



Conestoga Christian School

Parent / Student Handbook 2011-2012

Mission Statement

Conestoga Christian School, in harmony with the home and church, provides a quality educational program for K-12th grade students in an environment which nurtures Christ-like character and equips students for a life of discipleship.

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INTRODUCTION TO CONESTOGA CHRISTIAN SCHOOL

HISTORY OF THE SCHOOL

Conestoga Christian School was begun in 1952 as an extension of the educational ministry of Conestoga Mennonite Church. The first year approximately 22 students studied in a rented school building. On August 26, 1953, the Conestoga Christian Day School Association was chartered as a non-profit organization in Pennsylvania. A new building was constructed containing two rooms. The school had two teachers for grades one through nine. As the enrollment increased, more rooms were added to the first building, and in 1963 an elementary classroom building was erected. In 1974 the fifth building program was completed, adding four additional classrooms to the elementary building. A gymnasium/auditorium area, including classrooms, kitchen, stage, locker rooms, and library, was completed in 1988. An addition to the gymnasium building, which included administrative offices, classrooms, computer lab, multipurpose room, and expanded library/media center, was completed in 2005.

EDUCATIONAL AFFILIATION AND ACCREDITATION

Conestoga Christian School is a member of the Association of Christian Schools International (ACSI), Middle States Association of Colleges and Schools (MSA), the Mid-Atlantic Christian Schools Association (MACSA), National Institute for Learning Development (NILD), and Tri-County Christian Schools (TCS). The school's K-12 program is accredited by the Association of Christian Schools International (ACSI) and Middle States Association (MSA).

SCHOOL THEME AND COLORS

Conestoga Christian School has adopted the theme "Mighty in Spirit" taken from Zechariah 4:6 – "'Not by might nor by power, but by my Spirit,' says the Lord Almighty." To be mighty in spirit is to be yielded to the Holy Spirit's control and available for ministry. The school is represented by the colors maroon and gray. The school mascot is a cougar.

MISSION OF THE SCHOOL

Conestoga Christian School, in harmony with the home and church, provides a quality educational program for K-12th grade students in an environment which nurtures Christ-like character and equips students for a life of discipleship.

STATEMENT OF FAITH

1. We believe in one God, eternally existing in three persons: the Father, the Son, and the Holy Spirit (Deut. 6:4; Heb. 11:6; Matt. 28:19).
2. We believe that Jesus Christ was God in human flesh, at once fully divine and fully human. We believe in His virgin birth, His sinless life, His miracles, His vicarious and atoning death on the cross, His bodily resurrection, His ascension to the right hand of the Father, His present ministry of intercession, and His personal return in power and glory (Jn. 1:1-2, 14; Heb. 1:1-6; Phil. 2:5-8; Rom. 1:4; Col. 1:15-19; Eph. 1:22-23).
3. We believe in the present ministry of the Holy Spirit who convicts persons of sin, his indwelling presence, regenerating work, empowering baptism, spiritual gifts, and equipping ministry in the church today. We believe that it is through the indwelling presence of the Holy Spirit that the Christian is enabled to pursue a life characterized by personal holiness and faithful discipleship in obedience to Jesus Christ (Ezek.36: 26-27; Joel 2: 28-29; Acts1: 4-5, 2:1-18; Jn. 14:26; 16:8-13; Rom. 12:3-8; Eph. 4:11-16; 1 Cor. 12).
4. We believe the Bible to be the inspired, inerrant, infallible, authoritative, written Word of God (2 Tim. 3:16; 2 Pet. 1:20-21; Gal. 1:11-12; Prov. 30:5; Jn. 10:35; Heb. 4:12).
5. We believe that human beings were created in the image of God and were made for relationship with Him, but they rebelled against God and are therefore fallen, lost, estranged from their creator, and in need of salvation. We believe that the reality of sin in the human heart results in suffering, injustice, strife, and moral decay in society (Gen. 1:26-27,31; Gen. 3:8-9; Ps. 8:5-6; Gen. 2 & 3; Rom. 1:21-32; Rom. 5-7; Ps. 14:2-3; Rom. 3:12, 23; Eph. 2:1).
6. We believe that, only through Jesus Christ, God offers salvation from sin and a new way of life. We receive God's salvation and are born again by the Spirit of God when we repent and accept Jesus Christ as Savior and Lord. It is by faith through God's grace that we are saved (Jn. 3:16; Acts 4:12; 1 Jn. 4:14; 2 Cor. 5:19; Matt. 26:28; Eph. 2:5-9; Rom. 3:20-31; Rom. 5; Heb. 2:14-17; Col.2:13-15).
7. We believe that the church, the body of Christ, is composed of all those of every nation who through saving faith have entered into a vital relationship with Jesus Christ. We further believe that the church is at the very center of God's cosmic purpose, and that He has committed to the church and every member of it the task of making Christ known throughout the world (Eph. 4; Acts 2:11; 1 Cor. 12:12-13; Gal. 3:26-29; Eph. 2:19-22; Matt. 28:18-20).
8. We believe that local congregations of baptized believers exist to equip the body of Christ—through such means as worship, teaching, fellowship and prayer—to spread the Gospel of Christ; to extend the influence of the Kingdom of God in the world; and to turn themselves outward to their local communities in evangelistic witness and compassionate service. We further believe that the quality of body life among believers in caring congregations is essential for effective evangelism and outreach (Rom. 6:1-6; Matt. 28:19; Acts 2:22-24, 36-41; Acts 8:26-39; Gal. 3:26-29; Col. 2:10-15).
9. We believe that Jesus Christ calls us to discipleship, to take up our cross and follow him (Phil. 3:10; Rom. 12:1-2; Matt. 5-7; Mic. 6:8; 1 Pet. 2:21; 2 Tim. 2:11-12).
10. We believe that, in Jesus Christ, the way of love and reconciliation is revealed as God's way for His people and that the people of God are called to value the sanctity of human life, alleviate suffering, refrain from violence and work for peace in human relationships, and to live as responsible stewards of all of God's creation. Led by the Holy Spirit, we will follow Christ in the way of peace (Isa. 2:2-4, 11:1-9; Hos. 2:18; Matt. 5:8-12, 38-48; 6:14-15; 26:52; 1 Pet. 2:21-24, 1 Cor. 6:1-16; Rom. 12:14-21).
11. We believe that God instituted marriage and the family at the beginning of human history. Right sexual union takes place only within the marriage relationship, which is a covenant between one man and one woman for life, and the family formed from such a union is the God-ordained context for the birth and nurture of children (Gen. 2:24; Heb. 13:4; 1Cor. 7:1-5; Eph. 5:21-33; 1 Pet. 3:1-7; Mk. 10:2-12; Mal. 2:14-16; Eph. 6:1-4).
12. We place our hope in the reign of God and its fulfillment in the day when Christ will come again in glory to judge the living and the dead: the unsaved into the everlasting punishment of hellfire and the saved into eternal bliss with Christ. We await God's final victory, the end of this present age of struggle, the resurrection of the dead, and a new heaven and a new earth (Judg. 8:23; Mk. 1:15; Phil. 2:8-11; Rev. 11:15; 15:3-4; 21 & 22; 1 Cor. 15:12-58; Jn. 5:28-29; Matt. 10:28; 23:33; Matt. 9:43-48; Lk. 16:23).

Adopted December 17, 2001

OBJECTIVES FOR CONESTOGA CHRISTIAN SCHOOL

Spiritual Objectives

For the spiritual and moral growth of our students, the school seeks:

1. to have students come to know God as their loving Father, Jesus Christ as their Savior and Lord, and the Holy Spirit as their constant guide and illuminator.
2. to teach the Bible as God's word for today—speaking to all of our needs, giving the basis for our morals, and giving the foundation for understanding all other subjects.
3. to provide guidelines for spiritual growth toward maturity.
4. to make students aware of the world around them and their Christian responsibility to that world.
5. to teach that each Christian should be yielded wholeheartedly to God, lovingly obeying His will, and willingly choosing service to others.
6. to develop strength of Christian character so that students can explain and retain their convictions under pressure.

Personal and Social Objectives

That the student may make the best possible contribution to home, school, church, community, and the world, the school aims:

1. to help students understand, accept, and use personal capabilities with unselfish and constructive goals.
2. to encourage students to develop wholesome personal relationships through the practice of thoughtfulness and courtesy.
3. to help students develop self-awareness and understanding of aptitude for choosing occupations.
4. to encourage stewardship of possessions, helping students to gain a knowledge of worthwhile ways of sharing and serving.
5. to assist students to use leisure time in a wholesome way, understanding the proper balance between work and recreation.
6. to help students accept responsibility and opportunity so that they will experience satisfaction in worthwhile accomplishments.

Academic Objectives

Academically the school endeavors:

1. to promote high academic standards within the potential of the individual as uniquely created by God and to help each student realize full academic potential.
2. to help each student gain a thorough comprehension and command of the fundamental processes used in communicating and interacting with others, such as reading, writing, speaking, listening, and mathematics.
3. to teach and encourage the use of good study habits.
4. to develop creative and critical thinking and the proper use of biblical criteria for evaluation.
5. to produce an understanding and appreciation for God's world, an awareness of each individual's role in the environment, and the God-given responsibility to use and preserve it properly.

ORGANIZATIONAL STRUCTURE

Conestoga Christian School operates in cooperation with a network of three local Anabaptist congregations (Conestoga Mennonite Church, Hopewell Christian Fellowship, and Rockville Mennonite Church). It functions under the following chain of authority.

1. The Spiritual Advisory Committee, consisting of up to five members, at least two of whom must be serving the overseeing congregations in a pastoral, elder, or lay leadership role, is appointed by church leaders on a three-year rotating basis and serves in an advisory capacity to the Board.
2. The Board of Trustees, composed of a maximum of nine persons approved by the Spiritual Advisory Committee, is affirmed by the parent group on a three-year rotation basis and is responsible for the school's operation.
3. The Chief Administrator is approved by the Spiritual Advisory Committee and hired by the Board.
4. Faculty members are recommended by the Administrator and hired by the Board.

COMMITTEES

Board of Trustees

Members are nominated by the Spiritual Advisory Committee and are affirmed by parents. The Board has general supervision of the school and is responsible for the property holdings, expenditures, approval of curriculum and textbook selection, and hiring of teachers. The Board meets monthly, usually the third Monday of the month.

Spiritual Advisory Committee (SAC)

Members are appointed by church leaders from the Conestoga, Hopewell, and Rockville congregations. This committee is an advisory group to the Board to provide insight and direction on issues that affect the spiritual environment of the school and to make final decisions on any controversial points of a spiritual nature. This committee reviews the doctrinal position of prospective teachers and makes recommendations to the Board and administration concerning hiring of applicants. In addition to regular meetings, members of this committee attend Board meetings on a rotating basis.

Admissions Committee

Members represent the Board, administration, and faculty. This committee interviews student applicants and their parents. They use information gleaned from the interview, the application, references, available academic information, and results of admissions assessments to determine whether or not students are accepted for admission. The committee meets when applications need to be processed, with most activity occurring in the spring of each year.

Auction Committee

This committee prepares for the annual chicken barbecue and country auction held the third weekend of October. The committee meets approximately six times between May and November.

Curriculum Committee

This committee of teachers reviews the school's current written curriculum; evaluates state and/or national curriculum standards; develops a scope and sequence for each subject area; and requests objectives, units of study, lengths of study, instructional methods, assessments, resources, etc. from faculty when necessary. Work done by this committee is reported to the Administrative Team and Education Committee.

Development Committee

This committee offers feedback and direction to the Development Office of the school, dealing with issues of marketing, recruiting, fundraising, and public relations.

Education Committee

Members of this committee represent parents, faculty, and administration. This committee reviews various aspects of the educational program, working to ensure quality academics through the development of an intentional curriculum plan for each subject at each grade level. This committee promotes lifelong learning among students and faculty and evaluates current educational trends, making recommendations for implementation when appropriate. The committee meets during the school year.

Facilities Committee

This committee of parent and faculty representatives is responsible for the care of the school's buildings and grounds. It deals with custodial care and routine maintenance, lawn care, and major maintenance projects and is also responsible for long-term planning for the upkeep of the school facilities.

Finance Committee

This committee oversees the financial affairs of the school. These responsibilities include tracking monthly income and expenses, evaluating and proposing salary increases, evaluating and proposing tuition rates, proposing a yearly budget, recommending capital expenditures, and overseeing the school's assets and investments. All proposals and recommendations are submitted to the Board for approval. The committee meets the second Thursday of each month or as needed.

National Honor Society (NHS) Faculty Council

This committee consists of the NHS Advisor and five faculty members appointed by the Administrator. The duties of the Council are to nominate and select members for the NHS. The Council votes once a year after reviewing faculty recommendation forms and student activity forms submitted by eligible students. If necessary, the Council also rules on dismissal hearings.

Parent Teacher Fellowship (PTF) Executive Committee

This committee seeks to increase parents' understanding of the school program, to provide time in which parents and teachers can gain professional knowledge through resource persons and other media, and to encourage fellowship among teachers and parents as an aid in uniting home/school relationships. This committee usually meets monthly, from September to May.

Playground Committee

This committee of parent and faculty representatives is responsible to oversee planning and fundraising for renovation of the playground. Renovation will include new equipment and design. This committee works in conjunction with the Facilities Committee and meets as needed.

Safety & Security Committee

This committee is responsible to ensure the physical well being of faculty, staff, and students. The committee works to assess and address safety issues within the school's facilities and ensure effective policies to address the presence of potential destructive human interactions. They also assure the training of faculty, staff, and students in appropriate safety and emergency procedures. This committee meets as needed.

Strategic Planning Committee

The primary function of this committee is to set short-term (2-3 years) and long-range (10 years) goals in all areas of the school's organization – administration, faculty, curriculum, finances, development, spiritual health, sports, technology, etc.

Technology Committee

This committee works to develop long and short range technology plans and to implement them in a cost effective manner, helping CCS remain up-to-date with ever-changing technological advances while always evaluating decisions based on the school's mission and a biblical world view. This committee meets as needed.

ACADEMIC POLICIES AND PROCEDURES

ACADEMIC REQUIREMENTS AND GENERAL INFORMATION – MIDDLE SCHOOL

Academic Requirements

Middle school students are expected to finish the year with a passing grade in all required subjects. If a student receives a failing grade in any major subject, including Bible, summer make-up work will be required in order to proceed to the next grade. Make-up work may be required for failing grades in minor subjects.

Pre-algebra and Algebra 1 are math courses offered in eighth grade. Recommendations for Algebra 1 are based on:

- Middle school math grades
- Scores on the *Stanford Achievement Test* during the middle school years
- Developmental readiness for abstract reasoning as indicated on the *Arlin Test of Formal Reasoning*
- Study skills appropriate for participation in a high school class

Students participating in extracurricular activities must maintain passing grades in all subjects. On rare occasions, a student's LSP (Learning Support Plan) or SST (Student Support Team) action plan may include a provision modifying this requirement.

All middle school students participate in the Missions and Service Program.

Study Hall

Study halls are scheduled for middle school students. Students are expected to spend that time reading or working quietly. If students do not bring study materials with them, teachers may supply work for them. Students may request a pass from the teacher to go to the library/media center, to go to the middle school computer lab, or to see other teachers as needed. Study hall supervisors will determine whether students may work elsewhere.

If students choose to go to the middle school computer lab or library/media center during study hall, they may not play games of any kind. They may work on schoolwork or do research. Students who are doing school-related projects have priority for computer work stations in the lab or library/media center. Students may also read news or appropriate information on the Internet. If at any time a teacher determines that a student is not engaged in appropriate activity, that student may be asked to leave the computer lab or library/media center and return to study hall. Students who are behind in their schoolwork or who are not maintaining satisfactory grades may be asked to use computer work stations only for school projects and not for personal use.

Study hall supervisors may require confirmation from teachers that students request to see. Students may need to request passes in advance from teachers they need to see during study hall.

ACADEMIC REQUIREMENTS AND GENERAL INFORMATION – HIGH SCHOOL

1. Students who wish to graduate from Conestoga Christian School must earn a minimum of 22 credits in grades nine through twelve. In addition, the following guidelines must be met:
 - One year of full-time attendance
 - Minimum credits that include
 - 4.0 English
 - 3.0 Math
 - 3.0 Science
 - 3.0 Social studies
 - 0.25 Completion of a Graduation Project
 - Bible each year
 - Health/physical education (during 9th and 10th grades)

The following electives* (Each quarter elective is worth 0.1 credit.)

- 0.4 Graduation project
- 0.3 Visual arts/music/performing arts
- 0.3 Computer applications or programming
- 0.2 Technology
- 0.2 Physical education (during 11th and 12th grades)
- 0.1 Bible (during 11th and 12th grades, in addition to full-credit class)

*These requirements are implemented incrementally, beginning in 2011-12, with full implementation in 2014-15.

- One of the requirements for graduation from CCS is the successful completion of a Graduation Project. The CCS Graduation Project is intended to be a comprehensive learning activity of the highest quality both in scope and depth. The goal is to provide students with a learning experience that proves both memorable and educational. The expectation is that students will use this opportunity to develop unexplored talents and skills in an area of interest. The purpose is to challenge students to go beyond what is learned in the regular high school curriculum. While research skills are at the forefront of the project, social skills and life skills are reinforced in the process. Both the process and the project are important in the Graduation Project. The goal is that the experience of developing the Graduation Project will help all students become lifelong learners.

Different elements of the Graduation Project are completed each year during high school.

Ninth and tenth graders are required to take and pass electives focused on research and oral presentation skills.

Eleventh graders are required to start work on the actual Graduation Project, for which they receive quarterly grades and yearly credit. Eleventh graders who fall behind schedule with their Graduation Project may be required to take an additional Graduation Project elective. No credit is given for that elective.

Twelfth graders are required to hand in the completed written presentation and to give an oral presentation of the project to a panel, for which they receive credit.

There are five different areas of study available to the students. The categories are analytical research, career research, cultural experience, demonstration/exhibition/performance experience, and service experience. The details of each category are outlined in a Graduation Project Manual that is given to each student.

Accommodations or alternative requirements will be made as needed for students who receive instruction in the Resource Room.

2. Minimum credits for classification at each level

- 5.4 Sophomore
- 10.8 Junior
- 15.8 Senior

3. Basic courses in math and English are offered as scheduling allows. Placement is based on teacher recommendation, test scores, and current grades. To be considered for a change from a basic class to a regular class, a student needs to earn grades of 75% or higher.

