

Christian Fellowship School

Established in 1981

Parent-Student Handbook



Knowledge. Faith. Character.

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CFS Daily Schedule

CFS Office Hours	7:30 AM - 5:30 PM
Little Knights Learning Center	7:30 AM - 5:30 PM
Kindergarten	8:15 AM - 3:30 PM
Elementary Grades 1 – 5	8:15 AM - 3:30 PM
Middle School Grades 6 - 8	8:15 AM - 3:30 PM
High School Grades 9-12	8:15 AM – 3:30 PM
After Care	4:00 PM - 5:30 PM



CFS Statement of Faith

1. We believe the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God (2 Timothy 3; 16, 2 Peter 1:21).
2. We believe there is one God, eternally existent in three persons—Father, Son and Holy Spirit (Genesis 1:1, Matthew 28:19, John 10:30).
3. We believe in the deity of Christ (John 10:33),
 - His virgin birth (Isaiah 7:14, Matthew 1:23, Luke 1:35),
 - His sinless life (Hebrews 4:15, 7:26),
 - His miracles (John 2:11),
 - His vicarious and atoning death (1 Corinthians 15:4),
 - His resurrection (John 11:25, 1 Corinthians 15:4),
 - His ascension to the right hand of God (Mark 16:19),
 - His personal return in power and glory (Acts 1:11, Revelation 19:11).
4. We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature and that men are justified on the single ground of faith in the shed blood of Christ and that only by God's grace and through faith alone are we saved (John 3:16-19, 5:24; Romans 3:23, 5:8-9; Ephesians 2:8-10, Titus 3:5).
5. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life and who empowers the Christian with gifts of the Spirit as He wills. (Romans 8:13-14; 1 Corinthians 3:16, 6:19-20, 12-14, Acts 1:5,8; 2:2-4).
6. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of condemnation (John 5; 28-29).
7. We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9, 1 Corinthians 12:12-13, Galatians 3:26-28).

CFS Conceptual Framework

Vision:	<p>The vision of Christian Fellowship School is to raise up multiple generations of Godly young people:</p> <ul style="list-style-type: none">● Who love the Lord with all their heart, mind, soul and strength;● Who serve Him in both their vocational calling and in the local church; and● Who worship the Lord in the beauty of holiness. <p>See: Joel 1:3; Exodus 10:2; Malachi 2:15; Judges 2:10 (to be avoided)</p>
Mission:	<p>The mission of Christian Fellowship School is to provide quality, Christian education in a community of grace where students are known and loved.</p>
Motto:	<p>“...that in all things He may have the preeminence” Colossians 1:18</p>
Rationale:	<p>“...that you may with one mind and one mouth glorify the God and Father of our Lord Jesus Christ.” Romans 15:6</p>
Philosophy:	<p>Biblical Foundation, Christ-centered, Christian world view</p>
Instructional Goals:	<p>The broad instructional goals of Christian Fellowship School are threefold:</p> <p>Knowledge: To train students in the essential academic areas so they may excel in God’s calling through the use of their God-given talents and abilities</p> <p>Faith: To cultivate in students an understanding of and trust in Jesus Christ as He is revealed by His Spirit, His Word and His world.</p> <p>Character: To develop in students a desire and an ability to exhibit Christ-like attitudes, values and conduct.</p>
Tagline:	<p>Knowledge. Faith. Character.</p>
Mascot:	<p>Knight</p>
Creed:	<p>Knight’s Creed</p>
Colors:	<p>Black, Red, and White</p>

Vision Statement

The vision of Christian Fellowship School is to raise up multiple generations of Godly young people:

- Who love the Lord with all their heart, soul, mind, and strength
- Who serve Him in both their vocational calling and in the local church
- Who worship the Lord in the beauty of holiness

Multiple Generations of Godly Young People

If you ask Christian parents what their greatest desire is for their children and their children's children, their answer will most likely be that they desire above all else that their children walk closely with the Lord throughout their life and spend eternity with them in heaven. Secular education by definition is education "pertaining to this present world, or to things not spiritual or holy; relating to things not immediately or primarily respecting the soul, but the body; worldly. The secular concerns of life respect making provision for the support of life, the preservation of health, the temporal prosperity of men." (*Webster's Dictionary*, 1828). Christian education focuses on seeking first the kingdom of God and His righteousness, knowing that "all these things will be added to you" (Matthew 6:33) when you put God's kingdom first in your life. Our vision is to prepare students not only for this present world, but more importantly, for an eternity with the God who created them.

Our vision is to cooperate with parents in order to help them fulfill the scriptural command to tell the generation to come (their children) "the praises of the Lord, and His strength and His wondrous works that He has done" (Ps. 78:4) so that their children, as well as their children's children, may "put their confidence in God, and not forget the works of God, but keep His commandments." (Ps. 78:7; see also Ps. 145:4; Isaiah 38:19; Exodus 10:2; Joel 1:3). Our vision is to see multiple generations of godly young people, each generation in turn telling the next generation of the things of God. Children who receive such a heritage from their family are truly blessed.

Who Love the Lord With all Their Heart, Soul, Mind and Strength

The first great commandment is to love the Lord with all your heart, mind, soul and strength, and the second is like it, love your neighbor as yourself. According to Jesus there are no commandments greater than these (Mark 12:30-31). On these two commandments hang all the law and the prophets (Matthew 22:40). One of our primary goals, therefore, is to model, teach and foster a sincere love for God and for one another, and to create a climate of love in which students can experience the love of God and come to the place where they can honestly say, "...we have come to know and have believed the love which God has for us" (I John 4:16). Experiencing God's love and expressing it through our relationships with others is a sign of having passed from death into life (I John 3:14-15).

Who Serve Him Both in Their Vocational Calling and in the Local Church

"But he that is greatest among you shall be your servant." (Jesus; Matthew 23:11 KJV) As Christians, our lives are greatly enriched by the knowledge that in serving others through our vocation, we are actually serving Christ (Colossians 3:22-24). This knowledge motivates us to serve faithfully even when others are not looking and gives us a great hope of reward. God has also uniquely gifted each member of the body of Christ and equipped them to edify the other members of the body through the exercise of their spiritual gift(s) (I Cor. 12:1-31; Rom. 12:3-8; Eph. 4:7-13). One of our goals, therefore, is to help our students to discern their spiritual gift and desire to use it to serve God both in their vocational calling and as a member of a vibrant local church. A life so lived brings great fulfillment to the individual, builds up the body of Christ, and is a fruitful witness to the world.

Who Worship the Lord in the Beauty of Holiness

"Give unto the LORD the glory due unto his name; worship the LORD in the beauty of holiness." (Psalm 29:2 KJV) "The chief end of man is to glorify God by enjoying Him forever" (John Piper, Desiring God). Worship is one of the few activities that we can engage in that will last for eternity. When we have come to know the love of God, and understand that through His grace we stand before Him in the righteousness of Christ, we cannot help but worship Him. The knowledge that every aspect of our lives can be a means of bringing glory to God (I Cor. 10:31) makes all of life an act of worship. One of our goals is to be a worshiping community, where God is honored and His name is lifted high.

Mission Statement

The mission of Christian Fellowship School is to provide quality, Christian education in a community of grace where students are known and loved.

We want our students to receive the very best in academic instruction with Biblical integration and with a Biblical worldview. We recognize acceptance by God is not based on our works, so although we hold excellence as a high value, we also want students to know they are loved and accepted for who they are and not for how they perform. Rules, procedures, and processes must be enforced in every school; however, a grace-filled environment gives students freedom to grow, to ask hard questions, to make mistakes, and to feel emotionally secure. Teachers and staff are intentional in getting to know students, so they are not "lost in a crowd," but are recognized and encouraged to develop the gifts and talents God has given them.

Although we expect most of our graduates will attend college, graduation from college is not the ultimate or primary measure of fulfilling our mission. Our desire is to see our graduates become confident, emotionally healthy, and spiritually strong adults who have healthy families, are active members in their local church, and are honoring God with their lives. We believe many of them are called to be leaders in their communities, as well as their churches, affecting the world for Christ.

Reviewed, revised and approved by the School Board in 2018.

Christian Philosophy of Education

Concise Summary

- Parents have primary responsibility for educating their children (Deut. 4:9; 6:7-9; 11-19), therefore, a Christian school must be actively involved with and have the cooperation of parents.
- Teachers in a Christian school are responsible for being skilled in their profession, to integrate Biblical truth into their curriculum, and to have a relationship with Christ that exemplifies Christ-like character. (Luke 6: 40)
- All of us are made in the image of God (Gen. 1:27), but differ in how we are “fearfully and wonderfully made” (Ps. 139:14). Therefore, instruction must be differentiated to bring out the talents, gifts, and callings in each child. (Prov. 22:6)
- The primary goal of Christian education is to bring a child to the knowledge of God, leading to saving faith and helping them grow in their trust in Christ. Character and moral development is an important part of a Christian education, but it is not the means by which one is made righteous. With full trust that the righteousness of Jesus is sufficient to save and transform us, we seek to provide an environment of grace and acceptance that allows for imperfection and struggles. (Rom. 3: 21-26; Gal. 3:24; Col 2:20)
- True education is teaching about God’s creation and His providence. God has given man an ability to gain knowledge and a general revelation of Him. When brought into the light of God’s special revelation, the Bible, we see that all truth points to the Lord Jesus Christ. To be fully and truly educated, a person must come into a relationship with Jesus Christ, who is the ultimate truth. (Rom. 1: 19,20; Col. 2: 3).
- A Christian education teaches a worldview that includes God in everything with no divide between secular and spiritual. Christ is all in all. (Jn. 1: 3; Eph. 1: 22,23; Col. 1: 15-18)

Full Statement

To educate literally means “to rear or to lead out” (Webster, 1928) and is related to the Latin word *educere*, meaning “to bring out or lead forth”. The concept of rearing, along with the scriptural mandates of Deut. 4:9; 6:7-9; and 11:19, indicate that it is parents who have primary responsibility for educating their children, not the state, society, or even the church. Therefore, as a Christian school, we see ourselves as partners with parents in assisting them to fulfill their Biblical responsibilities. This requires school personnel to be actively involved and working in conjunction with parents in the education of their children.

The meaning of “to lead out” implies a leader and one being led, i.e. a teacher and a student. A Christian school teacher, therefore, is responsible for knowing where and how a student is to be led. Recognizing that a student when fully trained will become like his teacher (Luke 6:40) makes it imperative that a teacher in a Christian school not only be skilled in teaching methods and knowledgeable in his or her subject area, but he or she must also have a relationship with

Jesus Christ, be able to integrate Biblical truth in his or her subject area, and exemplify Christ-like character.

The meaning of “to bring out” may imply to bring out of ignorance, but when the phrase is seen as to bring out the God-given gifting or inclinations of a child, it corresponds more closely with the Proverb, “Train up a child in the way he should go, and when he is old, he will not depart from it” (Prov. 22:6) Many commentators interpret “in the way he should go” not just as doing things God’s way, but also as training in accordance to a child’s nature and temperament. When we recognize that children differ in how they are “fearfully and wonderfully made” (Ps. 139:14), we see that teachers must differentiate their instruction so that they can “bring out” the talents, gifts, and callings in each child.

