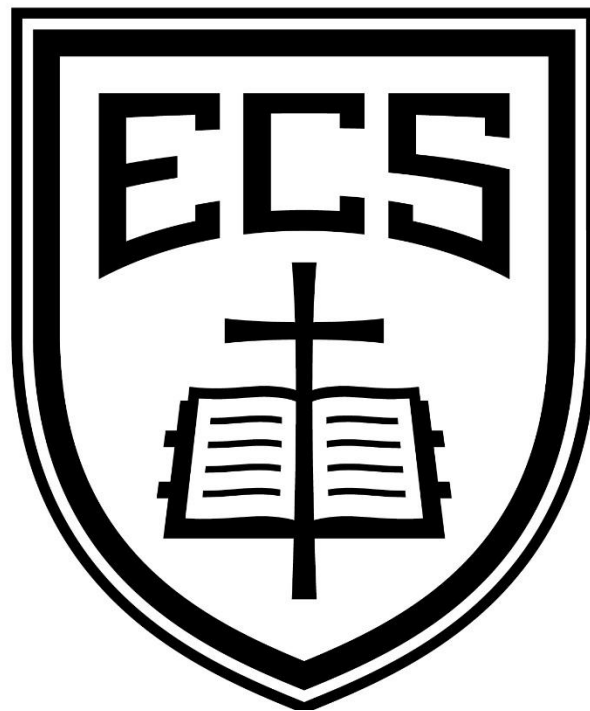


# UPPER SCHOOL HANDBOOK EVANGELICAL CHRISTIAN SCHOOL

2020-2021



## **GENERAL INFORMATION**

### **MISSION STATEMENT**

The mission of Evangelical Christian School is to provide the Christian family with a Christ-centered, biblically-directed education which challenges students to know the Lord Jesus Christ and to develop the vision and practice of excellence in academics, character, leadership, and service to others.

### **CORE VALUES**

Evangelical Christian School expects that each member of its community will:

- Exhibit unconditional love while maintaining uncompromising truth.
- Exercise responsible stewardship.
- Demonstrate personal integrity.
- Exercise authority with grace and submit to authority with respect.
- Build a climate of trust.

### **GUIDING DOCUMENTS AND VALUES**

The ultimate authority for ECS comes from the whole counsel of God as found in the Old and New Testaments of scripture. This whole counsel was committed by Paul to the elders in Ephesus (Acts 20:27). Further, Paul states to Timothy that scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness so that the man of God may be thoroughly equipped for every good work (I. Tim 3:16). Also, Jesus commanded that we be “sanctified in the truth, thy word is truth” (Jn. 17:17). He also stated that “...not the smallest letter, nor the least stroke of the pen, will by any means disappear from the Law until everything is accomplished.” (Matt. 5:18). In conclusion, Jesus revealed to John in Revelation that no one should add to this book or take away from the book. (Rev. 22:18)

Additionally, ECS follows the interpretation and application of scripture to all areas of life as broadly held by the Evangelical community on a local, national and international basis. The beliefs and widely held positions are supported by the Westminster Confession of Faith, Baptist Faith and Message, the Lausanne documents and the Evangelical Council for Financial Accountability

More specifically, ECS is guided by our doctrinal statement, organizational mission statement specific to our discipleship model of Christian education, our core values statement and our three-fold cord philosophy outlining the role of home, school and church. The doctrinal statement is supported both by scripture and specific application of scripture to the mission of ECS as supported by the Evangelical community. The discipleship model of ECS is rooted in the scriptural principal that a student will become like his teacher when fully trained (Luke. 6:40). Also, there is great responsibility of a teacher not to do anything that would cause a “little one to stumble.” (Mk. 9:42).

We believe that the whole counsel of God as found in the Old and New Testaments of Scripture provides the framework of God’s intent for relationships. In that full context, human sexuality is a gift from God to be celebrated and culminated exclusively within marital parameters between males and females made in His image. Outside these boundaries, sexuality becomes distorted as people choose to exalt self rather than entering into a covenant which should reflect the inner workings of the Trinity and the relationship between Christ and His Church.

Because human sexuality involves the whole person: physically, mentally, emotionally, and spiritually, ECS has concern about sexual and relational behavior among its students. We believe that the sexual behavior and relationships of our students will flourish only when aligned with biblical Truth. Deviation from biblical Truth will create uniquely harmful effects upon students, their relationships with God, and within the ECS school community.

God designed humans uniquely as male and female with distinct roles and purposes, therefore we ascribe equal dignity and worth to both. We regard confusion and blurring between maleness and femaleness as manifestations of the brokenness of our fallen condition rather than reflections of God’s creational intent.

Finally, the three-fold cord approach is centered in the scriptural principles of teaching children when they rise up and as they walk in the way (Deut. 6:7), train up a child in the way they should go (Prov. 22:6) and finally the strength that comes from a well woven three-fold cord (Eccl. 4:12).

## **PURPOSE AND DOCTRINAL STATEMENT**

The purposes of Evangelical Christian School are stated in its Charter, Article V:

1. To establish, own, maintain and conduct a school (or schools) for the daily instruction of children directed toward the end that these children may occupy their places worthily in society, church and state; and the educational program shall be based upon the following educational principles:
  - a) Christian education has its formation in the Creator-creature relationship taught in the Scriptures. It is understood as a process wherein a child's personality is formed by instruction in the truth of God and human knowledge permeated with that truth.
  - b) The responsibility for education rests upon the parents (Deut. 6:6-9, Eph. 6:1-4). They may delegate a part of this responsibility to an institution which is able to carry forward their God-given task. The authority of the teacher in discipline and character training is derived from the fact that he stands in loco parentis and the teacher derives authority in subject matter from faithfulness to the laws of God in special and general revelation.
  - c) The child is regarded first of all as a spiritual—physical creature, created in the image of God, capable of learning, knowing, and obeying the truth of God's Word and the laws of His creation. He is also regarded as a social creature standing in relation to his fellow man, having moral, intellectual and social needs.
  - d) The curriculum of the Christian school is the medium through which the child is oriented to a life in Christ and to the culture of this world to the end that the child might have fellowship with and serve God in this life and the life to come.
2. To act as a religious corporation to propagate, through schools and otherwise, the evangelical Christian faith, as expressed in the following doctrinal statement.
  - a) The basis of The Evangelical Christian School is the infallible Word of God, written, the Scriptures of the Old and New Testament, as they are generally interpreted in the historic evangelical confessions of faith. In accordance with these confessions, we hold unreservedly to the sovereignty of God, revealed in the Lordship of Jesus Christ, over the world and thus over every department of human activity, and submit unconditionally to the authority of Holy Scriptures, thereby recognizing these scriptures as the supreme and final standard for Christian education and all matters of faith and life. On this basis we subscribe the following articles of belief:
  - b) We believe in the Scriptures of the Old and New Testaments as verbally inspired by God, and inerrant in the original writings, and that they are supreme and final authority in faith and life;
  - c) We believe in one God, eternally existing in three Persons: Father, Son and Holy Spirit;
  - d) We believe that Jesus Christ was begotten by the Holy Spirit, born of the Virgin Mary, and is true God and true man;
  - e) We believe that man was created by an immediate and direct act of God, in the image of God, that he sinned, and thereby incurred not only physical death, but also that spiritual death which is separation from God; and that all human beings are born of a sinful nature, and in the case of those who reach moral responsibility, become sinners in thought, word and deed;
  - f) We believe that the Lord Jesus died for our sins, according to the Scriptures, as a representative and substitutionary sacrifice; and that all who believe in Him are justified on the ground of His shed blood;
  - g) We believe in the resurrection of the crucified body of our Lord, in His ascension into heaven, and His present life there for us, as High Priest and Advocate;
  - h) We believe that our Lord and Savior Jesus Christ will personally return and set up His Kingdom wherein He will rule and reign in righteousness;
  - i) We believe that all who receive by faith the Lord Jesus Christ are born again of the Holy Spirit, and thereby become children of God;
  - j) We believe in the bodily resurrection of the just and the unjust, the eternal blessedness of the saved, and the eternal retribution of the lost.
  - k) We, therefore, believe in:
  - l) The Deity, Virgin Birth, Vicarious Death, Physical Resurrection, Ascension, and personal return in Glory of the Lord Jesus.
  - m) The Personality, Deity and Work of the Holy Spirit.
  - n) The Personality of Satan.
  - o) The Great Scriptural Doctrines of Sin, Salvation by Grace, Redemption, Regeneration, Justification by Faith, Prayer, Physical Resurrection, the Reward of Believers and Retribution of Unbelievers.
3. To do all things necessary and proper for the carrying out of the above purposes; and to that end, this corporation shall have and exercise all powers granted to nonprofit corporations under Tennessee law.

## **SCHOOL GOVERNANCE AND MANAGEMENT**

Evangelical Christian School is governed by a Board of Trustees. The Board currently consists of 11 men who are school parents or school grandparents. The primary functions of the Board are to act as the guardian of the mission of

Evangelical Christian School, to develop the major institutional policies and the long-range plan, to hire the head of school, and to be responsible for the financial viability and stability of the school. The day-to-day operation of the school rests with the head of school, the administrative staff, and the faculty. Under the leadership of the head of school, they are responsible for developing and implementing operational policies and procedures and for managing the various school programs.

