Student and Family Handbook

2026-2027

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I. INTRODUCTION

Christchurch School (School, CCS or Christchurch) has a long history as a vibrant educational institution, and at its heart is a diverse and dynamic community of students, families, educators, coaches, leaders, alums, and many others who help the institution thrive. The role of a Handbook for a community like Christchurch is to lay out expectations and direct the way those participants live and work together. It communicates the values and priorities of the School as an institution and as a living body of people joining together to accomplish particular goals. It is of course impossible to cover every conceivable expectation or circumstance that might arise, but in this Christchurch School Student and Family Handbook (Handbook) the School hopes to lay the groundwork for the major elements of the School/student/parent experience together.

Governance.

Christchurch School is a fully-accredited independent school as recognized by the Commonwealth of Virginia through the Virginia Council for Private Education. Christchurch is also a member school of Church Schools in the Diocese of Virginia (CSDV).[1] Christchurch is governed by an independent Board of Governors. The Board of Governors develops policy and oversees, by committee, various aspects of the School: academics, student life, admissions, marketing, buildings and grounds, development, finance and governance. The Christchurch School Foundation is a separate entity that manages the endowment of the School. Its mission is to support Christchurch School.

Description of Student and Family Handbook.

This Handbook contains information about the key policies applicable to students and parents of the School. The School expects each of its students and parents (for purposes of this Handbook, the phrase "parents" refers also to guardians of students) to read this Handbook carefully (or have it read to them in totality) and to understand it, as it is and will be a valuable reference in understanding the School's general expectations of each student's enrollment in the School and each parent's relationship with the School. All students and parents are asked to review this Handbook upon receipt, as well as any time they have a question about a School policy. It is also important that all School students and parents be familiar with all School policies, as a violation of any School policy may result in disciplinary action, up to and including separation of the student from the School.

This Student and Family Handbook is the School's latest version. It supersedes all previously issued handbooks, manuals and inconsistent verbal or written policies or statements about policies. The School reserves the right to add to, modify and remove any of the policies contained in this Handbook, at any time, with or without notice. All such additions, modifications or deletions must be made in writing. No oral statement or communication may change any policy or provision of this Handbook. The School reserves and maintains the right to implement and interpret all of its policies, including those set out in this Handbook, as it deems appropriate. As such, while policies in this Handbook will generally apply, the School reserves the right to take actions that it determines in all situations to be in the best interests of the School and its students, faculty, staff and community.

[1] Certain sections of this Handbook were established by CSDV and lay out standard policies that apply equally to each of CSDV's member schools. These policies are denoted with an asterisk by their titles. Other than the President of CSDV, no individual or school possesses editorial rights to these uniform CSDV policies. Any proposed change to these uniform CSDV policies must be reviewed and approved in writing by the President of CSDV. Other language in the Handbook sets out policies adopted by the leadership of Christchurch School.

None of the School's policies, including those contained or described in this Handbook, constitute (or are intended to constitute) an express or implied contract. Not all of the School's day-to-day policies, procedures and expectations are set forth in this Student and Family Handbook. This Handbook summarizes some of the School's most important policies relating to students and parents. If any student or parent has a question about this Handbook, or a policy contained in it, a question not answered by this Handbook or a question about any other School policy, procedure or expectation, they are to address their question to the Head of School or the Director of Community Life.

School Authority.

Upon a student's enrollment in the School until withdrawal, dismissal, graduation or other separation from the School, each student is under the general authority of the School at all times. All School policies, including those policies set out in this Handbook, apply anytime a student is on campus, participating in any School activity, signed-out or otherwise away from the School or any time a student is using the School's computer network, internet, email or devices owned or provided by the School. Additionally, while enrolled in Christchurch School, students are always representing the School and its community. As a result of this policy, students are subject to discipline for conduct taking place off campus and outside of School programs when such conduct violates the School's Honor Code, a Major School Rule (MSR) or the law, or anytime a student's action reflects negatively upon the School (at the discretion of and as determined by the School).

II. INSTITUTIONAL FRAMEWORK

Our Mission.

Christchurch is an Episcopal co-ed boarding and day school that serves and guides each student in achieving personal excellence in academics and character, preparing them for meaningful lives as engaged citizens and community leaders.

Our Core Values.

Christchurch School makes certain assumptions in constructing its Community Standards. There are conditions for membership in the School community. In accepting membership, students and their parents embrace the School's Core Values of character, community and curiosity. The School holds these Core Values as true, and they bind the School community together. Furthermore, the School believes that the Core Values determine standards for right and wrong, and as the School is most interested in shaping student character, the School expects all members of its community to abide by these Core Values. The School expects students to be self-disciplined and to cooperate with each other and with faculty and staff members.

Character: We value instilling character as a necessary ingredient in helping our students develop integrity, respect, kindness, independence, and courage of conviction.

Curiosity: We value cultivating curiosity as the necessary foundation for critical thinking, academic excellence, and lifelong learning.

Community: We value fostering a diverse, equitable, and inclusive community as the foundation of becoming engaged global citizens who make a positive difference in the lives of others. We embrace the core values of our Episcopal identity.

Our Educational Philosophy.

Christchurch School's community and curriculum are built around a student-centered, transformative educational philosophy of relationships, engagement and agency. The root of the word "educate" is "to lead out." Education helps students move beyond what they were before, to become larger people ready to enter the world. The School believes that education, understood in this sense, does not just happen in the classroom. Rather, this approach informs the School's community and the curriculum of all its programs: in academics, in community life and culture and in co-curriculars.

- Christchurch believes that *relationships* are at the heart of helping students discover their infinite value – relationships between adults and young people, between students and students, between academic disciplines, between colleagues, between different parts of school life, between school and communities, with and between people and places. All of these are at the heart of learning, growth and health. Today more than ever, students need the support of affirming relationships, structure and the ability to explore connections in the world around them.

- These relationships lead to student *engagement*. When students become engaged, they make a caring investment in something of worth to them: a project, a community, a team, a trip, a hall, an issue. That engagement takes them out of themselves, leading them to grow beyond what they were.

- Engagement helps students develop a sense of *agency*. Students who have seen and done and grown are transformed; they know that they can be active and successful agents in their own lives and in the world.

Our Aspirations.

As a community, we aspire:

- *To build an academic culture that emphasizes relationships and the rich investigation of connections.* To this end, we meet students where they are, set high expectations, utilize active teaching and learning and give students agency by helping them make meaning out of the world around them.

- *To lead lives of transformation, both for ourselves and for others*. As an Episcopal school that welcomes everyone, we are committed to developing a sense of our interdependence, cultivating spiritual reflection and growth, and fostering self-confidence, purpose, and identity in ourselves and others.

- *To prioritize sustainability in all our programs*. We understand that the preservation of the natural world, social equity, economic viability and being an engaged global citizen are all important aspects of our community and we use the river as a physical and metaphorical resource to develop this mindset.

- *To lead lives of physical, psychological and creative integrity based on the awareness of and development of individual strengths*. To this end, we are committed to developing active lifestyles, healthy minds and creative and artistic expression through co-curricular programs that offer breadth of experience and the choice of depth.

- *To be a community of diverse connections, cultures, experiences and relationships*. We are learners who intentionally build time and opportunity to create welcoming, supportive and meaningful interactions that encourage genuine empathy, appreciation and respect for other people and their cultures and traditions.

- *To be aware of and actively engaged with the international community*. To this end, we are committed to building curricular and co-curricular programs that foster a global understanding of learning and living.

Our Community Expectations.

Every community's story yields values: what is most important to the community. For us, it is relationships. Our expectations of one another foster a community of *relationships*.

We show up

We attend our community obligations like assembly, chapel, class, advisory and co-curriculars and we are on time.

We are present

We unplug, and we show the community through outward signs that we are engaged.

We work

We fulfill our obligations to ourselves and our community by doing what we say we will do and finishing our tasks.

We learn

We are open to the challenge of discovery.

We pause

We stop to reflect and to attend what needs attention from us, as individuals or as a community.

We play

We play to reenergize our lives and build relationships

We care

We recognize the value and worth of every person in our community and so we take care of each other and our campus.

We respond

When someone is in need, we work together to help.

We trust

We assume positive intent and believe the best of one another.

We lead

We lead through service and through personal examples. We believe in servant leadership.

CSDV Non-Discrimination Statement.*

The School is a part of Church Schools in the Diocese of Virginia (CSDV). Each CSDV school admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the School. The School does not discriminate on the basis of race, color, national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs and athletic and other School-administered programs. As a related organization of the Episcopal Diocese of Virginia and the Episcopal Church, CSDV is guided by the applicable policies and governing principles of the Episcopal Church pertaining to non-discrimination.

Commitment to Diversity, Equity, Inclusion, and Belonging.

At the heart of Christchurch's commitment to diversity, equity, inclusion, and belonging is the School's Episcopal identity. The School views diversity as a strength and knows that with diversity, equity must be present. The School is dedicated to building a safe and healthy environment for all students. The School's goal is to respect each person at Christchurch by recognizing the opportunities that accompany its diverse set of backgrounds and perspectives. The School aims to support and celebrate the lives lived at Christchurch by listening to one another's stories with curiosity, respect and engagement.

Christchurch School believes in preparing students to be informed, collaborative individuals in an increasingly equitable, diverse and global society. The School believes in the worth of each individual regardless of their race, color, national or ethnic origin, sexual orientation, gender identity, ability, religion, political views, socioeconomic status and other individual contributions. The School strives to employ its Core Values when engaging in all aspects of its community's life. It is the School's hope that living and learning on a campus that recognizes and embraces diversity and equity will translate to students' lives at Christchurch and beyond, equipping them to thrive in the challenges and joys of the 21st century.

Partnership with Family.

The School believes that the most effective education and personal development emanates from a strong partnership between the School and parents. As a result, the School strives to develop a collaborative relationship with each parent of each enrolled student. The School appreciates the support and involvement of parents, who provide valuable feedback aiding student growth and development. Conversely, when a parent's involvement with the School becomes disruptive to or counterproductive with the School or its mission, the School may determine that the relationship is not in the best interest of the School or student. If a parent repeatedly or seriously violates a School policy, or engages in inappropriate, disruptive, disrespectful, bullying or harassing behavior toward the School or its students or employees, the School may take action to restrict the parent's access to School activities, property or communications. At the sole discretion of the Head of School, the School may also impose other corrective action based on the nature of the parent's conduct and surrounding circumstances, including the student of the parent at issue not being invited to return to the School or being dismissed from the School during the academic year.

Communications with Attorneys, Law Enforcement and CPS.

School employees will not communicate independently with attorneys, law enforcement, or Child Protective Services (CPS) representatives regarding current or former students without School approval. In the event School employees are contacted by guardians ad litem representing current or former students, other attorneys representing current or former students, parents of current or former students or other individuals or entities, law enforcement officers of all types or CPS representatives, School

employees will not communicate with that individual in substance without prior authorization from the Head of School or the School's legal counsel.

III. COMMUNITY STANDARDS

Fundamental Community Standards.

Christchurch serves not only to educate the reasoning mind, but to develop character, purpose, and identity. Certain values are fundamental and essential to the School's community.

Christchurch expects each student to respect one another, as well as to maintain a keen awareness of the needs of the spiritual, social and academic community within which each student must function. The School's standards of conduct are intended to provide the good order indispensable for the pursuit of academic excellence and the high moral tone expected at Christchurch. These standards are intended to assist in achieving the delicate and necessary balance between individual freedom and the needs and dignity of the community at large. With this in mind, Christchurch trusts that students will appreciate the privileges they enjoy by exercising good judgment and common sense that reflect respect and care for the needs of the entire School community.

Students are encouraged and empowered to report concerns about violations of Christchurch School's student conduct policies, behavioral expectations or community standards to any trusted adult at the School, who will strive to assist the student with next steps. Christchurch will not tolerate retaliation against anyone who makes a report in good faith to School management about violations of the School's student conduct policies, behavioral expectations or community standards; no one should hesitate to make a report out of fear of retaliation. Conversely, students and parents must understand that intentionally making a false report of a student conduct policy is a violation of the School's behavioral expectations and Core Values, and that doing so may result in disciplinary action.

Honor.

In choosing to become a part of Christchurch School, each student commits themselves to honest conduct and trustworthy interactions with fellow students, faculty and members of the Christchurch community and beyond. All members of the School community are expected to contribute positively to the physical and emotional development of not only themselves as individuals, but to the campus as a whole. Each year the Christchurch community renews its commitment to the Honor Code by signing a pledge in front of the entire School community.

The Christchurch School Honor Code.

Christchurch students, faculty and staff are people of integrity. We stand for justice, open-mindedness and a commitment to help our fellow community members. All members of the Christchurch community are expected to live up to the highest standards of academic integrity.

- We tell the truth and ensure that the full truth is known. We do not lie.
- We embrace fairness in all actions.
- We listen to and consider different opinions and feelings.
- We ensure that work submitted is our own and that assistance received from any source is authorized and properly documented.
- We respect honesty in the classroom as well as honesty and a commitment to excellence in the Christchurch community and beyond.

Students who are suspected to have violated the Christchurch Honor Code may, depending upon the severity of the suspected violation, be subject to discipline at the discretion of the Director of Community Life, or the Head of School. The following is a non-exhaustive list of academic dishonesty in violation of the Christchurch Honor Code:

- Plagiarism. The unacknowledged use of another's words or ideas in writing. When using another's words, students must use quotation marks and the author must be cited. When using the product of another's research, students must use a citation that gives credit. When paraphrasing or changing words from a source, students must give credit for the ideas obtained from the other source. This prohibition against plagiarism is not limited to class work, but also applies when making speeches, competing on academic teams, writing an application essay, contributing to literary publications and in other School-related work, programs or other matters.
- Use of unauthorized aids. Using unauthorized notes or other aids while completing an assignment, including copying from or being influenced by another student's work.
- Giving unauthorized aid. Giving unauthorized aid to another student or allowing another student to copy or use one's work.
- Unauthorized use of software. Using artificial intelligence or translating software or translations of texts studied in class without the permission of the teacher.

The Christchurch School Honor Pledge.

The Christchurch School Honor Pledge signifies that, as a student and community member, each student has acted with honesty, integrity and original thought in both academics and community life. When used, the written pledge reads, "*I have acted honorably in the completion of my academic work and in my Christchurch relationships.*"

Major School Rules (MSR).

The School believes that the following offenses are a violation of community expectations. Students found to be in violation of these rules will receive disciplinary consequences from the School's Community Life Office. A student's violation of these regulations may result in discipline at the discretion of the School, including but not limited to loss of privileges, detention, suspension, and/or referral to the Community Council.

Bullying, Hazing, Harassment and Sexual Misconduct. *

The School is committed to being a socially diverse community that values mutual respect, human dignity and individual differences, and that sustains a school environment in which students and employees can study and work in an open atmosphere, unhampered by bullying, hazing, harassment or sexual misconduct. It is essential for the School to be a safe and supportive environment that cultivates learning and personal growth. Bullying, hazing, harassment and sexual misconduct interfere with this goal. The School will not tolerate any form of bullying, hazing, harassment or sexual misconduct of any student, employee, parent, vendor or community member by another student, employee, parent, vendor or community member, whether on or off campus and whether online, orally or in writing. Such acts undermine the School's standards of its community and contribute to a negative educational and developmental environment. The School, at its sole discretion, will investigate any alleged violation of this policy and determine whether conduct rises to the level of bullying, hazing, harassment or sexual misconduct under this policy. The School, at its sole discretion, will take appropriate action to prevent

and address conduct that violates this policy, including disciplinary action and other consequences. Any violation of this bullying, hazing, harassment and sexual misconduct policy by a parent will be considered a violation of the School's behavioral expectations of its parents and may be grounds for discipline of the offending parent's student(s), up to and including dismissal from the School.

A. Definitions

Bullying. *

Va. Code § 22.1-276.01 defines bullying as "any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. Bullying includes cyber bullying. Bullying does not include ordinary teasing, horseplay, argument, or peer conflict." The School also considers unwanted behavior that involves written, verbal or electronic communications, or physical acts or gestures, directed by one or more individuals to another to be bullying under this policy when those incidents cause physical harm to person or property, cause emotional distress, interfere with educational opportunity or employment or disrupt School operations. Bullying may take the form of one event or a series of events. Bullying may be motivated by an individual's association with another individual and that individual's characteristics, behaviors or beliefs. Bullying includes actions that not only instigate but also support, prolong or perpetuate unwanted or unacceptable behavior. Examples of bullying include, but are not limited to, pressuring another to do something they do not want to do, pressuring others to be mean to or ignore another person, teasing or name-calling, spreading rumors, threatening, taunting, intentionally embarrassing someone in public, assault, battery, extortion and intentionally taking or breaking property of another. Cyber bullying is a form of bullying conducted through phones, computers, email, text message, social media or other electronic systems or mediums. Cyber bullying includes, but is not limited to, creating, spreading, perpetuating, supporting or publicly liking unwanted or unacceptable words or images through such electronic mediums. All bullying is prohibited by the School.

Hazing. *

Va. Code § 18.2-56 defines hazing as "to recklessly or intentionally endanger the health or safety of a student or students or to inflict bodily injury on a student or students in connection with or for the purpose of initiation, admission into or affiliation with or as a condition for continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the relevant activity." For purposes of this policy, hazing need not involve pressure or acts relating to a formal School club or group. Hazing may assume numerous forms, including any type of activity that may adversely affect the mental or physical health or safety of the community member, physical brutality, any activity that may intimidate or threaten a community member, verbal abuse or social pressure. In Virginia, depending on the severity, hazing could rise to the level of criminal activity. All hazing is prohibited by the School.

Harassment. *

Harassment refers to conduct or behavior that has the effect of impairing morale, interfering with a student's educational performance or an employee's employment or creating an intimidating, hostile or offensive educational or work environment. Harassment can assume numerous forms and may include verbal, written, visual and physical conduct. Harassment includes, but is not limited to: making disparaging statements, telling jokes or using epithets, slurs, stereotypes, insults or labels based on classifications identified by this policy; threats of physical harm; intimidating conduct, such as unwanted

touching of a person or a person's property; and assault or blocking or impeding a person's movement. Harassment may include comments on a person's appearance, including dress or physical features, dress consistent with gender identification or making jokes or inappropriate comments focusing on race, color, national origin, sex, sexual orientation, gender identity, military status, marital status, pregnancy, childbirth or related medical conditions including lactation, age, disability or genetic information, whether communicated in-person, electronically or otherwise in writing. All harassment is prohibited by the School.

