



CHRISTIAN COMMUNITY
SCHOOL

Family Handbook

2022 – 2023



Dear Families of CCS,

It is a pleasure to share this updated School Family Handbook with you. Please take some time to familiarize yourself with school policies and procedures. Students and their families are responsible for knowing and abiding by the regulations in this handbook.

From time to time the school board examines existing school policies and adopts new ones to better serve CCS families. As new policies are adopted and published, electronic copies will be forwarded to you.

Any insights or suggestions you have to improve the school will always be seriously considered; please forward them to the school office.

It is indeed an honor for the CCS Staff to work with you in the discipleship and education of your children.

In His Service,

Principal Rachel Willis, together with the CCS Administration and Board
September 2022



Table of Contents

1	PHILOSOPHY AND FOUNDATIONS	8
1.1	HISTORY OF CCS	8
1.2	MISSION STATEMENT	8
1.3	VISION STATEMENT	9
1.4	CORE VALUES / EXPECTED STUDENT OUTCOMES	9
1.4.1	Academic Excellence	9
1.4.2	Biblical Integration	10
1.4.3	Christ-like Character	11
1.5	PHILOSOPHY OF CHRISTIAN EDUCATION	12
1.6	STATEMENTS OF FAITH	12
1.7	COMMITMENT TO THE WHOLE CHILD	13
1.7.1	Spiritual and Moral Goals	13
1.7.2	Academic Goals	14
1.7.3	Social, Emotional, and Physical Goals	15
1.8	ANNUAL REVIEW OF FOUNDATIONAL DOCUMENTS	15
2	SCHOOL GOVERNANCE	16
3	HOME/COMMUNITY RELATIONS and STUDENT SERVICES	18
3.1	ADMISSION POLICIES	18
3.1.1	Student Non-Discrimination Statement	18
3.1.2	CCS Facilities Policy	18
3.1.3	CCS Substance Abuse Policy	18
3.1.4	CCS Social Media Policy	18
3.1.5	Relationships	19
3.2	TUITION POLICY	19
3.2.1	Financial Responsibility	19
3.2.2	Payment Options	19
3.3	FINANCIAL OBLIGATIONS	20
3.3.1	Registration / Re-enrollment	20
3.3.2	Student Withdrawal	21



3.3.3	Mid-Year Enrollment Tuition Policy	21
3.4	SCHOLARSHIP	21
3.4.1	Hardship and Inability to Pay	21
3.5	CCS GRIEVANCE POLICY	22
3.5.1	General Guidelines	22
3.5.2	Grievance Resolution Processes	23
3.6	ATTENDANCE POLICY	24
3.6.1	Arrival	24
3.6.2	Absence and Tardiness	24
3.6.3	Early Departure	25
3.6.4	Procedure for Closing or Delaying School	26
3.7	BEHAVIORAL POLICIES	26
3.7.1	Behavioral Guidelines	26
3.7.2	Discipline	28
3.7.3	Detention Policy	29
3.7.4	Suspension/Expulsion Policy	29
3.7.5	Dress Code Policy	30
3.8	GUIDANCE & WRITTEN COURSE SELECTION PROCESS	32
3.9	TRANSPORTATION	33
3.9.1	Car Pools	33
3.9.2	Parking & Dismissal Pickup	33
3.9.3	Preschool Drop Off & Pick Up	34
3.9.4	Off-Campus School Events	34
3.10	CCS DEVELOPMENT DEPARTMENT	35
3.11	FUNDRAISING	35
3.12	EVENT COORDINATION	35
3.12.1	Student Socials	35
3.13	VOLUNTEERS	36
3.13.1	A Tradition of Biblical Parental Commitment	36
3.14	STUDY HALL REGULATIONS	36
3.15	UPPER SCHOOL RULES	37
3.15.1	Classroom Behavior / General School Conduct	37



3.15.2	School Property	38
3.15.3	Student Character/Personal Property	39
3.15.4	Dress Code	39
3.15.5	Transportation	40
3.15.6	Athletic Behavior	40
3.15.7	Rules for Bring Your Own Device (BYOD Policy)	41
3.16	STUDENT DRIVER/PASSENGER POLICY	41
3.17	SENIOR PRIVILEGES	42
3.18	STUDENT FILES	43
4	CCS STAFF AND PERSONNEL	44
4.1	TEACHING STAFF MEMBERS	44
5	INSTRUCTIONAL PROGRAM AND RESOURCES	47
5.1	DAILY BELL SCHEDULE	47
5.2	INSTRUCTIONAL TIME	47
5.3	COURSE OF STUDY	49
5.3.1	ELEMENTARY PROGRAM	49
5.3.2	JUNIOR HIGH AND HIGH SCHOOL PROGRAMS	49
5.4	CCS CORE SUBJECT PHILOSOPHIES	50
5.4.1	Bible Philosophy	50
5.4.2	English Philosophy	51
5.4.3	Fine Arts Philosophy	51
5.4.4	Math Philosophy	51
5.4.5	Physical Education Philosophy	52
5.4.6	Science Philosophy	52
5.4.7	Social Studies Philosophy	52
5.5	GRADING	53
5.6	HOMEWORK	54
5.6.1	Missing Assignments, Grades 6 – 12	55
5.7	CHEATING	55
5.8	ACADEMIC PROBATION, Grades 6 – 12	56
5.8.1	Sports Eligibility	57



5.9	STUDENT SCHEDULE CHANGES	57
5.9.1	Lockers	58
5.10	PUPIL PROMOTION POLICY	58
5.11	STUDENT ACCOMODATIONS & INTERVENTION SERVICES	59
5.12	PRESCHOOL POLICIES and PROCEDURES	60
5.13	CCS ASSESSMENTS	61
5.13.1	Entrance Screening	61
5.13.2	IOWA	61
5.13.3	PSAT	61
5.13.4	ACT/SAT	62
5.13.5	Final Exams	62
5.14	GRADUATION REQUIREMENTS	62
5.14.1	Valedictorian and Salutatorian Eligibility	63
5.15	ACADEMIC ASSOCIATE PROGRAM	64
5.16	COLLEGE CREDIT PLUS (CCP)	64
6	HEALTH AND SAFETY	65
6.1	CCS HEALTH POLICIES, PROCEDURES AND GUIDELINES	65
6.1.1	Health, Immunization and Vaccination of Pupils	65
6.1.2	School Health Policy	65
6.1.3	Medical Administration Policy	66
6.2	CCS CRISIS AND EMERGENCY PLANS	67
6.3	CCS POLICY ON BULLYING	67
6.3.1	Definition of Bullying	68
6.3.2	Reporting and Response to Bullying	68
6.3.3	A Community Approach	69
6.4	CCS POLICY ON CHILD ABUSE and NEGLECT	70
6.4.1	Mandatory Reporting Requirements	70
6.4.2	Training Requirements	72
6.4.3	Important Contacts and Their Phone Numbers	72
6.5	FOOD SERVICE	72
7	SPIRITUAL FORMATION	73



7.1	CHURCH ATTENDANCE	73
7.2	CHAPEL	73
7.3	WORSHIP POLICY	73
7.4	BIBLE CLASS OVERVIEW	74
7.5	ADDITIONAL SPIRITUAL ACTIVITIES	75
7.5.1	Care Groups	75
7.5.2	Outreaches	76
7.5.3	Retreats	76
7.5.4	Choir Tour	77
7.5.5	Work-a-thon	77
7.5.6	Concerts	77
8	CONTINUOUS SCHOOL IMPROVEMENT PLAN	78



1 PHILOSOPHY AND FOUNDATIONS

1.1 HISTORY OF CCS

Christian Community School (CCS) opened its doors in September of 1994. The school represented the concerted efforts of a small group of teachers and parents who desired to provide a high quality, Christ-centered education for the children of born-again Christian families. A Steering Committee was formed and Rick Willis was called to be the school's headmaster. The name Christian Community School was adopted to reflect the desire of the committee to appeal to the diverse, evangelical Body of Christ in the area.

CCS was established as a non-denominational K-12 school. The Committee resolved:

- To incorporate with the state of Ohio as a 501(c)(3) educational, tax-exempt educational organization (incorporated 6/9/94, #873620).
- Not to pursue chartering with the state of Ohio, but instead to register as a 3301-35- 08 private, non-tax supported, religious school.
- To offer a home education program.
- To offer a developmentally challenged intervention and accommodation program.
- To encourage parental involvement at every level of CCS.
- To keep class size to no more than 20 students.

CCS began with 71 students in rented church facilities on Cahoon Road in Westlake, OH. Preparing the building for occupancy and finding favor with the Westlake Building Department became the first obstacle to overcome. First year families invested a lot of time and talent in order for the doors to open. Christians from more than 18 churches co-labored and many lasting friendships were formed.

After one year in Westlake, CCS moved to North Ridgeville, OH to occupy an elementary school building that had become available for rent. CCS leased the Field Sweet Building from the North Ridgeville school system. At present, CCS is very blessed to own the property at 35716 Royalton Road in North Eaton, OH; the former Eaton School.

1.2 MISSION STATEMENT

As a support to evangelical Christian families, the mission of Christian Community School is to provide an academically excellent, biblically integrated education which promotes Christ-like character, preparing students to serve God and impact their world for Christ.



1.3 VISION STATEMENT

The vision of Christian Community School is to partner with parents to raise up a generation of godly men and women for Christ who interpret all of life through the lens of biblical truth. CCS exists to prepare young people to participate in the Body of Christ throughout their lives and to think, reason and live with the mind of Christ, aspiring to positions of servant leadership in their churches and communities.

1.4 CORE VALUES / EXPECTED STUDENT OUTCOMES

1.4.1 Academic Excellence

CCS strives to help students reach their academic potential by teaching a robust, balanced course of study comprising core academic subjects, electives, and extracurricular activities for all ages. Our model emphasizes the teacher-student relationship as being vital to instruction, as we teach skills such as critical thinking, problem solving, effective communication, research, and a diligent work ethic.

Students are expected to:

A.1 Demonstrate academic preparedness in all areas of curriculum

- A.1.a** Well-rounded in humanities, mathematics, sciences, foreign language, fine arts, technology, and Biblical studies
- A.1.b** Has cultivated natural ability in any and all of the above areas
- A.1.c** Exerts effort to take ownership and independence over academic performance

A.2 Demonstrate mature character qualities towards the learning process

- A.2.a** Continually growing in ability to approach challenges with critical thinking and problem-solving, working analytically towards solutions
- A.2.b** Communicates effectively and logically in written and verbal form
- A.2.c** Utilizes appropriate resources to research information from accurate sources
- A.2.d** Able to apply diligence, self-discipline, and time management skills to academic efforts



A.3 Demonstrate understanding that Christian education includes an intergenerational component of mentoring and discipleship between teachers and peers, both older and younger

- A.3.a** Able to integrate healthy relationships into the learning process
- A.3.b** Able to be guided by teachers in acquisition of knowledge and educational skills
- A.3.c** Able to demonstrate responsibility towards peers in participating in educational opportunities together

1.4.2 Biblical Integration

CCS strives to demonstrate to students that the Bible is the inspired Word of God, the primary source of knowledge and wisdom, and the standard of truth by which we live. Our curriculum and methodology reflects this biblical lens as we teach both a familiarity with the Bible itself and its application to every discipline at CCS.

Students are expected to:

B.1 Understand and articulate a biblical worldview and operate from the perspective of biblical truth

- B.1.a** Learns about biblical content and themes throughout all grade levels
- B.1.b** Develops, articulates, and defends a biblical worldview in upper school, including creation, fall, redemption, and restoration
- B.1.c** Demonstrates application of the Bible as a standard of truth and source of truth to daily decision making

B.2 Learn about all disciplines from the lens of a curriculum with cohesive biblical integration

- B.2.a** Mathematics- students discover God's order and structure in creation. Absolute truth found in mathematical principles points to God's unchanging nature.
- B.2.b** Science- students understand and appreciate the unfolding revelation of God through his creation. Through scientific inquiry, students develop a deeper appreciation for the complexity of creation, the laws and structures of the natural world, God's awesome power, and the importance of our call to be stewards of the earth.
- B.2.c** Language Arts- learning skills of proper grammar, literary analysis, writing, and public speaking enable students to eloquently share the gospel of Jesus with the world in various forms of communication and adaptive to different audiences.
- B.2.d** History- a study of history can help each student to see God's hand in the events of the past, present and future, as well as His involvement in their own lives.



1.4.3 Christ-like Character

CCS strives to instill in students an understanding of the character of Jesus Christ, the incarnate Son of God. Qualities such as faithfulness, self-discipline, obedience, humility, service, compassion, and leadership are emphasized daily among our multi-age student community. Through the power of the Holy Spirit, our students can be equipped to make a kingdom impact in the present and future as they use their God-given talents to serve the Lord.

Students are expected to:

C.1 Understand and commit to a personal relationship with Christ and pursue ongoing spiritual development

- C.1.a** Understands the gospel, salvation, and how to present that to others
- C.1.b** Understands and practices spiritual disciplines such as devotions, personal Bible study, and prayer
- C.1.c** Commits to a personal relationship with Christ and is involved in a local church

C.2 Develop moral integrity, demonstrated by righteous living and stewardship

- C.2.a** Lives and makes choices according to biblical standards in family and personal relationships
- C.2.b** Is a wise steward in use of personal, financial, and natural resources
- C.2.c** Actively demonstrates serving others humbly and joyfully

C.3 Prepare and be motivated for lifelong service and involvement in missions

- C.3.a** Understands and utilizes own spiritual giftings
- C.3.b** Seeks opportunities to participate in service and missions
- C.3.c** Develops spiritual leadership skills
- C.3.d** Participates in being disciplined and discipling others
- C.3.e** Works within the body of Christ according to the variety of gifts in the body



1.5 PHILOSOPHY OF CHRISTIAN EDUCATION

The Bible instructs parents to bring children up in the discipline and instruction of the Lord (Proverbs 22:6). Neither the Church nor the State has been given this task. Parents call upon the assistance of schools, churches, and other services to supplement, not supplant, their God-given authority.