4. Honors courses in English and history/social studies and AP courses in math and science are available for juniors and seniors who meet the following guidelines:

- 91% or higher in the course of the given discipline for each quarter of the previous year
- Evidence of class participation and effort
- Recommendation by the teacher of the given discipline

5. Honors courses and Advanced Placement classes are weighted using a GPA factor of 1.1 for grades of 75% and above. The following chart indicates how this weighting affects grades:

Percentage Grade	Letter Grade Equivalent	Unweighted Value	Weighted Value
99 – 100	A+	4.0	4.4
95 – 98	A	4.0	4.4
93 – 94	A-	3.7	4.07
91 – 92	B+	3.3	3.63
87 – 90	B	3.0	3.3
85 – 86	B-	2.7	2.97
83 – 84	C+	2.3	2.53
77 – 82	C	2.0	2.2
75 – 76	C-	1.7	1.87
73 – 74	D+	1.3	1.3
67 – 72	D	1.0	1.0
65 – 66	D-	0.7	0.7
less than 65	F	0	0

6. Students who take AP Biology or AP Calculus may wish to take the Advanced Placement test offered by the College Board Testing Service. Success on the Advanced Placement test may result in college credit being granted for the course. A fee is charged by the College Board Testing Service for Advanced Placement testing. While taking the test is optional, instruction in each of these courses is based on the assumption that students taking the course plan to take the test.
7. In certain subjects the school may recommend placement options. (Examples: Basic Algebra vs. Algebra 1, Consumer Math vs. Algebra 2, Resource Room vs. classroom instruction, etc.) If a student and his/her parents choose not to accept the recommendation, parents may find it necessary to provide additional support outside of school. For some sequential math courses, a grade of 75% or higher is recommended in the previous year's course.
8. A student who passes a course may not retake the same course at a later time for credit. A student may audit the same class for no credit. The same coursework that is required to pass the course for credit is required for any audited course.
9. GPA (grade point average) is based on percentage grade earned in each class, the number of times each class meets each week, and the weight of the class. For example, grades earned in Honors English Literature, because it is a weighted course, impact GPA more than grades earned in Chemistry. Grades earned in AP Biology impact GPA even more because AP Biology is both a weighted course and a course that meets 7 periods during the week for 1.4 credit (compared to a 1.0 credit course that meets 5 periods a week). Grade reductions resulting from more than three unexcused absences, including those due to unexcused tardies/early dismissals, may impact GPA.

Cumulative GPA is based on final grades earned during each year of high school. Cumulative GPA is not simply an average of each year's GPA, but takes into account the credits earned in determining each year's GPA.

GPA and cumulative GPA are based on grades earned at CCS. Credit earned through off-campus work or other academic institutions does not impact CCS GPA. The institution where the course work is completed will provide a transcript for that course work.

Students may choose whether or not to include CCS-approved online courses on their CCS transcript/GPA.

When a student transfers to CCS during his/her high school years, his/her cumulative GPA is based only on his/her years at CCS.

10. Class rank is determined by calculating the cumulative GPA based on final grades, beginning with the freshman year of high school. If a student transfers to CCS after the freshman year, that student's cumulative GPA is based on grades earned only at CCS.

11. Class rank determines valedictorian and salutatorian. If one or both of these students transferred to CCS after the beginning of the freshman year, or if there is a tie for either of these positions, a cumulative GPA based on quarter GPAs is calculated. The number of quarters used to calculate cumulative quarter GPAs is based on the same number of quarters for all students involved.

Examples:

- If there is a tie for valedictorian and one of the students transferred to CCS at the beginning of the tenth grade year, a cumulative GPA based on quarter grades for the sophomore, junior, and senior years is determined.
- If a tie exists between two students who attended CCS for the entire four years of high school, then the quarter grades for each of the four years are averaged.
- If a student who transferred to CCS after the beginning of the ninth grade year is identified as valedictorian or salutatorian, cumulative GPAs based on quarter grades for that student and the student(s) in the next position are calculated, using the number of quarters that the transfer student attended CCS.

If a tie still exists, the total number of credits and the number of graded classes, not including pass/fail classes, are considered.

This procedure is only used for naming valedictorian and/or salutatorian. Each student's official/recorded GPA is based on final grades. Class rank on transcripts reflects final grade GPA, which could indicate multiple students with the same rank.

12. In order for a student to graduate as valedictorian or salutatorian, a student must have completed his/her junior and senior years at CCS.
13. In rare situations, courses may be dropped or added. In order to drop and/or add a course, a student must complete a Drop/Add Form. During the first ten days of a semester, students and parents may choose to make course changes. Changes in courses at other times may occur only as a result of an SST recommendation or with special administrative permission. Teachers may not accept students into any class, including electives, without proper paperwork. Signatures must be obtained in the order in which they are listed on the form.

If a student desires to drop a course that fulfills a graduation requirement and intends to take a course other than a CCS course, the student must first submit to the high school supervisor a plan for fulfilling the graduation requirement and verification of enrollment in an approved course.

14. Students may have no more than five study halls in a week. Periods designated for online course work do not count as study halls.
15. Students must take a minimum of five credits each year.
16. Partial day enrollment is allowed for students involved in an approved supervised work-study program or an approved Vo-Tech program, as scheduling permits.
17. Students participating in extracurricular activities must maintain passing grades in all subjects. On rare occasions, a student's LSP or SST action plan may include a provision modifying this requirement.
18. All high school students participate in the Missions and Service Program, which is a graded component of each Bible class.

ACADEMIC REQUIREMENTS FOR TRANSFERRING STUDENTS

Middle School and Elementary School

Comprehensive school records for all previous grade placements are required. This includes final grades from a school and/or home school evaluations.

Exceptions: home school evaluations prior to third grade; international schools

Grade assignments from the previous school are accepted unless admissions assessment indicates significant discrepancy. If readiness for a certain grade level is not evident, resourcing and/or placement in one grade lower may be recommended.

High School

Credits recorded on transcript are accepted.

When a student is transferring with a failed course, whenever possible, the student is to make up that credit before enrolling at CCS.

If partial credit, based on the number of units of study completed, is recorded on the transcript from a previous school, the student may need to take more than the required number of credits. Example: If a student has .75 credits of English Literature from a previous school, the student will need to take an entire year of English Literature at CCS if a full credit of that course is needed to meet CCS graduation requirements.

If credits are not available, such as when a student has been home schooled, a detailed listing and explanation of courses must be provided by the parents. The Director of Guidance and the Director of Assessment and Reporting will review the home school evaluation(s) and determine the number of credits that can be granted.

If a student transfers from a school that did not require Bible, Bible credits are required only for years in attendance at CCS.

A graduation project must be completed by all transferring juniors and seniors who have not met a similar requirement (or provided evidence of completion) at a previous school. Transferring sophomores may be required to take the freshman graduation project elective.

A student who transfers to CCS as a member of the National Honor Society may transfer his/her NHS membership to CCS. In order to continue as a member of the CCS chapter, he/she must maintain CCS membership requirements. It is the responsibility of the student and/or parents to notify CCS of previous NHS membership during the first quarter of attendance at CCS.

When a student transfers to CCS during his/her high school years, his/her cumulative GPA is based only on his/her years at CCS. In order for a student to graduate as valedictorian or salutatorian, a student must have completed his/her junior and senior years at CCS.

When a CCS transcript is sent to another academic institution, any transcripts from another school where credit was earned is sent with the CCS transcript. The academic institution receiving the transcript may require an official transcript from the previous institution.

Transfer of Records

Although a parent signature is not required by law to request records from a student's previous school, whenever possible, a parent signature is obtained to request those records.

ACADEMIC ASSESSMENT

Admissions Assessment

Each student seeking admission to CCS is given a basic academic assessment appropriate to the age/grade level of the child. This assessment is used as one piece of information regarding readiness for kindergarten, ability to do grade level work 1-12, and/or special needs for academic support.

Kindergarten Assessment

Kindergarten students are given an assessment called *Search* sometime during the first semester to identify any perception weaknesses that may exist that could interfere with future academic success. Students with identified perceptual weakness may receive early intervention via *Teach* techniques in the Resource Room.

The *School Readiness Test* is given to students in kindergarten each spring to assist in determining readiness for 1st grade.

Achievement Tests

Stanford Achievement Tests are given to students in grades 1-8 each spring. These help teachers to know whether the student is meeting his/her individual potential and whether or not special weaknesses are identified. Standardized tests are only one part of a total picture. Preplanned absences and non-emergency medical appointments during achievement testing are strongly discouraged. Make-up testing for absences during achievement tests will be done at the discretion of the school. Reports of achievement test results are sent home with end-of-year report cards.

Intelligence Tests

Otis-Lennon School Ability Tests are given to students in grades 1, 3, 5, and 7 each spring in correlation with the *Stanford Achievement Tests*.

Other Tests

DIBELS (*Dynamic Indicators of Early Literacy Skills*) assessments are given three times a year to students in kindergarten through grade 2. These brief individual assessments are used to monitor students' development of reading readiness and reading skills. Selected students in grades 3-5 may also be given DIBELS to monitor their development in decoding, fluency, and comprehension.

ACT 89 Math Tests are given to students in grades 1-7 and 8th grade pre-algebra students in September, January, and May. This benchmark assessment, based on PA math standards and eligible content, is designed to provide feedback to teachers about how well students are progressing in demonstrating proficiency on grade-level standards.

In May, the *Arlin Test of Formal Reasoning* is given to students in 7th grade as one indicator of readiness for Algebra I. Other factors that are given consideration in determining math placement for grade 8 include performance on achievement tests and classroom performance. The *Arlin Test of Formal Reasoning* may also be given to students in 8th grade when Basic Algebra is offered as a 9th/10th grade course.

In October of each year, the *PLAN* is given to 9th graders and the *PSAT* is given to 10th and 11th graders.

Students are expected to schedule the *SAT* or *ACT* on their own, with the assistance of the high school director of guidance.

In some situations, the Student Support Team may recommend additional testing. Refer to STUDENT SUPPORT SERVICES in this handbook for more information.

The Intermediate Unit does reading (grades K-5) and math (grades 1-8) screening in the fall of each year. Results of that screening may lead to diagnostic assessments which are administered with parent permission and are scheduled in conjunction with classroom teachers.

Classroom Assessments

Assessment is an integral part of every classroom and serves several purposes. Assessments are a means of determining student mastery of skills and content that have been presented, practiced, and reviewed in class. Assessments are also valuable in helping a teacher identify when additional practice or reteaching is needed. Pretesting can guide teachers in knowing what aspects of a unit need particular attention and what aspects need little attention. Quizzes throughout a unit can also assist a teacher in knowing what information or skills need more clarification for students.

Some high school teachers permit students to retake tests. Some teachers allow one test per quarter. Some teachers permit students to retake any test on which a failing grade is earned. When a test is retaken, the two scores are averaged, resulting in a score that cannot exceed 75%.

The following retesting policy applies to elementary and middle school students:

A top priority is for students to master material that they need in order to move through their schooling. To fulfill this goal, students are allowed to retake any major test on which they receive less than 75%. As necessary, teachers are encouraged to reteach and review material with the student during study times or Wednesday Workout. Tests available for retake receive a sticker that must be signed by the parent or guardian. The student must arrange with the teacher to retake the test within 10 days of the date on the sticker, or by the final day of the quarter, whichever comes first. The new score is averaged with the original score to yield a new grade. The new grade cannot exceed 75%. If the student is eligible for the adjusted grading scale, the failed grade may be adjusted before the grades are averaged.

ACADEMIC REPORTING

Report Cards

Report cards are given every nine weeks. The following system is used to show the quality of work which, in the judgment of the teacher, is being done by the student. Letter grades are used for students in grades 1-5. Percentage grades are reported for students in grades 6-12. Some courses in middle school and high school are offered on a pass/fail basis. Honors and Advanced Placement high school courses are weighted.

Kindergarten:

1 = Progressing
 2 = Experiencing difficulty
 M = Mastery achieved
 X = Not applicable

Grades 1-3 Reading:

A = Advanced: Exceeds proficiency level
 P = Proficient: Meets proficiency level
 B = Basic: Approaches proficiency level
 BB = Below Basic: Performs below proficiency

Grades 1 and 2:

Grades 3 - 5 (Minor Subjects):

E = Excellent (95-100)
 G = Good (87-94)
 S = Satisfactory (76-86)
 N = Needs Improvement (0-75)
 X = Not assessed at this level

Grades 3 - 5:

A = 93-100 Excellent	A+ (99-100); A (95-98); A- (93-94)
B = 85-92 Above Average	B+ (91-92); B (87-90); B- (85-86)
C = 75-84 Average	C+ (83-84); C (77-82); C- (75-76)
D = 65-74 Below Average	D+ (73-74); D (67-72); D- (65-66)
F = 0-64 Failing	

+ = Commendable
 ✓ = Shows Improvement
 - = Needs Improvement
 No mark indicates satisfactory development

Subscript 1 indicates work done in the Resource Room.
 Subscript 2 indicates adjustments in assignments and/or grading scale.

Grades 6– 12:

99-100	A+	4.0	73-74	D+	1.3
95-98	A	4.0	67-72	D	1.0
93-94	A-	3.7	65-66	D-	0.7
91-92	B+	3.3	0-64	F	0
87-90	B	3.0			
85-86	B-	2.7		I	Incomplete
83-84	C+	2.3		P	Passing with credit; not used to compute GPA
77-82	C	2.0		*	Indicates adjustments in assignments and/or grading scale
75-76	C-	1.7			

When a student receives an Incomplete (I) on the report card, he/she is given a specific date by the teacher by which work needs to be completed. This date is usually within one week of the last day of the quarter, unless there are extenuating circumstances such as serious illness. If work is not completed by the specified date, no credit is given for the missing work.

Report cards are given to students within two weeks after the end of the marking period. They are taken home to be signed by a parent/guardian, returned to school within one week, and collected by homeroom teachers. End-of-year report cards are held by the school until all fines have been paid and all books have been returned to the school.

Midterm Reports

Every student in grades 1-12, except those receiving interim academic reports, receives a midterm report during the first quarter of the school year. Students in grades 6-12, except those receiving interim reports, also receive a midterm report during the third quarter. Midterm reports are intended as a means of keeping parents informed of their student's academic progress. They are meant to signal any correction that may be needed in the given content area, study skills, attitudes, and/or organizational ability. Midterm grades are reported for all major subjects; grades may be recorded for minor subjects, especially if a student is failing that subject or is in danger of failing.

Interim Academic Reports

For students in academic jeopardy in middle school and high school, interim academic reports that are issued three times each quarter may be recommended by the Administrative Team when at least one of the following is true for the student: academic probation, Resource Room enrollment, or SST (Student Support Team) action plan. The goal for each student is mastery of objectives. When that goal is not met by student ability and/or responsibility, parent/teacher communication is important.

A schedule for interim reports is provided to parents of students who receive the reports. It is parents' responsibility to review these reports. Interim reports do not need to be signed or returned to school.

Parents of students receiving interim reports are expected to schedule conferences with teacher(s) of those students. If parents choose not to schedule conferences, interim reports may be discontinued.

Honor Roll

A student must have a grade point average (GPA) of 3.0 or above to be eligible for the Honor Roll in middle school or high school. Students with a GPA of 3.5 or above achieve High Achievement status. Highest Achievement is achieved by students earning a GPA of 4.0 or above. Any grade below 75% (D or F) automatically excludes a student from the Honor Roll for that marking period. GPA is based on percentage grades, number of times a class meets each week, and weight of the class.

A B.U.G. Roll (Brought Up Grades) based on GPA is established for the second, third, and fourth quarters for middle school students.

Midyear and Final Exams

Students in grades 8-12 are given midyear and final exams. The following guidelines apply to midyear and final exams:

- Midyear exams and final exams are comprehensive for the respective semester.
- Test scores are included in the quarter grade for the quarter in which they are taken. Midyear exams are averaged into second quarter grades; final exams are averaged into fourth quarter grades.
- All exams are given during the scheduled exam time. Students and parents may not rearrange scheduled exams with classroom teachers. Any changes need to be requested through the building supervisor.
- No unplanned absences are excused during midyear and final exams.
- Students may be exempt from midyear or final exams in extenuating circumstances with approval from the administration.

High school exams meet the following guidelines:

Guidelines for Midyear Exams

- Exams are given in all full-credit classes.
- All students are expected to be at school during the days that midyear exams are scheduled. If a student does not have any exam during a specific testing period, he/she should use that time for upcoming exams, Bible memory, ongoing reading assignments, etc.

Guidelines for Final Exams

- Exams are given in all full-credit classes.
- Two exams are scheduled each morning. High school students have an early dismissal each day during final exams. Afternoon supervision is provided for students who do not have transportation. (Bus transportation is not available for the early dismissals since middle school and elementary students have a full day of school).
- Freshmen, sophomores, and juniors are expected to be in school all morning during final exams.
- During exam periods, seniors only need to be on campus when they have exams. Seniors who are exempt from exams or who do not have a scheduled exam during an exam period do not need to be on campus during that exam. They do, however, need to sign in and out as they come and go for their exams.
- Seniors may be exempt from a final exam in a class in which they have a cumulative average of 95% or higher. This cumulative average is based on grades as of one week before the first day of senior exams. Student absences due to exemption from exams are considered excused.
- All students, including seniors, are expected to attend the year-end chapel/awards assembly.
- Students are to turn in textbooks at the end of each final exam period. Seniors who are exempt from a final exam are expected to turn in their textbooks during the last scheduled class period.

HOMEWORK

Homework is a means of reinforcing concepts learned in the classroom and may consist of reading and answering related questions, reviewing, reflecting, and studying material covered in class. Organization, quality, legibility, and completeness are required and are important skills in themselves. Students may be asked to re-do assignments that do not meet these criteria.

To be most effective, homework must be completed by the beginning of the class for which it is due. A wise use of class time and study halls will reduce the amount of time required to do school work at home. In rare circumstances a student may be kept from completing an assignment due to parent obligations or family emergency. In such a case the parent is expected to write a note explaining the situation and asking that the homework be received one day late without loss of credit.

Assignment Books

Students are encouraged to write down their assignments, to know when they are due, and to schedule their time in order to complete each assignment satisfactorily. Assignment books are provided for students in grades three through five. Middle school students are expected to have assignment books. Use of electronic assignment books at any grade level must be approved by the building supervisor. Student assignment books may be used for regular communication between school and home if such arrangements are made with classroom teachers.