#### **UPPER SCHOOL ADMINISTRATION AND STAFF**

**Upper School Principal – Ryan Cummins**

[rcummins@ecseagles.com](mailto:rcummins@ecseagles.com)

**Dean of Students – Kyle Story**

[kstory@ecseagles.com](mailto:kstory@ecseagles.com)

**Academic Dean – Jenny Shorten**

[jshorten@ecseagles.com](mailto:jshorten@ecseagles.com)

**Assistant to the Upper School Principal– Jana Johnson**

[jjohnson@ecseagles.com](mailto:jjohnson@ecseagles.com)

**Attendance Secretary – Mindy Tansey**

[mtansey@ecseagles.com](mailto:mtansey@ecseagles.com)

**Athletic Director – Scott Vogel**

[svogel@ecseagles.com](mailto:svogel@ecseagles.com)

**Assistant to the Upper School Athletic Director – Janie Peeler**

[jpeeler@ecseagles.com](mailto:jpeeler@ecseagles.com)

**College Admissions and Academic Counselor – Tina Greene**

[tgreene@ecseagles.com](mailto:tgreene@ecseagles.com)

**Academic Counselor – Dona Welch**

[dwelch@ecseagles.com](mailto:dwelch@ecseagles.com)

**Registrar – Allison Thetford**

[athetford@ecseagles.com](mailto:athetford@ecseagles.com)

#### **ADMISSION**

Evangelical Christian School is a co-educational institution for unmarried students from Christian homes in grades PK-12. Students must live with their parent(s) or legal guardian(s) at all times while a student at ECS. No student (male or female) may attend ECS while a parent of either unborn or previously conceived children.

#### **STATEMENT OF NON-DISCRIMINATION**

Evangelical Christian School admits students of any race, color, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, and national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

#### **ECS ALMA MATER**

Hail to you, our Alma Mater,  
Heart of ECS --  
Striving in our Father's graces  
To meet life's hardest task.

For the ones who seek to learn  
The wonders of God's world,  
Send their minds in praise and honor –  
Forward ECS.

## **FIGHT SONG**

Stand up and fight for ECS.  
Stand up and give a cheer.  
Our team is always Number 1  
Through each and every year.

Win, lose, or draw, we'll play the game.  
To honor Christ who lives.  
Our Eagle flies toward victory  
For dear old ECS.

## **SCHOOL SONG**

May the Mind of Christ

## **SCHOOL MOTTO**

"Pursuit of Excellence for the Glory of God"

## **SCHOOL VERSE**

"But they that wait upon the Lord shall renew their strength; they shall mount up with wings like eagles; they shall run, and not be weary; and they shall walk, and not faint." Isaiah 40:31

## **SCHOOL COLORS**

Cardinal and White

## **SCHOOL MASCOT**

Eagle

## **STUDENT INFORMATION**

### **SCHOOL HOURS**

8:50 a.m. until 3:25 p.m. Monday, Tuesday, and Thursday and 8:50 a.m. until 2:30 p.m. Wednesday and Friday

### **ABSENCE AND ATTENDANCE**

Absence at school usually results in reduced learning. Extensive absence can make it difficult for a student to stay current at ECS and may put a student in a position where academic success becomes virtually impossible.

#### **Absences**

- Call the upper school office at 754-7217 or send an email to [mtansey@ecseagles.com](mailto:mtansey@ecseagles.com) if your student is or will be absent.
- Students who are absent should email their teachers, check teacher's Google classroom or contact a classmate for assignments.
- All students must sign in or out in the school office through the upper school secretary when leaving or returning to campus.
- Any time a student comes to school late or after an absence, a note, e-mail or a phone call from a parent is required.
- ECS strongly encourages parents to notify the office prior to any planned absence.

#### **Signing IN**

- After 8:50 a.m. and before 9:05 a.m.; students are marked TARDY and will report immediately to class upon their arrival. No need to sign in.
- After 9:05 a.m. students are marked ABSENT and will report to the OFFICE and must sign in, stating the reason for their absence.

#### **Signing OUT**

- If a student requests EARLY DISMISSAL, parents will notify the office prior to the start of school (or as early as possible) that day. They will receive an early dismissal slip.
- The student may leave campus at the time designated on the early dismissal slip.
- Students will submit assignments to teachers for missed classes before leaving campus. Any missed tests/quizzes will be rescheduled with the teacher before leaving campus.

#### **Planned Absences**

Absences for a family wedding, sibling graduation, a church trip, a significant family event (grandparents' 50th anniversary or milestone birthday), or surgery are typically excused. The procedure for these events is as follows:

- Contact the school office and the Dean of Students or the principal and discuss the nature of the absence.
- The school must receive permission from a parent/guardian.
- Every effort should be made by the student to complete work and turn it in to their teachers before the student leaves for his trip. If the work is not completed, the student should return with all homework that was missed completed and ready to turn in.

- A student should be prepared to take tests no later than two days (including the day he/she returns) after he/she returns to school. Any work not completed as indicated above will be subject to late work penalties.

### **Unexcused Absences**

Class attendance is critical to the educational experience at ECS. Failure to attend academic classes at ECS is taken seriously and will be addressed by the following policy:

- A student marked absent to a class will receive notification that he/she has an unverified absence.
- The student has 48 hours to respond to get the absence excused.
- If the absence is confirmed as unexcused or remains unverified for 48 hours, the student will receive an academic penalty (See Academic Penalties for Unexcused Absences).

Repeated absence to classes creates a more significant disciplinary response.

In addition to the academic penalty:

- A student who accumulates five unexcused class absences in a semester will receive a warning from the Dean of Students in the form of a meeting, parent communication, and other appropriate consequences.
- A student who accumulates two more unexcused absences to class after the first warning will serve additional consequences which can include: parent communication, detention, and/or loss of privileges.
- A student who accumulates three more unexcused absences to class after the second warning will meet with the Dean of Students or Principal who will determine consequences, which may include: in school suspension, suspension from teams or organizations.

### **Academic Penalties for Unexcused Absences**

- A student will lose one point off their semester average for each of the first three unexcused absences from a class. After the first three absences, a student will lose three points off their semester average for each subsequent unexcused absence.
- Unexcused absence points will be deducted at the end of each grading period. The deducted points will be carried through the semester in the cumulative average.
- Late work penalties for missed work will apply.

### **Absences and Course Credit**

- If a student accumulates 12 absences (excused and unexcused) from a class, he/she may be removed from the class and placed in a study hall. He/she may also receive a WF (Withdrawn Failing) grade for the course if the majority of those absences are unexcused.

### **Community Time**

Community Time occurs three times a week during most school weeks to provide opportunities for class meetings, club meetings, special student assemblies, visits with college reps, make-up testing, tutoring, and other student-related activities.

## **ANTI-BULLYING POLICY**

### **Philosophy**

Bullying is strictly prohibited and will not be tolerated at ECS. Students are entitled to have an educational environment that is free from humiliation, oppression and abuse. Every person who is a part of ECS has the responsibility to support and care for each other and to behave in a pleasant and non-threatening fashion.

### **Definition**

Bullying is any persistent, willful and deliberate action done by an individual or a group, to hurt, distress, upset, frighten or threaten another individual or group. It is not an isolated incident of argument or aggression between students. Bullying can be:

- Physical: pushing, kicking, hitting, pinching or any use of violence
- Verbal: written or oral name calling, spreading rumors, malicious gossip or teasing
- Emotional: deliberate excluding, tormenting (hiding books or backpacks, threatening gestures, extorting money), racial taunts, graffiti
- Sexual: unwanted physical contact or abusive and/or suggestive comments
- **Cyberbullying:** willful and repeated harm inflicted through the use of computers, cell phones and other electronic devices; cyber bullying of any type is strictly prohibited.

## **Aims of the Policy**

1. To ensure that all students, staff and parents know (a) what bullying is, and (b) that it is unacceptable behavior
2. To create an atmosphere where bullying is not accepted
3. To empower victims of bullying to seek appropriate help
4. To ensure that faculty and staff respond consistently and appropriately to bullying
5. To develop procedures for reporting, investigating and dealing swiftly with bullying behavior when it occurs
6. To develop a program of support for victims of bullying behavior and for those involved in such behavior

## **Guidelines**

**As a school community**, we expect all incidents of bullying to be reported.

### **This requires students to:**

- Refuse to be involved in any bullying situation.
- Take action to intervene if present when bullying occurs.
- Report the incident or suspected incident to a teacher to help break down the culture of secrecy.

### **The school recommends that parents:**

- Watch for signs of unusual behavior or distress in their student, such as not wanting to attend school, missing school items, requests for extra money, damaged clothes, or bruising.
- Advise their student to tell a staff member about any incidents of bullying. If possible, parents should allow the student to report and deal with the problem. If the student will not report the incident, parents should inform the school.
- Keep a written record of the bullying (who, what, when, where, why, how).
- Discourage their student from retaliating.
- Attend interviews at school if their student is involved in any bullying incident, either as the perpetrator or the victim.
- Inform the principal of suspected bullying even if their student is not directly affected.

### **The faculty and staff will:**

- Be role models at all times.
- Watch vigilantly for any incidents of bullying.
- Minimize opportunities for bullying by closely supervising areas where such behavior is likely to occur.
- Help victims without placing them at further risk.
- Act on suspected incidents promptly and in the appropriate manner.
- Teach students appropriate ways to respond when they are witnesses to incidents of bullying.

## **Implementation**

1. Faculty will make it clear in the classroom that bullying behavior is unacceptable and that consequences will be imposed to ensure that perpetrators change their behavior.
2. All reports of bullying, no matter how trivial, will be investigated and dealt with fairly and positively by classroom teachers. In this way, students will gain confidence that reports of bullying will not be ignored.
3. If incidents of bullying are serious or persistent, the classroom teacher will report immediately to the principal. The principal must ensure that the incident is dealt with effectively and promptly. Priority will be given to providing support for the victim.
4. The principal will ascertain all the facts surrounding serious incidents of bullying by talking to all the parties involved, including any witnesses. All the evidence and all perspectives will be considered. If possible, all parties should be asked to give a written account.
5. A record of all serious and/or repeated offenses will be kept in the student's file. All staff in contact with the students will be informed by the principal or the dean of students and required to monitor closely the students involved.
6. Parents of both perpetrators and victims of any serious incidents or repeated offenses will be informed as soon as possible and asked to come to the school for a discussion of the problem and its resolution.
7. For those individuals or groups found guilty of bullying, the principal or the dean of students will use any of the available methods of discipline that reflect the seriousness of the offense, such as restrictions, detention, suspension, and could include a requirement that parents seek professional help for their student.
8. Discipline will be implemented as quickly as possible to reinforce the message that bullying is not acceptable at ECS.
9. The principal or the guidance counselor will discuss with the offender(s) the implications and effects of their actions on the victim.
10. The student guilty of bullying will apologize to the victim; the students should be reconciled whenever possible.