In Christian education, our primary goal is to bring a child to the knowledge of God, leading to saving faith and then to help them grow in their trust in Christ and His good news. The teaching of good character qualities and moral principles provide a framework for successful life skills, social wellbeing, and protection from certain behavioral consequences, however, we are intentional in clearly proclaiming that righteousness, that is right relationship with God, comes not by our conduct or morals, but by our trust in the person and work of Jesus Christ. We, therefore, seek to create an environment of grace and acceptance that allows for imperfection and struggles with full trust that the righteousness of Jesus is sufficient to save us and transform us (Rom. 3:21-26; Gal. 3:24; Col. 2:20).

True education, most simply stated, is teaching about God’s creation and His providence. Each area of study: science, math, literature, history, etc. leads us to a greater understanding of God’s creative power, order, providential work in man and nations, man’s nature, and God’s attributes. Woven within the truths of each area of study is God’s general revelation of Himself. God has given man the ability to gain knowledge through empirical observation, critical reason, intuitive insight, and scientific observation. When these truths, however they are gained, are brought into the light of God’s special revelation, the Bible, by the help of the Holy Spirit, we are able to see that all truth points to and brings glory to the Lord Jesus Christ. Ultimate truth is a person. And, our response to Him is the ultimate test of whether or not we are aligned with truth or error. God is referred to as the God of truth, Jesus spoke of Himself as the Truth, and the Holy Spirit guides us into all truth. The word of God is true and the church is to be the pillar of truth. Therefore, to be fully and truly educated, a person must come into a living, saving relationship with Jesus Christ (Rom. 1:19, 20; Col. 2:3).

If we educate students to the exclusion of Biblical truth, we have failed in true education. We educate not only to impart skills and information about how our world and culture works, but to also teach a worldview that includes God in everything with no divide between secular and spiritual. Christ is all in all (Jn. 1:3; Eph. 1: 22, 23; Col. 1: 15-18). As students recognize this truth, they will also recognize the worth God has placed on them and how they can live in a manner worthy of the gospel. As Christian educators, we desire to be faithful in our generation to communicate a Godly vision that inspires our children to walk in the freedom and openness of the gospel, and in so doing, influence their world for Christ.

We Value:

- Prayer as foundational to the spiritual work of transforming lives.

- The power of God's word to transform lives and impart faith, knowledge and character.
- The essential and vital role of the Holy Spirit at work in the hearts of our students to enable them to will and to work according to God's good pleasure.
- The God-given authority, responsibility and wisdom of parents and the importance of their input regarding decisions affecting their child's education.
- Committed Christian teachers who serve as godly role models and mentors to students, and who demonstrate the love of Christ through their faithful service in the school.

We Believe:

- That each student has a God-given uniqueness and purpose that is to be fostered, developed and directed toward a life lived to the glory of God.
- For education to be most effective it must consider and address the needs of the whole child, i.e. physical, social, emotional, mental or academic and spiritual.
- That excellent teachers model life-long learning for their students by continuously learning and participating in activities that foster professional development.
- That education must be based upon truth and therefore true education must not deny or ignore the existence of God, the revelation of God in the Bible, and the person of Jesus Christ.

Broad Instructional Goals (CFS Tagline)

The broad instructional goals of Christian Fellowship School are threefold:

- **Knowledge:** To train students in the essential academic areas so they may excel in God's calling through the use of their God-given talents and abilities.
- **Faith:** To cultivate in students an understanding of and trust in Jesus Christ as He is revealed by His Spirit, His Word and His world.
- **Character:** To develop in students a desire and an ability to exhibit Christ-like attitudes, values and conduct.

These three basic concepts are the focus of CFS whether it is policies, procedures, and curriculum or extra-curricular activities. It is extremely important to the success of our school for parents and students to support the school in its basic purposes, policies, and procedures.

Seven Spiritual & Educational Goals

The following seven more specific goals are intended as a guide for our overall school programs:

1. To endeavor to bring each student into a saving relationship with the Lord Jesus Christ and an assurance of their salvation based upon the truth of the gospel.
2. To model, teach and foster a sincere love for God and one another, and to create a climate of love in which students can experience the love of God.
3. To foster the development of disciplines that will serve as a basis for both intellectual and spiritual growth throughout the student's life.
4. To instill a love for God's word and the application of its precepts in such a way that it results in a life governed by Biblical principles and lived to the glory of God.
5. To develop a solid understanding of the essential subject matter in the core academic subjects, with an understanding of the Bible as providing the unifying principles for all learning.
6. To foster a love of learning, resulting in a life-long habit of learning, enabling each student to reach his or her God-given potential in life.
7. To seek to develop an understanding on the part of each student of their unique gifting and instill a vision in their hearts to fulfill the call of God on their lives through both the local church and their vocation.

Spiritual Formation Goals

As a Christian school, our overall goals are to develop knowledge, faith and character in our students, and in alignment with these broad goals, we have established the following spiritual formation goals. These spiritual formation goals are designed to address the four broad areas of Biblical content, Biblical worldview, Christian character and Christian service.

1. **Prayer** will be a foundational practice and value throughout the school, including staff prayer, teacher-led prayer, and student prayer. This emphasis on prayer is an acknowledgment of our dependence upon God for the spiritual formation we seek in our staff and students, and of our understanding that God invites us to pray boldly and is at work in and through us in response to prayer.
2. **The gospel** will be presented to our students at multiple times and in a variety of ways by teachers and chapel speakers to provide students with opportunities to accept and embrace God's offer of mercy, forgiveness and salvation in Jesus Christ, and develop an assurance of salvation based upon the truth of the gospel.
3. Students entering grades 9-12 will be required to write a **personal testimony** regarding their faith in Christ, indicating how and when they were saved as a criterion for admission to the school.
4. As part of the admissions process, school staff will **interview** students in order to provide an opportunity to discuss and assess the genuineness of the student's faith in Christ and their desire to grow in their faith.
5. Students at each grade level will receive **daily Bible instruction** based upon a vertically aligned Bible curriculum with an overall scope and sequence designed to develop a broad understanding of the Bible, its major periods, stories and characters, its books, major themes, key topics and principles. Assessment of understanding of this biblical instruction by each student will be the basis for grades given in Bible classes at each grade level.
6. Students will be given the **ACSI Bible assessment** as part of the TerraNova 3 standardized test administration each spring in order to further assess each student's Bible knowledge and understanding in the areas of creation, Christ, Old and New Testament stories, Bible organization and structure, the church, Christian doctrine, character and attitudes, Bible study skills and Christian living. Data from these assessments will be used to evaluate and improve the biblical instruction program.
7. **Weekly chapels** will be conducted for all students to provide opportunities for corporate worship and prayer, as well as topical Bible-based instruction and character instruction. These chapels are vital to building a sense of Christian community and a unity of faith in the school.
8. **Christian service** opportunities will be provided and facilitated at each grade level to provide students with multiple opportunities to put their faith into practice by serving others.
9. **Character instruction** will be given both by integration throughout the curriculum in morals of stories, character studies, as well as addressed specifically in chapels and Bible instruction. Christian character formation will also be a primary goal of all correction,

- counsel or discipline given to students, and students will be encouraged and praised when they demonstrate Christian character.
10. The school will **hire and train staff who model, teach, and foster a sincere love for God and one another**, and demonstrate exemplary Christian character through their interaction with students, parents and with one another to provide an example that students can imitate and follow.
 11. A **Christian worldview** will be presented throughout the curriculum, repeatedly addressing the core concepts of God's **creation**, the **fall** and sinfulness of man, the need for repentance and God's provision of **redemption**, and the **restoration** available through a life of faith.
 12. A comprehensive presentation of the Christian worldview will be included in the 12th grade Spiritual Life II class annually as a capstone experience for students.

Statement of Belief Regarding Gender, Marriage, and Sexuality

We recognize that all have sinned and as a result people's brokenness is demonstrated in numerous ways that are contrary to God's ways, including greed, selfishness, covetousness, and immorality. Because of the public discussion and legal attention being given to gender, marriage, and sexuality, we find it necessary to present the following statements and school policies that specifically address these issues.

We believe that:

- All people must be afforded compassion, love, kindness, respect, and dignity. It will always be our intent as a school to reflect these qualities, and any behavior or attitudes not displaying these qualities should be repudiated, as they are not in accord with scripture or the Spirit of Christ.
- God wonderfully and immutably created each person as distinctly male or female (Gen. 1:26-31; 2:18-25; 5:1, 2). These two distinct and complementary genders together reflect the image and nature of God. To reject one's biological gender is a rejection of the image of God within that person and is a sin against God.
- Marriage was created and sanctioned by God in which God joins one man and one woman in a single and exclusive union. (Gen. 2:24; Matt. 19:4-6)
- God intends sexual intimacy to occur only between a man and a woman who are married to each other. Any form of sexual intimacy outside of marriage is sexually immoral and is sin against God. (1 Cor. 6:15-7:6; Eph. 5:3-7). Sexual immorality includes but is not limited to adultery, fornication, homosexual conduct, pornography, and harassment of a sexual nature.
- God offers forgiveness, redemption, transformation, and restoration to all who confess and repent from their sin and humbly ask for His forgiveness through Jesus Christ (1 Cor. 6:11).

Student Admissions Policies and Procedures

The mission of Christian Fellowship School supports the Christian home by seeking to partner with Christian parents. This implies that the school is serving the Christian community and that at least one parent of enrolled students professes faith in Christ and agrees with the admission policies and the philosophy and doctrinal statements of the school. On occasion, the atmosphere, conduct, or perspective within a particular home may be counter to or in opposition to the admission policies, the philosophy of the school, or the biblical teaching of the school. This includes, but may not be limited to, divisiveness, sexual immorality, or an unwillingness to support the moral principles of the school. In such cases, CFS will always work towards a redemptive, biblical resolution, but the school reserves the right, within its sole discretion, to refuse admission of an applicant or to discontinue enrollment of a student. (Rom. 16:17; 1 Cor. 6:9; Eph. 5:307; Rom. 1:27; Matt. 19:4-6).

Parents seeking to enroll their son or daughter in Christian Fellowship School will need to complete the following steps:

1. Complete the online application and pay the \$50 non-refundable application fee and a copy of the child's birth certificate.
2. Request that your child's prior school (if applicable) send copies of your child's records, including:
 - Immunization records
 - Transcript and/or grade reports
 - Standardized test summaries
 - Attendance and discipline reports, etc.
3. Once the CFS office has received all of the above items, the school office manager will notify you regarding your enrollment status.
4. If no openings are currently available, your child's name will be placed on a waiting list.
5. If openings are available and the information in your application and transcript indicate that CFS would be a good fit both academically and spiritually for your child, an interview will be scheduled with the school principal. The purpose of the interview is to review the material in your application and to discuss the academic and spiritual program of the school.
6. After the interview, students may be asked to take placement tests or to visit the school for all or part of a day at the appropriate grade level. The purpose of this visit is to further determine if CFS is a good fit for the student and to allow the student to experience a day at the school.
7. Upon completion of the interview and the placement tests (if applicable), the family will be notified as to the placement of the child. If accepted for enrollment, the non-refundable enrollment fee of \$150 will be due, along with book fees. Tuition payment options will be discussed, and a payment schedule will be determined.

Refund Policy

The school administration hires teachers, orders textbooks, purchases student accident insurance and incurs other expenses based upon anticipated student enrollment. Because withdrawal of students just before the start of the school year or mid-year results in loss of anticipated income to the school after teachers have been hired and expenses have already been incurred in anticipation of that student's enrollment, families should consider enrollment or re-enrollment of a student a serious financial commitment.

Enrollment fees, re-enrollment fees, application fees, I-20 fees, and class trip fees are non-refundable.