Student Absences

Students who are absent must accept responsibility to get all assignments from their teachers, not from other students. Work missed during an absence is expected to be completed in a timely fashion. At the elementary level, teachers are ultimately responsible to see that students who were absent have necessary materials and assignments. At the middle school and high school level, the primary responsibility falls upon the student to communicate with the teacher and to complete missed work in a timely manner.

When requested by parents by 8:30 a.m., homework assignments will be collected by the homeroom teacher (or a student designated by that teacher) to be sent home with another student or to be picked up by a parent. For middle school and high school students, assignments are submitted to the school office. Arrangements for pick up of assignments for elementary students may be made with the classroom teacher.

Work provided to a student during an in-school or out-of-school suspension is expected to be completed by the time the student returns to class/school unless otherwise indicated by the teacher because of the nature of the assignment. Work that is not completed is considered late and is graded accordingly.

Wednesday Workout

Wednesday Workout is held for middle school students after school each Wednesday that school is in session, from 2:50-3:30. For high school students, Wednesday Workout is usually held every other week, from 2:50-3:30. Teachers will be available to assist students with make-up work, difficult assignments, and maintenance of general skills. Participation in Wednesday Workout may be initiated by teachers, students, or parents. Parent permission for after-school study is required for middle school students.

For 2011-12, the Wednesday Workout schedule is listed below.

Middle School: Every Wednesday

High School: On the following dates:

Sept. 14	Oct. 12	Nov. 9	Dec. 14	Jan. 4	Feb. 8	Mar. 7	Apr. 4	May 2
Sept. 28	Oct. 26	Nov. 30		Jan. 18	Feb. 22	Mar. 21	Apr. 18	May 16

MUSIC AND THEATER PROGRAM

The CCS music program teaches the rudiments of music and emphasizes and promotes songs with a Christian message. Music is a form of worship, praise, and ministry.

All students in grades K-8 receive music instruction. Choir alternates every other year with a spring musical for all students in grades 4 and 5. Middle school choir is required for 6th and 7th grades and is optional for 8th grade. Choir requirements for students receiving Resource Room or Intermediate Unit services may be modified. An

elective choir, IHL, is available each year for students in grades 9-12. Instrumental ensembles are sometimes offered.

CCS choirs and ensembles give a musical program each year at Christmas and participate in a variety of spring programs. IHL ministers to local congregations and community organizations throughout the year. When a student is unable to participate in a performance, the parent/guardian must notify the teacher/director in writing.

Instrumental Music

Through a private contractor, students have the opportunity to take individual or small group instrumental lessons during the school day. Lessons are scheduled on a rotating basis so that the student does not always miss the same time class period. Information about instruments and lessons is made available to students and parents available early in the school year.

An after-school band is available for interested students. Several performances are scheduled during the school year.

IHL/Worship Team

Students participating in IHL and/or worship team must maintain passing grades in all subjects. Failure to maintain these passing grades at the end of a quarter results in removal from IHL or worship team for the next quarter. Reinstatement may occur if passing grades are earned at the end of the quarter.

To increase awareness of proper behavior, repeated discipline referrals have consequences that affect a student's participation in IHL or worship team. The goal of these guidelines is to show students that they are accountable for their actions and their effects on others. Since members of IHL and the worship team represent CCS, they need to maintain acceptable behavior according to school rules. The guidelines are as follows:

- 1 referral = talk with director/supervisor
- 2 referrals = talk with director and call to parents
- 3 referrals = suspended for 1 concert or chapel / notification of parents/guardians
- 4 referrals = suspended for 1 additional concert or chapel / notification of parents/guardians
- 5 referrals = suspended from choir or worship team and meeting with appropriate personnel

This system is put into effect at the beginning of each quarter.

Misbehavior by a choir member or worship team in school or at a choir or worship team event may result in suspension from an event. Repeated or severe offenses by a choir or worship team member in school or at a choir or worship team event may result in suspension, probation, or expulsion from the school.

A choir or worship team member who accumulates excessive unexcused tardies will not be permitted to participate in the next event. If there are continuing unexcused tardies, the student will no longer be eligible to participate in the choir or worship team.

Musicals/Dramas

A major high school musical or full-length drama are offered alternate years in the spring of the year. Roles may be available in these productions for middle school and/or elementary students.

A shorter drama may be offered in the fall of the year for middle school and high school students.

Eligibility checks for participation in a musical or drama occur weekly. From the first practice until mid-way through the practices (date to be determined by director and Administrator):

- Any student with one or more failing grades may not participate in practice until the grade is brought up to a passing grade.
- A student with failing grade(s) will be expected to participate in a mandatory study hall each Wednesday after school. During this study time, the student may seek help from teachers where needed.

After the designated mid-way point:

- Any student failing on that date and who has had a failing grade two or more previous weeks will be ineligible to continue as a member of the cast.
- A student with failing grade(s) who has not previously had a failing grade for more than one week will have two mandatory after-school study halls each week until the grade is brought up to a passing grade.

If a student fails a subject for a quarter, that student is disqualified from participation.

STUDENT SUPPORT SERVICES

CCS has a Student Support Team (SST) to ensure that available services for student support are used effectively and to provide peer support for teachers and other staff to assist them in working effectively with students that need learning support. The program is designed as an intentionally collaborative approach to student support. It is important for all students to meet with academic success. The SST is responsible to work with classroom teachers, parents, and students to that end.

A meeting of parents, teachers, and the SST will result in the development of an Action Plan for the student. (A student in middle school or high school may be asked to be part of the process as well.) Appropriate intervention will be determined. Recommendations for instructional adaptations may be part of the plan. In some situations, the student may be given interim reports to carefully monitor progress.

There may be times when the SST will recommend additional testing for a student. Based on test reports, additional intervention may be needed for the student. This intervention may involve enrollment in the Resource Room.

The Resource Room is designed to address the academic needs of students which can best be met in a setting outside of the classroom. The Resource Room has two components – Resource Room I and Resource Room II. Students may be enrolled in one or both components. Enrollment in the Resource Room carries an additional fee.

Resource Room I

Parallel instruction is available for students who are not able to function successfully with a specific class group. The curriculum for these students is developed individually, combining grade-level work and remedial instruction whenever necessary. Test scores as well as individual student performance in a given subject matter are used to determine the level of the educational material to be taught. A variety of methods and materials are used to teach each student at his/her educational level and learning style. Students receive instruction in Resource Room I during the same time that their classmates are receiving instruction in the same subject area in the classroom. Resource Room instruction occurs in an individualized or small group setting. Elementary report card grades include a subscript “1” to signify the alternate setting and the adjustments in instruction. Middle school and high school courses taken in the Resource Room are identified as Resource Room (RR) classes on the report card and transcript. Resource Room I is located in the upper level of the elementary building.

Resource Room II

Educational therapy is a program for students who have been diagnosed with learning disabilities or who exhibit characteristics of that type of learning difficulty. Educational therapy, based on a program developed by the National Institute for Learning Development (NILD), centers on stimulating areas of weakness in perception and/or cognition. An individualized therapy program is designed for each student in educational therapy and utilizes techniques which address the specific needs of the students. Students in educational therapy have two 80-minute sessions each week. Resource Room II is located in the lower level of the elementary building.

Resource Room Follow-Up

Plan A

This service is provided for one year and is designed for:

- Students who, after receiving parallel instruction in the Resource Room, are recommended for full integration into the regular classroom for instruction in all subjects
- Students who have either successfully completed educational therapy or who have been enrolled in educational therapy for at least three years and have fulfilled the obligations of the parent and student commitments (homework completion, Rhythmic Writing, parent observations)
- Students who, after receiving both parallel instruction and educational therapy, meet one or both of the above criteria

Components of the service include:

- Student profiles (identifying strengths, weaknesses, and recommendations) given to teachers
- Interim reports

- Scheduled monthly or quarterly meetings with Resource Room teacher or educational therapist, based upon interim reports, which may involve the following:
 - Review of interim reports
 - Review of notebook content and organization
 - Discussion and/or work on current assignments/projects/upcoming tests
 - Discussion of study plan
- Student-initiated contacts as needed
- Learning Support Plan (LSP), if requested by parents (Current testing and a current LSP are needed for any student who seeks accommodations on college admissions testing, such as the SAT or ACT.)

Plan B

This service is provided for any former students of the Resource Room, as long as needed.

Components of the service include:

- Student profiles
- Interim reports
- Learning Support Plan (LSP), if requested by parents (Current testing and a current LSP are needed for any student who seeks accommodations on college admissions testing, such as the SAT or ACT.)

Intermediate Unit (I.U.) Services

CCS is part of the Lancaster-Lebanon Intermediate Unit (IU) 13. The IU provides numerous services to CCS, including professional development opportunities for faculty, grants, purchase and scoring of achievement tests, psychological testing services, speech therapy, and student support in reading and math.

Based on performance on the previous year's achievement tests, end-of-year Act 89 math test, and/or teacher recommendation, students in grades K-5 (reading) and 1-8 (math) are assessed at the beginning of the year to determine eligibility for IU support services in reading and math. New students may also be assessed to determine eligibility and/or to provide classroom teachers with additional academic information. Assessments are scheduled by the IU reading specialist / math teacher in conjunction with classroom teachers.

Student needs and scheduling parameters determine the type of services that are available for qualifying students. IU student services may involve in-class support in which the IU specialist works with individual or small groups of students within the classroom. Other IU services involve "pull-out" support in which individuals or small groups of students meet with the IU specialist for additional support in areas of weakness identified through the assessments that are done. Parent permission is needed for "pull-out" services.

Services available through the IU are optional services that parents may accept or decline.

SPIRITUAL DEVELOPMENT

BIBLE MEMORY

Scripture memorization is part of the Bible course requirement at each grade level. Conestoga Christian School uses a twelve-year Bible memory program that requires memorization of at least one memory passage every nine weeks (or each semester for high school juniors and seniors). Students new to CCS begin with the quarter selection at the point of their entry to CCS and are encouraged to memorize previous selections to complete the twelve-year course.

When a student transfers to CCS and wishes to receive credit for previous Bible memorization, parents must provide written documentation of the systematic, formal program that was used, indicating the specific passages that the student learned and signed by an administrator from the previous school. CCS administration reserves the right to determine whether or not the passages are equivalent to the CCS program. The administration may determine if additional passages are necessary in order to fulfill the CCS requirement.

Students who complete the elementary Bible memory program (grades 1-5) receive a Bible upon completion of fifth grade. Students who complete the 12-year program receive a Bible and special recognition upon graduation.

In order to promote the best possible home-school relationship, each student may learn the individual Bible memory assignment from either the KJV or NIV. Memorization from NIV (copyright 2010 or earlier) is strongly encouraged. Group practice and class work are from NIV (copyright 2010 or earlier).

Participation on school and/or church quiz teams is encouraged and supported. Quiz team memorization may replace passages in the required memorization plan for students in grades 6-12 during quarters that quiz teams are active. Students who make a commitment to CCS Bible quizzing at the beginning of the year may memorize from the Bible quizzing passage for the first quarter. The number of verses memorized needs to be comparable to the twelve-year passage. Written notification of the passage(s) memorized must be received from the church or school quiz coach and given to the Bible teacher in order to be considered for the CCS requirement.

BIBLE QUIZZING

Mid-Atlantic Christian School Association (MACSA) Bible quizzing is available for both middle school (Junior High level) and high school (Senior High level) students. The two levels quiz somewhat differently, with Junior High quizzing in teams of five and Senior High quizzing in teams of three. Students are expected to memorize designated chapters of Scripture in their entirety and then be able to answer a variety of types of questions on the passage. Students sit on special chair pads and jump up as soon as they know the answer. The quizmaster can tell from a light on an electronic device who stood up first. Teams get points for each correct answer and can lose points for incorrect answers. Bonus points are given if a student "quizzes out" by getting a certain number of questions correct in a quiz. Each quiz meet consists of multiple quizzes against other schools belonging to the MACSA organization. There are three regular quiz meets, one invitational quiz meet, and one three-day quiz retreat during the season.

A member of a Bible quiz team who accumulates excessive unexcused tardies will not be permitted to participate in the next event. If there are continuing unexcused tardies, the student will no longer be eligible to participate in quizzing.

Bible quizzers are expected to maintain passing grades in all subjects. Failure to maintain these passing grades may result in restrictions in participation or removal from the team. On rare occasions, a student's LSP or SST action plan may include a provision modifying this requirement.

To increase awareness of proper behavior in team members and members of school-sponsored groups, repeated discipline referrals will have consequences that affect a student's participation in extracurricular activities. The goal of these guidelines is to show students that they are held accountable for their actions and

their effects on others. Since members of Bible quiz teams represent CCS, they need to maintain acceptable behavior according to school rules.

Misbehavior by a member of a Bible quiz team in school or at a quiz meet may result in suspension from an event. Repeated or severe offenses by a team member in school or at a quiz event may result in suspension, probation, or expulsion from the school.

Failure to keep up with memorization and/or inadequate preparation for quiz meets may result in restrictions in participation or removal from the team.

MISSIONS AND SERVICE PROGRAM

Equipping students for a life of discipleship is a process of providing students with training, tools, experiences, and examples of a Christ-like lifestyle, which will encourage and assist the student in choosing discipleship as a way of life. Discipleship affects all aspects of life and is centered in servanthood and obedience to Christ as Savior and Lord. Jesus Christ encouraged a spirit of discipleship when he instructed his followers to reach out to others, in the surrounding communities and throughout the world, with His love. (Matt. 28:18)

In order to fulfill this command, CCS seeks to provide intentional opportunities for students to develop a heart of discipleship through missions and service to others. The focus of our missions and service is two-fold. We desire to reach out into our communities and our world to touch people's lives with the love of Jesus Christ. We also need to serve one another as we live together in the CCS community. Galatians 6:10 instructs us, "As we have opportunity, let us do good to all people, especially to those who belong to the family of believers."

Expected Outcomes for the Missions and Service Program:

1. Students will develop a heart for missions and service as they recognize and identify the needs of people in their communities and the world.
2. Students will recognize and practice the concept of love and service to others as seen in Jesus Christ's statement, "Whatever you did for one of the least of these brothers of mine, you did for me." (Matthew 25:40)
3. Students will identify areas of service and seek to find ways to meet need/s, following the example of Jesus Christ.
4. Students will evaluate the work of missions throughout our world and the need for each Christian to determine his/her role in sharing the gospel of Jesus Christ.
5. Students will develop relationships with a variety of ages, cultures, and professions as they participate in various missions and service opportunities.
6. Students will demonstrate excitement when they experience the blessing of reaching out to others with the love of Christ.
7. Students will experience the value and joy of working together with others for the glory of God.

With these principles and goals in mind, the following has been established for the students of CCS.

ELEMENTARY

K-5 Elementary Project

Each year the elementary classes (kindergarten – 5th grade) join together for a school-wide missions and service project. This may take the form of collecting money or supplies for a missions agency but is not limited to these efforts. The project will clearly support a missions or Christian service agency, create connection to the people or agency that is the recipient of the project, and allow students the opportunity to see the results of their efforts.

Individual Class Projects

Individual classes will have a missions and service focus within the classroom, with opportunity for hands-on service and sharing as an important component of this focus. Teachers may choose to participate in a variety of missions and service opportunities as will best enhance the classroom curriculum.

MIDDLE SCHOOL

6-8 Middle School Project

Middle school students join together each year for at least two missions and/or service projects. In the past these projects have included supporting a Compassion child, preparing shoeboxes for needy children at Christmas, collecting items for local shelters, etc. Ideas for school projects may be submitted by students to STUCO or to the middle school supervisor for consideration.

Christian Growth, Service, and Outreach

All middle school students are involved in a Christian growth, service, or outreach activity for a designated number of hours each year throughout middle school. Activities may be chosen through service at CCS, church, or community. Verification of completed hours must be submitted by May 1 each year. Students record mission and service hours throughout the school year in the Missions and Service Log provided on the CCS network.

- Service hours for middle school students
 - Grade 6 completes 12 hours of service.
 - Grade 7 completes 12 hours of service.
 - Grade 8 completes 18 hours of service.
- The following **in-school service opportunities** may be offered as options for meeting these requirements:

Drama	Choir	Choirchimes
Bible quizzing	Senior center visitation	Worship team
Teacher assistant	Service elective	

Most of the above activities are offered during elective periods.
- This requirement may also be met by performing **service in a local church** congregation. This must be completed by the end of the third quarter. Out-of-school service must be pre-approved by the middle school supervisor. Out-of-school service that meets this requirement includes:
 - Helping in children's ministries
 - Helping in the church nursery
 - Involvement with a worship team
 - Missions trip
- Other **community service** may be considered for fulfillment of this requirement. Students must have community service approved in advance by the middle school supervisor.

HIGH SCHOOL

9-12 High School Community Service Project

One day each year high school students go to various ministries in the surrounding communities for a day of service. Together, students are engaged, supporting and encouraging local ministry organizations through their contributions of work for the day. Suggestions for service opportunities may be submitted to the high school supervisor.

In-School Service Days

Each high school class (9th – 12th grade) spends a half-day during the year helping with projects on the school campus. Campus work projects are determined in conjunction with the Facilities Committee, Facilities Coordinator, and Head of Maintenance.

Missions Trip

Every two years high school students have the opportunity to participate in a CCS missions trip. Students have the opportunity to be involved in the work of missionaries as they share the love of Jesus Christ with others.

Christian Growth, Service, and Outreach

All high school students are involved in a Christian growth, service, or outreach activity throughout the school year. These hours may be completed through service to a mission organization, a local church congregation, the community, or CCS. *(No more than half of the hours may be completed through service to a local church*

congregation.) Each student creates his/her own proposal for participation in missions and service. Completion of Christian Growth, Service, and Outreach is a requirement for high school Bible and is worth 30 points as part of the high school Bible grade.

Missions and Service Proposal

- In the spring of each year high school students complete a service proposal that reflects their goals for missions and service for the next school year.
- Students should consider their spiritual gifts, abilities, and interests as they determine how God would have them serve for the year.
- The plan is submitted as part of the Bible class and should propose service of a minimum of 20 hours for the year. Students keep track of hours in the Missions and Service Log provided on the CCS network.
- Students are encouraged to log all hours of missions and service not just those that meet the requirement.
- Students who have completed hours above and beyond the required amount in excess of 150 hours are recognized at the end of their senior year.
- The proposal is worth 10 points toward the Bible grade in the 1st quarter of the school year.
- The proposal is submitted to the Bible teacher.