## **Continuing strategies**

The identification of bullying behavior will be highlighted at one staff meeting at the beginning of each school year.

1. Classroom teachers will use instruction as a vehicle for raising awareness and understanding of the concept of bullying.
2. Classroom teachers will use opportunities to discuss with students, appropriate ways to behave toward peers, emphasizing that bystanders who witness bullying and do nothing are guilty of aiding bad behavior. Teachers will encourage students who feel threatened to discuss the situation with them.
3. Parents will have access to the anti-bullying policy in handbooks.
4. A school counselor will be available for counseling both victims and perpetrators.
5. The school will review the anti-bullying policy annually for any needed revision.

## **Appearance Standards**

Appearance Standards promotes an atmosphere conducive to academic focus by reducing distractions. It provides clear expectations and consistent enforcement. It simplifies decision-making and reduces peer pressure. The ECS administration believes the appearance standards will enhance relationships by reducing conflicts that extend from home to the hallways to the classroom.

Dennis Uniforms and the ECS Soaring Eagle Shop are approved suppliers of the specific articles of apparel designated below.

The administration reserves the right to address any fashion item, clothing item, or appearance that detracts from the spirit of the uniform code.

## **GIRLS**

**General**-Fit and modesty are important. Tops must not be too short and/or tight and must cover the midriff (front and back) at all times. No long sleeve shirts under short sleeve shirts. ***School colors are defined as Gray, White, Black, Cardinal, and Gold.***

### **Shirts**

- Dennis and Parker polo with ECS logo, in school colors.
- ECS logo wear polo (school colors only) is permitted.

### **Skirt/Pants**

- Dennis and Parker plaid or black pleated skirt. Shorts must be worn underneath skirts each day i.e. Nike, lulu, or any running type shorts. Skirts must be longer than the shorts.
- Khaki pants

### **Socks/Tights/Leggings**

- Crew, ankle, or low cut socks must be worn.
- Black, white, or gray tights and leggings must be ankle-length and worn with socks.

### **Shoes**

- All shoes must be closed toe and have a back. No Crocs, flip flops, house shoes, slippers, or sandals.
- **Tennis shoes are permitted.**
- Solid, conservative color boots are permitted. Laced boots must be tied appropriately.

### **Hair/Appearance**

- Hair must be of natural color and a conservative style.
- Jewelry must be worn in moderation.
- Two earrings per lobe, no visible body piercings, no visible tattoos.

### **Sweatshirt/Pullover**

- ECS sweatshirt/hoodie, quarter zip, half zip, or full zip jacket available in the Soaring Eagle Shop or as part of an ECS sponsored event, sports team, camp, club, or Fine Arts ensemble.
- NO plain sweatshirts or sweatshirts with other logos are allowed.
- An approved dress code shirt must be worn underneath at all times.



### **Friday School Spirit Wear**

- May wear jeans that fit appropriately with an ECS Spirit Wear top which is defined as: ECS t-shirt, hoodie/sweatshirt, or jacket available in the Soaring Eagle Shop or as part of an ECS sponsored event, sports team, camp, club, or Fine Arts ensemble.
- Jeans may not have holes or rips.

### **BOYS**

**General**-All shirts must be collared and long enough to stay tucked in at all times. Undershirts should be short sleeved, solid color, and plain in school colors. ***School colors are defined as Gray, White, Black, Cardinal, and Gold.***

### **Shirts**

- Dennis or Parker polo or oxford button down in school colors with ECS logo.
- ECS logo wear polo (school colors only) is permitted.

### **Pants**

- Khaki pants (flat-front or pleated).
- No cargo, Carhartt, or jeans are permitted.

### **Belt**

- Leather or canvas belt must be worn.

### **Socks**

- Crew, ankle, or low cut must be worn.

### **Shoes**

- All shoes must be closed toe and have a back. No Crocs, flip flops, house shoes, slippers, or sandals.

### **Hair/Appearance**

- Hair must be above the collar, above the eyebrows, and must be of natural color and conservative style (i.e. no pony tail, Mohawk, etc.).
- Boys must be clean shaven every day.
- No earrings, body piercings, or visible tattoos.

### **Sweatshirt/Pullover**

- ECS sweatshirt/hoodie, quarter zip, half zip, or full zip jacket available in the Soaring Eagle Shop or as part of an ECS sponsored event, sports team, camp, club, or Fine Arts ensemble.
- NO plain sweatshirts or sweatshirts with other logos are allowed.
- An approved dress code shirt must be worn underneath at all times.

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- Jeans may not have holes or rips.

### **Appreciation Days/Non Uniform Day**

Clothes worn on Out-of-Uniform days must be modest in all circumstances (no low cut or sleeveless tops) and may include casual shirts, T-shirts, sweatshirts (no improper words or pictures), sweatpants. Both boys and girls should wear shoes and socks. Shorts, Skirts and Tights are not permissible. Students can be written up for non-uniform/non-dress code compliance on these days. Students should be in specified theme wear or in uniform.

### **CELL PHONES**

Cell phones must be placed in a designated holder when a student enters class or study hall. Cell phones may be used between classes, during lunch and activity period.

### **Cell Phone Violation**

- **If the cell phone is seen or heard during class, chapel, or assemblies.**
- **Filming**
- **Taking photos**
- **Listening to audio**

- **Causing a distraction to the Educational environment at ANY time**

We will encourage a “no texting and walking” policy.

**ECS reserves the right to take up and search any electronic device brought on campus by a student if deemed necessary.**

### **Improper Use of Technology**

Any use of technology, including any devices and the use of any application, **including but not limited to:**

- social media (Instagram, SnapChat, etc.)
- messaging (texting, chats, Twitter, email, etc.)
- internet sites (websites, blogs, posting, spoofing, etc.)
- applications (apps, phones, etc.)

### **These actions are strictly prohibited:**

- Using technology to personally attack, threaten, bully or harass others
- Sending sexually-explicit messages, photos, or other potentially offensive material
- Introducing viruses, spyware, worms, or other applications designed to damage systems or gather electronic information
- Accessing any non-approved network resources, including teacher grades or systems

Failure to comply with the above may result in discipline measures by the school, including but not limited to:

- suspension
- dismissal
- involvement of law enforcement.

**As an enrolled student at ECS, ECS reserves the right to take up and search any device or application.**

### **CHANGE OF ADDRESS**

Please inform the school of all changes of address. All address changes should be reported to the **Melissa Duggan**

If ECS does not have accurate addresses, mailings containing important information may be substantially delayed and may lead to communication problems between home and school.

### **CLASSROOM BEHAVIOR**

It is imperative that the classroom environment be conducive to learning. Teachers have a discipline plan to produce this environment. They use discipline methods that draw on their own strengths for effective results. In the vast majority of cases, these methods achieve their intended purpose. However, there are students who, despite the best efforts of the teacher, continue to be disruptive. Students who continue to disrupt the learning environment will be referred to the principal.

### **CO-CURRICULAR PROGRAM**

The purpose of the co-curricular programs at ECS is to foster physical, intellectual, and spiritual development while teaching the value of personal discipline, commitment, and the subordination of self-interest to the higher goal of team and group achievement.

All high school students are **encouraged** to actively participate in some type of organized activity at the school for the year, a specific season, or for the duration of an approved activity. While it is not the intent of the school to dictate each sport or activity in which a student engages, the school staff, through its expertise, seeks to provide guidance and encouragement to students in selecting the area that best fulfills the individual’s God-given talents. The GOALS for student participation are:

- To challenge each student to the point where the student learns what it means to do one’s best.
- To teach self-discipline and humility—qualities that come from learning to function effectively within the framework of the rules *and* that benefit the group or team, the school and, most importantly, the individual.
- To teach the meaning and value of personal commitment, a trait ECS strives to develop in every student. Success in life nearly always involves teamwork and self-sacrifice.

### **COMPUTER USE**

The use of ECS computers must be in support of education and research and must be consistent with academic expectations of Evangelical Christian School. The policy is simple and broad: 1) do not cause damage to or change any settings on the computer; 2) use the computer for school-related work only; 3) and do not seek to access any areas that would embarrass the school or dishonor the Lord. Network storage areas will be treated like school lockers. To insure

the integrity of the electronic media, network and/or school administrators and teachers may review files, bookmarks, and communications under the same standards set for school lockers. Privacy is not guaranteed for files stored on school servers. Files will not be maintained indefinitely. The use of the school's electronic networks and the internet is a privilege, not a right, and inappropriate use will result in cancellation of privileges and possible disciplinary action. Access entails responsibility. School administrators will determine what inappropriate use is, and their decision is final. Abuse of these procedures will, in most cases, result in the revocation of student access to or use of school computers.

## **CONFLICT RESOLUTION**

### **Belief Statement**

ECS is a Christian school, and the Word of God governs all of its affairs. As members of a Christian community, we enjoy the privilege of relating to one another not merely as parents and educators, but as brothers and sisters in Christ. Therefore, the school board, administration, faculty, staff, parents and students are expected to maintain a decorum that is honoring to the name of Christ. However, in spite of the best efforts of students, parents, and the school, conflicts will inevitably arise. When they do, it is important that they be handled in a biblical manner (based on Matthew 18:15-20) and in a way that leads to an effective resolution. The proper protocol for dealing with conflicts follows several steps.

### **Policy Statement**

The **first step** involves the teacher and the student. Many of the problems that arise at this level are matters of miscommunication, misunderstanding, or misbehavior. Most can be resolved simply by direct communication between the teacher and the student without parental or administrative involvement. Sometimes a problem of perception will occur, and students will feel that a teacher does not like them or is being unjust to them. In situations of that nature, it is particularly important that students go directly to the teachers for the issue to be addressed. Such a confrontation may feel awkward and uncomfortable, but this step should not be avoided. Parents should encourage their children to go to the teacher with whom they are in conflict and to discuss the matter one-on-one. Parents may be, and in some cases should be present, but the primary communication needs to be between the student and the teacher, with parents acting as a supporter not only of their children, but also of the process for correctly resolving problems in a Christian manner.

