

*Christian
Center
School*

Handbook

2022-2023

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OUR MISSION

By **cultivating** the individual, CCS provides college preparatory academics in a family environment to biblically **equip** and **empower** students to serve their community and the world for God's glory.

INTRODUCTION

Christian Center School opened in the fall of 1979 as a ministry of Prairie Avenue Christian Center. We have a rich heritage as the area's oldest Christian private school. Over the years much has grown and changed. What has not changed is celebrating the wonderful creation that each child is in God's eyes. We offer a full college preparatory academic program for Preschool through the 12th grade.

In our pursuit of academic excellence, we provide an environment that promotes godly values and Christ-like character. We partner with each home to cultivate a healthy, Christian family atmosphere so students can be appreciated for their individuality while being equipped and empowered to reach their greatest potential.

In order to make an informed commitment to work and walk together with a common purpose, it is important that parents and children understand the principles and philosophy of Christian Center School prior to submitting an application for enrollment.

Grades K-12 are made up of children from Christian homes who attend church regularly and are committed to a Bible-believing church in our community. Our school is open to Christian families who share the same basic tenets of the Christian faith, who have strong convictions for the value of family, youth training and are committed to the academic and spiritual success of their children.

The goal of our school is not to reform the character of children. Our purpose is to provide an environment where Christian-raised children can be further equipped and empowered to serve their community and the world for God's glory.

Parents are expected to be intentional with their involvement in their child's education as well as have an awareness of school activities. It is also vital they attend regular parent meetings that occur throughout the year.

Please go over this handbook with children who are younger than 14 to ensure that they understand our policies (some sections may not be appropriate for younger students to read independently) and have children who are 14 and older, read it for themselves so they can sign their own Commitment to CCS Values form.

STATEMENT OF FAITH

We believe the Bible to be the inspired, the only infallible, authoritative Word of God and is the final authority in all matters (2 Tim 3:16, Duet 4:2, Rev 22:18-19).

We believe that there is one God, eternally existent in three persons: Father, Son, and Holy Spirit (1 Cor 8:6, 1 Peter 1:2).

We believe in the deity of our Lord Jesus Christ; in His virgin birth; in His sinless life; in His miracles; in His victorious and atoning death through His shed blood; in His bodily resurrection; in His ascension to the right hand of the Father; and in His personal return in power and glory (Matt 1:23, 2 Cor 5:21, Eph 2:1-7).

We believe that for the salvation of lost and sinful man, regeneration by the Holy Spirit is absolutely essential (John 3:3, Titus 3:5-6).

We believe in the present ministry of the Holy Spirit who indwells Christians enabling them to live godly lives (Rom 8:1-4, Gal 5:22-26).

We believe in the resurrection of both the saved and the lost; those who are saved are resurrected to eternal life and those who are lost are resurrected to eternal separation from God (John 5:24-29).

An integration of Bible truth will be an inseparable and primary part of the total educational process. Christian concepts will be unified with, inseparable from, and central to the academic offerings (Prov 1:7, Deut 6:6-9).

Parents and Marriage - If children reside with two parents or guardians, we believe it is a Biblical requirement that the parents be legally married, as one man and one woman. We believe that “marriage” has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture. We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. We believe that God has commanded that no sexual activity should occur outside of marriage (Gen 2:18-25, Eph 5:22-33, 1 Cor 6:9 & 18, Heb 1:3-4).

We believe that God has divinely created each person as male or female. These two, distinct and 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 (Rom 1:25-27).

KEY FACTORS PROVIDED BY CHRISTIAN CENTER SCHOOL

- Parents are encouraged to be involved in the instruction and training of their children in the educational setting (Deuteronomy 6:4-7; Ephesians 6:4).
- Curriculum and philosophy are Bible-based, Biblically consistent, and Godly (Isaiah 54:13, Colossians 2:6-8, James 4:4).
- The peer environment is Godly, and problems can be dealt with and solved Biblically (Matthew 18:15, I Corinthians 5:11, Galatians 6:1).
- Staff, parents, and other workers all strive for Godly character and have the same basic values and commitments (Psalm 1:1).
- We are family (Philippians 2:4).
- Excellence in character, environment, and academics are our overall commitment (Colossians 3:17).