Missions and Service Log

- In the spring of each year high school students submit a Missions and Service Log of hours completed during the current school year.
- A Personal Response that includes a reflection of what they learned or experienced during the school year is included with the Missions and Service Log.
- The Log is worth 20 points toward the Bible grade in the 4th quarter of the school year.
- The Log and Personal Response are submitted to the high school supervisor.

Missions and service hours may be completed through the venues listed below. Other missions/service venues may be considered but must be approved by the high school supervisor in advance.

- **Missions organizations** may provide opportunities for service. This would include a church-sponsored or CCS mission trip; volunteer time given to organizations such as Gain Ministries, MCC, etc.; ministry in evangelistic back-yard clubs and volunteer time given to a summer camp ministry. If students have questions about other opportunities that may be available, they should check with the high school supervisor for approval.
- This requirement may be partially met by performing service in a **local church congregation**. Out-of-school service that meets this requirement includes but is not limited to the following:
 - Helping/teaching in children's ministries
 - Helping in the church nursery
 - Involvement with a worship team
 - Teaching/assisting in Vacation Bible School
- **Community service** may be considered for fulfillment of this requirement.
- **CCS service opportunities** may be offered at school as options for helping to meet these requirements. Possible service opportunities might be teacher assistant, service elective/senior center visitation, high school community service project, auction, and in-school service days.

GUIDELINES FOR THE MIDDLE SCHOOL AND HIGH SCHOOL CHRISTIAN GROWTH, SERVICE, AND OUTREACH REQUIREMENT:

1. Hours must be completed on an annual basis and cannot be carried forward to the next year.
2. Service hours may not be counted if there is any kind of remuneration involved.
3. Hours served during the summer months are counted toward the next year of service.
4. A missions trip of five or more days fulfills the service hours for that year.
5. Adjustment of required hours may be considered for students transferring in during the school year.
6. The administration reserves the right to adjust expectations under extenuating circumstances.

Conestoga Christian School
HIGH SCHOOL MISSIONS AND SERVICE
PERSONAL RESPONSE (submitted with Log)

Name _____ Grade _____ Date _____

1. What was positive about this missions/service opportunity?

2. What was difficult about the experience?

3. How were the difficulties resolved?

4. What did you learn about yourself?

5. What did you learn about God?

6. What did you learn about serving others?

CONESTOGA CHRISTIAN SCHOOL - Mission and Service Log

Log and Personal Response are to be submitted by May 1.

NAME _____ Grade _____ Date _____

	Date/s	Service Venue (name of organization)	Description of Service	Hours Served	Service Supervisor
1					Name: Position: Phone #: Email:
2					Name: Position: Phone #: Email:
3					Name: Position: Phone #: Email:
4					Name: Position: Phone #: Email:
5					Name: Position: Phone #: Email:
6					Name: Position: Phone #: Email:
7					Name: Position: Phone #: Email:

CHAPEL

Chapel is a time for the student body to worship and praise the Lord together. Chapels provide opportunities to hear what the Lord is doing in the lives of others and are a time of encouraging one another in a personal walk with the Lord.

For elementary students, chapels are scheduled on Wednesdays, usually twice a month.

For middle school students, chapels or assemblies are planned for each Wednesday. Student teams are formed each quarter to lead chapel worship.

For high school students, chapels are planned for each Wednesday. Voluntary student teams are formed each year to lead chapel worship.

CHARACTER DEVELOPMENT

Development of character is essential because it is biblical. Character development programs work, even in secular settings, because they use God's principles to guide instruction and influence behaviors. Education for the development of character happens best when it springs from a well-organized and systematic plan. The foundation of the plan is the Bible.

It is the intention that the character development program be comprehensive – pervasive within the classroom, throughout the school, and throughout the school day. The plan includes systematic role modeling as well as direct instruction. Bulletin boards, chapel assemblies, written announcements, and "specials" are all used intentionally to educate for character development. Parents are encouraged to promote and model the character traits at home as teachers do the same at school.

CCS has a school-wide character development program which focuses on six different character traits each year in a four-year cycle. These character traits are:

Year 1: reverence, obedience, joy, love, forgiveness, self-control.

Year 2: faith, respect, thankfulness, honesty, peace, responsibility

Year 3: contentment, patience, humility, purity/virtue, determination, encouragement

Year 4: kindness, diligence, loyalty, servanthood, generosity, courage

For the 2011-12 school year, the character traits for Year 2 are being used.

HOME AND SCHOOL PARTNERSHIP

PARENT-SCHOOL PARTNERSHIP

Conestoga Christian School exists to be a support to Christian families in the community. The relationship of parents and the school, then, must be one of partnership in work and prayer. The following guidelines are recommended to parents.

1. Pray often for teachers and school leaders.
2. Support the standards and principles which are guided by the mission of the school.
3. To discuss any academic or behavior concerns related to a student, go first of all to the teacher(s) involved and then, if necessary, to the building supervisor or the Administrator.
4. Read newsletters that are sent home from the school, usually on the last day of the school week.
5. Visit the school in progress at least once during the year – during the February Open House or any other day by prearrangement.
6. Promptly return report cards and other information required by the school.
7. Notify the school office as soon as possible on the day a student is absent because of sickness or emergency and request a planned absence for a student as far in advance as possible.
8. Attend PTF meetings to keep informed of school and student information and to benefit from planned input.
9. Attend parent/teacher conferences
10. Volunteer to work at school or at school-related events whenever possible.
11. Serve on a committee.
12. Promote the school to others as you have opportunity.
13. Encourage and support school music/drama programs and sports events.
14. Participate in fundraising for student activities and mission projects as you can.
15. Consider financial gifts to the school beyond tuition in order to support the total program of the school.

WEEKLY NEWSLETTER

The last day of every school week *Conestoga Chronicles*, the CCS newsletter, is sent home with the youngest child in each family. Exceptions may be made in kindergarten. Parents need to ask their student for this important document each week, since this method of communication is used to keep the CCS family informed of events and changes. When requested, this newsletter may be sent by e-mail.

PARENT-TEACHER CONFERENCES

Parent-Teacher Conferences are scheduled at the end of the first quarter for all parents. Parents are urged to request additional conferences at any time. Teachers may also request additional conferences. Special attention will be given to checkpoints needed at the end of third quarter.

Parents of students receiving interim reports are expected to schedule conferences with teacher(s) of those students. If parents choose not to schedule conferences, interim reports may be discontinued.

PARENT-TEACHER FELLOWSHIP (PTF)

Parent-Teacher Fellowship is a group of volunteer parents and staff representatives whose mission is to foster communication and fellowship between the patron body and school faculty and staff. PTF meets monthly during the school year.

The primary responsibilities of PTF include the recruitment of homeroom parents, arrangements for an annual faculty/staff Christmas gift, and providing meals for special events. Grandparents' Day programs are planned and implemented by the Parent-Teacher Fellowship. In addition, the organization works collaboratively with school personnel in support of Back-to-School Night, Pastor Appreciation luncheons, and Open House.

PTF sponsors a fundraiser during the school year. This fundraiser helps PTF respond to the equipment and material needs of the school, providing financial support for items not included in the school budget. Such purchases have included booster seats for kindergarten field trips, an overhead projection system, a sound system, and a piano.

PARENT VOLUNTEERS

Teachers are encouraged to use volunteers to assist with various classroom tasks. Volunteers may be used for such tasks as:

- Supervising lunch
- Supervising recess
- Working with individual students or small groups of students
- Using the photocopier
- Cutting paper
- Planning class parties/activities
- Library supervision
- Teaching electives (with the expectation that grades will be assigned by the volunteer)

All volunteers are required to check in at the office and to wear a CCS badge while on campus.

Parent volunteers who teach electives and participate in overnight trips are required to have background checks.

Volunteers are asked to be mindful of the student dress code in regards to modesty.

Guidelines for School-Home Academic Communication

HOME SCHOOL OPPORTUNITIES

CCS has recognized the desire of numerous families to choose to educate their children in a Christian home-centered environment. In order to assist Christian families who have chosen home schooling, CCS offers special services, instructional opportunities, and extracurricular activities for students in grades K-12. Those options are outlined in an annual *Home School Services* booklet available to inquiring home school families. An application is included in that publication as well as notification of the Family Interview required of students applying for class instruction, athletics, music/drama, or Bible quizzing. Fees required are indicated with each item.

Application for home school services may be placed with the school at any time. Please use the application form that is a part of the *Home School Services* publication available from the Development Office at (610) 286-0353 ext. 402. Arrangements for services are not to be made directly with teachers or coaches.

EXPECTATIONS FOR STUDENTS

APPEARANCE CODE FOR STUDENTS

In accordance with God's Word and to be consistent with our school philosophy, the students of Conestoga Christian School are expected to dress in a manner that will honor God and show respect for others. It is a challenge for Christian families to discern what is appropriate and what is not. Neatness and modesty are very important. The following guidelines have been established to give direction to the students. Parents are responsible to see that their children are in compliance. Rule of thumb: When in doubt, don't wear it. The school dress code is in effect throughout the school day until leaving the premises.

All Students

General Expectations

- Dress needs to be modest and neat.
- Hair needs to be well groomed.
- Clothing and accessories that may distract others or are unsafe are not acceptable. Under-clothing may not be visible.
- Logos and wording that go against the school's philosophy, such as cartoons, pictures, slogans, and music groups, are not permitted. References to alcohol, drugs, cigarettes, military activity, or camouflage of any color are unacceptable.
- For safety reasons, footwear is to be worn at all times during the school day.
- Shoes with wheels are not permitted.
- Hats may not be worn in the buildings.
- Visible body art is not permitted.
- Visible piercings (except ear piercing for girls) are not permitted.
- Tongue piercing is not permitted.

Pants

- Pants must rest securely on the hips.
- Tight or form-fitting pants are not permitted.
- Pajama-like pants and leggings are not permitted.
- Pants with holes are not to be worn.
- No athletic pants may have writing across the backside. Pants that have writing on the leg are permitted (as long as the writing adheres to CCS guidelines), but writing across the backside is not permitted.

Shorts

- Modest shorts or capri pants may be worn for the months of August, September, October, April, May, and June.
- For middle school and high school students, shorts must have an inseam of at least 6 inches (5 inch inseams for elementary students).
- Shorts must rest securely on the hips.
- Shorts are not to be rolled at the waist
- Tight shorts are not permitted.
- No shorts may have writing across the backside. Shorts that have writing on the leg are permitted (as long as the writing adheres to CCS guidelines), but writing across the backside is not permitted.

Shirts

- Shirts need to have sleeves.
- Midriff/short-cut shirts or tops are not permitted.
- Shirts need to cover the entire stomach/midriff when raising a hand.
- Shirts need to cover the entire back when seated.
- Bottoms of shirts need to be tucked in or extend below the waistline of pants/shorts/skirts.

Girls

- Skirts may not be more than 3 inches off the floor when kneeling.
- Skirts or dresses worn with tights or leggings must meet length requirement. If dress or skirt does not remain at the appropriate length due to movement, it should not be worn.
- Shirts and blouses need to be modest (not tight fitting or low cut).
- Tops may be cut no lower than the wearer's hand width when thumb is placed at the base of the neck.
- Cleavage may not show when standing, sitting down, or bending over.
- No excessive make-up is to be worn.

Guys

- No earrings are to be worn.

Physical Education Classes and Athletic Practices (Girls and Guys)

- Middle school and high school students are required to wear athletic shorts with an inseam of at least 6 inches.
- Denim shorts and cutoffs are not permitted.
- Loose-fitting athletic-style long pants may be worn.
- Shirts need to have sleeves (unless authorized by Athletic Director).
- Sneakers are to be worn and need to have non-marking soles.
- No school sports uniforms may be used for PE classes.

Special Events

- Teachers or student organizations may request "dress" clothes for certain special occasions or events. "Dress" clothes are collared shirts for guys and dresses, skirts, or dress pants for girls or as specified by the teacher. Ties may be required for guys. Special events include, but are not limited to, musical presentations, designated chapels, designated field trips, etc.
- On game days, athletes are expected to wear "dress" clothes prior to changing into uniforms. For guys, "dress" clothes are collared shirts and dress pants or shorts. Shirts must be buttoned and tucked in. Ties may be required. For girls, "dress" clothes are dress pants, skirts, or dresses. On certain occasions athletes may be directed to wear their team jerseys with dress pants/shorts.
- For the junior/senior banquet, no strapless or one-strap gowns are to be worn. No gowns with low-cut necklines are to be worn. Cleavage and undergarments are not to show. No gowns with open or low-cut backs are to be worn. The back of the gown may not be lower than the bra line, i.e., no skin may show below the bra line. Guys are to wear dress pants, jacket, and tie; suit; or formal wear.
- For graduation, guys are to wear shirts, long pants, and dress shoes. Girls are to wear dresses or dressy pants and dressy sandals or shoes. No flip-flops are to be worn.
- For any school-sponsored event involving swimwear, girls must wear one-piece modest swimsuits. A two-piece suit is permitted as long as no midriff is showing, unless the facility being used has a more restrictive rule. Guys' trunks must rest securely on the hips. No "Speedos" may be worn.

Enforcement of the Student Appearance Code

Teachers report violations of the appearance code to the appropriate building supervisor. If necessary, a copy of the appearance code will be sent home to parents for a signature.

Students who violate the appearance code may be asked to change or to wear clothing provided by the building supervisor.

ATTENDANCE REQUIREMENTS

Conestoga Christian School is an academic institution. It is the commitment of the teachers at CCS to provide students with a quality education. Missing school not only results in the need for students to make up missed work, it also means missed interaction and discussion in the classroom. Regular attendance is essential if a student is to do his/her best.

Notifying the School of Absences

- A parent or guardian is expected to call the school office with the reason for the absence as soon as possible on any day a student is absent. Messages can be left on office voice mail at any time.
- If a student is reported absent by the homeroom teacher, and there has been no contact from a parent, a call will be placed by office staff to the home phone to determine the reason for the absence. If the call is answered by an answering machine, a message will be left stating that the student has been recorded as absent and the parent needs to call the school office to verify the absence.
- If parents/guardians would like to request an excused absence, they need to notify the school within three days. While notification does not automatically excuse the absence, no absence will be excused without notification.

Completion of Work Missed during an Absence

- Upon return to school after an absence, students need to acquire missed work from their teachers and complete it in compliance with due dates established by the teacher(s).
- Work provided to a student during an in-school or out-of-school suspension is expected to be completed by the time the student returns to class/school unless otherwise indicated by the teacher because of the nature of the assignment. Work that is not completed is considered late and is graded accordingly.
- At the elementary level, teachers are ultimately responsible to see that students who were absent have necessary materials and assignments.
- At the middle school and high school level, the primary responsibility falls upon the student to communicate with the teacher and to complete missed work in a timely manner.

Excused Absences

- Absences are excused for sickness, doctor/dentist visits which cannot be scheduled before or after school hours, death in the family, funerals/memorial services, and household emergencies.
- In order for any absence to be considered as an excused absence, a parent/guardian must notify the school of the reason for the absence. While notification does not automatically excuse the absence, no absence will be excused without notification.

Preplanned Absences

- Preplanned absences must be requested for family events, educational trips, DMV appointments, college visitations, graduation project, etc., and must be submitted to the school office at least five days in advance of the absence. Forms for preplanned absences are available from the school office or the school's website. Preplanned absences are not to exceed five school days.
- When an absence in excess of five days is requested, the request must be submitted at least one month in advance.
- Extended absences of five or more days must be limited to one occurrence per school year. Additional requests for extended absences (five or more days) will not be excused. Requests due to extenuating circumstances will be handled on an individual basis.
- Preplanned absences are strongly discouraged during the first week of school and during the week of achievement tests for 1st – 8th grades.
- No preplanned absences are excused during midyear and final exams for middle school and high school students.
- A preplanned absence is required in order to be excused from the senior class trip.
- If possible, assignments will be sent home prior to a preplanned absence. However, students and parents are not to expect all work to be sent home ahead of time.

Unexcused Absences

- Requests to be excused to work a job are not honored as a general rule.
- In the event that a request is submitted less than five days prior to the absence, the penalty is the use of one unexcused absence for each day for each child involved.
- Three unexcused absences, without penalty, are allowed for each student each year.

- After three unexcused absences, grade reductions occur for each additional unexcused absence for middle school and high school students.
- After three unexcused absences, the penalty for subsequent unexcused absences in middle school and high school is a 1% grade reduction per class for each day missed. Grade reductions are made at the end of a quarter. In addition, unexcused absences will be reported to authorities as necessary.
- Unexcused absences, including those resulting from unexcused tardies and/or early departures, are cumulative for the year.
- Work missed during an unexcused absence must be completed.

Excessive Absences

- Any student absent for more than 35 school days is not promoted to the next grade.
- For seniors, absences of more than 35 days could jeopardize graduation.
- If the absences are due to extenuating circumstances, the administration may waive this policy. In order for extenuating circumstances to be given consideration, parents/guardians must submit a written request to the Administrator.

Partial Day Absences

- Tardy arriving after 8:15 a.m. and before 9:15 a.m.
- Early Departure leaving after 1:45 p.m. or a mid-day departure and return of less than 50 minutes
- Half Day arriving after 9:15 a.m., leaving before 1:45 p.m., or a mid-day departure and return of more than 50 minutes

Tardies and Early Departures

- A student who arrives late to school must report to the school office to sign in on the form provided.
- The student is given a pass from the office to class. A student is not permitted into class without a pass.
- A student who leaves school early must report to the school office to sign out on the form provided.
- Whenever possible, a note granting permission for early departure, signed by a parent/guardian, must be given to the student's homeroom teacher at the beginning of the day.
- No student is permitted to leave school early without parent/guardian knowledge.
- Examples of an excused tardy or early departure include a doctor's appointment, illness, funeral, or family emergency. The school reserves the right to determine which tardies and early departures are excused and which are unexcused.
- A tardy that results from a delayed bus is considered excused.