Students withdrawn after August 1st for any reason will be charged 10% of their remaining unpaid year's tuition balance as an early-withdrawal fee. This is calculated off of the tuition agreement.

Statement of Nondiscrimination

Christian Fellowship School does not discriminate on the basis of race, color, national or ethnic origin, or disability, particularly in regard to employment and student admission policies, procedures, and practices.

Parent Participation Expectations

The fulfillment of this mission requires active participation on the part of parents in the education of their children. This active participation includes payment of tuition and fees in a timely manner, monitoring student progress, communication with teachers, participation in parent-teacher conferences, and attendance at school-sponsored events in which your children are involved. Volunteering to help with special events, serving as a chaperone on field trips, working in the snack bar or at the gate at athletic events, or serving on committees are other ways to be actively involved in your child's education. The Parent-Teacher Fellowship is the central point of engagement for all parental and community involvement in CFS life.

Any volunteer activities involving regular contact with children will require a volunteer application in the school office and agree to a criminal background check. This is a security measure intended to ensure the safety of our students.

Arrival, Departure and Vehicle Information

Drop off Procedures

The doors to the school will be open at 7:30 a.m. After 8:10 AM they will be led to their classrooms in order to prepare for the start of the school day.

Students in grades 6-12 upon entering the building should go to their designated meeting areas until the first bell sounds. Students may not be in classrooms without teacher supervision.

When dropping off and picking up students, remember:

No parking in the drop off lane, stay to the right of circle drive, drive slowly, be patient.

The parking lot, driveways, and drop off area can be very congested at the beginning and end of the school day. Please be careful as you drop off students to make sure they reach the building safely. Also, it is very important to watch for the many students who walk to school.

Students arriving after 8:15 a.m. must sign in and obtain a tardy slip from the school office before going to class. All students departing early from school must sign out in the school office before leaving the school. Students must be accompanied by a parent or have parental permission via a note or a parent-initiated phone call. Students should not leave early except for important, parent-initiated circumstances. Lunches off campus must be accompanied by a parent or approved adult, unless the student is a senior. Student drivers needing to leave for legitimate appointments must have parent permission by email to the main office to be excused.

Pick-up Procedures

At the end of the school day, all parents can pick up their children at the pick-up line. Middle school students should remain in the multi-purpose room until picked up. Any time you come into the building to receive your children, please park in the parking lot, **not in the driveway**.

Students will be dismissed at 3:30 p.m. Students should be out of the school building by 4:00 p.m. All K-8th grade students remaining after 4:00 should either be under adult supervision in school-sponsored activities or they will be taken to the after-care program. All 9th-12th grade students should be picked up by 5:30, unless they are waiting for school-sponsored activities. Additional charges will be applied for any students, PreK through 12th, who are still remaining beyond 5:30.

Elementary teachers and monitors feel a great responsibility for the safety of your children and also a desire to avoid any confusion as to who goes home with which person. **It is very important that you send a note to the teacher and main office if your child will be going home with someone other than someone on the authorized pick up list.** We ask that you do not have your child relay the information to us by word of mouth. We must have a note or a call from a parent.

Transportation

Christian Fellowship School does not have the ability to provide or arrange transportation to and from school for any students enrolled in the school. Transportation arrangements are the responsibility of the parents of students attending CFS.

Parents are expected to follow all state regulations pertaining to the safe transport of children in private vehicles.

Student Drivers

Students driving to school are expected to drive safely and responsibly. Driving and parking privileges on school property can be suspended for irresponsible behavior. Student drivers may not leave school grounds during school hours without signing out and receiving permission from the office. Student drivers may not drive on field trips or transport other students to any school supervised trip or activity without parent approval. **Students regularly driving to school must register their vehicles in the CFS office.**

Attendance

Regular attendance is essential if a student is to progress in his/her education. Parents are, therefore, expected to schedule family vacations during school vacation periods. A student is expected to be in attendance except when ill or when unable to attend because of emergency circumstances or a death in the family. A phone call or note from a parent or guardian explaining an absence is required in order for the absence to be considered excused. If students know in advance that they will be absent longer than two days, they should bring to the school office a note from the parent explaining the anticipated absence. Parents of students in grades K-5 should communicate directly with their teacher(s) for any make-up work. Students in grades 6-12 should come to the office to receive a "green sheet" which they will distribute to their classroom teachers to fill in with the appropriate assignments or instructions related to the work missed during the absence.

Non-emergency appointments should be scheduled when school is not in session. If this is not possible, parents should notify their child's classroom teacher or the school office in advance by sending a note from home. Parents needing to pick up their child during school should go to the school receptionist. The receptionist will then contact the student's classroom and the teacher will dismiss him/her.

Excused Absences

When a student absence does occur, it will be considered an **excused absence** for the following reasons (assuming the school office has received parental notification in a timely manner):

- Student illness – in the event of an extended illness or frequent absences due to illness, a doctor's note may be required
- Doctor or dentist appointments – occasional, unavoidable medical appointments
- School-sponsored activities – sporting events, field trips, etc.
- Weddings and funerals
- Driver's License Exams
- College visits – Students are encouraged to plan college visits on days when school is already out (i.e. teacher workdays, parent teacher conferences, President's Day, Spring Break, etc.), if possible. However, if it is necessary to miss school for a college visit, the student should notify the office prior to the scheduled visit so teachers can be made aware of the student's scheduled absence.
- Inclement weather – if school is in session, but inclement weather prohibits a student from getting to school safely for part or all of a school day or if parents decide it is unsafe to drive, the absence is excused.
- Oversleeping due to failure of an alarm clock after an overnight power outage – a parent note or oral communication will be required. Purchase of an alarm clock with a battery backup should be encouraged.
- Unavoidable mechanical failure of automobile or accident – this does not include running out of gas, or other problems that could have been anticipated.
- Unavoidable traffic delays – this refers to unanticipated delays, and does not include daily, anticipatable delays. It refers to occasional delays due to an accident blocking traffic, or road blockage due to inclement weather, etc.

- Other approved absences – approval for other absences may be requested from the school office, and if approved, a form is available to notify teachers and obtain a list of assignments to be completed.

Parental discretion in allowing or cooperating in a student's absence will be seriously weighed in the deciding whether to excuse an absence. The parent's knowledge of their child and the situation should be honored. However, an absence is not automatically excused because a parent gives written or oral permission for the student to be gone from school. Parents may respectfully disagree regarding the legitimacy of an absence when weighed against the benefits of attendance; however, the final decision as to whether an absence is considered excused or unexcused rests with the school administration.

Unexcused Absences

Examples of ***unexcused absences*** include, but are not limited to:

- Lack of parental notification - any absence for which parental notification has not been received in a timely manner.
- Oversleeping – either intentional or unintentional, unless due to alarm clock failure due to an overnight power outage (a parental note, call, or email will be required to excuse).
- Running late – daily schedules need to be adjusted to ensure that students arrive on time.
- Student allowed to sleep in due to away athletic game the previous night – unless the coach excuses the entire team due to exceptionally late return, this will not be excused. Students who choose to participate in sports (and their parents) must realize that travel to away games and some loss of sleep related to this travel is part of the overall decision to participate and does not warrant missing classes the next day.
- Birthdays – student birthdays are special events; however, absence from school will not be excused.
- Anticipatable appointments that could be scheduled before or after school hours or on weekends – for example, non-emergency auto repair, tanning salon, hairdresser appointments, etc.
- Work – students who have part-time jobs are expected to make arrangements with their employers that do not necessitate missing school to fulfill job responsibilities or to arrive on time. Parents should also not keep their children home from school to help with work tasks that could be completed during non-school hours.
- Absences due to family vacations or extended weekends that have not been pre-approved by the school office – prior notification and approval is required for absences due to family vacations to be excused. Parents are encouraged if at all possible to avoid taking family vacations during times when school is in session.
- Truancy – any absence when a student simply chooses to skip school for any reason. Skipping school will result in disciplinary action as well.

No student is to leave the school premises without first obtaining permission from the CFS office. It is essential that the school be aware of a student's location at all times.

Excessive Absences

If a student is absent more than 8 days in a single semester, CFS administration will contact parents to review the reasons for the absences and to discuss concerns about the student's overall success in school. Parents must recognize that attendance is a factor in recommending promotion for the following year. If excessive, unexcused absences continue, CFS administration may find it necessary to contact appropriate authorities including Missouri Children's Services or Juvenile Court Services.

Effect of Excessive Absences on High School Credit

Any student taking a class for high school credit who misses more than 15 sessions of any one class per semester, without extenuating circumstances, will not receive credit for that class for the semester.

Elementary Students Makeup Work

For absences, make-up work may be sent home with a sibling, another student, or be picked up at the end of the school day. Please contact the school office no later than 9:00 AM if you would like a list of your child's homework assignments.

Middle School and High School Students

It is the responsibility of students to make arrangements with the teacher(s) about making up work that was missed during an absence. Teachers may require students to make up exams during a study hall or before or after school so that additional class time is not missed.

Students who are absent, whether excused or unexcused, will be allowed the same number of days to make up any work missed as the number of days the student was absent. For extended absences (3 or more consecutive days) additional time may be necessary to make up work, and teachers should make every effort to make reasonable accommodations for makeup tests, etc.

Students who have unexcused absences will be allowed to turn in assignments and make up work missed while absent; they will be penalized 20 percent of the point value of the assignment for having an unexcused absence. Students who are absent due to suspension will be treated in the same way as with an unexcused absence. There is no penalty on work missed due to illness.

Tardies

Elementary or secondary students arriving after 8:15 AM will be considered tardy. When students are tardy, they are required to sign in at the school office and obtain a tardy slip. If secondary students are tardy to any class during the day, they must receive a tardy slip from the school office. If a student receives three unexcused tardies during a quarter, he or she will be issued a detention. There will be a detention assigned for every tardy thereafter through the end of the quarter. If a student is habitually tardy, additional disciplinary measures may be taken. Students receiving their third (or greater) tardy per class per quarter should expect sanctions for any additional tardies for that class through the remainder of the quarter.

Students who arrive at school after 10:30 a.m. or leave before 1:30 p.m. will be considered absent one half day. Middle and high school students who miss more than 20 minutes of a class period will be counted absent for that period, rather than tardy.

Visitor Check-In Procedures

Objectives:

- To provide a safe and secure learning environment for CFS students and staff by adequately controlling access to classroom areas during school hours.
- To help direct visitors to the appropriate location(s) within the building, allowing them to quickly find the person or accomplish the task for which they came.

Check-In Times

- Visitor check-in procedures will be followed when school is in session, between 8:15am and 3:30pm.
- Doors will be locked and monitored while school is in session and visitors will need to “buzz in” to enter the building.

Persons Who Are Not Considered Visitors to The Building

- Employees of CFS or CFC
- CFS Students – CFS students must follow the student sign-in procedure outlined in the Parent–Student Handbook for attendance and supervision purposes.

School (CFS) Visitors – Check-In at the School Office

Parents of CFS Students – Parents should check in with the school office before entering other areas of the school, including the classroom areas.

Potential New Students and Their Families – check-in at the school office to obtain information about the school.

Service Workers – Service workers scheduled to service electrical, plumbing, heating, cooling, alarm systems, etc. check-in at the school office prior to entering the school. CFS reserves the right to run background checks on visitors prior to authorizing entry.

