should generally begin by contacting the identified target(s) of the bullying. The report of the investigation shall identify key facts about the incident, state a determination as to whether acts of bullying were verified, and identify recommendations for intervention, including disciplinary action if appropriate.

Students Subjected To Bullying/Harassment Are Encouraged To:

- Avoid being alone with the aggressor(s).
- If possible, tell the aggressor they do not like her/his treatment.
- Talk to their parents about the bullying/harassment.
- Remember that it is not their fault that they were bullied/harassed.
- Stay in a group. They are less likely to be a target if they are not alone.
- Not reply if they are being bullied or harassed online. Replying may actually make the bullying or harassment worse. Save the evidence. If they get a nasty email, print it out or save it and show it to an adult.
- Report it immediately

Recommended Parental Response for Students Subjected to Bullying/Harassment:

- Listen to and avoid blaming your child.
- Avoid asking leading questions.
- Help your child to learn not to overreact and focus on the individual incident, not incidents altogether. Overreacting can actually encourage bullies.
- Acknowledge your child's feelings and help him/her find a solution.
- Pray with your child.
- Talk to the teacher.
- Ask the teacher to be vigilant regarding the situation.
- Document the times your child tells you about the behavior. Keep a record of what happened, where it happened and who witnessed it.

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- If you choose to contact the other student's parents, do so with an attitude of grace and according to the Matthew 18 principle.
- Students may need help with social signals. Role-play possible scenarios and appropriate ways to handle the situation.
- Show your child how to recognize others' feelings by commenting when someone is happy, sad, worried, etc.
- Ask your child what he or she needs to make school a safe place.
- Help your child identify friends who would be a support to them.

Consequence for a Student Charged with Bullying/Harassment

- The student will be removed from the situation.
- The student will be sent to the principal.
- The student will be required to fill out an Office Student Incident Report, which will be reviewed by the principal and classroom teacher. The goal of this is to help the student understand that his/her own actions are what got him/her into trouble.
- The message given to the student is that s/he behaved inappropriately and that it should stop.
- The student will be subject to discipline deemed necessary by the principal and/or teacher.

Recommended Parental Response for a Student Charged with Bullying/Harassment

- Talk to your child about any communication you have had with your child's teacher or principal.
- Listen to your child.
- Empathize with your child.
- Pray with your child.
- Remind your child that he or she did something unkind that was a choice.
- Let your child know that it was not an acceptable behavior.
- When talking about the situation, focus on the behavior, not the child.
- Help your child to recognize how his or her behavior affected the other person. Remind your child that he or she is accountable for his or her behavior.
- Establish effective ways of promoting self-control in your child at home.
- Limit criticism at home.
- Remind your child what is/is not socially acceptable outside of school.
- Help your child find ways to use their social influence appropriately.

Recommended Response for a Child Who Witnesses Bullying or Harassment (a Bystander)

- Encourage the student to join with others in telling bullies to stop if they feel safe doing so.
- Encourage the student to tell adults when they see bullying or harassment.

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- To be successful, bystanders need opportunities to discuss and practice responses outside the heat of the moment. The more options they have, the more successful they will be. Keep it simple. Encourage the child to say, e.g., "(name), cut it out. Nobody thinks that's funny."
- Encourage the student to reach out in friendship to students who may not have friends.
- Praise the student when he or she does these things.
- Remind them that, with God's help, they have the power to help others.

8.12 ISSUES OF GENDER IDENTITY AND SEXUALITY

Policy:

Biological sex means the biological condition of being male or female as determined at birth based on physical differences, or when necessary, at the chromosomal level.

All students are expected to dress appropriately (as deemed by the school administration and per the dress code) for their biological sex (i.e. cross dressing is not allowed).

Notwithstanding any other board policy, student restrooms, locker rooms, and showers that are designated for one biological sex shall only be used by members of that biological sex. In any other school facilities or settings where a student may be in a state of undress in the presence of other students (that is, changing costumes during school theatrical productions and so on), school personnel shall provide separate, private areas designated for use by students according to their biological sex.

8.13 DRESS CODE

Community Christian School of Baraboo desires to maintain an appropriate educational environment. Cleanliness, neatness, and modesty (I Tim 2:9 “. . . dress modestly, with decency and propriety . . .”) are our basic goals. We believe our dress and our actions represent the feelings and thoughts of our hearts. Therefore, our clothing and the way we wear it should represent our desire to please God and honor him. There are many advantages to having a school uniform.

- It contributes to an academic atmosphere and a culture of learning.
- It reduces social barriers among students and families.
- It eliminates distractions and improves behavior.
- It is a convenience for parents as they shop for clothing.
- It presents a professional image to the public.

General Principles

1. Students are to be within dress code during all regular school days. The embroidered school logo must be visible on the outermost layer of clothing that is worn in the building.
2. All clothing should be neat, clean, and in good repair; no rips, holes, or tears. Clothing must provide adequate coverage and fit appropriately. Undergarments must not be visible.

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3. All clothing should be weather- and temperature-appropriate.
4. All shoes must be non-marking. For safety reasons, no flip-flops, sandals, or open-toe style shoes are allowed. Shoe heels should be less than 2 inches. If worn for class, boots must not be outdoor-type snow- or rain-boots. Boots should be neutrally colored and conservative in style.
5. Headbands with animal ears are not allowed as part of a standard uniform day.
6. Hats and gloves are not to be worn within classrooms during instructional times.
7. Hair coloring and cuts should be neat, clean, and age appropriate. Coloring or bleaching should be natural colors only.
8. Male students with facial hair should maintain a neat and groomed appearance.
9. Boys may wear traditional men's jewelry such as rings, necklaces, wristbands, and wristwatches. Ear and facial jewelry for boys are not allowed.
10. Girls may wear traditional women's jewelry such as rings, necklaces, bracelets, wristwatches, and earrings. Gauges and facial jewelry are not allowed.
11. Skirts and dresses should be knee-length when seated. Shorts are to be mid-thigh.
12. Students may not have any visible tattoos.
13. Field trips and other special events: a royal blue polo with logo and dark-colored bottoms are required for all students for field trips. Certain events may have different requirements.
14. Christmas program:
 - a. 4K: red or green tops and khaki bottoms.
 - b. K-8: red or green logo tops and khaki bottoms.
15. Uniform passes may be used on regular school days without special events. Students may wear casual/street clothing such as blue jeans and a t-shirt (no rips, holes, or tears; avoid advertisements (small clothing brand logos are acceptable), celebrity endorsements, TV shows or characters, *double entendre* or other pictures or wording that is or may be distracting or inappropriate). Students should present their pass to the administrative assistant upon entrance to the school, and then inform their classroom teacher that they have turned in a pass to the administrative assistant. The same non-uniform clothing guidelines apply to special non-uniform days such as those hosted by Student Council.
16. French Toast.com, an online uniform company, has many good choices for all students and uniform-style clothing at reasonable prices. Children's Place is another option. Uniforms are not required to be purchased from one single place, but these options can be helpful in understanding the style of uniform to purchase elsewhere if needed.
17. Embroidery of the CCS logo can be done at Styles & Stitches formerly known as Golden Needle located in North Freedom, WI.

