



# 2019 - 2020 Parent & Student Handbook

Revised August 2019

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CHRISTIAN HERITAGE SCHOOL  
*Educating Children to Serve Christ*

**"...so that He Himself might come to have first place in everything."  
Colossians 1:18**

# Purpose and Direction

## **Our Mission: Educating Children to Serve Christ**

### **Our Core Values**

#### **1.) Active Faith**

Our educational model seeks to develop in young minds the ability to discern Truth from error. The Bible is taught at every grade level and permeates all that we do (II Timothy 3:16). But, learning doesn't end with the acquisition of knowledge (James 1:22). It is through obedience that we begin to see life from God's perspective. The cultivation of a biblical worldview is a necessary component for serving Christ effectively. However, the study of faith in isolation from its application leads inevitably to unbelief. The demise of many Christian institutions testifies to this reality. George Barna's research reveals that the American Church is growing people, in increasing numbers, who say one thing and do another. His research has revealed a profound disconnect between what people say they believe and the choices they make. CHS is committed to reversing that trend by putting feet to their faith by:

- leading our students to a saving knowledge of Jesus Christ.
- equipping our students for good works (Ephesians 2:10).
- recognizing their God-given talents as they discover His call to ministry (Psalm 139:13-16).
- demonstrating God's love by serving people in need (Matthew 25:40).
- participating in His redemptive work in culture and creation.

Lives are changed through renewing the mind, engaging the heart, and applying the will to God's purposes. It flows out of a simple formula: information plus application equals transformation.

#### **2.) Biblical Worldview**

Six critical questions have been plaguing mankind from the beginning of time. Every single young person longs to know the answers for their own life. Where did I come from? Who am I? Where am I going? What does it all mean? How can I tell right from wrong? What happens when I die? The tragedy today is that in every single public school in our country, it is illegal to answer truthfully any one of those questions. A biblical worldview addresses issues of origins, identity, purpose, meaning, and destiny. In a public school, a student is taught that there are two kinds of living organisms: plants and animals. Ask a student which he or she is, and he will inevitably respond: "an animal." If you are taught you are animal, how do you think you will ultimately behave? A biblical worldview teaches that a student is created in the image of God with a unique purpose and an eternal destiny.

The cultivation of a biblical worldview is a necessary component for serving Christ effectively. This means that the Bible is taught at every grade level and permeates all that we do. But, learning doesn't end with the acquisition of knowledge. It is critical that we live what we know – to do the truth (James 1:22). It is through obedience that we begin to see life from God's perspective.

#### **3.) Community of Grace**

CHS is not a public school, a private school, or a perfect school; it is a Christian school. Christian education, rightly understood, draws its strength from a community of grace! Faculty, parents, students, and staff are on each other's team, not on each other's backs. It is not about doing it all right, but about how you handle life when you do it all wrong. Encountering Christ in a community of grace is the heart and soul of our Christian school. In fact, the genius of Christian education doesn't even show up until we mess up. "For though a righteous man falls seven times, he rises again, but the wicked fall and do not get up (Proverbs 24:16)." The difference between the righteous and the wicked is not that one falls, and the other doesn't; they both fall, but the wicked don't get back up. Our goal is to create a safe learning environment where our students can mess up and discover the grace to get back up. A student's life message grows out of his area of greatest weakness, where he has discovered and applied God's provision at the point of his need, and then shares the results with his world.

## **Our Model**

The authority for governing a school reveals much about the school's educational philosophy. For instance, a public school is controlled by the government; an elite private school by the wealthy and influential; and a church school by the denomination. The CHS model derives its authority from the scriptures. Our understanding of the school's role is informed by the biblical mandate (Deuteronomy 4:8; Proverbs 22:6; Ephesians 6:1-4), giving parents the authority and responsibility to educate their children. Parents may delegate their authority to a school, but not their responsibility. Therefore, CHS encourages parental involvement at every level of school life. Every parent enters into an agreement with the school to support our mission, philosophy, and behavioral standards.

*PREPARED TO MAKE A DIFFERENCE: A CHS graduate should have a heart for God and their neighbor, possess a biblical worldview, and be able to effectively communicate their life message.*

## **Our School Goals**

### **1.) To give our students a strong biblical foundation**

- viewing the Bible as the inspired and the only infallible, authoritative Word of God, thus developing attitudes of love and respect toward it (II Timothy 3:15-17; II Peter 1:20-21).
- understanding the basic doctrines of the Bible (Titus 2:1).
- providing opportunities for the student to confess Christ as Savior and Lord (Romans 10:9-10).
- knowing and obeying the will of God as revealed in the Scriptures, thus equipping the student to carry out God's will daily (Romans 12:1-2; II Timothy 2:15; Deuteronomy 26:16-17).
- imparting an understanding of each Christian's place in the body of Christ, and its worldwide mission, providing opportunities for the student's involvement in this task (Ephesians 4:12; I Corinthians 12:1-31; Matthew 28:19-20).
- helping the student develop a Christian worldview by integrating life and all studies with the Bible (II Peter 1:3).
- hiding God's Word in his heart through memorization and meditation (Psalm 119:11; Psalm 1:1-3).
- knowing how to study God's Word (II Timothy 2:15).

### **2.) To give our students a proper self-image**

- seeing himself as a unique individual created in the image of God and attaining his full potential (Psalm 139:13-16).
- teaching biblical character qualities and providing opportunities for the student to demonstrate those qualities (I Samuel 16:7; Galatians 5:22-23).
- developing in him/her the mind of Christ toward godliness (Philippians 2:5; I Timothy 4:7).
- encouraging the student to develop self-discipline and responsibility from God's perspective (I Timothy 4:7; I Corinthians 9:24-27).
- teaching respect for and submission to authority from God's perspective (Romans 13:1-7; Hebrews 13:17; Ephesians 6:1-3).
- developing habits of good physical fitness, good health habits, and wise use of the body as the temple of God (I Corinthians 6:19-20).

### **3.) To enable our students to develop healthy relationships**

- by treating everyone with love and respect as unique individuals created in God's image (Philippians 2:1-4; Ephesians 5:21).
- becoming a contributing member of his society by realizing his need to serve others (Galatians 5:13; Romans 12:10).
- teaching biblical skills for personal and social relationships (Psalm 119:9; Ephesians 4:12).
- teaching the Christian view of dating, marriage, gender, sexuality, and the family (I Thessalonians 4:1-7; I Timothy 4:12; Genesis 2:18-25; Ephesians 5:22-33).

- o It is God's desire for young women to marry (except those with a special gift of singleness), love their husbands, bear children, love them, manage the household (I Timothy 5:14; Titus 2:4-5), using all her skills as the virtuous woman of Proverbs 31 did, teaching these to her children.
- o Young men should marry (except those with a special gift of singleness), love their wives as Christ loved the church, be the primary spiritual trainer of his wife and children, and take proper oversight of the whole household and be the primary provider (I Corinthians 7:2; Ephesians 5:25-31; Timothy 5:8).
- o God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. (Gen 1:26-27.)
- o The term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture. (Gen 2:18-25.) We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. (1 Cor. 6:18; 7:2-5; Heb. 13:4.) We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage. (Matt 15:18-20; 1 Cor 6:9-10.)

#### **4.) To give our students broad academic abilities**

- to understand and use fundamental processes in communicating and dealing with others (such as reading, writing, speaking, listening, and mathematics).
- to use good study skills and habits (II Timothy 2:3-7).
- to research and reason logically from a biblical perspective (Hebrews 5:14; Romans 12:2).
- to think creatively and critically based upon the proper use of biblical criteria of evaluation (II Timothy 3: 14-17).
- to appreciate fine arts.

#### **5.) To enable our students to become good citizens and stewards in the world**

- teaching biblical attitudes toward material things and his responsibility for using them to God's glory (I Timothy 6:17-19; Matthew 6:19-20; I Corinthians 10:31).
- teaching the student good citizenship through an understanding and appreciation of our Christian and American heritages (home, church, nation) (I Corinthians 10:11; Romans 13:1-7).
- using current affairs in all areas, teaching the student how they relate to God's plan for man.
- understanding and appreciating God's world, developing an awareness of man's role in his environment and his God-given responsibility to subdue, use, and preserve it properly (Psalm 8:6; Hebrews 2:6-8).

#### **6.) To partner with parents for student success and development**

- to help the parents understand the school's purpose and program.
- to cooperate closely as servants to the parents in every phase of the student's development, especially as it relates to the school program (Mark 10:45).
- to assist parents in keeping up with the changing culture and its effect on the home and the implications for their children.
- to encourage parents to realize and shoulder their responsibility for the spiritual, moral, and social education of their children (Deuteronomy 6:4-7; Proverbs 22:6).

In addition, in working with the homes from which the students come, the school aims to bring those who we find are not Christians to the saving knowledge of Jesus Christ (II Peter 3:9; I Timothy 2:4).

## **Our Statement of Faith**

### **A. The Bible**

The Holy Scripture is the only sufficient, certain, and infallible rule of saving faith and obedience. The Bible is the inspired and inerrant Word of God (II Timothy 3:16; II Peter 1:20-21; Matthew 5:17-18; I Thessalonians 2:13; I Corinthians 14:37).

### **B. The Trinity**

The God of the Bible is one essence yet revealed in three Persons: the Father, the Son, and the Holy Spirit. These three Persons are the same substance, equal in power and glory. God is our Creator, Ruler, Redeemer, and Judge (Matthew 28:19; II Corinthians 13:14).

### **C. The Father – First Person of the Trinity**

God, the Father, is the first Person of the Godhead. He is eternal, infinite Spirit and the Sovereign Ruler over all creation, both visible and invisible (Genesis 1:1; Exodus 3:14; Psalm 24:1; John 8:28-29; Ephesians 1:3-11).

### **D. The Son – Second Person of the Trinity**

Jesus Christ is the second Person of the Godhead, co-equal, and co-eternal with the Father. He was conceived by the Holy Spirit, born of the Virgin Mary, lived a sinless life, died a substitutionary death, and was raised bodily from the dead. He ascended into Heaven and is seated at the right hand of God the Father as King of Kings and Lord of Lords (Isaiah 7:14; Luke 1:34-35; John 10:29-33; Philippians 2:6-7).

### **E. The Holy Spirit – Third Person of the Trinity**

The Holy Spirit is the third Person of the Godhead, co-equal and co-eternal with the Father and the Son. The Holy Spirit is given to every believer at conversion as the Indwelling Comforter, Guide, and Helper (Genesis 1:1-2; John 14:16-17; John 15:26-27; John 16:7-11; Romans 8:9; Titus 3:5).

### **F. The Fall**

Man was created in a state of sinlessness, but he voluntarily broke God's law, and both sin and death entered the world. As a result, every person lives under the bondage of sin and the threat of eternal separation from God. No one is able to save himself. Consequently, without saving faith in Jesus Christ, everyone is under condemnation (Genesis 3:1-3; Psalm 51:5; Romans 3:23; Romans 5:12; Ephesians 2:1; Hebrews 2:9; II Corinthians 5:21; I Timothy 2:5-6; Romans 3:21-26).

### **G. Salvation**

Through His mercy and grace, God provided redemption in the work of Jesus Christ, who in His death took upon Himself the guilt and condemnation of His people and in His resurrection broke the power of sin and death. Only through His finished work can man be justified by faith, adopted into the family of God, and assured of eternal life (Hebrews 2:9; II Corinthians 5:21; I Timothy 2:5-6; Romans 3:21-26).

### **H. Christian Life**

God's requirement for every believer is to live by loving God and consistently obeying His commands (John 14:21; John 15:5; I Peter 1:13-19; I John 2:4-6).