Pets – No animals are to be brought into school or onto school property during school hours. This includes school sponsored activities. This also includes other locations where school activities are taking place, such as athletic events. The school office may grant prior approval for special events and activities involving safe domesticated pets. Certificated service animals are allowed according to state law – please notify a school official upon arrival.

Christian Fellowship Uniform Code

Revised August 2022

The administration of CFS believes that a school uniform for elementary and middle school students and a dress code for high school students best serve the overall purposes and goals of the school. Accordingly, Christian Fellowship School has adopted the following school uniform that is required for all elementary students.

Uniform Ordering Information

All the items in the uniform code are available through **Lands' End**, but do not have to be purchased through them. **However, please be sure to adhere to the uniform guidelines regarding** color (true red/true navy/light pink/light blue); fabric (twill, no denim or corduroy or yoga pants); length (for skirts, skorts, and shorts); and style. If in doubt, please check with the office before making purchases.

Lands' End Direct Merchants School

1-800-469-2222

<http://www.landsend.com/school>

Lands' End Preferred School # 9000-6585-5

Kindergarten - Fifth Grade Boys and Girls

Shorts

- Dark navy twill walking length shorts (must have at least a five-inch inseam and/or close to the knee)
- NO cut offs or denim
- Cargo shorts may be worn

Pants

- Dark navy twill, pleated or plain front
- No denim
- No yoga pants
- Cargo pants may be worn

Polo Shirts

- Collared knit polo shirts in white, red, navy, light blue (chambray), or light pink
- Long or short-sleeved – without insignia

Blouses (Girls)

- White, light blue (chambray) or light pink
- Round collar or button down
- Long or short-sleeved

Turtlenecks (worn underneath jumper)

- White, red, navy, light blue or light pink

Sweatshirts

- CFS red or navy uniform sweatshirt or zip-up hooded sweatshirt with CFS Knight's logo. This sweatshirt or hoodie may be purchased from the school store, Game One (Athletics) or Lands End. Or a solid-colored zip-up hooded sweatshirt may be worn during the cooler seasons in the classroom. The sweatshirt must be worn over a uniform shirt. Official CFS Knights athletic team sweatshirts may also be worn.

Sweaters

- Red (true red) or navy
- Cardigan, V-neck, or crew - (red or navy)

Jumpers/Skirts/Skorts/Skooters (Girls)

- Navy

Dresses

- Knit polo collared dresses long or short sleeve in light blue (chambray), light pink, navy or red (available at Lands' End as well as local stores) without insignia

Leggings (Girls)

- Any style or color of tights, leggings or socks is acceptable to be worn under skirts or dresses.

Shoes

- Any style of shoe is acceptable, but must be fully enclosed around toe and heel
- No open-toe sandals, open back clogs, open back tennis shoes or crocs
- Non-marking gym shoes are required for indoor recess and gym class
- Snow boots/rain boots are allowed during outdoor recess

-Uniforms worn to school should be in good condition; (no holes or tears) clean, and wrinkle free. All students must comply with the school uniform code. No exceptions! The uniform guidelines will be enforced, so **please check with the CFS office before making a purchase** if you are in doubt on any item in the uniform code.

Middle School Dress Code

Shorts

- Dark navy or khaki walking length shorts (minimum seven inch inseam)
- No cut-offs or denim
- Cargo shorts may be worn.

Pants

- Dark navy twill or khaki, pleated or plain front
- No yoga pants
- Cargo pants may be worn.

Polo Shirts

- Collared knit polo shirts: any solid color (long or short-sleeved - without insignia)

Oxford Shirts (Boys)

- Any solid color without insignia
- Button-down collar
- Long or short-sleeved

Blouses (Girls)

- Any solid color without insignia
- Button-down collar
- Long, short or 3/4 sleeved

Sweatshirts

- Any solid color without insignia
- Any color crew neck, zip front, or hooded sweatshirt style. Students are expected to wear a polo underneath their sweatshirt.

Sweaters

- Any solid color
- Cardigan, V-neck, or crew - must have a separate collar showing above neckline: polo, oxford, blouse or turtleneck.

Skirts/Skorts (Girls)

- Navy or khaki

Dresses

- Knit polo collared dresses (any solid color) long or short-sleeve without insignia

Capri Pants (Girls)

- Dark navy twill or khaki, pleated or plain front
- No yoga pants
- Cargo pants may be worn.

Shoes

- Any style of shoe is acceptable.
- Non-marking gym shoes are required for gym class.

Physical Education

-CFS Knights t-shirts and shorts are required for grades 6-12. These can be purchased in the CFS office for \$12.00 each. Socks are required.

- Athletic shoes with non-marking soles are required.

Not having the appropriate gym clothes will affect student eligibility to participate in PE and affect the grade.

Every Friday is Athletic Wear Day (Grades 6-8)

- Yoga pants or leggings may be worn, but only with a long top that covers to the fingertips in length and completely covers both the back and front when sitting, standing, and when lifting arms over the head.
- Athletic shorts and skorts must have at least a 3" inseam. Any athletic shorts smaller than a 5" inseam must have visible Spandex underneath.
- Students should not have uncovered midriffs, open backs, or shoulder covering less than four finger-widths (no halter tops, tube tops, tank tops, racer backs, spaghetti straps, muscle shirts, shirts open on the sides, or only sheer material in areas that should be covered).
- Students should not wear clothing that reveals underwear.
- Garments should have a respectable fit.

High School Dress Code

The motivation for having a dress code at Christian Fellowship School is to create an atmosphere of excellence. Believing that modesty and professionalism are both beneficial to reaching the goal of excellence, we require student appearance to hold to certain standards. Just as a coach may require dressing up for game days or a restaurant may require a uniform for its staff, we are hoping to foster unity, develop self-respect, and promote success. Faculty and students should use dress as a means to reach excellence in both establishing an effective learning environment and also representing themselves, CFS, and God. Part of our mission toward excellence inspires us to guide students into maturity by teaching them to submit to authority when required, use discretion to match their appearance to settings, and find value in themselves apart from their bodies. The professionalism and modesty standards within the dress code are our attempts to facilitate that maturity.

Daily Guidelines

- Clothes should be in good condition, clean, and free from offensive messages or advertisement inconsistent with biblical values
- Garments should have a respectable fit.
- Midriffs should not be viewable when arms are extended in the air.
- No halter tops, tube tops, spaghetti straps, muscle shirts, or shirts open on the sides.
- No clothing that reveals underwear or shows excessive skin through holes
- No pajama pants are allowed
- Leggings (Tights, Jeggings, Spandex, Yoga pants, et al) are only acceptable when they are covered by a shirt that covers to the middle of the thigh all the way around.
- *Non-athletic shorts and skorts must have a 5" or greater inseam
- Athletic shorts and skorts must have at least a 3" inseam. **Any athletic shorts smaller than a 5" inseam must have visible Spandex underneath.**
- Shoes must be worn that are appropriate for the setting — tennis shoes for PE, close-toed for science labs, etc.
- Most athleisure and CFS branded apparel is allowed so long as it does not violate any of the other rules listed above.

Enforcement of Guidelines

We believe that student appearance affects the learning environment and the overall atmosphere of the school. We want to maintain the casual dress to which CFS staff and students have become accustomed. The intent of the dress code is to teach and promote respect of self and others. CFS administration and staff will enforce the dress code standards as outlined in a manner that models this environment of care and respect. We encourage students to demonstrate individuality within these guidelines.

The CFS dress code applies to all CFS students during school and school sponsored events unless an exception is made by the sponsor. Club, class, or team sponsors may require specific attire for participants in special events and at certain times, i.e., performances, contests, etc.

Office will be notified of any violations.

First violation: If possible, student will be asked to correct the violation and sent back to class.

An email will be sent home to alert parents.

Any further violations: Student will remain in office until dress code violation is corrected.

Parents may be called to bring a change of clothes.

Physical Education

-CFS Knights t-shirts and shorts are required for grades 6-12. These can be purchased in the CFS office for \$12.00 each.

- Socks are required.
- Athletic shoes with non-marking soles are required.

Not having the appropriate gym clothes will affect student eligibility to participate in PE and affect the grade.

Tattoos

- Must be always covered.

What Not to Wear:

- No pajamas
- Hanging chains
- Extremely saggy jeans or jeans dragging the ground (unkempt appearance)
- Body piercing, other than ears
- No excessive rips on clothing (even if they were purchased that way)
- Anything which may be considered immodest or “borderline” regarding the intent of the dress code.
- No tube tops, spaghetti strap tank tops
- Addendum: Some classes may have specific restrictions concerning clothing in the interest of safety. Students will be expected to comply with these restrictions. For example: Open toe shoes will not be allowed in Chemistry labs.

Homework

Homework is one of our most valuable learning tools. It is useful to reinforce daily lessons, to build good study habits, and to provide opportunity for parent involvement in student learning. Therefore, we encourage parents to provide a suitable environment for the completion of daily homework.

Because of the varying levels of proficiency, ability, and self-discipline among students in completing their homework, some students will get their homework done during their free time at school, while others will require significant time in the evening. It is estimated that the amount of homework assigned in grades 1-5 would typically not take more than (10) minutes per grade level to complete, i.e. 10 minutes an evening for first grade and 50 minutes per evening for fifth grade. If you find that homework is imposing a great hardship in your home, please ask for assistance from the school in dealing with this difficulty.

Elementary (Grades K-5) Homework

Students in grades K-5 will utilize an assignment notebook to communicate to parents if students have homework assignments and what that homework is. The assignment notebook should be reviewed each evening by parents so they can monitor homework completion by students. Students should complete homework assignments themselves (with parental help only as needed). The parent should sign the notebook after the work has been completed. The notebook is to be returned each day to school with a parent's signature.

Homework folders are sent home with the elementary students periodically and always contain some type of communication to the parent from the teacher or the school office.

Middle School (Grades 6-8) Homework

It is our hope that students use their class and study hall time wisely to finish much of their school work at school. We will work with students on time management, study skills, and organizational techniques to help students be successful in middle school. Our expectation is that students will spend no more than one hour per night on homework. If they have used their time well, that amount should be even less. We also realize that homework will ebb and flow depending on test schedules and projects for each class. The middle school staff will meet regularly to monitor those aspects as well. Students will have time to ask questions, practice concepts, and many will finish daily tasks in the classroom. However, in order to prepare them for high school and college, it is important to also foster independence and ownership of their learning.

High School (Grades 9-12) Homework

Teachers should clearly communicate homework assignments and due dates for homework. A parent signature is not typically required for students, as students should become responsible for tracking their own assignments. Homework assignments and student grades may be viewed in the Family Portal.

Our goal is to provide a challenging course of study while being sensitive to family, school, and church activities in which students are involved. Teachers should make an effort not to schedule excessive homework or major exams the day after a major activity. (Please be patient with teachers in this regard, because there are so many events, they are hard to work around).

Students who fail to complete assignments on time will lose points in the grading of the assignment. Continued failure by a student to complete homework in a class may be an indication that the student either lacks motivation or understanding or needs to develop a more effective system for tracking assignments. Communication among teachers, students, and parents may be necessary to develop an effective strategy for change. Students who copy another student's homework will be guilty of plagiarism. Peer help may be utilized in an appropriate way, if the peer is aiding in understanding; however, simply providing an answer without facilitating understanding is not appropriate. Plagiarism will result in academic sanctions listed below.

Academic Integrity

Statement on Academic Integrity

Academic integrity involves upholding ethical standards in academic work, such as maintaining honesty and fairness, respecting original work of another individual, and adhering to academic rules and regulations.