Dress Code Requirements

All students K-12

TOPS - Boys & Girls:

- All students, K-12 grade, must have at least one royal blue logo polo shirt for class events such as field trips.

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- **GIRLS:** Solid-colored long or short-sleeved polo shirts, uniform-style dress or jumper with the school logo.
- **BOYS & GIRLS:** Solid-colored long or short-sleeved polos with the school logo.
- Optional solid-colored top layer vest, cardigan, sweater, or sweatshirt with the school logo. Hoodies with the CCS logo are allowed in high school, but the hoods may not be worn up at any time inside the school building.
- In addition to the requirements listed here, any high school student (9-12) may also wear solid-colored long or short-sleeved oxford shirts with the school logo.
- All shirts must, at the least, cover the waistband of a student's pants, shorts, skirt, etc with ~4 inches of fabric and/or be long enough to cover the student as they sit, play, and move about their school day.

PANTS/BOTTOMS:

BOYS:

- Neutral colored (khaki, navy, black, white, brown, gray, olive, burgundy, or tan) non-athletic or lounge-wear style pants, or shorts (non-athletic/loungewear). No blue jeans. All types of pants and shorts cannot have holes or rips - styled or otherwise.

GIRLS:

- Neutral colored (khaki, navy, black, white, brown, gray, olive, burgundy, maroon or tan) non-athletic or loungewear style dress pants, shorts, skirts or capri pants. No blue jeans. All types of pants/bottoms, skirts, and shorts cannot have holes or rips - styled or otherwise.
- Skirts and dresses should be knee-length when seated. Shorts should also be near knee length.
 - Solid-colored and non-decorative tights or leggings may be worn under a skirt or dress.

SHOES:

- All shoes must be non-marking. For safety reasons, no flip-flops, sandals, or open-toe style shoes are allowed. Shoe heels should be less than 2 inches. If worn for class, boots must not be outdoor-type snow- or rain-boots. Boots should be neutrally colored and conservative in style.
- No light up or glow in the dark shoes or shoes that have lights built into the soles are allowed for any grade.

Physical education uniform requirements for middle school (5-8) and high school (9-12) students:

- Blue, black, gray, or navy t-shirt without wording/advertising. (Small brand logo is acceptable.)
- Blue, black, gray, or navy athletic bottoms such as gym pants (not leggings or athletic exercise tights), medium-length shorts, or sweatpants. No bottoms should have advertising or excessive decorations.
- Optional pull-over or zip-front sweatshirt.
- Athletic socks.

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- Non-marking, close-toed athletic shoes.
- **NO THRIVENT SHIRTS**

Outdoor clothing guidelines for students 4K through 6th grade:

- If the temperature is less than 0 degrees, or less than 0 degrees wind chill, recess will be inside.
- If the temperature is 35 degrees or below, 4K-5th must wear a jacket/coat and also have a hat and gloves to play outside. 6th grade must at least wear a jacket/coat. For 7th-12th grades, the discretion is left to the students and their parents on cold weather gear.
- If there is snow on the grass, students must have a jacket, hat, gloves, snow pants, and boots in order to play in the snow. Without snow pants/boots, all students regardless of grade may only play or stand on the blacktop areas. Grades 7th-12 must at least wear boots to walk in the snow and still must have snow pants/snow gear if they plan to sit, fall into, roll, or otherwise play in the snow.
- If the temperature is 36-45 degrees, students must have a jacket to play outside.
- If the temperature is 46-50 degrees, students must have long sleeves to play outside.
- If the temperature is above 50 degrees, students may wear short sleeves outside.
- If there is heavy rain, recess will be inside.
- If there is light rain, recess may be outside. Students should wear a jacket.

These are guidelines only, and the supervising staff may make exceptions.

Dress Code Violations

Students will be observed as they arrive at school each morning. Staff will work alongside students to correct any violations immediately if possible. Dress Code Violation form will be filled out by staff & sent home to be signed by a parent. **The form should be signed and returned to the school office within 2 school days.** If the students clothing is disruptive, the parent will be asked to bring proper attire to school as soon as possible. It is expected that parents take the initiative for correcting clothing issues. This includes purchasing the correct uniform items, replacing worn or soiled items, and instructing their children to respect the dress code.

1st violation: Dress Code Violation Form will be issued to be signed by parent & returned to the school office within 2 business days

2nd violation: Dress Code Violation Form will be issued to be signed by parent & returned to the school office within 2 business days. The parents will also be contacted by email or phone to bring a change of clothing. The student will be required to change.

3rd violation: The parents will be contacted & asked to meet with the administrator. The student will be required to change. Any further violations will be addressed as seen fit by the administrator.

8.14 PERSONAL ELECTRONIC DEVICES

At CCS, no electronic devices other than calculators, e-readers, and laptop computers are allowed. Please check with your child's classroom teacher for his policy on the use of calculators, e-readers, and laptop computers. Mobile phones and the like are not allowed in classrooms. All electronic devices must be checked in at the school office at the beginning of each school day. If an electronic device is seen or heard it will be confiscated until the end of the day. For repeat offenders, the parents will be asked to retrieve the electronic device from the school office. Under no circumstances may a student use a cell phone during school hours. All electronic devices on campus are subject to inspection to include stored messages, music, pictures, video, and contact information.