## **I. The Gospel**

The Gospel is the Good News of Jesus Christ that He lived a sinless life, died an atoning death, and was raised bodily from the dead to redeem sinners from the guilt of sin and fear of death.

This redemption causes the sinner to be born again. He trusts Jesus Christ alone for his salvation, receives a new spiritual nature, and is assured of eternal life (I Corinthians 15:1-9; John 3:3; Romans 5:1-2; I Peter 3:18).

## **J. The Church**

Jesus Christ has a body on this earth which is His church. She is made up of His people. He is the Head of the Church and has commissioned her to make disciples from all nations (Matthew 16:18; Colossians 1:18; Ephesians 3:10; Matthew 28:19; Ephesians 4:4-16).

## **K. Return of Christ**

Christ will personally return in glory to execute final judgment. The unrighteous will be condemned to endless punishment in Hell and the righteous will enter into endless joy in Heaven (John 14:3; I Thessalonians 4:13-18; Revelations 19:11-16).

# School, Home, and Community

The school and community relations program shall be such that the community is fully informed about the educational program, the strengths and needs of the school, and the services which are available to the school community. An informed citizenry is essential for complete cooperation and support.

Christian Heritage School believes that:

- 1.) Students are gifts of the Lord and belong to their parents, not to the state or to Christian Heritage School.
  - Parents are responsible for the conduct of their children.
  - The school derives its educational authority from the parents and stands in "loco parentis" during the school day.
- 2.) Christian Heritage School encourages parental participation in as many programs and activities as possible by:
  - serving as volunteers in day to day activities.
  - attending/participating in the special programs and activities of the school.
- 3.) Student files are open to parents for review according to the Family Education Rights and Privacy Act Policy.

At Christian Heritage School, parents play an important part in the educational process. The Bible teaches that parents are responsible for the nurture, training, and education of their children (Deuteronomy 6:7; Proverbs 19:18, 22:6; Ephesians 6:4). Schools like CHS serve as a tool to help them fulfill their responsibility. Parents should remember that their part in their children's education is very important. Their role is to be more than homework monitors, carpool drivers, and volunteers.

## **After School Care**

CHS offers an after-school program for students in kindergarten through fifth grade from 3:30-5:30 p.m. and for middle school students from 3:45-5:30 p.m. After-school care is \$10 per day and is available on full school days only. After-school care is not available on half days. If you have any questions, please email Lauri Gray at lgray@chslions.com.

## **Lunchroom Policies**

Lunches must be pre-ordered through FACTS SIS. Learn how to order lunches for your student(s) today by visiting [chslions.com/today/lunch](http://chslions.com/today/lunch). Students must have the last four digits of their student ID memorized in order to pick up their lunch each day. This number can be accessed through ParentsWeb. Each day, once all pre-ordered meals have been picked up, extras meals and sides, if available, will be sold.

## **Lunch Credits**

When a student is absent, he/she will be credited for that day. If a class goes on a field trip or a sports team leaves before lunch, the student's account will automatically be credited for that day. If a student leaves early or chooses not to eat the pre-ordered lunch, he/she will only be credited if Food Services is notified by 9:00 a.m. of that day. If no notification is made to Food Services, the account will still be charged. Once a lunch has been canceled, it is not available for another student, staff, or sibling to eat. Drinks are included in lunch prices, and credit will not be given if a student brings his/her own drink.

## **High School Senior Lunch Privilege**

High school seniors ONLY may leave campus to purchase and eat lunch during the designated lunch period and may include 30 minutes of a class prep that backs up to either side of the lunch block. A Senior Lunch Parental Permission Form must be completed before students may leave. These may be picked up in the high school office. Misuse of this privilege will result in suspension or termination of said privilege.

## **Non-Discrimination Policy**

CHS does not discriminate on the basis of race, color, socioeconomic factors, national, or ethnic origin in the administration of its admissions policies, hiring policies, educational policies, financial aid programs, athletic, and other school-administered programs. CHS reserves the right to refuse admittance to any family it believes may cause disruption to the community spirit that exists among the families currently involved in the school.

We will not accept any behavior that creates an intimidating, threatening, hostile, or offensive educational environment or substantially interferes with the student's academic performance. Examples may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes.

## **Fundraising Guidelines**

CHS has developed fundraising guidelines to protect the school, students, parents, and the community from being burdened by multiple fundraisers and to maintain the integrity of all fundraising activities. All fundraising activities must be approved by the CHS Development Office.

## **Communication**

Periodically, teachers will issue progress reports to inform the parents of their child's progress in class. A student's grades are available to the student and his/her parents through FACTS SIS. Parents will receive information about using the services at the beginning of school.

Parents of high school students can request a conference with their child's teachers at any time. Parents interested in arranging a conference with a teacher should call the school office and leave a request for the teacher to return the call. A conference should be scheduled at a time convenient for both the parents and the teacher.

Twice each year, parents will receive a report in narrative form on their child's progress. These reports are designed to inform the parents of more than grades will often relay. They will address the classroom and study habits the child exhibits in an effort to pinpoint areas where improvement is needed.

## **Conflict Resolution Policy**

At CHS, we believe that it is the responsibility of the administration to address reasonable concerns expressed by parents, staff members, and friends of the school. The following procedure is designed to help the administration and board address such issues and make a final determination. Individuals who raise concerns must abide by the stated biblical procedure. The process is based on the principles of

conflict resolution found in Matthew 18. We encourage everyone to bring any suggestions or concerns to the school administration using the following format:

- 1.) Contact the person most closely responsible for your area of concern. Please do not discuss the situation with others. If you do not get the problem resolved, wait 24 hours before proceeding. If the problem needs to be considered further, then go to step two.
- 2.) If your initial contact did not achieve the desired result, then bring a witness along with you to meet with the person most closely responsible again.
- 3.) If the first two meetings did not resolve the issue, you and your witness need to take your concern to the next person in the chain of command. If the issue is still unresolved, please wait 24 hours before proceeding to step four.
- 4.) If the area of concern involves an issue of school policy, overall school direction, or school financial activity, the CHS Board of Trustees will be happy to address the concern once all other avenues for resolution have been exhausted. Please assist the board by providing a written account of your attempts to solve the issue, any applicable research, and other pertinent information for their review.

## **Parents and Visitors**

All parents and visitors must enter through the front main entrance of the designated building. All other entrances will be secured at 8:00 a.m. Please notify the office of your visit, sign in, and pick up a visitor identification tag. Also, parents and visitors must receive permission from the appropriate administrator and teacher in charge before visiting classes. Security gates are kept locked throughout the day for our children's safety.

### **High School**

- Students not currently enrolled at Christian Heritage School are not allowed to be on campus during the standard school day without prior administrative approval.
- If you have been preapproved to visit during a standard school day, the front desk will have your prior approval on file.

## **School and Office Hours**

The school building opens at 7:30 a.m. School office hours are from 7:30 a.m. until 4:00 p.m. weekdays. The normal school day runs from 8:00 a.m. until 3:20 p.m. High school teachers are available until 3:45 p.m. each day for extra help/tutorial. On designated half days, CHS will dismiss as follows:

- Grades K-5: 11:45 a.m.
- Grades 6-12: 12:00 p.m.

## **School Closing**

In the event of inclement weather, CHS will announce its own closings and re-openings. Parents will receive a phone call via FACTS SIS in addition to social media posts and an email from CHS Communications. Tune in to radio stations WBLJ (AM 1260) or WMBW (FM 88.9) or TV stations channels 3, 9, or 12 for closing and opening information.

# **Board of Trustees**

Christian Heritage School is a legal corporation, incorporated in the state of Georgia, and managed by its chief executive officer, the Head of School, under the authority of the CHS Board of Trustees. All parents and guardians of children attending the school maintained by the corporation who, by their signature, agree to all of the statements in the Christian Heritage School's philosophy and doctrinal statements are members in the corporation, along with all community trustees. The corporation shall hold one regularly scheduled, annual meeting of its members each school year, the place and time to be set by the Head of School, who will also prepare the agenda.

The board will maintain a size of seven to 15 elected members called Trustees. A maximum of three parent trustees will serve on the board, along with a maximum of 12 community trustees. Parent trustees



serve three-year, staggered terms, such that one parent trustee is elected by the corporation annually. Community trustees serve indefinite, three-year terms and are elected by the board.

The purpose of the Board of Trustees, on behalf of God as the Ultimate Owner, and as fellow-stewards of our corporate community clearly committed to the ends of CHS, is to ensure that CHS:

- 1.) achieves appropriate results for appropriate recipients at an appropriate cost or priority (as specified in board ends policies).
- 2.) avoids unacceptable actions and situations.

The Board's ends policies are as follows:

“Students are Christian scholars who thrive academically, spiritually, and relationally at a cost justifiable by the results.

- 1.) Students receive a rigorous Christian education.
  - 1.1 Average ACT/SAT scores will meet or exceed the 75 percentile.
  - 1.2 The average score for every grade tested will meet or exceed the 75 percentile on nationally standardized tests.
  - 1.3 Students demonstrate competency in communication, collaboration, critical thinking, and creativity.
  - 1.4 Each child reaches his maximum potential.
- 2.) Students receive an integrated, biblical worldview.
  - 2.1 Students acknowledge God's truth and pursue God's calling in their life.
  - 2.2 Students understand today's culture and positively affect it.
- 3.) Students have a global perspective that encourages compassion towards others and a heart to serve.
- 4.) Enrollment exhibits racial, ethnic, and economic diversity.”

## School Finances

### Past Due Accounts

No report cards will be issued, online access to FACTS SIS will be blocked, and no transcripts will be sent at the end of any nine-week period or the end of the school year until all required payments have been received in full. If tuition payments are sixty days past due, the office will contact the family.

### Financial Aid

Because of the sacrificial giving of families in our community, Christian Heritage School has the privilege of awarding financial aid to families based on demonstration of need. Financial aid applicants must reapply each year, and awards are offered in graduated amounts depending on the needs of the family and the funds available. Financial aid awards do not cover the total cost of the student's attendance; therefore, parents or guardians must remit the remaining balance.

All CHS financial aid is offered solely on demonstrated need. In compliance with the Georgia High School Association (GHSA) regulations, CHS provides no merit-based scholarships. To ensure compliance, the GHSA may require CHS to provide financial aid information for those students who compete in GHSA sanctioned activities such as athletics, drama, and music. Awards are granted on a year-by-year basis, with priority given to current CHS financial aid recipients. If the opportunity exists, current CHS families (who are not currently on financial aid) and then, newly accepted families are considered.

Christian Heritage School uses School and Student Services (SSS), sponsored by the National Association of Independent Schools (NAIS), to process financial aid applications. Based on the financial information provided in the Parent's Financial Statement (PFS), SSS analyzes your information, which is a starting point to help us make fair and objective financial aid decisions based on ALL of the financial information we receive. For further information, visit [chslions.com](http://chslions.com) and click on the “Admission” tab at the top of the page.

### Tuition Refund Policy

Based upon signed financial agreements with our families, we hire teachers and purchase textbooks and supplies for the next school year. When a student leaves CHS before the end of the year, this results in a

significant loss of income that was committed for teacher salaries and supplies. Another family may have also been prevented from enrolling their child due to a shortage of space. If a student withdraws after enrolling, the family agrees to pay, and will be charged, the full tuition for the remainder of the academic school year. Tuition will be due at the time of withdrawal. Transcripts will be held until full tuition is paid.