Unexcused Tardies and Early Departures

- In order for any tardy or early dismissal to be considered excused, a parent/guardian must notify the school of the reason for the tardy or early departure. While notification does not automatically excuse the tardy or early dismissal, no tardy or early dismissal will be excused without notification and explanation of reason from the parent/guardian.
- When a student has accumulated three unexcused morning tardies or unexcused early departures, parents are notified.
- If a student accumulates four unexcused morning tardies or early departures, those unexcused tardies or early departures are changed to a half-day unexcused absence. A half-day unexcused absence is counted for each additional accumulation of four unexcused tardies or early departures.
- Excessive unexcused tardies or early departures may result in an after-school detention or an in-school suspension for middle school and high school students.
- Unexcused tardies and early departures are cumulative for the year.

Grade Reductions Resulting from Unexcused Absences

- Excessive absences or tardies from any class may result in a lowered grade for that class.
- For middle school and high school students, a 1% grade reduction per class automatically occurs at the end of the quarter for each unexcused absence beyond three unexcused absences, including unexcused absences resulting from the accumulation of unexcused tardies or early departures.
- Unexcused absences, including those resulting from unexcused tardies and/or early departures, are cumulative for the year.

Questions about attendance may be directed to the administrative assistant.

CODE OF CONDUCT FOR STUDENTS

Because CCS represents Jesus Christ, it is important that a high standard of conduct is maintained. These guidelines can be effective in building strong moral character that reflects godliness when they are used consistently in the school and in the home. The school administration reserves the right to inspect student lockers, desks, backpacks, bags, and/or vehicles. Breaches of the code of conduct which involve illegal activity may involve law enforcement.

Relating to Others

1. Students are expected to show courtesy and respect for other students, teachers, and visitors, cooperating with others.
2. Students are expected to promptly and respectfully obey all authority (parents, teachers, bus drivers, etc.).
3. Students are to address faculty, staff, and coaches by title and last name.
4. Students are responsible for their own personal items that are brought to school. The school does not assume responsibility for personal items.
5. Students are expected to practice Christian standards of moral and social conduct. Fighting, cheating, and stealing are serious offenses and are considered triggers for suspension.
6. Students must abstain from inappropriate physical contact (pushing, hitting, punching, kicking, pinching, biting, spitting, etc.) and sensual or sexual behavior.
7. Students must refrain from public displays of affection, such as handholding, hugging, kissing, etc., which are inappropriate in a school setting.
8. Physical, sexual, and verbal abuse will not be tolerated. Any form of bullying or intimidation will not be tolerated.
9. Cyber bullying will not be tolerated. The Internet, cell phones, or other devices may not be used to send or post texts or images intended to hurt or embarrass another person.
10. Students are expected to choose words that are helpful for building others up. Improper speech, name calling, and gossip are not acceptable. Obscenity in words or action, or lauding in any way those things which are condemned by Scripture, is not acceptable.
11. Students are asked to regard highly the safety of others. Objects of any kind are not to be used as projectiles. Throwing snow is not permitted.

Academic Integrity

1. Cheating in any form is unacceptable. Examples of cheating include, but are not limited to:
 - Using or attempting to use another person's work or information from an unauthorized source
 - Copying from another student's paper
 - Gaining unauthorized access to a test in advance of the test
 - Using books, notes, or other unauthorized source of information during a test
 - Storing information on an electronic device and retrieving the information during a test
 - Copying or lending homework, reports, laboratory work, etc.
 - Knowingly providing answers to homework assignments, tests, etc.
 - Sharing information about a test with classmates in advance of the test
2. Plagiarism is cheating and is therefore considered a serious offense. Plagiarism includes not giving credit for ideas or words used, copying words verbatim from text, etc. Consequences may include a zero for the work, redoing the work, loss of computer privileges, suspension, etc. at the discretion of the teacher and/or administration.

Food and Drink

1. Food, drinks, and candy may be consumed at lunch time and during designated breaks. Water is the only drink students may take to class. No food or drink is permitted in the computer lab or at any computer work station. (If someone must have a water bottle, it should be on the floor.)
2. Students are to refrain from chewing gum during the school day.

Electronic Devices

1. During school hours (from the time of entrance into the building until student driver dismissal at the end of the day), student use of electronic devices is not permitted. Electronic devices are not to be seen or heard during the school day. Cell phones must be turned off during the school day. Parents are not to call or text their student's cell phone during the school day. With teacher permission, students may use their cell phones, but that use is restricted to the classroom.
2. Electronic devices include, but are not limited to, radios, CD players, digital music players, electronic games, electronic messaging devices, laser pointers, pagers, and cell phones. The use of any of these items during the school day will result in a discipline referral and student relinquishment of the item. Confiscated electronic devices may be examined. Items may be retrieved from the Administrator only by a parent of the student to whom the confiscated item belongs.
3. Under no circumstances may a cell phone be used in an emergency evacuation, lock-down, or severe weather incident unless authorized by a teacher or the administration.
4. During school-sponsored events where CCS is providing supervision, the use of any electronic device is allowed only as authorized by a teacher/supervisor.
5. Emergency phone calls by students are permitted at the discretion of the classroom teacher. Elementary and middle school students may request phone use from their classroom teachers. High school students may request phone use from the high school supervisor. Students are not permitted to dial phone numbers on school phones; teachers are responsible to dial the phone after determining the legitimacy of the call. With permission from the receptionist, students may dial the phone in the office reception area for necessary calls only.
6. Students are not to use cell phones when walking or driving through the parking lot.

Illegal Substances

1. Anyone using or bringing on campus (or to any school-sponsored/school-related event) any illegal drugs, alcoholic beverages, tobacco, weapons, or incendiary materials will be immediately suspended. Weapons include, but are not limited to, firearms, knives, blades, pocketknives, swords, clubs, martial arts weapons, and brass knuckles. The administration has the right to determine what constitutes a weapon. Incendiary materials include, but are not limited to, matches, lighters, firecrackers, fire works, and bottle rockets.
2. Knives of any kind, including pocketknives, are not to be in a student's possession
3. The use of illegal drugs, alcoholic beverages, or tobacco on or off campus may result in a student's immediate suspension. Chemical abuse on or off campus may result in a student's immediate suspension.

School Property

1. Students must regard the desks, lockers, and personal belongings of teachers and other students as private property. School buildings, furniture, books, and equipment are not to be defaced or used for any purposes other than those intended. Students are expected to assume responsibility for property damage when it occurs and give an immediate report to a teacher or administrator. If students cause damage, they are expected to pay for the damage.
2. A middle school student who chooses to place a lock on his/her locker must submit the combination or an extra key to the homeroom teacher and the building supervisor.

3. Athletic equipment must be used only for those purposes for which it was designed. Students must obtain permission from a teacher before using athletic equipment. Borrowed equipment must be returned to its proper place. The stage area in the high school building is off limits to students except when specifically authorized and supervised by a teacher/supervisor.
4. Students may not take items from the art department, music department, computer labs, or kitchen. Some equipment and supplies from these areas may be borrowed when requested well in advance and approved by the teacher of each of these areas. Borrowed equipment must be returned to its proper place.
5. Students may not use or move any equipment in teacher work areas without direct teacher supervision.
6. Students are not permitted in teacher workrooms unless they are authorized by a specific teacher.
7. Middle school and high school students are not permitted to use elementary playground equipment.
8. Textbooks are marked with an identifying number. At the end of the year, students are responsible to return, in good condition, each book issued in the fall. Writing in textbooks is not acceptable unless authorized by the teacher. A fine may be charged for damaged books. Payment is expected for books that are not returned.
9. Middle school and high school students are expected to cover their textbooks. Sticky book covers and stretch book covers are not to be used, even if they claim they will not damage books. CCS book covers are available from homeroom teachers.
10. Photocopies must be made by office personnel (not students) in the school office. When photocopies are required by teachers, there is no fee. In rare situations, permission is granted for personal photocopies or computer printouts. The cost is \$0.05 per page, and payment must be made at the time of the request. Printing due to carelessness or not following directions, even when associated with a school assignment, costs \$0.05 per page.

Student Access

1. Students must secure permission from a parent or guardian in order to leave campus during the school day for any reason. A sign-in/sign-out book is located in the school office and must be signed before leaving and upon returning to school.
2. Elementary and middle school students must have parent permission to stay on campus beyond the close of the school day. Parents are expected to provide permission to a teacher for prearranged work times with that teacher.
3. No after-school supervision is available for spectators or participants of any sports activities. Therefore, students are not permitted to stay after school to wait for games or practices. When athletes have late games or practices, they need to make arrangements to leave campus.
4. When weather permits, middle school students may spend time outside in the designated area before the school day begins and during breaks. High school students may gather in the gym and, when weather permits, outside in the designated area before school and during breaks.
5. All students are expected to be quiet when passing from class to class or when classes are in session.
6. Students are expected to enter and leave the buildings through designated doors as instructed. Doors at the east end of the high school building are for emergency use only. The north doors of the middle school building are for emergency use only.
7. Security doors are usually open during passing periods. If access is needed into a building, press the doorbell and wait for instruction. Students who are outside with a teacher are not to press the doorbell when the class returns to the building. The teacher will open the door for the class.

8. Students needing to exit the elementary or high school building through the security door must press the green button while pushing the door open.
9. Students are expected to report to class on time. If a student is kept after class, he/she will be given a pass by that teacher for the next class. When a student is late to class, he/she is to complete a Tardy Report, which the classroom teacher will submit to the building supervisor. Being late to class without a pass is considered an unexcused tardy. Excessive tardies from any class may result in a lowered grade for that class.
10. Students are required to carry a Student Pass from a teacher or supervisor when they need to be outside a classroom during any regular class period.
11. Bicycles are to be parked behind the building and are not to be ridden during the school day. Skateboards are not to be used at any time on school property.

Student Drivers

1. A student may not park in the school parking lot without having obtained a parking permit. Oversized vehicles (over 6' width and/or 16' length) will not be granted parking privileges due to the limited size of the school lot.
2. Cars or other motor vehicles which students drive to school are to be parked in the designated areas of the school parking lot. Drivers are to enter and exit the parking lot only at the designated driveway. Students are expected to observe a 5 mph speed limit in the parking lot and observe all posted and painted stop signs. No passing of vehicles is permitted in the parking lot unless directed by the parking lot supervisor. Reckless driving will result in the loss of driving privileges to school.
3. The parking lot is off limits to students during the school day unless special permission is given for a student to return to a vehicle.
4. A student must have written parent permission to drive off campus during the school day and to have a passenger. Any student riding in a student-driven vehicle during the school day must have written parent permission to do so. These permission notes must be submitted to the school office or the homeroom teacher at the beginning of the day.

Campus Visitors

1. Visitors of school age must have parent/guardian permission to visit, and arrangements for the visit must be made at least one day prior to the visit.
2. School-age visitors permitted in classes during the school day include prospective students and out-of-town friends of students.
3. Former students who wish to visit friends and see former teachers may visit during lunch or after school.
4. All visitors must check in at the school office as soon as they arrive on campus. A visitor badge is issued when visitors register at the office.
5. The school reserves the right to deny visitation requests.

COMPUTER USE

The computer lab in the middle school building is open for middle school students from 8:00-8:15 each morning and after school as requested in advance. During the school day the computers are available for students with teacher permission. Computers in the library/media center are available when the library/media center is open.

Food and drink are not allowed in the library/media center or at the computer tables in the computer labs.

Internet access is available to students who have signed and submitted the CCS Technology and Internet Policy. Student use of e-mail is limited to use approved by a teacher to retrieve or send school-related documents.

Students may use their own personal laptops on campus only after they have been registered with the Technology Coordinator. Students need to check with a faculty member or study hall supervisor each time they want to use their laptop. When using a laptop, students need to follow the CCS Technology and Internet Policy in all areas including use of e-mail and the Internet.

Students using a school computer (or personal laptop) must be engaged in legitimate activity as determined by the supervisor. In order to protect the school computer systems, transfer of data and applications from other systems is not permitted. If students desire to save or retrieve school related documents on school computers from portable media such as a flash drive, it should only be done while a teacher or supervisor is watching and has approved the transfer.

When teachers require computer printouts, there is no fee for students. In rare situations, permission is granted for personal computer printouts. The cost is \$0.05 per page, and payment must be made at the time of the request. Printing due to carelessness or not following directions, even when associated with a school assignment, costs \$0.05 per page.

Guidelines for Student Use

- Students in grades 4, 6, and 9 (and any new student in grades 5-12) will sign the CCS Technology and Internet Policy Student Agreement.
- Students must know how to sign in using their own password. They may not use someone else's username or password.
- If a student cannot remember his/her password, the Technology Coordinator can be contacted to have it re-set.
- All documents should be saved in the student's network folder.
- No games (solitaire, online games, etc.) may be played during the school day, except as permitted before school begins or during breaks.
- Students may play teacher-directed educational games.
- All Internet browsing should have a specific goal. Students should be able to articulate the goal if asked.
- All computer settings should remain as they have been set (desktop pictures, etc.). Students may not personalize their own desktops.
- Students who do not follow the rules may have network or Internet privileges revoked.

Protect Our Computer Labs!

- The entire base of the chair must stay on the floor.
- Fingers should never touch the monitor screen.
- Clean hands keep keyboards cleaner and reduce germs.
- Lab tables should be cleared of all papers and debris after use.
- Backpacks should be left in the back of the room, not brought up to tables.
- No food or drink may be in the lab. (If someone must have a water bottle, it should be on the floor.)
- Report any problems with computers promptly. Do not just move to another computer without reporting the problem.

Use Resources Wisely

- Always copy and paste information into Word before printing. Also copy and paste the web address for citations or ease in returning to the site later.
- Try to make the font smaller or adjust margins to use the least amount of paper and ink.
- Don't print unnecessary information.
- If something doesn't print, find out why before clicking "print" again!
- Students must pay \$.05 per page for non-school-related printouts or for printing due to carelessness or not following directions, even when associated with a school assignment.

STUDENT TECHNOLOGY AND INTERNET POLICY

Conestoga Christian School provides access to technology and the Internet for students to enhance the school's educational program. CCS provides a filtered and monitored Internet service to help prevent access to inappropriate materials. The Internet is made available for students to locate materials to meet their educational information needs. CCS faculty and the technology staff will work together to help students develop the critical thinking skills necessary to discriminate among information sources and to evaluate and use information that will prepare them for responsible participation in home, church, and community.

This policy is in place to protect our network as well as our students and staff from some of the inherent dangers of the World Wide Web, including inappropriate content, viruses, spyware, and other destructive factors. **Whenever using the CCS network and the Internet, students must use care and wisdom.**

1. Conestoga Christian School will provide computer hardware and software for students to use to support and further the school's educational and ministry objectives. The hardware and software are the property of CCS.
2. Access to CCS technology resources is a privilege and not a right. Any improper use of the equipment or the network may result in a temporary or permanent loss of that privilege.
3. Only CCS technology staff may install software or otherwise modify CCS equipment. Users must avoid any action which might download and install software, plug-ins, helper applications, etc. CCS reserves the right to remove unauthorized software.
4. Students are not permitted to use their own portable media (i.e., CDs or flash drives) in any CCS computer. (Any exceptions must be cleared with a faculty/staff member who will monitor the use.)
5. Printing from CCS computers should be limited to what is necessary. Students should use good stewardship when determining what should be printed. Printing information directly from a web site is discouraged because excessive pages are often printed. Students may only print from designated printers. If printing is excessive or is not related to school projects, \$.05 per page will be charged to the student.
6. Students are not permitted to use or access e-mail from the CCS campus at any time without specific teacher permission each time.
7. CCS has software and systems in place that can monitor and record all Internet usage. We want you to be aware that our system is capable of monitoring each Internet site visited, email message sent and received, and documents created, and we reserve the right to do so at any time. All information, documents and emails are considered the property of CCS. No student should have any expectation of privacy as to his or her computer or Internet usage, or as to any information stored in the computer.
8. CCS students must follow all state and federal laws relating to computer use. This includes laws related to copyright, software piracy, harassment, etc.
9. All students must log on to computer workstations using their own assigned user name and a unique password and must log off when finished. Passwords and user names may not be shared.
10. Student Internet use is provided for educational purposes only. Students may use the Internet for research related to class projects, to access the news, and to further their general knowledge in compliance with this policy.
11. Student computer use or Internet access may be limited or denied at the discretion of the teacher, study hall monitor, or administration.
12. Students may not participate in or access on-line chat rooms, social networking sites, or similar sites (including, but not limited to Facebook, MySpace, etc.) from any device on campus.
13. Students are not permitted to use instant messaging, chat features, text messaging, or any similar peer-to-peer communication from any device on the CCS campus during school hours unless specifically directed to do so by a teacher or staff member.
14. All use of the CCS computer network and Internet is expected to be decent and appropriate to our Christian environment. Use of the network to access or transmit illegal, indecent, sexually oriented, violent, discriminatory, profane, or otherwise inappropriate material will result in disciplinary action.
15. The CCS network may not be used for any Internet games not specifically approved by CCS. This applies to both CCS computers and student laptops. Gambling sites are never allowed.
16. Games that are loaded on CCS computers (solitaire, mine sweeper, etc.) may only be used before school or during breaks (not study halls or class periods) unless specifically directed by a teacher.
17. Students may not use the CCS network for commercial purposes (i.e., buying or selling).
18. Student laptops must be registered with the technology coordinator before the first use on campus each year. Students must have teacher permission each time they use their laptops. Laptops are subject to all of the same rules as CCS computers while here on campus.
19. Student laptop use is to be connected to school-related projects. Students must follow the CCS Technology and Internet Policy when using their laptops. No games or other unapproved programs (either locally loaded or on-line) may be accessed by student laptops while at school.

All 4th, new 5th, all 6th,
new MS, all 9th, new HS

Conestoga Christian School Technology and Internet Policy Student Agreement

Student name: _____

Grade: _____

Please read and initial the following statements and sign this agreement. Parents or guardians also need to sign student agreements.