Section 9: CCS Health and Safety

9.1 MEDICAL INFORMATION

Medical Emergency Forms

All students are required to have emergency medical information on file in the office. Medical Emergency Forms are completed during Community Christian School (CCS) enrollment. Medical emergency information is updated during re-enrollment online in the FACTS SIS. If any changes occur with your child's health after enrollment/re-enrollment, please update the information directly into FACTS SIS. The system will notify us of these changes.

Asthma/Allergies/Diagnosed Medical Conditions

In order to make CCS a safe environment for students diagnosed with severe allergies, asthma or other diagnosed medical conditions, CCS will work with parents to be aware of these conditions.

**If severe allergies or asthma are noted, CCS will send the parents a mailing during the summer requesting appropriate medical action plans and all prescription medications. Instructions will be provided for compliance expected prior to August first.

Prescription Epinephrine Auto-Injector/EpiPen

CCS will obtain 2 sets of adult/junior EpiPens which will be strategically placed in clearly marked storage wall boxes in two building locations: The upstairs copy room and the gym kitchen.

Each student with a prescribed EpiPen is required to provide the school ONE personal device. This device will be stored in the school office medical cabinet.

Parents/Guardians of students with severe allergies may opt to have their student self-carry their EpiPen. This will be set forth in the Medication Consent Form as signed by a physician.

You are your child's best advocate. Though staff will be provided all medical information and are trained in regard to administering emergency medications, we strongly encourage you to speak with each staff member who may be responsible for your child.

Medication

See Medication Consent Form in FACTS SIS

Prescription medications, including inhalers, will be administered to the appropriate student(s) at school according to physician indications. Any provided medication must come in the prescription bottle or have the prescription label on it (as with inhalers). Over-the-counter medications will only be administered with the parent's permission and instructions. Medications (rx or OTC) will only be administered with an accompanying Medication Consent Form signed by both the parent(s) and the physician.

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First aid

CCS is blessed to have an infirmary room specifically for the use of illness and first-aid issues. The school maintains sufficient first aid medical supplies to treat most minor injuries. However, 911 may be called for any injuries that go beyond simple cuts, scrapes, and bruises. Please be sure to completely and accurately update medical information as part of the annual re-enrollment process because the parental guidance provided is reviewed prior to any treatment. Parents are immediately contacted when a medically-related incident occurs, and the event is documented. The family's insurance is expected to serve as the student's primary insurance for medical expenses.

9.2 ILLNESS AT SCHOOL

CS students must come to school in good health in order to actively participate in the CCS academic program. If a student is not feeling well enough to participate in all activities, including outdoor recess and physical education, they should not attend school. A sick child may not remain at school. Parents are expected to make immediate arrangements to pick up the child. Parents must not allow children to come to school who have a fever, contagious disease, or who have not recovered sufficiently from an illness.

As a parent, it is difficult to decide if your child is well enough to go to school. Here are some guidelines to help in decision-making.

- A child should remain home when illness such as a sore throat, vomiting, diarrhea, nausea or cough will prevent them from functioning in class.
- It is best practice to keep your child home until food is tolerated.
- Children should stay home until no fever (100.0 F oral) has been present for 24 hours **without medication**.
- Many times a child cannot concentrate on classroom activities and may expose other children to their illness.

Reasons to Keep Your Child at Home

Students enrolled in CCS or who seek to enroll in CCS who are diagnosed to be carrying any serious and continuing communicable or potentially lethal disease, shall be denied admission, dismissed from the school, or excluded indefinitely from classes. They will not be permitted to enroll or reenroll until they have been diagnosed by a Medical Doctor (MD) as no longer carrying the communicable disease. A student absent due to a contagious disease must be confirmed non-contagious before returning to classes. The following guidelines apply:

1. Chicken Pox — Exclude 7 days, or have a doctor's permit to reenter school after all lesions have crusted over.

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2. Diphtheria — Have a doctor's permit to reenter school after 2 negative cultures are obtained.
3. Impetigo — Have a doctor's permit to reenter school after at least 24 hours of antibiotics.
4. Head Lice — Exclude until free of lice and nits.
5. Measles — Have doctor's permit to reenter school, or until rash is gone (at least five days after start of rash)
6. German measles — Exclude 7 days after the rash appears.
7. Meningitis (Epidemic Type) — Have a doctor's permit to reenter school. Family contacts are not to return to school without a doctor's permit.
8. Mononucleosis — Have doctor's permit to reenter school, or exclude until free of symptoms and is no longer too fatigued to participate in school activities.
9. Mumps — have a doctor's permit to reenter school, or wait until all swelling is gone.
10. Pink Eye — Have a doctor's permit to reenter school, or until eyes are clear. Bacterial conjunctivitis requires antibiotic treatment for 24 hours.
11. Ringworm of the Scalp — May attend school with doctor's permit following prescribed treatment and must have ringworm covered by cap. Once treatment begins, ringworm on the scalp requires oral medications.
12. Ringworm of the Skin — May attend school with a doctor's permit following prescribed treatment and must have an area covered.
13. Streptococcal infections (Strep Throat and Scarlet Fever) — Have a doctor's permit to reenter school after at least 24 hours of antibiotic treatment and no more fever for 24 hours without medication.
14. Staph Infections — have a doctor's permit to reenter school until free of symptoms. Excluded from high risk activities, such as contact sports, until completely healed.
15. Tuberculosis — Have a doctor's permit to reenter school.
16. Whooping Cough — Have a doctor's permit to reenter school after appropriate antibiotic treatment for 5 days.

9.3 FOOD ALLERGY POLICY

** We cannot guarantee a 100% allergen-free environment in our classrooms and lunch room. Instead we encourage parents of children with allergies to thoroughly and properly educate their children in how to ensure their own safety. We train our faculty and staff in working with students with allergies to allow relatively safe (but not “100% allergen-free”) learning environments. The food allergy policy is available upon request.

Responsibilities for Parents and Guardians:

Forms

1. *Inform CCS Office, by completing the documents listed below, of your child's allergies prior to the school year or immediately after initial diagnosis. All food allergies must be verified by a licensed physician. Forms can be obtained in the CCS office.*
 - *Permission Form for Prescribed and Over the Counter (OTC) Medications.*

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- *FARE (Food Allergy & Anaphylaxis Emergency Care Plan).*

Annually update (or mid-year if changes occur) the forms on file regarding your child's allergy status including details of symptoms. (See forms listed above)

Provide the school office with current phone numbers and emergency contacts at the start of each school year and as changes are made.