## Instructional Programs

### Awards

#### Middle School Awards

- Duke Tip Participant Award - Students who had qualifying test scores and chose to take either the SAT or ACT as a seventh grader for the experience and to qualify for important summer programs through Duke.
- National Junior Honor Society
- Scholar Athlete - Given to students who have been active participants in middle school sports while maintaining a 3.5 average.
- Scholar Artist - Given to students who have actively participated in all required middle school performances while maintaining a 3.5 average.
- Honors - minimum GPA of 3.75
- High Honors - minimum GPA of 4.0

#### High School Awards

- Academic Discipline Awards - Students are selected by each department for consistent excellence in that subject area.
- AP Scholars/AP Scholars with Honors - Offered by the AP program to recognize high school students who have demonstrated college-level achievement through AP courses and exams. See the College Board website for a complete description and criteria.
- Scholar Athletes - Students who letter in a varsity sport, maintain a 3.5 GPA, and are in good standing.
- Scholar Artists - Students who are involved in fine arts and maintain a 3.5 GPA for the year.
- Georgia Certificate of Merit - Awarded to the students who have the top two highest GPAs in the junior class. This award is presented by the state of Georgia.
- STAR Student - Awarded to the senior with the top SAT scores at CHS.
- Alpha-Omega Club - Students who have attended CHS from kindergarten through high school graduation.
- Honor Student - cumulative GPA of 3.75
- High Honor Student - cumulative GPA of 4.0
- Honor Graduate - cumulative GPA of 3.75
- High Honor Graduate - cumulative GPA of 4.0

#### Cords and Sashes

- National Honor Society Sash - Seniors who are members in good standing of the National Honor Society.
- Junior Marshals Sash - Top ten students in the junior class based on their cumulative grade point average in their academic and Bible courses.
- Honor Graduate Chord - cumulative GPA of 3.75 or higher
- Foreign Language Cord - Students in foreign language classes for eight or more semesters.
- Cord of Courage - Students who donate six or more pints of blood through Blood Assurance.
- Theatrical Performing Arts Society Cord of Distinction - Graduating seniors who are members in good standing with the Theatrical Performing Arts Society and have participated in all four high school years in the performing arts.
- Band Cord - Graduating seniors who have participated in all four high school years in the CHS band program.
- Additional cords and sashes may be given in conjunction with awards.

### Books, Supplies, and Fees

Textbooks will be provided by the school. Damage beyond normal use to a student's books will result in a "damage fee" to the student. Lost or destroyed books must be replaced at the student's expense. Supply lists will be posted on the school website.

## Field Trips

Any CHS sanctioned field trip must have a Release of Liability Form completed for each child for each trip. If this form is not on file, the child cannot attend that particular field trip. Attempts will be made to have two adults in each car during field trips if there are enough volunteers and cars are used to transport students. To be an approved driver, please fill out the Volunteer Driver Application Form and submit it to the school office. If you are not an approved driver, you are not allowed to drive any student other than your own child.

Occasionally, parents will be asked to chaperone trips. The numbers of chaperones will be limited by need and transportation. Chaperone training will be mandatory and extensive.

### General Instructions for All Divisional Field Trips

- The classroom teacher will be in charge of the field trip and will direct volunteers as to what is expected of them.
- Act as a positive role model for our students by demonstrating maturity in actions, attitudes, and dress. No movies, shows, or games should be shown in a chaperone's vehicle during a field trip unless it has been pre-approved by the teacher.
- **Only children enrolled in the class or activity may go. Guests or siblings may not attend a field trip unless the trip is announced as a special family event and other siblings are specifically invited.**
- Chaperones are responsible for the behavior of those students assigned to them. If you are experiencing difficulties, please report the problem immediately to the teacher. Do not allow rowdiness, disrespect, inappropriate voices, etc. Do not allow dangerous or potentially dangerous behavior on the trip.
- Chaperones should remain with the students for whom they are responsible.
- Know exactly how many students are in your small group and count all day! Keep a roll if necessary. Be sure that all are present before moving from one place to another (especially when heading home).
- Students are to return with the same person and vehicle that transported them for this event. Exceptions can be made only by an administrator or the sponsoring teacher.
- Drivers and chaperones should refrain from purchasing special treats for the children they are supervising unless all the children in the class benefit equally.
- If you have questions about any aspect of the field trip, expectations of drivers/chaperones, or expectations for student behavior, please ask for assistance from the teacher in charge.

### Additional Instructions for Driver Chaperones

- Please allow the teacher to make vehicle assignments for students. If you have a suggestion or preference, please let the teacher know a day ahead of time so this can be taken into consideration. Teachers sometimes have special reasons that they may not be free to explain for assigning specific seating arrangements. You will be provided with a list of the names of the children being transported in your vehicle.
- Please arrive at school at least 15 minutes before departure time.
- Seat belts must be worn at all times. Note that only one child is permitted per working seat belt.
- Please obey all traffic laws including maintaining acceptable speed limits.
- Children must enter and leave the vehicle from the curbside unless the vehicle is in a protected parking area or driveway.
- Children must not be left unattended in a vehicle.

## Grading

Students are evaluated in their work to provide an understanding of their achievement. Parents are invited to discuss their children's grades with their teachers. Report cards are issued regularly and include observations of attitude, class behavior, coursework, etc.

An incomplete (I) may be given at the discretion of the teacher for work not completed. In order to receive credit, all work usually must be completed within two weeks of the end of a grading period. Any incomplete grade remaining beyond that time will normally result in a failing grade.

Communication is important. If you have a question about the evaluation, please contact the teacher for further explanation.

## Grading System

### *Kindergarten & Pre-First:*

/	Introduced to concept
X	Mastered concept

### *Lower School (first through fifth grades):*

A = 90-100	Excellent
B = 80-89	Acceptable
C = 73-79	Needs Improvement
D = 70-72	Unsatisfactory
F = Below 70	Unacceptable

E = Excellent
S = Working at grade level
N= Needs improvement
U = Unsatisfactory

### *Middle and High School (sixth through twelfth grades):*

A = 90-100	Excellent
B = 80-89	Above Average
C = 73-79	Average
D = 70-72	Below Average
F = Below 70	Unsatisfactory

All GPAs reported for CHS transcripts in high school are based on a 4.0 grade point average, except for AP and dual enrollment classes, which are based on a 5.0 grade point average. However, the GPA for the HOPE Scholarship is figured entirely on a 4.0 scale and only includes core classes as determined by the state of Georgia (history, English, science, math, and foreign language).

## Transfer Students

In order for transfer students to receive credit for courses taken in a non-public/private high school are subject to placement tests in all core subjects to determine mastery according to CHS academic standards. Any science transfer class must demonstrate lab requirements consistent with CHS graduation requirements.

## Report Cards

Lower school and middle school report cards are issued every nine-week period and will be available via FACTS SIS. Quarterly reminders will be sent via email. Parents should check FACTS SIS regularly to monitor their student's progress.

High school report cards are issued each semester. Narratives will be shared at the midpoint of each semester.

## Drop/Add

There will be an open drop/add period for the first five school days of each semester. During this time, high school students have the opportunity to request course changes with no penalty or note on their transcript. Every effort will be made to accommodate change requests, but it may not be possible due to scheduling and class size restrictions. Drop/add requests must be submitted by noon on the final day of the drop/add period.

To request a change, a student must complete and submit a Drop/Add Request Form (located in the high school office). Forms must include all necessary signatures before a request will be considered. Students should continue to attend classes from their original schedule until notified by the office that a change has been approved.

### **Withdrawing from a Class**

On occasion, high school students may be allowed to withdraw from a class at a time beyond the class drop/add policy limit (for example, in cases of serious illness or injury, class overload, etc.). If that situation should occur before the end of the first quarter, neither the transcript nor the GPA would reflect time spent in the course. If the withdrawal should occur between the start of the second quarter and the midpoint of that quarter, the transcript would note a withdraw passing or a withdraw failing; in either case, no grade would appear on the transcript. A grade of withdraw failing will affect a student's eligibility for membership in National Honor Society. Beyond the midpoint of the second quarter, students will not be allowed to drop a class except under the most unusual circumstances and thus must finish the semester in the course. At the end of the semester, with the approval of the parent, teacher, and High School Head, students may withdraw from a class. In such cases, the transcript and the GPA would reflect the course and grade, and students who withdrew passing would receive a half credit in the course. When considering withdrawing from a class, students and parents should remember that students must maintain a full course load at all times.

### **Academic Success Committee**

This high school committee meets bi-weekly to review the academic performance of students with the objective of identifying students who are at risk in one or more classes and arranging appropriate interventions when necessary. The committee is comprised of the High School Head, High School Counselor, Dean, International Director, Athletic Director, Fine Arts Director, and Pinnacle Director.

### **Academic Eligibility for Extracurricular Activities**

The academic progress of all students will be reviewed bi-weekly by the Academic Success Committee (ASC). When a student who participates in extracurriculars comes to the attention of the committee, they will notify the coach or advisor of that particular team or activity. The ASC or advisor will also meet with the student directly to address the area of concern and to develop a plan with the student to improve. Should the student's performance in the classroom not improve in subsequent reviews by the ASC, the improvement plan will be revisited and modified. This modification may include required extra tutoring during scheduled practice times. Game or performance suspensions may result from missed practices or lack of academic improvement.

Any student who fails a class at the end of a grading period or semester will have his or her eligibility to participate in extracurriculars reviewed by the ASC and a parent meeting will be called.

Any student who fails two or more classes at the end of a grading period will automatically lose eligibility to participate in extracurricular activities. Eligibility will be reinstated only after review by the ASC and will occur no earlier than two weeks into the next grading period. The committee's decision will be based on the student's demonstration of improvement in passing or doing significantly better in all classes. In addition to these guidelines, CHS will also adhere to any and all applicable GHSA eligibility requirements.

### **Credit Recovery**

The purpose of a credit recovery class is to allow a student the opportunity to master content from a course that he or she did not fully grasp during the first attempt. A student who fails one or more semesters of a class that is required for graduation must complete a credit recovery course during the summer. The course may be taken through *Seven Star* or *Georgia Virtual School* or a CHS approved class in order for the credit recovery course to count toward a Christian Heritage School diploma. The family of the student is responsible for registration and completion of the credit recovery online course. Once the course is complete, the student's family will make the grade available to CHS to obtain credit.

## **Academic Probation**

Students in first through eighth grades are expected to complete all courses with an average of 70 or above. If a student falls below the 70 average in one class, an Academic Support Committee meeting will be called to consider ways to help the child succeed. If a student completes the year with a composite average below 70 in two or more classes, the student will not be allowed to promote to the next grade level at CHS unless a plan for significant intervention is developed.

A high school student is placed on academic probation when there is: a) insufficient academic progress as determined by the administrator and Head of School, b) failure of the parents to get recommended professional help for exceptional children, and/or c) if a student fails two or more subjects in a grading period. The student has one grading period in which to raise his/her average to a passing grade. The parents should seek a conference with their son/daughter's teacher and explore ways to improve his/her performance. If tutoring or testing is determined to be needed, these steps should be taken as quickly as possible. Every effort should be employed by the parent, teacher, and student to enable the student to improve his/her academic performance. If the student again fails two more subjects for a second consecutive grading period, he/she will not be readmitted the following grading period.

When a student is placed on academic probation, involvement in extracurricular activities and school-sponsored trips, including team sports, will be curtailed. See Academic Eligibility for Extracurricular Activities for more information.

## **Late Work**

It is each teacher's prerogative to accept or not accept late work for a given class. This policy should be explicit in the course syllabus. For teachers who do allow late work, there will be a mandatory 10 percent deduction for each day late, with a maximum of 30 percent deducted. No late work will be accepted beyond three days late (school days, NOT class days) except in the case of extended illness or other unavoidable circumstances.