Sexual Misconduct. *

Sexual misconduct is a broad term encompassing any behavior of a sexual nature that violates this sexual misconduct policy or Virginia law. The School will not tolerate any form of sexual misconduct, whether occurring on or off campus and whether occurring online, in writing or in person. Sexual misconduct includes, but is not limited to, the following:

- ***Sexual assault.**** Sexual assault is non-consensual sexual penetration or sexual contact of one person by another.

- ***Sexual harassment. **** Sexual harassment is unwelcome sexual advances, requests for sexual favors and other visual, verbal, nonverbal or physical conduct of a sexual nature when:
    - submission to such conduct is an explicit or implied term or condition of an individual's employment, educational or School-related opportunity;
    - submission to or rejection of sexual conduct by an individual is the basis for any employment, educational or School-related decision affecting that individual; or
    - such conduct has the purpose or effect of unreasonably interfering with an individual's work, educational or School-related performance by creating an intimidating, hostile or offensive work or educational environment.

- ***Sexual exploitation. **** Sexual exploitation is taking non-consensual, unjust or abusive advantage of another in a sexual or intimate context. Sexual exploitation includes, but is not limited to: engaging in, permitting, reproducing or facilitating non-consensual viewing, photographing, video-recording or audio-recording of obscene, pornographic, sexual or intimate activity (such as nudity, sexual contact, sexual conduct, sadomasochistic abuse, dressing, showering, toileting or similar activity); the creation or dissemination of sexually explicit material, whether real or produced using artificial intelligence or other electronic communication methods; prostituting another person; or knowingly infecting another person with a sexually transmitted infection or disease.

- ***Stalking. **** Stalking is a course of conduct directed toward a specific person that is unwanted, unwelcomed or unreciprocated and would cause a reasonable person to fear for their own or a third party's safety, security or wellbeing, or feel material emotional distress due to repetitive contact or the perception of such conduct. Stalking behaviors may include: non-consensual communication by any means; surveillance in-person or via social media or other electronic means without obtaining consent; collecting information about a person's routine, friends, family or co-workers without their consent; and uninvited visits to a residence, workplace, classroom, place of worship or other locations where an individual is commonly found.

- ***Dating abuse. **** Dating abuse is a pattern of behavior one person uses to gain and maintain power and control in a personal relationship. Dating abuse can include emotional and verbal abuse,

isolation, manipulation, abuse through digital media, written or oral communications, stalking and more.

All sexual misconduct is prohibited by the School.

B. Reporting Bullying, Hazing, Harassment and Sexual Misconduct. *

If a student or parent witnesses or otherwise becomes aware of bullying, hazing, harassment or sexual misconduct of any kind, or feels they are a victim of bullying, hazing, harassment or sexual misconduct, they should report this information to any employee of the School with whom they are comfortable. The employee will then report the matter to the Head of School or their designated alternate. Under state law, School employees have mandatory child abuse and neglect reporting obligations, which may apply based on the nature of the report. Any report of bullying, hazing, harassment or sexual misconduct should be specific and include all relevant information so that the School may conduct an investigation as it deems appropriate.

When the School receives a report of bullying, hazing, harassment or sexual misconduct, the School will strive to protect the identity of the reporting party, if appropriate under the circumstances, and conduct an investigation of the alleged misconduct brought to its attention. Students considering reporting misconduct to the School, and their parents, should understand that the School can conduct an investigation into alleged misconduct only upon the information it has received about the incident. While the School does not limit the time period for reporting, immediate reporting is important, as the School may not be able to fully investigate or consider as wide a range of corrective actions the more time has passed between the alleged misconduct and the report. The passage of time impacts the effectiveness of and an ability to investigate.

Interim measures. *

Upon receipt of a report of alleged bullying, hazing, harassment or sexual misconduct, the School may request additional information and conduct an initial inquiry to determine whether the report alleges a potential violation of policy. The School may meet with the individual(s) who made the report, the individual(s) who were reportedly subjected to the misconduct and others. If the School determines that the report pertains to behavior that may violate this Bullying, Hazing, Harassment and Sexual Misconduct policy, the School will undertake an investigation related to the reported conduct.

The School may provide appropriate interim support and reasonable protective measures, if and as needed based on the particular circumstances of a report of misconduct, to protect against further acts of misconduct or retaliation, to provide a safe educational environment and to protect the integrity of an investigation. The School reserves the right to suspend a student accused of bullying, hazing, harassment or sexual misconduct on an interim basis if deemed appropriate by the School based on considerations such as ongoing safety risks to others and the extent of the School's ability to separate the alleged victim and accused during any investigative process. The School will, in its sole discretion and judgment, determine the necessity and scope of any interim measures, including whether and when to contact the parents of the alleged victim, the accused, a witness, a witness' parents or others.

Investigation process. *

The School's investigation into alleged misconduct includes one or more investigators who may meet with the alleged victim, the accused, witnesses and other relevant individuals and gather information about the reported misconduct. In the School's sole discretion, and depending on the conduct alleged,

the investigator may be the Head of School, a School employee designated by the Head of School or an outside investigator. Students and parents must cooperate in any such investigation, including meeting with the investigator and truthfully answering any questions posed to them by the investigator, providing all relevant information and omitting none. Any individual who is interviewed during the course of an investigation is prohibited from discussing the substance of the interview, except as otherwise directed by the investigator or the Head of School or as required by law. Any individual who discusses the content of an investigation or who otherwise fails to cooperate with the investigation may be subject to discipline or adverse action.

At the conclusion of the investigation, the investigator will typically issue a written recommendation concerning the allegations. The Head of School or their designated alternate, in their ultimate discretion, will determine if the alleged misconduct amounts to a violation of School policy. The School will then typically communicate to the reporting party, the accused party and their parents or guardians, if possible, as to whether the report of misconduct was substantiated such that the School found the act to have violated School policy, whether the School found no violation of School policy to have occurred or whether further investigation is warranted. If the Head of School or their designated alternate determines that bullying, hazing, harassment or sexual misconduct has occurred, the Head of School or their designated alternate will determine what remedial action, if any, is needed to end the misconduct, remedy its effects and prevent recurrence, as well as determine appropriate disciplinary action against the perpetrator and any other involved party, up to and including dismissal.

No retaliation. *

The School prohibits retaliation against anyone who, in good faith, complains or participates in the reporting or investigation process under this policy, regardless of the outcome of the investigation. Retaliation may result in disciplinary or other corrective action. Retaliation includes, but is not limited to, taking sides against an individual, spreading rumors about or shunning an individual or making real or implied threats of intimidation toward an individual because that individual reported bullying, hazing, harassment or sexual misconduct or participated in an investigation related to a report of misconduct. In addition, anyone who knowingly makes a false claim of bullying, hazing, harassment or sexual misconduct will be subject to discipline, up to and including dismissal.

Mandatory Abuse and Neglect Reporting.*

All School employees must follow Virginia's mandatory reporting obligations for suspected child abuse and neglect. Any School employee who, in their professional or official capacity, has a reason to suspect that a child is an abused or neglected child must immediately notify the Head of School or the Head of School's designee [Chris Werner, CFO, cwerner@christchurchschool.org)], who will then take responsibility for immediately reporting that suspicion of abuse or neglect. If the School employee with the suspicion of abuse and neglect is, for any reason, unable to escalate their suspicion to the Head of School or the Head of School's designee, that employee must report their suspicion of abuse or neglect to the local department of social services where the child resides or to the Child Abuse and Neglect Hotline (1.800.552.7096) within 24 hours of their first becoming aware of such suspicion of abuse or neglect. Any School employee who makes or receives a report of suspected child abuse and neglect must inform the Head of School or their designee the day they make or receive the report. In compliance with the law, a notice outlining child abuse and neglect reporting requirements in Virginia is posted in the School.

Va. Code § 63.2-100 defines an abused or neglected child as any child under 18 years of age:

- Whose parents or other person responsible for their care inflicts or threatens to inflict a non-accidental physical or mental injury;
- Whose parents or other person responsible for their care has a child present during the manufacture or attempted manufacture of a controlled substance or during the unlawful sale of such substance where such activity would constitute a felony violation;
- Whose parents or other persons responsible for their care neglects or refuses to provide care necessary for the child's health, including adequate food, clothing, shelter, emotional nurturing or healthcare;
- Whose parents or other person responsible for their care abandons the child;
- Whose parents or other person responsible for their care, or an intimate partner of such parent or person, commits or allows to be committed any act of sexual exploitation or any sexual act upon a child, including incest, rape, indecent exposure, prostitution or allows a child to be used in any sexually explicit visual material;
- Who is without parental care or guardianship caused by the unreasonable absence or the mental or physical incapacity of the child's parent, guardian, legal custodian or other person standing in loco parentis;
- Whose parents or other person responsible for their care creates a substantial risk of physical or mental injury by knowingly leaving a child alone in the same dwelling with a person, not related by blood or marriage, who has been convicted of an offense against a minor for which registration is required as a violent sexual offender; or
- Who has been identified as a victim of sex trafficking or severe forms of trafficking as defined in the Trafficking Victims Protection Act of 2000 and in the Justice for Victims of Trafficking Act of 2015.

Prohibited Substances.*

The School's primary concern is the health and safety of its students. Christchurch strives to create a safe and healthy environment for all community members and works to educate students and parents on the dangers associated with alcohol, nicotine products, electronic nicotine delivery systems (such as e-cigarettes, hookah pens and other vapor-emitting devices, with or without nicotine content), illegal drugs including marijuana and other cannabis products, the misuse of legal drugs and other chemical substances and the use of prescription drugs not fully in compliance with a valid prescription (each, a Prohibited Substance). A student's use of a Prohibited Substance is generally unlawful, can have damaging effects on their physical and mental development, places the wellbeing of the student and their community in jeopardy and is incompatible with the mission and values of the School. The abuse of Prohibited Substances is a societal concern that can be addressed most effectively through a partnership between the School and all members of its community.

Prohibition Against Certain Substances.

Any student's use, possession, manufacture, distribution, sale, transfer, purchase or being under the influence of any Prohibited Substance, and any student's possession, manufacture, distribution, sale, transfer or purchase of any paraphernalia associated with any Prohibited Substance, is prohibited at all times, whether on- or off-campus. Likewise, any student found to be in the presence of the use, possession, manufacture, distribution, sale, transfer or purchase of any Prohibited Substance may be found to be in violation of this policy. Additionally, any parent who facilitates the use of any Prohibited Substance by a student, including by hosting a gathering where a student is using a Prohibited Substance or otherwise, may be found to be in violation of this policy.

Reporting Prohibited Substances.

Students and parents may report all known violations of this Prohibited Substance policy to any School employee. If a student who has violated this policy initiates contact with a School employee and seeks help related to their own use of or association with a Prohibited Substance, the School will consider those circumstances when determining next steps, including in any resulting discipline.

Investigation and Discipline.

Depending on the circumstances in which the School receives a report of a violation of this Prohibited Substance policy, the School may conduct an investigation. Students and parents must cooperate in any investigation into a suspected violation of this Prohibited Substance policy, including answering any question posed to them by any School employee or agent truthfully and providing all relevant information. Any student or parent who violates this policy may be subject to discipline, up to and including prohibition from attending School activities or dismissal of the student from School. Violations of the Prohibited Substance policy and any subsequent discipline are handled on a case-by-case basis. A student found to have violated this Prohibited Substance policy must disclose the location of any remaining Prohibited Substances and paraphernalia that may be on campus. Failure to do so may subject the student to elevated or additional discipline. Student spaces, including but not limited to rooms and vehicles, and possessions, including but not limited to backpacks, wallets and clothing, may be searched in efforts to locate and remove any Prohibited Substance and paraphernalia from School property or activities.

School Connected Overdoses.

An overdose, under applicable Virginia law, is a life-threatening condition resulting from the consumption or use of a particular controlled substance. School employees are required to adhere to Virginia law related to School-connected overdoses. Employees who become aware of an actual or suspected overdose of a student currently enrolled in the School that occurred on School property during regular School hours, or that occurred during a School-sanctioned activity whether on or off School property, must report that actual or suspected overdose to the Head of School or their designee. Consistent with Virginia law, the School will notify the parent of each student enrolled in the School or applicable division within 24 hours of the earlier of law enforcement or medical personnel confirmation of a School-connected overdose or the Head of School's knowledge of a suspected School-connected overdose.

Prohibited Substance Testing.

The School reserves the right to test students for any Prohibited Substance, including for but not limited to the following reasons: (1) suspicion that a student is using, possessing, manufacturing, distributing, selling, transferring, purchasing or under the influence of any Prohibited Substance, (2) the student has a history of Prohibited Substance use and (3) the student is displaying signs of psychological distress. All Prohibited Substance testing will be conducted at the expense of the parents whose student is the subject of the testing. If a student has been found to have violated the Prohibited Substance policy, the student will typically be required to undergo regular or random Prohibited Substance testing. Testing may be conducted using a Breathalyzer, urine sample, hair sample, saliva sample or any other method deemed appropriate by the School. If a student's Prohibited Substance test results register positive for a Prohibited Substance, the student may be subject to discipline, and the School may further recommend the student be placed on a care plan or on medical leave. If a student denies using any Prohibited Substance and tests positive for a Prohibited Substance, the School may consider the matter to be an Honor Code violation in addition to a violation of this Prohibited Substance policy.

Theft.

Stealing in any form may result in immediate separation from the School. The Director of Community Life will refer cases where reasonable doubt exists to the School's Community Council.

General Expectations of Conduct - NON MSR.

The community expectations for Christchurch School are designed to develop students morally, academically, and physically, and to prepare students for life after Christchurch School. The intention of these expectations is positive. However, a student's violations of the communally accepted expectations of CCS may result in loss of privilege and/or restrictions. Repeated violations may result in the student being evaluated by the School's Community Council for incompatibility.

Community expectations are not always stated in the School's day-to-day communications, but are evident in the School's core values and the way its community members live and work together. If you have any questions about community expectations, please see the School's Community Life Office.

Premise.

Students are permitted in the Student Center, the lobby of Cameron Dining Hall, the Community Life Office lobby, the benches on Headmaster's Hill, the library (for studying only), the "stoop" outside Scott Dormitory, and the patios outside of Bishop Brown, Faye Residence Hall, and the Cameron Dining Hall. Students should typically be in public places on the main campus and should strive to be easily viewable by community members.

- During the academic blocks, students are expected to be either in class or in the library, in the atrium of the Puller Science Center, or working quietly at any of the previously mentioned outdoor locations.
- Students are encouraged to use their common room areas when visiting or having visitors on hall. Young men are not allowed on young women's halls, nor are young women allowed on young men's halls.
- Students may not be in Yarbrough Gym, except when they are part of an official practice and there is a School-affiliated adult present. Students may not be in the Wilmer Weight Room, unless there is a School-affiliated adult present. Students may not be inside the dining hall, except during posted hours of operation.
- Students are considered off premise if they are in a location other than those designated above. This includes locations on the lower campus (e.g., soccer field, tennis courts, locker rooms, garden, trail, or waterfront). Students must sign out with an adult in the Community Life Office to visit places not designated for student use in this Handbook.
- Students may not sign out during the academic day for day leaves. This includes students going to local businesses, like 7-Eleven after classes prior to co-curricular activities beginning.
- On weekends, students may sign-out with the weekend duty team to go to the waterfront. Pick-up games or other activities on athletic fields or in the fieldhouse will typically be allowed when facilities are made available by the weekend duty team.
- Students are "on premise" when they are where they are supposed to be, at the time they are supposed to be there. Students are responsible for knowing the community expectations as they relate to the School's premises.

Violations of the School's Premise policy include:

- A student's disregard for dormitory, facility, and campus boundaries.
- Students who intentionally or unintentionally disregard permissions and School commitments.

Some examples of violating the School's Premise policy includes:

- Students who are out of their dormitory after lights out.
- Departing the campus without permission.
- Unauthorized visits to the parking lot.
- Entering into a campus location where students are not permitted.

Students found to be in violation of the School's Premise policy will typically be disciplined in the discretion of the School, including but not limited to a student being denied leave, being restricted to the campus for a period of time, being denied car privileges, and/or detention. Serious or repeated violations may result in an escalating conduct response that could include separation from the School.

Sexual Intimacy.

The School recognizes that romantic relationships and sexuality are important aspects of adolescent development and identity formation. The School also recognizes that its students and community members are of all ages and levels of development and maturity. The School strives to protect the safety and wellbeing of all members of its community. All student sexual activity, including kissing, sexual touching, intercourse, oral sex or any other sex act is therefore prohibited on School premises or during any School activity. When students are found to have engaged in sexually intimate behavior, responses may include, but are not limited to, conversations with the students involved, referral to School health professionals, parental notification and discipline. Some sexually intimate behaviors violate state laws, and School personnel may be required to report such instances to mandatory reporting agencies.

Public Displays of Affection.

While romantic relationships between adolescents may be healthy, any displays of affection by students should be limited to simple hand-holding. Other displays of affection in public are not appropriate, may make community members uncomfortable, and are prohibited. Students found engaging in public displays of affection will be counseled by the Community Life Office about the appropriateness of their behavior. Subsequent offenses may result in suspension or separation from the School, in the School's discretion.

Prohibited behaviors include, but are not limited to sitting on, hanging on, laying on top of, reclining with/or kissing another student, or the extended hugging of another student.

Weapons and Other Prohibited Items.

The possession of weapons in or on the School's campus, grounds, buildings, dorm rooms, vehicles (including in locked trunks or other containers) or property, or in personal vehicles on School property, or being used during School activities, is strictly prohibited. A weapon is any object or substance used, attempted to be used, or intended to inflict a wound, cause injury or incapacitate, including but not limited to all firearms, explosive agents, chemicals, air or canister propelled guns, knives of more than three inches in length, martial arts weapons or any other weapon as described in Va. Code § 18.2-308. Prohibited items under this policy also include lighters, matches, fireworks, mace and pepper spray. Possession of any prohibited item will result in the item's confiscation and may result in disciplinary action, potentially including separation from the School.

Gambling

Gambling, including gambling through the internet, is not permitted on campus. Depending on a student's age, gambling may also be illegal. The School's disciplinary response will depend on the

circumstances of the identified gambling, the amount of money involved, and whether it is a first or subsequent violation of the policy. In some cases, gambling may amount to an MSR.