If a conflict cannot be settled between the teacher and the student, then the **next step** is for the parents to go to the teacher. Keeping in mind that parents and teachers share a common value (to honor Christ) and a common goal (the well-being of the child), the parties involved should labor to accurately understand one another's concerns and to develop a plan for the problems to be remedied. Again, it may be appropriate for a third party, such as an administrator, to be present, but the primary communication needs to be between the parents and teachers.

If, after diligent effort, the matter remains unresolved, parents then go to the principal of the school in which their child is enrolled. The principal will not, under normal circumstances, meet with parents on a particular issue unless the parents have previously met with the teacher. If further action is needed, then the parents are to request a meeting with the **Head of School.**

School board members do not deal directly with operational issues of the school and, therefore, are not directly involved in most of the conflicts that arise. The task of the board as outlined under the School Governance section is limited in scope and generally should not involve matters that are delegated to the administration and faculty of the school. Therefore, parents should not personally contact school board members to voice complaints or to seek their influence in individual matters or conflicts.

Parents and students are expected to follow the process outlined above as the appropriate means to settle conflicts. Examples of inappropriate responses to conflicts include involving individuals who are not directly a part of the problem in a discussion of the matter, soliciting public support for a private matter, initiating or signing petitions, gossiping or demeaning others, or attempting to circumvent proper protocol by attempting to go directly to a "higher" authority.

Occasionally, conflicts between students and families will occur outside of the school but be brought into the school environment. Under such circumstances, the school cannot be expected to solve the problems. Such conflicts need to be handled between the students and the families. Many problems are exacerbated simply by a failure to deal with them directly and forthrightly. Following **Matthew 18**, Christian parents who meet with one another concerning their children can successfully address concerns, clarify expectations, agree on strategies, and establish a high level of accountability for future behaviors. ECS can provide an atmosphere where standards of appropriate conduct are established and encouraged; it cannot, however, insure that those standards are practiced outside of the school.

## **CONTACTING FACULTY AND ADMINISTRATORS**

Faculty and administrators are willing and available to assist students and parents with their needs and concerns and will make time in their schedule to accommodate them. Such requests should be made during normal school hours. After or before school hours, a message can be left on the school voicemail or the teacher's email. Every effort will be made to

respond within 24 hours of the message. Only in cases of *actual* emergencies should faculty or administrators be contacted at home or outside school hours.

### **COUNSELING**

ECS is concerned about the whole person. This includes the emotional, psychological, and spiritual well-being as well as the academic development of each student. The guidance staff and principal can provide sensitive and confidential counsel upon your request. If appropriate, referrals are made to persons or agencies not employed by ECS.

### **DISCIPLINE**

Like any community or organization, ECS must have a basic set of rules for behavior that promote self-control, character and an environment where learning can take place. Students are expected to behave in a manner that demonstrates a respect for self and others, and a recognition of the responsibilities of being part of a Christian educational community.

When a student is involved in a disciplinary incident, a copy of the Disciplinary Referral Form will be sent by e-mail to inform parent(s) of both the incident and the subsequent action taken by the teacher or administrator. If parents have questions, concerns, or comments concerning the content of the mailing, they should contact the teacher directly involved in the incident. If parents have additional concerns after contacting the teacher, they should call the principal.

### **Standard Punishments**

Punishments that may be assigned are described in the following sections.

### **Conferences**

Conferences are often not only necessary, but important in communicating the defined behaviors that are being sought to bring a student into compliance with school guidelines. These may involve the student, the parent, the teacher, guidance personnel, or administrators.

### **Detention**

Detention will be held on Friday afternoon from 2:30-3:30pm. In the event that a student is assigned detention, he/she will be called to the office and given a note. Each student will sign an acknowledgement that they are assigned a detention. Work assigned in detention is to be turned in to Mrs. Johnson in the school office on the Monday following the detention. Failure to turn in work on time will result in additional penalties.

### **Eagle-class**

Eagle-class is essentially the forfeiture of all free time during the school day (8:45a.m.-3:20 p.m.) A student in E-class must report to the Dean of Student's Office any time that he/she is not in class or another assigned activity (Chapel, assembly, study hall, etc.). He/she may be assigned work during these free times.

### **Friday Night/Saturday School**

Saturday School provides an opportunity for students to serve as needed for particular disciplinary reasons. Saturday School will run most Saturdays from 8:55-11:55 AM.

### **In-School Suspension**

A student may receive an in-school suspension as a result of a single serious infraction or as a result of repeated lesser infractions. To serve an in-school suspension a student will report to the school office at the beginning of the school day. This time will be spent between campus clean up, tasks assigned by the Dean of Students and making up school work. An in-school suspension is a very significant punishment, but it is also an internal punishment and is not recorded in a student's permanent file.

### **Out-of-School Suspension**

An out-of-school suspension is a separation from school for a given period. Out-of-school suspensions are given for serious offenses that are not deemed worthy of expulsion. A suspended student may be allowed to make up missed work under the same policies as unexcused absences. An out-of-school suspension will be recorded in a student's permanent file.

### **Expulsion**

Expulsion from school is avoided if at all possible, but the school reserves the right to expel a student at the school's discretion if a student incurs a serious infraction with honor, behavior, attendance, or academics. Expulsion of a student does not relieve a parent or guardian from the financial obligations as agreed to in the enrollment contract.

### **Voluntary Withdrawal from School**

Occasionally in severe cases it may be in a student's best interest for parents to take action before the school does and withdraw their student voluntarily.

## **DICIPLINE STRUCTURE**

Students who have behavior problems are treated according to the level of conduct with any disciplinary action varying with the degree of severity of the infraction.

### ***Unacceptable Conduct – Level I***

Unacceptable conduct is defined as those activities engaged in by student(s) that tend to impede orderly classroom procedures or instructional activities, orderly operation of the school, or that are contrary to the Mission of ECS.

Acts of unacceptable conduct at this level may include, but are not limited to:

- Classroom tardiness
- Disrupting class
- Failure to complete assignments or carry out directions
- Violation of dress code
- Littering classroom or school grounds
- Chewing gum
- Missing all or a major part of a class
- Improper use of electronic devices during the school day
- Other unacceptable conduct as determined by the teacher

Sanctions to be applied in cases of unacceptable conduct at Level I may include, but are not limited to:

- Outside of class work
- Detention
- Parent Conference
- Privileges revoked

Appearance Standard violations will be handled by individual classroom teachers, according to the guidelines written in the handbook. Classroom teachers will ask students to comply, and may use a variety of actions including, but not limited to:

- Verbal reprimand
- Parental notification and/or conference
- Appearance standard management contract
- Detention

At this level, it is the goal that classroom teachers should establish relationships with students. Repeated unacceptable conduct at Level I may be reclassified as Level II, and may be considered as willful disobedience or defiance and referred to the Principal's Office.

### ***Unacceptable Conduct – Level II***

Unacceptable conduct at this level is defined as those activities engaged in by students, which are directed against persons or property and violate basic honor and trust afforded students at ECS.

Acts of inappropriate conduct may include, but are not limited to:

- Academic dishonesty (cheating/plagiarism)
- Misrepresentation of the truth (lying)
- Use of forged notes or excuses
- Fighting
- Abusive language to staff or students
- Trespassing
- Threats against others
- Vandalism (minor)
- Refusal to obey school personnel
- Illegally occupying or blocking in any way, school property with intent to deprive others of its use
- Habitual acts of disorderly conduct
- Skipping or cutting school
- Missing detention
- Use of tobacco products
- Any other acts as determined by the Principal

Sanctions to be applied in cases of unacceptable conduct at Level II may include, but are not limited to:

- Temporary removal from class

- Suspension (includes suspension from all school activities)
- Referral to outside agency
- In all cases of cheating/plagiarism, an academic penalty will be assessed.
- Friday Night or Saturday School
- Restitution of property damages.
- Plan of Restoration

### ***Unacceptable Conduct – Level III***

Conduct at Level III is defined as those activities engaged in by student(s) which result in violence to oneself or another person or property, or which pose a direct and serious threat to the safety of oneself or others. These activities require administrative action, which could result in the immediate removal of the student from ECS, the interaction of law enforcement authorities and/or action by the Head of School.

Acts of unacceptable behavior in this category include, but are not limited to:

- Actions shocking to the conscience
- Assault and battery
- Bomb threats
- Possession, use, or transfer of dangerous weapons
- Sexual offenses
- Vandalism (major)
- Violating curfew on school sponsored trips
- Entering the hotel room, cabin, etc. of the opposite sex on school sponsored trips
- Theft and/or possession or sale of stolen property
- Arson/tampering with fire alarm
- Furnishing, selling or possession of controlled substances (drugs, narcotics, alcohol, or poisons)
- Use of intoxicants
- Electronic bullying or sending of inappropriate material

Basic enforcement procedures to be followed in instances of unacceptable behavior Level III are:

- The principal should confer with the staff involved, affect the appropriate disciplinary action and, if appropriate, should meet with the student.
- If warranted, the student should be removed immediately from the school environment.
- A parent or guardian should be notified as soon as possible.
- Removal of student requires immediate notification of Head of School. Where appropriate, the Head of School will contact law enforcement authorities.
- A complete written record shall be filed in Head of School's office.

Possible sanctions to be applied in cases of Level III misconduct may include, but are not limited to:

- Suspension (includes suspension from all school activities)
- Expulsion (requires Head of School's approval)
- Restitution of property and damage
- Referral to outside agency
- Behavioral analysis plan designed by a multi-disciplinary team
- Plan of Restoration

The philosophy of ECS confers upon all staff the authority to consider extenuating, mitigating or aggravating circumstances, which may exist in a particular case of misconduct. Such circumstances should be considered in determining the most appropriate sanction to be used. Inappropriate conduct at Level II and III warrant investigation and counseling with teacher and other staff who have direct responsibility for the student.

### **DISTRIBUTION OR DISPLAY OF MATERIALS**

All materials must be approved by sponsors prior to being distributed or displayed. This includes all school-related materials regarding events and activities. On rare occasions, the principal may consider posters or announcements from other sources that would be of interest to ECS faculty and students.

