



Christian Heritage School

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Student Policy Manual

Christian Heritage School Association, School Board endeavors daily to keep their policy manuals up to date; therefore, CHS Policies are ever-changing. Updates and corrections are continually reviewed, edited and implemented. This document is for reference purposes only. For the most current status on a given policy, please call the CHS Administrator at (801)393-4475.

Mission: Christian Heritage School exists to provide a distinctly biblical, Christian education in partnership with families and local churches. Our goal is to equip and nurture students to fulfill their spiritual, academic, social, artistic and physical gifts to positively impact the world for Jesus Christ.



Page Changes

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Student Policies

4.000-1

Admissions

The process of enrollment at CHS prior to final acceptance shall include but is not limited to the following:

1. Submission of properly completed application forms and registration fee.
2. Parent/Student interview; with an administrator to insure that: a) the parents desire a Christian education for their child; b) the child, if high school age, expresses a desire to attend CHS and agrees to live in harmony with school standards; c) students with a history of severe behavioral problems have cleared their records with previous schools and now demonstrate a commitment for a changed life style in both personal testimony and character references.
3. Entrance testing; (grades 1-12) as needed when there is a concern of the student being able to function at grade level.

Upon completion of the designated steps, parents are notified as to whether their child has been accepted or not into the school. Students can be accepted with conditions, for example: the student goes to summer school, be tutored, or repeat a grade.

Students who have been accepted in the school must have their files complete and accounts current in order to begin school the first day. This includes having completed necessary physical examinations if required. All students must have immunization forms submitted for school files. The birth date cutoff for entrance into first grade shall be age six on or before September 1st. Each situation is handled on a case to case basis.

Christian Heritage School follows an admissions procedure sequence that benefits both the school and prospective parents. The principal conducts interviews first and then classifies admissions decisions into three categories: conditional admission; probationary admission; and denial of admission. Parents of students, who have been granted admission, then are required to complete the forms and pay the curriculum fee and tuition if appropriate.

Preface

CHS offers a program for students who desire an education in a Christian environment and who are capable of achieving in a program dedicated to academic excellence. The admission procedure is accomplished through the following sequence.

Interview with the Principal

The principal will schedule a private interview with parents who are interested in enrolling a student. Depending upon the preference of the parents, the student may attend the interview or be interviewed by the principal at a later date. Both the parents and student must be interviewed by the principal before admission to the school is granted. (7th-12th)

Parents should bring a copy of the student's grades and achievement test results to the interview. Parents seeking to enroll a student during a school year should bring the student's academic information for both the current school year and the previous school year. The principal will use the information to assess the student's academic aptitude and to identify possible problems. All students admitted to the school will be expected to perform at or above grade level. If the student has been enrolled in a special education program, the principal will contact the student's previous school to ascertain past conduct, academic progress, and long-term educational potential. If there are indications of discipline problems, suspensions, or repeated absences, contact with the student's previous school will be made for clarification.

It is desirable that students who attend the school come from a home which reinforces the values and beliefs taught during the school day. To this end, the principal will assess the parent's motivation in seeking the student's enrollment in the school, as well as the student's willingness to attend and adhere to the discipline policies.

During the interview, the principal will provide a description of the school's activities and will answer any questions which arise. Following the interview, the principal will conduct a tour of the school facilities. Classroom visits are permissible upon request and by prior arrangement with the principal.

If the information for the student is complete, the parents will be informed of the principal's decision within three days of the interview. If the information is incomplete, the decision will be delayed until the required information has been obtained.

Admission Decisions

Admissions fall into three categories: conditional admission, probationary admissions, and denial of admission.

Conditional admissions are reviewed yearly for continuing enrollment. A conditional admission for the school year is given to students who: 1) are performing at or above grade level; 2) attend

school regularly; and 3) submitted to school policy and regulations during the previous school year. In cases of new applicants, the student will be expected to have submitted to his/her previous school's regulations and policies for the six-week period immediately preceding application for entry to CHS. (This status can be changed for academic or disciplinary reasons.)

Applicants with deficiencies in any of the specified areas may be offered probationary admittance for six weeks if the principal feels the deficiencies will be corrected by the end of that time. Probationary admissions; are reviewed each grading period by the principal. If the necessary corrections have not occurred, the student will be denied further admittance. If the principal and the student's teacher(s) agree it is highly likely the deficiencies will be corrected at the end of a second quarter probationary admission can be extended.

Denial of admission; will be given by the principal if the applicant is deficient in one or more of the specified areas and correction during a six-week period is unlikely. Denial of admission does not prohibit a student from applying again if deficient areas are corrected. A parent may request to have the decision to deny reviewed by the board.

Registration Fee

The registration fee is due when the completed admission forms are returned to the school office. The enrollment procedures cannot continue until the fee is received.

Once the registration fee has been received, the principal will arrange a tuition payment schedule with the parents.

Enrollment Priorities

The first two weeks of the enrollment period are reserved for currently enrolled families. During this time, current families should complete the Re-enrollment Form and return it to the office with the required fee. Following this two-week period, all students will be prioritized according to their date of application.

Waiting Lists

Once a maximum number of students has been enrolled for a class, a waiting list will be started. If the waiting list exceeds the minimum requirement prescribed by the School Board, the principal may, after consulting with the board, authorize the establishment of a new class.

4.001-1

Profession of Faith; Criteria For Admission

CHS regards its mission to primarily be the nurturing of the students from Christian homes. However, evangelism should be a natural by-product of the school. It is for this reason that there will be no requirement on the part of students or parents to acknowledge a personal relationship with Jesus Christ as a condition on admission. Each family enrolling students will, however, be given a clear presentation of the gospel message during the course of their enrollment conferences so that they understand the centrality of this message to the educational program of CHS.

4.002-1

Nondiscriminatory Policy

CHS admits students of any race, gender, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, tuition assistance programs, athletic and other school-administered programs, nor in the hiring of faculty or administrative staff.

4.003-1

Admissions Review Criteria

I. PREFERRED:

- A. Christian family-clear testimony-Biblical-good Bible based church.
- B. Reasons for sending their children to the school are spiritual as well as academic.
- C. Children would seem to be academically prepared to cope with the level of performance expected by the school.
- D. Family life seems to be wholesome and stable.
- E. There is evidence of a wholehearted support for the school and its standards.
- F. Secondary school children want to come here to school.
- G. Children give evidence of being disciplined and parents support a disciplined environment.
- H. Recommended by a CHS family or local pastor who supports CHS.

II. ACCEPTABLE:

- A. Nominally Christian-testimony unclear-church background is weak either by denomination or attendance.
- B. Non-Christian but seems to be reachable. Evidence a strong desire for “religious/Bible” teaching.
- C. Reasons for application is primarily academic but feel Christian principles and training may help.
- D. An emphasis is placed on discipline and the desire for it in the education of their children.

- E. No serious discipline or academic problems.
- F. Will sign the statement of faith and agreement on the application.

III. MAY BE REJECTED:

- A. Non-Christian and/or cult member. No church attendance.
- B. Serious differences with the school's Biblical base and/or doctrine.
- C. Motivation to enroll their children is only academic and Bible training is only tolerated.
- D. Child evidences a background of academic, discipline, or learning problems that are beyond the school's reach.
- E. Family life is questionable or unstable.

Rejected:

The families are notified that they will not be admitted to CHS. A statement will be attached to each rejected application; stating the general reason for the rejection.

4.004-1

Enrollment Ratio

Students from non-Christian homes shall be limited, as best we can determine it, to a maximum of 30% of the students in any one class. This information shall be obtained at time of enrollment through personal interview with the parents.

4.005-1

Entrance Examination Scores and Acceptance Guidelines

The WRAT (Wide Range Achievement Test) will be used as an entrance test when testing is determined to be necessary. The results will be interpreted by the principal and his determination will be final.

Students applying to our school must be academically within reach of our school. They must show through formal or informal tests, prior grades or teacher recommendation that they can perform within the acceptable range established by the School.

4.006-1

Condition of Acceptance (Tutoring)

Students who are entering our school may be required to receive tutoring as a condition of acceptance. If a student seems to have received low grades due to lack of effort, an administrator may accept a student on probation.

4.007-1

Immunization Policy

All students enrolled at Christian Heritage School must have signed certificates of immunization status forms on record at CHS. Students will not be able to attend until required immunizations are up to date. Required immunizations consist of (1) Measles (2) Mumps (3) Rubella (4) Polio (5) Diphtheria (6) Tetanus (7) Pertussis.

Sixth grade students are required to have a second dose of measles vaccine before entering school in September.

The immunization program must be completed and dates on file in the office no later than the 15th day of school or the child will be excluded from school until the program is completed. (Rom. 13:1)

4.008-1

Infectious Diseases

Policy on Current or Prospective Students Diagnosed with Infectious Diseases.

I. Introduction:

- A. The death and disease in this life are a result of man's fall in the garden. (I Cor. 15:21, Romans 5:12- 14)
- B. The earth remains under the curse of God and will remain so until the Savior sees fit to bring forth a new earth. (Gen. 3:17-18 II Peter 3:7-8)
- C. In consequence, we as Christians must learn to live in a wicked, cursed world.
- D. Our responsibilities while being here include being salt, light, comfort and evangelism and approaching life and its problems with wisdom, discernment and Biblical insight. (Matt. 5:13-17 28:19-20).
- E. To wit, we recommend the following policy for students diagnosed with infectious diseases including but not limited to students with Hepatitis Type B, Tuberculosis, Meningitis, or HTLV-III/LAV, or testing positive for presence of antibodies to the AIDS virus.