No Recording.*

No student or parent may make any photographic or video recording of any confidential or private meeting with a School employee without the knowledge and consent of all participants. Likewise, cameras, including those in mobile phones, tablets, laptops or AI glasses may not be used during classes or in areas where privacy is reasonably expected, such as locker rooms or bathrooms or dorm rooms, unless such use is part of the classroom curricula as assigned by the teacher or such use is otherwise authorized by the School. The use of undisclosed hidden recording devices is prohibited, as is the transmission and distribution of any recordings or pictures generated from hidden recording devices.

Property Damage.

Any student who causes property damage in any area of campus is required to promptly report that damage to the Community Life Office or a School-affiliated adult. Students causing damage to School property are generally required to cover the costs of the damage, and may be assigned the consequence of helping to repair the damage or work for a time with the maintenance team in their daily tasks. Failure to report the property damage may result in additional consequences.

Searching and Surveillance.

The School is committed to creating a safe environment on campus for all members of its community. For this reason, the School reserves the right to search a student's dorm room, belongings, possessions, clothing, wallets, electronic devices, mail, vehicles and other property, with or without notice, when concerns arise over prohibited substances, theft, self-harm or potential MSR or Honor Code violations. The School may conduct regular searches of dorm rooms.

When the School conducts a search of electronic devices under this policy, the scope of the search may be broad, and no records of the electronic systems will be excluded if they are deemed relevant to the investigation. In the event any search yields information regarding behavior by any student which may amount to a violation of School policy, the School may use that information as it sees fit, including in discipline of a student or in alerting parents, authorities or others.

Additionally, the School reserves the right to maintain–and in many instances maintains–cameras in the common areas and hallways of the dormitories, in the student center, and in other common areas around campus to help ensure the safety of students, their possessions and School property. Camera footage created by School surveillance is the exclusive property of the School and is typically produced only through valid legal process, though it may be occasionally used in student disciplinary matters. Cameras may be moved, removed or added by the School at any time, consistent with the law. Cameras may not be covered or tampered with in any way by a student.

Conduct Responses.

Responses to conduct violations include both intervention as well as accountability for violations of MSR and community expectations. For students who breach an MSR, an intervention is appropriate and has two purposes. The first purpose is for the student to take accountability for their violation of MSRs or community expectations. The second is for the sanction to be tailored to fit the offense, directing the student through concrete steps for self-improvement or reflection. As examples, a boarding student in chronic violation of the morning routine may be directed, as a part of his or her sanction, to wake up all of the students on the hall for a period of time, ensuring they all get to breakfast on time. A day student in chronic violation of the School's car policy may have their car privileges suspended for a period of

time.

Community Council.

The Community Council (Council or Community Council) is an adult-led deliberative body that hears cases involving students who have violated the School's MSRs. The Council is not an investigative body; rather, its purpose is to thoughtfully consider the facts of a case after an investigation has been completed and determine an appropriate disciplinary response.

The Community Council seeks to understand a student's actions, the impact those actions have had on individuals and the broader School community, and the student's willingness to accept responsibility and learn from the experience. Through a formal hearing process, Council members engage the student in thoughtful discussion and reflection with the goal of promoting accountability, repairing harm where possible, and encouraging future success.

Cases are typically referred to the Community Council by the Director of Community Life when the nature or severity of an MSR violation warrants a formal review. These hearings address serious matters that may require a disciplinary response beyond standard consequences. While the Council values restorative practices and seeks outcomes that help students rebuild trust within the community whenever appropriate, the seriousness of the offense may warrant more significant disciplinary action such as separation from Christchurch School.

The Community Council is chaired by the Director of Community Life and is composed of adult members of the School community appointed by the chair. Students appearing before the Council are expected to wear formal attire and are accompanied by their advisor for support.

Following a careful review of the student's conduct record, consideration of the available information, and discussion with the student, the Community Council may recommend a range of disciplinary responses, including restorative measures, educational interventions, probationary status, or other appropriate sanctions. In the most serious cases, the Council may recommend separation from Christchurch School.

The Community Council's recommendations are submitted to the Head of School for review. The Head of School has final authority in all disciplinary matters and may accept, modify, or reject any recommendation made by the Community Council. Once a final decision has been made, students who remain enrolled are expected to fulfill all assigned sanctions and expectations as a condition of continued membership in the Christchurch School community.

Discipline Leaves.

Discipline Leaves may be in school or out-of-school. A student who earns a leave will not be permitted to attend classes or participate in co-curricular activities during the period of suspension. Upon being released from leave, a student returns to full student status in class and the School's co-curricular program.

In addition to their absence from class, students on leave may not eat lunch with other students and are engaged in a work detail from 9:00 a.m. to 4:00 p.m. daily. Students on leave must report to the Community Life Office at the beginning and end of this time each day. Students on in-school leave should check in with teachers to obtain any missed work during their leave. Students on leave should continue to report to their co-curricular activity, but will not be permitted to actively participate. If the co-curricular activity is off campus, then the student will participate in a mandatory study hall in the Community Life Office from 4:00 p.m. - 6:00 p.m. in place of the off campus co-curricular activity. For the

academic responsibilities and consequences, *see* the Academic Programming section of this Handbook.

Detentions.

A student (day or boarding) who earns a detention is required to perform a campus work detail for a period of time ranging from 2 hours to 4 hours, in the discretion of the School, from 9:00 a.m. - 11:00 a.m. on a Saturday or Sunday designated by the School. The Community Life Office will notify students and their parents via e-mail when a detention has been assigned.

Students who earn detention will be unable to leave for that weekend until the detention is served, unless they are assigned to leave for an approved School commitment. An unexcused absence from a detention will result in additional conduct responses, which may include a day of in-school suspension and restriction from departing campus on day leaves or School-sponsored trips for the remainder of the weekend. Repeated failure to report to detention typically results in the student's evaluation for incompatibility with the School by the Community Council.

Loss of Privileges.

Students in good academic and conduct standing with the community enjoy a number of privileges. Students who are in violation of rules or expectations may have any number of privileges revoked in the School's discretion, including the student's permission to leave campus for day or weekend leaves. A student who is restricted to campus by the School may not leave campus for any reason, unless he or she is assigned to leave for an approved School commitment.

Medical Leave and Care Plans.

At the School's discretion, and depending on the circumstances of the violation, the School may require a student who has been found to have violated the Prohibited Substances policy to be placed on medical leave in accordance with the Medical Leave of Absence policy. The School may also require any student found to have violated the Prohibited Substances policy to be placed on a care plan. Care plans are created by the School with the goal of improving the student's overall wellbeing and reaching their full educational and developmental potential. Care plans typically involve the student participating in counseling with the School counselor, but may also involve outside medical, psychological or psychiatric care. If required by the School, parents of a student on a care plan must sign release of information forms with non-School affiliated medical care providers in order to facilitate communication between the student's medical care providers and the School. Whether a student completes the requirements of a care plan depends on the actions taken by the student, but determining successful completion is at the sole discretion of the Head of School. In making such a determination, the Head of School may consult with medical care providers, including those who may be treating the student, School counselors and faculty members as deemed appropriate, as well as the student, parents, caretakers of the student and others. Students placed on a care plan and their parents are required to cooperate in all aspects of the care plan. A student or parents' failure to fulfill the requirements of the care plan may result in discipline, up to and including separation of student from the School. A student's compliance with a care plan does not exempt the student from any disciplinary consequences arising from future violations of the School's Prohibited Substance policy.

Review for Compatibility.

Review for compatibility happens when a student repeatedly violates accepted the School's community norms or expectations. Examples of conduct that may result in the School conducting a review for compatibility include:

- A student's demonstrated unwillingness or inability to follow faculty expectations, including the chronic failure to abide by School rules.
- A student's unwillingness or inability to align with the core values of Christchurch School.
- A student's disrespect in any form, to the School, its appointed faculty and staff, students, or other members of the community, including tarnishing the good name of the School in word or action.
- A student's repeated absences from class, co-curricular activities, or other School obligations.

Cases for review are referred to the faculty Community Council. Subsequent to a Community Council hearing, the Director of Community Life, in conjunction with the student's advisor and the Guidance Committee, will assess whether a student's compatibility and if the student is willing to successfully fulfill the recommendations of the Community Council and whether the student can remain a member of the community. The Head of School is the final authority on all conduct sanctions.

Separation.

A student or family's voluntary choice to unenroll from the School is typically referred to by the School as a "withdrawal" and is typically reflected on a student's transcript as a "withdrawal." A student's involuntary separation from CCS for conduct reasons is typically referred to by the School as a "separation" from the School but may, depending on the facts of the situation, also be reflected on a student's transcript as a "withdrawal,"among other terms. A student's withdrawal from CCS prior to appearing before a scheduled Honor Council or Community Council meeting is viewed by the School as a tacit admission of guilt. Depending on the circumstances, a student's departure may be termed by the Head of School as "medical withdrawal," where infractions are aggravated by depression or other psychological or medical factors. A student who withdraws or is separated (voluntarily or as mandated) from Christchurch School for conduct reasons typically may not return to campus for any reason, unless reinstated as a student or granted permission by the Head of School.

Students who leave the Christchurch School community are responsible for taking all of their personal belongings with them before they leave. Though the School will help when practical, the School is not responsible for the mailing or shipping of a student's possessions. The School assumes no responsibility for any possessions left at the School. If a student separation occurs close to the end of a semester, the School may, at the Head of School's discretion, allow the student to complete exams out of residence and earn credit for the courses in which they were currently enrolled at the time of separation from the School. There is no guarantee that the School will do this in any given case of separation, and in the case of some courses that do not have a traditional seated exam, this may not be possible.

Student Separation and Re-Application.

Students who are separated from Christchurch School for any reason may not apply for readmission without meeting the following requirements:

- Successful completion of one full academic year at another institution or program. At minimum, this means earning credit for a full load of coursework as well as meeting all other requirements of the institution.
- Successful completion of any requirements of Christchurch School, such as wilderness programs, exit evaluation, educational testing, etc.
- Depending upon the circumstances of the separation, reapplication may not be allowed; permission to reapply must be secured from the Head of School, and will not be granted at the

time of dismissal. Both the family and the School must allow a sufficient amount of time to pass after the separation, typically in the amount of [**XX weeks/months**] **[verify]**.

Obligation to Report Significant Conduct Events.

Christchurch School's College Placement Program includes the School's membership in the National Association of College Admission Counselors. The School strives to abide by national standards for best practices in its college-counseling program. Students and families should be aware that the School is obligated to report to a student's colleges any significant conduct or medical issues that may occur after a student has applied to college. Examples include suspension, separation, or medical leave.

If a student is found to be in possession of illegal drugs, Christchurch has an obligation to notify law enforcement.

Offers of Re-enrollment.

The School typically offers enrollment contracts for the coming school year at the beginning of the second trimester. Enrollment contracts and deposits are due according to a schedule published by the Admission Office. Offers of enrollment are contingent upon students meeting the academic and behavioral expectations of the School. At the conclusion of the first trimester, the Interim Director of Program and Curriculum reviews the grades of all students and convenes a committee comprised of the Associate Head of School, the Director of Community Life, the Head Mental Health & Performance Counselor, and the Director of LSP in applicable cases to review the cases of any students about whom the committee has serious academic or behavioral concerns. The committee may choose to call or write to a student's parents or guardians to express concern or may choose to withhold an enrollment contract for the coming year, pending improvement. In any instance of the withholding of an enrollment contract, the parent will receive the committee's concerns in writing, along with specific steps a student needs to take in order to show satisfactory improvement by the third trimester or by the end of the year. Final decisions about withheld enrollment contracts will be made at the end of the academic year and will be based on how successfully the student met the recommendations of the committee. At all times, the terms of the applicable enrollment contract governs a student's enrollment in the School.

IV. GUIDELINES FOR PERSONAL DRESS

Personal Appearance.

Christchurch School values students for their individuality, accomplishments and contributions to the School and the wider community and therefore does not prescribe a specific uniform for class. Students are expected to dress in a manner that demonstrates respect for themselves and for those in the School community. Students are expected to be in classroom or formal school dress (formal dress Tuesdays and other ceremonial occasions) when they sign in each morning, and to remain in dress code until the end of the academic day.

The following are guidelines for student dress:

- Clothing should be in good repair (no rips, holes, frays, cutoffs, etc.).
- Shoes must be worn at all times during the academic day.
- Shorts, skirts, and dresses must extend to at least the top of the knee.
- Underwear should never be visible.
- Pajama or flannel drawstring pants are acceptable only during the evening and on weekends; they are not permitted for classroom or formal dress.

- Clothing that is too tight, too short, too low cut or generally too revealing should not be worn on campus at any point. The full abdomen must be covered at all times.
- Clothing should neither include inappropriate messages nor advertise, extol or otherwise depict things that run counter to the School's Core Values or that promote a violation of School policy (such as alcohol, tobacco, drugs, weapons, hate, derogatory or inflammatory messages, or political satire meant to denigrate another person, etc.).
- Facial hair is not permitted except when denoted by Community Life (as a senior privilege, for example).
- Taking into account cultural differences, hair should be neat and clean, and be styled or secured in a way that does not obscure the face. While we honor individuality and recognize the subjectivity of dress guidelines, faculty or staff may have conversations with students about the appropriateness of any specific style, cut, or color and may direct a change if it is warranted.

Classroom Dress.

(On Mondays, Wednesdays, Thursdays and Fridays)

Students should consider classroom dress to be modified business casual.

- Shirts must completely cover the upper body/torso in front, back, and sides. The full abdomen must be covered at all times.
- T-shirts are not permitted, and tops should cover the shoulders. Shirts, tops and blouses must have a defined neck line or be a stylized blouse/top that adheres to the guidance regarding coverage and clothes being in good repair. An example of this would be a polo.
- Tops (including dresses) with straps that do not cover the shoulders may be worn under a sweater or jacket.
- Pants or shorts of an appropriate length are permitted. Khakis (of all colors), denim (in any color except blue), and other material that is appropriate for modified business dress are permitted. This does not include joggers, sweatpants, or other athletic wear.
- Students may only wear leggings or yoga pants under skirts and dresses at the top of the knee or longer.
- Athleisure wear, such as tennis skirts or shorts, are not permitted during the academic day.
- Dresses (with straps or sleeves) or skirts that end at the top of the knee when standing in a natural position.
- A plain, Christchurch, or college sweatshirt, hoodie, or sweater may be worn over a collared shirt.
- Shoes should be clean and in good repair. Crocs, flip-flops, slippers, and slides are not permitted during the academic day for classroom dress.
- On Fridays, students may wear blue jeans that are neat and clean and free of rips, holes, or frayed edges.
- Students may only wear hats outside and on dorm.

Formal Dress.

(On Tuesdays and for special events as posted)

Formal attire guidelines exist to recognize that certain events require more reverent and respectful clothing than what is outlined in the guidelines for classroom dress. The following attire is permitted for formal dress days:

- Navy blue blazer or suit jacket.
- Sweaters or vests may be worn under the blazer or suit jacket.
- White, Oxford-style button-up shirt. We recommend having two of these.

- Tan/light brown/khaki colored pants that have seams on both the inside and outside of the legs or tan/light brown/khaki colored skirts that end at the top of the knee or lower.
- School tie or scarf (available for purchase from Community Life).
- Shoes in good condition and appropriate for the occasion.

For reference, please look at this website for what Chapel Dress items should look like. You are not required to purchase from this website. This is meant to assist you in seeing what these items look like. You are welcome to purchase from this site if you'd like.

Co-Curricular Dress.

Coaches or co-curricular leaders will provide students with guidance for practice attire and equipment. Coaches, leaders, or the Director of Athletics & Co-Curriculars will provide students with dress guidance for competition travel.

Dining Hall Dress.

Meals at CCS are a time to share and recharge within the School community. During the school day, students should be in classroom or chapel/formal dress. During evening or weekend meals, students may dress casually but with an eye to the general CCS dress guidelines. Following co-curricular activities, students should not come to meals in their practice or game gear. A clean shirt or sweatshirt is appropriate with suitable shorts, joggers, or other pants.

Off-Campus Dress.

- Students should wear classroom dress when traveling off campus for a School-related trip (not including athletic competitions) unless otherwise determined by the faculty or staff member leading the trip.
- When traveling for optional off-campus evening or weekend trips, a more relaxed manner of dress is acceptable, but should be in line with the School's general expectations of dress.
- Students should not wear the following during off-campus trips:
    - Tube tops, sheer shirts, off the shoulder tops, crop tops, or open back/cut away clothing.
    - Swimsuits, unless to be worn at the waterfront, during swimming co-curricular, or as a part of an adventure trip that involves swimming.
- Students are reminded that they are representing their families and the Christchurch School community at all times when off campus.

Equity.

As a church school within the Episcopal Diocese of Virginia, Christchurch welcomes students from a wide range of cultural backgrounds and religious traditions and complies with all applicable laws with respect to enrollment and the student/school relationship. The School values and respects the differences each student brings, and the School's dress guidelines reflect that approach. Where accommodations for religious and cultural expression are needed, the School will strive to work with students and families to manage and enforce the School's policies in a way that meets both the student's and the community's goals. Likewise, all persons, regardless of their gender identity, will be welcomed, respected, and made to feel safe in all situations within the School's caring community.

Enforcement.

Faculty and staff will enforce the Community Dress Guidelines with thoughtfulness and respect. Students arriving at School out of compliance with the School's Guidelines for Personal Dress policy will be

contacted by a faculty member or administrator. Boarding students must return to the dorm to correct the violation. Day students will either ask for a parent to bring appropriate clothing or report to Community Life to discuss and resolve the issue. The School will handle violations with care not to shame a student or disproportionately impact any specific group of students or hinder the progress of the academic day for any student. Repeated violations will result in consequences to be determined by the Community Life team. Enforcement will be consistent with the School's overall plan for conduct and culture.

V. COMMUNITY LIFE

Character, community and curiosity – these Core Values are at the heart of the culture of Christchurch School and inform its program and policies. By joining the Christchurch community, students make a commitment to demonstrate these values in their day-to-day lives both on and off campus. Joining Christchurch School means becoming a member of a rich and diverse community. The School expects that individuals will keep the good of the community in mind when making day-to-day choices. The School also expects that members of the community will recognize their responsibility for making Christchurch a place where everyone is respected, appreciated and has the opportunity to grow to their full potential. The Christchurch community includes faculty, staff and their families, as well as students and their families. It also includes alumni. As a community, the School welcomes all authorized visitors and treats them with the same respect that community members show one another. The Community Life program at Christchurch rests on these assumptions and has as its primary goal the development of exceptional character and strong skills. The School strives to ensure that graduates leave the Christchurch community well-prepared to take up their role as good global citizens in a challenging world.