STAFF

All our staff are dedicated Christians and consider their employment at CCS a “calling” and ministry. Our teachers are highly qualified and have been selected because of their Christian character, educational experiences, favorable reputation, and instructional abilities. Teachers are required to adhere to the policies and code of conduct within the CCS Handbooks. Teacher

certification is preferred prior to employment, but completion through ACTS (accreditation) is required once employed. Our teachers regularly attend educator’s conventions, meetings, and other professional development opportunities.

ACCREDITATION

Private schools are not required to seek accreditation in the State of Idaho. As a private 501©3 religious non-profit, the CCS Board has the spiritual and fiduciary responsibility to oversee the school in keeping with the school’s mission. The CCS Board determined that accreditation was in the best interest of the students, families, and community of the school in 2019 and began the process through the Association of Christian Teachers and Educators (ACTS), culminating in accreditation in the spring of 2021. We believe the benefits of accreditation are in keeping with our goal of maintaining academic excellence; however, we will not sacrifice CCS’s mission for accreditation.

ACTS is the lead accrediting agency for Christian Center School. Their 12 industry-based accreditation standards ensure we are in compliance with local, state, and national education agencies while maintaining our Christian Worldview mission. ACTS is a long-standing member of the National Council of Private School Accreditation, which is comprised of 18 associations. NCPSA, the second accreditation held by Christian Center School, is recognized by the Alliance of Accreditors, a consortium of accrediting agencies that collaborate in advocacy for school choice. Cognia, the third accreditation held by Christian Center School, is most recognized by colleges and universities across the US and throughout the globe. Through the strong relationship between ACTS and Cognia, CCS's accreditation is recognized by the US Department of State and the US Department of Homeland Security, enabling CCS to host foreign national students on campus.

CCS graduates are well prepared to succeed in college. On annual standardized achievement testing, our students' average scores are consistently high above the national average, and CCS graduates have a history of success at numerous and varying colleges across the United States.

ENROLLMENT PROCEDURE

Relationship, involvement, and commitment are key ingredients in any successful school. We recommend, therefore, that new families take time to get to know us and how our school operates before deciding to enroll their children. Please plan a time to bring your child(ren) in while school is in session, if possible, to look around and ask questions. Applicants for enrollment will be screened by interview and by recommendation of their Pastor. Academic evaluation is a part of the interview process to determine the “best fit” for our program. High school students are typically enrolled only at the beginning of a new semester and must have a personal desire to enroll at CCS.

Steps Toward Enrollment:

1. When parents contact the school office and indicate interest in CCS, they may schedule a tour. During the tour, they receive a packet of school information, or this packet could also be mailed. This information may be accessed on our website as well. Please carefully read the Handbook and other informative materials. It is important that you are fully aware of the environment we are trying to provide, and that by choosing to enroll your children in CCS, you are agreeing to consistently uphold the same standards.
2. If after reviewing the Handbook and other materials you decide to pursue enrollment, please fill out and return the New Student Application and schedule an interview to meet with the school administration and/or teacher(s).
3. We appreciate meeting with both parents if possible. **We require that students attend the interview with the staff.** CCS does not have the specialized staff or resources to provide IEP administration or more specialized special education services. Neither do we administer student medications at school.
4. Academic evaluation may be scheduled as part of the interview or may be scheduled as a group assessment date. These evaluations typically include a math, reading, and writing assessment in grades 3-12.

5. CCS gives early-enrollment preference to families with already enrolled children. Siblings of these families are placed first during the period from February 1 to April 1. Preference is also given to families planning to stay enrolled in CCS as students promote to higher grades.

6. When the decision is made to accept a student, and there is an opening for the student, parents are typically informed by phone, and the required enrollment forms are emailed, mailed, or picked up. These need to be filled out and returned promptly along with a registration payment to confirm enrollment. If there are no openings, prospective students are placed on a waiting list for consideration for future openings. New students must provide immunization records and a copy of their birth certificate as required by Idaho law as well as access to all previous school transcripts. Completed homeschool transcripts must be submitted before a student can be accepted.