Christian Community School seeks to come alongside evangelical families in order to provide a program of teaching and learning that will enable each student to relate to Jesus Christ and see Him as the source of all wisdom and understanding. For an education to be truly Christian, a student must discover life through a view of the world that is biblical. Problem-solving, decision-making, interpretation, and analysis, are based upon absolute truth, revealed only in the Bible.

CCS seeks to bring into balance the strengthening of intellect, character, and spirit (Matthew 22:37). Quality work and high standards are emphasized.

1.6 STATEMENTS OF FAITH

1. We believe the Bible to be the inspired and infallible authoritative Word of God (II Timothy 3:16; II Peter 1:21).
2. We believe that there is one God, eternally existent in three persons: Father, Son, and Holy Spirit (Genesis 1:1; John 10:30; John 10:37-38).
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious 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 (Isaiah 7:14; Matthew 1:23; Luke 1:35; Hebrews 4:15; Hebrews 7:25; John 2:11; Hebrews 9:12; Colossians 1:14; John 11:25; Acts 1:11; Acts 2:33).
4. We believe that man is sinful by nature and that regeneration by the Holy Spirit through Jesus Christ is essential for his salvation (Romans 3:10,23; John 3:16-19; John 5:24; Ephesians 2:8-10; Titus 3:5-6).
5. We believe in the continuing ministry of the Holy Spirit, by whose indwelling the Christian is able to live a Godly life (Ephesians 5:18; Ephesians 4:30; I Corinthians 3:16; I Corinthians 6:19-20).
6. We believe in the resurrection of both the saved and the lost; they who are saved unto eternal life, and they who are lost unto eternal damnation (John 5:28,29).
7. We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9; I Corinthians 12:12-13; Galatians 3:26-28).
8. We believe in the creation of man by the direct act of God (Genesis 1:26-28; Genesis



5:1-2).

1.7 COMMITMENT TO THE WHOLE CHILD

Christian Community School is committed to using biblical principles, professional ethics and high standards in order to meet the spiritual, academic, physical, social, and emotional needs of every student that is admitted. CCS Staff receive professional development and training in order to minister to students' specific culture, gender, language, and special needs.

1.7.1 Spiritual and Moral Goals

1. To teach the Bible as God's inspired Word and to develop attitudes of love and respect toward it.
2. To teach the basic doctrines of the Bible.
3. To lead the pupil to a decision of confessing Christ as Savior and Lord.
4. To develop a desire to know and obey the will of God as revealed in the Scriptures.
5. To equip the student to carry out the will of God daily.
6. To impart an understanding of each Christian's place in the church and its worldwide task of witnessing, evangelism and discipleship and to stimulate the student's involvement in this task.
7. To develop the mind of Christ toward godliness and sin and to teach the student how to overcome sin.
8. To encourage the development of self-discipline and responsibility in the student based on respect for and submission to God and all other authority.
9. To help the student develop for himself a Christian world view by integrating life and studies with the Bible.
10. To provide an atmosphere in which each individual can deepen his/her understanding and experience of worship.
11. To encourage godly relationships where Christ can be openly shared.



1.7.2 Academic Goals

For an education to be truly Christian, thinking, problem solving, decision making, communicating, understanding and discovering must be based upon God's Word.

The focus of our curriculum is to bring into balance and relationship all the important areas of study - Bible, English, Mathematics, Science, Social Studies, Fine Arts – and to encourage each student to master basic skills in each, expand and compensate for his/her God-given strengths and weaknesses, and prepare to fulfill his/her calling into service for the Lord Jesus Christ.

Following are the academic goals Christian Community School has established in accordance with this philosophy:

1. To promote high academic standards within the potential of the individual as uniquely created by God and to help the student realize his full academic potential.
2. To help each student gain a thorough comprehension and command of the fundamental processes used in communicating and dealing with others, such as reading, writing and speaking.
3. To teach and encourage the use of good study habits.
4. To teach the student how to do independent research and to reason logically.
5. To motivate the student to pursue independent study in areas of personal interest.
6. To develop creative and critical thinking and proper use of biblical criteria for evaluation.
7. To promote good citizenship through developing the understanding and appreciation of our Christian and American heritages of responsible freedom, human dignity and acceptance of authority.
8. To discuss current affairs in all fields and relate them to God's plan for man.
9. To produce an understanding and appreciation for God's world, an awareness of man's role in his environment and his God-given responsibilities to use and preserve it properly.
10. To engender an appreciation of the fine arts through the development of the student's understanding and personal expression.



1.7.3 Social, Emotional, and Physical Goals

1. **Self-Awareness:** the ability to accurately recognize one's own emotions, thoughts and values along with the ability to understand how they impact their behavior. CCS works with students to help them identify their God-given strengths, weaknesses, and external limitations.
2. **Self-Management:** the commitment to take responsibility for one's behavior. CCS teaches students how to make choices that lead them closer to their long-term goals, instead of procrastinating or making instantly gratifying choices that have detrimental impacts on long-term goals.
3. **Social-Awareness:** the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. CCS helps students to consider social and ethical norms and identify where their support systems are in their community, families, and school.
4. **Relationship Management:** the ability to establish and maintain healthy, God-honoring relationships with diverse individuals and groups. CCS challenges students to be intentional about their relationships with others and the community that they create.
5. **Effective Decision Making:** the ability to make constructive choices about personal behavior and social interactions based on biblical principles, ethical standards, and health and safety consideration. CCS helps students to problem-solve and evaluate multiple solutions, potential consequences, and long-term impact from decisions.

1.8 ANNUAL REVIEW OF FOUNDATIONAL DOCUMENTS

CCS foundational documents will be reviewed annually by the CCS Board in one of their monthly meetings (stated in the board manual) and reviewed at the faculty meeting at the beginning of the year.



2 SCHOOL GOVERNANCE

Christian Community School (CCS) is governed by a school board and a principal. Underneath the principal are three lead teachers, one for lower school, one for middle school, and one for upper school. Administrative, facilities, and marketing staff report to the principal directly. This is described clearly in the CCS organizational chart.

The role of the school board is defined in the CCS Code of Regulations (COR) and other policies. The COR states in Article I, Section 5: “The members of the Board of Directors are given the responsibility for the establishment, guidance, and spiritual headship in the operation of the school. The Board is the policy setting body of the school, with the school administrator having the responsibility for the implementation of the Board's policies.” In this way, the board works in tandem with the principal to govern the school.

Board members are nominated, elected, serve terms, and step down per the process outlined in the COR, Article I, Sections 1-4. The requirements for board members are described in our Qualifications for Board Members Policy. All Board Members must subscribe to our statement of Faith, must be in good standing, must be involved with our school community for two years, and must be willing to serve out a full term of three years. Members may add up to two more years to their term with a board vote. Board members who join the board are provided these documents and others that describe their role on the board and the board’s role in governing the school. Within the board, there are officer roles of President, Vice President, and Treasurer. These roles and their duties are described in Articles III and IV of the COR. The school board can create committees, as needed.

The principal is empowered to run the school and to implement policies of the board. The COR, Article IX, Section 2 gives the principal the power needed to staff and run the school in compliance with the policies of the school board and other legal authorities.

The board conducts yearly evaluation of the principal and a yearly self-evaluation for the purpose of improving both roles. This yearly cadence is reflected in the board yearly calendar.

The board represents the families of the school and is required to communicate with them and gather feedback from the CCS Community. Article II, Section 2 of the COR describes the All-School Meeting, which all families can attend to get a report about the school, ask questions, and provide feedback. In addition, school board members will bring in topics from the school Community as they hear about them. Contact information is available on the CCS website for the board members. Student academic testing and yearly surveys of students, parents, and/or alums are all used to garner feedback used by the school board to start initiatives or enact policies.



The CCS school administration is authorized to:

1. Determine grade placement for each student.
2. Send school records and transcripts for transfer students.
3. Represent CCS families to public school superintendents and other officials.
4. Determine eligibility for new enrollment and re-enrollment.
5. Administer discipline during school hours and/or school-sponsored activities, including suspension and expulsion from school.
6. Pass all rules and guidelines necessary for the safe operation of a school.
7. Propose administrative policies for school board consideration.
8. Make school teacher and staff personnel decisions.
9. Prepare and present Growth (Strategic) Plans to the board for strategizing and approval.
10. Have direct input on matters of budget.



3 HOME/COMMUNITY RELATIONS and STUDENT SERVICES

3.1 ADMISSION POLICIES

3.1.1 Student Non-Discrimination Statement

Christian Community School (CCS) admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available by the school. It does not discriminate on the basis of race, color, national or ethnic origin in the administration of educational policies, admissions policies, scholarship and loan programs, athletic, or any other school administered programs.

3.1.2 CCS Facilities Policy

Student restrooms, locker rooms and showers that are designed for one biological sex shall only be used by members of that biological sex. Exceptions to this policy may be granted by the Athletic Director in the case of athletic teams using opposite-sex locker rooms for changing purposes or team meetings when there is a shortage of changing facilities. In any other school setting where a student may be in a state of undress in the presence of other students (i.e. changing costumes during a theatrical production) the school shall provide separate, private areas designated for use by students according to their biological sex.

3.1.3 CCS Substance Abuse Policy

Possession, use, or distribution of any illicit drug or abuse of a substance for mind-altering purposes, whether legal or illegal, is morally wrong. The CCS community refrains from the use of alcoholic beverages during any and all school functions, on or off campus.

3.1.4 CCS Social Media Policy

Students must understand the dangers of misused social media. Students are asked to refrain from:

- Criticizing the school, its students, staff, or parents on social media.
- Posting any morally questionable material, including photographs.
- Posting links to morally questionable material.



3.1.5 Relationships

Jesus taught us to love our neighbors as ourselves. We express our love in building up one another, making allowances for each other, caring for one another, forgiving one another, and praying for each other. We do not intimidate, bully, embarrass, or physically hurt each other. When disagreements or issues arise, the Bible is recognized as the highest and final authority on all matters as interpreted by the CCS School Board. Conflict is resolved according to the following biblical principles – forgiveness (Col. 3:13), reconciliation (Matt. 5:23-24), and if necessary, third party resolution (Matt. 18:16 and 1 Cor. 6:1-6).

3.2 TUITION POLICY

Tuition is a necessary part of any private school. Tuition provides for teacher salaries and operating expenses. Payment within the scheduled time enables CCS to meet payroll due dates and other obligations. CCS' strives to maintain low tuition rates for our families while maximizing our academic and spiritual offerings as a school.

Once students are accepted for enrollment, CCS provides each family with an acceptance letter and tuition payment schedule.

3.2.1 Financial Responsibility

Payments may be made by anyone. The School Board, however, requires the parent who signs the CCS enrollment application to be responsible for tuition payments.

3.2.2 Payment Options

Families can make ten or twelve monthly payments that include a small handling charge. To avoid the handling charge, you can pay half the annual tuition by July 1 and January 1 or in-full by June 1 or upon enrolling. Selection is made in your enrollment or re-enrollment form, which must be made prior to being accepted/registered.

Monthly Payment via FACTS

Monthly payments are made via FACTS, which provides the receiving, depositing, recording, reminding and reporting of tuition payments. Early selection of this option is made in order to set up online payments on your family page.

1. Monthly amounts per family will be provided by letter from CCS and paid through each family's FACTS online account. Tuition will be paid over the 10 month school year from July/August to April/May or over 12 months from July to June. FACTS will communicate and collect any fees from a late payment.



2. Enrollment fees being rolled into annual, quarterly or monthly payments may be approved at the Principal's discretion; in consultation with the CCS Business Manager.

ETF, Check or Money Order Payments

In addition to our FACTS tuition service, tuition payments may be made by electronic transfer of funds, check or money order.

Delinquent Accounts

Three late reminders will be provided. When an account is delinquent 30 days, the third and final reminder advises that suspension from school will be effective on the 45th day after the grace period. At this time, students will not be permitted to attend classes and activities unless the late payment is made or a special arrangement has been requested and approved. There is a \$25 reinstatement fee after suspension.

NSF Checks

Checks returned, or EFT returns for "not sufficient funds" will incur a \$ fee.

Payments to CCS Office

Certain payments may be made direct to CCS at the school office.

1. Fees may be rolled into annual, quarterly or monthly tuition payments at the discretion of the Principal, in consultation with the CCS Business Manager.
2. Certain payments specified by the Business Manager, such as late enrollments, etc.
3. Gifts to CCS.
4. Tuition payments by semester or year.

3.3 FINANCIAL OBLIGATIONS

3.3.1 Registration / Re-enrollment

Re-enrolling students with up-to-date tuition accounts are given priority in registering for the next school year.

Prior-year tuition, fees past-due, and first-month tuition are to be paid before students may begin the new school year.



3.3.2 Student Withdrawal

Grade cards and transcripts will be held until arrears tuition and fees have been paid in full.

For Preschool: NO refunds will be given for change in frequency or withdrawal after March 1st.

3.3.3 Mid-Year Enrollment Tuition Policy

If a new student begins school after the official first day of class, they shall be charged for all cumulative remaining weeks of school (out of 36 total), including the week they begin school, less any applicable discount(s). If they begin any day of the week after Monday, they shall not be charged for the current week.

The family has the option of paying the balance of the 1st semester within one week of the child starting school, and the 2nd semester payment by January 1 of the upcoming calendar year. The application/enrollment packet and fee must be submitted by the student's first day of school.

If the new family is unable to pay the balance of 1st semester tuition up front, a minimum \$500 down payment must be made. The family should proceed with getting setup on FACTS. The first FACTS payment must be made in the first full month following the student's enrollment. The FACTS payment plan must be completed by the end of June of that school year.

If the family enrolling the new student is an existing family in good standing, the above are applicable to them except the down payment is not required and can be paid through FACTS provided the FACTS payment plan is scheduled to end by June of that school year.

3.4 SCHOLARSHIP

Limited scholarship gifts are received annually or from time to time. Families with a need may apply online via FACTS Financial Aid by May 1 for the upcoming school year. Final decision on allocation rests with the Finance Committee and/or School Board.

3.4.1 Hardship and Inability to Pay

Families experiencing an unexpected financial hardship that prevents them from meeting their tuition obligations are encouraged to reach out to the school principal as soon as possible regarding the matter. Effort will be made to work with families to avoid disruption of a student's education.