## **Exams**

### **High School**

Semester exams are given to students in grades nine through twelve. These exams are generally cumulative in nature. Semester exams account for 15 percent of the year-long grade.

All students in grades nine through eleven will take all semester and final exams to prepare them for college semester courses and exams. Seniors may exempt spring finals. Seniors may choose to take spring final exams if they feel it may help them improve their GPA. Any senior spring final exams will not hurt the senior's GPA.

All students enrolled in AP courses are expected to take the AP exam in May. CHS families are responsible to pay an AP exam fee for each exam taken.

All core classes will give exams.

Elective courses may give exams.

### **Middle School**

Middle school exams are simply major unit tests that will include "big ideas" from the previous chapters. The intent is to help acclimate students to the exam environment that they will encounter in high school and beyond, and to help them develop good study habits. The middle school will follow the same half-day schedule as the high school for exams, and students do not have to be at school during periods where they do not have an exam.

## Graduation Requirements

Graduation shall be based on satisfactory completion of the requirements of CHS. The basis of assignment to grade nine shall be the satisfactory completion of grade eight.

All students graduating must have 26 state-approved credits to graduate, which must include the following:

English	4 units (must include American Literature and Composition) with one unit taken in each year of grades 9-12
Social Science	4 units (one unit must be American History, one unit World History, ½ unit American Government, and ½ unit Economics)
Science	4 units (with labs) - must include physical science or physics, chemistry, & biology
Mathematics	4 units (Algebra I or higher) with one unit taken in each year of grades 9-12 while at CHS.
Health & P.E.	1 unit
Bible	4 units or 1 for each year at CHS
Foreign Language	2 units
Elective	3 units (at least one must be Technology or Fine Arts)

## Valedictorian and Salutatorian

Christian Heritage School's highest academic awards are presented to students who have attended CHS at least four semesters before the award is determined. The selection process demands excellence in all classes taken and particular excellence in the academic core chosen to reflect our graduation requirements and overall academic commitment. Specifically, the criteria are:

1. The candidates for these awards will consist of the top five students in terms of class rank (total weighted GPA) at the end of the first semester of the senior year, thereby requiring excellence in the full spectrum of courses required at CHS.
2. Of these five students, the Valedictorian and Salutatorian awards will go to the first and second-ranked students according to a weighted GPA of a selected core of academic classes. If two or more students have identical GPAs, they will be ranked according to their numerical average in the core classes. The "academic core" will consist of the following classes (numbers represent semesters):

- 8 Mathematics
- 8 English
- 8 Science
- 8 History

4	Foreign Language
8	Bible
1	Health

The most advantageous combination of the designated core academic classes (including any honors or AP courses) is included in the core GPA. For example, elective courses (i.e. geology, physics) may be included in the eight semesters of science figured into the core academic GPA if these courses provide the most advantageous GPA credit. A student who drops a class after the selection for Valedictorian and Salutatorian has been made may forfeit their selection to Valedictorian or Salutatorian.

3. A transfer student counts only core classes taken at CHS. The number of core classes required for the transfer students will be prorated according to the number of semesters attended at CHS.

## **Community Service**

All CHS high school students must earn (10) hours per year of attendance for a total of (40) hours of community service as one of their graduation requirements. The hours must be completed prior to the student's participation in a commencement ceremony and the granting of a diploma.

## **The Pinnacle Academy of CHS**

Pinnacle seeks to improve academic areas by working hand in hand with teachers using periodic student updates and developing accommodations within the classroom to better benefit the student in identified deficit areas while intervention is taking place. Parental involvement and student cooperation are keys to the success of the program. Diligence and regularity in the completion of Pinnacle classwork and homework is an essential component.

Pinnacle consists of several interventions that can be used separately or together to support student learning and strengthen deficit areas of learning. Interventions include NILD (National Institute for Learning Development) Educational Therapy, NILD Rx for reading, NILD TEACH, interactive metronome, subject specific instruction, subject specific coaching, and mentoring. Interventions are two to four days each week, depending on the student's needs. The majority of therapy sessions take place during regular school day hours.

Need for Pinnacle services is determined by student struggles, teacher/parent recommendation, and diagnostic testing. The referral process can begin once the parents agree to have contact with the Pinnacle Director. A psycho-educational battery of testing is required before a student is accepted into Pinnacle. This consists of a cognitive and an achievement test administered by an outside agency. Additional tests may be administered by a qualified examiner at Christian Heritage School.

## **Withdrawal**

Withdrawal from school must be made by the parent or guardian, in person, and in the office. Academic transcripts and/or final report cards for the year will not be released until all outstanding bills are paid.

# **Student Activities**

## **Chapel**

Chapel is held throughout the year. Chapel speakers will consist of CHS faculty, students, administrators, and outside guests. Parents are always welcome to attend chapel.

## **Clubs and Class Activities**

A variety of activities and clubs are offered for students on both campuses.

## **National Honor Society**

### **Selection of Members**



1. To be eligible for membership, the candidate must be a member of the sophomore, junior, or senior class and must have at least two semesters of grades at CHS.
2. Candidates must have a cumulative GPA of at least 3.0.
3. Candidates are then invited to submit a form listing their accomplishments in the areas of leadership, character, and service.
4. The high school faculty will be given a list of the interested students and will be asked to submit an evaluation on the effort, leadership, character, and service of each student. This evaluation will be based on a five-point scale.
5. The selection shall be by a majority vote of the faculty council.
6. The National Council and the NASSP shall not review the judgment of the faculty council regarding the selection of members.
7. Induction will be held in the spring of the students' freshman, sophomore, or junior year. All new members are admitted as provisional members.

### **Dismissal**

A member is never automatically dismissed for failing to maintain the standards of leadership, scholarship, service, and character that were used as a basis for their selection. A member is subject to dismissal for failing to maintain said standards. Each situation will be dealt with on a case by case basis. This will occur after a probation period of one quarter.

### **Admission to the Society**

1. All new members are admitted as provisional members.
2. For full membership, they must:
  - i. Have an active, ongoing, individual service project which involves them in personal service to another person or group for at least five hours per semester. This project could be volunteering at a hospital, tutoring, or babysitting (in certain situations). It would not involve anything for which they receive pay or such things as singing in a choir or playing a sport. They will be asked to complete a form each semester and will be asked to have the person who is in charge of this service sign off for each hour of service. The personal service contract is expected to continue throughout their active NHS involvement.
  - ii. Participate in all NHS meetings and activities or projects. They shall not miss more than two meetings or a combination of one meeting and one activity/project in any year.
  - iii. Maintain a GPA at or above 3.0 for each grading period, and not receive a D or F as a semester grade in any class.
  - iv. Not be given any detentions or any suspensions.
  - v. Display a servant's heart and a willing spirit in all NHS activities.
3. A review of provisional members will take place after one quarter. If the membership requirements have not been satisfied, then the provisional member will be allowed to rectify any deficiencies within an additional quarter. If requirements are not satisfied at the end of this additional quarter, it will be assumed that the provisional member no longer wishes to pursue full membership, and she/he will be dismissed from National Honor Society.
4. The student may not state that he or she is a member of the National Honor Society until the provisional status is lifted.
5. Once a student attains full membership status, he/she is expected to continue to meet membership obligations listed in item 2, i-v.

### **National Junior Honor Society**

NJHS is for students in grades seven through nine. All other guidelines are identical to those for National Honor Society.

## **Student Cars**

Students with a valid driver's license and a valid parking permit obtained from the high school office may drive their vehicles to school. Students are required to have a valid sticker displayed in the appropriate location on their vehicle. Driving to school is a privilege, and that privilege may be suspended or revoked if the student fails to exercise appropriate and safe driving practices arriving at school, during school, and leaving school, including, but not limited to obeying all traffic laws, being courteous to other drivers, and giving way to pedestrians in the crosswalks.

CHS is a closed campus. Students may not leave campus without permission during the school day. To maintain driving privileges on the CHS campus, a student must be in good standing in the areas of academics (passing five classes) and attendance (having fewer than ten absences for the semester.) The student's discipline record should show no OSS.

Students who are not in good standing with the school may have their driving privileges suspended on school premises. Driving privileges may be revoked for excessive tardies to school or truancy from school.

Students are required to park in designated student areas on school grounds during school hours (7:30 a.m.-3:45 p.m.). Students who park outside of the student parking area will be warned the first time. If the student parks outside of the student parking area a second time, they will have their driving privileges revoked for 30 days and could face out of school suspension.

During the hours that school is in session, students may not go to vehicles. Students are not to use their vehicles as lockers. The division head or dean, at their discretion, may give special permission for a student to go to their vehicle under extenuating circumstances.

Cars may be searched while on campus and may be towed at the owner's expense. The school is not liable for damages incurred in the school parking lot.

## **Student Life**

### **School-Sponsored Social Events**

The following criteria must be met for all social activities:

1. A minimum of four parent chaperones and one faculty sponsor is required for all social activities. A minimum of six parent chaperones plus two faculty members are required for each dance. There should be at least one chaperone for every 15 students.
2. Music or dancing must not contain vulgarity, profanity, or anything of a sexually explicit nature. All music must be screened by the administration. The faculty and designated parents present will determine the appropriateness of dance.
3. Appropriate attire, predetermined by the administration, must be worn. At the time of the event, the faculty present will determine appropriateness.
4. A student that voluntarily leaves or is asked to leave the area where any social event is being held may not re-enter and must leave the event.
5. Students cannot bring a beverage into the event.
6. The administration must pre-approve dates who are not CHS students before being allowed to attend any CHS function. A student who is currently on probation or suspension may not attend any social events during the time of probation or suspension.
7. Any parent of a CHS student is invited to attend any social event.
8. All activities will be held on non-school nights and must conclude by 11:00 p.m. unless pre-approved by the administration.
9. There may be a charge for admission to some activities in order to defray expenses.

### **School-Sponsored Dances**

Dances are sponsored per year for high school students (grades nine through twelve). Middle school students are not permitted at any high school dances. The prom will be hosted by the junior class.

## **Guest Information**

1. CHS students may be permitted to bring one date (CHS student or non-CHS student).
2. Any CHS alumni under the age of 21 may be invited to the homecoming dance only. A dance registration form must be filled out and approved.
3. Underclassmen (grades nine through eleven) can only bring a date enrolled in high school to the winter dance and the prom. They may invite CHS alumni under the age of 21 to the homecoming dance.
4. No dates 21 or older will be permitted to attend any dance.
5. Guest forms must be pre-approved prior to the purchase of a ticket for the dance.
6. Guests of CHS students are expected to conform to all CHS policies, including dress code and behavioral standards for the event.
7. No tobacco or tobacco products, vapes or vape products, illegal drugs, or alcohol will be tolerated at CHS functions and would result in immediate removal from the social activity or dance.
8. All CHS rules and guidelines apply during attendance at the social function.
9. No public displays of affection are allowed at the CHS social activity or dance.
10. All dates must be prepared to present a photo ID at door.
11. Administrators reserve the right to deny permission for any date.
12. The guest must notify CHS of any pertinent medical issues of which we should be aware.

## **Dress Guidelines for Formal Dances**

CHS dress code, founded on five general biblical principles, is to be used in making clothing decisions.