Medication

1. *Provide up-to-date Epi-Pens and other necessary medications at the start of each school year and refill as necessary.*

If your child carries his/her own Epi-Pen on them (i.e. backpack or purse), notify school staff of its location.

- *A FARE should be kept with the medication, a copy of the FARE should be given to the school office.*
- *Parents are encouraged, but not required, to keep a "back-up" Epi-Pen in the school office as well.*
- *Parents/guardians and physicians must give written consent to allow a student to carry his/her own medication.*
- *Teachers are not responsible for ensuring the student remembers to carry or update his/her Epi-Pen.*

Food

To ensure your child's safety on special treat days such as classmate birthdays, provide your child with a safe alternative. This can be stored in the classroom for unexpected situations.

Be aware that in Preschool and 4K, food is often used in lesson plans. For any food intolerance, work with the teacher to ensure that an acceptable food option is available for your child.

Review the school lunch menus and send cold lunch with your child on days when eating a school hot lunch may not be a safe choice. Teachers and CCS staff are not responsible for monitoring ingredients of hot lunches.

Teach your child to recognize safe and unsafe food items, and not to eat something with unknown ingredients.

Teach your child not to trade or share food, drinks, or utensils with others.

Safety

Inform the school office if you would like to initiate an optional protocol meeting to support the FARE, as provided by the physician.

Teach your child to report any symptoms of an allergic reaction to their teacher and/or supervising adult immediately.

While the school will not exclude a child with food allergies from a field trip, a parent may choose to do so. Be willing to go on your child's field trips, if requested.

Consider providing your child with a medic alert bracelet.

Responsibilities for Students with Life-Threatening Food Allergies

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Medication

Wear a medic alert bracelet, if provided by your parents.

Know how to administer your own Epi-Pen (if age appropriate).

If you carry your own medication, keep your medication in its designated location.

If you carry your own medication, bring it on field trips. A FARE should accompany your medication.

Do not share medications with others.

Food

Do not trade or share food, drinks, or utensils.

Do not eat anything with unknown ingredients.

Safety

Wash your hands or use hand wipes before and after eating.

Learn to recognize symptoms of an allergic reaction.

Notify a teacher or other adult immediately if an allergic reaction occurs or if you may have eaten something containing your food allergen.

Notify an adult if you are being picked on or threatened by other students as it relates to your food allergy.

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Section 10: School Office

10.1 OFFICE HOURS

The Community Christian School (CCS) office hours are from 7:30 AM – 4:00 PM, Monday through Friday during the school year. Consult the school office, FACTS SIS, or the school website (www.barabooccs.com) for summer hours. The phone number for the school office is (608) 448-2191. If you reach the answering machine, please leave a message with your telephone number so that we can call you back. If you call during the school day and your call is not returned within an hour, please call again. At other times, your call will be returned as soon as possible. Office staff may be reached by email at jfinn@barabooccs.com

10.2 OFFICE PROTOCOL

The school office strives to maintain effective and timely communication with all families. Individual communication is best done face-to-face, but email/voicemail will suffice in most cases. Additionally, the school uses its website, email, or the weekly newsletter to communicate with larger groups or disseminate general information. Please check these sources frequently so you may keep up to date with school related information. It is extremely important to have a correct email address on file. If your email changes during the school year, please update the school office as soon as possible. Teachers may prepare newsletters, flyers, signup sheets, and other pieces that are sent home with the students.

Please do not contact school staff through social media for school concerns. Use their official school email addresses which you can find on the school website: barabooccs.com. Teachers and staff will respond to you during normal business hours. Please allow at least two school days for staff to return your call or reply to your email.

Students are not permitted in the school office, teacher's lounge, teacher workroom, or staff offices at any time unless accompanied by a staff member. The office telephones and copier are for school business only. Students will only be allowed to use telephones in case of emergency.

CONTACT INFORMATION

Throughout the year, parents and students will have various reasons to contact the school about questions, concerns, suggestions, etc. In general, such concerns should first be addressed to the individual who is closest to the issue. If the issue can be answered at that level, there is no need to involve others. It is only when questions or concerns cannot be satisfactorily handled at that level

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that the matter should be taken to a higher level. The following are the primary contact points at the school:

- **The Administrative Assistant** - Please direct questions regarding lunch money and menus, school folders, field trips, upcoming school events, and any school-wide issues to the administrative assistant. If she cannot immediately answer your question, she will know how to find that information for you. jfinn@barabooccs.com
- **The Bookkeeper** - Please contact the bookkeeper with any questions concerning billing issues and tuition questions. bookkeeper@barabooccs.com
- **The Classroom Teacher** – The teacher is the first and primary point of contact for any questions about class-specific issues. Since the teacher is the person most directly involved with these areas, the teacher is the person who can answer questions and solve problems in these areas. Other members of the school community (the principal, administrative assistant, other classroom teachers, or board members) are simply not in the best position to deal with class-specific issues; the classroom teacher can address these concerns most directly.
- **The Director of Student Services** – The DOSS is responsible for student behavior, activities, academic support, and communication with parents. If you have questions or concerns about the school as a whole (not individual classes), please see the DOSS. Please note that if you have a question or concern about a particular teacher or class, the DOSS will require that you first address those with the specific teacher; the DOSS will only become involved if the issue is not resolved at that level, and any further conflict resolution involving the DOSS will also include the teacher. ctarjette@barabooccs.com
- **The Principal** - The principal oversees the general operations of the school and serves as an “appeals court” when issues are not satisfactorily resolved by others in the school. administrator@barabooccs.com
- **The Board of Directors** - If problems cannot be resolved in a satisfactory manner with the principal, they can be referred to the Board of Directors. Please contact either the Board President (president@barabooccs.com) or Board Secretary (boardsecretary@barabooccs.com) to express your concerns with the board.

Email addresses for faculty and staff are available on the school’s website: www.barabooccs.com.

10.3 SCHOOL VISITORS

Policy

Community Christian School is a secured area for the safety of our students. All visitors/parents are required to sign in at the school before entering the school or classroom during school hours. The respective teachers and the school office must approve all visitors at least one day in advance if desiring to formally visit a classroom. Any visitors who prove to be a disruption will be asked to leave the school building.