3.5 CCS GRIEVANCE POLICY

CCS is committed to helpful communication during the process of resolving concerns, complaints or disputes within the school community. Prompt effective resolution of grievances in a Christ-like manner is central to this commitment. Grievances will be treated with seriousness and resolved in a timely and appropriate manner. The school will provide processes to resolve grievances that are fair and just. Decisions will be made with impartiality and due care and at all times confidentiality will be respected.

Purpose: CCS is composed of many people, and from time to time concerns may occur. Practically stated, when a concern occurs, both parties should meet prayerfully, humbly, honestly and seek the Lord's guidance. If handled in this manner, almost all problems will be solved on a one-on-one level. This is the application of Matthew 18:15-17.

Scope of Policy: These guidelines are to be followed whenever there is a dispute or grievance between two parties connected in a direct way to CCS. This includes students, parents, staff, volunteers, administration and the school board. It is understood that if any disputes arise which are not covered by this policy, the Principal will decide what procedures to follow based on those procedures established by this policy.

Definition: A grievance is an unresolved problem. More specifically, it would be a formal objection or complaint made on the basis of something believed to be wrong, unfair, misleading, unlawful, or of poor quality.

Goal: The aim of a grievance procedure is to produce a solution. Not all resolutions will satisfy those concerned, but the grievance procedure will ensure that the concern is addressed and that a clear response is provided at each stage of the process. The procedure involves both informal and formal components.

3.5.1 General Guidelines

- If the complaint is a matter of concern that involves a staff member, first speak directly to that staff member.
- If the complaint or matter of concern is about school policies or decisions, first speak directly to the member of staff responsible for the implementation of the policy. Seek clarification from the Principal if you are unsure of the person to whom you should address your concern or complaint.
- Matters of complaint about a student or students should NOT be addressed directly to a child but should be directed to a member of staff, such as the appropriate class teacher or Principal for management of the process of investigation, communication and resolution.
- Decisions by the Board are final. No further appeal will be granted.



3.5.2 Grievance Resolution Processes

Students/Parents to Teachers:

1. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. A respectful demeanor is required at all times.
2. If the problem is not resolved, the parents or student may bring the concern to the Principal. Complaints at this level and above are documented by the Principal to assist the school in identifying and rectifying problems that are recurring or to identify systemic issues that require attention. The Principal will speak with parties involved, investigate as appropriate and make a final determination to resolve the matter, observing principles of procedural fairness and timeliness. The final determination, including reasons for the decision will be communicated in writing.
3. If the resolution is still unsatisfactory, they may lodge a written appeal to the CCS Board within two weeks of the Principal's determination requesting a review of the school's determination.

Athletes/Parents to Coaches:

1. Follow the process outlined in the Athletic Handbook.
2. If there is no satisfactory resolution, then refer to step #3 in Student/Parents to Teachers process above.

Parents/Volunteers/Donors to Administrator:

1. If parents, volunteers, or donors have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the Principal or person responsible for that department. Complaints at this level and above are documented by the Principal to assist the school in identifying and rectifying problems that are recurring or to identify systemic issues that require attention. The Principal of school will speak with parties involved, investigate as appropriate and make a final determination to resolve the matter, observing principles of procedural fairness and timeliness. The final determination, including reasons for the decision will be communicated in writing.
2. If there is no satisfactory resolution, they may lodge a written appeal to the CCS Board within two weeks of the Principal's determination requesting a review of the school's determination.
3. This procedure applies to board members who are acting in their capacity as parents, volunteers, or donors and not as representatives of the board.



3.6 ATTENDANCE POLICY

3.6.1 Arrival

All students are to be in their homerooms for attendance by 8:00 AM. Students who arrive early are to report to their assigned areas and sit quietly until the school day begins unless other arrangements have been made with the office. Homeroom supervision begins at 7:50 AM. CCS cannot be responsible for students arriving more than 30 minutes before the school day begins (before 7:30 AM).

3.6.2 Absence and Tardiness

Parents are discouraged from scheduling family vacations during the school year. The laws of the State of Ohio allow only six reasons for student absence:

1. Personal illness
2. Illness in the immediate family
3. Death in the immediate family
4. Quarantine
5. Religious holiday
6. To assist parents in emergency work

IF A STUDENT IS ABSENT FOR ANY OTHER REASON, the following regulations should be observed:

1. Permission should be secured from the Principal prior to taking a vacation during school time. It is the student's or parent's responsibility to follow up with the teachers to acquire work that will be missed and complete that work, to be turned in the **first** day back from absence. A ***Family Absence Request Form*** must be completed and handed into the CCS office at least 2 weeks prior to the family leaving for the vacation or family event; including prior communication with the teacher(s) and the Principal.
2. Arrangements must be made with the office and teacher(s) before a student will be released for a medical appointment.

Excused students are those whose *parent* (not sibling) telephones the school office with their child's reason for absence *or tardiness* by 9:00 AM. Such students will have two days to make up work for each day of absence. The administration reserves the right to determine the acceptability of an excuse. Examples of excused absences and tardies include illness, medical appointments, authorized days off or school and student work co-op programs. If a student is tardy to class by more than 20 minutes, he/she will be considered absent from class for that day



and, if unexcused, will not be permitted to make up work missed. A grade reduction on a due assignment, quiz or test may NOT be given by a teacher if a student is confirmed for an excused absence.

Unexcused students are those whose parent does not notify the school office of an acceptable excuse for absence or tardiness by 9:00 AM. Such students may not make up missed work if they are either absent or miss more than ½ of a class period. Examples of unexcused absences or tardies include, but are not limited to, delay by a train, too much to do on any given morning, and needing a little more sleep.

Tardy students must always sign in in the main office.

CCS is committed to teaching strong, godly character in the lives of our young people. An important quality we seek to instill in our students is promptness to school. This is important for several reasons:

1. Habits formed early in life usually determine lifelong behavior. Lateness to school, work and other functions are often the result of childhood patterns.
2. Late students come to school rushed and must hurry to prepare for their first class. They also miss morning announcements.
3. Other students are affected by late-comers and the classroom teacher's routine is interrupted.

A pattern in a child's life often lasts a lifetime. Parental examples of promptness make a difference.

3.6.3 Early Departure

NO student is permitted to depart/leave CCS property early/during the school day without received, known and documented permission from their parent(s) and school administration. CCS teachers are NOT permitted to grant this permission. Students must sign out/in EVERY time.

Parents are discouraged from scheduling medical, dental and other appointments during school hours. If this is unavoidable or an emergency necessitates a student leaving during school hours, the parent must notify the office, either in writing, by telephone or in person. The student must sign out in the office before leaving.



3.6.4 Procedure for Closing or Delaying School

CCS cancels or delays the start of the school day for only three reasons:

1. Inclement weather, making travel hazardous
2. Facility problems or dysfunction
3. National, state, or community emergencies

CCS families are informed of school closings in several ways:

1. Radio and television announcements: WCRF 103.0 FM and Channels 3, 5, 8, 19 & 43
2. Channel 5 and Channel 3 phone apps/weather alerts
3. Emails via Renweb or ParentSquare

The Principal consults with the primary administrative assistants while assessing the situation. Families will be directly notified via text, ParentSquare/email notification no later than 6:45 AM.

Please Note: With the lake effect weather in the Cleveland area, up to 6 levels of weather can be occurring simultaneously. Ultimately, it is the parents' decision to make as to whether or not it is safe enough in your area to traverse to school for a day, partial day or not at all. We simply ask that a parent and/or guardian call the school prior to 9 AM to let us know what your decision is concerning coming to school during varied weather patterns.

3.7 BEHAVIORAL POLICIES

3.7.1 Behavioral Guidelines

“Do unto others as you would have them do unto you...” - Matthew 7:12

1. **Relationship to Others:** Each student should act or speak in such a way that he will not offend others. Courtesy and social acceptance of all students is emphasized. Student cliques are discouraged. Knives, ropes and other unnecessary and potentially dangerous items are not allowed on school premises. Wrestling is also not permitted.
2. **Relationship to Staff, Substitute Teachers and Other Adults:** Students are to show courtesy, respect, and obedience to all adults at all times. Students should address staff members by referring to them as Mr./Miss/Mrs. Substitute teachers and all adults assisting in the classroom and with out-of-school activities should be addressed in the same respectful manner.



3. **Respect for School Property:** Proper care and stewardship of school property is expected of students at all times. Textbooks, storage areas, lockers, supplies, athletic equipment, science materials and other school property are to be treated as conscientiously as one's personal property. Students are to take their personal belongings with them into the classroom or home unless stored in a locker or desk. ALL personal belongings, textbooks, school supplies, drinks/food, trash are to be picked up and put in their proper places after EVERY use.
4. **Respect for God:** "and to man He said: 'Behold, the fear of the Lord, that is wisdom, and to depart from evil is understanding'". Students are encouraged to honor the Lord in their attitudes and actions. Chapel and prayer times are special times of showing reverence. Respect to our Lord God is mostly exhibited in HOW we live our lives in word, attitude and action. (James 1:22)
5. **Personal Habits:** Students are expected to exhibit self-governance in the areas of cleanliness, neatness and overall physical appearance. The body should not be defiled by the use of alcoholic beverages, illegal drugs or tobacco, as it is the temple of the Holy Spirit. Sexual purity before marriage is God's mandate for all Christians. (1 Corinthians 6:18-20)

Gum chewing is permitted for the 9th through 12th grade as long as it is not a disruption to the people around the student or the class/activity in process. Gum must be properly disposed of in a trash can or garbage can and NEVER be deposited on floors, walls, desks, shelves or ANY other portion of school property.
6. **Gossip and Unkind Words:** Students should purpose to allow no unwholesome words to proceed from their mouths, but to allow only words that are "good and wholesome and that give grace to those who hear them." Talking behind people's backs, sending notes, mockery, coarse jesting, lying and gossiping are forbidden. "If anyone thinks himself to be religious, and yet does not bridle his tongue but deceives his own heart, this man's religion is worthless." (James 1:26)
7. **Handling Disagreements:** In the event of a disagreement in any regard, the persons involved will not hear or issue a bad report about a student, staff member, administrative person or the school. Instead, they will approach, in the biblical way, the person against whom they have the grievance and attempt to work it out, "one on one, the two of you". If the grievance cannot be settled in this manner, the grievant will meet with the person in the presence of his/her superior to work out the conflict. In this event, the decision of the higher authority prevails. "If your brother sins against you, go and show him his fault, just between the two of you. If he listens to you, you have won your brother over." (Matthew 18:15-17)



3.7.2 Discipline

Since CCS exists to support the Christian family, discipline in the school should be consistent with, and a natural extension of discipline in the home. In a Christian school, discipline should:

1. Be based upon Scripture
2. Always be done in love and not anger
3. Be positive and teach the need for self-governance
4. Be fair and impartial
5. Be consistent in enforcement
6. Involve forgiveness, reconciliation and restoration

Why do we exercise discipline at CCS?

1. Discipline gives students a sense of security by enforcing clearly defined boundaries.
2. Discipline results in maximum learning by removing class distractions.
3. Discipline promotes respect for authority.
4. Discipline prepares students for adult life.

CCS employs several disciplinary options to make sure the disciplinary action fits the offense. Among these are:

1. Warnings and lunch detentions ([“yellow card/red card”](#)) issued when school rules are broken
2. Parent Notice – a form sent home to parents specifying inappropriate behavior
3. Detention – see section below.
4. Time Out – a student is referred from class to a specified area for the purpose of isolation and contemplation.
5. In-school Suspension – involves isolation and individual assignments.
6. Out-of-school Suspension – a time specified by the administration.
7. Permanent Expulsion after conferencing and meeting with the Principal and the expulsion review team (consisting of 2 board members, 2 teachers and the primary administrative assistant).

In these instances, Romans 13:1-9, will be reflected upon and foundationally implemented and the primary authority at each level will be respectfully considered and obeyed as God placed and appointed.



3.7.3 Detention Policy

A detention (“red card”) is a disciplinary action administered to upper school students for misbehavior, disrespect, a rebellious spirit, or not following school rules. The purpose of a detention is to give the student a specified time to think about his/her ways and to change the undesirable behavior.

Detentions are served during the lunch period in a designated area. Staff will be assigned to oversee detentions. Talking is not permitted, nor may the student do homework or any other written work. Only the Bible may be read.

If a student misses his/her assigned date or is late, regardless of the reason, (including sporting events, work, play rehearsal, etc.) he/she will be issued **two** detentions to make up for the one missed. After three detentions in a row, served or unserved, a one-day out-of-school suspension must be served (see suspension policy). Late students will not be permitted to enter the detention room. Notes from home do not dismiss the student from detention. Only the Principal may consider alterations or exceptions to this policy.

Please refer to section “**Upper School Rules and Regulations**” for which offenses warrant detention.

3.7.4 Suspension/Expulsion Policy

In-school suspension and out-of-school suspension are always an option for the Principal to administer in response to a needed student behavior redirection at CCS. The length/number of days of each suspension is also at the discretion of the Principal.

For in-school suspensions, NO personal items, backpacks, electronic devices, food or drink may be brought INTO the suspension area. A pen, notepad, bible are the *only* items permitted. The student’s lunch is kept in their locker until the suspension period proctor permits the student to retrieve it. Besides continual, biblical reflection assignments, the Principal may assign work service tasks for completion with the school administration support or maintenance departments.

Considerations for suspension/expulsion:

1. Did the student have a CCS honor code on file, signed by himself and his parents?
2. To what extent did the initial disclosure come from the student himself, and/or to what extent was it disclosed by a 3rd party?
3. Once the situation was disclosed, to what extent was the student truthful and forthcoming, as best can be determined?
4. To what extent were any disclosed activities in violation of CCS’ honor code?
5. To what extent were any disclosed activities illegal in nature?