Christian Center School admits students of any race, color, and national or ethnic origin to all the rights, privileges, programs, and activities of the school. Due to CCS's Christian beliefs, transgender students, homosexual students, or students choosing alternative lifestyles in conflict with the CCS Statement of Faith will not be admitted.

BILLING PROCEDURE AND POLICIES

Yearly tuition is split into two-semester commitments; students leaving mid-year are responsible for the entire semester's tuition during which the student withdraws. Annual tuition is billed on a monthly basis. Re-enrolling students and new students enrolling prior to Sept. 1 (grades 1-12) are billed on a 10-month basis of 10 equal payments of the yearly tuition rate, August through May. Families enrolling after Sept. 1 pay on a 9-month basis of nine equal payments of the yearly tuition rate.

New students in grades 1 through 12 pay a non-refundable Registration Fee of \$250 per student at the time of acceptance. A non-refundable Annual Registration Fee is due each late winter to hold positions for students returning in the fall; this Early Registration begins February 1 and is \$175 per returning student (\$125 for the 3rd or additional student enrolled from a family). For those who opt to wait, Regular Registration for returning students begins March 1st and is \$250 per student and must be paid in a

timely fashion in order to guarantee a position. March 1st is also open enrollment, and any open positions after March 1 will be filled with new families from the waiting list. Existing CCS families who plan on returning are encouraged to do Early Registration in order to secure their child's position.

Preschool registration is \$150; Kindergarten registration is \$175. Tuition and fees are explained in detail in the Tuition Schedule and the Tuition and Fees handout. These are also found online at www.ccs-id.net.

Monthly billings are mailed on the first of each month. Your full monthly payment is due by the 15th of the month. Please be prompt. ACH is available for autopay. Families who choose to prepay for the entire year will receive a 1.5% tuition reduction.

Tuition payments may be made in several ways: through monthly auto-payments through ACH (our automatic billing platform); online, one-time payments through our FACTS Family Portal, or via check. Payment checks should be made out to **Christian Center School**; checks may be mailed or handed to the front receptionist. Accounts are "past due" if payment is not received by the 15th of the month, in which case a \$20 late charge, or 1.5% of the amount past due (whichever is larger). When an account is past due 30 days, the entire account balance is required to be paid in full, or the students of the delinquent family may be required to withdraw (unless prior arrangements have been made with the administration). A fee of \$20 plus any bank fees are assessed when a check is returned due to insufficient funds.

FINANCIAL AID

The CCS Board provides oversight of our financial aid program. Financial aid awarding is based primarily on need with consideration given for student academic performance, family involvement in school, and length of time the family has been in our school. Funds are typically very limited because they are raised entirely through donations or fundraisers. Families desiring to apply for financial aid should write a letter to the CCS Board explaining their unique financial needs, including the amount of tuition they need help with. Financial aid never covers the entire tuition. Financial aid awards are typically issued as a set monthly amount applied to the recipient's tuition bill.

PARENT INVOLVEMENT

Parent awareness and involvement in their children's education is a key to their success. Parent participation in the educational process enables them to understand the classroom procedure and know how their child is performing in that environment. This enables parents to know the peer group and how their child relates in that context, and thus influence those relationships. Parents who fill a regular staff position as a **classroom aide** for eight hours per week receive a discount on their first child's tuition. These positions are filled as needed.

Classroom aide work hours are typically 8:00 a.m. to 4:00 p.m. on their assigned day or two mornings per week. There is no babysitting service provided by the school. If an aide needs to miss their assigned day, they are responsible to arrange for their own qualified substitutes and communicate these arrangements with their supervisor.

As a way to keep tuition as low as possible, CCS parents are asked to partner with CCS's annual fundraising efforts. This can change year to year, but parents may be asked to participate in one of the following efforts as a condition of their enrollment: donation/procurement of a designated number of valued items for an auction, sale of a designated number of raffle tickets, or another fundraising effort of equivalent measure. Specific fundraising requirements will be published for each school year by late spring of the preceding year.