Contacting the School.

The School's main switchboard (804 758 2306) is open 8:00 am - 5:00 pm, Monday through Friday. In addition, School personnel are available by email. Addresses are available through the School website. To reach a student during the school day, please call the Community Life Office (ext. 581) or the Administrator on Duty phone (804 815 3449). To reach a student in the evening or on a weekend, please call the Administrator on Duty phone.

Attendance.

Students are responsible for attending all community commitments including classes, grade level meetings, advisor meetings, assigned extra help and other community obligations such as participation in assemblies, chapel, community or advisory lunches and co-curriculars, as well as morning sign-in at the dining hall (eating breakfast is strongly encouraged, but not required).

In order to be excused from an obligation, the student's parent, a Health Services staff member, the Mental Health and Performance Counselor or the Director of Community Life must communicate the reason for the absence to the Community Life Office, preferably in writing. A student's contact time with their classroom teachers is vital to academic success. With prior approval from the Community Life Office and depending on the reason and circumstances, parents may take their student out of school for non-emergency reasons. However, as the School posts its official School calendar in advance, students are generally expected to attend all required classes and events during the school year.

If a day student arrives late, their parent or guardian should call the School (using extension 581), call or

text the Team Lead phone at (804) 758-3449, or submit a pass in Orah to notify the School. Day students arriving late must sign in at the Community Life Office when they arrive on campus. The Community Life Office may request further documentation from a student, parent or guardian (such as a doctor's note or proof of appointment) to determine the legitimacy of an absence or late arrival. The Office also reserves the right to count an absence as "skipped" even if a parent, guardian or student claims that it should be an excused absence. If a student skips a class, teachers are not required to give students extra time to make up for missed work.

Even if the student has been excused, they will still be responsible for the schoolwork they missed. They will be expected to communicate with their teachers to this end. In the case of a medical emergency or some other instance wherein a student cannot reasonably be expected to do their work, the School will arrange alternate plans and may offer allowances as determined by the Director of Program and Curriculum.

If a student misses an afternoon class due to illness, or two total classes during one academic day, they may not be permitted to participate in their afternoon co-curricular activity, be it a practice, game, rehearsal or performance.

Arriving 20 minutes or more after the start of a class is considered to be an absence and will result in a detention being assigned. Unexcused absences will also result in a detention being assigned.

It is important to note that if a student misses 15% or more of a particular class, either excused or unexcused, the School may use its discretion to decide whether or not that student should earn credit for the course.

Social Activities.

In addition to the School's academic and co-curricular programs, Christchurch offers a wide range of social activities for the student body. All students are encouraged to participate in social activities. At least several days prior, the various offerings for the upcoming weekend are emailed to the student body. Students who wish to participate in off-campus or space-limited activities may sign up as space allows leading up to the event. Students should sign up for activities that they are planning to attend. Students are strongly encouraged to follow through and participate in all activities for which they have signed up, barring unforeseen interruptions or obligations.

School dances have become a cherished experience for students at Christchurch. All students are encouraged to attend and the School welcomes outside guests with approval from the Community Life Office. Outside guests must be currently enrolled in high school and be in good standing at their institution. Christchurch students looking to bring an outside guest must pick up a guest form from Community Life and submit the guest form to the School for prior approval of any outside guest.

Community Events.

The School frequently holds community events for a variety of reasons. These include community lunches and dinners, academic award ceremonies, co-curricular recognition ceremonies, blue/orange competitions during the school day and other events. Attendance at these events is mandatory. Community events are planned and announced with expectations for dress and duration. Students who have legitimate conflicts with a scheduled all-School event must receive permission from the Community

Life Office prior to the event in order to miss the event. Without advance permission, barring exceptional circumstances, this will be considered skipping an obligation.

School Closures.

Christchurch School typically remains open during inclement weather. However, inclement weather that results in a prolonged power outage or dangerous travel conditions will result in School closure. In the event of inclement weather, the School's status is typically posted on the School website. In the case of inclement weather, the School prioritizes the safety of its community. If a family feels that driving to campus is too dangerous, the family should contact the Community Life Office to inform the School of the student's absence. The School monitors inclement weather situations. If inclement weather is expected, the School may dismiss day students early. If conditions worsen before students are able to leave campus, the School will strive to make accommodations (as best it can under the circumstances) until safety is no longer a concern.

Planned Absence for College Visits.

It is important for students to visit colleges in which they have a sincere interest in applying to and attending. It is also vital that their college visits do not compromise the quality of their course work. Students are encouraged to take full advantage of the ample vacation days in the calendar year for college visits. However, juniors and seniors may miss up to three days of class in a school year to visit colleges, but should endeavor to miss no more than two consecutive days of classes. Students should not make plans to visit a college until they have consulted with and gained the approval of the Director of College Counseling. As with all passes, students must take care of the requisite details in Orah and complete the Extended Leave Form (Orange Sheet) as early as possible.

Orah Passes.

Orah is an online system used by the School to track when students leave and return to campus. It is also used by faculty members to take roll in their dormitory halls in the evenings and attendance during classes. Anytime a student seeks to leave campus, except in relation to an off-campus School activity or a day student leaving campus for the day, students and parents are required to submit a request to the School using Orah. All students and parents will receive an Orah account. Orah is a proprietary system owned and operated by a third-party vendor. Prior to the start of the school year, the Community Life Office will communicate specific Orah instructions to students and families.

If the pass involves a student missing 4-8 classes (one or two days), the student will be asked to complete the Request for a 1-2 Day Leave Form (Orange Sheet), copies of which are available in the Community Life Office. This form must be signed by the student's teachers, advisor, the Studies Office, the Director of Community Life, and, for college visits, the College Counselor and returned to Community Life no later than 48 hours prior to departure. If the pass involves a student missing more than 8 classes or more than two days of classes, the student will be asked to complete a Request for Extended Absence Form (Blue Sheet). This form also requires the student to collect signatures, and the student must return it to Community Life no later than 7 days prior to departure. If the proper form is not submitted to Community Life prior to the student's absence, the absence will be unexcused and the School may impose disciplinary consequences in its discretion.

Once a pass has been approved, students departing from or arriving on campus at any time must sign in/out in the Community Life Office or with a faculty or staff member on duty.

Pass Options.

The following situations are examples of when students may need to acquire a pass to miss school:

- Day Students: The student may arrive late, need to leave early, or might need to miss a full day of school.
- Overnight Boarding: The student will be away overnight and may or may not miss academic or co-curricular commitments.
- Arrival school year **[verify]**
- School breaks **[verify]**
- End of year departure **[verify]**
- To attend weekend activities on and off campus that have been approved by the School (these will have various names related to the trip)

Day and Overnight Passes

- No less than 48 hours prior to departure, a student or parent should submit the pass request in Orah, unless otherwise impracticable. These pass requests must be submitted by noon on Wednesdays.
    - If a student will be staying with anyone other than their immediate family members, they must list a host with whom they will be staying and the host's email address. Minors and other students will not be approved as a host. The host responsible for the visit and that person's email address should be listed. The host will receive an email asking them to review and approve or decline the pass request.
- If a student needs transportation to Richmond International Airport, the Amtrak Staples Mill Station, the Richmond bus terminal or other reasonable hubs of public transportation, those details should be included in the Orah request and confirmed with the Community Life Transit Coordinator. Requests requiring transportation must be made one week in advance.
- Upon a student's return from a day or an overnight pass, the student must go directly to Community Life or the Team Lead to sign in.
- Any student departing campus on a pass must sign out with on-duty faculty, usually in the Community Life Office, and must sign in immediately upon their return. It is the student's obligation to find on-duty faculty and sign in or out if Community Life is closed.
- Students who fail to sign out before leaving campus on a day or overnight pass, or who fail to sign in after returning from a day or overnight pass, may be subject to consequences in the School's discretion.

Transportation Guidelines.

Parents must familiarize themselves with the travel days listed on the School calendar, the parent portal and the Parent Page of the School website. Parents are expected to plan student travel accordingly. Travel itineraries must be submitted in an Orah pass request no later than one week prior to the student's travel, or earlier depending on instruction from the Community Life Office. The Office may not be able to coordinate travel to and from campus for any student who submits their Orah pass late. In these cases, families will be required to coordinate travel through commercial companies or alternative arrangements. The School strongly encourage students to travel during approved travel times. The School has standardized rates to benefit students and families during these time frames and costs increase outside of these travel windows. The School recognizes that emergency travel may arise and costs around emergency circumstances will be taken into consideration on a case-by-case basis.

Major Travel Days 2026 – 2027

Date	DESCRIPTION	PLAN DEADLINE*
YEAR OPENING ARRIVAL		
8/12/26	Arrival: Students Attending Preseason Football	7/24/26
8/20/26	Prefect Arrival: Student Leaders	7/24/26
8/22/26	Arrival: Students Attending Preseason	7/24/26
8/29/26	Arrival: Students NOT Attending Preseason	7/24/26
FALL LONG WEEKEND		
9/22/26	10th and 12th grade students depart (optional) after co-curriculars	9/11/26
9/27/26	All students return	---------
THANKSGIVING BREAK		
11/19/26 3:00 p.m.	Students depart after classes end. Dorms close at 3:00 p.m. on 11/21/26	10/5/26
11/30/26	All students return. Dorms open at 3:00 p.m. on 11/28/26	---------
CHRISTMAS BREAK		
12/17/26 3:00 p.m.	Students depart after classes end. Dorms close at 3:00 p.m. on 12/18/26	11/9/26
1/4/27	All students return. Dorms open at 3:00 p.m. on 1/3/27	---------
SPRING BREAK/SPRING TRAINING		
2/25/27 3:00 p.m.	Students depart after classes end. Dorms close at 6:00 p.m. on 2/26/27	1/25/27
3/7/27	Arrivals for Spring Training. Dorms open at 12:00 p.m.	---------
3/15/27	All students return. Dorms open at 12:00 p.m. on 3/14/27 for those not participating in spring training.	---------
SPRING LONG WEEKEND		
4/20/27	9th and 11th grade students depart (optional) after co-curriculars	4/9/27
4/25/27	All students return	---------
END OF YEAR DEPARTURE		
5/29/27	Students depart **(All students are required to attend 9 a.m. Commencement). Dorms close at 6:00 p.m.**	5/3/27

Christchurch School Shuttles 2026 - 2027

Transportation is provided by Christchurch School to and from the Richmond International Airport or the Dulles International Airport, as well as the Richmond Amtrak Staples Mill Station, or other reasonable hubs of public transportation.

*Pass plan details are due in app.ORAH.com at 8:00 p.m. on the date listed for boarding students. Parents, be sure you are connected to app.ORAH.com in order to submit and approve these leaves for your student. If you are unable to connect to Orah please reach out to jmiller@christchurchschool.org or jomiller@christchurchschool.org.

For all travel and transportation questions, please contact Susie Carlin, scarlin@christchurchschool.org.

Standard Fees for Transportation & Travel Notes.

- $27 per hour charged in 30-minute increments for local trips. This includes any personal student appointments and does not include airport and train shuttle services. This also includes scheduled medical appointments.
- $75 for shuttles to and from the Richmond International Airport (RIC) and Amtrak Staples Mill Station during approved travel times (see below).
- $50 additional fee for students traveling as an unaccompanied minor needing an adult escort. Community Life must be informed one week in advance if a student is traveling with this designation so that a School-affiliated adult can be scheduled for this service.
- $50 additional fee for students traveling between the hours of 11:00pm - 6:00am. This additional fee is waived for school break travel and in the case of airline cancellations or delays outside of the student's control.
- The School provides students with, at minimum, 2 shuttles through hired car services for school break travel and to and from Dulles (IAD) at a cost of no more than $200 per student one way. If students travel outside of these arranged shuttle times, they will be billed the actual cost charged by the car service. (Please note that a single rider to/from Dulles is approximately $525.)
- Students taking the train out of Richmond will depart campus 2 hours prior to their scheduled departure time. Students flying out of Richmond will depart campus 3 hours prior to their scheduled departure time and students flying out of Dulles will depart campus 6 hours prior to their scheduled departure time. These travel times ensure that students have enough time to check luggage and pass security and immigration control.

Approved Travel Times.

- Weekends (Friday - Sunday): Students may depart from campus starting at 3:00pm on Fridays and all student flights or trains to return students to campus must be scheduled to arrive by 7:00pm from Richmond and 5:00pm from Dulles on Sundays.
- School Breaks (Dorms Closed): Students may depart from campus starting at 3:00pm on the last day of classes until the dorms are scheduled to close. Students may return to campus starting at 12:00pm on the day when the dorms are scheduled to re-open following a school break and all student flights or trains to return students to campus must be scheduled to arrive by 7:00pm on the day before classes begin.

Outside Approved Travel Times.

- $175 for shuttles to and from Richmond International Airport (RIC) and Amtrak Staples Mill outside of the School's approved travel times. The School's drivers are prioritized during approved travel times and shuttles outside of approved hours are limited. Travel to Dulles Airport or other locations outside of the School's approved travel times will be the actual cost charged by the hired car service.

Approved Arrival for Breaks		
	Dorms Open	**Students MUST Return to Campus By**
Fall Pre-Season Football	Wednesday, August 12 at 9:00am	---------
Prefect Arrival: Student Leaders	Thursday, August 20 at 4:00pm	Thursday, August 20 at 10:00pm
Fall Pre-Season Registration	Saturday, August 22 at 9:00am	---------
Start of Regular School Year	Saturday, August 29 at 3:00pm	Sunday, August 30 at 8:00pm
Fall Long Weekend*	(dorms remain open)	Sunday, September 27 at 8:00pm
Thanksgiving	Sunday, November 29 at 12:00pm	Monday, November 30 at 8:00pm
Christmas	Sunday, January 3 at 12:00pm	Monday, January 4 at 8:00pm
Spring Pre-Season	Sunday, March 7 at 12:00pm	---------
Spring Break	Sunday, March 14 at 12:00pm	Monday, March 15 at 8:00pm
Spring Long Weekend^	(dorms remain open)	Sunday, March 25 at 8:00pm
All Other Weekends	(dorms remain open)	Sunday at 6:00pm

Approved Departure for Breaks		
	Approved Travel Begins At	**Dorms Close At**
Fall Long Weekend* * for 10th & 12th grades only	Tuesday, September 22 at 3:00pm	(dorms remain open)
Thanksgiving	Thursday, November 19 at 3:00pm	Saturday, November 21 at 3:00pm
Christmas	Thursday, December 17 at 3:00pm	Friday, December 18 at 3:00pm
Spring Break	Thursday, February 25 at 3:00pm	Saturday, February 27 at 3:00pm
Spring Long Weekend^ ^ for 9th & 11th grades only	Tuesday, April 20 at 3:00pm	(dorms remain open)
End-of-Year	Saturday, May 29 (flexibility offered)	Saturday, May 29 at 6:00pm
All Other Weekends	Friday at 3:00pm with co-curricular permission	(dorms remain open)

Set Departure Shuttle Times for Dulles			
Thanksgiving Break	5:00am, Friday November 20 (for flights departing after 11:00am)	10:00am, Friday November 20 (for flights departing after 4:00pm)	5:00am, Saturday November 21 (for flights departing after 11:00am)
Christmas Break	3:15pm, Thursday December 17	5:00am, Friday December 18	10:00am, Friday December 18

	(for flights departing after 9:15pm)	(for flights departing after 11:00am)	(for flights departing after 4:00pm)
Spring Break	5:00am, Friday February 26 (for flights departing after 11:00am)	10:00am, Friday February 26 (for flights departing after 4:00pm)	5:00am, Saturday February 27 (for flights departing after 11:00am)
End of Year	3:15pm, Friday May 28 (for flights departing after 9:15pm)	5:00am, Saturday May 29 (for flights departing after 11:00am)	11:30am, Saturday May 29 (for flights departing after 5:30pm)

Set Arrival Shuttle Times for Dulles Please allow 90 minutes for customs and immigration processing. All pick ups take place outside of arrivals, door #3, at the time indicated below.			
Arrival Start of Year	5:00pm, Saturday August 22	5:00pm, Saturday August 29	5:00pm, Sunday August 30
Thanksgiving Break	5:00pm,Sunday November 29	5:00pm, Monday November 30	
Christmas Break	5:00pm, Sunday January 3	5:00pm, Monday January 4	
Spring Break	5:00pm, Sunday March 7	5:00pm, Sunday March 14	5:00pm, Monday March 15

Student Vehicles.

Boarding students who are in 11th and 12th grade may have vehicles on campus with the prior written authorization of the Director of Community Life. 9th and 10th grade boarding students may not have a car on campus.

- Once a vehicle is on campus, students may only park the vehicle in designated areas.
- Students may not visit or move their cars until their last commitment of the day. Students may return to their cars to pick up their athletic gear before going to practice.
- Boarding students with permission to have a vehicle on campus are required to turn in all sets of vehicle keys to the Community Life Office upon arriving at school. Failure to turn in vehicle keys upon a student's arrival at school may result in the student's car privileges being suspended or limited, in the School's discretion.
- Students needing to visit their car must first obtain permission from the Community Life Office. Violations of the School's Student Vehicles policy, or any other policy, may result in the student's restriction or loss of driving privileges, in the School's discretion.

Bicycles, Scooters and Skateboards.

Bicycles, scooters and skateboards are allowed on campus. Students should secure their own equipment and must supply their own locks. For safety reasons, bicycles, scooters and skateboards may not be stored or left in corridors of dormitories or other campus buildings. Outside, bicycles, scooters and skateboards should be used as intended and parked cautiously and responsibly. Use of motorized bicycles, scooters and skateboards on campus or during School activities is not permitted.

Drones.*

Unmanned aircraft systems (UAS), commonly referred to as drones, offer opportunities to advance the mission of Christchurch through recreation and education, and for select business purposes. Drone use is considered by the Federal Aviation Administration (FAA) to be either commercial or recreational. There are federal safety regulations imposed on all drone use, but operators of drones used for commercial purposes are held to stricter standards. Cities and counties may impose additional ordinances on drone use. Any School employee, student, parent or vendor who seeks to operate a drone on or above School property or at any School-sponsored event, whether indoors or outdoors, whether on behalf of the School or whether for a commercial or recreational purpose, must obtain prior written authorization from the School. Any approved operation of a drone must be in compliance with School policy and applicable laws, ordinances and FAA regulations. Additionally, any vendor authorized to use a drone on or above School property or at any School-sponsored event may be required to provide the School with proof of Certificate of Liability Insurance, naming the School as an additional insured party, for a minimum of $1,000,000. When approved for use, drones may not be used to monitor or record areas in violation of the law or where there is a reasonable expectation of privacy in accordance with accepted social norms, including but not limited to monitoring or recording in restrooms, locker rooms, medical care facilities and residential spaces. Drones may not be used to monitor or record sensitive institutional, confidential or personal information, including information which may be found in a workspace or classroom, or on a computer or other electronic display. Violators of this policy may be subject to discipline by the School, including rescission of previously-granted drone use permissions or dismissal from the School or other loss of School privileges. Violators may also be reported to law enforcement or the FAA, consistent with federal regulations.