II. Following Civil Guidelines - Romans 13:1-6:

- A. Current medical information published by the U.S. Centers for Disease Control indicates that the human T lymphotropic virus type III/lymphadenopathy-associated virus (HTLV-III/LAV) is believed to be the agent causing the Acquired Immunodeficiency Syndrome (AIDS) in humans. The policies presented below apply to students known to be infected with (HTLV-III/LAV), or testing positive for presence of

antibodies to the AIDS virus. Similarly, these policies apply to students infected with other public health office reportable diseases including but not limited to Tuberculosis, Meningitis, Hepatitis B or sexually transmitted diseases.

- B. These policies are based largely on the guidelines and recommendations published by the Centers for Disease Control (CDC). The CDC developed these guidelines after consultation with various organizations representing public health officials, educators, and concerned parents.
- C. A team of representatives including the local school board, school administrators, school physicians, school nurses, teachers, educational support personnel, school counselors and other relevant school personnel should receive general training about the following:
 - 1. The nature of the infectious disease and means of controlling its spread;
 - 2. The role of the school in providing education to prevent transmission of infectious diseases;
 - 3. Methods and materials to accomplish effective programs of school health education about infectious diseases; and
 - 4. School policies for students and staff who may be infected.

In addition, a team of school personnel responsible for teaching about infectious diseases should receive more specific training about these diseases, e.g. AIDS. All school personnel, especially those who teach health, periodically should receive continuing education about these diseases to assure that they have the most current information.

III. Admission or Continued Enrollment of Students with Infectious Diseases:

- A. God deals with each of us individually (I Cor. 15:10), therefore, each admitting case will be on an individual basis. The decision about admitting or continuing to enroll an infected student will be based upon evaluation of contagion, the behavior, neurologic development, and the physical condition of the student.
- B. Because we have a responsibility to protect all God's children (Acts 20:28-31), the expected type of interaction with others in the school environment and the possibility of contagion will likewise be considered in this decision.
- C. A student known to be infected shall not be admitted or permitted continued enrollment to the school without the unanimous approval of a screening committee composed at least of the student's physician, a public health expert or consultant chosen by the school administrator, the school

nurse, the school administrator and if appropriate the student's pastor. If no agreement is reached by the screening committee, the matter should be referred to the school board for further consideration and a decision after consultation with appropriate medical experts and the child's parents.

- D. For those infectious diseases for which there is no cure, the parents or guardians of the student who has been permitted to attend school are responsible for securing quarterly medical examinations or more frequent examinations as determined by the school administrator, as to permit a reliable assessment of any change in their child's condition which might affect contagium. Parents or guardians must authorize the release of the results of these evaluations to the appropriate administrator. Their failure to secure such medical evaluations or the failure to authorize the release of the results will jeopardize the child's continued enrollment.
- E. A student previously excluded from school may be admitted or readmitted, pursuant to reevaluation under the admission procedures specified above, if there is sufficient improvement to warrant admissions.

IV. Placement:

- A. First consideration should be given to placing the infected student in the regular educational setting, consistent with the appropriate precautions needed to avoid infecting others, or becoming infected with other diseases transmitted by fellow students or others connected with the school.
- B. An infected student unable to attend classes as determined by the screening committee, supported by appropriate data and rationale, shall be recommended by the school administrator to secure alternative instruction. Absenteeism or withdrawal from attendance at school shall be reported to the proper public authorities in accordance with any applicable provisions of state law.

V. Education about Infectious Diseases:

- A. Any education about infectious diseases must be presented consistent with CHS board policies and corporate philosophy.
- B. Programs must encourage young people to abstain from fornication, i.e. sexual intercourse outside marriage, or homosexual lifestyle. (I Thess. 4:3-6).
- C. Students should be encouraged not to use illicit drugs.
- D. Students should be informed of the available facts on contracting infectious diseases.
- E. All persons with infectious diseases deserve our compassion (Gal. 6:9-10).

1. Students should be reminded of the possibility for some people to contract infectious diseases through no fault of their own (blood transfusions, birth, etc.).
2. Those whom have contracted infectious diseases through sinful acts should not be cast away if his/her life style now reflects a changed heart. All believers may still carry scars from their lives before becoming a new creature in Christ (II Cor. 5:17).
3. Our desire is that God would use these circumstances to bring a nonbeliever to a knowledge of Jesus Christ (II Peter 3:9).

4.009-1

Communicable Childhood Diseases

Upon having the following diseases, a child must have written consent from either a physician or the Health Department to return to school, or be subject to school office approval for readmittance:

1. Pink Eye
2. Measles
3. Mumps
4. Pneumonia
5. Whooping Cough
6. Pinworms
7. Scabies
8. Ringworm
9. Impetigo

4.010-1 (Feb 08)

Medication Policy for Non-Prescribed Drugs

1. Medication should be administered at home when possible. The rare exceptions involve special conditions where it is absolutely necessary that the child have the medication to stay in school. When possible, the parents and physician are urged to design a schedule for administering medication outside school hours.

2. Secondary Campus: If a student must bring a non-prescribed medication to school, i.e., aspirin, antihistamine, the student may only bring one dose and let their teacher know they have it (asthma medication is an exception to the one dose restriction). The student is responsible for taking the medication as necessary.

3. Elementary Campus: If a student must take a non-prescribed medication to school i.e., aspirin, antihistamine, the student must have the following on file: 1.) A written statement by the child's physician identifying the medication (either prescription or nonprescription), the dosage, the duration, and authorization for the school to administer. 2.) A written statement signed by the parent(s) requesting the school to administer the medication. The medication must be in its original container, should be brought to the school office immediately upon arrival at school along with the two required statements. Students in possession of medication, violating the above guidelines, may be subject to disciplinary action.

4.011-1 (Feb 08)

Medication Policy Prescribed Drugs

1. Medication should be administered at home when possible. The rare exceptions involve special conditions where it is absolutely necessary that the child have the medication to stay in school. When possible, the parents and physician are urged to design a schedule for administering medication outside school hours.
2. Secondary Campus: The student is to bring a note to the office with authorization from the parent and keep the medication in the office until time of use.
3. Elementary Campus: If a student must take a prescribed medication to school the student must have the following on file: 1.) A written statement by the child's physician identifying the medication (either prescription or non-prescription), the dosage, the duration, and authorization for the school to administer. 2.) A written statement signed by the parent(s) requesting the school to administer the medication. The medication must be in its original container, and should be brought to the school office immediately upon arrival at school along with the two required statements. Students in possession of medication, violating the above guidelines, may be subject to disciplinary action.

4.012-1

Medical Emergency Procedure

At the beginning of each school year all students are asked to fill in the information on an "Emergency Card" which includes the name and phone number of the doctor to be notified, as well as the name, address, and phone number of the parents and an alternate person to be notified if the need should arise. It is the responsibility of the student to see that this information is on file. In case of serious illness or injury this information may be used before consultation with the family if this is felt necessary.

In case of minor illness CHS is equipped with a nurse's station to which students may be sent and where they may be cared for.

In case of more serious illness the family will be contacted by phone, and the parents will be requested to come to the school to pick up the ill child. Transportation will be furnished in such cases only under very unusual conditions. In no case will the student be allowed to return home unless there is proof, by phoning, that there is some adult present in the home at the time.

4.013-1

First Aid Procedures

1. First aid treatment will be administered to stop bleeding, restore breathing, or prevent shock or infection.
2. Parents will then be notified. If they can be consulted immediately, efforts will be made to find out which physician is to be secured or where the child should be taken. This information will be on file on "Emergency Cards" for each student in case the parents cannot be reached.
3. A representative of the school faculty should stay with the child until the parent assumes responsibility.
4. Internal medication will be given only by or on the order of a physician.

4.014-1

Class Position Reservation Timetable

Upon acceptance, a position for a student will be held until the time that the curriculum fee is due. If the fee is not paid the position may be declared open.

4.015-1

Class Sizes

<u>Grade level</u>	<u>Ideal Size</u>	<u>Allowable under certain conditions</u>
Pre - 3	12	24
Pre - 4	15	25
Kindergarten	18	25
1st - 8th	24	27
9th - 12th	24	29

The school administration is given the authority to adjust these figures where unusual circumstances warrant. The Board is to be given a listing of the enrollment in each grade during the re-enrollment period and at the start of the school year.

4.016-1

Combination Grade Classes

The following factors must be considered in the establishment of a combination classroom to maintain instructional soundness:

1. Number of students - should not exceed the maximum set by Board policy, exceptions must be weighed very carefully. Ideally, combination classes would have less than maximum.
2. Teacher's style, experience and training for combination grade teaching.
3. Physical classroom - adequate working space and resource materials to accommodate both grade levels.

When placing students in a combination class the Administrator must consider:

1. Minimizing the variability of overall class composition as it relates to student academic achievement data and maturity level.
2. Meet individual student needs.
3. Parental preference.
4. Order of application dates.

4.017-1

Absences

Attendance at school provides a student with the classroom experience. This experience is composed of participation in class activities and direct instruction conducted by the classroom teacher. The instructional program designed by each teacher is a progressive and sequential experience. It is generally impossible for that experience to be “made up.” For this reason, failure of a student to attend class will be seen as a serious problem and will not be allowed in excess.

Failure of a student to attend school will be considered an absence. Each absence will be considered excused or unexcused. An excused absence is an absence due to a personal illness, serious illness in the family, death in the family, school-approved trips, medical or dental appointments, court appearances, or absences due to providential hindrance. When a student will be out of school for another reason, and the time of the absence is known ahead of time, it is the responsibility of the parents to contact the school to secure a “Planned Absence” form. All course work and homework assignments are due on the day of return to class. Any make up exams must be scheduled by the teacher within (3) school days after the student returns. Failure to meet this requirement will result in an unexcused absence for the days missed. A student with an excused absence will be given a reasonable opportunity to make up assignments and exams missed during the absence. The authority for determining the legitimacy of an absence rests with the school administration. All other absences are unexcused. If a student receives an unexcused absence, all course work and homework assignments are due and no grade higher than a 70 may be received. Upon the second unexcused absences in a semester, the letter grade of the course will be dropped one letter grade. Any additional unexcused absences may result in the suspension or expulsion of the student.