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- All visitors must ring the buzzer (which is monitored by closed-circuit television) to gain entrance into the building.
- Once inside, visitors must stop at the office and sign in with the date, time, and purpose for their visit.
- Visitors will be given an ID badge to wear while in the building.
- When visitors leave the building they must return to the office and sign out.
- Minors are not allowed to visit during the school day without prior written parental permission (both their own and the parents of the CCS student they wish to accompany), and the approval of the principal. \
- Any student who has been expelled from CCS will not be allowed on campus during regular school hours but may return for special events at the discretion of the principal.

10.4 MESSAGES FROM PARENTS

Except in an emergency situation neither students nor teachers will be called out of their classes to receive telephone calls. The secretary will relay messages to students. Teachers will return the calls during their planning time or after school. Most teachers cannot check their mailboxes until after 2:15 PM because of classroom supervision duties. All parent pick-up changes and messages to students must be called into the school office prior to 2:15 PM. We cannot guarantee delivery and receipt of messages called in after this time.

School phones are business phones and are not to be used by students except for emergency situations. Cell phones may not be used inside the school during school hours 7:45 a.m.-3:00 p.m. without permission from school personnel. Students may use their phones OUTSIDE the building between 3:00 p.m. and 3:30 p.m. while waiting for their parents under the supervision of CCS staff in order to communicate with parents who may need to make last minute carpool arrangements with their children.

Lunches, books and other items may be left at the office, or you may sign in at the office to deliver the item to your student

10.5 NONCUSTODIAL PARENTS

Divorced and separated families are realities of contemporary life, which affect CCS' responsibilities to its students. The following guidelines have been adopted to assist the school in situations where a noncustodial parent wishes to become involved in school-related activities of a child or wishes to have contact with or take custody of the child while the child is at school:

1. Ordinarily, the school will not resist or interfere with a noncustodial parent's involvement in school-related affairs or access to the parent's child or the child's records unless the school is presented with a court order or comparable legal document restricting such involvement or access. The school will not otherwise choose sides between parents.

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2. If the school has been presented with a court order or comparable legal document granting joint custody, either parent may remove the child from the school premises. A noncustodial parent may not take custody of a child or remove the child from school premises unless the parent presents either a written court order or a written authorization signed by the custodial parent permitting such custody.
3. If the actions of parents, custodial or noncustodial, become disruptive to the operations of the school, the school has the right to restrict access by such parents and to take other necessary action.
4. Concerning student activities that require parental consent, the school will accept consent only from the custodial parent unless authority to grant consent is given to the noncustodial parent by a court order or comparable legal document.
5. Copies of school work, certificates, awards, progress reports, and report cards will be provided to the primary custodial parent only. Parents who have been awarded joint custody of their student must identify a primary custodial parent as the single point of contact for the school.

10.6 LOST AND FOUND

Every year dozens of items of clothing, lunch boxes, and other personal items are lost at CCS. Please write the name of your child on their clothing and personal items whenever possible. The Lost and Found is located at the front doorway of the school. Articles will be kept in Lost and Found until the last day of the quarter; after which they will be donated to charity.

10.7 SUPPLIES

Information about school supplies will be emailed to parents before the beginning of the school year. Teachers will also notify parents if any supplies need replenishing throughout the year. Parents must provide personal items, such as backpacks, water bottles, and lunchboxes, each which should be labeled with the student's name. 4K, Kindergarten, 1st, and 2nd grade students should also provide a seasonal change of clothes.

10.8 PICTURES

Individual student pictures are taken in the fall of each school year. Please see the school calendar for this year's school picture date. Pictures are used to update student records, create student ID cards, and are sold to families in predefined packages. A retake session will be scheduled.

10.9 PARKING

Parking is normally available in marked parking spots. Please do not park directly in front of the school, or along the inner loop, as these areas must remain open as fire lanes.

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For safety, we teach students not to run in parking lots and driveways. Please do not allow them to run in the school parking lot.

10.10 MEDIA RECORDING

To protect other families' privacy, photo, video, and audio recording of students is prohibited on campus, with the exception of certain extracurricular events, such as the Christmas Concert and Graduations. Permission from the principal is required for all other media recording, such as at recess or field trips.

10.11 MEDIA SUBMISSIONS AND PUBLICATIONS, LOGO USE

All submissions to outside publications (such as newspapers, Facebook, etc.) must be approved by the principal. Do not use the CCS logo for your own publications or products. Embroidery companies that are not already established with CCS should contact CCS directly for logo files and embroidery guidelines.

10.12 LOCKERS

Hallway lockers are provided for students to store school items. Stickers and markings will not be allowed on any surfaces. Magnetic items are not allowed on exterior surfaces. The school has the legal authority to open and search lockers at any time. Students must respect the contents and privacy of other student lockers. Any unauthorized entry or tampering may result in immediate suspension.

10.13 DRIVERS - STUDENTS

Permission for a student to bring a vehicle onto school property is conditional upon written consent to search the vehicle and all containers inside the vehicle. This will be done by the principal with reasonable suspicion to believe the search will produce evidence of a violation of a particular law, a school rule, or a condition that endangers the safety or health of the student driver or others. The student shall have no expectations of privacy in any vehicle or in the contents of a vehicle operated or parked on school property. Student drivers must park their cars in designated student parking areas. All vehicles must possess a valid Student Parking permit. Permits are transferable to another vehicle owned or being borrowed by the owner of the permit. The driver will be responsible for the behavior of any persons transported in the vehicle while it is on school property. This includes the time the car is parked. Vehicles must be operated in a safe manner at all times. No one is allowed to ride on or outside of any vehicle, including pick-up trucks; the penalty for such will be revocation of the parking permit. Vehicles without a valid

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Student Parking permit may be towed at the owner's expense. Student drivers that are transporting other CCS students (other than their siblings) from school or school events must have written permission from the other students' parents on file with the school office.

VIOLATIONS FOR VEHICLES WITH PARKING PERMITS:

1. First Offense: \$10 Parking Ticket paid to CCS within five school days or permit will be revoked.
2. Second Offense: \$20 Parking Ticket paid to CCS within five school days or permit will be revoked.
3. Third Offense: Parking Permit is revoked.

10.14 CLEANING

Students are expected to help maintain the cleanliness of school property by keeping the buildings and grounds clean and neat, and in not littering or creating unnecessary trash. Unless pre-approved, no food or drink are allowed anywhere in the building except in the designated eating areas.