Visitors on Campus.

All visitors must sign in and out in Community Life, between 8:00 am and 5:00 pm. In the evening, visitors must sign in with the Administrator on Duty at the beginning of their visit. Persons seeking to visit campus should call 804 815 3449 between the hours of 5:00 pm and 8:00 am to make arrangements. No visitor, other than a student's parent or guardian, is permitted on the dorm at any time without the permission of the Administrator on Duty or Director of Community Life. This applies to all visitors, including alumni. All visitors are expected to abide by all school rules, policies and norms while on campus. The School reserves the right to limit or deny campus access to any and all visitors who are found to be in violation of the School's policies. Students may be subject to consequences based on the actions of their campus guests.

Dining Services.

SAGE Dining Services is the School's food service provider for the 2026-2027 school year. The following is a message from SAGE:

> "SAGE is committed to delighting your senses. We offer a variety of community favorites and nutritional offerings. Your Director crafts a unique menu just for your community and we prepare much of it from scratch whenever possible. Our Executive Chefs, Test Kitchens, and Registered Dieticians make sure all recipes meet standards for quality, taste and nutrition. We support local vendors and family-owned businesses– approximately 40% of our purchases are manufactured, produced or grown within 150 miles of where we serve them.
>
> SAGE staff are trained and skilled at safely serving those in our community with food allergies. We are a NUT-FREE facility, so we do not use nuts of any kind.

We also have an Open-Kitchen Policy. Team members are approachable and always available to assist the community with any questions or needs.

Check us out on Facebook @sagediningccs or Instagram @sage.ccs

We look forward to serving you in the Cameron Dining Hall!"

Menus.

Daily, weekly and monthly menus can be found on the SAGE website:
https://www.sagedining.com/sites/christchurch/menu.

The Touch of SAGE app is available for download on your phone for menu information and allergy filtering. The menu runs on a 4-week cycle and changes seasonally.

Food stations and offerings. There are several stations to choose from in the Dining Hall:

- The Main Ingredient: hot food entrees
- Improvisations: salad bar offerings
- The Classic Cuts Deli: sandwiches and composed salads
- The Stock Exchange: house-made soups

Dining Hall Meal Schedule.

All weekdays except Tuesday

- 8:00 - 8:35 am: Breakfast
- 12:00 - 12:40 pm: Lunch
- 6:00 - 7:00 pm: Dinner

Tuesday

- 8:15-8:50 am: Breakfast
- 12:05-12:45 pm: Lunch
- 6:00- 7:00pm: Dinner

Saturday and Sunday

- 10:30 - 12:00 pm: Brunch
- 5:30 - 6:30 pm: Dinner

Student Leadership.

The Student Leadership Program at Christchurch is designed to advance the community's values and aspirations while developing key skills for the students who serve as leaders. In line with the School's aspiration of creating well-rounded global citizens, the leadership program aims to help students gain maturity, perspective and experience that will serve them throughout their lives. A variety of leadership positions exist to give students ways to shape and contribute to the culture of the School. In these spaces, student leaders serve as role models to uphold the School's Core Values, policies, rules and expectations. The School uses an application process that involves written applications, interviews, peer and faculty reviews and specific requirements to place students in the right positions for them and the School. Efforts are made to make student leadership representative of all constituencies. Student leader

elections and selections occur in both the spring and the fall, but positions may also be appointed or revoked throughout the year.

Qualifications for Student Leadership.

- The student must possess initiative and be capable of directing other students, even in the absence of faculty members.
- The student must have the potential for growth as a leader.
- The student must be a strong supporter of the School, School programs and the School mission.
- The student must accept constructive criticism and take instruction from adults in the School community.
- A student's disciplinary history at the School may be taken into account when determining their suitability for a specific leadership position.
- The student must be willing to participate in special orientation and training prior to the beginning of the school year and engage in continuing leadership development throughout the year.

Fundraising.

Students who want to sponsor a fundraiser need prior written authorization (no less than 3 weeks in advance) from the Development Office. Examples of student fundraisers could include dress down days for charity causes and raising money for or through student independent projects. Fundraisers must be organized by an existing student organization and approved by the faculty advisor or applicable coach. Student fundraisers should not conflict with or dilute the mission of Christchurch School. Door-to-door fundraising in dormitories or on-campus housing is not permitted without prior written authorization of the Development Office.

Senior Privileges.

In many ways the Seniors are seen as and given the opportunity to be leaders of the School. This responsibility is recognized at Christchurch in part by awarding specific privileges to Seniors. Early in the school year, seniors may petition the Director of Community Life for specific privileges. Those approved will typically be in place for the rest of the year. This is the responsibility of the senior class to organize, identify and propose to the Director of Community Life. Just as privileges can be awarded, they can be rescinded by the School.

VI. BOARDING STUDENTS

Life on Hall.

A student's residence hall is a place for focused study, relaxation, rest and renewal. As a shared space where students live, it is also a place where the School's Core Values must serve as the guiding principles and where mutual respect is necessary and expected. Dormitory life is a significant part of the Christchurch experience for a majority of students. Learning to live in harmony with hallmates is a fundamental expectation of life at the School. Each member of the Christchurch community has the potential to contribute to the quality of life of all members. Students who are unable or unwilling to meet the community standards of behavior will be addressed by the student's Hall Leader, Dean/Associate Dean of Students, or the Director of Community Life and may be subject to discipline, including the loss of certain privileges, a Community Council hearing and, for serious offenses, separation from the School.

Moving on Dorm.

- Students are expected to be good stewards of the space they use, whether it is their dorm room or the common areas of the dormitories and the campus as a whole.
- When students move into a room, they must check for anything that is not working or damaged and report matters of concern to their Residential Hall Leader, Dean/Associate Dean of Students, or the Director of Community Life.
- Students may not obstruct their doorways, smoke detectors or air conditioning vents.
- Students may only use surge-protected power strips in their rooms.
- Students may not tamper with fire and smoke detectors or fire extinguishers, which are in the dormitories for safety and protection.
- Because of fire regulations, tapestries, flags, bed sheets and similar items may not be hung from ceilings or bed frames.
- Students must keep windows closed when the air conditioning is on.
- Students should not remove screens from windows at any time.
- Posters and wall decorations may only be hung with poster putty or 3M-type removal hooks. Students may not use tacks, pins, nails or tape to hang items in dorm rooms.
- There must be a clear path from each bed to the door.
- Both beds should be able to be seen from the door.
- Hammocks are not allowed to be hung under beds.
- Mattresses may not be placed under the other bed in the room (i.e. no pseudo bunk beds).
- Students are encouraged to work with their roommates to develop a plan for room design. Questions about room design should be directed to the Residential Hall Leader, Dean/Associate Dean of Students, a Prefect or other creative students. All room layouts, furniture and decorations are subject to approval by the Residential Hall Leader, Dean/Associate Dean of Students and the Director of Community Life.

Required Items for Boarding Students.

Boarding students are required to bring the following to School:

Clothes/Bedding

- Required items for formal dress (*see* Guidelines for Personal Dress section), chapel, ceremonies and graduation. The School strongly recommend purchasing two shirts for formal school dress.
- Classroom dress outfits (*see* Guidelines for Personal Dress section)
- T-shirts (including ones for athletic wear and weekends)
- Athletic shorts/pants for co-curriculars
- Athletic shoes (running shoes, cleats, etc.)
- Light jacket or windbreaker
- Athletic socks
- Undergarments
- Comfortable clothing that meets guidelines for outside of class
- Appropriate sleepwear
- Shower shoes (flip flops or other sandals)
- Robe (optional)
- Hat/gloves (for winter weather)
- Outdoor clothes- see Immersion Trip minimum gear list
- Bedding - XL twin size sheet set (2 sets)
- Pillow

- Blanket
- Comforter or bedspread
- Egg crate pad, mattress pad/topper (optional)

Toiletries

- Shower caddy for bathroom supplies
- Towels and washcloths
- Deodorant
- Soap (and dish if needed)
- Shampoo/conditioner
- Toothbrush and toothpaste
- Razor and shaving cream/electric razor (plus replacements)
- Comb/brush
- Any additional soaps/lotions (optional)

Other Items

- Clothes basket/hamper (all boarding students are issued a laundry bag by the School)
- Clothes hangers
- Alarm clock – other than cell phone
- Desk lamp
- Small fan
- Curtains and tension rod (optional)
- Curling irons, blow dryers (optional)
- Surge protector (no conventional extension cords)
- Wall hangings or appropriate posters (any posters or decorations that advertise, extol or otherwise depict drugs, sexual content, alcohol, tobacco, vulgar language or hate must not be brought to campus. This includes symbols, such as swastikas or Confederate logos and battle flags).
- Poster Putty or Command strips (tape may not be used to hang items from walls)
- Any other organizational tools
- Mug, reusable water bottle and/or tumbler (Nalgene, Tervis Tumbler)
- Plastic storage container for storing snack foods
- Under-the-bed or three drawer plastic storage chest
- Lock box or other locking container (optional) (safes are not provided by the School)

Prohibited Items on Dorm.

The following items may not be brought to School by students for use in dorm rooms. If found, these items will be removed and students may be subject to consequences in the School's discretion.

- Sofas, loveseats or other large furniture
- Trees or other large plants
- Any animals, including fish
- Refrigerators of any size (mini-fridges may be acceptable for prefects and students with dietary restrictions with prior School authorization; direct inquiries to the Director of Community Life.)
- Hot plates, rice cookers, coffee pots, Keurigs, air purifiers, steamers, ice makers or any type of cooking or kitchen appliance. Some of these items may be approved for use in the dorm common room.
- Candles, incense, diffusers, etc.
- Televisions larger than 24 inches

- Electric heaters
- Irons (these are provided on each residence hall)
- Extension cords
- Speakers above 30 watts RMS or other large speakers, amplifiers, or sound bars.
- Gaming consoles (except for common room use only)
- Desktop computer
- Monitors larger than 24 inches
- Any item or illicit substance prohibited by the School's rules as stated in the Handbook.

General Dorm Room Policies

- Students are not permitted in another student's dorm room unless a resident of that room invites the non-occupant to enter. Students who are found in another student's room without permission or an invitation may be subject to consequences. Both residents of the room should come to an agreement about visitors in their room.
- Doors should remain open during evening quiet time and when students are relaxing or studying on hall.
- Both occupants of a dorm room are responsible for the condition of their room.
- Students are not permitted to hang anything from the ceilings. This is a fire hazard and mandated by fire code.

Hall Routine.

School nights (Sunday through Thursday) are structured to allow students ample quiet time to complete out-of-class assignments, depending on how they were able to manage their time during the day to get work done. This time period at the end of the day is among the most important aspects of life at Christchurch and allows students time to reflect and complete their academic work. However, it also allows for some flexibility for students who have completed their work during the day and are in good academic standing.

Dinner

6:00 - 7:00 *pm Monday - Friday*
5:30 - 6:30 pm Sunday

- Dining Hall is open for dinner.
- Students may choose to visit with friends outside.

Choice Time

7:00 - 8:20 pm Monday - Thursday

- Students may be outside, on hall, in a common area such as the dining hall lobby, field house, weight room, or student center.
- The package room is open for students to sign-out packages that arrive that day.
- The library is open for quiet study for all students.
- Day students should depart campus by 8:30 pm.

Structured Study Hall

7:00 - 8:20 pm Sunday - Thursday

- Structured study hall in a classroom required for those students on Academic Warning.

On Hall

8:30 pm Monday - Thursday

7:00 pm Sunday

- All boarding students return to their residence hall to make a plan for their evening given their workload and other tasks they need to manage.
- Room checks.

Hall Clean Up & Meetings

8:30pm - 9:00pm - Sunday - Thursday

- Hall meetings and other residential life programming, as scheduled.
- Room and Hall clean-up.
- Room inspections.

Quiet Hours

9:00 pm - until Morning

- Students may continue to work on homework.
- Students may visit one another at the discretion of the duty team.
- Showers.
- Quiet hang out.

Cell Phones to the Common Room

- *10:30 pm - 9th & 10th Graders*

In Rooms

- *10:45 pm - In Room Time. Settling in for Lights Out.*

Lights Out

11:00 pm - Sunday - Thursday
11:30 pm - Friday and Saturday

- All lights are out and students are in their own beds so that they may fall asleep.
- Conversations, music or other noise should be at a minimum to allow others to fall asleep.

Late Lights

11:00 pm - 11:30 pm

- A student who wishes to study after Lights Out must receive permission for the "Late Lights" privilege from an on-duty faculty member and have maintained study throughout the evening.
- Students up after Lights Out must be engaged in academic studying.
- Students are not permitted to use phones, watch TV, play video games, visit others, etc. after 11:00 pm.
- Students studying late in their rooms should not disturb their roommate.

Room Inspection.

Faculty on duty or student Residential Prefects will inspect dorm rooms each weekday evening, and on the weekends based on their discretion. Each student is judged to have passed or failed room inspection individually, although there are portions of the room for which both roommates are held responsible (floor, trash, etc.). On Sunday nights, each hall conducts a more thorough cleanup, including vacuuming, dusting and cleaning the common shared areas – common room refrigerator, kitchen sink, microwave, etc. Hall Leaders, Dean/Associate Dean, or the Director of Community Life may also perform random checks of rooms during the week to ensure rooms are safe, risk-free and clean. If, during the random check, any aspect of the room is found to violate School policy, the student responsible for the violation

may be subject to discipline. Students who are away for a School-related commitment should plan to clean their room prior to leaving or prior to lights out upon return.

The following are general guidelines for passing room inspection. With approval from the Dean/Associate Dean of Students and Director of Community Life, these guidelines may be modified by Residential Hall Leaders based on the needs of different halls.

- Doorways and heating/air conditioning vents are free of obstruction.
- Smoke detectors are free of obstruction or hanging items.
- Trash cans are empty.
- Beds are made.
- Floor is clean.
- Wardrobes are neat and clean inside and on top.
- Desks are neat and free of debris.
- Laundry, whether clean or dirty, is neatly stored in dressers and wardrobes.
- No conventional extension cords (power strips only).
- All rooms are in order and ready for room checks each school night.

Personal Possessions.

The School assumes no responsibility for students' personal possessions. Students should take reasonable precautions to safeguard their personal property. Students should not keep large sums of money or valuable possessions in their rooms. Any cash, small electronics or other valuables should be stored in a drawer or secured container. All electronic items (iPods, cell phones, computers) should be clearly marked with the student's name. Students who believe that an item of theirs is missing should inform the Residential Hall Leader or a Prefect immediately, as well as the Dean/Associate Dean of Students or Director of Community Life. While the School strives to promote safety, security and its Core Values at all times, students leaving their belongings at the School during breaks and vacations do so at their own risk, as personal possessions are not covered by School insurance. However, student possessions may be covered by families' personal property insurance. The School suggests that all boarding families ensure proper and adequate insurance for student possessions brought to and left at the School.

General Boarding Student Information.

Dorm Hallways and Common Rooms.

Dorm hallways are the main thoroughfares for all students to and from their living space. It is an important part of communal life that these areas be treated with respect. Every hall at Christchurch has a common room. This area is a place where dorm meetings are held and where students can relax and commune with one another. Care of these areas is the responsibility of all the students on the hall. Students should refrain from loud, disruptive, or dangerous activity in the hallway. Hallways and common rooms are typically cleaned on a daily basis. All students conduct these chores on a schedule directed by the Residential Hall Leader and the Residential Prefects.

Fire Doors.

All interior fire doors between the Scott and Murrell halls must remain closed and locked at all times, unless opened under the direct supervision of an authorized faculty member. This area is not a thoroughfare for student use, and opening these doors without keyed access will sound the fire alarm. These doors are also a vital safety access point in case of an emergency and must never be blocked.

Room Changes.

The Dean/Associate Dean of Students may direct room changes at any time based on the needs of a student or the residential community. Student-initiated requests to change rooms will be considered on a case-by-case basis after the first month of school. Students must seek the counsel and approval of their Residential Hall Leader and advisor first, and then petition the Director of Community Life for a change. The School retains ultimate authority over all room and roommate appointments.

Laundry.

The School operates a laundry service in the basement of Scott Hall and in the laundry room on Faye Dormitory. Each hall is assigned a specific day for laundry. Students bring their labeled laundry bags to the laundry room the night before their assigned day. Students are responsible for removing any pens, paper or other items from their clothing before depositing them at the laundry drop-off. Laundry staff are not responsible for any damage caused by items left by students in the pockets of clothing. If clothes are turned in by the student balled up or inside-out, laundry staff is not responsible for any item that is not properly cleaned. At the end of the scheduled laundry day, students can collect their clean laundry.

Additionally, an off-campus dry cleaning service is available for students wanting to have dry-clean-only clothing cleaned. To use this service, students must bring their items to the Community Life Office. Items go out to the dry cleaning service on Thursday and are typically returned the following Tuesday. Fees for dry-cleaning services are based on items and service requested and will be billed to each student's account. This service is available every other week.

Moving Out of a Dorm Room.

Students must follow Community Life Office-directed clean-up and checkout procedures when they vacate their dorm room. They should remove all personal belongings, including furniture and décor, when they check out at the end of the year (or if they move to another room). The room key must be returned and accounted for, and the room must be cleaned to resemble the condition when the room was initially occupied. Students who leave personal belongings in their rooms or leave their rooms in a state requiring additional clean-up from the School may be assessed a cleaning fee charged to their student accounts. If students do not turn in their assigned dorm room key at the end of the year, their student account will be charged for the lock to be replaced.

Dorm Charges.