Upon returning to school after an absence, the student is to bring a signed note from the parents detailing the cause of the absence. The note should be neatly written. The student must present the note to the school office for 7th-12th, and to the teacher for all elementary grades, before returning to class. The office will give an admit slip to the student. This dated slip will permit the student to return to class and will indicate to the teacher(s) whether the absence is excused or unexcused.

When a student is absent from school and a phone call from a parent is not received, then a phone call will be made in an attempt to notify the person responsible for that student (parent, guardian, custodian, or other).

1. First phone call will be made to the home.
2. Second phone call will be made to place of work of person(s) responsible.

4.018-1

Family Vacations

In the event that a student must miss school due to a family trip, the teacher will use his or her discretion regarding the issuing of homework prior to the trip. Any homework given prior to the vacation must be completed and turned in the day the student returns, otherwise no credit will be given for assigned work. Further if it is decided that no homework be given prior, then all work should be completed within one week of the student's return to school. It must be recognized that a student missing school for any reason is detrimental to his/her progress in school. Home absences should be minimal. (The planned absence form will be used in this case.)

4.019-1

Attendance Records

All attendance records will be supervised by the administrative secretary. Daily records will be kept for every student and entered on his or her permanent record at the end of the school year.

The total number of absences allowed for any semester is 9 at the secondary level regardless of reason. Upon reaching the 10th the grade in the class(es) will be lowered one full letter grade. Any exceptions to this must be by the board with written request from the parents.

The elementary will evaluate on a case by case basis.

4.020-1 (Mar 09)

Tardiness

Pupils who arrive after the late bell but before the attendance slip have been filed are to be marked tardy by the teacher on the attendance slip.

Pupils who arrive after the slip has been sent must report to the office so the slip can be corrected.

The student who is tardy should have a note from the office in order to be admitted to class.

Upper grade students are to be in their seats or standing by their desk, (teacher preference) when the tardy bell rings for each class.

The secondary level tardy policy is as follows:

Students who are tardy without excuse will receive a commensurate consequence for their choice of actions. These consequences may include, but not be limited to, time in detention or in service duty on school grounds, and will be applied at the discretion of the principal. (Mar 09)

4.021-1

Truancy

Truancy is an absence without the knowledge and consent of parents and/or school staff. This includes leaving school without permission before the end of the school day, or staying out of scheduled class or activity without permission. Such action will not be tolerated.

4.022-1

Cutting

Definition of the word CUT: Failing to come to campus or leaving from campus without proper permission for any part of the school day or choosing not to attend any class or classes while on campus without proper permission. (The student parking lot is off campus during the school day.)

1. First cut: Student will be required to pay \$25.00 administrative fees, meet with the administrator, and have parents notified verbally or by written communication.
2. Second cut: Student will be required to pay \$25.00 administrative fees, student will be suspended from school, student, and parent will meet with an administrator.
3. Third cut: Student will be expelled from school.

4.023-1

Retention

Students in grades one through eight will be required to repeat the year if they earn two or more F's for the year in major subjects (Bible, English, Reading, Math, Science, and Social Studies). A student at this level who fails less than two courses would be encouraged to attend summer school and/or receive tutoring to strengthen skills prior to the next school year.

High School students who fail courses would not receive credit for those courses and would be expected to retake them if needed for graduation.

I. General Principles:

- A. We believe that in certain cases retention is a necessary and appropriate tool in the educational strategies that are used for the development of children. In rare cases, retention is necessary because of academic failure. While it is recognized that this is a serious action with potentially long range impact on children and their families, retention will be recommended in certain circumstances. The difficulties that may be created must be minimized. The prayer of our school would be that through the retention experience the student would meet with success in the classroom and develop age-appropriate social and emotional behaviors.
- B. The goal of our school is to minimize the need for retention. Our strong effort in developmental screening, while not infallible, is intended to be a part of this effort. Early communication between the home and school

combined with vigorous intervention efforts will always be made to reduce the potential for retention.

- C. Retention decisions will be more frequent among our early elementary children. This is based on research which clearly indicates that children benefit far more in their academic progress when retention occurs during earlier years.
- D. The general policy regarding retention is that a child may not be retained more than one time while enrolled at CHS.

II. Procedures of CHS Retention Policy:

- A. If, after careful observation during the first semester, a teacher feels retention is a possibility, he/she will consult with the principal. The teacher will then schedule a parent conference to discuss the child's academic and developmental progress. At this conference the possibility of retention will be suggested as well as specific plans for remediation.
- B. Depending on the child's progress, a recommendation for retention will be made to the parents by the classroom teacher with the principal's approval. This conference will be scheduled at the earliest time possible during the second semester.
- C. When a teacher has recommended retention, the principal may appoint a child study team. This child study team will be composed of the administrator(s), the particular teacher involved, and other appointed teachers. The child study team will identify particular areas that need to be addressed and design an individual educational plan which will suggest appropriate intervention methods for normal growth to take place.
- D. Once an individualized educational plan has been designed, the classroom teacher will implement the IEP and establish periodic communication with the parents.
- E. In some cases, in spite of appropriate intervention, retention will still be necessary. The respective principal will make this final recommendation. If the parents do not agree with this recommendation, a conference will be scheduled with the parents, classroom teacher and principal. The desired result of this conference is to have parental consent for retention. We recognize this is a vital component for the retention to be effective. Generally the school will not retain a student without parental consent. However, in extremely rare cases in which the school believes that promotion would be educationally detrimental to a student, the school reserves the right to retain a student.

III. General Principles During a Year of Retention:

- A. Retention of a student is insufficient in itself to guarantee success. New strategies will be identified at the beginning of the retention year. These will include both academic and behavioral expectations for the year. These strategies would be implemented to help make retention a positive and successful experience for the student.
- B. During the second semester in which a student has been retained, the principal will meet with the classroom teacher and parents to evaluate the progress of the year and the impact of retention. This report will be placed on file in the student's cumulative record.

4.024-1

Credit for Tutoring

Credit for tutoring, other than home instruction, shall be granted under the following conditions:

1. Prior approval must be granted by the administrator.
2. The teacher shall be approved for tutoring at the school by the administrator.
3. The student shall meet with the teacher a minimum of twenty (20) clock hours for each one-half unit of credit granted.
4. A maximum of two such credits may be counted toward graduation.
5. The administrator shall require the tutor to submit a record of the work covered and a report of the quality of the work done.

4.025-1

Transfer of Summer School Credit

Students must secure written permission from the Administration before enrolling in summer courses at another school. CHS will recognize one full credit for summer work in any given school year. Summer courses should be taken to make up credits failed or to earn additional elective credits. They may not be taken as a means of accelerating through basic, required courses.

4.026-1

School Age

All students desiring to start Kindergarten must be five years old before Sept. 1 of the school year in which they are to be enrolled.

4.027-1

Pupil Records

The school shall keep records which will provide for the registration and attendance of pupils, and shall maintain an up-to-date permanent cumulative record of individual pupils showing

personal data and progress through school, including academic achievement, health information and test results. All such files shall be kept in a fire proof file.

Physical access to these files is restricted to office personnel. However, parents always have the right to see what is included and of course teachers have access to the information so as to better serve the needs of each student.

4.027-2 (Jul 04)

Record Retrieval Policies

- Custody Cases
 1. Christian Heritage School must receive a letter from an attorney requesting the records.
 2. Records requested must be specific to the issues.
 3. Could a summary letter with the administrator's signature do?
 4. A fee will be charged of \$.10 per copy and a \$25.00/hour retrieval fee.

Christian Heritage School has a policy that they must receive a letter from an attorney requesting a student's records in a custody case. The letter must be specific as to exactly what records are needed in regards to the issues being addressed. If a summary letter with an administrator's signature is sufficient, the attorney may request that as well. A retrieval fee of \$.10/copy and \$25.00/hour will be charged. This fee must be received by the school before the records or letter will be sent out.

- Non-custodial Parents

Utah Code 30-3-33, under advisory guidelines, suggests the following concerning school records and a non-custodial parent:

1. A retrieval fee of \$.10/copy and \$25.00/hour retrieval fee will be charged for all copies of records for the non-custodial parent.
2. Upon request from the second parent, we will keep a file in the office with copies of the information regarding their student. The parent must sign and date a form that they have picked up this information. There is no fee charged.

(July 04)

4.028-1

Achievement Testing

End of year achievement tests will be given to all students K through 10th grades. The P.S.A.T. tests will be given to all high school students before graduating.

4.029-1

Semester Examinations

Students, grades 9-12, must take final semester examinations in all core courses. These examinations are summative in nature and comprehensively cover all the facts, skills, and concepts covered during the semester. Some exceptions may be made for seniors for the final semester.

4.030-1

Academic Standards

It is the belief of CHS that a quality education is the result of (1) a curriculum that integrates God's Truth into all courses and adequately prepares the student for future educational endeavor (2) teachings that are Christian in philosophy and (3) classes of 25 or less which enable the student to derive maximum benefit from his academic exposure.

Each student is expected to use all available school and home resources and to perform at his highest level in order to take full advantage of the educational program. His or her originality and creativity are encouraged within the organized framework of the classroom.