6. To what extent were any disclosed activities done on school property and/or during the school day?
7. To what extent were other CCS students, and/or other people, involved?
8. To what extent did the student exhibit encouragement, suggestion, influence, or coercion on another student to participate in a prohibited activity?
9. To what extent did the student exhibit bullying, aggression, intimidation, or physical injury on another student?
10. To what extent did the prohibited activity take place on multiple occasions over a length of time, as opposed to once or twice?
11. To what extent are there likely to be lasting physical, emotional, mental, and/or behavioral effects from the disclosed activities, on both the student and any others involved?
12. To what extent has the disclosed activity followed on a previous pattern of behavior and warnings, by CCS administration, parents, or other authorities? In other words, is this a first-time offense with this particular activity?
13. To what extent is the student exhibiting a desire to make the situation right, including repenting, asking for forgiveness, and making amends where possible and appropriate?
14. To what extent is the student refusing to accept responsibility and remaining defiant in the face of school consequences?
15. To what extent will the disclosed activity affect the reputation of Christian Community School and our Christian witness?

3.7.5 Dress Code Policy

The purpose for having a dress code:

1. To promote school identity through a coordinated style of clothing.
2. To present a neat appearance and avoid any immodesty as befitting a Christian school student.
3. To eliminate worldly competition and socio-economic distinctions as expressed through clothing.
4. To eliminate drawing attention to one's outer self though extremes in style facilitating focus in the learning environment.



At all times, students will be expected to meet high standards and to exhibit self-control in areas of personal cleanliness, neatness, sexual purity and overall physical appearance. The general guidelines provided in this handbook designate what *may* be worn. *If an item is not designated, it may not be worn without prior approval.* **All interpretations of these guidelines are at the discretion of the administration. Please refer to the Elementary Dress Code and Upper School Dress Code for more detailed information, including picture examples.**

General Appearance Requirements and Guidelines

1. All full-time and associate student must have his/her own complete daily outfits.
2. CCS polo shirt colors are: LIGHT BLUE, BURGUNDY, NAVY, FOREST GREEN, and WHITE. Oxford button down or basic, laced collars in the above colors are also acceptable.
3. CCS pants colors are: khaki or navy
4. CCS uniform skirt colors are: khaki, navy, or traditional hunter/classic navy plaid (6th grade and up)
5. Shoes are to be clean, non-obtrusive and modest in appearance.
6. A collared shirt or blouse must be worn under sweaters and CCS sweatshirts at all times. Sweatshirts purchased through CCS are the only sweatshirt option available.
8. P.E. clothing should consist of a solid color t-shirt, shorts, or sweatpants in approved CCS colors, and clean, safe, suitable tennis shoes.
9. Clothing for picture day or any semi-formal/formal CCS event should be comparable to dress wear for Sunday church or a family wedding with loose fit and modest cut and length.
10. Dress down days may include (as per a pre-announcement), CCS sportswear, other appropriate T-shirts, jeans, shorts, appropriate themed dress up, clean and safe shoes.
11. Interpretation and enforcement of dress code policies begin in the home. Cooperation between home and school is essential.
12. Hats are never to be worn for daily uniform days or Dress Up days. Hats may only be worn for Dress Down days and, then, only during class transitions, morning break, lunch and after the final bell. Hats are never to be worn during class, chapels or during on/off campus events.



Enforcement (Grades 7-12)

The Principal will have the discretion to accept or deny any request for temporary exemptions from the dress code. Acceptance of a note requesting such an exemption from dress code will be at the discretion of the Principal. Disciplinary response for consistent (3 occasions or more) of being out of approved dress code will be met with the steps of the disciplinary action process listed above (parent contact, detention or time out, in-school suspension, out of school suspension (service project), or expulsion).

Picture Day

Dress up style as though for Sunday Church or family wedding. NO Hats.

Bathing Suits

- **GIRLS:** Bathing suits are to be modest. Preferably 1 piece.
- **BOYS:** Traditional loose fitting swim trunks, which must come to the middle of the thigh.
- **Hats** may be worn while in the sun for protection.
- **Strong SPF 45.5 to 60.5 sunscreen lotion** is also recommended.

Enforcement

If administration feels any apparel is inappropriate as outlined above, they reserve the right to confine the student to the office or just inside the door of any event venue until appropriate apparel can be brought from home.

3.8 GUIDANCE & WRITTEN COURSE SELECTION PROCESS

High school students at CCS enter the guidance process at the beginning of freshman year. Freshmen are put in a Google Classroom that is designed to take them from freshman year to graduation. CCS students do not complete any course selection forms but are able to review the academic track and give input on electives on the freshman entrance survey. Every spring, CCS students sit down one on one with the guidance counselor and other administrative staff to review credit requirements and options on the academic track for the following year.

As freshmen, students take an entrance survey that walks them through a spiritual gifts inventory, personality test, and career aptitude test. The goal of taking these assessments is to begin to discover the gifts and strengths in their life. As students start high school, they begin to ask God how He has gifted them for service and how they can begin to use their gifts and strengths in



ministry to others. Freshman also answer short answer questions about themselves, review the academic track at CCS and give input on electives they would like to see offered.

As sophomores, students prepare for the PSAT, have the option of signing up for college credit plus, and sit down with the guidance counselor in the spring to review credits and options for junior year.

As juniors, students take an entrance survey to reassess the spiritual gifts inventory, personality test, and career aptitude test they completed as freshmen. Students talk with the guidance counselor about how their gifts, personality, and interests have changed or grown. Students also prepare to take the PSAT a second time, have the option of signing up for college credit plus, and sit down with the guidance counselor in the spring to review credits and options for senior year. Juniors are encouraged to sign up for the ACT/SAT, attend a college fair or visit a college before senior year.

As seniors, students are given a senior college checklist which includes signing up for the ACT/SAT, instructions for applying for college/scholarships, links to FAFSA, and assignments to complete for graduation. Juniors and seniors also participate in career shadowing days. Seniors sit down multiple times throughout the year with the guidance counselor and give final feedback in a senior exit survey/interview.

3.9 TRANSPORTATION

3.9.1 Car Pools

Many CCS students travel to and from school via carpools. CCS does not assume responsibility for carpool arrangements or mishaps. **Carpool coordination is not done through the Main Office.** Families are welcome to make arrangements with other families regarding transportation.

3.9.2 Parking & Dismissal Pickup

Any changes to a student's normal pick-up procedure should be communicated to the main office prior to student dismissal. Vehicles should not be parked at the front of the building or the west side of the building. Drivers must remain in vehicles and cars should be kept moving to prevent jams. Drivers must follow the carline traffic pattern.



At the ring of the 2:45 PM bell, students are required to remain in their afternoon homeroom until they are dismissed by the P.A. system. Remaining students not under parental care by 3:00 PM are to report to the Main Office where:

- They will remain until their ride picks them up, if a parent communicates they are enroute and will be to the school before 3:10, OR
- They will be sent to ABC Club (when available) and the family will receive a bill for the use of aftercare service.

Please notify Lynn Myers via text when you have arrived for pick-up and are ready to receive your student(s).

3.9.3 Preschool Drop Off & Pick Up

All CCS Preschool drop off and pick up should occur at the southeast front door for the safety of our smallest students. If arriving after 8:00AM, preschool parents should park in the main parking lot, buzz to enter the main entrance door, and walk their child to the preschool classroom.

Older students are not permitted to enter and exit through the designated preschool entrance. K-12 students should be dropped off and picked up in carline.

3.9.4 Off-Campus School Events

CCS does not have a school bus or vehicle for transporting students to and from off-campus activities, including field trips and athletic contests. When scheduling field trips, teachers will request parent drivers. Parents are requested to transport their student-athletes to and from sporting events.

Students should not drive themselves or other students to and from any off-campus school events due to insurance liabilities. No student drivers are covered by Christian Community School (CCS) insurance. If a student elects to drive to a school-related event, then they or their family must have their own liability insurance. Student drivers must have signed permission forms on file with CCS.

In the event of an accident involving an automobile owned by a teacher, coach, parent or student-athlete wherein said owner was declared to be negligent, then the owner's liability insurance, not the school's policy, would respond.



3.10 CCS DEVELOPMENT DEPARTMENT

The CCS Development Department includes a Director of Development, an Events Coordinator and a Marketing Director. This department, like all CCS departments, reports weekly to the CCS Principal. The Development Department will follow all fundraising and event coordination guidelines listed above. The Director of Development will meet weekly with the Principal and monthly with the CCS Board.

3.11 FUNDRAISING

All fundraising events must be authorized in writing by the school administration at least two weeks in advance of the event being entered on the CCS Master Calendar. Event Request Forms are available in the main office. Generally, ALL school events must be approved in writing and entered onto the CCS Master Calendar at least 3 months prior to the event. In addition, no student, staff or parent groups are authorized to solicit donations from the general public or business establishments for CCS special events, including class parties and school socials, without Principal approval.

The school resources (i.e. kitchen, student population, equipment, vans, outside sign, CCS CLIP, etc.) are not available for private, non CCS-sponsored activities for the purposes of fundraising.

3.12 EVENT COORDINATION

Any group coordinating an event for CCS, and/or within or on the buildings, facilities or grounds of CCS, must do so through the Principal and the administration of CCS. School facilities and schedules will not be altered without the previous permission of the Principal. Existing school policies and procedures will be adhered to by the event coordinators, teams and departmental heads. No temporary alteration to any school policies or procedures will be permitted without previous permission from the Principal.

If school facilities, such as gyms, are needed, scheduling must be requested and approved by the Facility Rental Coordinator, in addition to the Principal.

3.12.1 Student Socials

CCS makes a clear distinction between school sponsored social events and private parties.



School sponsored socials are:

1. Planned events that are recorded on the school calendar or proposed at least two weeks in advance.
2. Sanction by the Principal.
3. Chaperoned by CCS staff and parents.

3.13 VOLUNTEERS

CCS volunteers are an integral portion of all CCS events. They should be tested in small ways before being given consistent leadership. (Ecclesiastes 7:21-25). Obvious, consistent and sound consideration should be given to each person's gifts and their ability to respect authority as God placed and given (Romans 13:1-9).

Volunteers should be appreciated often. CCS has an Annual Volunteer Appreciation Dessert every spring.

3.13.1 A Tradition of Biblical Parental Commitment

For years, CCS has enjoyed a very natural, biblically committed, proactive response of hard working involvement from our parents. This vital portion of our legacy will assuredly continue. If you are interested in helping with any aspect of our student and family culture, simply call the school office and we will find a place for you to use your God given gifts to bless the other students and families.

3.14 STUDY HALL REGULATIONS

1. Study hall is a regularly scheduled class. Punctuality to class is required. Tardiness or unexcused absence is subject to discipline.
2. Students must bring sufficient work and supplies with them for the entire period. Leaving the room to get work, supplies, etc. is not permitted.
3. One student at a time may be excused to go to the restroom.
4. All students will be given an assigned seat.
5. Eating during study hall is prohibited. Talking and unruly behavior (including note-passing) will not be tolerated. Students are to do schoolwork during study hall. The study hall environment is to remain quiet and conducive to study.



3.15 UPPER SCHOOL RULES

“The boundary lines have fallen for me in pleasant places; surely I have a delightful inheritance.”
- Psalm 16:6

“For the whole law is fulfilled in one word: “You shall love your neighbor as yourself.””
- Gal. 5:14

“Whatever you do, work heartily, as for the Lord and not for men.”
- Col. 3:23

Respect for staff and school property, as well as, considerate behavior towards each other is expected from all students.

Students may expect to receive verbal warnings and/or detentions from staff when school rules are broken, depending on the context and severity of the violation. **All staff** are authorized to refer students for disciplinary action, including elementary teachers and administrative staff. Disrespectful responses toward teachers or staff will not be permitted.

Consequences for rule violations: teachers will give “yellow cards” for most rule violations. Three yellow cards will be converted to one “red card”, equaling a lunch detention. Depending on the violation, teachers may also issue a detention immediately.

Severe or repetitive breaking of school rules will result in discipline by the principal, parent conferences, and ultimately in suspension or expulsion.

3.15.1 Classroom Behavior / General School Conduct

An effective learning environment has clear boundaries and minimal distractions. As a general rule, items or behaviors that distract the teacher and/or other students are prohibited.

1. Students who are not in their assigned homeroom by the 8:00 am bell are considered tardy.
2. Students who are not in a class by the initial class bell are considered tardy.
3. Students who have three tardies to homeroom, class, or study hall without an explanatory note from a staff member will be issued a detention by the Main Office or their classroom teacher.
4. All students must come to class prepared with necessary materials, including textbook, workbook, notebook, pen/pencil, and other required supplies. Students are not permitted to leave the classroom after class begins to obtain forgotten materials or to borrow from other students, unless a teacher permits them to take a tardy in doing so.



5. Students must be on time for lunch and remain in the lunchroom. Students may not be dismissed from lunch until the lunchroom monitor dismisses their class.
6. Food consumption is permitted only during morning break (10:20-10:35am) and during lunch (cafeteria or outdoor tables only). Students may have water in class.
7. Students are not permitted to hang around or sit at teacher desks/chairs without express direction from a teacher.
8. Throwing or kicking objects at people in the building is prohibited, except by the supervision and permission of a coach or the P.E. Teacher.
9. All student personal property is to be kept in assigned lockers or designated areas.
10. Running and/or excessive noise/shouting in the halls is prohibited.
11. Students must also be aware of and adhere to specific classroom rules and consequences as outlined in the teacher's syllabus.

3.15.2 School Property

As a general rule, behavior that disrespects, damages, or misuses school property is prohibited.

1. Writing on desktops, lockers, or other school equipment is prohibited.
2. Students must only use the locker assigned to them.
3. CCS lockers are the property of the school and are to be maintained with good care. Locker inspections may be performed at random.
4. All books and personal items left on top of lockers, cubbies or in the hallways will be collected and placed in designated Lost and Found areas. Every month, all unclaimed Lost and Found items will be discarded or donated to a thrift store.
5. Locks on lockers must be approved by the upper school office and the lock combination left on file with the office.
6. All photographs and materials posted inside of lockers must be non-offensive (as determined by the Principal).
7. Students are not permitted to use the upstairs staff/adult restroom(s).
8. School equipment and spaces must not be used without teacher approval (i.e. computer, projectors, SMARTboards, electronic eye systems, TV/VCR, musical instruments, art supplies, science and gym equipment) and any other school equipment deemed by staff requiring permission for use.
9. Unless accompanied by a staff member for an educational purpose, the kitchen is off limits to students. All kitchen supplies are for the exclusive use of the staff and must not be used / borrowed by students. Students are not permitted to use the refrigerator in the school kitchen to store their lunches, or to access lunch or event food on their own.