CFS defines Academic Integrity in alignment with University of Missouri as the local standard for academic expectations. For more information: <https://oai.missouri.edu/>

We are committed to providing a high-quality education for our students, which includes teaching them the importance of academic integrity. As Christians, we are called to be honest and truthful in all aspects of our lives. Plagiarism is not only a violation of academic integrity but also a violation of our covenant with God: learning is a gift from God, and abuse of the learning process creates a separation from God as learners. We expect students to honor the investment of their parents by truthfully completing all tasks assigned by teachers to develop them.

Policy Statement

Students are expected to submit original work that reflects their own ideas and creativity, and that gives proper credit to any sources that have been used. Any student found submitting other work as their own may be subject to inquiry from teachers and administration, academic limitations, and disciplinary sanctions. This may extend to students' own work if being resubmitted as current (self-plagiarism) unless approved by the teacher in advance.

Teachers may inquire about sources of student work and reserve the right to use detection software to validate any concerns regarding academic integrity.

Redemption

The school recognizes that students may make mistakes and that there should be opportunities for redemption. Students who have been found guilty of plagiarism will be given the opportunity to complete the assignment a second time, or an alternate assignment of similar scope and weight. This may apply to just a portion of an assignment, or can be an entire assignment. Students will receive 60% of the grade of the redone assignment. For curricular assessments, a decision will be made regarding any specific areas where cheating was found.

We encourage all students to take pride in their work and to submit original, well-researched assignments that reflect their own ideas and creativity.

Progress Reports

Progress reports will be sent home at the end of the fifth week of each quarter to middle school and high school students who have a grade average below a C in any class. The purpose of the report is to warn both parents and students that there is an academic problem and that some type of corrective measure should be taken to bring the student's grade up before the close of the quarter. Parents are encouraged to call the school office and set up a parent/teacher conference to discuss the difficulties the student may be having.

Report Cards

Report cards will be issued quarterly. In grades K-5, they will be printed and sent home in classroom folders. Parents of elementary students are to sign the report cards and send them back to the school no later than the deadline set by the classroom teacher. In grades 6-12, they will be emailed and viewable online through the Family Portal.

Student Illness

The school nurse or staff member will evaluate students who become ill during the school day. School personnel will contact parents if a student has a low-grade fever, nausea, vomiting, diarrhea, or other acute symptoms that would require them to be sent home. Parents of students at home with any of these symptoms should keep them home until the symptoms have subsided for 24 hours. Please check for fever in the morning before school and keep students at home if even a low-grade fever is present.

Medications sent to school will require completion of the Authorization for Medication form releasing the school to administer them, along with complete information on medication name, amount, when given, and if there is need for refrigeration. If the student is able to administer his/her own medication, please fill out Authorization for Students to Self-Carry & Self-Administer Medication form.

Delivering Items to School

Any forgotten items, such as lunches, homework, etc., that are delivered to school should be given to the school receptionist so that classes will not be interrupted. No mail, parcels, flowers, etc. will be delivered directly to students in the classroom. Items addressed to students may be picked up in the school office at the end of the day or during a break.

Dressing for the Weather

Elementary parents need to be aware of weather conditions to ensure that their student(s) is dressed appropriately. Hats, coats, and gloves need to be sent with students during cold weather to be used during recess times. Parents wanting their children to sit out of PE or recess should send a note to the teacher.

Inclement Weather Days

School will be closed if weather conditions pose a hazard to parents and students. You may tune in KOMU-TV 8 or KMIZ-TV 17 to check for school closing. The school office will also send a text alert to parents and staff. If you have not been getting alerts from the school via text message, please notify the office. **PLEASE NOTE: CFS will make weather closure decisions independent of CPS** due to our lack of busing concerns.

Emergency Drills

Fire - in case of fire, it is imperative that the building be emptied quickly and calmly. The signal for a fire drill is a repetitive blast of a horn. Fire drills will be held periodically during the school year to practice clearing the school quickly, and teachers will instruct students on proper procedures during a fire.

Severe Weather - when a severe weather warning is given, the classroom teacher will lead students to a designated area within the building. Teachers will be well versed regarding proper emergency procedures and will dismiss students from the designated area only when an "all clear" signal is given. Severe weather warning drills will be conducted periodically.

Intruder Drills - procedures will be discussed periodically throughout the year at an age appropriate level, to ensure students and staff know proper procedure in emergency situations. In cases of nearby threats, a modified lock down will be established, and no one will be allowed to enter or exit the building.

High School/Middle School Athletic Guidelines

The extracurricular program at Christian Fellowship School is viewed as an integral part of the total educational experience for students. Because of the time involved in being committed to an extracurricular activity, students are evaluated regularly to ensure that they are maintaining adequate academic progress in all of their classes. Also, because students are representing not only themselves, but their school, family, and church, they are expected to conduct themselves in an appropriate manner at all times while participating in all extracurricular activities.

Academic Eligibility

A high school student shall have earned, the preceding semester of attendance, a minimum of 3.0 units of credit (must pass 6 total classes). All incoming 9th grade students being promoted from 8th grade will be eligible for the first semester of athletic activities. A middle school student will be considered ineligible for athletic activities the next quarter if they fail more than one class in the previous quarter. All incoming 7th grade students being promoted from 6th grade will be eligible for the first quarter of athletic activities. The Athletic Department may use discretion outside of this policy to deem a student ineligible at any time if behavioral or academic circumstances warrant a break or even expulsion from athletics.

Attendance and Detention Policies

It is required by the school to be in attendance for a full day of classes to participate in extracurricular events or practices unless the absence has been reported in advance to the Athletic Director or designated administrator. If a student arrives late or leaves school early due to illness, they will be unable to participate in activities that evening. Student Athletes serving a detention or suspension will be unable to attend activities on the same day if the times conflict. Also, students with unexcused absences will be ineligible for participation until they have returned to school.

Character and Conduct Policy - Student athletes will be expected to hold themselves and their peers to a high standard as a representative of Jesus Christ and Christian Fellowship School. Student Athletes whose character and behavior do not align with school policy may see their participation affected. All behavior on and off the court, field, course, or track will be taken into consideration. The Athletic Department will communicate with the coach, player, and parent before decisions affecting participation are made. Athletes aware of character and behavior issues of another student athlete will be expected to communicate these with their coach or administrator.

Code of Conduct

CFS is dedicated to the training of children in a program of study, activity, and living that is Christ-centered. We believe that "all things should be done decently and in order" and that our students should be taught to accept the responsibility to "walk honorably before all men." Christian Fellowship School is for Christian students. As Christians, our conduct in the community as well as at school should reflect our personal belief in God and in His commandments. If students should at any time at school or outside of school, openly and consistently reject their faith in God, the students may be disenrolled from school.

The operation of a successful school ministry depends on a safe and orderly environment. The following policy outlines both the promotion of good behavior and the sanctions for misbehavior, both of which are crucial to the school ministry's values and ethos. We believe that high quality teaching and learning takes place in an environment that is stimulating and exciting yet maintains order and sets clear boundaries. All members of the school ministry have a significant role to play in making Christian Fellowship a safe and positive place to be. Thoughtfulness, respect and courtesy to others are important values that we expect to be a normal part of our daily life such that all members of the CFS community feel included and valued.

Teachers are given authority to implement rules and procedures for their classroom and content area. Matters of a more serious or broad nature, or questions that require mediation, will be brought up to administration. The Head of School will work with the School Board to implement policies and procedures, including regulations to the conduct of students at the school ministry. Any questions of conduct that carry a theological weight that cannot be resolved by the Board will be brought to the Elders of Christian Fellowship. The decision of the Elders is final.

The administration of CFS reserves the right to address, remediate, and intervene in any student conduct that:

- Inhibits access to learning or causes significant distraction/disruption to learning
- Causes any ill repute to the school and its constituents
 - This extends to conduct both outside of school as well as online on personal devices and accounts
- Causes an unsafe environment or damage to property
- Presents a barrier to the school implementing its mission
- Is in opposition to the core beliefs and expectations laid out within the Statement of Faith and other agreed-upon school documents
- Is in opposition to the law at any level
 - School staff will exercise their authority to implement interventions that are appropriate to rectify any of the infractions described above, in proportion to their authority depending on the severity of the incident(s).
 - Parents and staff will collaborate to ensure that any wrongdoing is corrected in a way that is driven by grace and builds up the child, in accordance with the mission statement of Christian Fellowship School.

Discipline

At Christian Fellowship School we believe that all people have been created in God's image, with incredible worth and value, and are created to experience a loving relationship with God and others. We also recognize that we are fallen in our sin and that sin hinders us from realizing our own worth and value, as well as the worth and value of others, and that it causes us to do things that negatively affect our relationship with God and others. We believe that God, in his grace, rescues us from sin and its effects, restoring our relationship with him and bringing restoration in our relationships with others, thereby causing us to mature and live into the fullness of all he created us to be within the loving community in which he has placed us. We want these truths to affect how we practice discipline at Christian Fellowship School.

Discipline at CFS will be centered around the Restorative Approach. We will seek to acknowledge and honor the worth of all, regardless of who they are or what they do. We will aim to implement necessary discipline within a relational context that seeks to give room for understanding, repentance, forgiveness, reconciliation, and restitution where necessary. We acknowledge the importance of community in students' lives and believe the healing of relationships is possible. We want to help students live into the fullness of who God has created them to be, experiencing a loving relationship with God and with others. The goal of all discipline should be restoration: restoring relationships where they have been harmed and restoring students to live into the fullness of who God has created them to be.

Roles of Parties Handling Student Discipline

<p>STUDENT RESPONSIBILITIES</p> <ul style="list-style-type: none"> • To attend school on a regular basis • To be on time and prepared to work • To bring required materials and assignments • To know and comply with school rules • To treat everyone with respect, including staff, students, parents and community members • To respect public and private property • To follow directions of school staff • To behave in a way that does not disrupt the learning of others • To know and comply with the district discipline policy • To dress appropriately according to the student dress code 	<p>PARENT RESPONSIBILITIES</p> <ul style="list-style-type: none"> • To send students to school prepared and dressed according to the CFS dress code • To ensure student on time arrival and regular attendance • To instill in students an attitude that reflects Christian values • To schedule and attend school conferences when appropriate • To treat everyone with respect, including staff, students, parents and community members • To be available to school staff during the day by informing the school of current phone numbers for home, work or emergency • To cooperate with school staff in helping students with academic, discipline or attendance problems • To notify the school whenever a student cannot attend • To know and support classroom rules and school discipline policy, and review the requirements with students
<p>TEACHER RESPONSIBILITIES</p> <ul style="list-style-type: none"> • To establish and discuss classroom expectations for behavior • To consistently require compliance with classroom and school rules and review consequences • To maintain a safe and well-organized classroom environment conducive to learning • To make every attempt to communicate with students, parents and administrators when student behavior is unsatisfactory or questionable • To treat everyone with respect, including staff, students, parents and community members • To be consistent in applying classroom and school rules 	<p>ADMINISTRATOR RESPONSIBILITIES</p> <ul style="list-style-type: none"> • To inform staff, students, and parents on a regular basis about school and district discipline standards • To be consistent in applying the district discipline policy • To thoroughly investigate before determining if a violation has been committed • To treat students with respect and always give them the opportunity to tell their side of a discipline issue • To inform parents as soon as possible about student discipline matters • To provide parents with information regarding the process of any discipline procedure • To determine disciplinary action for classroom behavior after the teacher consequences have been exhausted • To notify parents when students are interviewed by law • To treat everyone with respect, including staff, students, parents and community members

Behavior Categories

“Do unto others as you would have others do unto you.”