Put your initials beside each statement:

- _____ 1. I **have read and understand** the **full** Conestoga Christian School Technology and Internet Policy and agree to follow the directives stated.
- _____ 2. I understand that the use of CCS technology resources is a privilege and not a right and may be revoked if this policy is not adhered to. Additional disciplinary action may also be taken.
- _____ 3. I agree to log on to the CCS network using my own user name and password and not to share this information with other students.
- _____ 4. I understand that I may **not** use email, chat rooms, instant messaging, or other similar peer-to-peer communication while on the CCS campus unless given specific permission by school authorities.
- _____ 5. I understand that my web browsing is subject to monitoring by the administration and staff of CCS at any time. While using the school network with any device, I understand that my activities should not be considered private.
- _____ 6. I recognize that all use of computer systems and networks on the CCS campus (whether CCS computers or individual laptops) is subject to review, monitoring, and/or filtering by administration or technology staff. I have no expectation of privacy as to my computer or Internet usage or as to any information stored on any computer used at CCS.
- _____ 7. I will not install any software onto CCS computers, download any programs, insert my own disks or portable media, or otherwise modify CCS computers without specific direction from CCS staff. I will respect the school's computers and network and will refrain from any activity which could cause harm to either.
- _____ 8. I will only use CCS technology resources for appropriate, ethical and permissible activities as outlined in the policy.

Student signature _____

Date _____

Parent/guardian signature _____

Date _____

Parents: Please be aware that you may request that your child's Internet access account be immediately disabled by verbal or written notice to the CCS Administrator or the Technology Coordinator.

DISCIPLINE

There is a direct correlation between discipline in the school and the quality of education offered by the school. If students are undisciplined, their education suffers. The school and home must work together in helping students learn self-discipline. Both parents and teachers must attempt to follow practices consistent with biblical philosophy in order to teach self-discipline. Consideration must be given to these biblical principles.

1. Children are born with a sin nature and need correction. (Ps. 51:5; Prov. 22:15)
2. God considers rebelliousness and disobedience as serious sin. (I Sam. 15:22-23; Rom. 5:19)
3. God disciplines His children for their own good and because He loves them. Discipline should be administered in love for the good of the child. (Heb. 12:5-6)
4. God designed discipline to produce a holy, righteous, and peaceable life. (Heb. 12:11)
5. God commands children to honor and obey their parents and to submit to authority over them. (Eph. 6:1-3; Heb. 13:17; I Pet. 2:13-14)
6. God entrusts adults with the responsibility for training/instructing children. Discipline and instruction are key in leading children to respond properly to God's authority and in leading them to embrace a biblical way of life. (Deut. 6:6-8; Prov. 5:11-14; 10:17)

Steps in Discipline

Teachers are given the responsibility of using preventive and corrective measures to maintain a high level of discipline within their classrooms. Policies and procedures of discipline are designed to help the student and the teacher work together in a respectful and pleasant atmosphere. We believe that self-discipline and learning go hand in hand to build character.

Parents send their children to school to learn and to continue the growth started at home. The classroom must be a place that fosters learning. There will be rules of conduct established by each classroom teacher. The teacher is the authority in the room, and each student must respect that authority. Respect for one another will be maintained in order to promote a peaceful environment. When an individual student needs assistance disciplining himself or herself and appears to be challenging school policies, disciplinary action will be taken, which may include an after-school detention. Since the school is an extension of the home, parents must be involved in the discipline process.

In all classrooms (K-12), each teacher will be responsible to maintain classroom control that is conducive to learning and will work with the student and parent when infractions of classroom regulations occur. The appropriate building supervisor will monitor the accumulation of infractions and of the action taken by the teacher. After repeated disciplinary reports or whenever it is deemed necessary, the building supervisor will have a conference with the student and parents will be notified. When necessary, a parent conference will be called to discuss appropriate further action.

When a student's behavior requires an immediate consequence of separation from the group, the student may be given a partial-day or a full-day in-school suspension from class. Parents will be notified. When necessary, a student will receive an out-of-school suspension for one or more days at the discretion of administrative personnel. Parents will be notified and a conference will be scheduled. The chair of the Board of Trustees will be notified of the action.

Discipline Referrals for Members of Teams and Other School-Sponsored Groups

To increase awareness of proper behavior in team members and members of school-sponsored groups, repeated discipline referrals will have consequences that affect a student's participation in extracurricular activities. The goal of these guidelines is to show students that they are held accountable for their actions and their effects on others. Since members of sports teams, quiz teams, choirs, Student Council, etc. represent CCS, they need to maintain acceptable behavior according to school rules.

The guidelines are as follows:

- 1 referral = talk with coach/advisor
- 2 referrals = talk with coach/advisor and call to parents/guardians
- 3 referrals = suspended for 1 event* / notification of parents/guardians
- 4 referrals = suspended for 1 additional event* / notification of parents/guardians
- 5 referrals = suspended for season and meeting with appropriate personnel

*An event refers to a game, meet, quiz match, concert, etc.

This system is put into effect at the beginning of the season for each sport or at the beginning of each quarter for year-long activities.

Misbehavior by a participant of a team or activity group in school or at a team/group event may result in suspension from an event. Repeated or severe offenses by a participant of a team or activity group in school or at a team/group event may result in suspension, probation, or expulsion from the school.

Probation

Continued misbehavior, a serious behavior problem, a serious spiritual problem, or a serious academic problem will result in probation. Probation will be instituted after communicating with the student, parents, and faculty members who relate to the student. Probation usually lasts up to nine weeks, and during that time the student's activities and privileges may be limited. Probation may continue for an extended time or may lead to suspension or expulsion. Probation may be assigned for any of the following reasons:

1. A rebellious spirit that remains unchanged after progressive intervention
2. A continued negative attitude that significantly influences other students
3. A serious breach of conduct inside or outside the school that has an adverse effect upon the testimony of the school
4. Insufficient academic progress
5. An incoming student who shows reason for concern in any of the above areas as reflected in the interview, assessment, and references. (In this case initial placement is determined by the administration.)

Middle school and high school probation students may be referred to the director of guidance for guidance and encouragement during this time.

Probation is not a prerequisite for either suspension or expulsion.

When a student is placed on probation, these guidelines will be followed:

1. The building supervisor will conduct Disciplinary Probation (DP) and Academic Probation (AP) follow-up.
2. Updates on a student's progress will be given to the administrative team by the building supervisor. The Administrator will give these same updates to the Board of Trustees.
3. A letter, signed by the building supervisor and Administrator, will be sent to the parents/guardians informing them that the student has been placed on DP/AP. This letter will outline the expectations and goals the student must satisfactorily meet during the probationary period. Parents and student will need to sign the letter and return a signed copy, which will be placed in the student's file. The Board chair will also be given a copy of the letter.
4. For DP: At the end of the probation period, the student's progress will be assessed by the Administrator, building supervisor, and student's teachers and a report will be given to the student and his/her parents/guardians.
For AP: Interim reports will be issued three times during the marking period.
5. At the end of the probation period, if a student has not shown satisfactory improvement regarding the expectations and goals stated in the probationary letter, parents will be notified. The problem will be discussed and further recommendations will be made. If expectations are not met, probation may be extended or further action may be taken. Documentation of this action will be attached to the original probation letter in the student's file.
6. Removal from probation: At the end of the probation period, the administrative team, with input from teachers, will evaluate the progress of the student. If significant improvement has been made, the

student may be removed from probation. The student, the parents/guardians of the student, and the chair of the Board of Trustees are informed when a student is removed from probation.

7. Any pertinent information relating to the probation, including notice of the date of removal from probation, will be attached to the original probation letter in the student's file.

Suspension

When a student's behavior requires an immediate consequence of separation from the group, the student may be given a partial-day or a full-day in-school suspension from class. The building supervisor or the Administrator will notify parents/guardians.

When necessary, a student will receive an out-of-school suspension for one or more days at the discretion of the building supervisor, in consultation with the Administrator. Parents/guardians will be notified and, if necessary, will be asked to meet with the building supervisor (and possibly the Administrator and/or other teachers). The chair of the Board of Trustees will be notified of the action as well.

Work provided to a student during an in-school or out-of-school suspension is expected to be completed by the time the student returns to class/school unless otherwise indicated by the teacher because of the nature of the assignment. Work that is not completed is considered late and is graded accordingly.

Suspension is not a prerequisite for probation or expulsion.

The following are considered serious offenses and will not be tolerated. These infractions may result in suspension. Reasons for suspension include, but are not limited to:

1. Disregard for the CCS code of conduct for students
2. Continued erratic or foolish behavior
3. Blatant disrespect toward another person or toward God
4. Cheating
5. Stealing
6. Pushing, shoving, fighting
7. Possession or use of illegal substances (tobacco, alcohol, drugs) or abuse of chemical substances on or off campus
8. Possession or use of weapons or incendiary materials
9. Intentional access or transmission of inappropriate materials via the Internet
10. Vandalism
11. Sexual harassment or false accusation of sexual harassment
12. Verbal, physical, or cyber bullying
13. Continued or serious misbehavior on district bussing, as reported by the transportation offices
14. Other actions threatening or compromising the safety of self or others

Incidents that occur on or off school property and that occur during school hours or when school is not in session may be considered as triggers for suspension.

After an out-of-school suspension, the administration may request a meeting with the student and parent(s) before the student returns to school.

After a student has received an out-of-school suspension, the next infraction may result in immediate expulsion.

Expulsion

The Board of Trustees, at its sole discretion, may make a decision to expel a student from CCS at any time with just cause.

Expulsion after probation period:

At the end of a probation period, if a student has not shown sufficient improvement to a satisfactory level, a conference will be held, the problem will be discussed, further recommendations will be made, and expulsion from school may be considered.

Expulsion after a suspension:

A student may be considered for expulsion for one or more additional infractions after an out-of-school suspension.

Triggers for immediate expulsion include, but are not limited to:

1. The possession, display, brandishing, or use of a weapon (The administration has the right to determine what constitutes a weapon.)
 - Firearms
 - Knife, blade, sword, etc.
 - Other weapons (clubs, martial arts weapons, brass knuckles, etc.)
2. Involvement in criminal activity or juvenile criminal mischief
3. Being found guilty of a criminal act or for lengthy trials and strong evidence that exists to support the likelihood of the student's guilt
4. Drug, alcohol, or chemical abuse (using, giving, selling, delivering, possessing, being under the influence of)
5. Serious misbehavior after progressive discipline
6. Severe violation of Christian standards of moral and social conduct
7. Involvement in occult or satanic worship
8. Aggravated or sexual assault
9. Arson
10. Retaliation against school employees or destruction of their property

Incidents that occur on or off school property and that occur during school hours or when school is not in session may be considered as triggers for expulsion. Incidents that trigger expulsion will be immediately referred to the CCS Board of Trustees for action.

An expelled student may be considered for readmission upon request only after fulfilling the following requirements:

1. The student must remain out of school for the remainder of the semester when expelled, plus one full semester.
2. The student must submit a written request for readmission including a rationale for the request.
3. The student must meet with the Admissions Committee a minimum of two months before readmission.
4. The student must have written approval from the Board, thus allowing each case to be individualized.
5. The Board and administration reserve the right to determine additional requirements for readmission to school.

Roles and Responsibilities in Regard to Discipline Issues

1. Role of Teachers
 - Watch for early warning signs
 - Intervene in potentially dangerous/serious situations
 - Ensure safety of students
 - Participate in probation process by providing requested information
2. Role of Administration
 - Implement progressive discipline process
 - Keep lines of communication open to attempt to resolve situations before they progress to more serious situations
 - Participate in consultations with parents and teachers
3. Role of Board of Trustees
 - Set policy
 - Oversee administration of discipline policy
 - Act as appeal forum
 - Make decisions regarding expulsion
4. Role of Spiritual Advisory Committee
 - Advise on matters brought to the committee by the Board or Administrator
 - Direct/provide counseling as needed
5. Role of Students
 - Report serious incidents including weapons, threats, drugs, assaults, etc.
6. Role of Parents
 - Support, at home, the discipline policies and procedures of the school
 - Participate in consultations with school administration
 - Report serious situations that are communicated by their children

LIBRARY/MEDIA CENTER POLICIES AND PROCEDURES

Elementary students are encouraged to use classroom library materials and computers on a regular basis. Teachers in elementary classrooms will establish rules and regulations. Middle school and high school students are encouraged to use the library/media center located in the high school building. The following policies and procedures refer to use of the library/media center.

Check-out of Materials

1. Every item removed from the library/media center must be checked out.
2. The librarian enters each book's barcode and checks out each book. If the librarian is not available, the book barcode number and the name of the person borrowing the book must be written on the appropriate sheet on the desk. The book barcode number is located on the back of the book in the lower right-hand corner.
3. A blue date-due card from the box on the desk needs to be placed in the book pocket. Books are due within three weeks of the check-out date.

Renewal of Books

1. Books may be renewed for an additional three weeks without question. Students are to avoid renewing books a second time so that books may continue to circulate among other students. Books will not be renewed a third time.
2. The book(s) a student wishes to renew should be with the student at the time of renewal.
3. A new date-due card will be placed in each renewed book. The new due date is three weeks from the date of renewal, not necessarily three weeks from the original due date.

Return of Books

1. All materials need to be returned to the top two shelves of the book truck.
2. Books are never to be returned directly to the shelf.

Fines

1. Fines are \$.10 per book for each school day a book is late.
2. Fines are \$.50 per book for each school day a reference book is late.
3. Fines are \$.05 per magazine for each school day a magazine is late. Cover price is charged for lost periodicals.
4. Fines accumulate daily when the librarian is on campus, but notification of overdue books and fines is weekly.
5. All overdue books must be returned and fines paid by the end of each quarter. Any student not complying may be asked to serve a silent lunch (middle school) or lunch detention (high school) until conditions are met.

Reference Books and Magazines

1. These materials may not be removed from the library/media center without permission from the librarian.
2. Upon teacher request, reference books and magazines may be taken out of the library/media center by students for a given class period. Materials must be returned by the end of the period. Students must have a written request from the teacher for these materials. These materials still need to be signed out.
3. Reference books may go home overnight with permission from the librarian. (Encyclopedias should rarely be taken home. If one volume is lost or damaged, the student is responsible to pay for the replacement of the entire set of encyclopedias.) Reference materials may be reserved anytime during the school day but may not be taken out of the library/media center until after the last period of the day. These materials must be returned before first period the following day. Fines are \$.50 a day.
4. Reference books used in the library/media center are to be returned to the top two shelves of the book truck or stacked neatly on the table nearest the desk. They are not to be returned directly to the shelves.
5. Current issues of magazines may not be taken out of the library/media center. If there is a particular need for back issues, the student needs to see the librarian in order for the request to be processed. Magazines are due two days from the date of check-out.
6. Magazines may not be cut.
7. Magazines removed from the stacks are to be returned to the shelf where indicated, not to individual magazine files.

Newspapers

1. Newspapers are placed in the newspaper rack daily as they are received. Students may not remove newspapers from the racks. Articles from the current newspapers may not be cut.
2. Old issues are placed in a box below the display rack. Articles may be cut from any newspapers in the box.

Other

1. The library/media center is to be used for studying; therefore, talking needs to be minimal.
2. Students from other classes may come to the library/media center with a pass from the sending teacher and may remain in the library/media center as long as they are quiet.
3. As space permits, there should be no more than four students at each table.
4. Students coming to or leaving the library/media center during the period need passes.
5. The computers in the library/media center are to be used for work only. Games may not be played on them during school hours.
6. Food and drink are not allowed in the library/media center. Water bottles are allowed in the library/media center but are not permitted near the computers.

LOCKERS AND DESKS

Each student has a locker, desk, or storage area for storing books and supplies. Books are to be stored in lockers, not on hallway shelves, the floor, etc. The locker room in the gym is not a storage area. Books or other items left in halls, classrooms, or locker rooms may be removed. Coats, hats, etc. are to be hung neatly in lockers or on hooks or hangers in the hall or the classroom. Students need to take time periodically to organize personal storage areas. It is important to make the school look orderly.

Students may decorate the inside of the lockers in appropriate ways of their choosing. Outsides of lockers are not to be decorated unless special permission is granted.

Students may not change lockers unless given permission by the building supervisor.

Middle school students may choose to place locks on their lockers. Combinations or extra keys for locks must be submitted to the building supervisor and homeroom teacher.

The school is not responsible for personal items kept in lockers.

The administration reserves the right to search lockers or desks when deemed necessary.

LOST AND FOUND ARTICLES

In the elementary grades, all articles found are to be turned in to the classroom teacher or placed in the lost and found. All misplaced articles (with the exception of textbooks and notebooks) left in the secondary buildings, halls, or on the school grounds are to be placed in the lost and found. Items not claimed will be disposed of periodically. Students are encouraged to have all personal items marked so there is no question of ownership. Textbooks and notebooks that are found are given to the appropriate classroom or homeroom teacher.

LUNCHTIME

Lunchtime is a good break in the day. There is less structure and some opportunity for students to get to know one another better. Each student needs to provide a lunch from home each day.

Sometimes a fundraiser lunch is served at school to benefit various student activities. Orders are requested in advance. If school is closed on the day of the fundraiser lunch, the meal will be served on the day indicated on the form.

Students in elementary school eat lunch in the elementary lunchroom. Students in middle school and high school eat lunch in the high school lunchroom during separate lunch periods. On Wednesdays and occasional other designated days, middle school and high school students eat lunch on the bleachers in the gym.

When weather permits, elementary teachers may take their classes outside for lunch; middle school and high school students may eat lunch in the designated area outside.

Microwaves are available in each building for students to use.

Milk may be purchased by students.. In middle school and high school, other beverages and snacks are also available to students for purchase at lunchtime.

Quiet conversation is appropriate during lunch. Students are responsible to keep food and drink from spilling and to carefully clean up personal desk areas daily. Individual students may be assigned to clean floors, clean microwaves, and empty trash containers.

STUDENT ACTIVITIES

CLASS CHAPLAINS

The role of class chaplains is to foster encouragement and spiritual unity within each class. The chaplaincy concept also allows an opportunity for those who are gifted with spiritual leadership, as distinguished from administrative leadership gifts (leading Bible study, etc.), to exercise those gifts.

Each high school class has one or more chaplains. A student who is interested in serving his/her classmates as a chaplain communicates that interest to the homeroom teacher. The homeroom teacher informs the high school supervisor of those students who have expressed an interest in serving as chaplains. The high school supervisor meets with the interested student(s) to clarify their giftedness for that role.

Class chaplains must maintain passing grades in all subjects.

NATIONAL HONOR SOCIETY

Students who meet the following requirements are eligible for National Honor Society membership.

- Maintain a 3.7 cumulative GPA, based on final grades beginning with ninth grade
- Display behaviors that reflect accomplishments in the areas of leadership, service, and character.

Examples of eligible accomplishments:

- Extracurricular team membership
- Musical group membership
- Student Council membership
- Service activities – Hickory House, teacher assistant
- Yearbook staff
- Class chaplain
- Bible quizzing team member
- Mission trip member
- Other
- Receive an invitation from the National Honor Society Faculty Council.
- Receive recommendations from 80% of the major-subject teachers.