3.15.3 Student Character/Personal Property

Upper school students are expected to set a godly example of conduct for elementary and preschool classmates. As a general rule, behavior that undermines or violates biblical standards of morality is prohibited.

1. The use of tobacco, alcohol, vaping, and illegal drugs is prohibited. Rule violation – suspension/expulsion.
2. Students are prohibited from bringing to school, displaying, sharing, or speaking/expressing at school any suggestive or pornographic material or words. Rule violation – suspension or expulsion.
3. Profanity, crude language, and improper talk or innuendo during school, school-sponsored events, and athletic practices and games is prohibited. First offense – 1 detention; second offense – up to parent conference and suspension.
4. Public display of romantic affection (PDA) between students is prohibited during school and school-sponsored events. First offense – 1 detention; second offense – up to parent conference and suspension.
5. All adults (teachers, secretaries, support staff, coaches, and parents) are to be addressed by appropriate titles such as Mr., Mrs., Ms., Coach, etc. and in a respectful manner.
6. Fellow CCS students of any age are to be treated with respect and courtesy and as brothers and sisters in Christ, never with aggression or intimidation. Violations of this should be brought up to a staff member immediately for appropriate consequences.

3.15.4 Dress Code

1. Students must follow the guidelines listed in the Dress Code Policy. Violations may result in a warning and/or obtaining appropriate clothing from the Clothing Closet.
2. Student appearance should remain neat, professional, and modest. Hair length for males must be at or above the ears and neat. Dyed or highlighted hair must be of a natural color.
3. Final determinations on dress code/appearance questions are determined by the Principal.



3.15.5 Transportation

Student drivers are expected to act safely and with courtesy at all times when operating their vehicle on campus. As a general rule, ANY behavior with a vehicle that puts others at risk on campus is prohibited.

1. Students are required to remain in their eighth period class or dismissed to homeroom until their carpool number is called or they are dismissed by the P.A. system. At 3:00 pm, remaining students not under parental care are to report to the Main Office and then the Alphabet Club.
2. Students must exit the building quickly when their carpool numbers are called. Repeated requests from the PA system will result in a detention.
3. All students being transported during school hours activities and to and from after-school activities must use a seatbelt as directed by supervisors and drivers.

Student Drivers

4. Student drivers will lose driving privileges for reckless driving performed on, and perhaps off, campus. Student drivers are not permitted to blast loud music (as defined by the Principal) while on CCS grounds. Violation – temporary loss of driving privilege and/or detention.
5. Student drivers are not permitted to leave the building without written or phoned permission from parents for a valid reason, confirmed by administration. Students must sign out/back in the Main Office.
6. NEVER, at any time, is an 18 year old, fully licensed driver, to allow underage, non-related passengers into his or her vehicle without a Driving Authorization Form, signed by both sets of parents and on file in the school office. The student driver must be at least 18 years old and may only transport 2 student riders outside school hours. Students driving other students during any school-day events requiring transportation is NOT permitted.

3.15.6 Athletic Behavior

1. For students to be eligible to participate in athletic contests, he/she must not be receiving an “F” in any one subject or a “D” in any two subjects. Eligibility will operate on one week cycles.
2. Multiple detentions and/or inappropriate behavior (as determined by the Principal) will lead to extra-curricular ineligibility (including athletics and fine arts) and/or suspension from school.



3. Any suspended student is not permitted to participate in any extracurricular activities or be on campus for school events until the period of suspension is over.
4. Additional rules regarding sports can be found in the Athletic Handbook.

3.15.7 Rules for Bring Your Own Device (BYOD Policy)

1. Students must sign the BYOD Acceptable Use Policy and register their device to use during teacher approved time.
2. Students should have cell phones put away from 8:00am to 2:45pm. Cell phones can only be used if registered and during intentional BYOD time outlined by the classroom teacher. If there is a time sensitive situation where they need to text/call a family member, students should get teacher permission and use their phone in either the second or third floor office.
3. Students caught 1) using a device that is not registered 2) using a device outside of designated BYOD time or 3) using a device for a non-educational purpose will be accountable to the consequences listed in the BYOD policy.
4. Teachers will maintain a Google doc of registered students along with a tracker of warnings/detentions.

3.16 STUDENT DRIVER/PASSENGER POLICY

CCS recognizes the need for older students to drive themselves to and from school and to school-sponsored events. The school administration requires that the parents of student drivers and the parents of passengers of student-driven vehicles fill out a Driver/Passenger Authorization Form (available upon request in the office) before September 10th of each academic year. In addition:

1. Students do not drive on field trips. For athletic practices, school-approved student drivers may drive when adult drivers are not available. Parents authorize their own students as drivers and passengers by completing the provided form.
2. In the event of an automobile accident, the driver and all passengers are under the primary care and custody of the driver's insurance company.
3. CCS students are NEVER permitted to cross Route 82 or Route 83 on foot for ANY purpose; including to make purchases at the Dollar General or Circle K stores. This is permitted ONLY with the approval of a parent and while traveling in an approved vehicle with a previously approved adult driver. This arrangement must also have previous approval of the Principal. The time of day is NOT relevant. ANY time a parent and/or student is on the CCS campus, **school liability affect is active and this policy must be followed.**



3.17 SENIOR PRIVILEGES

The 12th grade class, CCS Seniors, are given certain special privileges to honor their hard work and dedication and to inspire them to greater achievements during their last year of high school.

Senior Privileges include:

1. **Senior Coffee Nook** - Seniors can use the coffee station in the morning and during break to make beverages for the first three periods (see coffee privilege below). Seniors must create a cleaning schedule and get approval from the principal.
2. **Senior Patio** - Only Seniors may eat lunch on the outdoor patio during warm weather months. All other days, seniors must eat in the cafeteria.
3. **Senior Lunch** - Once a month, starting in September, seniors may have lunch and one alternating neighboring period to leave campus as a class for lunch. This date must be planned at least one week ahead of time and seniors must go to one location, as a class; the school must know the lunch location. Seniors must be back to school at the designated time. If seniors are not back in time, they will lose the privilege the following month.
4. **Coffee/Beverage Privilege** - Seniors may have a beverage other than water in homeroom, first through third period, and break- after that, seniors can only have water bottles, like everyone else. Also no coffee or snacks during study hall.
5. **Senior Hoodie or Shirt** - Once hoodies have been approved and obtained, seniors may wear it to school on any school day. However, seniors must wear dress code shirts underneath. Failure to do so will result in a dress code violation.
6. **Adding other privileges** - Seniors should lead by example in following all other school rules listed in the handbook. Seniors must follow the BYOD and cell phone policy. They may only use registered devices during intentional BYOD time for educational purposes with teacher permission. Seniors may bring questions and suggestions about privileges to the senior advisor. All privileges are subject to change and approval by the principal.



3.18 STUDENT FILES

Student cumulative folders are filed in the 2nd floor school office. The file cabinet is to be locked except when files are being accessed by staff. **STAFF ARE NOT PERMITTED TO REMOVE FILES FROM THE 2ND FLOOR SCHOOL OFFICE.**

Under certain circumstances, the **school principal** may need to remove a student's file from the 2nd floor office. Such instances may include, but are not limited to:

- Conferencing directly with the student's parent or guardian
- Attending a meeting directly related to the student where information in the file is necessary for the meeting's purpose.

Additionally, staff and chaperones are supplied with pertinent medical information when taking students off-campus for field trips, retreats, service projects, etc.

Parents/guardians and students who desire to examine their own file are to receive prior permission from the Principal or administrator. Examination is to be done in the school office under the supervision of school personnel to prevent alteration of the file. Only teachers, administration, school secretary, and those receiving permission from the principal are permitted to view private files.

Current federal HIPAA privacy laws forbid the sharing of any private student or family demographic or academic data with ANYONE who is not authorized by the school and parent(s). HIPAA privacy laws also forbid the insecure sending/transport of demographic or academic information through common snail mail, insecure email or walking or driving documents to locations.

It is allowable according to HIPAA privacy laws to send private demographic or academic information based documents over a firewalled, private, protected email server or through certified, tracked mail ONLY.

Also, according to HIPAA privacy laws, RenWeb 1 information systems (and ANY information systems) used by CCS which include private demographic or academic information are NOT to be opened and made available to secondary sources such as outside support agencies, coaches, vendors, community partners and the like. Information systems information and data are to be opened and made available to the exact parent(s) or guardians and school administration or confirmed, appointed persons at approved destinations (other schools, colleges, universities, employment locales, etc.).

Staff Member in charge of records: Lynn Myers (Office Manager)



4 CCS STAFF AND PERSONNEL

4.1 TEACHING STAFF MEMBERS

CCS is very thankful for the men and women who are dedicated to teaching and serving our students.

The 2022-2023 CCS Teaching Staff includes:

POSITION	NAME	EMAIL
Preschool Teacher	Susan Klunzinger	sklunzinger@christiancommunityschool.org
Preschool Aid	Annie Wall	awall@christiancommunityschool.org
Kindergarten Teacher	Holly Young	hyoung@christiancommunityschool.org
First Grade Teacher	Karen Winter	kwinter@christiancommunityschool.org
Second Grade Teacher	Kathy Kish	kkish@christiancommunityschool.org
Third Grade Teacher	Angela Maynard	amaynard@christiancommunityschool.org
Fourth/Fifth Grade Teacher	Nancy Dake	ndake@christiancommunityschool.org
Middle School Teacher	Elizabeth Bennett	ebennett@christiancommunityschool.org
Middle School Teacher	Dean Klunzinger	dklunzinger@christiancommunityschool.org
Upper School English	Abby Doane	adoane@christiancommunityschool.org
Upper School Math	Brian Smith	bsmith@christiancommunityschool.org
Upper School Math	Bruce Hoftyzer	bhoftzyer@christiancommunityschool.org
Upper School Science	Leah Wilson	lwilson@christiancommunityschool.org
Upper School Social Studies	Michael Hoehn	mhoehn@christiancommunityschool.org
Upper School Computer	Dave Saunders	dsaunders@christiancommunityschool.org
Upper School Computer	Lori Solak	lsolak@christiancommunityschool.org
Upper School Spanish	Norma Sabath	nsabath@christiancommunityschool.org
Upper School Art	Karen Doane	kdoane@christiancommunityschool.org
Upper School Art	Kathy Strieter	kstrieter@christiancommunityschool.org



POSITION	NAME	EMAIL
Lower School Art	Lauran Karas	lkaras@christiancommunityschool.org
Physical Education	Nancy Markovich	nmarkovich@christiancommunityschool.org
Lower School Music	Chris Warner	cwarner@christiancommunityschool.org
Upper School Choir	Brian Smith	bsmith@christiancommunityschool.org



QUALIFICATIONS OF SUPERVISING STAFF FOR EXTRA CURRICULAR ACTIVITIES

<u>EXTRA-CURRICULAR ACTIVITIES</u>	<u>SUPERVISING STAFF/QUALIFICATIONS</u>
<p><u>Alphabet Club</u> Before and After care for Pre K - 9th Grade</p>	<p>Leader: CCS Staff Member Background Check Required</p>
<p><u>Athletics</u> Fall and Winter Sports for Grades 5 - 12</p>	<p>PE Athletic Director/Assistant Athletic Director <u>Coach Qualifications-See Coaches Handbook</u></p>
<p><u>Care Groups</u> Weekly age and gender specific discipleship</p>	<p>Leaders: CCS Teachers and Parents Leaders must be certified CCS Teachers and Parents (Background Check Required) Qualifications - See Staff Handbook</p>
<p><u>Choir Tour</u> A missions-oriented tour to churches, Christian schools and nursing facilities. Students minister in song, testimonies, and prayer over a 3-4 day period.</p>	<p>Leader: Choir Teacher Chaperones must be certified CCS Teachers and Parents (Background Check Required)</p>
<p><u>Drama</u> Open for Grades 7-12, with an annual production in the spring.</p>	<p>Leader: English Teacher Leaders must be certified CCS Teachers and Parents (Background Check Required)</p>
<p><u>Friday Fusion</u> Friday program for homeschool children</p>	<p>Leader: CCS Staff Member (Background Check Required)</p>
<p><u>High School Retreat</u> This off-site, overnight activity includes a keynote speaker for our students.</p>	<p>Leader: Principal Chaperones must be certified CCS Teachers and invited guest speaker (Background Check Required)</p>
<p><u>Washington D.C. Trip</u> High school students tour historical locations in the nation's capital.</p>	<p>Leader: High School History Teacher Chaperones must be certified CCS Teachers and Parents (Background Check Required)</p>



5 INSTRUCTIONAL PROGRAM AND RESOURCES

5.1 DAILY BELL SCHEDULE

8:00 - 8:05	HOMEROOM
8:07 - 8:50	1st PERIOD
8:52 - 9:35	2nd PERIOD
9:37 - 10:20	3rd PERIOD
10:20 - 10:35	B R E A K
10:37 - 11:20	4th PERIOD
11:22 - 11:47	Elementary Lunch
11:22 - 12:05	5th PERIOD
12:05 - 12:30	Upper School Lunch
12:32 - 1:15	6th PERIOD
1:17 - 2:00	7th PERIOD
2:02 - 2:45	8th PERIOD

5.2 INSTRUCTIONAL TIME

CCS follows the **ODE revised code 3313.48 A** of 910 hours for students in full-day kindergarten through grade 6 and 1,001 hours for students in grades 7-12.