1. Modesty and decency (in style, length, and fit)
2. Moderation (thin vs. thick material, light vs. dark colors)
3. Tastefulness
4. Neatness
5. Consideration (not distracting to others)

## **Dress Guidelines for Formal or Semi-Formal Occasions**

1. Boys should wear coats, shirts, and ties with long slacks. No athletic shoes will be allowed.
2. Girls:
  - Strapless dresses are allowed as long as they:
    - do not reveal cleavage.
    - do provide sufficient support.
  - Two-piece dresses are not allowed.
  - If your dress requires alterations, you must have the alterations completed and then bring your dress in for approval.
    - All inserts must be sewn in.
    - All alterations must be permanent.
    - Open-back dresses may not fall below the “natural back of the belly button.”
    - The stomach, sides, and lower part of the back must be covered, and it may not be sheer fabric.
    - Nude fabric is acceptable as long as it isn’t sheer and is a permanent part of the dress.
  - Open-work designs are fine as long as they only reveal the upper back.
    - Open-work designs may not be used on the stomach, sides, or lower back.
    - Open-work designs must be lined with non-sheer fabric.
  - Deep V-necks are not allowed.
  - Dresses (and any slits in the hemline of the dress) may not be above three inches above the knee.
  - Dresses must be presented for pre-approval in person or with photos. All dresses must be pre-approved before tickets may be purchased.

- The photos must be of the dress, on the person wearing it to the dance, and must show full front and full back of the dress.
- Any alterations that are required for a dress to be approved must be presented in person for approval after alterations are completed.
- These requirements apply to all CHS and non-CHS students.

### **Dress Guidelines for Informal Occasions**

1. Boys:
  - Jeans or slacks are acceptable as long as they meet dress code guidelines (no holes, not too tight, etc.).
  - Collared shirts and t-shirts are acceptable as long as they contain no offensive slogans or pictures.
  - No hats.
2. Girls:
  - Guidelines for formal dances also apply to informal dances.
  - Jeans or slacks are acceptable as long as they meet dress code guidelines (no holes, not too tight, etc.).

## Guidance

Christian Heritage School shall establish and implement a guidance program comprised of individual and group services designed to give systematic aid to all pupils in achieving optimal development in spiritual, educational, vocational, personal, social, health, and civic concerns. The guidance and counseling service at Christian Heritage School shall consist of the following programs: testing, individual counseling, group counseling, teacher in-service training, college preparation and scholarship information, and teacher consultation.

The school shall seek to guide all students in proper directions beyond high school. CHS is not only a "college preparatory" school but also a "calling prep" school. We desire that every high school student leaves CHS with a keen awareness of how God hard-wired them and that they will use their individual gifts, abilities, and passions to advance His Kingdom. The faculty and administration shall work conjointly in providing guidance for high school students in spiritual needs, academic needs, and in seeking vocational direction.

### **Testing Program**

Achievement testing is given in the spring of every year. This test measures the academic achievement of the student against both independent and national norms. The CTP V test, published by the Educational Records Bureau, will be given to all students in kindergarten through eighth grades. The PSAT is given to all high school students in grades nine through eleven who attend CHS.

## Technology

### **Acceptable Use Policy**

Christian Heritage School is committed to making advanced technology and increased access to learning opportunities available to all students. The goal of CHS in providing access to students is to promote educational excellence by facilitating resource sharing, innovations, and communications. The use of computers, networks, the Internet, or other online services shall be in support of education and research consistent with the school's educational objectives.

CHS believes that technology and its utilization enhance the quality and delivery of education and is an important part of preparing children for life in the future. All users of the computing facilities must act responsibly and maintain the integrity of these resources. CHS reserves the right to limit, restrict or

suspend computing privileges and access to its resources. Library and technology services should be notified about violations of computer laws and policies, as well as about potential loopholes in the security of its computer systems and networks. The user community is expected to cooperate with the library and technology services in its operation of computer systems and networks as well as in the investigation of misuse or abuse.

We want our students to be responsible and ethical users of technology. In an effort to clarify what that means in a 1:1 technology environment, we have created an Acceptable Chromebook Use Policy (AUP) to define how we expect our students to use their Chromebook and the Internet. Prior to students receiving a Chromebook, this form must be signed by the middle school and high school student and a parent/guardian.

Access to the Internet is made available only under the supervision of CHS faculty and/or staff. Lower school students are not permitted to access computers without adult supervision in the room.

Permission is not transferable from one student to another and may not be shared. To remain eligible as users, students' use must be consistent with the educational objectives of the school. Students will display school-appropriate conduct pleasing to God when using the computer equipment or network and shall maintain an environment conducive to learning.

## **Internet Access**

The community of technology users must understand that the Internet is a global, fluid community which remains largely unregulated. While it is an extremely valuable educational tool, there are sections that are not commensurate with community, school, or family standards. CHS believes that the Internet's advantages far outweigh its disadvantages and will provide an Internet filtering device which blocks access to a large percentage of inappropriate sites. It should not be assumed that users are completely prevented from accessing inappropriate materials or from sending or receiving objectionable communications. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. Parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

## **Prohibited Uses**

Students and employees who violate school policies, rules or regulations governing the use of the technology and network resources may have their network privileges suspended or revoked and will be subject to administrative rules applying to employee and student conduct including, for students, the provisions of the appropriate code of conduct. Ethical use of any technology, including cell phones, prohibits the following activities, at any time, by all users:

1. Accessing, sending, creating, or posting on any social media platform material or communication that is:
  - damaging.
  - abusive.
  - obscene, lewd, profane, offensive, indecent, sexually explicit, or pornographic.
  - threatening or demeaning to another person.
  - contrary to the school's rules on harassment and/or bullying.
2. Posting anonymously or forging electronic communications.
3. Engaging in any activity that wastes, monopolizes, or compromises the school's technology or other resources, or which unfairly monopolizes resources to the exclusion of others. These acts include but are not limited to creating unnecessary multiple jobs or processes or attaining unnecessary output of printed material (e.g. printing multiple copies of documents).
4. Illegal activity, including but not limited to copying or downloading copyrighted software, music or images, or violations of copyright laws.
5. Using the school network for downloading music or video files or any other files that are not for an educational purpose or teacher-directed assignments.
6. Participation in any online communication that is not for educational purposes or for students that are not specifically assigned by a teacher.
7. Using school technology resources to gain unauthorized access to another computer system whether on or off school property (e.g. "hacking").

8. Attempting to or disrupting school technology resources by destroying, altering, or otherwise modifying technology including, but not limited to, files, data, passwords, creating or spreading computer viruses, worms, or trojan horses; engaging in DOS attacks; or participating in other disruptive activities.
9. Bypassing or attempting to circumvent data protection schemes or uncover security loopholes, virus protection, network filtering, or policies.
10. Using or attempting to use the password or account of another person, utilizing a computer while logged on under another user's account, or any attempt to gain unauthorized access to accounts on the network.
11. Attempting to obtain access to restricted sites, servers, files, databases, etc.
12. Using the name of Christian Heritage School or link to the CHS website on web pages without administrative approval.

### **Consequences for Unacceptable Use of Computer Resources**

Violation of the AUP can result in consequences ranging from temporary loss of computer access privilege up to suspension or expulsion. The severity of the consequence will depend on the nature of the offense and is at the discretion of the administration.

### **Cell Phones**

While we understand that technology is a vital tool in today's world and that ubiquity of access to technology is a reality that can be used in very powerful ways, we also desire for CHS to be a place of genuine community. It should be a place where members of the community can and do greet one another with ease as we move around the campus. It is with this in mind that our cell phone policy has been developed.

Lower and middle school students are not permitted to have cell phones on their person during the school day. They may have them in their lockers but may not use them without teacher approval. High school students may carry a cell phone during school hours. However, cell phone use is only allowed during passing periods, and should in general only be for the purpose of brief communication with another person. During class, phones should be in the designated cell phone stations. Students in a class prep or other unscheduled times may use a phone and listen to music through headphones as they work. Phones should not be seen or heard in Chapel. Violation of the policy will result in the phone being confiscated and kept by the teacher/staff until the end of the school day. Multiple offenses may result in a parent having to come to the office to retrieve the phone from the office or other disciplinary actions as deemed appropriate by the administration.

## **Health Services**

### **Illness & Allergies**

Illnesses that occur during school hours should be reported immediately to the teacher. Parents will be contacted if their child is too sick to attend class, or with other medical concerns. No over the counter medication will be given to a student without parental consent being given. Medical consents and health concerns were filled out in the enrollment information and can be updated through the front office. Under no circumstances should a student be in possession of or share any medication with another student. Under no circumstances should a student leave the building because of illness without signing out from the front office. In case of emergency, transportation will be provided, if necessary, to take a student to the hospital.

Christian Heritage School recognizes that some children suffer from health problems that range in degree of severity from mild to life-threatening (including, but not limited to, hay fever, bee stings, exposure to tree nuts, exposure to peanuts and peanut products, diabetes, lupus, anorexia, bulimia, etc.). All parents are placed on notice that Christian Heritage School is not equipped, either medically, financially, or facility wise, to deal with such problems. Please note that if you choose to enroll, re-enroll, or to allow your child to continue to attend Christian Heritage School, any difficulties with regard to such health issues shall be the sole responsibility of the parents. By accepting this policy, you are acknowledging that Christian

Heritage School, its staff, and personnel are not equipped, educated, or trained in the area of healthcare, and therefore, the responsibility for your child's health problems or condition falls upon you as their parent(s). By enrolling, re-enrolling, or continuing to allow your child to attend Christian Heritage School, you are deemed to have accepted this policy; you have agreed to accept any risk, responsibility, and liability resulting from any health-related issues, exposures, or needs of your child while on the premises of Christian Heritage School or while participating in any activity or field trip sponsored by Christian Heritage School. Also, by accepting this policy, as set forth above, you are deemed to have assumed all risk to the health of your child and you hereby release Christian Heritage School from any and all liability in that regard. Further by accepting the terms of this policy you agree to indemnify and hold harmless Christian Heritage School from any expenses, damages, or other exposure against said school in regard to your child's health-related condition.

## **Infectious Diseases**

CHS will work cooperatively with the local, county, state, and federal agencies to enforce and adhere to the state health codes for prevention, control, and containment of infectious diseases in their school. Administrators will exclude a child who is out of compliance with the required immunization schedule. School personnel will complete and coordinate all immunization data, waivers, and exclusions including the necessary Immunization Assessment Program to provide for preventable infectious disease control. The administrators may exclude students and/or personnel from school who are suspected or diagnosed with an infectious disease, or whose exposure to an infectious disease may threaten the well-being of that individual. All reportable infectious disease will be referred to the public health authorities by the administrators.

Because we are interested in the health of all of our children, we would ask that children exhibiting the following symptoms please stay home until the symptoms are either treated or resolved:

- **Fever:** Student has a temperature that is greater than 100.4. The child may return to school when they have been fever-free for 24 hours without the use of fever-reducing medication.
- **Vomiting/Diarrhea:** Student should not return to school for 24 hours following the last episode.
- **Cough:** Student should remain home if he/she has a continual cough with phlegm or accompanied by a sore throat or wheezing.
- **Eye Infection (Conjunctivitis):** "Pink Eye" or drainage of mucus or pus will require 24 hours of antibiotic treatment before a student may return to school.
- **Lice:** A parent will be notified and the child will be sent home with love bugs or nits (lice eggs). Treatment(s) must be given with no live lice present before returning to school. It may be necessary to remove nits or eggs with a fine-tooth comb. Students will need to check in with the nurse before returning to class with future re-checks as needed. Other students who have had close contact with the child may also need to be screened.

## **Medication**

For the safety of your child and the effectiveness of our teachers and staff, only the medications that are absolutely needed will be given during school hours. Students are not allowed to carry medication while at school. Any medication should be left in the nurse's office and should be labeled and in the original container. Conditions, medications, allergies, etc. can be addressed in FACTS SIS and referenced through the school year.