Unacceptable student behavior is grouped according to the seriousness of the act. Repeated disregard of school rules leads to increasingly more serious consequences. These rules apply while students are on school grounds, while going to or coming from a school sponsored activity such as athletic events, dances, or while participating in an extra/co-curricular activity.

Classroom Expectations

Teachers will establish classroom rules and inform students and parents/guardians about these guidelines. Rules will specify both behavior and academic expectations that the student must meet to be successful. If classroom rules are disregarded or learning is disrupted, the teacher may take one or more of the following actions:

- student/teacher conference • parent contact/conference
- teacher-held detention • additional assignments
- office referral • other appropriate consequences

Repeated violations may result in an office referral for additional disciplinary intervention or action by a designated administrator.

School Expectations

CFS will establish standards of behavior that promote positive school climate and campus safety. Parents/guardians and students will be informed about these guidelines. Examples of behaviors that are disruptive and not acceptable are:

- inappropriate dress • disrespect to other students • disrespect to school staff
- loitering in restricted areas • profanity/abusive language • defiance or disobedience
- violating the CFS technology use policy
- leaving personal items in the hallway or trash on school grounds
- possession of a cell phone is permitted under restricted conditions in middle school and high school

Consequences: (One or more of the following may occur)

First Offense	Second Offense	Third Offense
Parent/Guardian contact Written warning In-school suspension (ISS) Detention School/community service	Parent/guardian contact Written warning Behavior intervention In-school Suspension (ISS) Detention School Community service 1 to 3 day suspension from school	Parent/guardian conference Written warning Behavior intervention/support In-school suspension (ISS) Detention School/community service Exclusion from school activities

Detentions

Disciplinary infractions that require an administrative conversation can result in a detention being issued. Detentions will be served as soon after the infraction as possible, ideally same day or next day. Detentions will be served in the school office either during lunch/recess or after school – arrangements will be made at home regarding logistics. Students in detention may be asked to complete a “think sheet” or other reflective writing activity.

Suspensions

Suspension from school results when a student’s misbehavior continues even after serving several detentions; or when a student’s misbehavior is of an unusually disruptive or serious nature. The school office will notify parents when a suspension is necessary. It is important for parents and school staff to work closely together in resolving these conflicts. A poor response from parents and/or students during this time may be detrimental to the student’s future success in school and may also delay readmission into school.

Expulsion Procedures

For serious behavioral violations a student may be expelled or dismissed from the school. When a student is expelled from the school by the school principal, the parents of the student may choose to submit, in writing, a request for an appeal of the decision to the school board. The school board will then evaluate the reasons for the expulsion, and if warranted, schedule a meeting with the parents and the principal to further discuss the reasons for the dismissal. After hearing the appeal, the school board will make a decision in the matter. The decision of the school board is final.

CFS Policy on Bullying

CFS believes each person is made in the image of God and is worthy of respect as an esteemed member of the school community. CFS does not condone any verbal, written, or physical act that demeans a student or places doubt as to his/her worth as a member in the school community. Any conduct that has the effect of insulting or demeaning a student or group of students in such a way as to disrupt or interfere with the school’s educational mission or that is severe, persistent, or pervasive so that it creates an intimidating, threatening, or abusive educational environment will not be tolerated.

Bullying is defined as repeated and unwelcome action or behavior, reflecting aggression and unkindness, with an actual or perceived imbalance of power. Bullying takes many forms such as physical or verbal acts of aggression or intimidation, social exclusion, inappropriate communication and photos through electronic social media (cyberbullying), and other actions with the intent to humiliate or embarrass.

Consequences for bullying will be administered in accordance with the school’s overall discipline policy, with consideration given to the age of the children involved and the degree and repetitiveness of the behavior. Every effort will be made for all actions to be restorative; however, consequences will become progressively severe if bullying continues, including intensive supervision, after school detentions, in-school or out-of-school suspensions, and

finally, expulsion from school. Subsequent to a bullying incident, CFS staff will give special attention to:

1. Documenting incidents
2. Ensuring that the victim/target is made to feel safe from retaliation or repeated bullying
3. Working with parents to ensure that the victim/target and the bully receive the intervention, support, and help necessary for healthy restoration and change respectively

To foster an environment where bullying behavior is knowingly unacceptable, teachers and staff will model how to treat others with kindness and respect. Teachers will also establish classroom policies reinforcing the same values among students. Students will be taught how they might intervene or get help if they witness bullying and will be encouraged to embrace the following statements of social responsibility:

1. To not intimidate or embarrass others
2. To be a friend to those who may be harassed, teased, or embarrassed
3. To invite students who are left out of activities to join them
4. When they see students being harassed, teased, or embarrassed, they will stand up for the person being bullied and/or seek help from a responsible adult

Access to Student Cumulative Record Files

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Since CFS receives some federal funds, this law applies to student educational records maintained by the school. For the purposes of this policy, the following terms are defined:

Educational Records – any record (in handwriting, print, tapes, film, computer or other medium) maintained by the school or an agent of the school that contains information directly related to the student, except:

- Records kept in the sole possession of the maker of the record, used only as a personal memory aid and not accessible or revealed to any other person except a temporary substitute for the maker of the record.
- Records created and maintained by law enforcement officers for law enforcement purposes.
- An employment record that relates exclusively to an individual in his or her capacity as an employee of the school and that is not available for use for any other purpose.
- Alumni records that contain information about a student after he or she is no longer in attendance at the school and that do not relate to the person as a student.

Parent – either a natural parent of a student, a guardian or an individual acting as a parent or guardian in the absence of the student's parent or guardian.

Eligible Students - FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a post secondary school. Students to whom the rights have transferred are referred to as "eligible students."

Rights of Parents and Eligible Students with Regard to Educational Records

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school corrects records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA

allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law
- Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter or inclusion in a Parent/Student Handbook) is left to the discretion of each school.

Teachers and Other Personnel Having Legitimate Educational Interests

School personnel having legitimate educational interests include those staff members directly involved in the instruction, evaluation of the student, or supervision of the educational program of the student. These include psychologists, speech clinicians, special services personnel, nurses and others who have an assigned involvement with the student. Clerical staff who are performing routine duties in the maintenance of student cumulative records also have a legitimate educational interest. The determination of eligible school personnel shall be the responsibility of the principal and the administrator of the school.

Third Parties, Such as Employers, Law Enforcement and Social Agencies and Others

Access to student records by third parties is permitted only with the written permission of eligible students, parents or legal guardians. An eligible student is one who has reached the age of 18 or is attending an institution of post secondary education.

Records will be furnished in compliance with judicial order and upon receipt of a lawfully issued subpoena. In other instances, an effort will be made to notify the parents and student in advance of the compliance.

The school may disclose personally identifiable information from the education records of a student to appropriate parties connected with an emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals specified in section 99.36 of Public Law 03-380 (Privacy Rights of Parents and Students).

Procedures for Examining Student Records by Parents or Eligible Students

- Parents or eligible students who wish to examine an educational record should submit a written request that identifies as precisely as possible the record or records he or she wishes to inspect. When a record or file contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect or review the portion of the record that pertains to other students. The principal (or appropriate school official) will make the needed arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- A time will be set that is mutually convenient and every effort will be made to honor the request within a reasonable period of time. State law requires that compliance of such a request be made within five business days of the date of the request.
- If the responsible authority cannot comply with the request within that time frame (5 business days) he/she will inform the individual making the request, and may then have an additional five business days within which to comply with the request.

Transfer of Student Records

Parents or eligible students wanting copies of cumulative records sent to third parties must make the request in writing. The name and address of the party to whom the records are to be sent should also be included with the request. The school will maintain a record of all requests for and/or disclosure of a student's educational records.

Other High School Guidelines

Lockers

School lockers and locks are provided free of charge to 6-12th grade students. At the beginning of the school year or upon enrollment, each student will be assigned a locker and issued a lock. Students are encouraged to keep their locker locked at all times to prevent loss of personal property. They should not give out their combinations to other students. If students feel the security of their locker has been compromised, they may contact the school office. Lockers are reassigned on a yearly basis. Locks must be turned in at the end of the school year.

Students may sign a waiver and forego receiving a lock for their locker.

Students who lose their lock will be issued a new one and fined \$5.00. Graduates and students leaving CFS must surrender their lock; failure to do so will result in a \$5.00 fine.

Students are expected to maintain their lockers in acceptable condition. Failure to do so may result in a locker inspection and disciplinary action. Students will be charged for any damages to their locker or if cleaning is required.

No writing, signs, or other materials are to be attached to the outside of lockers without permission. All personalization and materials must align with biblical values. Magnets or a magnet with adhesive backing is preferred.

End of Year Procedures

All middle school and high school students will be given a checklist of requirements to close out the school year. This will include the finalization of all school fees and fines, turning in of school textbooks and materials, and verifying graduation and A+ requirements, among other things.

School Searches

CFS has the right to search lockers, backpacks, clothing items, and vehicles on school property. The school also reserves the right to confiscate cell phones, laptops, or any other electronic devices that are being used contrary to school property.

Lunch Privilege

Middle school and high school students may walk home for lunch if they live within walking distance of the school and have turned in a parent permission slip at the beginning of the school year. Students must sign in and out in the school office. This opportunity is a privilege, not a right, and can be withdrawn.

As a privilege to seniors, only they are allowed to drive from the school property for lunch. This privilege is not extended to other students unless they are accompanied by another approved adult.

Fan Behavior

Attendance at CFS athletic events is considered a privilege. Inappropriate behavior will result in the revocation of this privilege. This holds true for both home and away events. Unacceptable behavior would include taunting or offending other teams and fans, rudely addressing an official, or anything that will tarnish the reputation of CFS or undermine our mission to share Christ with the community.

General Guidelines

Signs and notices are posted around the school only with the approval of the school office. Students who post signs will also be responsible for taking them down.

Students may obtain permission to have out-of-town or adult guests visit CFS by making arrangements with the school office.

High School Guidance Program

Standardized Tests

All students K-12 enrolled in a Math or English class will take the Renaissance STAR test on a regular basis.

9th graders will take the Pre-ACT 8/9.

Sophomores will take the PSAT in the fall and the PreACT test in the spring.

Juniors take the PSAT in the fall and participate in the District ACT test in the spring. Additional standardized tests (ACT or SAT) may be taken as advised by their parents and/or counselor, relative to the needs of college admission. Other activities include a regional college fair, individual conversations to assist in making a college choice, and an optional ACT Super Saturday workshop.

Seniors may request guidance meetings in order to review grades, test scores, and establish realistic plans for application to colleges.

The Guidance Counselor will meet with students each spring to discuss career goals, course selection, and postsecondary plans. Some college related materials are available for student or parent research and reference in the Guidance Office. Most colleges also have information available via the Internet, which is an excellent way to obtain up-to-date college information.

College Applications

University and college applications should be completed online. Any portion needed to be completed by a Guidance Counselor or School Administrator, should be brought to the Guidance Office for review and completion. Students should complete their portion neatly and provide an accurate address for mailing.