### **EMERGENCY CLOSING OF SCHOOL**

In case of bad weather, ECS will announce an emergency closing of school through the ***Power Announcement Alert System***. ECS will not necessarily follow other private schools, the Municipal Schools or the Shelby County Schools regarding closings. Unless the announcement is made that ECS is closed, parents and students will assume school is open.

Grades K-12 on all campuses will be included in such an announcement. When a decision concerning a closing is made, an announcement will be issued via email, voicemail, and/or text. An announcement will also appear on the ECS website.

### **FIELD TRIPS**

Field trips are an important part of the educational process. Written permission must be given by a parent or guardian for students to participate. Cooperation and responsibility are crucial to the success of a field trip. Students are expected to behave in a manner that reflects positively on ECS. Students must make arrangements with their teachers in advance about deadlines for completing assignments missed due to the field trip.

### **FRATERNITIES AND SORORITIES**

Membership by an ECS student in fraternities and sororities is strongly discouraged. Any promotion, distribution of materials or other involvement with fraternities and sororities by any student or non-student on campus or at any school-sponsored activity is a violation of ECS policy.

### **GUIDELINES FOR STUDENT BEHAVIOR**

The primary task of an ECS student is to receive a Christian education. When each student is admitted, he becomes identified with the school, and his conduct should reflect favorably on them and the school. Guidelines provide boundaries for security and freedom, and each student is expected to follow them in both attitude and behavior. While ECS anticipates cooperation and a great year, the administration reserves the right to discipline, suspend or expel a student who is guilty of serious misconduct occurring on or off the school campus. Listed below are serious offenses that will not be tolerated. Any one of these could lead to immediate expulsion.

#### **Abusive or Obscene Language**

Curse words, swear words, racial slurs, and suggestive language are inappropriate for the spiritual and academic environment of our school, whether printed, spoken or recorded.

#### **Alcohol and Drugs**

Possession or use of alcohol or un-prescribed drugs of any kind are NOT allowed ON CAMPUS or at school-sponsored activities. This includes entering the campus or attending school-sponsored activities under the influence of drugs or alcohol. Students who violate this policy will be expelled from school. Prescription drugs should be used only under the direct supervision and knowledge of school personnel. Sale or transfer by any means of prescription drugs to another student or individual is strictly prohibited.

#### **Cheating**

Cheating is defined as any act of deception or fraud that results in representing someone else's work as one's own or in affecting one's grades or any act that aids another student in such a deception. It is a violation of the Honor Code. Students who cheat will receive a zero on the assignment, meet with the principal, and may be placed on probation. The student's parents will also be contacted. Multiple cheating offenses will result in academic penalties and ISS and may result in expulsion.

NOTE: **Plagiarism** is a form of cheating. It is the use, intentional or not, of someone else's words, ideas, or images without correctly acknowledging the source of the work, ideas, or images. Plagiarism is serious academic misconduct and a violation of the Honor Code.

#### **Drug Policy**

The possession, use, delivery, transfer, or sale of alcoholic or other controlled substances by students while in school or at school-sponsored events is expressly forbidden. Because the heart of the Mission Statement of Evangelical Christian School is to partner with the Christian family, the following policy is set forth:

A drug and alcohol intervention program with rehabilitation as its primary goal will operate within the following parameters:

- A drug and alcohol testing procedure will be used to determine substance use or abuse if deemed necessary.
- In the event that drug use or abuse can be verified or supported without testing, the student is subject to disciplinary action, including dismissal.
- This testing is based on reasonable suspicion, which may include but is not limited to the following: intoxicating behavior, aberrant discipline problems, marked deviation in academic progress, unaccounted absences, and reliable substantiated information indicating such abuse.
- The on-site testing will be administered by a school representative or designee who has been trained in such testing.
- Parents of the student being tested will be notified of the test being performed or as soon thereafter as practical.

- If initial test results indicate substance abuse, a rehabilitation program must then be determined and agreed upon by the school and parents in order for the student to complete the school year.
- A student upon testing positive for drug or alcohol use may be ineligible for all extra-curricular or co-curricular activities for a period up to one year.
- A student who has tested positive and accepts rehabilitative treatment aimed at overcoming this abuse will still be required to submit to intermittent periodic testing while a student at ECS. All such testing will be at parent's expense.
- Results of all tests will be a matter of school record only and will not normally be forwarded to law enforcement unless required by law.
- Self-referral is encouraged and will result in a coordinated effort between the school and parents to achieve satisfactory rehabilitative treatment.
- Failure to comply with the drug testing and substance abuse counseling guidelines will result in further disciplinary action up to and including dismissal.

### **Drug Testing**

The unlawful use of marijuana, alcohol, and other illegal drugs constitutes a serious threat to the school environment as well as to the academic and social achievement of ECS students. In consort with our Mission Statement of serving the Christian family, ECS wishes to increase its efforts at prevention, detection, and intervention. In order to combat the pervasive threat that drug use poses to our youth, and ensure a drug free campus for our students, ECS may test students to determine illegal or harmful use. The focus of this testing program is preemptive and rehabilitative. Visible and open testing programs that have focused on the rehabilitation of drug users have proven to be a strong disincentive to casual use.

In accordance with this policy all students enrolled at ECS are expected to submit to voluntary drug/alcohol testing when requested. Such requests will be at the direction of the school administration. This policy will be in force while the student is on campus or present at any school activity off campus. Methods used for detection will be, but are not limited to, breath scan type alcohol detectors, blood testing, hair collection and testing, and urinalysis. Positive test results will not necessarily dictate expulsion if parents or guardians and the student agree to immediate professional counseling designed to end such use, **unless accompanied by**; (1) behavior indicating that the student is "under the influence" of drugs or alcohol; or (2) evidence which supports such behavior. Follow-up testing may be required at parents'/guardians' expense. Further confirmed positive tests will result in expulsion.

### **Disrespect**

Students are expected to submit to the authority of their teachers and administrators in all situations and under all circumstances, showing proper respect in both attitude and actions. Students will be treated with respect by their teachers and administrators. Students should always respect the personal property and space of their teachers as they carry out the responsibilities of their job. Students should never enter a locked office or classroom without specific permission.

### **Internet Postings and other Electronic Communications**

The following may constitute a material and substantial disruption to the school mission, social climate, and/or the spiritual, intellectual, and emotional well-being of school constituents:

- Statements or images posted by students anywhere on the internet including, but not limited to, on social networking sites such as Facebook, Twitter, snapchat, Instagram, YouTube, or other media sites or blogs.
- Communications by students via email, instant messaging, text messaging and other electronic means.

Students who post or communicate disruptive content or contribute to the same may be subject to school discipline and/or criminal or civil legal action as required for reasons which include but are not limited to:

1. A threat toward a student, teacher, coach, administrator, or other school employee.
2. A call for the violation of laws or school rules.
3. A false statement or rumor about a student that could damage his/her reputation or defame his/her character.
4. Ridicule of faculty, administrators, or staff or disrespect for their authority, their position, or their reputation as an employee in the ECS school community.
5. A use as an instrument of any crime, including but not limited to stalking, distributing pornography, or threatening injury, loss of life or property.
6. Harassing language or images that might cause a student or staff member emotional or psychological distress, thereby disrupting a class, a school sponsored event, or otherwise disrupting the school environment.

Because students should always keep a clear line separating faculty relationships from peer relationships, students are not to ask teachers or school staff to become social network "friends."



In addition, unless such activity is school-sponsored or authorized, students may not post to or view internet sites or use any forms of electronic communication, either during the school day or using any school resource at any time, unless they have permission from a teacher to do so for a specific academic purpose.

### **Leaving Campus without Permission, Truancy, Cutting Class**

It is each student's responsibility to be in class and on time each day. Once school has started for the day, a student must have specific administrative approval to leave campus. Leaving campus without proper parent/school permission is considered truancy, which is an unexcused absence for disciplinary purposes. Students who leave campus or who are absent from class unexcused and without school/parental permission are truant and are subject to suspension and/or academic penalties. **See Absences and Attendance policy.**

### **Stealing**

Stealing is the taking or borrowing of another's property (including, but not limited to, textbooks, backpacks, uniforms, equipment, or personal items) without express permission on each occasion. Students who steal on/off campus are subject to major discipline, including expulsion.

### **Tobacco**

Use or possession of tobacco in any form (vapors) is not allowed. Students who use tobacco on/off campus are subject to major discipline, including expulsion.

### **Vandalism**

A destructive act against the school facility or equipment is an act against all ECS students, faculty, parents, and friends who strive diligently to provide a clean, decent environment that honors God. At minimum, the students will be required to pay compensation for all damages. Students who vandalize are subject to major discipline, including expulsion.

### **Violence or Threats of Violence**

If ECS determines that a threat of violence is credible and specific, the student making such a threat is subject to major discipline, including expulsion. For purposes of this policy, *credible* means a reasonable belief or suspicion, determined by the school administration, that the threat was or might be genuine, or that the student was or might be capable of carrying out the threat. In those circumstances in which the school determines the threat is likely not credible, the school may suspend the student pending a parent meeting. These include cases in which the student apparently was "just joking." The school may require students in these circumstances to obtain counseling at the family's expense from a Christian counselor or other professional agreeable to the school. Students will likely not be permitted to continue enrollment in the school until the counselor has advised the school that the student, in the counselor's assessment, does not present a threat of danger to himself or to others.

### **Weapons**

ECS takes its responsibility to protect all of our students very seriously. Students who bring a weapon to school or to a school function, or have a weapon on his/her person, are subject to expulsion. Possession includes, but is not limited to, having a weapon in a locker, book-bag, backpack, gym bag, purse, or vehicle.

## **HEALTH ISSUES**

### **First Aid - Minor Injuries**

Students sustaining minor injuries should report to the school office. If appropriate, treatment will be given by a staff member. If the injury is more serious and requires professional assessment and care, a parent or emergency friend (someone who is available and easily contacted by ECS) will be called so the student can be taken to a medical facility.