### **Over the Counter Medication**

In order for your child to have ibuprofen, acetaminophen, antacids, or diphenhydramine (Benadryl), consent must be entered in FACTS SIS. No medication will be given without this consent. If you have specific over the counter medication you wish your child to receive, you may leave that with the nurse with instructions.

### **Prescription Medication**

Prescriptions must be in their original labeled container with the student's name. These will need to be brought in by the parent and left with the nurse or office. When leaving a prescription medication, a Medication Authorization Form addressing the reason for the medication, the dosage, and the time to be given will need to be filled out. If the prescription changes in any way or is discontinued, you will need to

update the form or speak with the nurse. This applies to both daily and short-term prescriptions. It is the responsibility of the parent to provide the refills as needed.

The school nurse or designated staff will be responsible for giving any medication. No other staff or volunteer should give any of the scheduled medication unless specified by the school nurse. Medication to be given on an “as needed” basis will be given according to the authorization or order received by the nurse.

CHS will not be responsible for any medications left at school at year end. Medications not picked up by the end of the school year will be disposed of.

CHS follows Georgia Official Code of Georgia Annotated with regards to service animals and assistance animals.

## Conduct and Discipline

All students can be held accountable for behavior both on and off campus, including when school is not in session.

### Lower and Middle School

Obedience, respect, and responsibility are key virtues that students must develop. Obedience to rules and guidelines is essential to the development of maturity (Luke 2:51; Hebrews 5:8). It results in genuine freedom in life (John 8:32). Respect is necessary for all successful and meaningful relationships (Luke 10:36-37; Romans 12:18). The building of personal responsibility fosters a sense of achievement. Both responsibility and achievement are necessary ingredients for the development of self-worth (I Corinthians 10:31; Ecclesiastes 9:10; Romans 14:12).

As we seek to provide a balanced and disciplined learning environment for the students of Christian Heritage School, we realize that human wisdom falls short of God’s standards. We do not claim to be perfect in all our decisions, but we do try our best to discipline in a way that is biblical and pleasing to God. As partners in the discipline process, it is important that the school and the home cooperate for the students’ good. At school, we teach the students to obey and submit to their parents, and at home, parents uphold and teach the principles taught at school. We can instill in students proper Christian educational and moral principles only through a program that includes clear disciplinary procedures, and as students and parents, your cooperation in that program is crucial. Please be aware that the administration reserves the right to make discipline decisions on an individual basis.

Our goal should always be to obey the Scripture that says, “And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him (Colossians 3:17, NIV).” In the best interest of the entire school community, certain guidelines of conduct must be maintained by all students of Christian Heritage School, both on and off campus, so that we might all live and work happily together.

The general guidelines for student conduct are listed below:

- 1.) Practice courtesy and consideration in your association with teachers, school employees, fellow students, and visitors (Ephesians 4:28-32).
- 2.) Respect the authority of teachers, administrators, and staff members, and treat them courteously, respectfully, and obediently as unto the Lord (Hebrews 13:17; I Thessalonians 5:12-13).
- 3.) Children are expected to come to class prepared to work. This preparation includes having a pencil or pen, paper, appropriate textbooks, and completed homework. Having proper rest and diet also is a part of this preparation.
- 4.) Leave all disruptive or dangerous items of any type at home.
- 5.) Do your own work. Do not give or receive help on tests or homework unless the teacher has granted this privilege on a particular project. During a test, a quiz, or an exam, it is your responsibility to avoid every appearance of cheating. Avoid plagiarism. The definition of *plagiarism* is “the use of another writer’s ideas or words without giving the writer credit for them.”
- 6.) No gum is allowed on campus. All food containers should be taken home daily.
- 7.) All school rules apply on all field trips and on all school-sponsored events.
- 8.) CHS reserves the right to dismiss or refuse enrollment to any family who causes disruption within the school body.



In cases where misbehavior occurs and little or no self-correction is evident, teachers will administer disciplinary action. Self-correction is shown by true sorrow for misconduct and in genuine desire, through God's strength, to redirect action according to God's will. The teacher has the authority to maintain discipline within his or her own class as outlined in his/her classroom management procedures. Any chronic or serious infraction of classroom rules shall be promptly reported to the administrator and parents. The principals have the authority to issue detentions and suspend a student from classes with an in-school or out-of-school suspension. The Head of School and principals have the authority to expel a student from the school.

## **Middle School**

- **First Tier**
  - Chewing gum or having food/drink in the classroom (Water in a bottle with a top is allowed.)
  - Not in proper uniform
  - Tardy to class
  - Phone in classroom (After the third time a phone is taken up in the classroom, it will be sent to the office of the Lower and Middle School Head. Parents will have to pick it up from there.)
  - Consequence: silent lunch
  
- **Second Tier** ("The Four D's")
  - Disrespect
  - Disobedience
  - Defiance
  - Dishonesty
  - Consequence: parent contact and detention
  
- **Third Tier**
  - Fighting
  - Cheating
  - Vaping
  - Alcohol
  - Consequence: automatic referral to the Lower and Middle School Head

## **Escalation Policy**

- After a student's fifth silent lunch, the student will serve a detention.
- After a student's third detention, the student will be referred to the Lower and Middle School Head.
- The Lower and Middle School Head may assign In-School Suspension (ISS) or Out-of-School Suspension (OSS) at their discretion.

## **Detention Policy**

- A student who receives a detention will be required to report to room number MS 304 at 3:30 p.m. on the following Wednesday. The student will be excused from detention at 4:15 p.m.
- If a student receives a detention on Wednesday, the student will serve the detention the following week.
- Parents will be required to arrange transportation for students serving detention.

## **High School**

Obedience to CHS rules and respectful compliance to the direction of CHS faculty, staff, and administration is expected at all times. CHS students are expected to exhibit behavior that is supportive of scriptural guidelines and the school's mission and policies. Consequences levied for not exhibiting such behavior are meant to be formative, not punitive, in nature. Students may be held accountable for

behavior both on and off campus, including when school is not in session. The CHS administration retains at their sole discretion the prerogative to assign discipline up to and including suspension/expulsion.

Possible infractions may include:

- class disruption.
- excessive tardiness, sleeping in or skipping of class, chapel, or advisory groups.
- using electronics when not permitted.
- disobedience, disrespect, and/or insubordination.
- lying.
- cheating/plagiarism.
- stealing.
- destruction or misuse of school property or another student's property.
- fighting.
- harassment or bullying (cyber or otherwise).
- dress code violation.
- on-campus driving and/or parking violation.
- leaving campus without proper permission.
- use of illegal substances such as but not limited to alcohol, drugs, nicotine products (cigarettes, e-cigs, vapes or vape products).

Ephesians 4:29 states, "No foul language is to come from your mouth, but only what is good for building up someone in need, so that it gives grace to those who hear." We will not accept any behavior that creates an intimidating, threatening, hostile, or offensive educational environment, or substantially interferes with the student's academic performance. Examples may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes.

Additionally, being a party to another's wrongdoing is just as serious as actually committing the offense. Actions such as hiding something for someone, concealing the truth to protect another person, or selling illegal or unacceptable items to someone, and/or enticing others to act contrary to the rules or expectations of Christian Heritage School are subject to disciplinary action.

### **Disciplinary Procedures**

CHS is systematic in its approach to discipline. The steps outlined below are typical when responding to a situation where a student fails to follow the primary expectations of a CHS student. However, the administration reserves the right to elevate the level of response to a specific disciplinary situation up to and including suspension and expulsion at their sole discretion. Additionally, certain offenses (e.g. cell phones in class, cheating/plagiarism, campus wear violations) have separate and specific response guidelines outlined elsewhere in this handbook.

- 1.) CHS faculty or staff will address incorrect student behavior by, at a minimum, conversing with the student regarding primary expectations and/or school policy. The CHS faculty or staff member will record the offense and response in FACTS SIS.
- 2.) Repeated or more serious issues will be referred to the grade-level dean. Parents will be notified when students are referred to the dean.
- 3.) Continued, willful disregard for the community guidelines at CHS will result in a referral to the High School Head. At this point, offenses are considered to be very serious and may result in suspension or expulsion.

### **Suspension**

A student may be assigned an in-school suspension by an administrator for repeated classroom misconduct or for a particularly serious offense. A student may be suspended from school with an out-of-

school suspension by the division head for serious offenses. No credit will be given for daily assignments that are missed due to suspension, but teachers will work with the student to make up any missed tests, quizzes, or other major assignments. A suspension is considered an absence in any missed class. Any student who is suspended from school (either in-school or out) is also suspended from extracurricular activities during the suspension.

## **Probation**

A student is placed on probation if he or she has committed a serious offense, or the administrator has judged that the student has consistently resisted all attempts to restore him or her to full membership in the student body. A student is placed on probation when there is:

- 1.) a rebellious spirit that is unchanged after much correction and instruction by the teachers.
- 2.) a continued negative attitude and/or bad influence upon the other students.
- 3.) continued deliberate disobedience.
- 4.) commitment of a serious breach of conduct inside or outside of school that has an adverse effect upon the school's testimony.

A student who is on probation is not eligible for scholarships from CHS. If the student does not improve to a satisfactory level while on probation, he or she will be dismissed or asked to withdraw from the school.

## **Probation Period**

- 1.) Probation will last according to the discretion of the division head or their designee.
- 2.) Student activities may be limited, and positions of trust and responsibility may be relinquished for the rest of the year.
- 3.) Conferences may be scheduled for the student and parents during the probation with the division head or their designee.
- 4.) A student is ineligible for scholarships while on probation.

## **End of Probation**

- 1.) A student is removed from probation upon satisfactory improvement.
- 2.) If the student fails to show sufficient improvement, the division head may recommend to the Head of School that the student be dismissed or withdrawn from the school.

## **Expulsion**

Expulsion may be recommended by the school administration in extreme cases. Any student expelled may only be reinstated by the administration. Reinstatement may be on restriction or probation. A student who has been dismissed or withdrawn will be reconsidered for admission after a minimum of one year from the date of expulsion or withdrawal upon approval of the administration.

## **Attendance**

### **A Statement of Belief**

It is our belief that there is a clear and positive correlation between student learning and consistent and prompt attendance in class. Much of what is presented in courses is sequential. Therefore, learning requires continuity of attendance and effort.

### **Purpose of the Attendance Policy**

The purpose of the CHS Attendance Policy reflects our desire to have each student attend all classes and arrive on time. Students and parents should familiarize themselves with the provisions and procedures of the policy. It is expected that parents will support the intent of the policy and encourage their children to have good attendance. Any questions should be directed to the administrators responsible for attendance.

## Lower School

Attendance at CHS is based on the premise that children will grow most effectively if they faithfully participate in the school program. The teacher, the students, and the class are penalized by the absence of any student. The school reserves the right to judge the validity of an excuse as given by the parent or guardian. The family of each absentee should contact the school as soon as possible regarding the child's absence. When an absence is beyond the control of a child or parent, it will be excused only with a written excuse or a phone call from the parents to the teacher. To be counted present for the day, the student must arrive by 11:45 a.m. and remain at school the rest of the day. Students must attend the entire time to be counted present on half days.

If a student has 20 absences for the school year of any kind, the student will not be promoted to the next grade until all class work is made up and a review packet of essential skills is satisfactorily completed. The student will be responsible for the cost of the review packet. If a student's absences negatively affect his/her performance, retention will be considered. Excessive tardies are converted to absences according to policy and are counted in this total.