Another way that parent involvement helps to build our school is through Parent Service Hours. Parents are required to contribute a minimum of 24 hours of school service for each family with children in grades 1 through 12 (6 hrs. for Preschool; 12 hrs. for Kindergarten families). Parents are required to use five of the 24 service hours in support of school fundraising. Parents record their service hours on FACTS, the attendance management system. While it is not encouraged, if a family chooses, they may pay for their service hours instead of spending the time (at a rate of \$25/hr to be billed half at mid-year and half at the end of the school year). Any Parent Service Hours not fulfilled will be billed.

COMMUNICATION

Report Cards and Parent-Teacher Conferences occur on a quarterly basis. Our school uses an interactive, administrative management system called **FACTS Family**. Parents are expected to access their child's homework assignments, test scores, and daily progress through the website. General policy and information documents are also posted here. In addition, a weekly newsletter is sent out via email with current announcements. These are the primary sources of communication about upcoming events. Additional communications between teachers and parents are typically by email. **Parents need to check their email daily and log into FACTS regularly.** Out of respect for a teacher's personal family time, please do not default to phoning, using social media, or texting teachers after hours or on weekends. Staff is expected to reply to communication within 24 hours unless it is a weekend or school break. In those cases, do not expect a reply until the next school day.

CURRICULUM

The core curriculum for our learning-to-read program in Kindergarten is BJU Press. Our core curriculum for Math grades 1-12 is Saxon Math. For grades 1 through 12, we use publishers such as BJU Press as well as a variety of supplemental materials.

BJU Press is a comprehensive and standards-based, biblically-based curricula that have made a commitment to traditional Christian beliefs and strong academic standards. Their student textbooks contain a wealth of colorful photographs, illustrations, graphs, and content that fully integrates a Biblical worldview with academics. CCS also uses e-books from BJU Press to complement their paperback versions.

Every year, the CCS curriculum is evaluated and adjusted. We use our standardized achievement testing, student course progress, and professional development to analyze and evaluate the curriculum to make any changes that we believe would make our program better. New editions of books are regularly considered to assure that the information contained is up-to-date and accurate.

CLASSES

Because we value an active learning environment, we use a variety of instructional methods such as project-based learning, inquiry methodology, workshops, and the Socratic Method. Teacher-generated activities, primary documents, and classic literature are also foundational to our school programs.

Computer skills are taught throughout elementary and secondary levels utilizing the internet in each classroom. Spanish, P.E., Music, STEM, and Art are typically taught in all grades. Since CCS values the performing arts, our elementary music students perform in a Christmas-musical program each year. Students also have an opportunity to join the chapel band or choir. Junior high and high school electives cover a variety of subjects and are taught by faculty, guest teachers, or online. Our ASB officers organize inspirational, recreational, social, and community service activities. We have numerous student clubs that typically meet after school.

CCS has presented a school play every spring for many years. Casts for these productions are large and additional participation of students in technical and stage roles is encouraged, providing opportunities for all interested students to participate. This is also a lettering activity.

As an accredited school, CCS is able to offer its students access to Idaho's Advanced Opportunity Fast Forward Funds in conjunction with a local public high school. Through the Fast Forward Program, students have access to \$4,125 to help pay for dual/concurrent enrollment credits from approved institutions of higher education. The Idaho Department of Education manages the funds, and students go through a registration process to apply the funds towards their chosen educational opportunity. This partnership does not limit CCS's status as a private school or influence its educational practices or mandates. It is the responsibility of the students and families to complete all forms and communications required to register for and receive these funds. Any Dual/Concurrent Credit fees that result from not registering for these funds or classes taken from unqualified institutions will be the responsibility of the individual student/family.

CCS is pleased to partner with colleges and universities to provide on-campus, dual/concurrent credit opportunities to CCS

students. We encourage juniors and seniors to take a few college classes prior to graduation to ease their transition into college. Students are not permitted to replace any CCS offered or required class with an unaffiliated Dual Credit Class.