Christian Community School Academic Hours

- 180 academic school days (CCS School Calendar)
- 1,180 instructional hours
- Including 2 days for Parent/Teacher Conferences
- Including 2 days for Teacher In-Service Training



5.3 COURSE OF STUDY

5.3.1 ELEMENTARY PROGRAM

LOWER SCHOOL

Phonics & Reading	Handwriting
Spelling & Vocabulary	Art
Mathematics	Music/Choir
Science	Physical Education
Social Studies	Computer
Bible & Memory Verses	

5.3.2 JUNIOR HIGH AND HIGH SCHOOL PROGRAMS

MIDDLE SCHOOL

Literature, Grammar & Vocabulary	National History Day (NHD)
Pre-Algebra/Algebra I	Old Testament & New Testament
Earth Science, Life Science, Health	Spanish
U.S. History, World History	Keyboarding
	Art
	Choir
	Physical Education



HIGH SCHOOL

English

Composition*
World Literature I*/II*
British Literature*
American Literature*
Speech*
AP Research

Math

Algebra I*/II*
Geometry‡
Pre-Calculus‡
Probability & Statistics‡
Business Math‡
Calculus‡

Science

Physical Science*
Health*
Biology*
Chemistry*
Physics‡
Anatomy & Physiology‡

Bible

Old Testament*
New Testament*
Ethics*
Apologetics*

Social Studies

U.S. History*
World History*,
AP Seminar (NHD)*
Government & Economics*

Foreign Language

Spanish I*/II*/III/IV
Spanish Conversation

Technology

Computer I*/II*/III*

Fine Arts

Art I*/II‡/III/IV
Choir*‡

Physical Education*

Lifestyle Electives*

5.4 CCS CORE SUBJECT PHILOSOPHIES

5.4.1 Bible Philosophy

The aim of the Bible Department of CCS is to help students gain a working knowledge and deeper understanding of God's inspired word and to explain the significance/impact of the life, death and resurrection of Jesus Christ; to examine our relationship with God and an understanding who God is, what He is like, and what He requires of man; examining and implementing various every day spiritual disciplines such as prayer, worship, fasting, scripture study, etc. Using God's Word as the foundation for all truth, we strive to move students from simple knowledge of the Scripture, to understanding Scripture and finally to making Scripture the foundation for the development of their personal worldview through a relationship with Jesus Christ.



5.4.2 English Philosophy

English at CCS seeks to develop the students' knowledge and use of the English language and encourage thoughtful reading and writing. This involves basic phonics, reading skills, spelling, and the continual expansion of vocabulary. By studying literature, we can put ourselves in the shoes of others from different times and places all over the world. By reading literature through biblical lens, we can learn from human experience while looking to the Bible as the only source of truth. Additionally, it is important to successfully combine the instruction of language, research, composition, and speaking skills in a format that adapts easily to multi-level teaching and is totally Christ-centered in philosophy. This is an approach to learning that places equal emphasis on development of grammar, creative writing, and oral speaking skills along with the development of godly character. Finally, learning these skills of proper grammar, literary analysis, writing, and public speaking enable students to eloquently share the gospel of Jesus with the world in various forms of communication.

5.4.3 Fine Arts Philosophy

The Fine Arts Department at CCS (consisting of Visual Art, Vocal and Instrumental Music, and Drama) is designed to encourage students to discover their potential, and to produce and display their artistic efforts in the image of God; the author of creativity, and to the glory of God; to magnify Him. Infused with a biblical worldview, the programs serve as a means for students to develop confidence, self-worth, responsibility, and respect for others through specific educational techniques and that the very excellence and beauty of their work can be a doxology in itself to God the Creator. Additionally, students learn the importance of worshipping God through the God-given, creative abilities of visual art, acting, vocal music and instrumental music.

5.4.4 Math Philosophy

The aim of the Mathematics Department at CCS is to help students discover God's order and structure in creation. God has allowed man to develop an efficient system of numerical computation and expression of natural laws. Understanding this system is a necessary tool for students to engage the natural world. In man's dealing with his fellow man, he must understand math to deal with his neighbors with honesty and fairness (for example, in business). Math is a vehicle through which students learn analytical processes which equip them to solve everyday problems and to function in the world in which they live. Absolute truth found in mathematical principles points to God's unchanging nature. Not only is math practical, but it reflects God's nature.



5.4.5 Physical Education Philosophy

Physical Education at CCS includes the integral part of the total development of the student, enhancing the emotional, intellectual, social, spiritual and physical components of their academic experience. Created in the image of God, He has called us to be responsible stewards of our bodies. Through participation in Physical Education, students will become proficient in various skills that will enable them to lead a healthy lifestyle, glorifying God with their mind and body. Students will learn Christ-like character traits such as good sportsmanship, leadership, teamwork, discipline, and self-control. The Physical Education program will include instruction in fitness techniques, proper execution of sport skills and proficiency in many lifetime activities.

5.4.6 Science Philosophy

Science at CCS seeks to help students understand and appreciate the unfolding revelation of God through his creation. Through scientific inquiry, students develop a deeper appreciation for the complexity of creation, the laws and structures of the natural world, God's awesome power, and the importance of our call to be stewards of the earth.

5.4.7 Social Studies Philosophy

The aim of the Social Studies Department at CCS is to help each student to see how knowledge of the past contributes to our understanding of the present and future. Students are encouraged to think critically, listen with discernment and communicate with power and precision. Perhaps most importantly, a study of history can help each student to see God's hand in the events of the past, present and future, as well as His involvement in their own lives.

Parents can request more information about our Curriculum Documents (Scope and Sequence, Course Descriptions, Curriculum Maps, Instructional Guides) by requesting to see ACSI Standard 5: Instructional Program and Resources documentation.



5.5 GRADING

KINDERGARTEN through SECOND GRADE (1st semester)

- O – Outstanding
- S – Satisfactory
- N – Needs improvement
- U – Unsatisfactory

SECOND GRADE (2nd semester) through FOURTH GRADE

90-100	A
80-89	B
70-79	C
60-69	D
Below 59	F

FIFTH GRADE through TWELFTH GRADE

99-100	A+
95-98	A
91-94	A-
88-90	B+
85-87	B
83-84	B-
81-82	C+
76-80	C
72-75	C-
70-71	D+
67-69	D
65-66	D
0-64	F



5.6 HOMEWORK

Planners are given to all Upper School students. Planners may be given to Lower School students at the discretion of the teacher.

Use of student planners, including confirmation of use, accurate recording of assignments, and parent signature, is left to the discretion of the classroom teacher. This practice is intended to teach and strengthen the important life skill of organizing important tasks for a higher degree of completion and success as it relates to academics, eventual career and all categories of life planning.

Students can expect to have a moderate amount of “out-of-classroom” work. Reports, drills, remedial and enrichment assignments and memorization exercises are commonly assigned as homework. Concepts and new material are not typically assigned out of class.

Students are encouraged to maximize the use of free time during school hours to accomplish much of their assigned material.

Parents of students spending excessive hours on homework at night are encouraged to discuss the matter with the classroom teacher and, if necessary, the Principal.

Homework fulfills several purposes:

- To establish the habit of completing tasks outside of the more structured, in-class situation
- To practice and reinforce skills being learned in the classroom
- To apprise parents of the work that the student is doing
- To cause the student to learn time management skills
- To cause the student to participate in activities which further challenge their abilities and expand their interests

Assignments should tie in directly with current class work. Assigned work and expectations should be clearly communicated to the student. Homework should not be an excessive time burden upon the student or parent and should never be a punishment or “busy work.”

The attitude of the parents toward their child’s homework is crucial, as it has a great influence upon the attitude of the student. CCS is committed to providing a homework policy which will be a positive inducement to the accomplishment of out-of-class assignments and with which most parents and students can agree.



The following are some suggestions which may facilitate the accomplishing of homework assignments and solidifying of family relationships:

- Set a consistent and supervised time and place for study at home.
- Take an active interest in what your student is doing.
- Offer encouragement and guidance, but do not actually do the work for the child.
- Give personal supervision and explanation when it is needed.
- Follow as closely as possible the teaching methods used in the classroom.
- Call to confer with the teacher when specific help is needed.

5.6.1 Missing Assignments, Grades 6 – 12

Each classroom teacher has the flexibility to modify and implement his/her own rules with regards to missing assignments. CCS' general policy for missed assignments reduces grades or credits by a percentage over time as follows:

- After 1 day, 90% maximum grade
- After 2 days, 80% maximum grade
- After 3 days, 70% maximum grade
- After 4 days, 60% maximum grade
- After 5 days, 0%

5.7 CHEATING

Cheating and plagiarism will not be tolerated. All staff members are to be alert to potential problems in these areas and should act to discourage attempts at academic dishonesty.

Teachers who suspect that cheating is occurring will carefully observe the student and document the incident in writing, making certain that the offense is indeed being committed.

The following procedures have been established to discipline those students who practice academic dishonesty:

1. First offense - The student will lose credit for the work in which cheating occurred. The teacher will speak with the student's parents and give the school office written notification of the violation for the student's file. The student will not be eligible for honors associated with grades earned during the quarter in which the cheating occurred.



2. Second offense - If a second offense occurs within one academic year, the student will lose credit for the work in which cheating occurred. A mandatory conference with the student, teacher, parents, and principal or administrator in attendance will be scheduled. The student will serve a one-day in-school suspension. Work missed during suspension may not be made up. All teachers will receive notification that the student has cheated.
3. Third offense - If a third offense occurs within one academic year, the student will lose credit for the semester in the class in which the cheating occurred. Another mandatory conference will be held, and the student will serve a three-day out-of-school suspension. Work missed during this time may not be made up. All teachers will receive notification that the student has again cheated.
4. Fourth offense - If a fourth offense occurs within one academic year, the student will be expelled from school.

Parents have the right to appeal cheating disciplinary actions to the administration.

Plagiarism (of research projects) at the high school level will result in failure for the quarter in the subject involved. A mandatory conference with the student, teacher, parents and Principal or administrator will be scheduled.

5.8 ACADEMIC PROBATION, Grades 6 – 12

Following input from the Student Intervention Team and the Principal, a student could be placed on Academic Probation if his/her quarterly or semester grade point average falls below 65%. A meeting between the student and the Academic Review Committee will be scheduled at this time to discuss intervention strategies. The Academic Review Committee is made up of members of the CCS Teaching Staff with the Principal presiding. The committee may impose any restrictions upon the student's participation in academic and extracurricular activities that it deems appropriate to the individual situation.

Students may remain on Academic Probation for two consecutive quarters. Students still possessing an average below 65% at the end of the second consecutive quarter may be dismissed from CCS.

However, if a student has shown a marked improvement, he/she may be permitted to request, in writing, an extension of his/her probation from the Academic Review Committee and the Principal. The Academic Review Committee is empowered to make a recommendation to the Principal concerning the status of the student at any time during this period and will, in all cases, make a decision by the end of any probationary period. In all cases, the decision of the Academic Review Committee, as approved by the Principal, will be final.



A probationary status may be invoked if the grade point average of a student falls the equivalent of two letter grades during a two consecutive quarter period. This probationary status will be monitored and supervised by the Academic Review Committee and the Principal.

A student who successfully completes the requirements set forth by the Academic Review Committee will be received without prejudice back into all the academic and extracurricular activities and privileges of CCS.

5.8.1 Sports Eligibility

For students to be eligible to participate in athletic contests, he/she must not be receiving an “F” in any one subject or a “D” in any two subjects. Eligibility will operate on one week cycles.

5.9 STUDENT SCHEDULE CHANGES

The school administration determines student schedules; schedule changes are discouraged. Only if the following circumstances exist can a student have his/her schedule considered for an adjustment.

A class may be added if the following conditions are met:

1. The student may add a class in place of a study hall or free period, if that class is not already filled to capacity.
2. The student may add a class if the add takes place before the tenth-class session. Exceptions must be approved by the principal, teacher, and parents.

Before a class can be dropped, the student must:

1. Obtain a change of schedule form from the office.
2. Obtain signatures from a parent, and school administrator.
3. Once request is submitted, it will be reviewed to confirm credit requirements can still be met with the requested change.
4. Return any books and pay any outstanding fines or fees.
5. Maintain a minimum class load of 4.5 credits and have no more than 8 study halls per week.

Upon request, and with the approval of the teacher or administrator, a student may drop a class without penalty of failure within the first two weeks of the first quarter of the class. This applies to both full-year and semester courses.



Any exception to this drop policy must be approved by the administrator.

5.9.1 Lockers

The administration provides locker assignments to students in grades 6-12. Locker assignments are listed on the student's individual schedule. The following rules apply to the use of lockers:

1. No items/pictures are to be displayed on the outside of the locker.
2. Pictures displayed inside lockers must be non-offensive as interpreted by the homeroom teacher and/or the principal.
3. Lockers are to be cleaned out by the student at the end of the school year. Homeroom teachers are to inspect the lockers at year's end and inform the office if additional cleaning or repair is needed. Any expense incurred is the responsibility of the student.
4. Students abusing or tampering with lockers not assigned to them will forfeit locker privileges.

5.10 PUPIL PROMOTION POLICY

Students currently enrolled in CCS must meet all of the following criteria for promotion to the next grade:

Kindergarten to First Grade: Behavioral maturity and reading readiness for first grade.

First Grade to Second Grade: Able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension. Able to write complete sentences with neat lettering. Able to add and subtract single digit numbers with at least 70% accuracy. Sufficient social and emotional maturity demonstrated in organizational and behavioral skills appropriate for promotion to second grade.

Second to Third Grade: Cumulative mastery of above requirements, plus: Able to read fluently and independently, using books of a second grade level. Able to write neatly and correctly identify the basic parts of a sentence. Able to spell correctly with at least 70% accuracy. Sufficient social and emotional maturity demonstrated in organizational and behavioral skills appropriate for promotion to third grade.

Third Grade to Fourth Grade: Cumulative mastery of above requirements, plus: Satisfactory (70%) completion of curriculum objectives for this grade level. Sufficient social and emotional maturity demonstrated in organizational and behavioral skills appropriate for promotion to fourth grade.

Fourth Grade to Fifth Grade: Cumulative mastery of above requirements, plus: Satisfactory



(70%) completion of curriculum objectives for this grade level. Sufficient social and emotional maturity demonstrated in organizational and behavioral skills appropriate for promotion to fifth grade.

Fifth Grade to Sixth Grade: Cumulative mastery of above requirements, plus: Satisfactory (70%) completion of curriculum objectives for this grade level. Sufficient social and emotional maturity demonstrated in organizational and behavioral skill appropriate for promotion to sixth grade.