The focal point of the CHS instructional emphasis is the teacher. Each member of the faculty is qualified to be involved in the teaching process, each one teaches in his major or minor subject area, and each is thoroughly Christian in philosophy. This atmosphere is carefully established to enable the student to derive maximum benefit from his academic exposure.

4.031-1

Cheating

Cheating is a serious offense. It involves taking information from another source and presenting it as your own information. Thus, it involves both the components of stealing and lying. Adults are prosecuted and sent to prison for these kinds of crimes. Therefore, students must come to understand the seriousness of an act of cheating. Teachers are required to take precautions in terms of test security and the structure to the classroom testing environment in order to protect students from unnecessary temptation. Classes should always be reminded by the teacher of the consequences of cheating. Cheating is defined as copying homework, handing in another's work, plagiarism in research papers and compositions, and unauthorized assistance on tests or quizzes.

If it is determined that a student has indeed cheated, the following actions may be taken:

1. The student will receive a zero on the assignment.
2. The principal will be notified.
3. The student will confer with the principal.
4. The parents will be called.

5. If the student holds any sort of leadership position in a club, class, or athletic team, the student will lose the position. Cheating is a violation of honor and leadership is a matter of honor. Cheating and leadership do not go hand-in-hand.
6. A second offense will cause the student to automatically fail the nine weeks in the class where the offense occurred. A conference with the parent, student, teacher, and principal will be held.
7. A third offense will result in the expulsion of the student from CHS.

4.032-1

Skipping A Grade

A sincere and conscientious effort is made at the time of admission to place students at the proper grade/age level. On occasion, because of a student's good academic performance, parents will request that a student be advanced a grade level beyond the normal promotion. Skipping a grade is not considered to be a beneficial practice and will rarely be considered or allowed by the school. The nature of the curriculum is such that a student will usually miss critical concepts and skills by skipping a grade. The school administrators must also consider other factors such as those that relate to maturation, social development, and student success in comparison to other very bright and intelligent students. At CHS it is the view that students should move through the planned curriculum in a step-by-step fashion in a way that allows for a steady academic as well as a steady social development. There is no feeling of urgency on the part of the school administration to accelerate a student through the grades.

4.033-1

High School Classification Requirements

To be a sophomore (10th grade) 6 credits must be completed before the fall semester.

To be junior (11th grade) 12 credits must be completed before the fall semester.

To be a senior (12th grade) 18 credits must be completed before the fall semester.

4.034-1

Acceptance of Course Work for High School Credit

CHS does not accept for high school credit any course work done outside CHS except by the guidelines of state department of educational options and those transferred from an accepted high school.

4.035-1

Tutorial Help

Students will sometimes need additional help in a subject. The first place to turn for help is the teacher of the course. Most teachers at the school are willing to give extra time to students who are conscientiously trying to improve. This time can only be before school, after school, during a

planning period, and with the final approval of the teacher before tutorial work begins. Students may also be paired with peers who understand the material and can help. Most students who are floundering need only a little extra time to bring them to an understanding of the material. For students with a severe problem, an outside tutor may be needed. The school faculty and principal may be able to provide names of qualified tutors. Any outside tutor should confer with the teacher of the class in order to coordinate objectives and methods.

4.036-1

Graduation Criteria

SUBJECT AREA	STATE(Utah)	CHS
Language Arts	3	4
Mathematics	2	3
Science	2	3
Social Studies	3	4
Fine Arts (1)	1.5	1.5
P.E.	2	2*
Practical Arts (2)	1	2
Bible	0	4**
Foreign Language	0	2
Electives	<u>9.5</u>	<u>0.5</u>
Total	24	26

(1) This would include vocal and instrumental music, art, & drama.

(2) This would include such courses as keyboarding, any computer classes, speech, accounting, etc.

* One credit may be fulfilled by participation in a major sport of CHS. Each season of a major sport is worth 1/4 credit if you satisfactorily complete the requirements of that sport as determined by the coach and the principal.

** Or one credit for each year of attendance at CHS. This requirement may vary at different grade levels depending on the class offered. The schedule may make it necessary to have only a 1/2 credit class some years.

Fine arts credits may be earned outside of the school day. (For example, instrumental music may be before or after school and drama productions of a major nature would earn 1/4 credit.)

Special note: We recognize that students will be coming to CHS with varied credits because of different requirements in their former school. To allow for this difference, the graduation requirements may be deviated from as necessary for the first few years of the school at the discretion of the principal. Scheduling problems may also cause a need to allow special variances.

Some classes which count as high school credit may be taken in the 7th or 8th grade.

These requirements were approved by the Board of Education on 6/20/95.

4.037-1

Criteria for Diploma

A diploma will be granted to all students who have met the requirements set forth in 4.047-1. Such diploma will be signed by the B. O. E. chairman and the administrator.

4.038-1

Instructional Methodology

The school wishes to encourage and promote the desire to learn in its students. This desire to learn should be activated by the use of multi-level material. The motivational attitude of the teachers is needed in all subject areas.

In order to attain our instructional program goals, certain procedures and methods must be developed and implemented by the administration and faculty.

I. The ability and maturity levels of the students must dictate standards of work expected and the method of presentation.

- A. Each child must be given work which challenges him to perform at his/her maximum potential.
- B. The teacher must organize classroom activities to provide a balance of listening, observation, expression, creativity, physical activity and relaxation.
- C. A plan that assesses each student's progress.

II. Pupils may be grouped for instructional purposes.

- A. Teachers should engage students in a variety of learning experiences.
- B. Appropriate materials will be provided for varying levels of activities.
- C. A comprehensive testing program will be provided. The purpose of the testing will be threefold:
 - 1. To prepare students for college entrance testing.
 - 2. To assist in the evaluation of the academic program.
 - 3. To assist administration and faculty in offering guidance for the students.

III. Teachers should demonstrate sound professional judgment in selecting, making and using a variety of teaching and learning media.

IV. The relationship between teachers and students must be conducive to learning.

- A. Discipline will be fair but firm.
- B. Emphasis will be placed on self-discipline.
- C. The faculty should stand alone as those who have the authority to conduct the class, but they should also project accessibility and a sense of being involved together in the adventure and delight of learning.
- D. A student's personal affairs will be discussed by administration and faculty in accordance with professional ethics and only as necessary to aid a student's progress.

V. The Principal will work with the teachers in improving the educational program. They will help the faculty in improving their skills and aiding them to mature in their vocation by encouraging them to attend meetings in their instructional fields.

VI. Resource persons should be engaged in the instructional program to add meaningful learning to the classroom experience.

4.039-1

Parent/Teacher Conferences (Grades K-6)

Christian Heritage School believes it is very important for school and home to work together. In order to promote effective communication and understanding, parents are asked to cooperate with the following guidelines:

1. Parents will have the privilege of meeting with their child's teacher(s) in a personal conference before the end of the first six-weeks.
2. Teachers will also use letter, phone calls, and regular progress reports as needed to communicate with the parents.
3. It is important that each parent schedules a conference, during school hours, with a teacher whenever a need or concern is evident. Parents should not feel limited to the personal conference. Many needs can be met through a simple conference between parent and teacher. Concerns need to be shared first between the parent and teacher. The principal is interested in all areas concerning students and the school and will be available for parent-teacher conferences following the initial parent-teacher contact. (3/1996)

4.040-1

Parent/Teacher Conferences (Grades 7-12)

Parents of secondary students can request a conference with their child's teachers during school hours. Parents interested in arranging a conference with a teacher should call the school office and leave a request for the teacher to return the call. A conference should be scheduled at a time convenient for both the parents and the teacher. The parents should communicate with the teacher before contacting the principal. The principal is available for parent-teacher conferences following the initial parent-teacher contact. (3/1996)

4.041-1

Homework Policy

Christian Heritage Schools' Board of education recognizes the educational value and importance of homework for students. We believe that meaningful home study is a necessary part of each pupil's educational program and that it should be related to the educational philosophy and goals of the school. Homework should be a purposeful extension of the school day which provides the student with additional opportunities for the development and reinforcement of the school's instructional objectives.

The assignment of homework should be regular and reasonable, and is encouraged when it contributes to the child's education through individual work, responsibility, completion of projects, and the establishment of good study habits. The completion of homework assignments should be recorded by the instructor and included in the evaluation of the student's progress. Christ-like character qualities of responsibility, initiative, orderliness and thoroughness are developed as a result of homework. Care must be taken though, not to take away from the family unit by too much homework. Family communication and togetherness must be priority.

I. Definition:

Homework is defined as out-of-class preparation in a given subject area which is assigned by a student's teacher. This assignment is of such a nature that the student must complete all or part of the assignment during non-class time. Each assignment may be further defined as one or more of the following four types:

- A. Practice: Most commonly given to help students master specific skills limited to material presented in class.
- B. Preparation: Given to prepare students to gain maximum benefit from subsequent lessons.
- C. Extension: Given to determine if students can transfer a skill or concept to another situation.
- D. Creative: Requires a student to integrate skills and concepts in the process of producing a response or product.

II. Teacher's Responsibilities:

Teachers should plan meaningful homework assignments in conjunction with their daily lesson plans. The homework assignments should clearly lead to the accomplishment of the course's

instructional objectives. Students should know exactly what is expected of them and receive all necessary clarification pertinent to the assignment.

The timely and complete response to the student's homework assignment by the teacher is essential. Homework should be reviewed, recorded, and included as part of the student's progress evaluation.

III. Student's Responsibilities:

It is the responsibility of the student to complete assigned homework. In order to accomplish this task, the student must learn to plan and budget the necessary study time. It is the student's responsibility to seek additional clarification and assistance from the teacher as soon as the need for such assistance is realized. The assignment of homework helps students understand that learning is not just a classroom activity.