The following process is used to determine membership in the National Honor Society.

- The National Honor Society Faculty Council recommends students with a 3.7 cumulative GPA for selection. The selection process for students occurs at the end of the sophomore and junior years. Additional seniors may be selected at the end of the first semester of the senior year if they become eligible.
- The student completes a student activity form and submits it to the Faculty Council.
- Teachers complete a teacher recommendation form and submit it to the Faculty Council. The student must receive approval from 80% of the major-subject teachers.
- The Faculty Council reviews the forms and votes on each applicant. A majority vote is needed for approval.
- The student receives an acceptance letter from the National Honor Society advisor.
- The student is invited to participate in an induction ceremony.

A student who transfers to CCS as a member of the National Honor Society may transfer his/her NHS membership to CCS. In order to continue as a member of the CCS chapter, he/she must maintain CCS membership requirements. It is the responsibility of the student and/or parents to notify CCS of previous NHS membership during the first quarter of attendance at CCS.

A student is subject to dismissal from National Honor Society if:

- He/she receives an in-school or out-of-school suspension at CCS during the time of membership.
- He/she has repeated violations of school policy.

- He/she fails to complete either an individual or group service project by the end of the current school year.
- His/her cumulative GPA falls below 3.7
 If a student's quarter GPA falls below 3.7 for any marking period, he/she receives a warning from the National Honor Society advisor.
 A student must complete the year with a cumulative GPA of 3.7 or higher to continue as a member.
 Seniors must complete the senior year with a cumulative GPA of 3.7 or higher in order to graduate as a member of the National Honor Society.
- Once a student is dismissed or resigns, he/she is not eligible for membership again.

National Honor Society officers must meet the following qualifications.

- Demonstrate a personal relationship with Jesus Christ as seen through his/her daily lifestyle.
- Demonstrate responsibility as evidenced by participation in church, community, and/or other school activities.
- Demonstrate an ability to communicate ideas in writing and speaking as evidenced in his/her academic performance in those areas.
- Display attitudes and actions that are consistent with the Student Code of Conduct as outlined in the CCS Parent/Student Handbook.
- Faithfully attend all NHS meetings and activities and fulfillment of designated responsibilities.
- Set an example of consistent attendance and punctuality for school, classes, and NHS events.

Failure to abide by these qualifications may result in removal from NHS office.

SPORTS

Christian education is a nurturing process that includes the training of the mind, body, and spirit through the transmission of knowledge, skills, and values. The sports program of the school provides a setting in which to practice social, cultural, educational, and spiritual knowledge, skills, and values. Opportunities for interscholastic play are given to students at the middle school and high school levels. Conestoga Christian School belongs to the CCAC (Commonwealth Christian Athletic Conference) and PIAA (Pennsylvania Interscholastic Athletic Association).

Interscholastic sports competition is available to students who choose to participate. Middle school girls may choose fall volleyball, winter basketball, spring soccer, and/or spring track and field. Middle school boys may choose fall soccer, winter basketball, and/or spring track and field. High school girls may choose fall volleyball, winter basketball, spring soccer, and/or spring track and field. High school boys may choose fall soccer, fall golf, winter basketball, and/or spring track and field.

Physical Examinations

- Written permission from parents is necessary for participation in sports.
- All students **MUST** submit a sports exam report prior to a season of interscholastic play. Forms are available in the school office and in the Athletic Director's office.
- Students are required to have a sports exam each year.
- Coaches must withhold permission to practice until a sports exam is completed and submitted to the Athletic Director.

Academic Requirements

Athletes must be good competitors in all areas, including academics. All students must comply with the following eligibility requirements.

Eligibility

1. A team member must maintain passing grades in all subjects in order to participate in practices or games. On rare occasions, a student's LSP or SST action plan may include a provision modifying this requirement.
2. Within an academic quarter, a student whose cumulative work from the beginning of the quarter does not meet the requirement as of any Tuesday will be ineligible from the immediately following Thursday through the following Wednesday.

Eligibility reporting will begin the second Wednesday after the season begins. A season officially begins on the date of the first practice.

Teachers of athletes will respond to the Athletic Director each week to indicate eligibility.

If a student is ineligible more than twice during a sports season, that student will no longer be eligible to participate in the sport.

3. A student who does not meet the requirement at the end of a quarter will be ineligible for the first fifteen school days of the new quarter.
4. At the end of a school year, the student's final grades in his/her subjects, rather than the grades for the last marking period, will be used to determine eligibility for the coming year. Ineligible students may not begin practices (including preseason summer practices) until they have met eligibility requirements for the new school year, beginning the second Wednesday of the quarter.
5. If parents of CCS team members wish to draw a "tougher" line for an individual student, that decision can be made in consultation with the appropriate team coach and/or the Athletic Director.

Absence from School

- An athlete who takes an unexcused absence from school will not be permitted to practice or play in a game that day.
- An athlete who accumulates excessive unexcused tardies will not be permitted to participate in the next event (practice or game). If there are continuing unexcused tardies during the season, the student will no longer be eligible to participate in the sport.
- An athlete who is sick or has an excused absence for any other reason must be in by noon to practice or play in a game that day. Exceptions may be granted by the administration.
- An athlete who must miss a morning or an afternoon for a medical appointment must be in school the rest of the day in order to practice or play in a game that day.

Athletes' Code of Conduct

- Demonstrate self-control and respect for others – officials, spectators, athletes – at all times.
- Treat opponents with respect, including shaking hands after competition and congratulating them on their performance.
- Respect the integrity and judgment of officials.
- Remember that participation in sports is a privilege and is not to be abused by unsportsmanlike conduct.
- Remember that improper behavior while in uniform reflects poorly upon the athlete, the school, and the community.
- Understand and abide by the rules and regulations of the game.
- Accept victory with grace and defeat with dignity.
- Abide by regulations in the school's Code of General Conduct.

Misbehavior by an athlete in school can mean a suspension from game(s). Misbehavior of an athlete at a game (or practices and traveling) can result in suspension from additional games as determined by the coach, Athletic Director, and administration. Athletes and coaches who have been disqualified from a game by an official will be subjected to PIAA regulations regarding play in the next scheduled game.

Consequences for missed practices or games will be determined by each coach.

Discipline

To increase awareness of proper behavior in team members, repeated discipline referrals will have consequences that affect a student's participation in extracurricular activities. The goal of these guidelines is to show students that they will be held accountable for their actions and that these actions often affect others. Since members of sports teams represent CCS, they need to maintain acceptable behavior according to school rules.

The guidelines are as follows:

- 1 referral = talk with coach
- 2 referrals = talk with coach and notification of parents
- 3 referrals = suspended for 1 event* / notification of parents
- 4 referrals = suspended for 1 additional event* / notification of parents
- 5 referrals = suspended for season and meeting with appropriate personnel

*An event refers to a game or meet.

This system will be put into effect at the beginning of the season for each sport.

Dress Requirements for Athletes

Neatness and modesty are important, recognizing that athletes are representatives of CCS at home and away games and at practices. Non-scuff sneakers are required for play on the gym floor. Jewelry is not to be worn during practices or games when stipulated by the officials or the coach.

Practices

Shorts must have an inseam of at least 6 inches. Denim shorts and cut-offs are not appropriate. Bicycling shorts are not acceptable. Shirts need to have sleeves unless authorized by the Athletic Director. T-shirts and sweatshirts must be appropriate. Logos and wording that go against the school's philosophy, such as cartoons, pictures, slogans, and music groups, are not permitted. References to alcohol, drugs, cigarettes, military activity, or camouflage of any color are unacceptable. If shorts or shirts do not comply with the appearance code, the student will be asked to change into appropriate clothes. If other clothes are not available, the student will not be permitted to participate in the practice.

Games

On game days, athletes are expected to wear "dress" clothes prior to changing into uniforms. For guys, "dress" clothes are collared shirts and dress pants or shorts. Shirts must be buttoned and tucked in. Ties may be required. For girls, "dress" clothes are dress pants, skirts, or dresses. On certain occasions, athletes may be directed to wear their team jerseys with dress pants/shorts.

Communication

Prior to each sports season, the coach will hold a parents/coaches/players (PCP) meeting. Attendance by players and at least one of their parents is mandatory.

Schedules for Practices and Games

The school athletic schedules are available on the school website. Parents are expected to reference these schedules in order to be prompt in picking up players after practices and games.

Sports information regarding practices and games is kept current at extension 118.

Wednesday Practices and Scheduling Conflicts

CCS, at the high school level, permits after-school Wednesday practices. Wednesday practices do not take place in middle school. If an exception would be made, it must be requested at the beginning of the season and approved by the Athletic Director.

During the school year much effort is given to schedule practices that will end by 6:00 p.m. Traditionally, Wednesday evenings have been a night when many youth groups meet. Over the past five to ten years, this has changed. If there is a conflict between church and a practice or game schedule that may result in an athlete being absent from that practice or game, please communicate that with the coach prior to the season. Coaches are more than willing to work with athletes in advance to find a solution that can work. The school's desire is to work in cooperation with the church and parents to help raise godly men and women.

After-School Supervision

No after-school supervision is available for spectators and participants for any sports activities. Therefore, students are not permitted to stay after school to wait for games or practices. When athletes have late games or practices, they need to make arrangements to leave campus.

If transportation is an issue for a student who desires to participate in sports, the Athletic Director is to be contacted and arrangements will be made, as possible.

Transportation

- Athletes are expected to travel to and from away games on the team bus or van.
- Athletes may receive special permission from the head coach to return home with family.
- Under no circumstances may an athlete ride home with anyone other than a family member unless arrangements are made in advance. Only a responsible adult will drive athletes under this arrangement.
- Spectators are not allowed to ride with the team unless special arrangements have been made to include spectators.

Spectators' Code of Conduct

Spectators, along with coaches and players, are an integral part of an athletic contest. They are a part of the school community, and their actions reflect on the school's reputation.

A spectator is expected to:

- Direct energies toward encouraging the team.
- Show appreciation for good play on both sides of the contest.
- Learn rules of the game in order to be an informed, intelligent spectator.
- Treat all visiting teams with respect.
- Accept the judgment of coaches and officials.
- Encourage other spectators to participate in a spirit of good sportsmanship.
- Be positive.
 - Avoid actions which offend visiting teams or individual players.
 - Avoid "cheers" that distract or taunt.
 - Avoid use of noisemakers.
- Sit or stand in the spectator area along the north slope of the outdoor field or along the north wall of the gym. Move across the gym during a time-out, at the quarter, or at the half-time. Avoid moving along the perimeter of the court while a game is in progress.
- Be sure young children are sitting or standing with parents or other adults.
- Stay off the stage unless it is designated as a seating area.
- Carry food and drink around the perimeter of the court rather than across it.
- Understand that the scoring table is off limits to spectators.
- Keep personal balls out of the gym or off the field during games.

Home School Students

Home school students may participate in the middle school sports program as space permits and if insurance and health criteria are met. Because of PIAA regulations, home school students may not participate in CCS sports at the high school level.

STUDENT COUNCIL

One council is organized for middle school and another council for high school. Membership in the appropriate Student Council (STUCO) is open to students in middle school and high school who maintain a 2.5 GPA, are not failing any subjects, and meet other eligibility requirements according to each council's constitution. STUCO officers must maintain a 2.7 GPA.

The councils meet regularly each month. Students are expected to make up any class work missed because of Student Council involvement.

Middle school officers and class representatives are elected at the beginning of each new school year.

Any high school student interested in serving as a STUCO officer or representative must complete an application and participate in a review process with the high school supervisor and/or Administrator. Elections for high school officers and class representatives are held in the spring of the year for the following year.

Student Council events are planned for CCS students only unless an exception is granted by the school Administrator.

As a general rule, Student Council activities take place on the CCS campus and end by 9:30 or 10:00 p.m. Exceptions must be approved by the Administrative Team.

Fundraising activities must be approved by the administration.

YEARBOOK

A school yearbook, *The Cougar*, is created each year by high school students who choose to take the yearbook elective. Yearbooks may be ordered each fall and are distributed in the spring.

The yearbook staff operates under the direction of a yearbook advisor who is appointed by the school administration. The advisor works along with the Administrator and the high school supervisor.

Contents of the title page are determined by ACSI (Association of Christian Schools International) standards and must include the name of the book; table of contents; volume number; and school name, address, and website.

There is not a standard list of activities and events that must be included in the yearbook. The yearbook staff and the advisor determine the content of the yearbook and the arrangement of pages each year.

The yearbook staff and advisor research and choose a theme that is carried throughout the yearbook. The theme is determined by a school event, a world event, or the general feeling of the current school body. The theme must include a scripture verse, be in agreement with the CCS mission statement, and reflect Christ-like character. Scripture states that "God's Word will not return void." We attempt to be a witness of the "good news of Christ" as the yearbook is a publication that is viewed by people outside of the CCS family.

The yearbook may contain a dedication page, although this is not mandatory. The following guidelines are to be followed for a yearbook dedication:

1. The first step is discussion by the senior class members on the yearbook staff. If there is a unanimous decision by the senior yearbook staff members, that is the end of the procedure and the dedication is determined.
2. If there are a number of possibilities and the yearbook staff is divided on the dedication, then the next step is to solicit input from the entire senior class. The editor and advisor will review the input and make a final decision.
3. The advisor and the administration must approve the yearbook dedication.
4. If the dedication is to be a faculty or staff member, that person must have been employed by the school for a period of at least five years.

Senior photographs are to be supplied by those students and must adhere to the school appearance code. All submitted photographs must be approved by the advisor and administration. If photographs are not submitted by the requested deadline, the yearbook staff will use photographs taken by the company which provides student photos. Students' parents/guardians are notified by mail concerning senior photograph deadline and guidelines.

If senior information is to be included in the yearbook under each student's name, that information must reflect Christ-like character and must be approved by the advisor and administration.

Junior photographs may or may not be taken by students, according to what the yearbook staff designs. Junior photographs must also adhere to the school appearance code. If photographs are not submitted by the requested deadline, the yearbook staff will use photographs taken by the company which provides student photos. Students' parents/guardians will be notified by mail concerning junior photograph deadline and guidelines. All submitted photographs must be approved by the advisor and administration.

If junior information or quotes are to be included in the yearbook under each student's name, that information must reflect Christ-like character and must be approved by the advisor and administration.

All photographs, captions, or any other content of the yearbook must be in agreement with CCS's mission statement and must reflect Christ-like character. All content is subject to the approval of the advisor and administration.

GENERAL INFORMATION

ARRIVAL AND DISMISSAL PROCEDURES

School begins at 8:15 each morning. It is expected that car riders will arrive after 8:00. If it is necessary for a student to arrive before then, he/she is to report to the library/media center upon arrival on campus. Supervision in the library begins at 7:30, and therefore students should not arrive on campus prior to 7:30. Bus riders who arrive before 8:00 also need to report to the library/media center. Students are dismissed from the library/media center at 8:00 by the adult supervisor.

Students are expected to read, work on assignments, study, use the computers, etc. during their time in the library/media center. Students may play games that are installed on the computers (solitaire, mine sweeper, etc.); online gaming is not permitted. Students are not to use personal electronic devices. Students may talk quietly with each other.

Parents who provide transportation to and from school for their children need to enter the CCS parking lot at the west entrance and exit from the east driveway. Vehicles entering the parking lot must form a single line to drop off all students in front of the high school building. Adult supervisors will help to direct traffic on the parking lot each morning. Drivers are expected to follow their directions.

There are three unloading zones on the parking lot, designated by yellow dots. Vehicles are to unload or load students only at those designated zones unless directed otherwise by the supervisor. Students are to be ready to unload before a vehicle stops. If the unloading or loading process is time consuming (due to unbuckling/buckling multiple car seats, unloading/loading class projects, etc.), the driver needs to park in a visitor parking space to unload or load students.

When exiting parked vehicles in the school parking lot, access to the buildings must be made via the designated crosswalks. Parents and students must not cut across the parking lot to access any of the buildings. For safety purposes, crosswalks and sidewalks must be used.

At the end of each school day, parent drivers are encouraged to wait at the Conestoga Mennonite Church parking lot (NOT REUZIT PARKING LOT) until all the buses have been loaded and have left the school driveway. Vehicles entering the parking lot to pick up car riders must form a single line. All car riders are picked up at the front entrance of the high school building. It is the expectation that car riders will be picked up promptly, no later than 2:55 p.m.

At all times, parent and student drivers are asked to be gracious and give buses priority in entering and exiting the school parking lot.

Vehicles may not pass other vehicles that are unloading or loading students unless directed by a supervisor to do so.

Vehicles are not to be parked in front of the gym building between 8:00 a.m. and 8:20 a.m. or between 2:30 p.m. and 2:45 p.m.

Students are dismissed to buses and cars at the end of the day by intercom announcements. Bus riders are dismissed at 2:38. Elementary car riders are dismissed at approximately 2:40. Middle school and high school car riders are dismissed at approximately 2:41. Student drivers and middle school and high school students who ride with student drivers are usually dismissed by 2:50. Students remain in their homerooms until they are dismissed by intercom announcements.

A student is to bring a note from home if he/she is to go home by any means other than his/her regular transportation. If no note is received, the student will be sent home by his/her regular means of transportation.

All students must remain in their homerooms, under the supervision of their homeroom teachers, until they are dismissed by intercom announcement. Upon dismissal, students are to exit the building promptly to their vehicle or designated waiting area.

Elementary students are dismissed by classroom teachers. All bus riders exit through the east doors of the building to go to their buses. All car riders exit through the south doors of the building and through the gym to the front entrance of the high school building. Students are dismissed to individual vehicles by an adult supervisor.

Middle school students report to homeroom after seventh period class dismissal at 2:28 p.m. By 2:32 p.m. students need to be in homeroom. Students exit through the south entrance of the middle school. Students riding Governor Mifflin or Twin Valley buses may walk across the outdoor basketball court to get to those buses. Other bus riders walk on the sidewalk to get to their buses. Car riders wait in front of the high school building or between the double doors for their rides. If waiting indoors, students must watch for their rides. Students who ride with student drivers are to use the crosswalks to go to their vehicles when drivers are dismissed.