College Tests

All juniors are required to take the ACT in spring as a part of the District ACT. Registration for this test will be completed by CFS. Students can also take the ACT on other national test dates as many times as they'd like. This allows for early application for admission to colleges and for scholarships, and also gives a student some time to improve his/her score if it is not satisfactory. Seniors may take the SAT or ACT as needed. Registration should be completed online at www.actstudent.org. The school code used by these testing services is 260719.

Deadlines

The senior should take careful note of any deadlines for application materials, scholarship, financial aid requests, or ACT or SAT results. These may vary for each college, and decisions on admission or financial aid are often made on a first come first serve basis.

College Visits

When they are planned and desirable, visits to prospective colleges are encouraged. It is best to visit several university campuses during spring of junior year. A student must have written parental permission and is encouraged to notify the school office at least one week before the scheduled visit.

Transcript Requests

The transcript is the official school record of the student's academic history at CFS. It is required to be sent with all college applications, some applications for employment, and all scholarship applications. The transcript requests are sent with no charge. All official transcripts must be mailed directly from the office to the recipient institution. The student cannot mail a copy personally.

Student Withdrawal

Although student retention and student success are our goals, there will be occasions when student withdrawal occurs due to a family move or for other reasons. Student withdrawals from the school should ideally be planned for the end of the school year, or if this is not possible, for the end of a semester. This allows for a smoother transition, especially for high school students, since high school credits are issued on a semester basis. The school office should be notified as soon as it becomes apparent that a student withdrawal is planned in an effort to facilitate a smooth transition and to ensure that all financial obligations have been met. An exit interview should also be scheduled with the school principal to foster communication regarding any issues of concern that may have contributed to the decision to withdraw a student.

High School Academic Information

Enrollment Status

A student taking six or more credits at CFS is considered a full-time student. The six credits may include approved courses being completed at other institutions (Columbia Area Career Center, MACC Early College, public high schools, online courses, and colleges or universities), or through independent study. Students enrolled for fewer than six credits are considered part-time and as such may not participate in extracurricular activities (including competitive sports teams, dances, and class trips).

Independent Study

Students may pursue a course of independent study (including home schooling) within a subject area if the course is not offered at CFS or cannot be scheduled in order to meet graduation requirements. In order to be eligible to receive credit from CFS and to have the course included in the student's GPA, the curriculum must be approved before enrollment and commencement of studies. A designated CFS teacher or administrator must review testing and other course

assessments. Credits earned through home schooling are counted toward graduation requirements; however, they are not included in the student's GPA. First priority for approval of alternative enrollments will be for courses taught by CFS teachers through Central Methodist University. Second priority will be given for students enrolled in the Oral Roberts University Advantage program. Third priority will be given for any other outside programs, and may require additional review as well as extended assignments given by CFS administration. Students might not receive high school credit if the alternative coursework is not aligned with the mission of CFS.

A+ Schools Program

CFS is a designated school in Missouri's A+ Schools Program. Students can enroll in the A+ Program at any time in high school but must enroll no later than the Tuesday after Labor Day of their senior year. Students enrolled in the A+ Program must meet the eligibility requirements as dictated by the Missouri Department of Elementary and Secondary Education. Those who complete the requirements of the A+ Program may be eligible to receive reimbursement for college expenses determined by the Missouri General Assembly while attending a Missouri public community college or public vocational/technical school on a full-time basis.

Transfer of Credit

Students who transfer to CFS in 9th-12th grade will have their transcripts evaluated regarding the acceptance of credits previously earned. CFS will generally accept equivalent credits awarded by public or private schools or earned through homeschooling. However, we reserve the right to allow or disallow any previously earned credits.

Transfer of Students and Grade Point Average

In the review of credits earned at any previous school, any course work earned through homeschool or from an unaccredited school, will not be used in calculating grade point averages (GPA) at CFS. Any weighted courses will be given the weight used at CFS in calculating a GPA.

Grade Point Average (GPA) and Cumulative Grade Point Average (CUM GPA)

The GPA and CUM GPA will be calculated each semester, using semester grades. The GPA is calculated by dividing the grade points earned for that semester by the credits attempted. The CUM GPA is calculated by dividing the total number of grade points earned while enrolled at CFS by the total number of credits attempted. Grade points are calculated by taking the numerical equivalent of the grade earned. Grades from courses taken at CFS as well as courses taken at other institutions or through approved independent study, while enrolled at CFS, will be used in calculating GPA and CUM GPA. Transfer credits and credits earned from high school courses at CFS will apply toward graduation requirements.

The number of credits that a course is worth is based on the number of classroom hours. A course that meets every school day for the entire school year is worth one credit. Classes that meet less frequently or for less than the entire school year, will be worth an equivalent fraction of a credit. Transfer credits and credits earned from high school courses at CFS will apply toward graduation requirements.

CFS does not report class rank of its students, as class rank does not accurately reflect the academic ability of our students due to small class size. Class rank will be tracked internally for use in determination of valedictorian and salutatorian only.

Failing Grades

Any student that receives an *F* for the semester will not receive credit for the course for that semester. This may necessitate the student retaking the course or obtaining the credit independently such as online courses or summer school. The necessity of retaking the class will be determined in cooperation with the student and their parents. In any event, the failing grade will remain on the student's transcript and will be used in calculating GPA and CUM GPA.

Grading Scales

Christian Fellowship School utilizes different grading scales for elementary classes, middle school and high school classes, and advanced placement classes.

Elementary Grading Scale (Grades 1 – 5)

Grade	CFS Elementary Range
A+	99 - 100
A	94 – 98.99
A-	90 – 93.99
B+	87 – 89.99
B	83 – 86.99
B-	80 – 82.99
C+	77 – 79.99
C	73 – 76.99
C-	70 – 72.99
D+	67 – 69.99

Middle School and High School Grading Scale (Grades 6 – 12)

Grade	Percent Range	CFS GPA Value
A	94 – 100	4.00
A-	90 – 93.99	3.70
B+	87 – 89.99	3.30
B	83 – 86.99	3.00
B-	80 – 82.99	2.70
C+	77 – 79.99	2.30

C	73 – 76.99	2.00
C-	70 – 72.99	1.70
D+	67 – 69.99	1.30
D	63 – 66.99	1.00
D-	60 – 62.99	0.70
F	< 60	0

Pass/Fail Grading Scale

A pass/fail grading scale may be used in the high school such as Teachers Assistants for high school credit. The pass/fail grading scale is:

Code	Description	Low	High	GPA Value
P	Pass	60.00	100.00	No
F	Fail	0.00	59.99	No

Graduation Requirements

CFS students must earn a minimum of 25 units of credit in order to graduate. A class that meets every day for the full year earns a student one unit of credit. Courses that meet every day for one semester (1/2 of a full year), or courses that meet every other day for a year earn a student .5 units of credit. The 25 units of credit required for graduation must be distributed in the following manner:

Subject Area	CFS Requirements Class 2010>	College Prep Recommended Curriculum	UMC Admission Requirements
Bible ¹	4	0	0
English	4	4	4
Math	3	4	4 ⁴
Science	3	3	3
Social Studies	3	3	3
Practical Arts	1	1	0
Fine Arts	1	1	1
Physical Ed.	1 ³	1	0
Health	.5	.5	--

Personal Finance	.5	.5	--
Foreign Language	0 (2 Recommended)	0 (2 Recommended)	2 Same Language
Core Electives ²	0	3	0
General Electives ³	3	4	7
Total Credits:	25	25	24

In addition to the above requirements, students must be in regular attendance, complete all course work with a GPA of 1.8 or above, and fulfill all financial, academic, and disciplinary obligations in order to graduate.

¹**Bible Courses.** Students are required to take a Bible course each year they are enrolled at CFS as a full-time student. For students transferring to CFS after ninth grade, the number of Bible credits may therefore be less than four.

²**Core electives** are selected from foreign language, English, mathematics, social studies, science, or fine arts.

³**General electives** include courses in any area that are not used to meet other requirements. General electives do not have to be core courses, and often are practical art classes such as Microsoft Applications or Career Center Classes.

⁴**University of Missouri Admissions Requirements** are listed so that CFS students are aware of the four units of math required (Algebra I and above). CFS students who take the regular math series of Algebra I, Geometry, Algebra II and Pre-Calculus will meet this requirement. Because of the proximity of UMC, we counsel students to meet the MU entrance requirements so that option is available to them upon graduation if they choose to attend.

College Prep Studies Certificate

The Coordinating Board of Higher Education (CBHE), the Missouri Department of Higher Education (MDHE), and the Missouri K-12 educational community share a common interest in promoting student preparation for success in Missouri post-secondary institutions. Accordingly, the CBHE, with collaboration across educational sectors, has established a recommended 25-unit credit high school core curriculum as a guideline for students who plan to enroll in college after high school. The CBHE 24-unit high school core curriculum is designed to prepare high school students for access to and retention and success in college level work. Although the CBHE encourages governing boards at Missouri's secondary institutions to incorporate the 25-unit high school core curriculum into admissions requirements for all first-time freshmen, requirements vary for admission to Missouri institutions.

The Missouri State Board of Education, in cooperation with Christian Fellowship School, awards the College Preparatory Studies Certificate to students who successfully complete a rigorous academic program in high school. The certificate is awarded in addition to the regular high school diploma and is a goal that all students planning to attend college should pursue.

Students must meet the course requirements listed above, be in regular attendance, complete all course work in the core areas of English, math, science, and social studies with a GPA of at least 3.0, and score above the prior year's national average on the ACT (historically an ACT score of 21 or above).

Graduation Honors

The honor of valedictorian is awarded to the student(s) having the highest unweighted GPA and who meets the other eligibility requirements. The honor of salutatorian is awarded to the student having the second highest unweighted GPA and who meets the other eligibility requirements. In the event of a tie for highest GPA, co-valedictorians will be named and no salutatorian will be named. In order to be eligible for valedictorian or salutatorian, students must meet the following criteria:

- Must meet course requirements for College Preparatory Certificate
- Must be enrolled at CFS as a full-time student during the two years prior to graduation
- Must earn at least ten credits from CFS course offerings during the two years prior to graduation
- Must have no more than two credits taken on a pass/fail basis
- Difficulty in class schedule may be considered when selecting valedictorian or salutatorian.

Semester Exams

Core courses (English, math, science, social studies) for grades 9-12 will typically include an examination at the end of each semester. The purpose of this examination is to measure a student's knowledge, skill, and competence regarding the course of study.

First semester examinations will be administered during regular class time. Second semester examinations may be administered either during regular class time or during the last two days of the school year. These final exam days will be structured as two half-days, consisting of two, 1.5-hour testing periods.

Semester examinations may be comprehensive, covering material from the entire semester. Teachers will schedule one or more days of review prior to the examination in order to adequately prepare students for the exam.

Semester examinations will be weighted as no more than ten percent of the semester grade.

Academic Probation

A student will be placed on academic probation for the following reasons:

- a grade point average below 2.0 in any grading period
- a cumulative GPA below 2.0
- Two *D*'s or an *F* in any grading period.

Students on academic probation and their parents will be required to have contact with the appropriate teacher and possibly the principal to discuss the student's performance and to

devise a plan for improving his or her poor performance. During this conference the following areas will be discussed:

- Factors that are negatively impacting the student's academic performance, e.g. job, extra-curricular activities, learning difficulties
- Steps will be outlined for dealing with each of the factors identified
- Goals will be established to gauge the student's progress

Guidelines for Decisions Regarding Advancement and Retention

We know that each child develops physically, mentally, emotionally, and socially at an individual rate. Additionally, not all children will complete 12 grade levels of work according to the same pace and at the same time. Where possible, we will avoid retention before exhausting other options, including but not limited to alternative programs, early identification and intervention, and engaging any additional support systems that are available. Per our Access Center policies, it may be determined that a student who is in need of retention may have other learning needs that CFS is unable to accommodate; therefore, retention will be the last solution to consider prior to administration making a recommendation to withdraw.