IV. Administrator's Responsibilities:

Administrators should make sure that homework assignments are coordinated - to increase communication and cooperation among teachers so that students are not overburdened with heavy workloads from all their teachers at the same time.

V. Parent/Home Responsibilities:

Parents should recognize the important role of homework to the total instructional program of their child. Parents should make themselves aware of the assignments and expectations of the school and the individual teacher. Parents should provide a suitable place and environment in the home for the completion of homework assignments. Parents should help their child plan and budget the appropriate amount of study time for the completion of the homework assignment.

Parents should feel free to consult with the teacher about any question relating to the homework assignment.

VI. Guidelines for Teachers:

- A. Homework should grow logically from classroom instruction.
- B. Students should not be expected to deal with totally new skills or concepts in completing homework assignments.
- C. Students should clearly understand the specific objectives, related purposes, process, and due date of each homework assignment. To help students responsibly schedule their homework, they should be notified of the assignment as much in advance as possible. Term papers and long-range projects, which are in addition to regular homework assignments, should be assigned far enough in advance to allow students sufficient time for completion.

- D. Homework assignments should be reviewed, recorded and included as part of the evaluation of the student's learning program.
- E. Homework assignments should be made based upon the needs of the individual student and of the class as a whole.
- F. A variety of homework should be assigned to include practice, creativity, preparation and extension assignments. Homework should not be given for disciplinary purposes or merely as "busy work".
- G. It can be expected that some students may finish their homework assignments in school based on their schedule, study skills, and ability.
- H. Some time should be provided within the class period to begin the assignment and respond to questions.
- I. The homework assigned on a secondary level (7-12) by the teacher should be within reasonable limits and with an understanding of the fact that the student may be assigned homework from as many as five other teachers. Total secondary home assignments normally should require no more than 3 hours per night. Special circumstances may dictate that more or less homework than is normal may be assigned.
- J. Homework on the elementary level (K-6) should never be assigned as a class assignment below the third grade, and total home assignments should require no more than one hour per night.
- K. Elementary pupils of advanced ability who have mastered the work could be excused from routine homework and should be encouraged to spend their time on original and creative expression and/or research.
- L. No homework, tests, major papers, or projects are to be due on Thursday. Families are to be encouraged to attend church together. Teachers should minimize homework on weekends, holidays and vacation. Family times should be encouraged during these special times.

4.042-1

Extra Work Requests

Students often ask for extra work in order to improve their grades. There is a fallacy in this request. If the student is not doing well with the regular work, how can the student do better with a greater quantity of work? Therefore, extra work is not permitted for the purpose of improving grades. Teachers may, at their discretion, allow a student to repeat an assignment, do an assignment in a different format, or otherwise individualize a previous assignment in order to replace a low grade. The repetition of an assignment, however, must be completed within a short time of the original assignment. It is not permissible at the end of the semester as a desperate effort to improve a low grade in the subject.

4.043-1

Grading Standards

The following chart lists the grading standard to be used as the ultimate goal in the school program; however, we will use the more common standard of 90, 80, 70, 60 for the first year.

<u>Letter Grade</u>	<u>Percentage Range</u>		<u>Numerical Equivalent</u>	<u>Weighted Equivalent</u>
A	95—100	=	4.00	4.5
A-	92—94	=	3.67	4.13
B+	89—91	=	3.33	3.76
B	86—88	=	3.00	3.38
B-	83—85	=	2.67	3.0
C+	79—82	=	2.33	2.63
C	74—78	=	2.00	2.25
C-	70—73	=	1.67	1.88
D+	67—69	=	1.33	1.5
D	63—66	=	1.00	1.13
D-	60—62	=	0.67	0.8
F	59 and below		0	0

4.044-1

Grading/Reporting Periods

Grades 9-12

Each semester will be divided into two (2) nine-weeks grading and reporting periods. In computing the final grade for the course, all grades will be determined in the following manner:

1st Nine Weeks - 40%
2nd Nine Weeks - 40%
Final exam - 20%

Grades 7-8

Each semester will be divided into two (2) nine-weeks grading and reporting periods. In computing the final grade for the course, all grades will be determined in the following manner:

1st Nine Weeks - 45%
2nd Nine Weeks - 45%
Final exam - 10%

Grades K-6

Students in Grades K-6 will follow the nine-weeks reporting program, in which report cards will be issued four times each year.

Kindergarten - 2nd grade students will continue to receive a report card designed specifically for their curriculum. They will use the following grading system:

E = Excellent
G = Good
S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

4.045-1

Conduct Marks

Parents will also be informed of their child's conduct by the nine-week report which will have an evaluation of conduct for each of the courses in which the student is enrolled. The following marks will be used in grades K-12.

H = Honor
S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

4.046-1

Incomplete Grade

An "Incomplete" is given only when the teacher feels there are justifiable reasons for the work to be late. Such a grade changes to F if the work is not completed within two weeks.

4.047-1

Discipline

Christian Heritage School's primary responsibilities lie in education and not behavioral modification. The scriptures are clear in this area, holding the parent accountable and responsible for the discipline of their children (1 Sam. 3:11-15). CHS, therefore, rightfully assumes its support role. In the support role, it is necessary for CHS to participate in an active program correcting minor infractions, maintaining a classroom environment conducive to academic excellence. CHS always maintains the parents as primarily responsible for discipline and are to ensure they, or a predesignated adult, can be reached while their children are attending school or school functions.

The purpose of any school discipline policy is to provide for all students a safe environment which is conducive to the learning process. With this in mind, it is the goal of the CHS discipline policy to:

1. Reduce and eliminate all behaviors that are disruptive to the learning process through a policy of classroom, parental, and administrative intervention over a short period of time.

2. Maintain a “no tolerance” stance in relation to any behaviors that create an unsafe learning environment or when students are unresponsive to short term interventions.

“No tolerance” involves long term expulsion either for the remainder of the semester, the year or even permanently.

Display of these behaviors fall under “no tolerance”:

1. The selling, possession, or use of illegal drugs.
2. Possession of any type of firearm on school property. This includes firearms in vehicles parked on CHS property or at any event or activity of the school.
3. A serious breach of conduct inside or on grounds of the school.

- a. Life threatening actions.
- b. Inflicting bodily harm.
- c. Open and blatant defiance.

4. Habitual disciplinary cases. If the relationship between the teacher, student, and parent cannot resolve the situation, then the teacher requests aid from the principal. In this event:

a. The parent is contacted to discuss the matter. If it cannot be resolved immediately, then the parent is requested to come to the school and personally take charge of the situation. If the parent is unavailable, the child will be detained by the principal until such time the parents are available.

b. All school work missed as a result of disciplinary procedures cannot be made up. All scores during this period are entered as 0%.

c. The principal has the right to use his discretionary prerogative in considering short term suspension (1-5 days) beyond the actions taken by the parents. CHS will endure this sequence of events three times, after which the student is considered a habitual discipline problem.

5. Failure of the student to comply with disciplinary actions of the parent or school.

6. Failure of the parents to get recommended professional help for exceptional cases.

4.048-1

Suspension

The administrator has at all times the authority to suspend a student.

The length of suspension will be 1-5 days as determined by the administrator.

The reasons which would give cause for suspension are:

1. Continued deliberate disobedience/disrespect displayed.

2. A rebellious spirit which is unchanged after much effort by the school staff.
3. A continued negative attitude and bad influence upon other students.
4. A serious breach of conduct inside or on grounds of the school which has an adverse effect upon the image of the school.
5. Failure of the student to comply with the disciplinary actions of the school.
6. Failure of the parents to get recommended professional help for exceptional children.

4.049-1

Expulsion

A student may be expelled from school for a serious breach of conduct, and/or repeated problems with behavior or academic performance.

Procedure:

1. In the case of such an offense, the matter will be referred to the Board of Education, by the principal.
2. The Board of Education, in executive session, will make the final decision.
4. If a student is expelled from CHS, the parents are still obligated to pay the full year's tuition.

4.050-1

Student Grievance Procedure

1. In the event that any student or group of students shall feel aggrieved on account of any policy of the CHS Board of Education, or actions of its agents or employees, said student or students shall be entitled to use the following method of obtaining redress.
2. The student or students or parent or their agents shall file a written request with the Administrator of CHS setting forth in detail the action or policy which is the basis of the grievance. The Administrator may initiate a hearing or discussion on the basis of this written request.
3. If the grievance is not settled after being filed with the Administrator, the aggrieved party or parties may at any time subsequent to fourteen days after filing with the Administrator, file a written notice or copy of said grievance with the secretary of the Board of

Education requesting that the Board review same. The Board of Education or a committee appointed by it shall determine within thirty days whether a formal hearing shall be held.

4. All policies will be enforced as written during the time of the appeal unless modified by the board.

4.051-1

Probation

Probation is invoked when a student has a serious problem and gives a student an opportunity to correct his problem. If he does not improve to a satisfactory level, he will be dismissed and asked to withdraw from the school.

Reasons for Probation

Academic:

Insufficient academic progress.

Failure of the parents to get recommended professional help for exceptional children.

Attitude:

A rebellious spirit which is unchanged after much effort by the teachers.

A continued negative attitude and bad influence upon the other students.

Disciplinary:

Continued deliberate disobedience.

Committing a serious breach of conduct inside or outside of school which has an adverse effect upon the school's testimony.

Failure of the parent to comply with the disciplinary procedures of the school.

The Probation Period:

Probation will last for nine weeks following administrator's conference with the parents and student.

Student activities will be limited and all positions of trust and responsibility must be relinquished during this time.

Each week the parent(s) will receive an updated report as to the progress being achieved by the student.