High school students report to homerooms after seventh period class dismissal at 2:28 p.m. By 2:32 p.m. students need to be in homeroom. All high school students exit through the north doors of the high school building. Car riders wait in the lobby of the high school building for their rides and are expected to watch for their rides to arrive. Student drivers and students who ride with them are to remain in their homerooms until they are dismissed by intercom announcement. These students are to use the crosswalks to go to their vehicles.

Dismissal Guidelines for Athletes Who Have Practice Immediately after School
Athletes must report to homeroom before going to practice.

Athletes may go to their vehicles if they go promptly when dismissed with bus riders.

When returning to the building with buses still on the parking lot, students need to go to the crosswalk and wait for permission from the supervisor to cross the parking lot.

Once buses begin moving out of the parking lot, athletes may not go to their vehicles but must wait until all buses are out of the parking lot. Then, they may only go to and return from their vehicles via the crosswalks and with the permission of a parking lot supervisor.

EMERGENCY DELAYS AND CLOSINGS

When there is an emergency delay/closing, the CCS automated phone call system will be activated. Information will also be available:

On the following radio and television stations: WBYN (107.5 FM), WDAC (94.5 FM), WJTL (90.3 FM), WEEU (830 AM), Fox 43, and WGAL (Channel 8). There is also a link from the CCS website (www.conestogachristian.net) to WGAL.

By calling CCS after 6:10 a.m. to listen for an updated phone message about the CCS schedule.

When school is delayed, parents must also listen for an announcement of the plans of the school district of residence. If your public school district transports your child(ren), they will be transported to and from CCS on the public school district schedule. When your school district closes or delays school and CCS does not, if possible, please arrange for your child(ren) to be at school on the CCS schedule. If it is not possible to provide transportation, please call the school office to inform the school of your child's absence. When CCS delays school and your district does not, be assured that students will be supervised when they arrive.

Please carefully monitor all of the above for accurate information as changes may occur throughout the morning.

Early Dismissals:

1. If CCS decides to close early, and your district is on a normal schedule, students will be supervised until transportation arrives for them.
2. If your district announces an early dismissal, student drivers in that district will be dismissed along with the bus riders.
3. CCS will activate the automated phone call system.
4. CCS will change the CCS phone message to reflect any early dismissals by CCS and/or transporting districts.

When there is a two-hour delay, classes begin at 10:15. When there is a one-hour delay in the opening of school, classes begin at 9:15.

When there is a two-hour delay, the order of classes is adjusted according to the schedules listed below.

Schedule A – Periods 3, 4, 5, 6, 7/SSS (Skip 1st and 2nd periods)

Schedule B – Periods 1, 2, 5, 6, 7/SSS (Skip 3rd and 4th periods)

Schedule C – Periods 1, 4, 5, 6, 7/SSS (Skip 2nd and 3rd periods)

Schedule D – Periods 2, 3, 5, 6, 7/SSS (Skip 1st and 4th periods)

Whenever Conestoga Christian has a 2-hour delay, the half-day kindergarten class will be canceled. This includes flex-day students if the delay is not on a scheduled full day.

EMERGENCY PROCEDURES

Fire drills and emergency evacuations

When the alarm is sounded or intercom announcement is made, students are to line up at the classroom door and then exit in a quiet, orderly fashion so that they can listen for instructions. It is essential that there is absolutely no talking. Students are to exit each room according to the plan posted in that room. The designated evacuation location for elementary students is the west end of the playground; for middle school students it is the east end of the soccer field; for high school students it is the west end of the soccer field. If middle school or high school students are in the elementary building, they evacuate to the west end of the playground and remain with the supervising classroom teacher.

Severe weather drills

There must be absolutely no talking as students move to designated locations. When students reach their designated locations, they are to sit on the floor (or get as low as possible), facing the wall, with heads down.

In the elementary building, students on the lower level sit under desks or tables. When that is not possible, students move to an inside wall of the classroom, away from windows. Students on the upper level move to the lower level hallways.

In the middle school building, students in Room M121 remain in the room and move to the whiteboard wall. Students in Room M123 remain in the room and move to the north wall. Students in Rooms M120 and M122 move to the hallway outside the art room. Students in the upstairs classrooms travel in two single-file lines down the stairs (Computer Room to the right, Rooms M220 and M223 to the left) to the hallway area.

In the high school building, students in the gym move to the hall between the kitchen and locker room, as far from the outside door as possible. When directed by their teacher, students in the gym may move to the hallway outside of the weight room. Students in the weight room sit in the hallway outside of that room. Students in the kitchen sit under tables. Students in the music room move to the hall outside that room, as far from the outside door as possible. Students in the science lab sit along the elevator wall. All other students on the main level and students on the upper level move to the hallway on the main level, away from the window at the east end of the hall and away from the trophy case.

Building lock-downs

Students are not to talk during a building lock-down. Students get low and move to the side of the room where they are least visible from windows and doors. Students who are not in a classroom go to the nearest classroom. Students who are outdoors are to get to cover, retreating to Conestoga Mennonite Church if possible.

Communication

Under no circumstances may a cell phone be used in an emergency evacuation, lock-down, or severe weather incident unless authorized by a teacher or the administration.

In the event of an emergency of any kind, parent vehicles in the parking lot could interfere with the response of appropriate emergency personnel.

Information will be given to parents as quickly as possible in an emergency situation.

FUNDRAISERS

Lunches may be sold to benefit specific classes or groups. If desired, each elementary and middle school class may sponsor one lunch per year to reduce the costs of their class trip. High school groups may sponsor up to four lunches per year.

The Administrator must approve any other fundraisers or solicitation for other causes, including service projects, well in advance of the project.

HEALTH REQUIREMENTS

Medical and dental exams are required at certain grade levels:

Physical exam – kindergarten, 6th grade, 11th grade

Dental exam – kindergarten, 3rd grade, 7th grade

Failure to provide the required medical and dental records within that school year will be an indication of parental consent for the student to receive a medical or dental exam provided by Eastern Lancaster County School District the following school year.

MEDICATION POLICY

All student medications must be submitted to the school office in their original containers, with parent explanation and permission for its administration. Medications are administered by the office staff.

Emergency medications may be kept in a student's possession, with parent permission, office approval, and teacher knowledge.

Non-prescription Tylenol is available in the school office and may be given by the office staff to a student when it is needed, with parent permission.

For an off-campus trip, any student with medication must register all medications, including nonprescription drugs, with the supervising teacher who will determine how the medication is to be dispensed. All medications must be kept in their original containers.

OFF-CAMPUS TRIPS

Annual class trips are scheduled for grades 1-8 and high school seniors. Additional off-campus trips can enhance classroom studies. In addition, when class groups travel together, celebration can be a valuable benefit. Attempts are made to balance time away and expense involved with experiences that students are privileged to share with their families and with church groups.

Parents are asked to sign a permission slip prior to each off-campus trip. Fees for field trip expenses are to be paid before the trip.

Parents who serve as drivers on field trips must complete a Parent Driver Form for each trip. When parents use their own vehicles to transport students, video/DVD players are not to be used. Discretion needs to be exercised in playing music. Only Christian or classical music is to be played, if any. It is not the school policy to reimburse parents for their transportation costs.

Drivers may not use cell phones while driving on a school trip. To use a cell phone, the driver must pull off the road.

Seatbelts are to be worn by all students when riding in a parent vehicle or school van. Drivers are also expected to wear seatbelts.

If parent vehicles are parked at school for an extended-day trip, the vehicles are not to be parked in front of the high school building.

All students are expected to attend off-campus trips. If a student asks to be excused from a trip, the absence is considered unexcused unless approved by administration due to extenuating circumstances.

SCHOOL SUPPLIES

CCS provides textbooks, workbooks, art equipment, and most art supplies. Some textbooks and instructional materials are also provided on loan from the Pennsylvania Department of Education. Students are expected to supply a Bible (NIV copyright 2010 or earlier recommended), notebooks, paper, pens and pencils, a calculator, assignment book, etc. A list of required supplies is provided before the beginning of each school year. Additional lists are available from the school office and the school website. Students may also need to pay for materials used in special activities and for expenses of class trips.

Assignments books are provided for all students in grades three through five. Replacement copies need to be purchased by students.

Each student is responsible to turn in the same books at the end of the year that were issued at the beginning of the year. A fine is issued to any student who is responsible for damaging his/her books or textbook tapes/CDs during the year. Fines are based on replacement costs, with a minimum fee of \$15.00 for books and \$5.00 for textbook tapes/CDs. All fines must be paid and all loaned books and textbook tapes/CDs must be returned before a student receives his/her end-of-year report card.

Students are not to take items from the art department, the music department, computer labs, or the kitchen. Some equipment and supplies from those areas may be borrowed when requested well in advance and approved by the teacher of each of those areas.

STAGE ACCESS

Students are not to access any part of the stage without permission. For access to the lofts, students must request permission from a music teacher or the school office.

STUDENT PICTURES

Student pictures are taken each fall and may be purchased by the students. All students are photographed with no obligation to the students or parents. Students' pictures are included annually on student cumulative records and in the school yearbook. Picture ID cards are distributed to all students.

TRANSPORTATION INFORMATION

Since the State of Pennsylvania requires that the local public school districts provide transportation for children to non-public schools within ten miles of the district boundary, bussing can be arranged for many families. Official notification of enrollment will be sent to each student's district of residence. The district will arrange transportation. Parents may choose instead to transport their own children and/or arrange neighborhood carpools.

VISITORS

All visitors, including parents, must clear their visitation with the office as soon as they arrive on campus. Parents are not to go directly to a classroom without checking in at the office.

Visitors of school age must have parent/guardian permission to visit, and arrangements for the visit must be made at least one day prior to the visit. School-age visitors permitted in classes during the school day include perspective students and out-of town friends of students. Former students who wish to visit friends and see former teachers may visit during lunch or after school. A campus visitation badge is issued when visitors register at the office. The school reserves the right to deny visitation requests.

WITHDRAWAL OF STUDENTS

Parents are asked to notify the school office when plans are made for a student withdrawal. Notification is requested whether the withdrawal is due to mid-year change in educational plan or family relocation. This courtesy is also requested when families choose not to re-enroll for an upcoming new school year. Please note that teacher notification by the parent (or student) is not considered to be official notification of withdrawal or non-enrollment.

ADMISSIONS AND FINANCES

ADMISSION REQUIREMENTS AND PROCEDURES

Conestoga Christian School welcomes applications from all persons willing to support the school's standards and objectives.

Entrance Requirements

1. Students must have a desire to attend CCS.
2. At least one parent must be a Christian, able to acknowledge Jesus as Savior and active in church fellowship.
3. Parents are expected to read and understand the guidelines set forth in this handbook. Parents and students must be in full agreement with all school policies.
4. Parents are expected to adhere to their financial summary for the payment of tuition. (A family may request and complete an application for tuition assistance if personal and church resources will not be available to meet the required tuition amount.)
5. Students who have severe emotional, social, academic, or spiritual problems will be admitted only after careful evaluation and when an appropriate program is available.
6. Applicants must be in compliance with Pennsylvania immunization law prior to the beginning of school. This law requires the following immunizations: three (3) doses of DPT; three (3) or more doses of Polio; three (3) doses of Hepatitis B; two (2) doses of Measles, Mumps, Rubella.
7. Kindergarten applicants must be five years of age before September 1 of the year they plan to enter school. First grade applicants must be six years of age before September 1 of the year they plan to enter school.

Policy of Nondiscrimination

Conestoga Christian School admits students of any race, color, national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students of the school. The school does not discriminate on the basis of race, color, national or ethnic origin in the administration of its admission policy, educational policies, tuition assistance program, athletic program, and other school-administered programs.

Policy Regarding Marriage and Sexuality

If, at the time of application for admission, a child is not residing with both parents, the school will ask the parent with whom the child resides, as well as the other parent if that parent will have any involvement with the school or if the child will reside with that parent while in school, whether that parent will support and live in a way that demonstrates support of CCS's beliefs about marriage and sexuality: Conestoga Christian School believes that sexual relationships are appropriate only between a man and a woman who are united in marriage.

Admissions Procedure

1. A Family Application must be returned to the school where it will be reviewed by the Administrator. In addition, a Student Application is required for each student entering grades 9-12, and reference forms are required for each student entering grades 6-12.
2. Prospective students and parents are interviewed by members of the Admissions Committee.
3. Each student seeking admission to CCS is given a basic academic assessment appropriate to the age/grade level of the student. That assessment is used as one piece of information regarding readiness for kindergarten, ability to do grade level work 1-12, and/or special needs for academic support.
4. Upon an offer of enrollment from the school, parents are asked to submit an Enrollment Card at which time a non-refundable registration fee is required.

FINANCES

Conestoga Christian School depends on gifts from parents, friends of the school, and area churches to provide the additional funds needed each month for operation costs that are not covered by tuition.

A non-refundable confirmation fee of \$150.00 per child is payable annually at the time of registration. An early confirmation fee of \$100.00 per child is available for applications or registrations received prior to April 1.

Tuition is due by the tenth of the month, August through May. If payment cannot be made by the tenth, parents are expected to call the school office to make arrangements for payment. In the event that a specified payment is not received by the tenth of the month in which it is due, a late fee of \$40.00 will be added to the account. A \$25.00 fee will be assessed for every check returned by the bank. All payments made in cash must be hand delivered to the school office by a parent and submitted directly to an office employee. A signed receipt will be given. Conestoga Christian School is not responsible for cash payments submitted by any other method.

Tuition coupon books may be requested each year from the Business Office.

Accounts must be current in August in order for any student to be seated in class for first semester study. Tuition accounts must be current at the end of the first semester in order for students to be seated in class at the beginning of second semester. Re-registration for a new year will be delayed until tuition payments are current.

All accounts must be current in order to receive diplomas, final report cards, or transcripts.

Parents who enroll their child(ren) after the school year begins, or who withdraw during the year, will have their tuition pro-rated on a daily basis and will incur a \$50.00 late/early termination fee. When a student transfers from CCS to another school, records will not be transferred until the family account is current (or paid in full).

Application for tuition assistance can be made at the time of registration.

TUITION

Tuition at CCS varies depending on the number of children from a family and the grade placement of those children. Tuition is calculated by starting with the student in the highest grade placement and then going down the grade placement order. The discounted tuition for additional enrolled children can be found on the school's website at www.conestogachristian.org.

For the 2011-2012 year the one-child rates are:

Grades 9-12	\$6,870.00
Grades 6-8	\$5,970.00
Grades 1-5, full-day kindergarten	\$5,280.00
Kindergarten, flex-day	\$3,980.00
Kindergarten, half-day	\$3,120.00

Resource Room fees, in addition to tuition, are related to the amount of time a student receives instruction/educational therapy in the Resource Room setting. For 2011-2012 the fees range from \$3,810 to \$4,980.

PERSONNEL DIRECTORY

ADMINISTRATION

Mr. Ken Parris
Administrator
Cornerstone University (BA)
Northern Illinois University (MS)

Mr. Norman Brower
Director of Guidance
Shelton College (BA)
University of Scranton (MS)

Miss Anita Whisler
Director of Assessment & Reporting; Resource Room
Messiah College (BS)
Kutztown University (MEd)

Mrs. Mary Louise Everhart
Director of Development
Ohio Wesleyan University (BA)
Millersville University (MEd)

Mr. Thane Gromlich
Business Manager
Philadelphia Biblical University (BS)

SUPERVISORS

Mr. Wayne Gascho
Elementary Co-Supervisor; Resource Room
Eastern Mennonite University (BA)
West Chester University (MA)

Mrs. Jill Greenly
Elementary Co-Supervisor; Fifth Grade
Cedarville University (BA)

Mrs. Melissa Horning
Middle School Co-Supervisor; Bible 6-12; English 11,12
Washington Bible College (BA)

Mr. Randy Hepler
Middle School Co-Supervisor, High School Supervisor
History/Social Studies 11,12
Virginia Polytechnic Institute and State University (BA)
Widener University (MEd)
Wilmington College (MEd)

Mrs. Patricia Gascho
Library/Media Center Supervisor
Family/Consumer Science Electives 6-12
Eastern Mennonite University

Mrs. Virginia Lodge
Technology Coordinator; Computer 4-12; Soc. St. 6
Messiah College (BS)
Millersville University (MEd)

Mr. Philip Yoder
Athletic Director; Phys. Ed. K-12; Health 9,10
Eastern Mennonite University (BS)

FACULTY

Mrs. Nancy Eberly
Kindergarten
Hesston College (AA)
Bluffton University (BS)

Mrs. Katy Linsky
Kindergarten Extended Day
(& Little Conestoga Preschool)
Millersville University (BS)
Wilkes University (MEd)

Mrs. Susan Brenner
First Grade
West Chester University (BS)

Mrs. Janet Caley
Second Grade
Eastern Mennonite University (BS)

Mrs. Rosie Nafziger
Third Grade
Eastern Mennonite University (BS)

Mrs. Marie Nord
Fourth Grade
Kent State University (BS)

Mrs. Shannon Bernard
Language Arts 6-8; English 9
West Chester University (BS)

Mr. Donald Boyer
History/Social Studies 7-12
St. Joseph's University (BS)
West Chester University (BS)

Mr. Donald Detweiler
Science 9-12
Eastern Mennonite University (BS)
West Chester University (MA)

Mr. Larry Everhart
Power Technology Electives 6-12
Millersville University (BS)

Mrs. Judy Garman
Science 6-8
Elizabethtown College (BS)
Temple University (MS)

Mrs. Liz Garcia
Spanish 6-12
Baptist Bible College (BS)

Mrs. Doris Herbein
Music K-5
Lebanon Valley College (BS)

Mrs. Leah Hess
Art K-12
Messiah College (BS)

Miss Rachel Petersheim
Math 6-12; Health 6-8
Eastern University (BA)

Mrs. Elayna Shirk
English 9-12; Graduation Project 9-12
Mount Vernon Nazarene University (BA)
West Virginia University (MA)

Mr. Roland Smoker
Math 8-12
Millersville University (BS)

Mrs. Carrie Warner
Music 6-12
West Chester University (BM)

ADMINISTRATIVE ASSISTANT

Mrs. Deb Urbano
Geneva College (BS)

RECEPTIONIST

Mrs. Pam Nace
Cedarville University (BA)

PURCHASING AGENT

Mrs. Lisa Gardner
Kutztown University (BS)

CUSTODIAN/MAINTENANCE

Mr. George Law, Head of Maintenance
Mrs. Jennifer Englerth
Mrs. Bonnie Lancaster