10.15 CLOSED CAMPUS

CCS operates a closed campus. Attendance is required for the entire duration of the school day during normal school days. Students are not permitted to leave campus unsupervised during the school day. A staff member shall not give a student permission to leave the campus unsupervised.

Students who are legally licensed to drive and whose parents have allowed them the privilege of driving to school are asked to park in the designated student parking areas. These students must maintain academic and behavioral standards or their parking privileges may be revoked for the remainder of the academic year.

Students must have written authorization from their parents or guardian if they desire to leave the campus prior to the regular end of the school day. This request may be denied if the student has been placed on academic or behavioral probation.

10.16 CALENDAR

CCS maintains an official school calendar available to the public. A copy of the current school calendar is available through the school office and on the school's website (barabooCCS.com). Please note significant dates for future reference. Revisions to the calendar will be announced in the school newsletter, which is the official source of information about CCS.

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10.17 BIRTHDAYS AND HOLIDAYS

To prevent excessive disruptions to teaching time, all parties must be coordinated with the classroom teacher.

Birthdays

Each classroom teacher has the option to celebrate birthdays within their classroom at their discretion. Parents should consult with their child's classroom teacher about what is appropriate for that class. Teachers may arrange specific lunch times to celebrate summer birthdays.

Holidays

Please be sensitive to the diversity of views about such things as Santa Claus and the Easter Bunny. A number of parents do not teach their children about these traditions surrounding Christmas and Easter, so we ask that parents refrain from sending refreshments or classroom decorations with such themes. In addition, CCS does not celebrate Halloween as a school. Please do not send refreshments, decorations, or cards celebrating Halloween. Valentine's Day may be celebrated at the discretion of the classroom teacher.

10.18 BACKPACKS

Students are encouraged to use backpacks with or without wheels to transport their school materials to and from school. Backpacks may not display any offensive or advertising graphics, pictures, stickers, or accessories. Modern trends in entertainment may often offend certain segments of the Christian community. Please be sensitive to those who refrain from supporting characters or themes from the entertainment industry. Such displays on backpacks may be innocent to some but a stumbling block to others. Excessive attachments cause safety, noise, and storage problems, and will be limited at the discretion of the administration.

Section 11: CCS Registration

11.1 GENERAL PROCEDURES

Community Christian School (CCS) Registration is an annual requirement.* Parent(s) will need to complete the online component, and pay the appropriate registration fee BEFORE the deadline each year. The deadline for re-enrollment steps will be published each year in a timely manner. To miss the deadline is to risk losing the possibility of enrolling your student for the coming year. Please notify the school office of any change in address or phone numbers during the year.

Since staff and textbook purchases are based on enrollment, early registration is encouraged.

*Re-registration for all students at CCS will be assumed for students who are eligible to return the following school year. Please inform the school office by January 15 if you do not plan on re-enrolling for the next school year. In order to be considered re-enrolled, however, the online registration process must be completed, along with the registration fee payment.

Currently enrolled CCS families may also enroll additional students at that time if there is space within that grade's classroom. Registration must be paid in full no later than the due date. Registration fees and online enrollment must both be completed by the due date or that student will not be considered enrolled for the next school year. *This could result in the loss of the student's placement at CCS for the next school year.*

All current-student accounts must be paid in full prior to registration. Students with outstanding accounts will not be permitted to register for the fall semester. All accounts must remain current in order for a registered student to remain enrolled for the next school year. CCS may consider a student no longer enrolled for accounts more than 60 days in arrears or not current at the end of a semester. The registration fee for the formerly enrolled student would then be applied to the account in arrears.

Enrollment at CCS is a *privilege* and not a *right*. This privilege may be forfeited by any student whose conduct, attitudes, or lack of progress, in the opinion of the administration and school board, make it inadvisable for that student to remain in the school. CCS reserves the right to determine grade level and class placement. CCS will not advance a student in grade level or placement upon parental request only.

Statement of nondiscrimination in educational services

Community Christian School of Baraboo, Inc. admits students of any race, color, gender, disability (if such disability may be accommodated without undue hardship), national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, gender, disability, national or ethnic origin in the administration of its educational services, admissions, scholarships, and athletics, as well as any other school-administered programs.

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The following criteria are used for determining admission to CCS:

The Administrator is responsible for student admissions. When there is an admissions conflict (i.e. anytime that one or more students must be denied admission due to lack of space), the Administrator may or may not consult with the Board President and use the following guidance to make a determination.

For Tuition Paying Students

In the event of limited seats at CCS, the school will give priority to families who embrace the CCS school mission statement, which says that CCS's mission is to support parents in their task of bringing up children in the discipline and instruction of the Lord Jesus Christ (Ephesians 6:4). Priority in admissions will be given to any families that are in agreement with our mission statement and are willing to sign our Doctrinal Statement.

Priority in admissions may be awarded to...

1. Students who are continuing their education at CCS from one year to another.
2. The siblings of current students.
3. Children of school faculty and staff.
4. Families with multiple students.
5. At the high school level (9-12), priority may be awarded to students intending to enroll with a full load of courses.
6. At the high school level (9-12), priority may be awarded to senior students intending to complete graduation requirements.
7. High school students will generally be allowed enrollment through the year that they turn 21 years of age. Exceptions may be allowed at the discretion of the administrator.

For Choice Students

Eligible Choice students that have received and accepted a voucher (within the school's allotment of Choice seats) must be admitted to the school.

If the number of eligible applications received during an open application period exceeds the number of seats available by grade or the number permitted by state law (WPCP only), a random drawing must be held to determine which applicants are accepted.

A school may give preference to the following in the order of preference listed:

1. Students who attended the private school under any Choice program during the prior year
2. Their siblings
3. Students who attended a different private school under any Choice program during the prior year

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4. Their siblings
5. Siblings of students who have been randomly accepted to attend the private school under the Choice program who did not attend a private school under any Choice program in the prior year.

The drawing must continue until all available seats are filled and a waiting list order is determined.

For SNSP students

SNSP students whose parents successfully fill out and hand in all required paperwork before the due dates, as determined by the DPI, will all qualify for seats. CCS sets the amount of SNSP seats the spring before the following school year. Newly entering students who qualify for SNSP might be awarded a seat if there are any seats currently open. Families wishing to be considered for SNSP seats must confer with the director of SNSP and qualify through the state standards.