Sixth Grade to Seventh Grade: Cumulative mastery of above requirements, plus: Satisfactory (70%) completion of curriculum objectives for this grade level. Sufficient social and emotional maturity demonstrated in organizational and behavioral skills appropriate for promotion to seventh grade.

Seventh Grade to Twelfth Grade: Have no more than two “F’s” as a year-end average on the report card.

5.11 STUDENT ACCOMODATIONS & INTERVENTION SERVICES

CCS’s Response to Intervention (RTI) is based on the concept of providing evidence-based instruction by highly qualified staff that is matched to the student needs and monitored on a frequent basis. The information gathered is used to make decisions regarding the student’s educational program. All children are monitored through the year to make sure that they are learning in the instructional environment. If not, they are offered a level of support needed to learn. Again, progress is monitored continually. Children flow in and out of support based on their current performance level and their needs.

RTI operates on three Tiers of Support. Tier 1 involves intentional accommodations aimed at reaching particular benchmarks; Tier 2 involves more specialized instruction and data collection; Tier 3 involves 1-on-1 support and a possible referral for additional outside assessments.

Open communication between the school and parents is the most effective model of any intervention services. All classroom concerns should first be communicated to the classroom teacher.



5.12 PRESCHOOL POLICIES and PROCEDURES

1. Upon daily arrival and departure, every preschool student will arrive and depart out of the southeast front door of the main CCS school building.
2. CCS preschool students have an adult teacher or teacher's assistant with them at all times. CCS maintains 2 adults with all preschool groups to accommodate the required ratio and allow for one-on-one assistance as needed. (ODE ratio allows for 12 students to 1 adult for a group including 3 yr. olds, and 14 students to 1 adult for a group including 4 yr. olds)
3. CCS preschool students are to use the bathrooms on the bottom floor only.
4. CCS preschool students are to remain inside the preschool playground fence at all times. NO other grade level or age group students may play inside the preschool fenced area while preschool is using the area.
5. Full time preschool students have the opportunity daily for at least a 60-minute nap.
6. A complete curriculum of reading, math, community awareness (social studies), music, art and kinetics (P.E.) is offered daily to preschool students.
7. CCS preschool students follow the elementary dress code.
8. Free play for at least two (2) 30 minute periods is offered to all preschool students daily.
9. Learning centers, learning tools, manipulatives and all learning supplies are made available to all preschool students daily.
10. All CCS facilities appropriate to preschool instruction are available to all preschool students daily including the library, gyms, playgrounds, and cafeteria as needed for their supervised activities.
11. Whenever practical, preschool students participate in all CCS activities and events including Chapel, assemblies, guest speakers, special outdoor activities (kite day, etc.).
12. After March 1st of each year, no reduction or cancellation of preschool enrollment or participation will be accompanied by a refund for the remainder of the school year.



5.13 CCS ASSESSMENTS

Test	Grade(s)	Date
Entrance Screening	New Students All Grades K-12	Part of application process - no specific date
IOWA	K-9	Annual Typically 3 days in late April
PSAT	10-11	Annual October PSAT Wed. test date
ACT/SAT	11-12	Spring Junior Year Fall Senior Year (Strongly Encouraged)
Final Exams	9-12	Every June (3 days) Core Subjects

5.13.1 Entrance Screening

Students applying to enroll at CCS will be required to take a readiness test for the grade level they wish to enter. Students will be assessed in reading, spelling, grammar, and math to see if the student is performing at the appropriate grade level.

5.13.2 IOWA

All students in grades K-9th grade take the IOWA test in April each year. Scores are used to assess individual and class performance as well as identifying target areas for school improvement. Practice materials are reviewed in classes ahead of time.

5.13.3 PSAT

Students in grades 10 & 11 take the PSAT at CCS annually on the Wed. October testing day. Scores are used to assess individual readiness for college, as well as, entering students in the National Merit Scholarship competition. Practice materials are reviewed in classes ahead of time.



5.13.4 ACT/SAT

Students in grades 11 & 12 are strongly encouraged to take the ACT and/or the SAT in preparation of college applications. If scores are below the national average and/or below the students' aptitude, students are encouraged to repeat and improve their score. Though our guidance college prep checklist includes this item, CCS does not mandate either test to qualify for high school graduation.

5.13.5 Final Exams

Students in grades 9-12 take year-end final exams in core academic classes (English, History, Science, Math, Foreign Language, Bible). Seniors who maintain an "A" average in a core class through May 1 of their senior year are exempt from taking that final exam. Students are required to pass the final with a 65% or higher in order to pass the class. A final may be re-taken once if the student fails the first time. Final exam grades are included on the 4th quarter report card.

5.14 GRADUATION REQUIREMENTS

Ohio Department of Education (ODE) Class of 2023 and beyond requirements:

One credit equals one five-period (full) class taken all year

- .8 equals 4 periods/wk
- .6 equals 3 periods/wk
- .4 equals 2 periods/wk
- .2 equals 1 period/wk



Graduation Requirements for 2022-2023:

Subject:	ODE standard:	CCS standard:
Bible	NA	2 credits
English	4 credits	5 credits
Social Studies	3 credits	4 credits
Science	3 credits	4 credits
Math	4 credits	4 credits
Foreign Language	NA (elective)	1.5 credits
Fine Arts	NA (elective)	1.5 credits
Technology	NA (elective)	1 credit
Physical Education	.5 credit	.5 credit
Health	.5 credit	.5 credit*
Electives	5 credits	1 credit
Total	20 credits	25 credits
		*represents amendment from previous standard of uncredited jr. high health. Class of 2022 is exempt from this requirement.
		<i>Updated June 2021 REW</i>

5.14.1 Valedictorian and Salutatorian Eligibility

1. Announced after the 3rd quarter grade calculations are completed.
2. Any classes taken in 8th grade for core credit units, count toward final GPA.
3. Eligible students should have completed at least 3 consecutive years of high school at CCS. In addition, it must be confirmed by the Principal that credits taken freshman year are comparable in rigor and grading scale to the standards of CCS.
4. Eligible students must have financial balances paid to \$0 at CCS, prior to graduation.



5. Students receiving these honors must agree to present a 5-8 minute speech at graduation.

5.15 ACADEMIC ASSOCIATE PROGRAM

Students in grades 7-12 may apply to participate in the Academic Associate Program at CCS. It is recommended that Academic Associate students at CCS do not take more than 3 classes from a time and cost effective standpoint. All prospective Academic Associate students must apply hard copy with accompanying required documents, tour the school and meet with the Principal and teachers prior to being considered for enrollment. The Principal has the final decision on all Academic Associate enrollment and related matters.

5.16 COLLEGE CREDIT PLUS (CCP)

Ohio's College Credit Plus (CCP) program (formerly PSEO) is a popular choice for students – and for good reason. This program allows students to earn college credits while in high school, all for free. These credits may be used at the college or university of their choice after high school graduation. This state-funded program covers tuition and fees. Students will need to pay for textbooks.

Which CCS students are eligible to participate in CCP?

Juniors and Seniors, at their parents' counsel, are permitted to enroll in 1-2 CCP courses; however, credits required to graduate from Christian Community School must be taken at CCS. Core coursework will not be substituted by college-level courses in the same subject area; however, students may earn elective CCS credits by taking CCP courses. Students must have a 3.5 GPA to participate in this program.

CCP & LCCC:

- CCS has selected Lorain County Community College (LCCC) as a partner in delivering elective courses for high school and college credit.
- The credits count for college transcript credit and as elective coursework credit for CCS.
- A student must apply and meet all the requirements set by LCCC for admission.
- SAT/ACT test results or the Accuplacer are required by Ohio Dept. of Education & LCCC.



6 HEALTH AND SAFETY

6.1 CCS HEALTH POLICIES, PROCEDURES AND GUIDELINES

6.1.1 Health, Immunization and Vaccination of Pupils

Parents must present valid immunization and health records as a part of the enrollment process according to the laws of the State of Ohio. Enrollment is not complete until these records are part of the student's permanent file. *Please note: in order for a student to enter 7th grade, the office must have a record of the student having received his/her 2nd dose of the MMR vaccine.*

A physician's signed statement of contraindication is acceptable for exemption from the above mentioned laws. Please send us a copy to retain in your child's cumulative file. A parent's signed Statement of Good Cause/Religious Objection will also exempt your child from the required vaccinations and immunizations. Please provide us a copy (available from the school office) to retain in your child's cumulative file.

6.1.2 School Health Policy

It is the goal of CCS to provide a healthy and safe environment for students. We can only do this with parental cooperation. During your child(ren)'s school years he/she will be exposed to a great variety of communicable diseases. Parents are asked not to bring their child(ren) to school when they are showing signs of developing illness (i.e. vomiting, fever, chills, earache, pink eye, diarrhea, excessively runny nose, etc.).

If a student exhibits any of these symptoms when he/she comes to school or develops any of them during the course of the school day, he/she will be accompanied to the school clinic and parents will immediately be contacted to come and get the child so as to minimize the risk of infecting classmates. Please be sure all medical forms are current, including correct phone numbers for parents' work and emergency contacts.

If a student is simply not feeling well, he/she may lie down in the clinic for one period, after which time the student will either be sent back to class or parents will be contacted to come get the child. The clinic is not to be used as a nap room.



6.1.3 Medical Administration Policy

Physician-Prescribed Medications

- Prior to the administration of any medication by the school (office personnel or school nurse), the **Authorization for Administration of Medication by School Personnel** form must be completed and filed in the office. Forms are available in the office upon request.
- A separate form must be completed for each occurrence of an illness or allergic reaction which requires the administration of a medication. It is the parent's responsibility to assure that these forms are current and complete.
- New forms must be submitted at least once a year.
- All medications will be stored in a locked area or an area that is not accessible to students.
- All medications must be brought to school in their **original containers** and stored according to physician request.
- The school has the right to deny any request for the administration of any drugs or procedures that appear to be beyond the ability of unlicensed school personnel (e.g. injections, etc.).
- Each administration of medication must be recorded on a Medication Administration Log at, or immediately following, the time of its administration by the individual who is giving the medication.
- Emergency medications (e.g. epi-pens) may be carried by the student when both the **Authorization for Administration of Medication by School Personnel** form has been completed and indicate the need for the student to have medication on his/her person at all times.

Over-The-Counter Medications

- **No students are permitted to carry medications with them.** All medications must be stored in the office and retrieved upon request.
- Prior to administration of any nonprescription medication, the School Nurse or Office Receptionist will verify from the **Student Medical Information** (obtained at enrollment/re-enrollment) what is permitted and administer accordingly. A log of any medication administered is kept in the Main Office and a parent is notified.



6.2 CCS CRISIS AND EMERGENCY PLANS

In compliance with the Ohio Revised Code, a comprehensive school safety plan including an Incident Response Plan, Floor Plans, and School Safety Plan Protocols.

Rapid Dismissal/Fire Drill:

- 9 during the school year
- Within 10 days of the beginning of classes
- Must vary and be at unexpected times
- All occupants

Tornado Drill

- At least one drill must be conducted during each month of tornado season (April 1-July 31) that the school is in session.

Safety/Lockdown Drill

- Conduct at least two lockdown drills every school year, ideally within the first 20 days of the year and the first 20 days after winter break
- 3 during the school year + 1 theoretical

Parents can request more information about our Crisis Management and Emergency Plan (Incident Response Plan, Floor Plans, School Safety Protocols) by requesting to see ACSI documentation for **Standard 6: Student Care - 6.1.**

6.3 CCS POLICY ON BULLYING

CCS recognizes the responsibility to protect the health, safety and welfare of its students, to promote and encourage the healthy development of our students and staff, and to address barriers to learning and developing as bearers of God's image. Bullying and intimidation destroy respect for the dignity of the student, undermine the Christian atmosphere of the school, and deprive the student of a safe and caring learning environment. These actions are contrary to the teachings of Jesus Christ (Matthew 7:12, Mark 12:31) and the Biblical concepts of living peaceably with all (Romans 12:18) and protecting the vulnerable (Psalm 82:3-4).

The bullying policy is in addition to policies that deal with individual student misconduct or behavior already addressed in the family handbook.

This policy will not apply to the preschool program. Unkind or aggressive acts that occur in the preschool will be handled at the classroom level and involve the teacher, parents and principal (as needed) to address these situations.



6.3.1 Definition of Bullying

According to the Ohio Revised Code, section 3313.666, harassment, intimidation or bullying means either of the following:

- Any intentional written, verbal, electronic (committed through use of a cellular telephone, computer, pager, personal communication device, or other communication device), graphic or physical act that a student or group of students exhibited toward another particular student more than once and the behavior both:
 - Causes mental or physical harm to the other student
 - Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student
- Violence within a dating relationship

Bullying includes but is not limited to physical intimidation or assault, extortion, oral or written threats, teasing and putdowns, name calling, threatening looks, gestures or actions, cruel rumors, false accusations, and social isolation.

6.3.2 Reporting and Response to Bullying

1. All bullying incidents should be reported immediately to a staff member. Any student who believes s/he has been or is the victim of harassment or bullying behavior should immediately report that situation to a staff member. In addition, parents can submit an incident report via email to a staff member. These emails should contain the sender's name and contact information as well as detailed explanation of the incident. Complaints with sufficient detail will be thoroughly investigated by the principal or the principal's designee. All investigation and resolution will be handled with an intent and desire to promote biblical truth, peace, repentance, forgiveness, justice, and reconciliation.
2. If the investigation finds that aggressive behavior occurred, it will result in prompt and appropriate remedial action. Consequences for students who commit acts of violence, including but not limited to harassment and/or bullying, shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance both at CCS and any discipline record prior to enrollment. Consequences will be consistent with the Student Handbook. Responsive measures are designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the victim of the act.
3. Staff members will document all harassment or bullying incidents of which they become aware (whether the staff receives a report from someone or witnesses the behavior). All



reports will be promptly shared with the principal.