CCS also partners with the Idaho Digital Learning Academy (IDLA) to offer a broad variety of classes to students in grades 9 through 12. Idaho requires students to take one online class as a graduation requirement. IDLA's other courses can supplement our offerings as electives and can help students recover the credit needed for graduation. Students can also dual enroll to receive simultaneous credit for high school and college. Regular IDLA courses have an additional \$75 per class per semester fee and dual-enrolled courses have an additional fee set by the college. As of this printing, the college dual credit fee is \$165. Fast Forward funds will cover this fee for qualifying classes and students.

SERVICES

Guidance Services - Guidance services take many forms as faculty and staff work in partnership with parents to facilitate student growth and development. The teachers and staff are at the grassroots of guidance, providing direction each day. In addition for high school students, an on-staff high school counselor is available to advise on schedules and high school credits and college representatives visit to advise students on specific college and university offerings. A college and career counselor meets routinely with students over the course of their high school years. Additional resources are made available to support students in spiritual, academic, and professional growth.

Health Services - CCS recognizes the importance of the physical well-being of its students and faculty. While we do not have a nurse on staff, we ask that parents inform and educate our staff on the ongoing physical needs of students so we can best partner with them to meet the holistic needs of our students. We do not administer medications on campus or manage students' medical care, but parents may coordinate with CCS staff to ensure the well-being of students with high-risk or ongoing medical needs.

CCS staff undergoes basic emergency training to equip them to safely and effectively meet the needs of students in emergency

situations. This training includes basic first aid, bloodborne pathogens, and CPR.

CCS administration routinely reviews and revises its communicable disease policy so that it is up to date and based upon current information. These policies will be published and made available to all CCS staff, faculty, and families.

Food Services - CCS offers a hot lunch for purchase. Food offerings include a selection of hot lunches cooked in the CCS kitchen, snack items, and meals ordered from local establishments. When ordering a hot lunch, log on to FACTS and order lunches for each day or for the week. All lunches should be paid for in advance. Lunch payments can be made through FACTS, and lunch balances on FACTS should be checked frequently.

GRADING SCALE

A common measure of the nation's high school students' academic achievement is the grade point average (GPA). Calculating GPA requires both grade information and course credit information. Since credit and grade information reported on transcripts vary considerably among schools, districts, and states, it is necessary to standardize this information so that valid student and school-level comparisons can be made. In High School Transcript Studies, standardized credit information is typically based on the Carnegie unit, which is defined as a course with 120 hours of instruction (one subject, meeting four or five times a week for 40 to 60 minutes, for 36 to 40 weeks each year earns the student one "unit" of high school credit). Idaho uses a Semester credit system, with the state requiring a minimum of 46. CCS requires 48, which is a common district requirement for a college preparatory course of study.

Numeric grades are converted to standardized grades as shown in the following table.

Number Grade Conversion: 7th - 12th Grade		
Numeric Grade	Standard Grade	Grade Point Average
90–100	A	4.0
80–89	B	3.0
70–79	C	2.0
65–69	D	1.0
Less than 65	F	0.0

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, The 2009 High School Transcript Study.

This scale is commonly referred to as the 10-point scale, and is the scale CCS uses for junior and senior high. CCS uses a non-weighted scale for all non-dual credit classes. Dual credit or concurrent credit classes that are offered by CCS carry a weight of .5. Qualifying advanced classes that students take above and beyond CCS’s graduation requirements, such as Advanced Math, Calculus, and Physics, carry a weight of 1.0.

HIGH SCHOOL GRADUATION REQUIREMENTS

Christian Center School requires a minimum of 48 semester credits to graduate. Most students will complete 50 or more credits by graduation. We currently offer only a college preparatory curriculum path. Our high school may not be a good fit for students who require special resources or who find college preparatory curriculum too challenging despite teachers’ efforts to differentiate.

1st - 6th Grading Scale				
1st - 3rd	Percentage		4th - 6th	Percentage
A	93-100		A	92-100
B	86-92		B	83-91
C	79-85		C	74-82
D	72-78		D	67-73
F	0 - 71		F	0 - 66

Transfer students must successfully complete at least 10 semester credits in this school before receiving a diploma from Christian Center School.