Future Probation:

Any action placing a student on probation for the second time in two consecutive semesters constitutes a recommendation that the student be dismissed or withdrawn from the school.

4.052-1

Academic Probation

Academic probation is invoked when a student has a serious academic problem. It is intended to give notice to the parent and student so a mutual effort on the part of both school and home may be made to correct the academic deficiency. Hopefully the deficiency will be improved to a satisfactory or passing level. If not, the principal will decide if the student will be able to continue at CHS.

Academic probation will be invoked in the following manner:

1. A student who received two F's, or has a GPA below 2.0 at the conclusion of a grading period will be placed on academic probation for one grading period. The student will not be allowed to participate in extracurricular activities during this grading period. (5/96)
2. A letter of notification will be sent to the parents.
3. A conference will be held with the parents, the student, the teacher(s), and the principal to give an explanation of the probation and suggestions for remediation.
4. The academic status of the student will be reviewed by the principal at the end of the next grading period.
5. If the problem is corrected during the next grading period the student will be removed from probation and restored to participation in extracurricular activities.
6. In the event that a student has not corrected the problem that has caused the academic probation at the end of the next grading period, the principal will look at each case individually and make a determination based on the amount of effort, the attitude, and conduct of the student.
7. As with all situations, the parents may request a hearing with the board if they disagree with the recommendation of the principal.

4.053-1

Dress Code

Standards of Dress (Dress Code) – Philosophy

It is the belief of CHS that the manner of a pupil's dress and appearance will affect their attitude toward learning and toward others. Therefore, our intent for the school dress code is to create an atmosphere, free from clothing caused distractions. The dress standards will foster self-discipline, modesty, cleanliness and making responsible choices.

The CHS School Board believes there is a sound biblical basis for creating a standardized dress code. 1 Corinthians 6:19 states: “Your body is the temple of the Holy Spirit, who is in you, whom you have received from God.” Our bodies are truly the temples of the Lord and it is inappropriate for us to have them look unkempt or suggestively immodest. Additionally, 1 Peter 3:3-4 states: “Your beauty should not come from outward adornment, such as braided hair, and wearing gold jewelry, and fine clothes. Instead, it should be that of your inner self, the unfading beauty of a gentle and quiet spirit which is of great worth in God’s sight.”

The dress code standard was chosen with regard to basic fashions that are comfortable, easy to find in stores, and reflect a good image for the students and for the school. Color and style choices are given so that each student can exercise individual freedom within the boundaries of the dress code standards. The descriptions of the dress code are written to include both items that are allowable and those that are expressly forbidden.

The dress code has been written in such a way to avoid misinterpretation or ambiguities, but because it is subjective, CHS Administrators retain the final word on whether any clothes or accessories meet the dress code standard.

There will be *variances in the dress code* for elementary and secondary students due to the differences in age, clothing availability, styles, and responsibility levels.

Dress code applies for the *entire time a student is on CHS premises* and attending CHS sponsored field trips and events. Specific variations or exceptions may be allowed per additions to the Handbook.

Standards of Dress (Dress Code) – Policy

General: Clothing should be decent, modest, clean, comfortable and appropriate for school settings. All clothing should be fitted properly, worn properly, hemmed, free from holes, patches or frays. Closures should be basic buttons and zippers in standard locations that provide for a good fit.

Sources: *Please call the office for current retail options available to purchase dress code items.* All clothing choices must match the dress code as described, in both color and style, and as displayed in the offices of the elementary and secondary campuses.

Free Dress Day: CHS will permit occasional free dress days, typically on the last Friday of the month. Days will be set by Principals. Free dress day is a privilege and may be withheld at any time. Clothes worn on free dress days must be tasteful, modest, correctly worn, properly fitting, not distracting, *and in accordance with CHS policies and principles.*

Field Trips and Special Events: CHS encourages each teacher to keep their students in dress code appropriate clothes for field trips and special events. The teacher, with concurrence of the Principal, will determine the appropriate dress when away from CHS, with the circumstances of each trip or event taken into account.

Dress code enforcement: CHS desires the focus to be on the educational environment. However, since these rules are established in order to maintain a non-distracting educational environment, procedures and penalties must be in place for enforcing the dress code. Parents are and continue to be the first line of inspections for dress code appropriate wear. When at CHS, teachers are responsible for noting and applying the correct discipline for each offense of the dress code. Enforcement will be greatest at the beginning of the school year and after vacation breaks.

(Enforcement Procedure: see reverse side of specific guidelines form)

Student Events: CHS recognizes that there may be times when CHS students wish to exceed the dress code standard by wearing ties, dress coats or jackets, such as on athletic game days or for Chapel. Each situation will be evaluated and approved by the appropriate Principal.

Specific Guidelines: K – 12th Grades

As Adopted: November 17, 2005

ALL CLOTHING SHOULD BE PLAIN WITH NO LOGOS, NO CHARACTER DESIGNS, AND NO DECORATIVE TRIM. (See dress code sample wall for color comparisons).

ITEM	DOES COMPLY	DOESN'T COMPLY
Oxford Shirt	Navy blue, hunter green, light blue or white oxford, with or without pocket; May have button down collar. Must tuck in.	
Polo Shirt	Navy blue, hunter green, light blue, or white. Banded long or short sleeve. Must have three or less buttons. May include CHS logo. Must tuck in. May wear undershirt that is white or that matches the color of polo.	No decorative trim anywhere. No hemmed or capped sleeves. No three quarter or rolled up sleeves. No pockets. Girls: Undershirts must not show.
Girls Blouses	White and light blue. Tuck-in styling button front; long, three-quarter or short sleeves. Peter pan collars are acceptable. Must tuck in. May wear undershirt that is white or that matches the color of buttoned up blouse.	No frontal darts, seams or tapered fit. No cap sleeves. Undershirt must not show.
Pants Shorts	Twill; pleated or flat front "dockers" style casual dress pants; navy blue, black, or light to medium khaki. Elementary only may have elastic or stretch waist. Waist band must come above hip bone. Shirt must stay tucked in when sitting. If they have belt loops, must wear a belt. May have cuffs.	No stone color. No patch or cargo-pant pockets. No flaps on pockets. No suspenders. No spandex or stretch knit pants or shorts. No corduroy or velvet pants or shorts.

	Length of shorts to top of knee or longer when standing. May have cuffs.	
Ties	May be worn with oxford shirt or blouse. Colors and designs that compliment the oxford shirt or blouse. Must button top button.	No distracting colors, designs or offensive logos.
Capris	Twill; pleated or flat front. Navy blue, black or light to medium khaki. Must have flat or elastic waist band. If they have belt loops, must wear a belt.	No stone color. No patch or cargo-pant pockets. No flaps on pockets. No suspenders. No spandex or stretch knit capris. No corduroy or velvet capris.
Skirts Skorts	Flat or pleated front. Must have a waist band. May wear shorts underneath the skirt. Navy blue, black, or light to medium khaki. Skirt length must be to the top of the knee or longer.	No Stone. Girls only. No patch pockets. No buckles, hoops, or embellishments on the front or sides. No corduroy or velvet skirts & skorts.
Jumpers	V neck or rounded scoop neck jumpers are acceptable. Navy blue or light to medium khaki. Must be to top of knee or longer when standing. Campbell plaid from Dennis Uniform Co. is also acceptable. May wear shorts underneath.	No Stone. Girls only. No front zippers. No hoops or buckles on front or sides. No patch pockets. No corduroy or velvet jumpers.
Sweaters Sweatshirts	Plain navy blue, hunter green, light blue, black or white. V or crew neck pullover or button down cardigan. Must be single color. Must be worn with a dress code shirt or turtleneck. May include CHS logo. May be worn in classrooms.	No zippers. Not allowed to be worn around waist. No hoods for in classroom use. No deep-V necks.
CHS Hoody Sweatshirt 7-12th only	Must be CHS hoody only. Worn with dress code shirt underneath. May be worn in classrooms. Must be worn as purchased.	
Fleece vest or Fleece jacket	May have zipper. Must be worn with a dress code shirt or turtleneck. Navy blue, hunter green. May be worn in classroom.	No hoods.
Socks	Any plain navy blue, black, khaki or white. Socks are required for all shoe styles.	No characters, decorations, lace, ruffles, lettuce edge or bows.

Belts	Plain design; navy blue, black or dark brown with simple matching buckles. Braided belts are acceptable.	No studs, holes, characters or inappropriate designs. No add-on buckles. No decorative flowers, gems, or metal embellishments.
Shoes	Leather or manmade leather dress style shoes. Heels 3" or less; clog or slip-in OK; dark blue, black, or brown. Elem. only: athletic shoes are OK. Must be laced & tied or Velcro closed. Muted tones only. Dress ankle or knee boots are okay. Snow boots—only outside.	Open-toed sandals or platform shoes are not appropriate. No bright colors. No bright colored shoes laces. No characters on shoes. 7th -12th no tennis shoes.
Turtlenecks	Long sleeve; navy blue, white, or hunter green; worn under a dress code shirt; coordinated colors. Mock T's are acceptable.	May not be worn alone.
Tights Nylons	Standard dress nylons, natural shades only; Plain tights, navy blue, hunter green, white or black; worn with skirts, skorts, shorts or jumpers.	Girls only. No decorative trim.
Jewelry	Modest in style, tasteful, not distracting, suggestive or portraying worldly slogans or designs. Age appropriate. Boys chains no greater than ¼". Only one at a time.	Boys – No body piercing, nose rings, or other inappropriate decoration is allowed. Girls – no more than 2 earrings per ear at one time. No other body piercing, nose rings, or other inappropriate decoration is allowed.
Make-up	7 – 12th only. Must be modest and not distracting.	K – 6th no make-up allowed. K – 6th no fake nails. K – 12th no fake tattoos or body art.
Hair	Girls and Boys – clean, well groomed, natural colors, moderate styles; Boys – K – 6th no longer than top of collar; 7th – 12th no longer than bottom of collar.	Boys-no ponytail. K – 6th no bleached tips/ two tone.
Hats, Caps & Sunglasses	May be worn for recess only.	None allowed in the classrooms at any time.
Coats (Outside	Coats are to be worn outside of the school building. K – 6th: all coats will	No inappropriate styles or decorations.

wear)	be kept in rooms and/or on coat racks during the school day. 7 th – 12 th : coats will be kept in their locker.	
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As Adopted: 11/17/2005

Enforcement Procedure: For similar type violations

Elementary Level:

1st Offense: Parent will be notified of the violation by the office staff and a note will be sent home.