Students are responsible for the condition of their rooms and the equipment therein. Any damage beyond normal wear and tear should be reported immediately to the School. Damages to School property, including dorm rooms, will be charged to the student account at the cost to the School plus 15%. Parents should assume that the cost will be representative of the cost of the School's approved outside contractors. The School accounts for routine wear and tear in its budget but does not budget for additional damages and the administrative cost of dealing with such damages. Work requests will be submitted by the Residential Hall Leader, Dean/Associate Dean of Students or the Associate Dean and the repair expense will be charged against the responsible student's damage deposit. Students who willfully cause damage to their room may be subject to discipline and will be financially responsible for the repair. In cases where the culpability for damage to rooms or dormitory cannot be determined, the expenses may be charged proportionally to all students in the room or hall involved.

Keys.

Students are responsible for the keys issued to them at the beginning of the year. There is a $50 fee to replace a lost key. After a third lost key, the lock will be changed and the expense for the new lock will be charged to the student's account. Lost keys should be reported immediately to the Community Life Office. Any key recovered on campus should be immediately returned to the Community Life Office. Students are prohibited from possessing keys to another student's room. A student's unauthorized possession of School employee keys may result in discipline, up to and including separation from the School.

Mail.

All boarding students are assigned a mailbox and combination and may get their US mail during free time. Student box numbers may be found on the student portal profile page. All letters and packages should be addressed as follows:

Student Name
49 Seahorse Lane
Christchurch, VA 23031

Students are generally able to pick up packages in the Community Life Office Monday – Friday, 5:30 pm - 7:00 pm, Saturday 9:00 am - 10:00 pm and Sunday 9:00 am - 7:00 pm. Alternative arrangements can be made if a student will not be on campus during these times.

Cell Phone Service.

Currently, Verizon offers reliable cell phone service in the Christchurch area. Cell phones from most other providers do not typically offer reliable reception on campus. International Students are required to have and use a US cellular plan and phone to communicate while traveling and at school.

VII. DAY STUDENTS

Day students are an integral part of the Christchurch community and are expected and invited to participate in most School activities. Day students are expected to follow the spirit and letter of School rules on and off campus.

Time on Campus.

- Day students are welcome on campus Monday through Thursday 8:00 am - 8:30 pm, Friday and Saturday 10:00 am - 10:30 pm and Sunday 10:00 am - 5:00 pm. Day students are also welcome on campus at all home competitions or other all-School events during the evenings or weekends. If a day student needs to be on campus outside of these hours, they must obtain prior authorization from the Community Life Office.
- On class days, day students are required to be on campus from breakfast sign-in until the end of co-curricular activities or special School events. Day students must sign in and out when they arrive on and leave campus, unless they are leaving after the end of their Christchurch day.
- Day students may visit dormitories during pre-approved times and with an invitation from a boarding student. They must adhere to the sign-in procedure. This privilege can be revoked at any time based on student behavior.
- Day students who are leaving campus during the academic day or their co-curricular activity must submit a pass request in Orah and have parental permission on file with the Community

Life Office. Before leaving campus during the academic day or co-curricular activities, students must sign-out in the Community Life Office.

- Day students may not leave campus between the end of classes and the beginning of co-curricular activities without prior School approval.

Short Term Boarding.

Day Students may request to board on campus short-term due to extenuating circumstances. Students seeking this option should contact the Director of Community Life for details. The School charges a fee of $50 per night to the student account unless otherwise communicated in writing by the Community Life Office.

VIII. ACADEMIC PROGRAM

Philosophy.

Christchurch School aspires to build an academic culture grounded in meaningful relationships, intellectual curiosity, and connections across disciplines. The School meets students where they are, maintains high academic expectations, and engages students through active teaching and learning. Students are empowered to make meaning from the world around them and reflect on their ability to positively impact their local, regional, and global communities.

Teachers intentionally design learning experiences where students actively construct meaning, develop deep conceptual knowledge, and apply their learning in authentic contexts. At the same time, faculty employ instructional approaches most appropriate to the learning objectives, including direct instruction, guided practice, collaborative learning, inquiry, discussion, and independent application.

The program emphasizes the integration of disciplinary knowledge and transferable skills. Students learn to think critically, communicate effectively, solve complex problems, and make connections across subject areas. Through sustained engagement with rigorous content and authentic learning experiences, students develop knowledge and habits of mind that prepare them for success in college, careers, and life-long learning.

Course Selection.

There are many pathways to a Christchurch School education. Students are encouraged to pursue their interests, explore a broad range of courses, and appropriately challenge themselves. Advisors, teachers, and college counselors work collaboratively with students to develop a four-year academic plan aligned with their interests, goals, and postsecondary aspirations. Course placement is determined through teacher recommendations, previous course performance, standardized assessment data, and departmental guidelines.

Course Load.

Students are expected to enroll in a minimum course load of six academic courses. All students are expected to enroll annually in Mathematics, Humanities, Inquiry and Expression, and Science. Students may not enroll in more than one study period during an academic year, unless otherwise approved. Participation in co-curricular programs is required during all three trimesters.

Types of Courses.

College Preparatory Courses

College Preparatory courses provide a rigorous academic foundation that prepares students for success in college and beyond. Through challenging coursework, students develop the knowledge, skills, and habits necessary for continued academic achievement.

Advanced Courses

Advanced courses are accelerated courses designed for students who demonstrate the readiness to progress through the standard curriculum with increased pace and depth. Advanced courses offer a challenge level below honors level courses and may not be available in every department. Students may enroll through teacher recommendation or by submitting a petition. Final placement is determined by the appropriate department head.

Honors Courses

Honors courses are rigorous college-level courses. Honors (DE) courses are dual-enrollment courses through which students earn credit from both Christchurch School and Batten University (formerly Virginia Wesleyan University). Students may enroll through teacher recommendation or by submitting a petition. Final placement is determined by the appropriate department head.

Graduation Requirements	***Credits***
World Language	2
Humanities ● Four Inquiry and Expression ● Four Historical Perspectives	8
Mathematics	3
Science	4
Creativity	1
Senior Speech	**[X]**

Graduation Requirement Details.

World Language

The two-credit requirement must be satisfied in the same language. Language courses taken in 8th grade will be used for placement considerations but will not count toward the 2-credit graduation requirement, nor will they count toward the high school GPA.

Humanities

The eight-credit requirement is satisfied through the successful completion of the Humanities sequence, consisting of two credits earned each year. The sequence includes a Humanities course centered on historical perspectives and a complementary Inquiry and Expression course that develops students' writing, communication, and analytical skills.

Mathematics

The three-credit requirement is satisfied through the successful completion of Algebra I, Geometry, and Algebra II during high school. Beginning with the 2026–2027 academic year, this requirement will be fulfilled through the successful completion of Integrated Algebra II & Geometry. Students who complete the required sequence in fewer than three years are still required to earn a minimum of three mathematics credits during high school.

Science

The four-credit requirement is satisfied through the successful completion of Integrated Science 9, Integrated Science 10, Integrated Science 11, and one additional science elective. Students may substitute an approved honors science course for Integrated Science 11. Seniors may choose from a wide variety of science electives to complete the requirement.

Creativity

The Creativity credit requirement is satisfied through the successful completion of a course offered by either the Visual and Performing Arts Department or the Design and Technology Department.

Senior Speech

All seniors are required to deliver an oral presentation (Senior Speech) to the school community during their graduation year. Students work with their advisors and the Humanities Department to develop and prepare their speech. Senior Speeches must follow the guidelines established by the Humanities Department and are presented during an all-School assembly.

International Students

International students must meet the same graduation requirements as domestic students. However, non-native English speakers enrolled in the English Language Learning (ELL) program may waive the World Language graduation requirement. Introductory, Intermediate, and Advanced English Language courses fulfill the Inquiry and Expression course requirement during a student's progression through the ELL program

Academic Policies.

Courses Taken Outside Christchurch School.

Christchurch School's curriculum is intentionally designed by its faculty to provide a cohesive, rigorous, and mission-aligned educational experience. Students are expected to complete their coursework through Christchurch School. Requests to complete coursework through another institution will be considered only under the following circumstances:

- To continue a required course sequence that is not offered at Christchurch School, such as a world language.
- To enroll in an elective course that is not offered by Christchurch School.
- To accelerate in a subject area by completing prerequisite coursework.
- To recover credit after failing a course or, when approved, to repeat a course.
- Under other exceptional academic circumstances approved by the Director of Program and Curriculum.

Students may enroll in an eighth course, whether at Christchurch School or through One Schoolhouse, only with prior approval from the Director of Program and Curriculum.

Approved Provider: OneSchoolhouse

Christchurch School's preferred provider for approved outside coursework is OneSchoolhouse. Through this partnership, students have access to rigorous online courses taught by experienced independent school educators while remaining fully integrated into the Christchurch School academic program.

Online courses require a high level of independence, organization, and self-motivation. Students are responsible for meeting all course expectations and deadlines. In most cases, students will be scheduled into an academic period to complete coursework independently.

Students wishing to enroll through a provider other than OneSchoolhouse must receive prior approval from the Director of Program and Curriculum. Approval is granted only in exceptional circumstances and is based on the quality of the program, its alignment with the student's academic plan, and its compatibility with Christchurch School graduation requirements. Christchurch School will only pay tuition for required core courses. Students are responsible for payments for all non-required elective courses.

Transfer Credit Prior to Enrollment.

Upon enrollment in the School, students will be awarded credit for comparable courses completed at previous institutions. The Director of Program and Curriculum, in consultation with the Head of School, will determine the remaining courses each transfer student must complete to fulfill Christchurch School's graduation requirements. Transfer courses are not included in the calculation of a student's Christchurch School grade point average (GPA).

Credit, Transcript, and GPA

Approved OneSchoolhouse courses are awarded Christchurch School credit and recorded on the Christchurch School transcript in accordance with School policy.

Courses completed through providers other than OneSchoolhouse do not appear on the Christchurch School transcript and are not included in the calculation of Christchurch School's grade point average (GPA). Courses taken at other institutions must be reported separately by the student to colleges and universities, regardless of whether the coursework was approved for enrollment. Students must provide transcripts to Christchurch School and independently send non-CCS transcripts to outside institutions.

Release of Report Cards and Transcripts.

Report cards are issued at the conclusion of each academic term. Official transcripts are typically provided to colleges, universities, and other educational institutions upon the student's request or as part of the college application process. Unofficial transcripts are available to students and families upon request.

Consistent with applicable law and the Enrollment Contract, Christchurch School may withhold report cards, transcripts, diplomas, or other official academic records until all outstanding financial obligations to the School have been satisfied.

Independent Study.

Any student seeking to obtain course credit for an independent study must obtain the prior written approval from the Director of Program and Curriculum, present a syllabus with the normal course requirements (course description, texts or other materials, timeline, assessments, and evaluative criteria) and secure a faculty sponsor to earn credit. Any student planning to submit an application for an

independent study must do so by March of the prior school year.

Add/Drop Procedure.

Students may request to add or drop a course only during the first Trimester. All schedule changes require approval from the Director of Program and Curriculum and are subject to course availability, graduation requirements, and the student's overall academic program.

Courses dropped after the add/drop period may remain on the student's academic record. Students who drop a course must maintain the minimum required course load and, when appropriate, enroll in a comparable replacement course.

Academic Credit Upon Withdrawal or Dismissal.

Students who withdraw or are dismissed before the completion of a term will not receive academic credit for that term. The student's transcript will reflect courses in progress and any grades or transcript notations recorded in accordance with School policy.

Students who withdraw or are dismissed after completing a term will receive the grades and academic credit earned through the end of that term.

Grades.

Teachers enter unofficial progress updates in Blackbaud three times each term. These updates provide a snapshot of a student's progress in the course at that point in the term. Progress updates, including any trends reflected in those updates, apply only to the current term and are intended to inform students and families of academic progress.

At the end of each term, Christchurch School issues official grade reports. Each course receives a letter grade. Prior to the 2025–2026 school year, elective courses were evaluated using Pass with Distinction, Pass, or Unsatisfactory designations. Courses that do not receive a letter grade are not included in the calculation of a student's cumulative GPA.

Christchurch School Letter Grading Scale.

Letter Grade	Numeric Average	Quality Points
A+	97-100	4.3
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	.7
F	Below 60	0

H = Honors
NC = No Credit
R = Repeat
W/F = Withdraw/Failing
I = Incomplete
W/P = Withdrawn/Passing
(OSH) = OneSchool House
(DE) = Dual Enrollment

Incompletes.

An Incomplete (I) indicates that a student has not completed the requirements of a course by the end of the grading period. An Incomplete is a temporary grade and is not calculated in the student's cumulative GPA. Once all required coursework has been completed, the Incomplete will be replaced with the appropriate final grade in accordance with School procedures. Time frames for work completion are determined by the Director of Program and Curriculum in conjunction with the Director of Community Life. The Head of School retains final authority on all course completion decisions.

Honors and Dual Enrollment Courses.

Honors (H) and Dual Enrollment (DE) courses provide students with the opportunity to engage in

rigorous college-level coursework while enrolled at Christchurch School. Dual Enrollment courses are offered in partnership with approved institutions of higher education and, upon successful completion, may earn both high school and college credit in accordance with the policies of the partner institution.

Eligibility for Honors and Dual Enrollment courses is determined by the academic department and, when applicable, the requirements of the college or university partner. Departments may consider prerequisite coursework, previous academic performance, teacher recommendations, placement assessments, writing samples, petitions, or other measures of student readiness to determine student readiness. The Director of Program and Curriculum makes final decisions regarding enrollment.

Students enrolled in Honors and Dual Enrollment courses should expect a significant academic commitment. Coursework is designed to reflect college-level expectations and may include extensive reading, analytical writing, research, laboratory work, presentations, and independent learning. Some courses may also require summer assignments or prerequisite work before the start of the academic year.

- Students who are not demonstrating sufficient success in an Honors or Dual Enrollment course may be advised to transfer to a college-preparatory course, when available and appropriate. The deadline for changes in course level is the end of the first trimester, except in extraordinary circumstances.
- Students who do not complete required summer assignments or who fail to satisfy enrollment requirements established by Christchurch School or the partner institution may be withdrawn from the course.

Extended-Time Testing.

Students who receive extended-time testing accommodations through the Learning Skills Program (LSP) or another documented accommodation plan will be provided additional time on major assessments in accordance with their approved accommodations. LSP faculty or other designated School personnel may assist with administering these accommodations. Students are responsible for communicating with their teacher in advance of an assessment to coordinate testing arrangements.

English Language Learners (ELLs) and other students with documented accommodations on file may also receive extended-time testing as specified in their approved support plan.

Extended-time testing is provided only as an approved accommodation and is not available upon request without documented educational need.

Culminating Assessments: Demonstration Days.

Each course includes a culminating assessment at the end of each trimester. This assessment should provide students with an opportunity to demonstrate mastery of the course content. This assessment may take the form of an examination, project, presentation, portfolio, performance, or other demonstration of learning.

All culminating assessments must include an in-class component. Traditional written exams should be designed to take the average student approximately 90 minutes to complete and may not exceed two and one-half hours. Approved accommodations, including extended time, will be provided to eligible students.

Students are expected to be present for all culminating assessments and must notify the course instructor, the Director of Program and Curriculum, and the Community Life Office if an absence is unavoidable at least one week prior to demonstration days.

Planned and unplanned absences during demonstration days must be approved by the Director of Program and Curriculum and Director of Community life.

Valedictorian Selection.

The valedictorian is not selected solely on the basis of cumulative GPA. To be eligible, a student must have been enrolled at Christchurch School for at least three full academic years. For students who transferred from Saint Margaret's School as part of the schools' transition, years of enrollment at Saint Margaret's School will count toward the three-year requirement. Only coursework completed at Christchurch School is included in the cumulative GPA used to determine eligibility.

Students whose cumulative GPA places them in the top 15% of the graduating class become candidates for valedictorian. The Academic Department Chairs will review all eligible candidates and vote to recommend a valedictorian. In the place of a tie, the Senior Administration Team will make the deciding vote. In making their recommendation, the department chairs will consider the student's overall academic achievement and contributions to the intellectual life of the School, including:

- Intrinsic curiosity and love of learning
- Quality and integration of academic work across disciplines
- Demonstrated excellence in writing, problem solving, critical thinking, communication, and intellectual engagement
- The rigor of the student's academic program, including course selection and level of challenge

The Head of School retains final authority for the selection of the valedictorian.

Academic Honor Rolls.

Head of School's List Honors. Students earn Head of School's List Honors by achieving a final grade point average of 3.50 or higher with no course grade below a B during the year.

Dean's List Honors. Students earn Dean's List Honors by achieving a final grade point average of 3.0 or higher with no course grade below a C+ during the year.

National Honor Society.

The Christchurch School Chapter of the National Honor Society recognizes students who demonstrate excellence in scholarship, leadership, service, and character.

Eligible students must have attended Christchurch School for at least two trimesters, maintain a minimum cumulative GPA of 3.50, have earned Head of School's List Honors for at least one trimester prior to selection, and demonstrate leadership, integrity, and a commitment to service. Meeting the minimum eligibility requirements does not guarantee selection.

Students may apply for National Honor Society during the spring of their sophomore or junior year or during the fall of their senior year. Candidates are reviewed by the chapter's Faculty Council in accordance with the National Honor Society's selection procedures and the chapter's bylaws.

To remain in good standing, members must maintain a minimum cumulative GPA of 3.50, uphold the Christchurch School Core Values and Honor Code, participate in chapter activities, and fulfill the chapter's annual service expectations.

Academic Concern and Academic Probation.

Christchurch School is committed to supporting every student's academic success. When a student's academic performance indicates the need for additional support, the School may implement interventions designed to help the student improve and successfully meet academic expectations.

Academic Concern.

Students whose term grade point average falls between 2.00 and 2.49, or who earn a grade of D or below in any course, will be placed on Academic Concern. Students on Academic Concern may be required to attend extra help sessions, meet regularly with faculty or support staff, or participate in other academic support measures.

Academic Probation.

Students whose term grade point average falls below 2.00, or who earn grades of D or below in two or more courses, will be placed on Academic Probation. In addition to required academic support, students on Academic Probation may be subject to additional expectations or restrictions, including supervised evening study hall, weekend study hall, restrictions on weekend leave, and limitations on participation in co-curricular or other extracurricular activities. The specific interventions will be determined by the School based on the student's individual circumstances and academic needs.

Academic Responsibilities During a Disciplinary Leave.

Students placed on disciplinary leave will receive written notification from the School outlining the academic expectations and responsibilities associated with the disciplinary leave.