## Middle School and High School

The number of absences permitted for each course before credit may be lost is listed below:

- Full-year course: 20 absences
- Semester course: 10 absences

Absences beyond this number may result in loss of credit for the course or courses in which the student has been absent. For seniors, loss of credit in a course may result in failure to meet graduation requirements.

(1) Excused Absence: Students may make up the work missed. This absence may include

- student illness.
- death or critical illness in the immediate family.
- response to a legal process.
- medical appointment (which cannot be scheduled outside of the school day).
- pre-approved college visits.
  - May not be approved if the student is failing any class.
- early dismissal or late arrival for other than school-related activities.
- a verified, scheduled visit to the guidance office.
- driver's or permit test (one).
- religious holidays or practices.
- Jury Duty.
- one day for family member's military deployment.
- an absence deemed "excused" by the division head.

(2) Unexcused Absences: Students may/may not make up missed work for 70% partial credit as stated in the course syllabus given out by the end of drop/add. Please note that

- all absences not identified above are considered unexcused.
- absences on the excused list that are not accompanied by a note and/or a telephone call from a parent within **three class days** after the student's return to school from the absence are considered unexcused.
- an absence may be deemed as unexcused by the division head.

(3) absences, which do not count towards the loss of credit include, but may not be limited to, the following:

- Homebound instruction
- "Special" absences as determined by the division head
  - Class meetings
  - Field trips
  - Sports or other school-approved extracurricular activities
  - Scheduled office and guidance appointments

- Normally, scheduled office and guidance appointments should occur during non-class time.
- Religious observance
- Pre-approved college visits

(4) unexcused tardies occur when a student arrives any time after the class' scheduled start time *without authorization*.

- Between 0- 5 minutes tardy is at the teacher's discretion to record in FACTS SIS.
- Students who arrive in class 20 or more minutes late *without authorization* will be counted as an unexcused absence.
- Three unexcused tardies convert to an absence.

### **Make-up Work for Absences**

- Students have one class meeting for each day absent to make up work, regardless of the absence. Full credit will be granted for work submitted in this timeline if the absence is excused. This due date may be extended at the teacher's discretion.
- For unexpected absences, students should use the online resources available (FACTS SIS and Google Classroom) and communicate directly with the teacher via email while absent to obtain the information on missed assignments.
- The student has the responsibility to request missed work on the first day upon returning to school.
- Work that was due on the date of the absence (including tests, papers, projects, etc.) will be due on the first date of returning to school.
- If the absence is not excused or time limits are not met, all work missed (including tests) during the absence will receive either
  - a grade of "0" and no credit will be given for the work
  - OR
  - "partial credit" will be given if the course syllabus states that 70% partial credit will be given for unexcused absences.

### **Tuancy**

- Once on campus, students may not miss any portion of a class, assembly, lunch, chapel, advisory, small group or any other school activity for any reason without prior administrative approval.
- Any absence without the knowledge and consent of the parents or guardians and school officials is considered truancy. This includes arriving late or leaving school before the end of the day without permission and staying out of any part of a scheduled student class, chapel, or activity without permission. Parents will be notified of any truancy. Students will be issued a zero for assignments or quizzes missed because of truancy and can be suspended from school.

### **Co-Curricular Participation and Attendance**

- If a student is present for four hours or four class periods of the school day, the student will be counted present. Students who are not present for four hours of the school day are not permitted to participate in co-curricular activities, such as after-school practices, on that particular day.

### **Communication from Parents**

- It is the responsibility of parents to communicate to the school the reason for all absences.
- Parent notes or telephone calls to excuse an absence must be received no later than three class days following the student's return to school, or the absence will be classified as unexcused.
- Parent notes or phone calls to request an early dismissal must be presented to the office before the student is dismissed in order for the dismissal to be considered excused.

- Provide medical documentation for long-term absences, to include the nature of the illness, any limitations on the student, inclusive dates of the medical condition, and specific dates of absence covered.

### **Communications to Students and Parents**

Students and parents will be notified concerning absences in several ways.

- Students and parents will have access to information concerning attendance via FACTS SIS.
  - Throughout the school year, it is the responsibility of the student and parent(s) to monitor closely the number of absences that have been accumulated in each course.
  - When a student anticipates an absence from school or from a particular class for any reason, it is very important that the student and the parent(s) carefully consider the necessity of the absence, taking into consideration the current number of accumulated absences and their potential impact on loss of credit in the course.
- Parents will be notified when one-half of the number of permitted absences has been accumulated in a class. The purpose of this notification is to inform the parent and the student of the possibility of a loss of credit if the student's attendance does not improve.
  - If the number of permitted absences is reached, the division head will contact the parent(s) to schedule a meeting.

### **Dismissal During the School Day**

Once students have reported to school, they are expected to remain in school and attend classes all day. The student must sign out at the Lower and Middle School Campus front office/High School Campus office. If the student returns to school, the student must sign in to verify the time of his/her return and provide appropriate documentation for an absence to be considered excused.

### **Illness in School**

- In case of illness while in school, the student must report to the nurse's office.
- The nurse or office personnel, with parental permission, will make the decision to dismiss the student from school.
- Once permission has been obtained to dismiss the student, the student will be issued a dismissal pass.
- Students who become ill in school and report to areas other than the nurse's office (locker rooms, restrooms, off-campus) will be considered "unexcused" and may face disciplinary action unless the office, teacher, or nurse is notified.

### **Appointments with High School Staff**

- Upon arrival for an appointment, it is the student's obligation to immediately inform the counselor, division head, dean, etc. if a test or major graded assignment is planned for that period.
- The student should then request that the appointment be rescheduled.
- Students should return to class with documentation to be considered excused.

### **Loss of Credit**

The attendance policy is not designed to deny credit to students who, through no fault of their own, were unable to attend school or a class due to a legitimate illness or other conditions beyond the student's/parents' control.

- The parent, student, and the division head and/or the Academic Support Committee will meet once the division head has contacted the parents. A student must appear in person before the division head and/or the Academic Support Committee.
  - All absences will be reviewed at this time.
  - The division head and/or the Academic Support Committee hears the student's case and makes a decision on course credit. The decision of the division head and/or the Academic Support Committee is final.

- All absences will be reviewed by the division head and/or the Academic Support Committee.
  - The division head and/or the Academic Support Committee may request confirmation from a doctor to explain specific and frequent absences which may have occurred due to medical reasons.
    - Presentation of verified information regarding chronic illness and specific dates of absence will strengthen a student's case.
- If the student does not have valid reasons for their excessive absences and the decision of the division head and/or Academic Support Committee is for loss of credit, the student should set up an appointment with the division head or high school counselor to identify what options are available for credit recovery.

## **Early Dismissal from School**

### **Lower and Middle School**

Students who must be excused early from school for any reason (except for emergencies) must be signed out from the front office. A student must attend class until 11:45 a.m. to be counted present for the day. A student who must remain in the nurse's station until that time will be counted absent.

### **High School**

Students are not permitted to leave campus during school hours without permission. If written permission to leave campus has been granted by the parent or guardian, the student must also sign out at the front desk.

## **Make-Up Work**

### **Lower and Middle School**

Students are responsible for getting their assignments from their teachers and completing them in the allotted time that is determined by the teacher.

### **High School**

If a student is absent from class due to illness, a one-class meeting extension on assignments will be given for each class meeting that was missed, if necessary.

An absent student is individually responsible to get the notes and/or announcements from other students and/or ask the teacher for missed work. The student is responsible for any material covered during the absence which may be on a future test or quiz. Additionally, the student is responsible for all homework, class work, and long-term projects as well as for taking any assigned quizzes or tests on time. If a student is absent the day before a test or quiz because of an athletic event, school activity, or college visit, the student is responsible for collecting all assignments and for taking tests and quizzes on the day that he or she returns unless prior arrangements were made with the teacher.

## **Tardiness**

### **Lower and Middle School**

Students are tardy after 8:00 a.m. Classes begin promptly at 8:00 am. Three unexcused tardies or three unexcused checkouts will equal one unexcused absence. Fifteen unexcused tardies may cause your child to be retained or required to complete the summer review packet.

### **High School**

Tardiness is defined as arriving to class beyond the scheduled start time. Three unexcused tardies in a class per semester will be converted into an absence for that class.

## **Bullying**

Bullying is the abusive behavior by one or more students against a victim or victims. Bullying can be a direct attack. This may include teasing, taunting, threatening, stalking, name-calling, hitting, coercion, and/or stealing. It also may be more subtle, such as through malicious gossiping, spreading rumors, and/or intentional exclusion. It is repeated actions by one or more students to cause the victims to be socially rejected and/or isolated. Any student or group of students who initiate or persist in any form of harassment or bullying will be subject to immediate discipline by the administration.

## **Academic Dishonesty**

The definition of academic dishonesty (malpractice) is any attempt to gain academic credit or recognition to which one is not entitled or to assist others to do so. Academic dishonesty includes, but is not limited to

- copying, or allowing the copying of, graded or ungraded work.
- collaborating with others beyond what the classroom teacher (authorized) allows.
- gaining unauthorized prior knowledge of assessments or providing such knowledge to others.
- transmitting or receiving information (texting, Facebook, Instagram, Snapchat, Twitter, etc.) related to the content of graded or ungraded work.
- misrepresenting situations for academic gain, including as a means to receive additional time to complete graded or ungraded work.
- falsifying data or sources in graded or ungraded work.
- manipulating the system to gain an unfair advantage.
- altering a grade, whether on an individual assignment or in student records.
- failing to comply with the instructions of the proctor or other members of the school's staff responsible for the conduct of the evaluation.
- impersonating another candidate.
- stealing examination papers.
- using an unauthorized calculator during an examination.
- violating the rules of school-sponsored academic competitions or assignments.
- plagiarism (the stealing or using of others' words, original ideas, or work without crediting the original source. Examples include, but are not limited to
  - using others' words, phrases, or work without giving accurate documentation.
  - downloading information from the Internet in part or in whole (global plagiarism) and inserting it into one's work without giving proper credit to sources.
  - copying the structure and organizational pattern created by another writer.

As members of the CHS community, all teachers, students, administrators, and parents have the responsibility to work together to ensure the Academic Integrity Policy is followed and upheld and that the purpose of education is the development of knowledge, skills, and habits—not just the accumulation of points for a grade.

Teachers have the responsibility to

- enforce the Academic Integrity Policy by reporting every incident that they believe, based on evidence, and represents a violation of the policy.
- hold themselves to the same standards of integrity that they expect of their students.
- provide expectations regarding student work in the course syllabus.
- give rigorous, relevant, and equitable assignments and assessments.
- respond sensitively and in a timely manner to student and parent inquiries regarding course content and expectations.
- refer students to resources or provide help when asked or when it is apparent that students are struggling in the course.
- keep accurate records of student performance.
- use plagiarism detection software when appropriate.

Students have the responsibility to

- read and understand the Academic Integrity Policy, including their own teachers' expectations as set forth in those teachers' syllabi.



- clarify with the appropriate teacher any questions they have about whether a particular action is acceptable before taking that action.
- take an active role in their own education—to choose classes at appropriate levels, to seek help when they need it, and to avoid placing themselves in situations that make unacceptable behavior tempting.
- report to a staff member any violations of the Academic Integrity Policy a student observes (student's identity will remain confidential).

### **Lower and Middle School Consequences**

- A conference between the teacher and student to determine the child's level of understanding.
- The student will receive a zero on the assignment.
- Referral to the administrator for a conference with the student.
- Administrator and parent conference with appropriate action taken.
- Repeated offenses could result in in-school suspension or actions of a more serious nature.