COLLEGE PREPARATORY CURRICULUM

SUBJECT	REQUIRED UNITS
English I, II, III, IV	8
Speech	1
Senior Project	1
Algebra, Algebra II, Geometry	6
(Idaho requires math be taken during Senior year)	1
Biology, Physical Sci., Chemistry (incl. Labs)	6
Ancient & Modern Histories	4
U.S. History	2
Government	2
Economics	1
Bible	4
Physical Education (1 each year 9 th and 10 th grade)	2
Health	1
Foreign Language/Spanish (1 each year)	4
Computer Applications	1
Electives	4

ATTENDANCE

Students are expected to be present and on time at school every scheduled day of operation. The regular school day begins at 8:15 am for the 7th through 12th grade and 8:30 am for grades pre-K-6th grade, with staff arriving at 7:45 am for staff devotions and staff meetings. Pre-K is released at 11:30 am. Full-day, K-6th grades are released at 3:30 am, and 7th through 12th grade students are released at 3:45 am, with student pick-up no later than 4:00 pm. Students picked up late will be assessed a \$1-per-minute staffing fee. Late fees begin at 11:45 am for Pre-K. We have a four-day school week, Monday through Thursday. Absences are only permitted for illnesses or emergencies, and medical appointments when they cannot be scheduled during non-school hours.

Even part-day absences will result in loss of Perfect Attendance. Four daily tardies will result in an absence. In accordance with Idaho State code, except in extraordinary cases approved by the CCS Board, high school credit is not given when a student is not in attendance at least 90 percent of the time (nine days at most can be missed in a semester for a four-day-per-week course and five for a two-day-per-week course). Also, in compliance with the Idaho State code, excessive absences in grades 1-8 can result in retention in that grade.

Families are discouraged from taking vacations outside of scheduled school vacation breaks. This additional missed class time is often difficult to make up and adds an added burden to both students and teachers. Making up homework assignments does not make up for a teacher's skilled classroom instruction. If such vacations are planned, parents will be expected to notify teachers well in advance, and students must complete all assignments and assessments **prior** to leaving school.

CCS has endeavored to make every effort to give its students uninterrupted access to their classrooms, even if they are unable to be on school campus due to Communicable Disease guidelines. In grades 7-12, students are able to attend their classes from home via the Zoom application and complete their classwork remotely over Google Classroom. While CCS has provided this service to their students, **this mode of remote learning is solely intended for the purpose of mitigating the interrupted learning that might otherwise occur as a result of**

illness or a Communicable Disease interruption, and students will only receive attendance credit for remote attendance utilized for this purpose. The use of remote attendance is not intended to accommodate family vacation time or student preference.

HOMEWORK

When students do not complete their school work during the school day, they are expected to finish this work at home. Grades 1 and 2 can expect short math and reading assignments. Grades 3 through 6 can anticipate regular assignments in math, reading, and spelling as well as weekend project work. Grades 7 and 8 have an average of 60-90 minutes of homework each day, and high school has an average of 90-120 minutes. A general rule of thumb that we follow is 10 minutes multiplied by the student's grade.

HIGH SCHOOL JOBS

In most cases, it is recommended that students not hold regular jobs during the school year. Schoolwork must take priority over a student's job, and the job must not interfere with school performance. However, in certain circumstances, junior and senior students may be able to count a job as work-study for an elective credit upon the approval of the principal.

ATHLETICS

Christian Center School is a founding member of the Mountain Christian League (visit at mountainchristianleague.com) and participates in Girls Junior High, Junior Varsity and Varsity Volleyball; Boys Varsity Soccer; and Boys and Girls Junior High, Junior Varsity, and Varsity Basketball.

Students enrolled in CCS will be given first preference in team tryouts; if additional players are needed to field a team, homeschool students are allowed to try out as approved by the Athletic Director. Christian character, attitudes, and actions must be displayed in each athlete's daily life as well as at games. Any action which would bring discredit to the team will render that student ineligible to participate. Athletic letters or pins may

be earned and will be awarded in accordance with our established Lettering Criteria policy. For more information about athletic policy and fees, contact our Athletic Director.