Unless otherwise directed by the School:

- Students are responsible for obtaining and completing all assigned coursework.
- Completed assignments must be submitted by the deadlines established by the School.
- Missed assessments will be scheduled upon the student's return.
- Failure to complete or submit required work by the established deadlines may result in academic penalties in accordance with course policies.
- Students serving in-school disciplinary sanctions are subject to the same academic expectations and responsibilities as students serving an out-of-school disciplinary leave.

College Application Process.

The College Counseling Office is available to support all students and families throughout the college planning process. Students participate in a comprehensive college counseling program that includes:

- Grade-level programming
- Individual advising
- College planning and application support
- Guidance on financial aid and scholarships
- Assistance with college essays, recommendations, and application timelines
- Support in identifying colleges that align with each student's goals and interests

Families receive regular communications regarding college searches, campus visits, admissions timelines, financial aid, scholarships, and other important topics. During each student’s senior year, college

counselors and faculty work collaboratively to support students throughout the college application process.

Students requesting an absence for a college visit must follow the School's attendance and leave request procedures.

Standardized Testing.

Christchurch School administers the PSAT to sophomores and juniors each fall. Christchurch School serves as a testing site for the SAT multiple times throughout the year. Students may register directly with the appropriate testing organization to take the SAT, ACT, or other standardized assessments.

Students are responsible for registering for national test administrations and arranging transportation to off-campus testing sites when applicable. Students requesting testing accommodations must complete the required approval process with the testing organization in coordination with the Director of the Learning Skills Program well in advance of the registration deadline. The testing organization determines the student's accommodation eligibility.

Classroom Supplies.

Students are generally responsible for providing their own classroom supplies. Students should bring with them to school spiral notebooks or binders, pens and pencils, a laptop computer (MacBook or Windows from 2021 or newer), and other classroom supplies, including books, subscriptions and calculators that are noted in specific supply lists for each class.

IX. TECHNOLOGY

Introduction.

Christchurch School recognizes that technology is a necessary and empowering part of education and communication. The School seeks to use technology to enrich the educational experience of all teachers and students and to better prepare us for a more connected and dynamic world. Students and faculty use technology in many aspects of a Christchurch education and keeping up with important and useful technological advancements is a valuable part of that education. However, the School also believes that the power of the Christchurch experience rests firmly on the relationships between community members. Technology can get in the way of the formation and maintenance of these connections—in class, community gatherings, and in the common areas around campus. The School pledges to thoughtfully and actively work to understand how technology can best be used to enrich the lives of community members, when it is better to rely more on human connection for learning and personal growth, and how to provide the best conditions for students and adults to maintain healthy technology habits.

To support these goals, Christchurch School is a phone-free campus during the academic day. From the first commitment of the day until the conclusion of the last academic commitment, students are expected to keep their personal phones and other personal communication devices put away unless a faculty or staff member has specifically authorized their use. This expectation is rooted in the School's belief that meaningful learning, authentic relationships, and personal well-being flourish when students are fully present with one another. A phone-free academic day minimizes distractions, encourages active participation in classes and community life, fosters face-to-face conversation, and helps students develop healthy, intentional habits around technology. By creating dedicated times for focused engagement, the

School seeks to cultivate a community where attention, curiosity, and human relationships remain at the center of the Christchurch experience.

Acceptable Use of Technology.

Purpose and Scope.

This Acceptable Use of Technology policy describes Christchurch School's commitment to ensure the legal, ethical and appropriate use of technology resources at and provided by the School. This policy applies to all students and parents who use Christchurch School's technological resources (Users), including but not limited to, the Christchurch School network, School computers and equipment, personal computers and electronic devices whether connected to the School network or not, voice systems, email and all other software and hardware owned, leased or licensed by the School (Technology). Use of these resources is a privilege and not a right, and may be revoked at any time by the School for inappropriate use.

Authorized Use.

An authorized User under this policy is any student or parent who has been granted permission by the School to access the School's Technology. Unauthorized use of the School's Technology is strictly prohibited. By accessing the School's Technology, Users consent to the School's authority and rights as set out in this policy. The School's Technology is the property of the School. Users who are provided access to School's Technology assume responsibility for the Technology's appropriate use. The School expects Users to be careful, honest, responsible, civil and compliant with all School policies and applicable laws when utilizing the School's Technology. The School's Technology is provided to support the School's educational and business operations. When a student is withdrawn, dismissed or otherwise separated from the School, that students' and their parents' access to the School's Technology resources terminates immediately.

Prohibited Activities.

The following is a non-exhaustive list of conduct prohibited by the School in relation to Users' use of School Technology.

- Use of the School's Technology by any User may not violate any School policy or the law.
- Users who are assigned School network accounts are responsible for how those accounts are used. Account login and password information may not be shared with others.
- Users may not access the personal or confidential accounts or files of others without their permission or a legitimate academic reason and are prohibited from acting in ways that are unethical or unlawful or that invade others' privacy.
- Users may not impersonate another individual through any electronic communications.
- Users may not use Technology (including through the use of computers, cell phones, the internet and social networking sites) to discriminate against, harass, bully, haze, demean or threaten others.
- Users may not view, download, upload, record, produce, store, print or distribute electronic content determined by the School to be profane, obscene, lewd, offensive, degrading, demeaning or otherwise inappropriate to an educational institution, including pornography,

sexually descriptive or explicit material or messages, hate material or other objectionable material that may damage the reputation of the School or its employees or students.

- Users may not knowingly or recklessly post false or defamatory information about a person or organization.
- Any material any User posts on social media must be consistent with all School rules and regulations. Christchurch's standards for Core Values, honor and privacy apply to student behavior online and in all forms of electronic media and electronic communications, including email, text messages and in the use of YouTube, TikTok, Instagram, Snapchat, Facebook, Twitter, Twitch, WhatsApp, Reddit, Tumblr and other social media platforms.
- Users may not post under the name or seal of Christchurch School in any social media post without permission from the Head of School or Director of Community Life.
- Users may not tamper with, attempt to gain unauthorized access to or change any settings to any School-owned Technology in any manner whatsoever.
- Users must at all times maintain the confidentiality of the School's confidential information and other sensitive information of members of the School's community, including students, parents, employees, vendors, alumni and donors.
- Users may not use School resources for any profit-making venture or business.
- Users must limit their participation in high bandwidth computing (excessive downloading or streaming of movies or music) to preserve network resources for others. The School's Network Administrator will determine what constitutes excessive bandwidth use.
- Users must abide by all copyright and other applicable laws governing intellectual property and are prohibited from using School Technology for the acquisition, storage or distribution of any digital content that they do not have the legal right to use, including through the unauthorized downloading of software, images, music, movies or other media, or other forms of intellectual piracy.
- Users may not engage in academic plagiarism, including through the use of online sources. Plagiarism is an Honor Code violation.
- Users should use discretion when authoring or forwarding any type of electronic communication intended for any entire grade, School population (such as all faculty or staff) or the entire school. A User's permission to communicate in such a way can be limited or revoked if they breach community norms or rules.
- Users may not post chain letters or engage in spamming. Spamming is sending an annoying or unnecessary message to a large number of people.
- Users are required to have updated virus protection software on their computers when connecting to the School network.
- Users must comply with any School Technology security update processes and directions for end-user devices, including maintaining required security updates on their computers.
- Users should use caution when opening email attachments or other internet files which may contain malicious software or links to malicious websites. Any computer found to be infected with a virus or malware, to the extent that it may negatively affect School resources, will have access to the School's network revoked until such virus and malware have been removed and updated antivirus software has been installed. The Network Administrator must be notified immediately if a User knows or suspects that any student computer or device has contracted a virus or malware.

Investigation and Discipline.

Depending on the circumstances in which the School receives a report of a violation of this Acceptable Use of Technology policy, the School may conduct an investigation. Students and parents must cooperate

in any investigation into violation of this Acceptable Use of Technology policy, including answering any question posed to them by any School employee or agent truthfully, providing all relevant information and omitting none. Violations of this Acceptable Use of Technology policy may constitute an Honor Code or MSR violation. Any student or parent who violates this policy will be subject to discipline, up to and including prohibition from attending School activities, dismissal from School and removal of access to the School's network or other Technology and confiscation of certain electronic devices. Violations of the Acceptable Use of Technology policy and any subsequent discipline are handled on a case-by-case basis. Student spaces, including but not limited to rooms and vehicles, and possessions, including but not limited to personal computers and other electronic devices, may be searched in efforts to investigate or stop any reported violation of this policy.

Personal Electronic Devices.

The School recognizes the many benefits afforded by personal electronic devices, including in relation to the School's academic curricula. However, there are often times when use of a personal electronic device is inappropriate in the Christchurch community and does not promote an effective learning environment. Personal electronic devices are not to be seen, heard or used at any time during class absent prior authorization from the teacher or during any School activities such as Chapel, Assembly, Community Lunch, or other community gatherings. School adults may confiscate a device from a student if the student is using said device inappropriately, disruptively or in a way that impedes their successful and healthy involvement and integration in School life.

Social Media.

The School recognizes the many benefits afforded by technology, but also recognizes there are risks associated with internet use. The School respects the right of students to use social media platforms, personal websites and blogs, including but not limited to YouTube, TikTok, Instagram, Snapchat, Facebook, Twitter, Twitch, WhatsApp, Reddit and Tumblr. Students should manage their online privacy carefully and ensure their online activities are consistent with School policy, rules and behavioral expectations. If a student's activity on the internet or social media violates any School policy or rule, the student will be required to cease such activity. Depending on the circumstances, the student may be subject to discipline. Any student with a question about whether particular social media activity violates School policy should consult with the Director of Community Life. The School is also concerned with the growing body of research that links social media use in teens to mental health issues, and is committed to partnering with students and parents to develop and implement policies that help to reduce the negative impacts of social media use in young people. To this end, policies may be implemented that further limit the use of social media on campus.

Email.

Each student is provided with a School email address. Student email accounts are property of the School and are subject to monitoring by the School. A login and private password will access the School's network anywhere on campus, including dormitories. Students are required to use and check their School email daily, as email serves as the School's primary means of electronic communication. Official notices and information are distributed through the School's network each day. A student's School-provided email account is to be used for School purposes only.

Christchurch Network.

Christchurch has a campus-wide fiber-optic network, workstations optimized for digital media in the art room and wireless access in all academic areas of campus. There is wireless access available in residence

halls. The School provides internet access and email service to all students, as well as a secure network environment that includes filtering of internet sites for appropriate content.

Network and Account Use Monitoring.

While using the School's network or a School-issued Google Workspace for Education account, all activity is subject to monitoring and filtering. This includes internet browsing, email, Google Drive use, and interaction with web-based applications and services. Usage may be logged and reviewed to maintain a safe and secure digital learning environment and to ensure responsible use of School technology resources. There is no expectation of privacy when using School-managed accounts, devices, or network services.

Student Computing Hardware Requirements.

As the computing environment evolves, the School strives to balance choice and cost for families with function and support on campus. Families are required to provide their student with either a late-model MacBook or Windows laptop computer, along with their choice of productivity software and accident insurance. Below are more details and requirements pertaining to both models.

● **Preferred: A late-model (2021 to present) Apple MacBook laptop.** Each student with an Apple MacBook laptop is required:

-To have and maintain an active AppleCare subscription and warranty.

-To have and maintain an active Apple ID or to have a managed Apple ID managed through a family plan subscription and warranty.

● **2021-Present Model Windows/Linux Computer.** Each student with an Windows/Linux computer is required to have:

-Antivirus Software
-8 gb of RAM
-128gb of Storage Memory
-Usable Trackpad and Keyboard
-WiFi Capabilities

Computer Science Students.

The late model Apple MacBook option is REQUIRED for ALL students planning to enroll in Computer Science.

iPad Limitations.

An iPad is not a full computer, while it can fulfill some of the students' classroom needs and provides a lightweight, durable solution with no moving parts to break, they are not recommended to be purchased as the students' sole computing solution.

Intermediate/Advanced Art Students.

Each student planning to enroll in Intermediate or Advanced Art should strongly consider having an iPad, but it is not a requirement.

Purchasing Student Computers.

The School gives students the option to purchase computers for a discounted price through the Apple Educational Store. For the School to order a student computer, the student's account must have

sufficient funds to cover the student computer expense at the time or purchase. All student computer purchases must be submitted to and reviewed by the Technology Office and the Business Office.

Student Loaned Computers.

While it is not a guarantee, the School may loan a student a computer if they are in need of a temporary replacement due to damaged or broken hardware or software. Loaned computers may be given to students for up to (30) days at a time, after which if the student has not purchased a computer, the School will typically purchase the student a current model Macbook Air and charge the balance to the student's account.

Student Technology Repair Expectations.

The School provides access to a repair service through Apple and a third party vendor. The student may choose to turn in their device to the School for repair to be done by either of those parties. Students who choose to have their devices repaired through this School service will incur a 15% additional processing and handling fee on top of the cost of repair.

X. ATHLETICS & CO-CURRICULAR PROGRAMMING

Purpose and Program.

Building on the School's mission, the co-curricular program offers a diverse range of opportunities that encourage students to engage in different types of activities, with an emphasis on teamwork and collaboration. Through competition, adventure, and performance, the program strives to provide experiences that are recognized both within the School community and beyond it.

The athletic program, as part of the School's co-curricular programming, provides students with opportunities to experience the many benefits of athletic competition. The School believes athletics foster meaningful life lessons in character, emphasizing sportsmanship, competitiveness, resilience, camaraderie, and, above all, integrity. Students are expected to bring their best to practices and competitions each day. Christchurch offers more than 20 interscholastic teams, all grounded in the School's core values of community, character, and curiosity

The program also offers collaborative offerings that are neither interscholastic nor performance-based, yet still foster curiosity and personal growth. These non-competitive options provide students with the flexibility to engage in meaningful pursuits without the pressure of win-loss records or formal performance expectations, allowing them to focus on growth in a variety of contexts.

The co-curricular program supports students' physical, emotional, and social development through regular exercise, practices, competitions, and public performances. Both the athletic and visual and performing arts programs encourage students to cultivate self-confidence, responsibility, creativity, discipline, leadership, and a cooperative spirit. Through this approach, the School fosters community, character, and curiosity.

Interscholastic teams are formed based on ability. Varsity teams are encouraged to compete at the highest levels, while Junior Varsity athletes train and compete as they continue to develop their skills and understanding of the game, preparing them to become more competitive athletes.

Requirements.

All students are expected to participate in a co-curricular activity during the designated time block (3:45–5:45 PM) across all three seasons of the year (fall, winter, and spring) with two out of the three seasons being in a collaborative offering.

12th grade students are required to participate in two co-curricular seasons and may request a season off if they meet the following requirements:

- They are not a first year student
- They can demonstrate a purposeful plan of engagement and meet with the Director of Co-curriculars and Athletics
- They have been on the Deans or Headmaster's List for a full year
- They plan to participate in two collaborative offerings
- They have the approval of their advisor, parents, the Community Life Office, and the Director of Athletics and Co-Curriculars

Attendance Policy.

Attendance is mandatory for all co-curricular commitments (similar to academic classes), including practices, competitions, productions, art exhibitions, meetings, and manager responsibilities. Students who miss an afternoon obligation due to illness, or who miss any class during the day, are not permitted to participate in co-curricular activities that day (including game days) unless they receive explicit permission from the Director of Health Services or Community Life and the Director of Athletics and Co-Curriculars.

Students who fail to attend a co-curricular obligation without prior approval from the Community Life Office, Wellness and Health Center, Athletic Trainer, or Director of Athletics and Co-Curriculars will receive an unexcused absence.

The School understands that unexpected circumstances may require a student to miss an event; however, the student or parent should notify the coach in advance for the absence to be considered excused. Absences reported after the fact will not typically be excused. As members of a School-supervised team, injured athletes are expected to report to the athletic trainer for evaluation or treatment and/or attend practice in an observational capacity. Athletes should not assume they are excused from team obligations due to injury without prior approval from the School.

The School’s 2026/27 Collaborative offerings are below:

Fall	Winter	Spring
Football	Boy's Basketball (V and JV)	Baseball
Boy's Soccer (V and JV)	Girl's Basketball	Softball
Girl's Volleyball (V and JV)	Swimming (Co-ed)	Girl's Soccer
Sailing (Co-ed) (V, JV, Learn to Sail)	Drama (Production)	Boy's Tennis
Girl's Tennis	Blue Crab Bowl (Marine Science)	Boy's Lacrosse (V and JV)
Cross-Country (Co-ed)	Community Service	River and Outdoor
Girl's Field Hockey (Club-JV)	Debate	Golf (Co-ed)
Yearbook	Yearbook	Sailing (Co-ed) (V, JV, Learn to Sail)
Aquaculture		
Pep Band		

If a student is not participating in a collaboration offering, they may take part in an alternative non-collaborative option for one of the three seasons. Students may participate in only one such offering.

Fall	Winter	Spring
Strength and Fitness (Limited Numbers)	Strength and Fitness (Limited Numbers)	Strength and Fitness (Limited Numbers)
	Seahorse Soccer	
	Seahorse Basketball	
	Yoga	
	Self Defense/MMA	

Participation.

In support of building a strong community, all Christchurch students are required to participate in at least two collaborative offerings during each of the three trimesters and must participate in a Christchurch offering all year. Students are encouraged to participate in three collaborative offerings when possible. This participation is a requirement for graduation.

Some exceptions to the above stated participation requirement may be made in the School's discretion, but such requests for participation exceptions must go through the School's petition process. Please reach out to the Athletic and Co-Curricular Director to start the process.

Cuts.

Some competitive programs at the Varsity level will have to reduce rosters in order to efficiently and effectively participate throughout the year. When rosters are reduced by the coaches, players are encouraged to continue to develop at the Junior Varsity level. The School's coaches will politely and discreetly make cuts to honor every student who has tried their best to make each team.

Strength and Fitness.

Due to limited space, 9th graders are not eligible to participate in Strength and Fitness in any season. 10th, 11th, and 12th grade students may participate in Strength and Fitness for one season, pending approval from the Associate Director of Athletics and Co-Curriculars. An application process for Strength and Conditioning must be completed to participate. While every effort is made to accommodate students' selections, some offerings have a limited number of slots available.

Managers.

The head coach of each team may select a designated number of student managers each season. Managers are responsible for caring for equipment, attending all home and away games, keeping statistics, and performing other duties as assigned by the head coach, which may include filming, operating a shot clock, or maintaining a scorebook. Managers are expected to attend the full practice period, adhere to the student handbook dress code, and engage closely with the team. Students interested in serving as a manager should contact the head coach directly. If all manager positions are filled, students will need to enroll in an alternative co-curricular offering.