2nd Offense: Office will call parent. Parent must rectify the situation immediately.

3rd Offense: Office will call parent and schedule conference with the Principal/and or Administrator. Child may not be able to attend school until conference has occurred.

This system is renewed at the beginning of each QUARTER.

As Adopted 03/09/09(Mar 09)

Secondary Enforcement Procedure:

Student will be issued a verbal warning and given the opportunity to rectify the situation before any further consequence is applied. Alternative clothing may be supplied via the uniform exchange or lost and found. Students will not be admitted to class with inappropriate dress, and if necessary, parents will be called to bring replacement clothing.

Subsequent offences may incur further commensurate consequences, including (but not limited to) time in detention or in service duty on school grounds, and will be applied at the discretion of the principal. Ultimately, persistent and willful violation of any school rule and/or policy may indicate a need to temporarily suspend the guilty student in order to bring about change of heart.

4.054-1

School Dance Philosophy

As with the CHS Statement of Faith, the Bible is the sole word of God. In the NRSV Bible, the word “dance” is used 10 times. The word “dancing” is used 14 times. The term “danced” is used 4 times. After investigating all 28 verses, dance is used as a form of expression in celebration. Even in Exo 32:19 when Moses came down from the mountain and “saw the golden calf and the dancing...”, this was in celebration. Granted, in this particular example the celebration itself was in the wrong. Even when “John the Baptist” lost his head in Mark 6:27, Herod was grieved to find out her request. However, in all the other cases, dancing is viewed from the positive perspective. One verse says it best may be 1 Chr 13:8, and it states: “David and all Israel were dancing before God with all their might, with song and lyres and tambourines and cymbals and trumpets.”

It is the belief that Christian Heritage School continue to shroud itself in its basic Biblical foundation and not be swayed by doctrine of differing churches. In doing so, school sponsored dances are permitted at CHS.

In lieu of this, CHS feels today’s moral decay has brought about profound changes in different dance styles and music. Much of the dance and music of today is sexually motivated, and can easily obtain a disgusting interpretation. CHS is acutely aware of the stance and context the Bible handles lewd and immoral behavior. The Board of Education feels strongly that dances at Christian Heritage be healthy celebrations of the Lord and how he has blessed this ministry and the students of CHS. (Apr 96)

4.054-1.1

School Dance Policy

Dances are to be healthy celebrations of the Lord and His students here at CHS. Therefore; these guidelines are set forth:

1. Some students and families attend churches that feel dancing is offensive.
 - CHS dances must have an alternative function that all students and families can attend, either before or after, the dance.
2. These events be attended by students currently enrolled at Christian Heritage.
 - Students must have parental consent
 - CHS students can invite young people of their choice, even outside students, but are responsible for their behavior.
3. Only Christian Music is to be played at any school dance.
4. CHS Principal shall attend all dance functions with at least 1 other parent per 10 students attending.
5. Any student exhibiting behavior that is deemed inappropriate, the student will be asked to leave.
 - One example is inappropriate touching or clothes.
 - Clothes need either follow “Dress Code Policy” or follow a particular theme.

6. Keep in mind, basic school policies still apply.
7. Dances are currently for senior high students (9[Nov 96], 10, 11, & 12). Grade guidelines apply to dates as well. (Apr 96)

4.055-1

Drug Abuse

We believe that any non-medical involvement (i.e. consumption, procurement, provision) with controlled substances, or material generally acknowledged to be harmful to an individual's physical, spiritual, or psychological health is inconsistent with the Christian lifestyle.

Although Scripture does not speak directly to the problem of drug abuse, it does instruct individuals in the maintenance of healthful lifestyles and avoidance of harmful indulgences and excesses.

As a matter of policy, CHS will investigate fully any incident suggesting drug involvement on the part of students, faculty, staff, or parents. Confirmation of drug abuse as defined above will be reported to the appropriate legal authorities, and will subject the individual(s) involved to immediate disciplinary review by the Principal and Board of Education.

4.056-1

Policy on Moral Conduct

Purpose

The potential for serious moral misconduct of students is as real in a Christian school as well as in the world. This is particularly true with the de-emphasis by secular institutions of moral values and the substitution of humanistic principles. This policy defines the issues of fornication and the responsibility of CHS to maintain Biblical standards and discipline in accordance with those standards. The school is not the primary entity responsible for corrective discipline that is the responsibility of the parents and their local congregation. Therefore, the thrust of the school's action must be the maintenance of conduct standards and the presentation of the Biblical role model.

Married Students

Christian Heritage School operates as a school for the education and spiritual growth of teenagers, and as such, holds the opinion that its social setting is not designed to include married students in attendance. The opinion also applies to non-married, cohabitating student situations. (Dec 03)

Public Sin

Of necessity there is a difference between the method of handling issues of a private sin as compared to the public sin. In general when fornication becomes known by the Board, the knowledge of the sin is not limited to those involved in the discipline and the participants. In such cases, the sin must be dealt with as a public knowledge sin. In doing so the school is responsible for the purity and reputation of the Lord Jesus as viewed by nonbelievers, the serious

treatment of fornication as viewed by other students, and the school's responsibility to set and maintain standards on behalf of parents.

Private, or limited knowledge, sin as might come out in a counseling session can be dealt with in a less visible manner.

Action

In all cases of public knowledge sin, the Board of Directors will expel the parties involved. The duration of the expulsion shall not be less than one full semester after the semester in which the expulsion was made and no student will be readmitted until genuine repentance is evident. Should a pregnancy occur, we want what is best for the mother and her child. Our rule in the CHS by-laws state sexual immorality is contrary to the basic philosophy of the school. Therefore those students who are the parents, both male and female, are subject to disciplinary action and possible dismissal. Should a pregnant student explain the situation to us and ask for help, we will work with the families. A plan will be worked out for the boy and girl (if they are both in school) to finish the year at home with the guidance of our staff. Under no circumstance do we encourage abortion. By giving this student homebound instruction, we hope to send a message to the student body and the community that we abhor the sin of immorality, but we cherish the sanctity of life. (Dec 03)

When the fornication is a limited knowledge sin, the Board of Directors may decide to allow the student to remain in school with the following conditions:

1. The fornication ceases.
2. The parents submit the student to church discipline in their local congregation.
3. The circumstances which allowed or assisted in the sin are eliminated or modified.
4. The student shows evidence of sorrow which leads to repentance and the sin remains private.
5. Counseling is undertaken.
6. All privileges and leadership positions are removed.
7. Any other condition the Board of Education may establish as required for the individual case.
8. In the case of the father, he must also maintain his Christian and legal responsibilities.

4.057-1

Public Show of Affection

It is certainly in the best interest of all concerned that we maintain a proper standard of Christian conduct as it relates to physical contact between students. We are aware of the fact that God made us male and female with distinct differences, but there is a proper time and place for

everything and school is either. The position of the board is that there is to be no contact at all that could in any way be construed as inappropriate. (We are to avoid every appearance of evil.) This would include, but not be limited to, kissing, hugging, touching, and holding hands.

4.058-2

Drugs, Alcohol, and Tobacco

Total abstinence and absence (use or possession) from tobacco, alcoholic beverages, and non prescribed use of drugs is expected of all students at all times. (Twenty-four (24) hours per day . . . seven (7) days per week.) Students taking medicine or prescribed drugs are to follow school written guidelines. (I Cor. 6:19,20; I Cor. 8:9)

4.059-1

Selling or Distributing Drugs

The Scripture gives us guidelines in this situation. Romans 13:1-7 instructs us to be subject to the civil authorities since they are ordained of God. In obedience to the Scripture, we have checked with the civil authorities and find that "crime is committed when drugs are sold or in some cases possessed." The official position for CHS is then to report all such violations to the local law enforcement agencies as well as consider what action that we as an institution must take in reference to that student's future at CHS.

4.060-1

National Honor Society

To be elected to the National Honor Society is one of the highest honors which can come to a secondary student. The regular attainment of the Honor Roll does not automatically guarantee a student election to the Honor Society. Honor Society students are academically high achievers, but, additionally, they have distinguished themselves in the areas of leadership and service to the school and community. They have also consistently displayed high Christian character. Students are nominated for membership by members of the faculty and are elected by a committee of faculty members, chosen by the faculty sponsor of the Society. A major function of Honor Society members is to promote the academic development of students at CHS.

4.061-1

Academic Honors Awards Program

At the conclusion of the academic year, a special program is held for the purpose of honoring students who have excelled in numerous academic endeavors during the year. Elementary and Secondary students have separate programs.

4.062-1

Evangelism of Students

CHS shall accept students from non-Christian families providing the families are in agreement with the purposes and practices of the School. It shall be the policy for each teacher to give a clear presentation of the Gospel to each student during the course of the year and for each teacher to know where each child in their class stands in regard to relationship to Christ. It is the desire of CHS that every student have a personal relationship with Christ and that the Gospel be made a natural part of the process.