### **First Aid - Major Injuries/Serious Illnesses**

In the event of a serious injury or illness, ECS reserves the right to call emergency personnel to assist in the care of the individual. Every attempt will be made to contact the parent before doing so.

### **Medications**

Parents must complete the Medication Release form (available online) for their student to be able to take over-the-counter medication (e.g., acetaminophen, ibuprofen) at school. Parents must notify the office in writing regarding student use of any prescription medications on campus during the school day.

### **Illnesses during School Hours**

Students who become ill during the school day should report to the office. The attendance secretary will call a parent to come for the student as necessary. Parents should come to the office to check their child out. Parents may send an emergency contact (friend or relative) to sign out the sick student.

## **Pandemic Levels of Responses**

**Level 1:** School is open for all classes and events

**Level 2:** School is open for classes

- Events and trips canceled or postponed
- Social distancing measures taken for students and employees

**Level 3:** Campus is open to employees only

- Distance learning plan will go into effect
- Employees are working on-site
- Social distancing measures applied for employees

**Level 4:** Campus is closed to students and teaching staff

- Distance learning plan implemented
- Only administrative & facilities staff on site
- Meetings and community gatherings by Zoom

**Level 5:** Campus is closed to families, students, employees, visitors

- Distance Learning plan implemented
- Distance Working plan implemented
- Meetings and community gatherings by Zoom

## **HONOR SYSTEM**

### **The HONOR CODE**

The ECS student is expected to live a life of honesty and integrity. In recognizing that honor can be learned, ECS uses an Honor Code. The Honor Code is administered by the teachers and the Dean of Students. Its duty is to uphold the concept of individual honor through enforcement of the Honor Code.

Upon enrollment, each student accepts personal responsibility for this Honor Code:

- He/she will tell the truth and will not mislead others.
- He/she will ensure that his/her work that he/she submits is his/her own and that he/she will neither give nor receive unauthorized assistance in the/academic work.
- He/she will respect the property of others and will ensure that it remains safe for their use.
- He/she will do all in his/her power to support the community of trust embodied in this Honor Code.

Student conduct in the five areas governed by the Honor Code must conform to the following:

**Lying:** In any instance in which a student is asked a question, he/she is on his/her honor to tell the truth. Deliberate verbal or written falsification is a form of lying and is, therefore, a violation of the code.

**Stealing:** Students are on their honor not to steal. No student has the right to take or use anything which is not theirs without the consent of the owner.

**Cheating:** Students are on their honor neither to give nor to receive any unauthorized information in any form of school work where credit is earned or lost.

**Plagiarism:** Students must give credit on all writing assignments for work that is not exclusively their own -- where that work is specifically quoted or paraphrased.

**Technology Misuse:** In general, students should not do anything with their technology resources that would constitute lying, stealing, or cheating. Specifically, students may not electronically misrepresent who they are, send email that deliberately conceals their identity, or borrow passwords, files or documents from other students without their permission.

## **INAPPROPRIATE STUDENT BEHAVIOR OFF CAMPUS**

As a Christian school and because of the ECS mission to Christian families, the faculty, staff and students are the Body of Christ at school. Therefore:

- Sinful behavior among school members is the school's concern regardless of when or where the behavior occurs.

- ECS students should rightfully expect us to be concerned for their nurture and admonition regardless of where they are.
- ECS students represent the school, whether they wish to or not.
- Behavior guidelines, rules, and school consequences for the behavior of students when not at school are not inherently outside the concern of the school.

Parents, not the school, are responsible for the rearing of children. Therefore:

- What parents do with their children or permit their children to do in private is not normally a matter over which the school ought to seek to exercise control.
- While most of a school's authority derives from the parental delegation of authority to the school to act *in loco parentis*, the school also has legitimate intrinsic areas of authority in which it may set academic standards and behavioral standards as requirements for membership in the school community.

The school has a legitimate interest in protecting its reputation in the community. Therefore:

- Public student behavior is of interest to the school.
- Public behavior is any behavior that occurs at school, away from school, or in the home when more than the family is present.
- The school's interest in a student's public behavior may conflict with the authority and responsibility of the parent, but while the school may not act to supersede the role and authority of the parent, it may nevertheless rightfully enforce criteria for membership within the school community.
- The school has a legitimate right to enforce standards against any student behavior that is illegal.
- The school has a legitimate right to enforce standards against any student behavior which is legal but which clearly violates moral or ethical standards accepted by the Christian community across broad denominational lines.

The school enforces discipline on campus and at school events both to maintain a smooth running organization and to teach character. Therefore:

- Discipline for off campus activity should enhance the smooth running of the school.
- Discipline for off campus activity may also be designed to assure parents and other students that our campus is safe and well managed.
- Discipline for off campus activity should convey that the school's concern for student behavior is not merely driven by convenience.
- Because one goal of discipline is to provide a smooth running campus, discipline for off campus behavior may take a different form than for on campus behavior, even though the behavior in question may be similar.

With these thoughts in mind, the following principle applies generally to off campus discipline:

Regardless of when or where committed and regardless of the status of legal prosecution, ECS will treat, as if the offense took place on campus, any illegal student behavior or any behavior which, though legal, is clearly against the established moral and ethical principles of the broad Christian community. This principle helps maintain the safety and peace of the ECS campus. ECS will deal with all other inappropriate student behavior that occurs off campus in a manner adjusted to the circumstance, but not necessarily as if the behavior had occurred on campus.

## **LEAVING CAMPUS**

A student may not leave the campus during the school day (including free periods) without explicit adult permission. Leaving campus without permission is a serious disciplinary offense. Any student who leaves campus during the school day without permission or without properly signing out will receive an in-school suspension or similar disciplinary response, in addition to other appropriate consequences.

Only seniors with written permission from their parents on file with the school may leave campus during designated lunch periods if no school appointments will be missed. Seniors should sign out in the Upper School Office each time they leave campus.

## **LIBRARY SERVICES**

The Library provides a place where students, faculty, and parents can go to access information and materials. It is a place where students can study, enjoy leisure reading and receive help in finding answers to their questions. Although quiet conversation is allowed, an atmosphere conducive to study and reading is essential. Each student is responsible for helping to maintain an academic environment.

1. All materials taken from the Library must first be checked out at the circulation desk. Students who remove materials from the Library without checking them out are subject to disciplinary action.
2. A copy machine is available for students in the Library.
3. Computer workstations are available for student use. The computers are for school use only. Students should not attempt to use the computers for anything other than their intended use. Any attempt to alter settings will result in

severe discipline. Students may not use school computers for email because of the possibility of opening a virus and infecting all the computers on campus. Students have access to Microsoft Word, Access, Excel, PowerPoint, the Internet, and on-line magazine database, and the Library catalog on computer. Students may access the online magazine database when off campus by logging on to the ECS website.

4. Circulation policies

- a) General Circulation Books are checked out for 2 weeks. Books may be rechecked if not on reserve for another student.
- b) Reference books are checked out overnight only with the librarian's permission. They are to be returned before homeroom the following school day. There is a substantial fine for late \*returns.
- c) Magazines and newspapers are available for use in the Library only.
- d) Reserve books are for use in the Library and overnight checkout.

\*Late fees and fines are routinely levied on overdue books and are payable immediately. Allowing fines to accumulate will subject students to discipline and/or removal of Library privileges. For more information about the Library, visit the ECS website.

### LOST AND FOUND

All lost items, except books found in classrooms, will be taken to the school office. Unclaimed clothing and shoes will be given to charity/non-profit organizations several times a year. Valuables such as watches, jewelry and glasses will be stored by the attendance secretary.

### LUNCH PROGRAM

#### Lunch Account Information – **Myschoolbucks**

To set up and load money onto your child's lunch account:

- Visit ***myschoolbucks.com***.
- Create an account using a parent's contact information and email address.
- Click "Add a Student" and type in your child's name (as it appears in PowerSchool), his/her birthdate OR ECS Google password (without the "ecs" at the end), which is the Student ID.
- Repeat this process for additional children enrolled at the Shelby Farms campus. (Lower School students use a separate system and will receive separate instructions.)
- You must set up an account regardless if you pay electronically, or by check or cash.

#### Things to know:

- If you fund your student's lunch electronically, please do so before the first day of school. The maximum amount added at one time is \$120. There is a charge of \$2.49 every time your student's lunch account is funded. To avoid being charged every time money is added to your child's account, you can become a member of ***myschoolbucks.com*** for \$12.95 per student per year or \$26.95 per family per year. (To become a member, either respond to the prompt when establishing your account, or later you can click on your name at the top right, then "My User Profile," then "Update Membership.")
- You may fund your child's account through cash or check deposits by giving the money directly to a Pedestal employee in the Student Union Building. Make checks payable to **Pedestal Foods**, and send with your child on the first day of school.
- Any leftover balance from last year's lunch account company provider has been transferred to **myschoolbucks.com**.

### MOTOR VEHICLES AND PARKING

Students who wish to drive to school must complete the online Student Parking Form located on the Upper School webpage. Permits to park costs \$55 for the full year and \$27.50 at the beginning of the second semester. Permits must be attached to the vehicle at all times. Fines of \$15 will be assessed for each parking violation. If a student needs to drive a vehicle only for special events or emergencies, a sign-in sheet is available in the office for the student to register the vehicle each day it is driven on campus. Students who receive a driver's license during the school year must complete the online Student Parking Form prior to parking on campus. ECS assumes no responsibility for theft or damage to vehicles while they are parked or driven on campus.

**The speed limit on campus is 18 mph.** Reckless driving, excessive parking tickets, improper parking, or unpaid fines may result in revocation of driving privileges on the ECS campus. ECS retains the right to gain access to any vehicle parked on campus. Cars should be LOCKED at all times with any valuables locked in the trunk.

Students are NOT permitted to go to their parked cars or to the student parking lots during the day without specific permission from faculty or administration.

\*\*ECS reserves the right to search student automobiles, lockers, backpacks, and electronic devices (cell phones, smartphones, tablets, laptops, computers, etc.) for any unauthorized items or actions considered harmful to oneself or the school. A student's refusal to cooperate is grounds for dismissal.