Parents should be notified of acceptance/non-acceptance in a timely fashion. If parents wish to appeal an admissions decision, they should submit their appeal in writing to the school within five days of receiving notice of non-admission. The board will review the appeal and inform parents of a final decision within 45 days of receiving the appeal.

Previous priorities

- Priority in admissions may be awarded to families with their tuition accounts up to date (i.e. without any outstanding tuition unpaid).
- Priority in admissions may be awarded to families with school supply fees paid prior to the deadline. Thereafter, priority in admissions may be awarded to families with registration fees paid, according to the date they were paid.
- Priority in admissions may be awarded to students that were previously enrolled.
- Priority in admissions may be awarded to siblings of students that were previously enrolled.
- Priority in admissions may be awarded to families with multiple students.
- Priority in admissions may be awarded to children of school faculty/staff.
- Priority in admissions may be awarded for 4K, K, and 1st to students that are respectively four, five, and six years old on or before September 1st.
- At the high school level (9-12), priority may be awarded to students intending to enroll with a full load of courses.
- At the high school level (9-12), priority may be awarded to senior students intending to complete graduation requirements.
- High school students will generally be allowed enrollment through the year that they turn 21 years of age. Exceptions may be allowed at the discretion of the administrator.

This list is not exhaustive; other relevant considerations not listed here may be taken into account. This list of considerations is not ordered by relative value.

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Four-year-old Kindergarten (4K)

- The student must be at least four years of age on or before September 1st to enter 4K. This decision is at the discretion of the 4K teacher and the administration.
- The child must be fully trained for bathroom use. No diapers or pull-ups will be allowed on any CCS student.

Kindergarten

- The student must be at least five years of age on or before September 1st to enter Kindergarten. This decision is at the discretion of the Kindergarten teacher and the administration.

11.2 WAIT LIST

Space limitations make it necessary to cap the number of students enrolled in each classroom. The maximum number of students per class is 24 (1st - 12th). Our desire is to be as fair as possible in making enrollment decisions. If you wish to enroll a new student, it is very important that you contact the Director of Admissions and complete the Admissions process in order to put your child on the Wait List.

The Admissions process includes an application, student records and an academic assessment. These components assist CCS in determining placement and eligibility for enrollment. When a student has completed the Admissions process and been accepted to CCS, seat availability will be reviewed. If a seat is available, you will be contacted by the Director of Admission. Once contacted, you will have 2 business days to make a decision as to whether or not to enroll.

11.3 NEW STUDENTS

Registration opens to new students after the re-enrollment process is complete for existing students in late January. All students new to CCS will be given an academic assessment prior to enrollment. Those entering kindergarten will be given a kindergarten readiness assessment prior to enrollment, unless they have been enrolled in CCS pre-kindergarten. Students who have been enrolled in CCS 4k do not require a readiness assessment.

All students newly admitted to Grades K-12 will be considered on probationary status. A student will be on probation for the first six weeks of attendance. During that period of time, the school reserves the right to cancel the student's enrollment if for any reason the administrator deems the placement to not be in the best interest of the student or the school community. Should the administrator cancel a student's enrollment during the probationary period, all tuition (minus one month) and fees will be returned.

TRANSFER STUDENT PLACEMENT

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Policy

Students transferring into CCS are placed based on their placement test scores, standardized test scores, interviews, references, and previous school records. Students are enrolled at the appropriate grade level once these records have been reviewed and discussed by the principal and the Director of Student Services who administered the placement test. Concerns about a student's ability or proficiency in a particular area will be discussed and a plan of action will be created for the student. A review will be conducted at six (6) weeks after enrollment to check progress and determine that goals are being met and grade placement is appropriate.

CCS will evaluate coursework and grade placement from other institutions to the extent that coursework and grade placement at the previous institution is in accordance with Wisconsin's Academic Standards. All final determinations for grade placement shall be made at the discretion of the principal.

TRANSFER OF CREDITS

Policy

CCS will send student records to another school district or school within 5 working days of receiving written notice from the student or the parent of a student that the student intends to enroll in the other school.

11.4 STUDENT MEDICAL INSURANCE

CCS does not carry student medical insurance. This is the responsibility of the individual parents.

11.5 IMMUNIZATION RECORDS

Children entering CCS are required to have the following inoculations as established by the State of Wisconsin (this requirement can be waived only if a properly signed health, religious, or personal conviction waiver is filed with the school):

4 doses of DPT (diphtheria-pertussis-tetanus)

4 doses of Polio

2 doses MMR (measles-mumps-rubella)

3 doses of Hepatitis B

2 doses of Varicella (chickenpox) or disease history

1 Tdap booster for students entering 6th grade

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It is a state requirement for CCS to maintain immunization records on each child enrolled. Immunization forms are available in the school office.

Section 12: Tuition and Fees

12.1 TUITION PAYMENTS

Tuition can be paid in the following manner:

- **Payment in full:** A \$100 discount will be given for tuition accounts that are paid in full by the day of Parent Orientation.
- **Monthly payments:** CCS also offers a monthly payment plan. After the \$100 family registration fee, the total cost of all students' tuition will be divided by ten and billed monthly August through May.

If at any time a tuition account becomes delinquent by 45 days, parents may be notified that their student(s) will not be allowed to return to school until all financial responsibilities have been met or satisfactory arrangements have been made with the school administration.

Returned Checks

There will be a \$25 charge for all checks returned by the bank for insufficient funds.

12.2 TUITION DISCOUNTS & SCHOLARSHIPS

Need Based Financial Assistance:

Limited funds are available. Applications for assistance may be completed in FACTS SIS Grant and Aid online.

Late Enrollment

Families entering during the school year will be charged from the first of the month enrolled. Tuition will be billed on a prorated monthly basis.

Early Withdrawal

The school office should be notified in writing of any pending withdrawal as soon as possible. Students withdrawing during the school year will be charged through the month withdrawn. Please note that any tuition refunds will be prorated. All other fees are non-refundable.

Fee Payments

- All fees (and the first month tuition installment) are non-refundable.
- Registration Fee: The current registration fee must be paid at the time of registration.

12.3 OVERDUE PAYMENT POLICY

Purpose

CCS is operated as a non-profit business, in accordance with God's Word, and requires that the operating expenses and revenues be balanced at the end of each school year. Therefore, no outstanding debts are carried over from one school year to another. Tuition and fee payments must be current prior to registration. All accounts must be current by the first day of school.