ACHIEVEMENT CELEBRATION

Student achievement is celebrated at CCS year-round, but we have special collective times of celebration following each academic quarter and after each athletic season. Students are recognized for many types of achievement including Perfect Attendance, Perfect Scripture Memory, Honor Roll, Hall of Excellence, Team MVP and Inspirational Athlete, as well as others. At our collective celebrations, student work is hung for display and student achievements are praised while our student-led worship team and choirs perform. Parents are invited and encouraged to attend these exciting events.

HIGH SCHOOL TRIPS

Our high school has taken trips to many Spanish-speaking countries such as Mexico, Costa Rica, Dominican Republic, Puerto Rico as well as Uganda, and Washington DC. Our goal is to take a trip every other year, but we tend to go more often than that. The fundraisers for these trips are parent organized and directed with oversight from school staff. Trips are educational, and often provide the opportunity for missions work. We have also enjoyed numerous youth conferences, retreats, missions trips, and campouts in an effort to build a strong, Godly peer group.

PHOTO RELEASE

Pictures of students may be used in promotional materials, news articles, and school communications. If parents do not want pictures of their child to be used in this way, please provide a written request to the school office. In our effort to safeguard the identity of our students from the public, we will not use full names of students in promotional materials without expressed permission from parents.

DISCIPLINE

All discipline is designed to restore a child to the right behavior and to preserve the environment we endeavor to provide for our students. If a character or attitude problem has been addressed with the student and significant change is not forthcoming, a conference may be held between the school principal, the student, and the teacher. The parents may be requested to participate in the conference if the severity of the problem warrants it.

Discipline is primarily the responsibility of the parents. Parents are typically informed of a behavioral problem by email or a phone call from the teacher. Examples which might result in disciplinary action include infractions of the Standards of Conduct that follow.

- A severe infraction may result in an immediate temporary suspension or permanent expulsion. Expulsion is a rare and serious occasion and only occurs if the student refuses to repent of wrongdoing, or if the wrongdoing is gross misconduct or would result in harm to the character or well-being of the other students.
- A student who does not work to their ability, as typically indicated by two or more failing class averages, may be placed on academic probation. The student then has an agreed-to period of time to improve their grades. If adequate improvement is not forthcoming, the student may be required to withdraw.

BASIC STANDARDS OF CONDUCT AND APPEARANCE

A Biblical standard of conduct and appearance will be expected of all students. This requires a high level of commitment by all involved: staff, parents, and students. One of the main reasons parents enroll their children in a Christian school is to have better awareness and involvement in their child(ren)'s peer group. By having a basic standard of conduct and appearance, all families know what they can expect from others, and what others are expecting of them. Out of love and consideration for one another, we ask both parents and students who do not hold tightly to these basic standards not to select our school. Students whose actions show disregard for these standards will be promptly corrected and may be asked to withdraw.

Attitudes - We desire for our children to grow in having the mind of Christ as represented by attitudes of humility, enthusiasm, cooperation, kindness, and respect.

Character - We desire for our children to pursue and grow in genuine faith and righteousness. While we cultivate a grace-filled atmosphere, it is important to understand that students who talk casually or favorably about worldly things will be confronted. “Worldly things” include but are not limited to: cheating, smoking, vaping, drinking alcohol, using illicit drugs, sexual conduct, using foul language, sexual or crude joking, violence, listening to or viewing unwholesome or inappropriate entertainment, etc. It is our expectation that parents will recognize that today's culture has a strong influence on our children and agree to carefully monitor what their children are allowed to see and hear.

How We Relate – Since our friendship with God was restored by the death of his Son while we were still his enemies, we will seek to extend that same great love to each other, making allowance for each other’s faults, making every effort to keep ourselves united, and binding ourselves together with peace. We as staff, parents, and students will endeavor to build each other up with the intent that all should reach their greatest potential. Bullying in any form will not be tolerated. When conflict arises, we expect all involved to approach one another with respect and grace, and follow a “Matthew 18” process. Discipline is administered with this in mind and at heart, but may still result in a request for withdrawal.