Students can enter kindergarten with or without experience in a preschool program. Administration will take into account the recommendations of the preschool director for any students entering kindergarten internally. Additionally, all students entering K-5 will take a screener to determine their readiness for the grade level.

Grade level placement will be based on the child's maturity (emotional, social, mental, and physical), chronological age, school attendance, effort, and marks achieved. Standardized testing results can be used as one means of the judging process. The grade marks earned, direct observations made by the teacher, and academic progress made by the student throughout the year shall reflect the probable assignment for the coming year.

Students in elementary school and middle school are eligible to advance to the next grade level upon completion of the academic year, if they are in good standing both academically and in their attendance. Administration reserves the right to recommend a student be withheld to repeat a grade. Special consideration will be given regarding the following factors:

- Age: if a student is younger or older than most of their class
- Attendance: if a student has not had adequate number of hours in school
- Grades: if a student is failing multiple subjects during multiple quarters
- Normed Assessment: if a student is identified as being significantly below grade level in math and/or reading on school exams and standardized tests
- Recommendation from parents
- Recommendation from classroom teacher
- Previous retention or advancement

Other factors considered:

- Recommendation from Learning Specialist and the Access Center
- Student's English proficiency
- Physical size and/or social maturity
- Work habits as identified by teacher
- Behavior records

Access Program for Diverse Learners

Christian Fellowship School offers a program serving diverse learners in the Access Center for students grades K-12. The Access Program extends the opportunity for students to receive remediation, advancement, or accommodation to curriculum and instructional practice. The Access Center is staffed by a Learning Specialist (Case Manager) who is also a support for teachers in the classroom.

The Access Center designs Support Plans to implement and keep record of any differentiated program being offered, including accommodations inside the classroom. The Support Plans (and implementation thereof) are merely to serve as a guideline detailing the student's ideal learning style. **While teachers will make every effort to accommodate a student's needs, the Support Plan is not a legally binding document, and will be implemented at the discretion of school staff exclusively.** Parent input will be highly valued during the design and implementation of the Support Plan for a student.

Reviewing Student Needs During Admission

During the admissions process, several categories are reviewed by the Access Team, which includes the Learning Specialist, teachers, counselor, and/or administration to determine best placement for a child within or outside of CFS. The following categories are typically reviewed:

Present Level of Performance: The Access Team is able to review IEP and 504 plans to determine whether the school has the resources to allocate towards providing the services at the *most recent data point(s)*.

IEP Goals and Objectives: The Access Team will always refer to the most recent objectives set within any differentiated learning plan, to determine its compatibility within the scope of what CFS is able to implement through a Support Plan.

Behavioral Plans: The Access Program is not intended to respond to exceptional behavioral needs, especially when the student may exhibit behaviors that can be a threat to self or others, or any behaviors that will impact the learning environment. We pay particular attention to any behavioral plans submitted as part of application to the school ministry. Exceptional behavioral needs will typically land outside of what CFS has the resources to accommodate.

Curricular Program: A review from the Access Team will typically call particular attention to any implementation of curriculum that is alternative to the standard within the general classroom.

Least Restrictive Environment: The Team will review the quantity of courses being taken that are outside of the general classroom.

Requirements for Continued Implementation of Support Services

The Access Team, including the Learning Specialist and administrative staff, reserve the right to:

1. Provide a recommendation for a child for Access services based on performance, past or current. Parents can still request and inquire about services, but the Access Team will decide any placement and/or accommodation based on the resources available.
2. Create a Support Plan that will outline recommendations for accommodations in the classroom.

3. Determine the least restrictive environment for the child.
4. Request any outside diagnostic testing in the area of social/emotional, behavioral and/or academics that would impact the learning environment.
5. Request results from existing diagnostic testing conducted previously.

Status of Paraprofessional Service

Families may request an inquiry, based on clinical recommendation and CFS administration approval, to allow for a subcontracting paraprofessional to be assigned to a child. The school is not able to hire any paraprofessionals. Any paraprofessional assigned to a child in CFS must demonstrate credentials and adequate training (externally sourced), to be approved by the Head of School. All paraprofessional training and support is to be at the family's expense.

Technology Acceptable Use Policy

Tablets and Laptop Computers

Electronic tablets and laptop computers may be used for classroom purposes only with permission from the classroom teacher. This includes both school issued devices, as well as personal devices brought to school. Devices may be used during study halls with study hall supervisor's permission. If a student is found using a device for non-school purposes, i.e. playing games, watching videos or using social media, faculty and staff may address this and it may result in disciplinary action.

Personal Phones

Personal phones may be used before and after school hours. High school students may also use phones during lunch and passing periods only. Students in 8th grade and lower may not have phones on their person during the school day. Any students in elementary or middle school caught with phones will have them confiscated. High school students whose phone use is becoming a distraction (using during class, etc.) may have their devices confiscated. **Confiscated devices can be retrieved from the main office by a parent, or guardian with written permission from parent to the school office, after school hours.**

Smart watches, tablets, and any other devices used for electronic communication or internet browsing can be determined to fall under the same category of phones. This decision will be made by administration based on the functionality of the device, and whether the same policy is applicable.

Device Access:

When accessing school issued devices, always use the current student's school issued email and login to access devices. Personal accounts may not be used on school devices.

At School:

Chromebooks that are hosted in classrooms should remain in those classrooms. Do not place them in your backpacks or take them to other places in the building.

Chromebooks are available for check-out in the media center. You must fill out the check out form with the Media Center teacher and return the chromebook before the end of the day. If the student leaves school early for any reason, they are responsible to check in their Chromebook to the library prior to leaving school. Not checking-in school owned devices by the end of the day can result in loss of access to using the device, and can be considered theft.

At Home:

In special cases, students will be allowed to take their Chromebook home. Chromebooks must be brought to school each day in a fully charged condition. Students will need to charge their Chromebooks each evening with the provided charger.

Any violation of the school's acceptable use policy for school-issued technology devices may result in disciplinary action, including the revocation of device privileges. The school may also report any illegal activity to the appropriate authorities.

Chromebooks Undergoing Repair:

- ◆ If repair is needed due to negligence or intentional damage, the school will not provide a loaner Chromebook until full replacement cost has been received by the school.
- ◆ Repaired Chromebooks may end up with the original factory image as first received. It is important that students keep their school data synced to the cloud drives so documents and class projects will not be lost. Personal information that cannot be replaced should be kept at home on an external storage device.
- ◆ Students and parents will be charged for Chromebook damage that is a result of misuse or abusive handling.

Technology Costs:

Chromebook \$370

Charger: \$35

Accidental Damage or Loss Protection:

As part of the 1:1 Initiative, Christian Fellowship School is requiring the Yearly Technology Fee during enrollment. The Yearly Book, Supply and Technology Fee (\$450) will cover accidental damage and loss due to theft to the Chromebook device only. Any loss of the charger or Chromebook is not protected by the Yearly Technology Fee. Each device and charger are issued with a number. Students are accountable for turning in their assigned numbered device and accessories. Others will not be accepted. If multiple issues of theft, damage, misuse, or loss of the Chromebook occurs, the students may have their access restricted. All missing accessories will be fined, costs are shown in the above issued technology and costs chart.

Christian Fellowship School will require that a police report be submitted in cases of theft. A student making a false report will be subject to disciplinary action as outlined by the school discipline code.

This Yearly Technology Fee policy does not cover loss of the Chromebook and/or its accessories, cosmetic damage, or damages caused by misuse or abuse. Christian Fellowship School will assess the Chromebook damage and repair or replace the device if the damage is determined to be within the protection guidelines. Parents/students will be charged for full replacement cost of a device and/or accessories that have been damaged due to misuse, abuse, or loss.

Parent Commitment

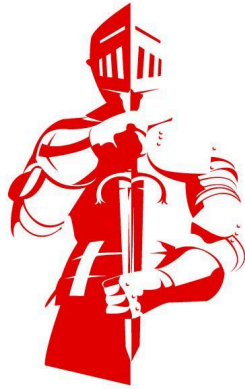
The following Parent Commitment is a necessary part of the enrollment process. All families who choose to participate in this ministry shall be held to this standard:

The mission of Christian Fellowship School supports the Christian home by seeking to partner with Christian parents. This implies that the school is serving the Christian community and that at least one parent of enrolled students professes faith in Christ and agrees with the admission policies and the philosophy and doctrinal statements of the school. On occasion, the atmosphere, conduct, or perspective within a particular home may be counter to or in opposition to the admission policies, the philosophy of the school, or the biblical teaching of the school. This includes, but may not be limited to, divisiveness, sexual immorality, or an unwillingness to support the moral principles of the school. In such cases, CFS will always work towards a redemptive, biblical resolution, but the school reserves the right, within its sole discretion, to refuse admission of an applicant or to discontinue enrollment of a student. (Rom. 16:17; 1 Cor. 6:9; Eph. 5:3-7; Rom. 1:27; Ma. 19:4-6).

1. We have read and understand the school's Philosophy of Christian Education and its "Statement of Faith" and "Statement on Marriage and Gender", and we are in agreement with the purpose and philosophy of Christian Fellowship School.
2. We will support the school by involvement in parent-teacher conferences, parent meetings and other school-sponsored meetings and activities.
3. We give permission for our child to take part in all school activities, including school-sponsored trips away from the school premises.
4. We give permission for CFS to use school-related photos of our students for school news releases, promotional materials, social media, and website postings.
5. We recognize that enrolling our children in CFS constitutes a financial commitment to pay all tuition, fees, and other incurred expenses no later than due dates expressed for the full school year. If payment is more than 30 days late, CFS is authorized to suspend the student from the school until payment is received.
6. We understand that the standards of Christian Fellowship School call on both students and parents to act in a manner that is Christ-like. This includes the language we use, honoring God and all of His image-bearers, respecting those who serve in the school ministry, and the upholding of these things together in community. We support the teachers and administrators to make and enforce school regulations in a manner consistent with Christian principles.
7. We understand our role in representing Christian Fellowship School in our conduct and communication. This includes all athletic events, school-sponsored activities, and on social media.
8. We recognize our role as parents in partnering with the teachers and administrators in the school in matters pertaining to our own child(ren), including academic and

disciplinary information. We commit to avoiding gossip, slander, quick judgment or hostile confrontation with any other student or family in a manner that negatively impacts the learning environment. We instead commit to the values of grace and the ultimate goal of peace-making; and to pursue these things always in love.

We, as parents of the student applicant, do sincerely give our pledge to the above items. We understand that failure of the parents or child to comply with the school regulations, discipline, parental commitment, or failure to meet financial obligations will forfeit the student's privilege of attending.



Knight's Creed

A *true* Knight is a person upon whom a certain non-hereditary dignity is conferred by a sovereign, because of services rendered to the country and the sovereign.

A Knight's code of behavior was not fully defined until Christian ideals became a part of a Knight's way of life.

A *true* Knight has faith and a deep love of the Christian religion. He defends the church and is ready to die for it. He loves the land of his birth and gives generously to all. His strength serves to protect and aid the feeble.

A Knight champions right against injustice and evil and never surrenders or flinches in the face of the enemy.