In the course of normal operations of the school, there may be situations in which parents are unable to meet their monthly obligations for tuition, or special obligations for registration or books. The following policy provides guidance for the school administration and parents regarding the course of action when such difficulties arise.

Policy

Parents of enrolled students are expected to remain current with respect to billed invoices for registration, tuition, and other special needs the student may have. Extenuating circumstances may make it difficult or impossible to remain current for the month or over a longer period of time. Communicating the circumstances surrounding such difficulties to school administration is the responsibility of the parents, and not the student(s), teachers, or administrative staff. Consequently, timely communication initiated by the parents is a necessary aspect of this policy. Without such communication, the policy becomes unworkable, and school administration decisions may be made without full knowledge of the circumstances.

Procedure

Registration: The full registration fee, in accordance with the current school fee structure, will accompany the application for registration, which is an online process in FACTS SIS. Applications for re-enrollment will not be accepted unless tuition and fee payments are current.

Registration fees and forms must both be turned in by the due date or that student will not be considered enrolled for the next school year. *This could result in the loss of the student's placement at CCS for the next school year.* We do not desire to lose any student due to non-payment or late payment of registration fees but in order to keep our word to families on the waiting list, this policy will be enforced.

All accounts must remain current in order for a registered student to remain enrolled for the next school year. CCS may consider a student no longer enrolled for accounts more than 60 days in arrears.

Payment Plan

*If an account is not current, the parents will be expected to schedule a conference with the school administrator to discuss the circumstances surrounding the missed payments. The school may be able to offer the parents assistance in one of the following ways:

1. The school can arrange a payment plan with parents, which will be set up taking into account the billing liabilities and the parents' ability to pay. The parents, the school

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financial secretary and the school administrator will agree to the payment plan. While not a legal contract, the school administration and school committee view the agreement as a morally and ethically binding agreement, and urge the parents to view it in the same manner.

2. The school may be able to provide need based financial assistance if the circumstances warrant it.

Failure to keep the account current or to establish a payment plan in accordance with the guidelines outlined above will result in loss of the following privileges for the current school year:

1. Enrollment fees and/or first tuition payment more than 9 days past due will result in the **student no longer being considered registered for the new school year.**
2. CCS reserves the right to restrict access to FACTS SIS if billing accounts are not current.
3. Fees due in excess of 9 days following the due date will be assessed a late fee penalty of \$25.00.
4. At the discretion of the administrator, a student whose account exceeds 60 days past due or is not current at the end of a semester may be suspended until payment is received in full.
5. Tuition and any other charges for one semester must be paid in full before the pupil may continue for the next semester.
6. The student will not be permitted to register or will cease to be enrolled for the new school year until tuition and fee payments are current.

12.4 TRANSPORTATION REIMBURSEMENT

Wisconsin state law requires each local school district to provide transportation for non-public school children. This service must be comparable to that provided to children in the public schools. Districts are granted the option of providing “parent transportation reimbursement contracts” which reimburse parents for transportation expenses, rather than providing the actual busing.

At the time your child enrolls, CCS will inform your local school district that you have enrolled in CCS and may possibly qualify for transportation reimbursement. Your local school district will then contact you with the offer of a transportation reimbursement contract. Policies and reimbursements differ widely between the school districts.

If you do not hear from your local school district by October 1, you should contact them and pursue this matter directly.

Appendix A: Statement of Faith

How do we speak concisely about our faith?

The Apostle's Creed

I believe in God the Father Almighty, the Creator of heaven and earth, and in Jesus Christ, His only Son, our Lord: Who was conceived of the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, died, and was buried. He descended into hell. The third day He rose again from the dead. He ascended into heaven and sits on the right hand of God the Father Almighty, whence He shall come to judge the living and the dead. I believe in the Holy Spirit, the holy catholic* church, the communion of saints, the forgiveness of sins, the resurrection of the body, and life everlasting. Amen.

*The word "catholic" refers to all who believe in Jesus Christ as Savior and Lord. This creed received its title because of its great antiquity, dating from the first centuries of the church.

CCS Statement of Faith

God: We believe in the existence of one God as a personal spiritual being who exists in three equal but distinct persons: Father, Son, and Holy Spirit.

The Bible: We believe the Bible to be living, divinely-inspired, authoritative, and inerrant Word of God. It directs us in all of our relationships and activities; therefore, it guides us in the education of our children.

Creation: We believe that the creation of the universe and mankind was a uniquely designed act of God, and that man was created in the image and likeness of God.

Sin: We believe that all mankind has fallen into sin and is in need of the salvation which God, in grace, has provided through the death of his one and only Son, Jesus Christ.

Jesus Christ: We believe that Jesus Christ was born of a virgin, is the son of God, lived a sinless life, died on a cross for the sins of all people, rose from the dead, and that belief in Him and what he has done for us is the only way to salvation.

Appendix B: Statement on Marriage, Gender, and Sexuality

We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. (Gen 1:26-27.) Rejection of one's biological sex is a rejection of the image of God within that person.

We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture. (Gen 2:18-25.) We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. (1 Cor. 6:18; 7:2-5; Heb. 13:4.) We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman.

We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God. (Matt 15:18-20; 1 Cor. 6:9-10.)

We believe that in order to preserve the function and integrity of ICS System as the local Body of Christ, and to provide a biblical role model to the ICS associate schools and the community, it is imperative that all persons employed by CCS in any capacity, or who serve as volunteers, agree to and abide by this Statement on Marriage, Gender, and Sexuality. (Matt 5:16; Phil 2:14-16; 1 Thess. 5:22.)

We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ. (Acts 3:19-21; Rom 10:9-10; 1 Cor. 6:9-11.)

We believe that every person must be afforded compassion, love, kindness, respect, and dignity. (Mark 12:28-31; Luke 6:31.) Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture nor the statement of faith.

Appendix C: Notice of Nondiscrimination

Community Christian School (CCS) is a private, nonprofit, nondenominational institution founded for the purpose of developing and implementing an educational program that is thoroughly Christian both in content and practice. As such, CCS recognizes that in Christ, "There is neither Jew nor Greek, slave nor free, male nor female." (Gal 3:28)

Therefore, CCS admits students of any race, color, national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school.