Club Sports Outside of Christchurch.

As a school, Christchurch values community and character building and understand the importance of development in specific athletic endeavors. The School believes in community building and using athletics and co-curriculars deepens connections to the community and each person's place on campus. The School strives to be creative and work with families and students who want to explore club sports while also being a part of our community in the athletics and co-curricular framework. If a student still feels strongly about not participating in athletics and co-curriculars due to their involvement in non-School affiliated club sports, the student is to fill out the petition form and speak with the Director of Athletics and Co-curriculars.

XI. SUPPORT, HEALTH AND WELLNESS SERVICES

Communication with Parents.

The School believes in the importance of developing an effective partnership with families to support students during their enrollment at the School. To help facilitate such collaboration, the School communicates with parents regarding student progress and may, at times, require specific permission of a parent in connection with certain School events or activities. For this reason, even though a student may turn 18 years old while enrolled at Christchurch, the School will continue to maintain regular communication with their parents and will expect the same degree of parent involvement for all students, regardless of age, in all aspects of the School's programs. By remaining at the School following a student's 18th birthday, the student will abide by all School policies and rules and understands that the School may continue to discuss or share School information with their parents to the same extent as it would were the student still a minor, including information related to academics, enrollment, attendance, conduct, discipline, health, athletics and other programs and issues.

Academic Support.

Christchurch School believes that all students can succeed, and that struggle, and even failure, can be a part of the learning process. Accordingly, the School seeks to maintain high academic expectations but also to have various levels of support and structure to help students monitor and adjust their habits and progress. The most direct and first line of academic support is the advisor. Furthermore, the Studies Office can assist advisors by ensuring accountability, providing consequences, and communicating with teachers about any needed adjustments. Students enrolled in the Learning Skills Program and the ESL program also can use direct and indirect academic support through those programs.

Faculty Advisors.

The faculty advisor system at Christchurch School serves the student, their family and the School by providing each student with an adult advisor and advocate in the School community and a trusted adult to turn to for support. Each advisor monitors a student's academics, conduct, and social progress and handles routine communications with family. New students are generally assigned an advisor on the basis of individual needs and personality. Returning students are given the option at the end of the year to remain with their present advisor or to request a new one. Students and parents are encouraged to develop a close working relationship with the student's faculty advisor and to use the advisor as their primary point of contact with the School. Advisors assist students and their families in many respects, including by encouraging students to utilize teacher feedback and skills periods, providing academic structure and support for students in consultation with the Studies Office and their families, addressing social and emotional issues in partnership with the Wellness Team when needed, and advocating for students in honor and conduct matters.

Learning Skills Program.

The Learning Skills Program (LSP) supports students with neurodiversity challenges both inside and outside the classroom. The central mission of LSP is to promote confidence and independence in each student. LSP provides group and one-on-one support to foster self-awareness of a student's learning and social-emotional challenges, to improve study and executive functioning skills required for success in high school and beyond and to provide academic support. Students enrolled in LSP are expected to fully

participate in the academic, co-curricular and residential life components of the School's program. Additionally, the Director of the Learning Skills Program or the Learning Specialist assigned to a student may serve as a student advocate to promote awareness of how a student's neurodiversity impacts their decision making, substance use, social relations, relationship with authority, stress management and self-esteem in the judicial processes. As Christchurch School understands and values the ways in which neurodiversity directly connects to student conduct and decision making, the Director of the Learning Skills Program may contribute to decisions regarding student conduct, discipline, class selection and enrollment.

Residential Support.

Residence Hall Leaders.

Residence Hall Leaders are responsible for the effective functioning of the residence halls and the wellbeing of all the students who live in them. Hall Leaders also serve as an additional point of contact, along with faculty advisors, for boarding students and their parents. Boarding students should seek out their Hall Leader regarding any issue concerning their dorm room, their roommate or concerns regarding general welfare within the dorms. The Community Life Office has developed guidelines for dormitory life, and each Hall Leader strives to work within those guidelines to build a close-knit community where students are respectful and considerate of others and shared student spaces. These policies govern things such as hall meeting times and topics, dorm chores, room and hall appearance, responses to certain infractions occurring in the residence hall and any issue with or neglect of the School's Core Values occurring in the residence hall. The Hall Leader, with student input, also plans activities and outings that make hall life rewarding for all. In support of the Hall Leader, the Community Life Office makes policy decisions, confronts major disciplinary issues and ensures the general welfare of the student body.

Health and Wellness Support.

Health Services.

Students have access to certain health care, counseling and wellness support through the School's Health Services Office. Health Services is located on the ground floor of Murrell Hall. The School's infirmary is generally open from 8:00 am to 7:00 pm, Monday through Friday, and from 10:00 am to 12:00 pm Saturday and Sunday. Most student needs can be adequately treated by Health Services personnel. Should a School nurse not be available during those hours, a student seeking medical care should report to the Community Life Office for guidance. Medical issues that require a physician's care are typically treated by one of the local medical groups outside of the School. There are two area hospitals that provide emergency services. In the event of a student medical emergency, the School will typically contact the student's family as soon as practical under the circumstances.

Students who require medical attention after 7:00 pm on weekdays and after 12:00 pm on weekends should contact the Administrator on Duty (804 815 3449), their Residence Hall Leader or another adult on duty for guidance.

Health information is stored in the student's Magnus Health Portal. Parents and students are given a username and password to access the portal.

For health and safety reasons, student allergy information is shared with all faculty and staff, as well as with the food services manager.

Counseling Services.

Counseling Services supports the social and emotional health and wellbeing of each student through educational programs, one-to-one counseling, referrals, and advocacy. Counseling Services are available via online booking or drop-ins when more "in the moment" services are needed.

The Counseling Center will strive to collaborate with any student in need of a safe, quiet, comfortable space for telehealth providing the Center has been notified 24 hours in advance. Students requiring consistent telehealth appointments should provide the School with their advance notice of their regularly occurring telehealth appointments. The School also works with outside counseling professionals should students request or be required to undergo a formal psychiatric or psychological assessment or engage in ongoing counseling or therapy beyond the scope of what the School can provide. Parents will typically be contacted for certain issues relating to student counseling, including if their child is referred for more comprehensive counseling with a referral therapist or if there are concerns for the student's personal safety or the safety of others. In all areas, the Counseling Center strives to develop awareness, acceptance, and normalization around social and emotional well-being.

Confidentiality.

Providing care requires trust. Establishing and maintaining that trust with students requires conversations about confidentiality, its protections and its limits. From time to time, the sharing of student health information with other adults or entities may be necessary on a need-to-know basis. Additionally, certain School employees may be subject to state-mandated confidentiality obligations. Typically, information shared with School employees by students and parents through medical or behavioral counseling services is kept confidential between the parties and only disclosed when authorized by the student or a parent, when threats to the health or safety of the student or others exist or in situations of abuse, neglect or domestic violence. In situations where the School has learned of information disclosed to a School employee in confidence by a student or parent, the School may consult with other professionals regarding that information if the School deems it to be in the student's best interest.

Insurance.

All students must have proof of health insurance coverage and maintain such coverage while enrolled at Christchurch. If a student's insurance plan changes during the school year, the parents must notify the School. All students, including international students are required to have United States-based health insurance. If purchased through the School's insurance vendor, the premium will be charged to the student's account. School accident insurance is purchased by the School on behalf of all students. The fee for this is included in the mandatory fees.

Medication.

In accordance with Virginia law, the School only permits the possession and use of medications (both prescription and over-the-counter) that have been approved by the United States Food and Drug Administration.

All medications must be presented to Health Services in the original, labeled container for registration and review. Consideration for any over-the-counter or prescription medications allowed in a student's

dorm room for self-administration will be made by the Nursing staff on a case-by-case basis, and will require written authorization from the parent/guardian. All medication must be possessed, stored and administered in conjunction with applicable law and regulations. Under no circumstance will any medication containing a controlled substance or that carries a risk of misuse or abuse be allowed in a student's dorm room, including but not limited to narcotics, amphetamines, barbiturates and sedatives.

All prescription medications and supplements, including vitamins, require a written order from a licensed medical provider and written parent/guardian authorization.

To treat common illness or injury, the clinic is stocked with limited over-the-counter medications. The School's Health Center staff or trained School designees may, in their discretion, administer the over-the-counter medications listed below as clinically indicated. Generic equivalents may be substituted. Parents who do not permit the School to administer over-the-counter medication to their child must provide notice of such restriction to the School in writing.

Medication	Indication	Standard Dosage (Grades 9–12)	Frequency & Route	Clinical Restrictions & Max Limits
Acetaminophen *(e.g., Tylenol)*	Headaches, fever, mild to moderate pain	325mg – 650mg	Every 4–6 hours PO (Oral) as needed	Max 3,000mg per 24 hours. Check for concurrent acetaminophen use in cold remedies.
Ibuprofen *(e.g., Advil, Motrin)*	Pain, fever, inflammation, menstrual cramps	400mg	Every 6 hours PO as needed with food	Max 1,200mg per 24 hours. Administer with a snack to prevent gastrointestinal upset.
Midol Complete	Menstrual cramps, headache, backache, bloating, fatigue associated with menstruation	2 caplets (Acetaminophen 500 mg/Caffeine 60 mg/Pyrilamine Maleate 15 mg per caplet)	Every 6 hours as needed	6 caplets in 24 hours
Cetirizine / Loratadine *(e.g., Zyrtec / Claritin)*	Seasonal allergies, environmental rhinitis	Zyrtec: 10mg Loratadine: 10mg	Once daily PO	Non-drowsy formulation preferred.

Guaifenesin / Dextromethorphan *(e.g., Robitussin DM)*	Dry cough, chest congestion from minor colds	10mL liquid or 1 tablet per package directions	Every 4 hours PO as needed	Ensure adequate fluid intake to thin mucus. Do not give for chronic asthmatic coughs.
Guaifenesin (Mucinex)	Chest congestion	600-1200mg	Every 12 hours	2,400 mg/day Encourage fluid intake
Saline Nasal Spray	Nasal dryness/ congestion	1-2 sprays each nostril	As needed	None
Cough Drops ***(e.g., Halls®, Ricola®, Chloraseptic®***	Temporary relief of sore throat, minor throat irritation, and cough	Dissolve 1 lozenge slowly in the mouth	Every 2 hours as needed	Follow manufacturer's maximum daily recommendations. Encourage hot tea and honey
Calcium Carbonate *(e.g., Tums)*	Heartburn, acid indigestion	2 tablets (typically 1,000mg – 1,500mg)	Chew PO as symptoms occur	Max 4 tablets in 24 hours. Do not use it continuously for more than two consecutive weeks.
Famotidine (Pepcid)	Heartburn, acid indigestion, sour stomach, gastroesophageal reflux (GERD) symptoms	10–20 mg orally	Once or twice daily as needed	40 mg in 24 hours
Calamine Lotion	Mild itching, poison ivy/oak/sumac, insect bites, chickenpox, minor skin irritation	Thin film applied to affected area	3–4 times daily as needed	Avoid contact with the eyes, mouth, nose, and other mucous membranes. Do not apply to deep wounds, severe burns, or infected skin.

Hydrocortisone Cream 1%	Inflammatory skin conditions such as eczema, allergic contact dermatitis, poison ivy, insect bites, and localized rashes	Thin film applied to affected area	3–4 times daily Topically	Apply sparingly. Do not apply to the face, eye area, or open wounds.
Aloe Vera Gel	Minor burns, sunburn	Applied to affected area	As needed	None
Benzocaine 10-20% *(e.g., Orajel)*	Canker sores, minor mouth or gum irritation	Small dab to affected oral lesion	Up to 4 times daily Topically	Use sparingly. Discontinue use immediately if skin color changes or cyanosis occurs.
Artificial Tears	Dry eyes, irritation	1-2 drops	As needed	None
Epinephrine Auto-Injector (0.3 mg)	Suspected anaphylaxis (difficulty breathing, throat swelling, wheezing, generalized hives with respiratory symptoms or hypotension)	**0.3 mg IM** into the anterolateral thigh immediately	May repeat every **5–15 minutes** if symptoms persist or recur while awaiting EMS.	Activate EMS immediately. Monitor airway, breathing, circulation, and vital signs. Send for additional support and AED.
Diphenhydramine *(e.g., Benadryl)*	Acute allergic reactions, hives	25mg – 50mg	Every 6 hours PO as needed	Monitor for sedation. Not to be used for routine seasonal allergy management.

Naloxone	Suspected Opioid Overdose	Administer a single spray intranasally into one nostril	Additional doses using a new nasal spray with each dose, if the patient does not respond or responds and then relapses into respiratory depression. Additional doses maybe given every 2 to 3 minutes until emergency medical assistance arrives.	Activate EMS immediately. Monitor airway, breathing, circulation, and vital signs. Send for additional support and AED.
Albuterol	Mild to moderate respiratory distress	Administer four puffs of albuterol	With a valved holding chamber between 15 -30 seconds between puffs, or one unit or ampule dose albuterol via nebulizer per standing order.	Monitor vital signs. Activate EMS with no improvement.

Medical Transportation.

Transportation for non-emergency medical situations is generally provided by the School. In emergency situations, transportation is provided as is appropriate under the circumstances given the nature of the medical emergency, be that by ambulance, the School or otherwise. A transportation fee may be charged to the student's account for these trips.

Concussions.

Any student suspected of sustaining a concussion or brain injury while at School or participating in a School activity will be referred to an appropriate healthcare professional for evaluation. If diagnosed with a concussion, a student cannot participate in physical activities such as dance, physical education, athletics, theater, choir or other after-school activities until they are able to attend a full day of school without concussion symptoms, as determined by a healthcare professional. The School's athletic trainer

will make the final evaluation when an athlete is able to return to play, after a healthcare professional has cleared the student to return.

Medical Leave of Absence.*

The School cares deeply about the wellbeing of its students. It is important that School students be able to function effectively and participate fully in all School programming. Occasionally, illness or injury may require a student to take time away from School obligations. In those situations, a medical leave of absence will enable a student to receive medical, psychological or psychiatric treatment away from School and officially remain an enrolled student. Medical leave may be considered when a student is unable to fulfill their academic obligations as a full-time student of the School as a result of a diagnosed medical issue. In some situations, parents will request that the School place their child on medical leave. In other situations, the School may require the student to be placed on medical leave, such as situations where a student's medical condition or behavior may create undue disruption in the classroom or School community or may cause the student to be a threat to the safety of themselves or others. A medical leave of absence is not a punishment; it is intended to be a caring, interventional response and an attempt to help a student obtain necessary medical treatment so that they can return to full participation in School programming, if and to the extent possible.

Placing a student on medical leave. *

Whether a student is placed on medical leave is at the sole discretion of the Head of School or their designated alternate. In making such a determination, the Head of School or their designated alternate may consult with medical care providers and mental health providers, including those who are treating the student, School counselors and faculty members as deemed appropriate, as well as parents and caretakers of the student. Circumstances which may warrant a medical leave of absence include but are not limited to attempted or threatened suicide, severe depression or mood dysregulation, self-harming behavior, signs of alcohol or drug addiction, eating disorders, emergency medical care, surgery, serious physical injury or any other situation requiring immediate or extended medical, psychological or psychiatric care. The School reserves the right to temporarily or permanently prohibit any individual from School property or activities, including students who are deemed an imminent threat of harm to themselves or others or whose medical, psychological or psychiatric needs exceed the School's capabilities, as determined by the School.

While on medical leave. *

Typically, a medical leave of absence lasts at least the majority of one grading period, but may be longer or shorter, at the School's ultimate discretion, depending on the nature of the medical leave and student progress. A student on medical leave may only visit campus or attend a School activity with the prior written consent of the Head of School or their designated alternate, and then, only when accompanied by a parent or guardian. Students on medical leave may be required to undergo medical, psychological or psychiatric evaluations in order to assess their condition and readiness to return to School. To maintain enrollment, parents of students on medical leave must sign release of information forms with non-School affiliated medical care providers in order to facilitate communication between the student's medical care providers and the School about the student. While students are on medical leave, they are still members of the School community and bound by the School's Code of Conduct and other policies. If appropriate, students on medical leave may be expected to complete assigned schoolwork, and in those circumstances, students will generally be expected to keep current on schoolwork. The School will note the student's attendance while on medical leave in accordance with applicable law.

Re-entry procedure.*

When a student is ultimately permitted to return to School following a period of medical leave, and any condition upon which a student may be allowed to return to campus following a period of medical leave, is at the sole discretion of the Head of School or their designated alternate. In making such a determination, the Head of School or their designated alternate may consult with medical care providers, including those who are treating the student, School counselors and faculty members as deemed appropriate, as well as the student, parents and caretakers of the student. Prior to a student's return to school from a medical leave of absence, parents must provide the School with information and access to the student's treating medical care providers and relevant medical records. The School reserves the right to require the student's medical care provider, or an independent medical care provider designated by the School, to submit a certification that the student is able to return to campus and fully participate in a regular course of study. This return to campus certification may be required to follow a recent or contemporaneous medical, psychological or psychiatric evaluation, as determined by the School and paid for by the parents. A student's return to campus following medical leave may be conditioned upon the student continuing to obtain medical, psychological or psychiatric treatment or other factors, as determined by the School and communicated to the student's parents. In order to help facilitate a smooth transmission back into regular School life and programming, upon receiving permission to return to the School, the student and parents will be required to meet with the Head of School or their designated alternate to review the conditions of the student's return, if any, and expectations of the student's enrollment, work, conduct and treatment, if any, moving forward.

XII. CRISIS RESPONSE PLAN

The School has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff receive training on and participate in practicing and drilling the SRP during orientation and throughout the year. More information can be provided on the School's SRP upon request.

XIII. ACKNOWLEDGMENT

I acknowledge that I have received a copy of the Christchurch School Student and Family Handbook. I understand that it is my responsibility to read (or have it read to me in totality) and understand the Handbook. If I have a question concerning any policy in the Handbook, I will discuss it with the School. I understand that I must comply with and abide by the policies contained in the Handbook. I understand that the Christchurch School Student and Family Handbook does not create any express or implied contract between the School and me, and that neither the Handbook, nor any policy contained in it, is to be interpreted as a contract. Rather, I understand that the Handbook contains information about the key policies of the School. I also understand that the School retains the right to add to, modify or remove its Student and Family Handbook, and any other School policy, at any time.

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Student Name Signature Date

_____

Parent Name Signature Date

_____

Parent Name Signature Date