### **PARENT SPONSORED ACTIVITIES**

Upper school parent groups will periodically organize activities for students with the approval, cooperation, and support of the school administration.

ECS faculty or staff will serve as chaperones at these events.

ECS administration and PTF is not liable or responsible for any functions not listed as an ECS sanctioned dance/event. The following is the policy approved by the ECS administration for PTF events:

### **Dance/Events**

- Homecoming Dance: 9<sup>th</sup> – 12<sup>th</sup> grade; NO GUESTS
- Winter Formal: 9<sup>th</sup> – 12<sup>th</sup> grade\*
- Valentine Dance: 9<sup>th</sup> – 12<sup>th</sup> grade\*
  - \*Any dates from other schools may be invited only if they are currently enrolled in grades 9 – 12 and a **Guest Date Request Form** request has been completed by parents and approved by the principal.
- Prom: 11<sup>th</sup> -12<sup>th</sup> grade only
  - 9<sup>th</sup>/10<sup>th</sup> graders may attend prom as guests of an ECS junior or senior
  - Juniors or seniors may invite a 9<sup>th</sup>/ 10<sup>th</sup> graders or a high school graduate to prom provided the **Prom Guest Permission Form** has been completed by parents and approved by the principal.

**NOTE: As of 2017/18 School Year –the use of breathalyzer tests will take place at all ECS dances.**

### **PERSONAL PROPERTY**

Students should use discretion regarding the personal property they bring to school. Students should also avoid keeping large sums of money in their backpacks, purses, wallets or unlocked lockers. Broken, lost or stolen property will not be repaired or replaced by the school. Stolen property should be immediately reported to the office.

### **RE-ENROLLMENT POLICY**

ECS believes that a positive and constructive working relationship between the school, student, and the student's parents/guardians is essential to accomplish the school's educational mission. The school accordingly reserves the right to terminate or not renew a student's enrollment contract if the school reasonably concludes that the actions of the student and/or the student's parents/guardians make such a positive and constructive relationship impossible, or otherwise seriously interfere with the school's accomplishment of its educational purposes.

The admission process is usually sufficient to ensure that students who are admitted have the ability to succeed in the academic work required at ECS; however, re-enrollment is not automatic. Students must earn their place in the school each year. When a student continues to have academic or disciplinary difficulty, it may become apparent that ECS is unable to serve his or her best interests and, as a result, the student may be denied re-enrollment.

The decision not to offer re-enrollment to a student is made by the administration only after a full discussion with the student's teachers. Written comments, grades, progress reports, and conferences should supply early warning to both the student and parents when persistent problems become evident.

### **RESIDENCY REQUIREMENT**

All students are expected to live with their parent or legal guardian. If, for any reason, a student no longer lives with either of the aforementioned parties, they are required to inform the school administration immediately. No student (regardless of age) will be permitted to attend classes or participate in school activities until clear and final resolution of an unacceptable situation has been resolved by the parents/guardians and the administration.

### **SCHOOL PICTURES**

Senior portraits for the yearbook are scheduled during the summer prior to the students' senior year. Holland Studios has specific guidelines for these portraits. Prints must be submitted to the yearbook by the stated deadline. No pictures can be taken during school time. Underclassmen will have their pictures taken in early fall. Times will be announced.

## **SEXUALITY**

### **Belief Statement**

We believe that the whole counsel of God as found in the Old and New Testaments of Scripture provides the framework of God's intent for relationships. In that full context, human sexuality is a gift from God to be celebrated and culminated exclusively within marital parameters between males and females made in His image. Outside these boundaries, sexuality becomes distorted as people choose to exalt self rather than entering into a covenant which should reflect the inner workings of the Trinity and the relationship between Christ and His Church.

Because human sexuality involves the whole person: physically, mentally, emotionally, and spiritually, ECS has concern about sexual and relational behavior among its students. We believe that the sexual behavior and relationships of our students will flourish only when aligned with biblical Truth. Deviation from biblical Truth will create uniquely harmful effects upon students, their relationships with God, and within the ECS school community.

God designed humans uniquely as male and female with distinct roles and purposes, therefore we ascribe equal dignity and worth to both. We regard confusion and blurring between maleness and femaleness as manifestations of the brokenness of our fallen condition rather than reflections of God's creational intent.

ECS strives to enhance and strengthen a biblical sexual identity in its students. The school endorses positive interaction and friendship between males and females. However, conduct with persons of the opposite sex should reflect respect for oneself, for the other person, and for the rest of the community. Therefore, caution must be taken so that the public display of affection does not cause others to be uncomfortable, reflect an inability to use good judgment or dishonor the student or the Lord. The Bible is clear on its limitations of sexual activity outside the bounds of marriage. As a result, students are to use extreme discretion in their physical relationships.

### **Policy Statement**

Students who manifest behaviors and/or express beliefs related to sexuality, including gender identity, which confuse, contravene or deviate from biblical truth and run counter to the ECS Belief Statement on Sexuality will be addressed by faculty and administration with discretion and compassion rooted in the Gospel. Students who persist in such behaviors and/or expressed beliefs will meet with the principal, the head of school, and the student's parents for the purpose of reconciliation and restoration. Students who then fail to adhere to biblical truth as set forth in the ECS Belief Statement will be subject to dismissal from ECS.

### **Sexual Harassment**

Sexual harassment will not be tolerated. Of particular concern are lewd or sexually suggestive comments, behavior, and uninvited physical contact. Students who harass other students are subject to major discipline, including expulsion.

## **STUDENT LOCKERS**

ECS provides each student with a locker. Since the lockers belong to the school, ECS retains the right to search lockers at any time. Although not required, students may secure their lockers only with combination locks obtained through the school.

## **TECHNOLOGY**

Technology offers opportunity for learning and communication but also numerous pitfalls of potential misuse. Students must use common sense and good judgment when using technology. Inappropriate use of social media is prohibited. Students must know that they are accountable for any words, pictures or video they post to social media accounts or sites.

### **iPad Program**

We believe that the integration of technology in the classroom is an important part of the academic experience at ECS. All high school students will be issued an iPad. The goal is to help ECS students learn and develop skills such as communicating effectively, gathering and analyzing information, and problem solving. Ongoing technology support is offered to students, teachers, and parents. Specific training along with an internet safety program provides a solid foundation for students to integrate technology and academics in the upper school years. Each student and parent is required to read, sign and return the Acceptable Use Policy within the first three days of school.

### **Student Responsible Use Policy 2020-2021**

A good digital citizen at ECS acts with honor and focuses on safety.

#### **To act with honor, I will:**

1. Use and care for my device and accessories carefully.
2. Always treat others with respect, both online and offline.
3. Use technology to connect people positively and not to bully or harass others.

4. Refrain from accessing another person's account or files or deleting the work of others.
5. Ask for permission before taking and sharing photos or videos of others.
6. Only view, copy, or search for appropriate information and pictures.
7. Use copyright-free materials and credit copyrighted material I use and cite resources and media I did not create.
8. Use technology for academic purposes while in the classroom.<sup>[1]</sup><sub>SEP</sub>

#### **To practice safety, I will:**

1. Keep all personal information private, including login and password information.
2. Notify an adult if someone or something makes me feel uncomfortable or harassed.
3. Refrain from forwarding or sending unwanted communications to others.

#### **As a good Digital Citizen, I understand:**

1. My use of technology owned by ECS and access to internet resources is not private. Teachers, technology staff, and administrators may review my device, app and internet history, and files at any time, including personal devices used at school or devices used to access online school resources.
2. All content I create and share online should represent me positively. I understand it could be accessed by anyone in the world including my peers, parents, and teachers.
3. I will report any damage done to my device or accessories as soon as possible to the technology staff. I will return all given equipment at the end of the year and will be charged for missing or damaged items.

#### **TEXTBOOKS**

All textbooks belong to ECS and are loaned to students for use during the school year. Students are required to keep all textbooks completely covered at all times with heavy paper (no contact paper or stretch covers). Textbooks are distributed by the classroom teacher. The name, number of the textbook, and its condition are recorded by the teacher.

Students are responsible for the textbooks issued to them. If a textbook is lost, the student must pay for the book at the end of that semester or Power School will be turned off. If the textbook is found within a two-week period following the student having purchased another textbook, the student's money will be refunded. Any loss of a book should be reported immediately to the subject teacher.

Textbooks may be checked out by parents during the summer to assist with tutoring for their student, provided the textbooks are returned no later than August 1st. A check for the amount of the text is required at the time of the loan and will be returned provided the deadline is honored. A fee is also charged for the use of all textbooks.

#### **WITHDRAWAL PROCEDURE**

When it becomes necessary to withdraw a student from ECS, the following procedure is followed:

1. A parent or guardian should contact the principal as soon as the exact withdrawal date is known.
2. A member of the office staff will explain the procedure and provide a checklist of items that the parent and student must clear prior to final withdrawal. This will include return of textbooks, as well as library, athletic and business matters.
3. The office will circulate a Withdrawal and Checkout Form to the following people for notification and clearance:
  - a) Business Manager, and
  - b) Guidance Counselors (for grades 6-12)
4. The Withdrawal and Checkout Form, when completed, will be returned to the Upper School Office. The student will then take a copy of the completed form to his or her new school. A copy will be given to the Guidance Office to be placed in the student's permanent file.
5. The Upper School Office will notify the Admissions and Advancement Offices.
6. After all business records are completed, the Guidance Office will, upon request, mail a transcript of student records for grades 6-12 to the new school.

#### **PARENT ORGANIZATIONS**

##### **ATHLETIC BOOSTER CLUB**

The purpose of the Athletic Booster Club is to support the total school program through personal service, financial aid, and prayer with emphasis on the needs of athletes.

##### **PTF –PARENT TEACHER FELLOWSHIP SHELBY FARMS CAMPUS**

The purpose of the Shelby Farms PTF is to develop between parents and administration and faculty united efforts that will secure for the students the highest advantages of a truly Christian education—spiritually, academically, culturally, socially, and physically. Although the association is an independent organization established for this purpose, it recognizes the overall authority of the school board in all things pertaining to the school and its program.