4.063-1

Church Attendance

Believing that our role at CHS is to assist the home and the Church in the task of training young people, we feel that it is of utmost importance for all of our students, with their families, to be in regular attendance at their Church. We do not feel that we are working in harmony with the home if the family is not active in Church. (Heb. 10:25)

4.064-1

Chapel

Students will meet for corporate worship and expression in chapel service at least once each week during the school year. It shall be an extension of their Christian training, but not the extent of it.

4.065-1

Prayer

Prayer is a vital ingredient in our program of Christian training. Students at CHS are trained in the importance of establishing a consistent daily prayer life. Teachers lead the students to understand how God is central to all of life and that continual communication with Him is essential to consistent Christian living.

Students are trained in the habit of prayer throughout the school day, before beginning the responsibilities of each day, before eating lunch, for special needs, and to give Him praise for all things. Students are encouraged to make their requests known before God and are given opportunities to pray and to share needs with others as they share their requests with Him.

4.066-1

Bible Version for Classroom Use

The use of Scripture in the classroom is a fundamental, integral and principle part of the educational process. For this reason, it is important that the CHS adopt a policy that recognizes the importance not only of the use of Scripture, but that it also selects a version that has those qualities which further the education process.

There are several Bible translations which are widely accepted by conservative, evangelical scholars as quality works for study. Each of these translations has strengths and weaknesses and

would appeal to segments of the Christian community. Each of these translations would be acceptable for classroom use. CHS could publish a list of acceptable translations and allow usage of any version on the list. This approach has the advantage of satisfying everyone and the disadvantage of introducing confusion in the classroom.

CHS recognizes the New International Version as the translation normally used in the classroom for study, quotation and memorization. This decision was made for several reasons:

- the modern language, grammar, syntax, and style
- the ease of reading
- the translation philosophy

The strengths of the NIV may be viewed by some as weaknesses and another translation preferred. In those cases the parents may request in writing an exception for use of another translation (not a paraphrase) by their child for memorization.

4.067-1

Bible Memorization

Each student will be involved in Bible memorization each year.

It is desired that each student learn at least one verse per week. These verses will be in accordance with Bible guide for each grade.

In addition to learning one verse of Scripture a week, each student will learn a section of Scripture appropriate for each grade level. (This will be subject to the recommendation of the administration and teachers from year to year.)

They are as follows:

Pre-K 3	Psalm 117:1-2
Pre-K 4	Psalm 100:1-5
Kindergarten	Psalm 93
Grade 1	Psalm 1
Grade 2	Psalm 37:1-7a
Grade 3	I John 1
Grade 4	Isaiah 53 Proverbs 3:1-6
Grade 5	John 15:1-12 Philippians 4:1-8
Grade 6	Colossians 3:1-17; Philippians 2:1-11

Grade 7

Romans 8:1-39

Grade 8

Psalm 139:1-24

No student should be required to pass a quiz on Bible memory if the teacher has not memorized the same Scripture.

There shall be periodic review with each student to ensure continued memory of each Bible selection. Each student should be able to identify all of the Books of the Bible. Frequent checking of this should take place in each class.

4.068-1

Curriculum and Textbooks (Dec 07)

It is expected that teachers will not stray too far from the subject content of their curriculum. This does not mean that topics of varied interest cannot be discussed, but primarily attention is to be paid to the official curriculum. Unless an exception is made it is desired that the teacher complete all of the material planned for in each area.

* * * * *

Without proper materials which complement the philosophy, the best of philosophies is of little value.

In selecting classroom textbooks, both Christian and secular publishers shall be considered. (However, every attempt shall be made to use material from Christian publishers.) Committees composed of teachers and administrators shall review potential textbook adoptions to determine how closely they align with CHS philosophy and objectives. An evaluation form shall be used to guide this process.

It is recognized that Christian publishers provide a distinctive Christian perspective especially needed in the social and physical science areas that have been so strongly influenced by the humanistic philosophy. Christian publishers provide an emphasis on Christian values and thinking Christianly.

4.069-1

Course of Study

A complete course of study will be worked on over the years.

4.070-1

Home-School Students

Home-school families are welcome to enroll for less than a full load of classes and participate in any and all extracurricular activities provided that they pay the fees and fill out the necessary paperwork.

4.071-1

Christian Training

CHS teaches those truths which are central in the Protestant tradition. We evangelically present that man is sinful in nature and needs to be restored to a right relationship with the Lord Jesus Christ if he is to know peace here or in the glory of God hereafter. It is our purpose to provide a basic academic educational program that has as its integrating center the triune God.

4.072-1

Library Guidelines

1. The CHS Library has been established to provide the following:
 - a. Books which espouse spiritual values.
 - b. Inoculation against anti-Christian philosophies.
 - c. Material that offers insight and understanding into philosophical thought contrary to Christian truth without making it desirable to emulate.
 - d. Material that reflects understanding and resolutions of situations rather than leaving open-ended thoughts in the reader's mind.
 - e. Reference material that will encourage student research.
 - f. Wholesome recreational reading.
2. In light of these purposes the library will include books that:
 - a. Model positive character traits.
 - b. Will show conclusive results of actions whether positive or negative.
 - c. Will clearly draw the line between good and evil.
 - d. Will not contain blatant and frequent objectionable language.
 - e. May include humanistic influence in parts of the book when the major thrust emulates wholesome values.
3. Book Selection. To insure that books being selected follow these guidelines, criteria will be established for evaluating specific books in areas such as language and theme.

Parents shall be informed that the books selected for the library shall not all be Christian or acceptable to every family. Because it is the school's desire to teach students to critically evaluate what they read, some non-Christian materials will be included. It is important for parents to know that they should be actively involved in helping their children evaluate what they read and further censor where they feel it is necessary.

I. Purpose of Library:

- A. To uphold the word of God and the philosophy and goals of the institution of which it is a part.
- B. To encourage spiritual learning and growth of students.
- C. To provide Christian literature not readily found in public or other secular libraries.
- D. To provide material appropriate to the mental, emotional, social and spiritual needs and interests of the institution and its users.
- E. To provide resources for the student:
 - 1. Fulfilling assignments.
 - 2. Supplementing classroom instruction.
 - 3. Improving the skills of discernment.
 - 4. Assisting in the molding of character.
 - 5. Encouraging spirituality.
 - 6. Inspiring students to lead more godly lives.
- F. To provide libraries with the characteristics that:
 - 1. Will be Christ-centered.
 - 2. Will be an instrument of the Holy Spirit.
 - 3. Will be a center of spiritual learning and growth (II Peter 3:17-18).

II. General Book Selection Policy:

- A. Philosophy and practice for the acquisition of books and materials will harmonize with the purposes of the library.
- B. Curriculum needs carry first priority in acquisition of library materials. Administration, faculty, staff and students requests for materials, which directly support the curriculum, constitute this category.

- C. General circulating and non-circulating references materials relating to the curriculum as well as materials important in their own right, are second in priority.
- D. Other reading materials including fiction, drama, poetry, and essays are selected by the librarian with approval of the administration. Recommendations and donations are solicited. (If necessary a review committee will be established.)
- E. Acceptability on the part of the Christian should depend upon the purpose of the work: Does it sharpen moral understanding and encourage correct moral choices? If it serves to help the Christian in becoming more Christ-like, then it is acceptable. (Eph.4:11-13) Censorship for the Christian is made necessary by God's absolute standards.

III. Guidelines for Book Selection:

- A. Carry out the purposes of the libraries.
- B. Teacher, curriculum and student needs.
- C. Authority of the book (Biblical vs. Non-Biblical) (Col.2:8).
- D. Authenticity of the book (content credibility).
- E. Scope, depth, of book - serving needs.
- F. Format and technical quality - pages, binding, print.
- G. Content treatment and arrangement of writing.
 - 1. Can it engage and exercise powers of imagination?
 - 2. Could it provide a significant or enjoyable experience?
 - 3. Can it lead to a greater understanding of culture and society?
 - 4. Can it provide a significant occasion for strengthening Christian faith?
 - 5. Can it increase discernment and concern for the lost in hearts of readers?
- H. Esthetic quality (Phil. 4:8,9 II Cor.10:5).
- I. Cost.

IV. Response to Users' Concerns:

- A. Determine the actual concern and gather the information for the purpose of having in writing the actual objection of the work on the school's approved form.

- B. The librarian will review the user's written request with the Principal to determine future action.
- C. If the objection is valid, apologize for it, and correct. If it is not valid, clearly explain why the work is used.

4.073-1

Teaching of Literature

The educational program at CHS helps students develop a Biblical world view which will equip them with a consistent value system. This value system will act as a grid through which they will learn to evaluate all that they see and hear.

Without this grid, an individual is in danger of being manipulated into a lifestyle characterized by the world's philosophies. A person is constantly bombarded with worldly input that tells him how to live.

CHS strongly believes that the Biblical world view is the correct one - the only valid one for faith and life! An individual with a framework for Biblical thinking is equipped to make the proper judgments in all areas of life. While this kind of decision-making usually comes later in life, students at CHS will be building this grid even at a young age.

The teaching of literature fits into this scheme of grid development. Using good literature (American and British as well as other cultural and traditional) can help develop this process. Literature must be taught with analysis and evaluation. Selected and approved literature that is not in total agreement with Christian values may be taught to encourage the students to evaluate and analyze the written word on the basis of Scriptural truth.

It is our intention that teachers choose literature from an approved reading list during the year. This reading list will also be made available to parents during the summer before the school year begins. CORE readings must be done by all students while SUPPLEMENTAL reading may be done from a selected reading list.