### **High School Consequences**

Students involved in any form of cheating will receive

- a zero on the assignment.
- a referral to the dean/administration which will likely result in, at a minimum, an in-school suspension.

A second incident of cheating during a student's time at CHS will result in more serious consequences which could include loss of credit for the semester or expulsion from CHS. Any CHS student knowingly allowing or aiding another student to cheat should expect a similar consequence.

### **Dress Code**

Realizing the diversity of personal preferences among families in the school, we have adopted a uniform dress code that contributes to a Christian atmosphere and an academic quality that glorifies God. All students are required to follow the uniform dress code. The dress code of Christian school students should demonstrate Biblical principles of decency and modesty and also should enhance overall academic excellence in the classroom.

- 1.) "Therefore, I urge you, brothers, in view of God's mercy, to offer your bodies as living sacrifices, holy and pleasing to God – this is your spiritual act of worship. Do not conform any longer to the pattern of this world but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is – His good, pleasing and perfect will." (Romans 12:1-2)
- 2.) "So whether you eat or drink or whatever you do, do it all for the glory of God." (I Corinthians 10:31)
- 3.) "I also want women to dress modestly, with decency and propriety..." (I Timothy 2:9)
- 4.) "For your beauty should not come from outward adornment, such as braided hair or the wearing of gold jewelry and fine clothes. Instead, it should be that of your inner self, the unfading beauty of a gentle and quiet spirit, which is of great worth in God's sight." (I Peter 3:3-4)

Keeping these biblical principles in mind, the CHS dress code is founded on five general principles to be used in making clothing decisions.

- 1.) Modesty and decency
- 2.) Moderation
- 3.) Tastefulness
- 4.) Neatness
- 5.) Consideration (not distracting to others)

In determining propriety regarding a student's or faculty member's dress, the school administrators will use these principles as guidelines to make final decisions.

### **General Guidelines**

- Clothing should be neat, clean, not too tight or too loose, and without holes.

- The length of shorts (for girls), skirts (for girls), and dresses (for girls) should not be shorter than the purchased length from Dennis Uniform as listed on their website.
  - Skorts/Shorts: no more than 3 inches above the knee
  - Skirts: no more than 2 inches above the knee
- Sloppiness is prohibited, i.e. torn, excessively wrinkled, tattered, frayed, taped, or stapled clothing will not be permitted.
- These guidelines apply to ALL school dress whether for regular uniform, Spirit Fridays, field trips/class trips, or special dress days.
- All uniforms must be purchased from a pre-approved uniform source.

### Pre-Approved Uniform Sources

- Dennis Uniforms

### Requirements and Options

#### Kindergarten-Fifth Grades

- Any CHS uniform items currently available through Dennis Uniform are allowed for the 2019-2020 school year.
- Khaki bottoms from our previous vendor can still be worn but will no longer be sold in the uniform exchange.
- For girls in grades K-4, a black polo dress along with the gray polo dress sold last year is available.
- Jackets with the previous circle CH logo are still allowed but will no longer be sold in the uniform exchange.
- All shirts with old logos are no longer acceptable uniform items.
- Required
  - Polo shirt with CHS logo (long or short sleeve in white, black, gray, or cardinal)
  - Uniform shorts, pants, or skirt (khaki, gray, or plaid {girls})
  - PE Dress for sixth grade
    - Gym shorts or sweatpants
    - T-shirt
    - Athletic shoes and socks
  - Shoes (tennis shoes, sandals with heel straps, no clogs or flip flops)
    - Backless shoes may be worn beginning in sixth grade
  - Socks (solid white, gray, black, or natural)
- Your Choice
  - Jackets (black fleece or rain jacket with CHS logo)
  - Sweatshirts (gray or black with CHS logo); **NO HOODIES**
  - Sweaters (cardigan in cardinal or black with CHS logo)
  - Tights and leggings for girls (solid white, gray, black, or natural)

#### Sixth-Twelfth Grades

- Dennis Uniform items ONLY are approved for daily wear. This includes tops and bottoms.
- CHS Athletics and Arts outerwear are approved for daily wear.
- Team polos are approved for daily wear.
- Rain jackets and PE uniforms will continue to be sold through The Lions' Shoppe located in the entrance of the High School.
- Spirit wear will continue to be sold through The Lions' Shoppe.
- Required
  - Polo shirt with CHS logo (long or short sleeve in white, black, gray, or cardinal)
  - Uniform shorts, pants or skirt (khaki, gray, or plaid {girls})

- Shoes of choice
- PE Dress
  - Gym shorts or sweatpants
  - T-shirt
  - Tennis shoes and socks
- Your Choice
  - o Dennis oxford shirt
  - o Jackets (black or gray with CHS logo)
  - o Sweatshirts (gray or black with CHS logo); **NO HOODIES**
  - o ¾ zip pullover (must be a CHS team pullover, purchased from The Lions' Shoppe, or Dennis)
  - o Sweaters (cardigan or pullover in cardinal or black with CHS logo)
  - o Socks of choice
  - o Tights and leggings for girls (solid white, gray, black, or natural; must be worn under pants or dresses, but not alone)

### **Additional Guidelines**

#### **Boys**

- Hair should be kept from covering a student's eyes. Longer hair may be pulled back to accomplish this.
- Mohawks, initials, or numbers shaved into the head and other extreme styles or colors are not permitted.
- Boxer shorts should not show above the waist of pants or at the leg.
- Facial hair is allowed for seniors as long as it is kept neatly trimmed.

#### **Girls**

- Hair should be neatly groomed and out of the eyes.
- Extreme styles or colors are not permitted.

#### **All Students**

- Clothing should be neat and modest.
- Clothing must cover the midsection.
- No tight-fitting clothing (including pants and shirts).
- No hats are to be worn in the building by girls or boys without special permission.
- Body piercings or tattoos in plain view (except for girls' earrings) are prohibited.
- Girls' makeup should be moderate and tasteful.
- Only sweaters, cardigans, jackets, sweatshirts, and coats from approved uniform companies or CHS letterman jackets may be worn.
- Dennis Uniforms provides all uniforms needed for sports teams dress up days including khaki pants, dress shirts, and ties.

#### **School Spirit Day (Friday) Dress**

- T-shirts and sweatshirts that promote CHS school spirit which have been purchased from The Lions' Shoppe or received through an extracurricular activity may be worn. No hoodies, sleeveless shirts, or tank tops are permitted. No homemade shirts are allowed.
- Jeans (must be blue or black), shorts/skort, jumpers/skirts, or capris may be worn.
- No overalls or cutoffs are allowed.
- Jeans should not have holes or rips in them or writing on them.
- Jeans should be modest in their fit (pants should not be skin tight or baggy such as those that don't fit around the waist and/or have a long hanging crotch).
- Pant length should not drag the floor and width should not cover the entire shoe.

- Students may wear the normal uniform dress.
- Students who violate these guidelines will lose the privilege to participate in school spirit day.

### **Special Dress Days**

- Guidelines will be given by teachers or administrators.
- Non-uniform jackets are permitted on special dress days and class trips but not on school spirit days.

### **After-School Activities**

- Compression shorts or spandex may not be worn alone and must be accompanied by a pair of loose-fitting shorts.
- Shorts that are shorter than uniform school-approved length must be accompanied by compression shorts that extend to the appropriate length.
- Practice jerseys that have not been issued by the coach must be modest. They must cover the midsection at all times. No spaghetti straps or visible undergarments are allowed.
- Shirts must be worn before and after practices on school grounds.

## **Disciplinary Procedure for Dress Code**

### **Lower and Middle School**

If a student comes to school wearing clothes that do not meet the dress code standards described above, he/she may be required to leave class and not be permitted to return until he/she is wearing proper clothing. If necessary, the student may be required to call home and wait in the office until proper clothes can be brought to school for him/her. Absences or tardies for each class or partial class missed will accrue for students who must leave class due to campus wear violations.

### **High School**

If a student is in noncompliance with the uniform policy, they will have four options:

- 1.) The student may become compliant within six to eight minutes without consequences the first time (ex: put a non-compliant jacket in their locker).
- 2.) The student may call and ask for someone to bring them whatever is needed to school. The student may stay in class while waiting for the item(s) to be brought into school. The student may be called to the office and change into the correct items within six to eight minutes without consequences the first time (ex: step outside of class to call the parent to bring in the correct item and return to class immediately).
- 3.) The student may check out of school to go home to correct the uniform and return to school. If the student leaves class/campus, the student will have consequences for missed class time. They will receive a zero for the missed work with no opportunity for makeup (ex: student leaves to go home because of uniform non-compliance and misses classwork or a test receives a zero with no opportunity for makeup).
- 4.) All day noncompliance: If the student is unable to contact someone to bring them the corrective uniform item and cannot leave school, they may have to choose all day noncompliance. This will result in the student being in class all day but having mandatory detention the following school day from 3:30-4:30 p.m. with a CHS designee.

### **Drug or Alcohol Abuse**

We believe that any non-medical involvement (i.e. consumption, procurement, provision) with controlled substances or material generally acknowledged to be harmful to an individual's physical, spiritual, or psychological health is inconsistent with the Christian lifestyle. Although Scripture does not speak directly to the problem of drug abuse, it does instruct individuals in the maintenance of healthy lifestyles and avoidance of harmful indulgences and excesses. Furthermore, since drug involvement is specifically

defined and prohibited under Georgia and Federal Criminal Laws, its avoidance is implied by the biblical injunction to be subject to our governmental authorities.

As a matter of policy, Christian Heritage School will investigate fully any incident suggesting drug involvement on the part of students, faculty, staff, or parents. Confirmation of drug abuse as defined above will be reported to the appropriate legal authorities and will subject the individual(s) involved to immediate disciplinary review by the Head of School. Crime is committed when drugs are sold or in some cases possessed. The official position for CHS is to report the sale or distribution of illegal drugs and paraphernalia to the local law enforcement agencies, as well as consider what action that we as an institution must take in reference to that student's future at CHS.

Christian Heritage School is a drug, alcohol, and smoke-free campus. The term "smoke free" includes but is not limited to cigarettes, e-cigs, vapes, and vape products and any and all nicotine products. CHS reserves the right to search any property, both personal and private, on school grounds including vehicles.

### **Public Displays of Affection**

Inappropriate displays of affection on school grounds will be treated as discipline problems. Kissing and inappropriate closeness is not acceptable.

### **Student Personal Responsibility**

Christian Heritage School is a school that has a discipleship program for students who want the encouragement, teaching, and fellowship that will enable them to see clearly and live consistently a God-honoring lifestyle. We want to teach all of God's nature – holiness and purity along with love, forgiveness, and restoration. We also want to teach personal responsibility. We do not condone any type of immoral behavior. We believe abortion to be against God's law. Pregnancy itself is God's gift, and we want to be clear in our dealing with it that we not confuse the act of sexual immorality with the value of the child. Jesus abhorred the sin but loved the sinner (John 8:1-11). We must do the same. Certain privileges may necessarily be denied, but pregnancy in and of itself will not automatically exclude a student from completing his or her coursework at Christian Heritage School. The policy governs both male and female students.

### **Weapons**

Christian Heritage School does not permit students to be in possession of any weapon, or any items commonly used as a weapon, on school property or at school events. This includes items on the student's person, in lockers, in cars, in the parking lot, on buses, or any other place or property owned by the school. This includes not only school-time activities but also all events sponsored by the school or any other events in which the school has supervisory responsibility.

If any student is thought to be or found to be in possession of a weapon, the administration must be informed immediately and will take immediate action with a zero-tolerance mindset.