4. The bullying behavior or threats will be investigated quickly and fully by the principal, with both victim and perpetrator informed that the behavior will/must stop immediately.
5. As the situation warrants, parents of both victim and perpetrator may be informed by email and/or a phone call and summoned to the school for a meeting about the problem.
6. All substantiated incidences that are reported will be documented in the student information system in the student's behavioral record (RenWeb).
7. There may be a range of punitive responses ranging from a formal apology up to suspension or expulsion for the perpetrator. In severe instances or in a situation involving anything illegal, local police will be notified.
8. After the incident has been thoroughly investigated and dealt with, faculty and administration will monitor both students (including regular "check-ins") to ensure that harassment or bullying does not resume or reoccur.

6.3.3 A Community Approach

We understand that most harassment or bullying is done beyond adult supervision and between classes, in hallways, on the playground, at lunch, and before/after school. This will require vigilance by staff and the support of parents in a compassionate pursuit of truth and mentoring of our students. A community approach shared by our students, staff, parents, and school leadership gives the best chance of preventing bullying.

Therefore,

- A. All staff will lead by example as they seek to love others as image-bearers of God and will teach that a proper understanding of one's self is found in their identity in Christ. We encourage the promotion of positive interpersonal relations between members of the school community.
- B. We will take an active role in resolving conflicts and encouraging students to resolve conflict in a God-pleasing way, equipping all students with the tools they need to discourage bullying behavior and to display courage and character as well as reporting incidents to staff members.
- C. Teachers will be vigilant in watching for signs of aggressive behavior, bullying and teasing that might surface within the classroom. We expect students to conduct themselves in a manner in keeping with their level of development and maturity. All staff should intervene immediately when they witness mean or aggressive behavior. Staff will confront and stop the behavior immediately.



- D. School leadership will partner with parents to bring out the truth of each situation and correct unacceptable behavior of students participating in any bullying act. The development of an atmosphere that encourages students to grow in self-discipline and the demonstration of genuine respect for all people must be pursued cooperatively between the school and parents.

6.4 CCS POLICY ON CHILD ABUSE and NEGLECT

CCS seeks to express God’s love of children and provide for their personal wholeness. This caring community seeks to prevent child abuse of any form to our children and youth, and to provide a healthy and stable environment for victims of such abuse when it has previously occurred.

The Bible, in particular Mark 10:13-16 (“suffer the little children to come unto me, and forbid them not”) and Matthew 18:5-7 (“and who so shall receive one such little child in my name receiveth me. But who so shall offend one of these little ones, it were better for him that a millstone were hanged around his neck...”), is foundational to our understanding upon which all policies, procedures, and ministries are necessary to ensure the healthy care and protection of children and adolescents.

6.4.1 Mandatory Reporting Requirements

Staff cooperation in this commitment not only reflects a concern about children’s safety in this society, but also a willingness to take steps toward halting child abuse and its detrimental effects. For the safety and protection of our children and workers, all staff and volunteers who participate in school-sponsored activities with children are required to comply with the guidelines provided in this policy.

It is the legal responsibility of any person with responsibility for the care of children to report all cases of child abuse they observe, and further, to report visible signs of alleged abuse. Failure to report could lead to liability, both civilly and criminally, on the part of the ministry/school, the observer or both. CCS complies with the Ohio Department of Education’s protocols for reporting suspected child abuse and/or neglect.

Because children are our most important concern, CCS has adopted the following guidelines for reporting:

- 1) Treat each allegation of child abuse seriously.
- 2) Attempt to assure the safety and protection of persons who have been harmed.



- 3) Pray for the school and all persons affected by the allegation.
- 4) Immediately begin documenting all procedures observed in handling the allegation.
- 5) Immediately notify the principal. The principal will, along with the reporting staff member, immediately report allegations to children's services and/or the local police department.
- 6) Immediately notify the parents if it is not known that they have previous knowledge of the allegations, and allegations are not currently against them.
- 7) If the accused has assigned duties within the life of the school, that person must be immediately relieved of his duties until the investigation is concluded.
- 8) The school authorities should extend whatever care and resources necessary. In providing care to the principles (alleged victim and the accused) and their families, school authorities should under no circumstances be drawn into a discussion of the truth or falsity of the allegation which could contaminate an official investigation. Do not assign blame or take any steps that involve establishing or negating the allegation.
- 9) It is appropriate to show care and comfort for the alleged victim. This should be the objective from the moment the allegation is received or otherwise made known.
- 10) Observe confidentiality for both the alleged victim and accused.
- 11) Do not confront the accused until the safety of the child or student is secured.
- 12) Do not prejudge the situation, but take the allegations seriously and reach out to the alleged victim and his or her family. Showing care and support help to prevent further hurt. Extend whatever resources are needed. Remember that the care and safety of the alleged victim is the first priority. In some situations, schools have responded in a negative or non-supportive manner to the alleged victim. This conduct can increase the anger and pain of the alleged victim and his or her family. Further reconciliation can then be more difficult and the possibility of damaging litigation increases.
- 13) Treat the accused with dignity and support.
- 14) If the media or other parties contact a staff or other community member about a pending allegation of child abuse, they should be referred to the principal. Only school authorities, or their designees should make comments about the allegations, using a prepared public statement to answer the press and to convey news to staff members and school personnel. The prepared statement shall be made only after consultation with the school's legal counsel and will include the steps the school has taken to protect children, such as the development and implementation of this manual, and the care and concern the school has for all parties involved. The privacy and confidentiality of all involved shall continue to be of primary concern.



6.4.2 Training Requirements

All instructional personnel and administrators are required as a condition of employment to complete training on these standards of ethical conduct.

All employees and administrators have an obligation to report misconduct by instructional personnel and school administrators which affects the health, safety, or welfare of a student.

All employees have a duty to report actual or suspected cases of child abuse, abandonment, or neglect.

Any instructional personnel or school administrator **MUST** report to their immediate supervisor any misconduct which affects the health, safety, or welfare of a student. Failure to report any misconduct may result in suspension of the educator certificate who knowingly fails to report child abuse or misconduct.

6.4.3 Important Contacts and Their Phone Numbers

National Child Abuse Hotline 1-800-4-A-CHILD

Toll-free hotline to report child abuse/neglect in Ohio: 1-855-OHCHILD.

This line links callers directly to a children services or law enforcement office in their county. Reports can be anonymous.

[Ohio Dept. of Jobs and Family Services info about reporting child abuse](#)

6.5 FOOD SERVICE

Christian Community School does not provide food service for students. Students are required to pack a lunch for school each day.



7 SPIRITUAL FORMATION

7.1 CHURCH ATTENDANCE

Believing that our role at CCS is to assist the home and the local church in the task of training young people, we feel that it is of utmost importance for all of our students, with their families, to be in regular attendance at their local church fellowship. Every effort will be made to guide and mentor the entire family to attend church regularly and live a life reflective of Christ.

7.2 CHAPEL

The purpose of chapel at CCS is threefold:

1. To strengthen our Christian walk through biblical teachings on pertinent topics.
2. To encourage spiritual unity in worship and prayer in a setting of great diversity.
3. To encourage student leadership through testimonies, teachings, and worship.

All CCS students are expected to be present for chapel. With prior permission from teachers/staff, students may temporarily, quietly exit Chapel to use the restroom. If a student is feeling ill, exit from Chapel is permitted with prior teachers/staff permission. Reverent behavior for God, and respect for chapel speakers and worship leaders is always expected.

Violation: apology to speaker, 200 word biblical essay signed by parents, handed in and reviewed and signed by Principal.

[See Chapel Schedule](#)

7.3 WORSHIP POLICY

CCS believes in the present ministry of the Holy Spirit and is convinced that in deference to our many denominational beliefs we acknowledge those scriptural manifestations of the Spirit such as raising of hands, weeping, kneeling and dancing but will require order and self-control to be displayed. Those manifestations which are not as scripturally clear, such as holy laughter and being slain in the Spirit, we refer to each family's individual church and do not endorse or encourage their expression at CCS activities.



7.4 BIBLE CLASS OVERVIEW

The CCS Bible Department helps students gain a working knowledge and deeper understanding of God’s inspired word and to explain the significance/impact of the life, death and resurrection of Jesus Christ. To examine our relationship with God and an understanding who God is, what He is like, and what He requires of man. Examining and implementing various every day spiritual disciplines such as prayer, worship, fasting, scripture study, etc. Using God’s Word as the foundation for all truth, we strive to move students from simple knowledge of the Scripture, to understanding Scripture and finally to making Scripture the foundation for the development of their personal worldview through a relationship with Jesus Christ.

Bible Classes by Grade

Grade	Class	Text
Kindergarten	Learning About God	Positive Action
1st Grade	Enjoying God’s Gifts	Positive Action
2nd Grade	Bible Truths 2: A Servant’s Heart(fourth edition)	BJU Press
3rd Grade	Growing with God	Positive Action
4th Grade	Building Life Castles	Positive Action
5th Grade	Possessing the Land	Positive Action
6th Grade	Winning the Race	Positive Action
7th Grade	Route 66	Positive Action
8th Grade	Route 66	Positive Action
9th Grade	Old Testament	Foundations (Lifeway)
10th Grade	New Testament	Foundations (Lifeway)
11th Grade	Ethics	Biblical Worldview: Bob Jones
12th Grade	Apologetics	The Case for Christ Evidence that Demands a Verdict



7.5 ADDITIONAL SPIRITUAL ACTIVITIES

CCS Student Service and Missions Activity Schedule

	Elementary	Middle School	High School
First Semester			
August/September		Care Groups Kick Off	Care Groups Kick Off
October		Upper School Retreat	Upper School Retreat
November		Outreach	
December	Christmas Concert	Christmas Concert	Christmas Concert
January		Outreach	
Second Semester			
February		Outreach	
March		Choir Tour	Choir Tour
April			
May	Workathon Spring Concert	Workathon Spring Concert	Workathon Spring Concert
June			

7.5.1 Care Groups

Care groups are an intentional focus on spiritual formation and discipleship. Care groups begin in 7th grade and are led by a staff member or more often by a CCS family member who has a pastoral desire to see Christ formed in our students. Each grade has two groups (men and women) that meet weekly to discuss how to correctly integrate the gospel into their daily lives. The goal of each group leader is to know the students on a personal level in order to provide support and care for the student's spiritual formation.



7.5.2 Outreaches

During the middle school years, the students engage in a variety of activities to express the love of Christ within our school, the community, and the wider world. Students learn to give of their time in the following ways.

- Service setting up and cleaning up from Chapel Services.
- Cleaning the ride-on preschool toys. This act of service teaches the students to express love in simple ways to their fellow students.
- Monthly students help serve a noon time meal for the elderly at a community church. In addition, they help in the preparing, serving, and cleaning up for the meal.
 - Students often help with entertainment, which includes playing games, singing, and compiling booklets of original poetry and art to be shared with the elderly.
 - All students engage in a time of fellowship where they sit and talk with the elderly.
- Annually, students engage in a clothing drive to provide hats, gloves, scarves, and warm socks for distribution by inner-city Cleveland ministries.
- In the late spring, students engage in a drive to accumulate school supplies for a ministry that provides summer tutoring for inner city students.
- During the school year, students learn about various international mission programs.
- Annually, students engage in one project to support the mission of their choice.
 - In the past, students have filled shoe boxes for Operation Christmas Child and provided school supplies for students in Brazil, Malawi, and Kenya.

Occasionally, all grades do outreaches to nursing homes, homeless shelters.

7.5.3 Retreats

CCS Retreats have historically been an extremely important factor in a student's spiritual and social development. Here's a testimony from a retreat speaker:

"I was privileged to be a guest speaker at the High School girl's retreat 10 years ago. A theme was chosen - "The Bride of Christ".

There were structured activities centered around the theme, worship and testimonies, with time allowed for journaling, building relationships, and fun including outdoor competitions.





With that year's theme in mind, I went to a couple Bridal shops to see if they would donate any outdated merchandise for the event. Happily, I was able to obtain armloads of bridal gowns, veils, and tiaras for the girls to enjoy. They had a blast trying it all on & dreaming of a future event.

The value of spiritual values, relationships & confidence being strengthened is hard to quantify. There is great potential for student retreats to be life-changing events. Definitely worth the time and effort!"

7.5.4 Choir Tour

CCS high school students have the amazing opportunity to participate in a bi-annual event called Choir Tour. Meticulously planned with adult chaperones, Choir Tour is a type of mission trip where students:

- Visit schools, churches, senior centers and nursing facilities
- Minister and lead worship (both vocally and instrumentally)
- Participate in short dramas
- Share testimonies, short sermons, and pray with others

Students mostly travel within a 3-5 hour radius of the school on a tour bus, stay at Christian camps, and have incredible times of devotions, testimonies, and spiritual encouragement, in addition to ministering at the various venues, while away on these 4-5 day ministry trips.

This event encourages our own students by giving them real-life experiences in sharing their faith.

7.5.5 Work-a-thon

Work-a-thon is a community wide event that includes staff, students and CCS volunteers where we leave the school grounds to carry out various service projects for the surrounding community in need. The typical outreach project a student would be involved in would include anything from helping a widow, an elderly loved one or simply a friend in need. This outreach event allows the students to share Christ's love through physically helping others while often at the same time creating opportunities to share the good news of Jesus Christ.

7.5.6 Concerts

Christmas Concert: A wonderful showcase of the gifts and talents of our CCS student body, this evening cheerfully and joyously welcomes the season to celebrate our Savior's birth.



Spring Concert: An end-of-year music showcase of our student body, with lower and upper school performances. The CCS Art Show is also typically on display during the spring concert week.

8 CONTINUOUS SCHOOL IMPROVEMENT PLAN

The purpose of CSIP is to establish an ongoing plan for the continuous improvement of Christian Community School. The plan acknowledges two things. First, a culture of continuous improvement is a necessary and foundational element to a thriving mission-oriented school. Second, any plans to improve the school should align with Vision, Mission, Core Values, and Expected Student Outcomes of the school.

Parents can request more information about our Continuous School Improvement Plan by requesting to view documentation for ACSI Standard 8: Continuous School Improvement Plan.



Document Revision History

Approval Date	Revisions	Approved By
2022-09-23	Edits and re-formatting	
2022-01-26 pending	Overhauled handbook Updated information	
August 2017		Joel Brickner
Original revision		Rick Willis