Boy-Girl Relationships - We desire for our children to grow up with deep convictions regarding the sanctity and responsibility of marriage; to understand that God himself has provided for life-long companionship between one man and one woman only through the protective covenant of marriage (see statement of faith); and to develop godly habit patterns for relating as brothers and sisters in the Lord outside of the marriage covenant. To provide an environment where these convictions can grow, we ask that parents teach their children to wait until after high school to pursue relationships with the opposite sex beyond that of friendship.

Physical Affection - We value the affection that our CCS students have for one another in the bonds of friendship. In an effort to limit distraction or the appearance of impropriety, CCS

students should limit their physical touch with one another in an age-appropriate manner. Older students should not tickle, cuddle, embrace, kiss, or hold hands with one another at school or CCS events.

Gender – We desire for our children to grow up understanding who God has created them to be in the image of God. We prohibit students from expressing an outward rejection of how God has biologically designed them. (See Statement of Faith)

Speech - We desire for our children to grow up understanding just how important our words are to Christ. Our children will not lie, swear (including euphemisms), use unseemly or crude speech, gossip, or tear down others with their words. The words we speak should be life-giving.

Social Media – Students must understand that social media is not a private means of communication and that all social media that is viewed by others must not reflect poorly on CCS specifically or by association. Parents should regularly review all social media their children use and the school may address inappropriate postings as a disciplinary issue.

Appearance - We desire for our children to understand how God feels about modesty, how it relates to their attitude toward Him, toward one another, and toward their future spouse. To achieve an environment of modesty and appropriate appearance, Christian Center School provides Dress Requirements to which students adhere. Details are covered on a separate handout issued on Aug. 1 each year. Our goal is to provide an environment with:

- A consistent level of modesty.
- Deep and meaningful relationships that focus on who the individual is on the inside rather than what they look like on the outside.
- A higher level of performance and “esprit de corps,” which is influenced by how we dress.

Dress Requirements are enforced at any school-related activities as well as before and after school if anywhere on the school premises, except when approved for special occasions.

Property - All students are expected to respect the school and church property, and the personal property of fellow students. Defaced, damaged, broken, or stolen property will be repaired or replaced at the offender's expense.

Lockers – Lockers provided for storing student belongings are not private areas. School staff may inspect lockers at any time for any reason. Lockers and closets are also not considered secure locations even if locked. CCS is not responsible for items stored in lockers or school classrooms and closets. However, CCS strongly advises that lockers have a combination lock placed on them to secure items. The building is shared with a church, therefore, it has many guests that visit during the evenings and weekends.

Transportation: Student transportation is the responsibility of the parents. Carpools are encouraged for transportation to and from school. Parents need to alternate transportation duty for away games and field trips. Students may need to reimburse drivers for gas when carpooling.

Students who are licensed and insured, and who exhibit proper caution and driving skill, are permitted to drive to school. Any driving violation on church property will result in the revocation of on-campus driving privileges. A student's driver's license and insurance information should be registered with the front desk.

Technology Use: Students in grades 6 and above are required to sign a Computer and Technology Use Agreement at the beginning of each year. Any student violation of the computer and technology agreement may result in disciplinary action. **Students are not permitted to use computers or other technology before or after school**, or when staff is not present and permission has not been granted. School computers are for school work only, and not for personal work. Students are not permitted to access social media, videos, music, or games for recreation. Accessing inappropriate sites will result in disciplinary action, and may include loss of computer privilege and possible suspension.

Phone Use: School phones are reserved for official school business and emergency calls. Any use of phones, including personal cell phones by students, must first be authorized by a supervising adult and student use must be done in their

presence. Parents may contact their children by calling the front desk and a message will be relayed to their child. If a return call is necessary, the student will do so with the supervision of a staff member. Cell phones must be turned off during the school day and stored.

If a student needs to use a cell phone for any reason they must get specific permission from a specific staff member for a specific purpose and remain in the supervision of that staff member for the duration of the use of the phone. Students are not permitted to share cell phones with other students. Misuse of a cell phone will result in the phone being taken until it is released to a parent at the end of the day.

NOTES