## **SENIOR CLASS ACTIVITIES**

The following activities are designed to meet the spiritual, emotional, social, and physical needs of seniors. A fee is assessed during the spring (April) of the junior year to cover senior expenses.

## **SENIOR RETREAT**

Early in the fall semester, seniors retreat to set goals and to select a class theme and verse. This event includes a variety of activities to promote class unity.

## **SENIOR PRIVILEGES**

Senior privileges consist of activities and events that are part of the senior year experience. They may include exam exemptions, off-campus lunch, outside lunch, service days, special dress days, powder puff football, and miscellaneous trip opportunities. Certain requirements and restrictions must be met for seniors to fully participate in these activities.

## **SENIOR SPIRIT COURT**

The Senior Spirit Court selections are made two to three weeks prior to Homecoming. The seniors vote on up to 10 individuals (girls or boys) that have most of the following qualities: humility, godly character, enthusiasm, leadership, school spirit, and lives a life that is noble. The senior advisors oversee and validate the process and encourage all students to take their voting responsibility seriously.

## **SPIRITUAL GROWTH OPPORTUNITIES**

While the school attempts to view all of life as a spiritually beneficial activity (I Cor. 10:31; Col. 3:17), some activities are structured primarily to help students grow in the spiritual dimension of life. Student participation and leadership in chapels, class devotions, prayer meetings, club meetings, mentoring programs and Bible studies are encouraged through the Student Council.

## **CHAPEL**

Weekly chapel services are held on Monday's from 10:40-11:10 a.m. Parents are welcome to attend these programs.

## **STUDENT ATHLETIC OPPORTUNITIES**

### **ATHLETIC MISSION**

The Athletic Mission of ECS is to impact the student athlete, family, and community through a Christ-centered, biblically-directed athletic program which bears the mark of integrity, pursues competitive excellence, and inspires leadership and spiritual growth.

Each member of the coaching staff at ECS is committed:

- To present the gospel of Jesus Christ to their athletes.
- To exhibit integrity, by demonstrating the ability to do the right thing at all times.
- To submit to authority by recognizing the proper chain of command.
- To bring about trust by exhibiting a consistent care for the well-being of their athletes.
- To nurture leadership in their athletes.
- To exercise responsible stewardship by proper care of facilities and equipment.

### **Athletics Protocol**

Detailed athletic policies can be found in the athletics section of the school's web site ([www.ecseagles.com](http://www.ecseagles.com)).

If your son or daughter has an issue or problem involving athletics, please follow the protocol below until the/she issue is resolved.

1. The athlete should schedule a meeting with his/her coach to address the issue.
2. The player and parent(s) should schedule a meeting with the coach.
3. The player, parent(s), and coach should meet with the Athletic Director.
4. Finally, the player, parent(s), coach and Athletic Director meet with the Head of School.

ECS students should be confident in representing themselves if they have a problem. We encourage parents to allow and encourage students to address the issue on their own before getting involved.

### **ATHLETIC ELIGIBILITY POLICY**

To be *eligible* to participate in athletic contests during the school year, the student must earn five (5) credits the preceding school year. All credits must be earned by the first day of the beginning of the school year. Students may use summer school to recover lost credits from the previous school year. Students who are *ineligible* on the first day of school may gain eligibility the second semester by passing five (5) subjects during the first semester.



Students who are earning or earned two or more D's and/or one or more F's on any academic progress report must satisfy or meet *probationary*\* conditions established in a conference with the student, head coach, teacher, counselor (if an IEP student), athletic director and at least one parent in order to participate in practices and games during the season. This conference may occur at any point/time during the school year.

Students may have the privilege of athletic participation suspended and/or removed at any point/time during the season of sport if grades drop and/or *probationary*\* conditions are not being met.

\**Probationary* conditions may include mandatory meetings with the teacher, required tutor sessions, conferences with ARC staff, suspension or removal from practices/games.

## **SPORTS OFFERED**

Baseball (JV/ Varsity)  
Basketball for Boys & Girls (JV/Varsity)  
Cheerleading (JV/Varsity)  
Cross Country for Boys & Girls (9-12)  
Football (JV/Varsity)  
Golf for Boys & Girls (9-12)  
Lacrosse for Boys (JV/Varsity) & Girls (9-12)  
Softball (JV/Varsity)  
Soccer for Boys & Girls (9-12)  
Swimming for Boys & Girls (9-12)  
Tennis for Boys & Girls (Varsity)  
Track for Boys & Girls (Varsity)  
Volleyball (JV/Varsity)

\**School policy on daily attendance: All athletes are required to be in school for ½ day (8:50 a.m. – 12:00 p.m. or 12:00 p.m. – 3:25 p.m.) in order to participate in games or practice. Exceptions may be made by the principal for emergencies or medical purposes.*

## **Spectator Behavior**

ECS students and other spectators are expected to demonstrate sportsmanlike conduct at all home and away events. It is important that students understand the following:

1. Obscene or inappropriate cheers or gestures, erratic behavior and unsportsmanlike conduct will not be tolerated.
2. School and game officials reserve the right to refuse admission or have removed any person(s) who violate rules of good conduct.
3. Artificial noisemakers (bells, horns, wood clackers, amplified sound speakers, etc.) are not permitted.

## **STUDENT LEADERSHIP OPPORTUNITIES**

### **STUDENT COUNCIL**

The purpose of the ECS Student Council is to communicate student needs to the faculty and administration and to enrich campus life through student initiative. The student government has five elected officers. The President of the Student Council is responsible for coordinating the total Student Council program, improving and maintaining good personal relationships among groups on campus, and providing a liaison between students and administration.

### **STUDENT COUNCIL OFFICERS**

President: Dominic Brown  
Vice-President: Ben Gray  
Secretary: Tancie Lewis  
Treasurer: Bailey Bowden  
11<sup>th</sup> Grade Delegates: Lane Dawson and Jacob Welch  
10<sup>th</sup> Grade Delegates: Sarah Regel and Luke Ricketts  
9<sup>th</sup> Grade Representatives: Libby Bourland and Henry Vander Zwaag

### **SENIOR CLASS OFFICERS**

President:  
Vice President:  
Secretary:  
Treasurer:

### **STUDENT ORGANIZATIONS/CLUBS**

Bass Fishing

Best Buddies  
Chapel Praise Team  
Honor Council  
Key Club  
Knowledge Bowl  
Latin Club  
LOOP  
National Honor Society  
Model UN  
Mu Alpha Theta  
Spanish Club  
Student Council  
Student Leadership Institute (SLI)  
Students Working for the Advancement of Technology (SWAT)  
Thespian Society  
Trap Shoot Club  
Youth in Government  
Wilson Society

## **STUDENT PUBLICATIONS**

Student publications play an important role in the life of ECS students, families, and alumni. The publication staffs are composed of students who apply and meet the criteria set forth by the faculty sponsors.

### **Ichthus**

Ichthus, the school yearbook, is published annually, and reflects all aspects of the school program and student life.

## **ACADEMICS**

**ACADEMIC MISSION:** The educational mission of Evangelical Christian School is to create a vigorous academic culture that kindles a passion for learning, develops intellectual gifts and cultivates a Christian worldview that prepares students for collegiate success and equips them to lead lives of integrity and influence for Christ.

## **ACADEMIC COUNSELING**

The Academic counselors are available to assist students, parents, faculty and administration in carrying out the academic mission of the school. Academic counseling is designed to assist individual students, in consultation with their parents, with placement into classes based on their specific needs. Aptitude and achievement tests are given periodically and are used to advise students in making curriculum choices. These test results are available to parents. The Academic counselors review student performance at the end of each grading period and provide individual counseling when needed. Information regarding study skills and tutoring is also available through the Academic Resource Center.

## **ACADEMIC RECOGNITION**

### **Academic Awards and Honors for Seniors**

**Valedictorian** and **Salutatorian** will be awarded to the students with the first and second highest cumulative GPA (carried to 4 decimal places) over seven semesters. Eligibility for Valedictorian or Salutatorian honors requires a student have uninterrupted attendance at ECS for a minimum of three consecutive years (six semesters – sophomore, junior and senior years) of high school. *This policy is effective at the start of the 2016/17 school year.*

**E. Brady Bartusch Award (Top Scholars):** The E. Brady Bartusch Scholarship/Leadership Award is given annually to one of the Top Scholars (those ranked academically in the top ten percent of the senior class at the end of the seventh semester). The Bartusch Award winner best reflects the mission of the school and is selected by the US faculty. Eligibility for the Top Scholar and the Bartusch Award requires a student have uninterrupted attendance at ECS for three consecutive years (sophomore, junior and senior years). *This policy is effective at the start of the 2016/17 school year.*

### **National Honor Society (11<sup>th</sup> & 12<sup>th</sup>)**

The purpose of the ECS Chapter of the National Honor Society is to create in students an enthusiasm for superior scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of exemplary character in all ECS students. Election to membership in this organization requires not only an outstanding academic average, but also excellence in areas of service, leadership, and character. To qualify for membership in the National Honor Society, the student must obtain an unrounded **4.0 cumulative GPA** effective through the class of 2019. Starting with the class of 2020, the student must obtain an unrounded **4.25 cumulative GPA**. The student

must also be in good standing with faculty, staff, and administration during the year they are considered for membership. To remain a member of NHS, a student must continually meet membership requirements.

### **Principal's List and Honor Roll**

The Principal's List consists of students with a **4.33 or better GPA, no grades lower than a B, and no U's in conduct for each quarter**. The Honor Roll consists of students with a **4.0 or better GPA, no grades lower than a B and no U's in conduct for each quarter**. End of year awards for Principal's List are achieved by making the Principal's List for each of the first three nine-week grading periods of the current school year.

Although conduct grades other than a grade of "U" do not disqualify students from academic honor rolls, academic achievement is expected to be accompanied by good conduct and attendance in accordance with the ECS mission statement. Thus, poor conduct and/or past attendance may affect membership in honorary organizations such as NHS, or they may prohibit a student from assuming or continuing an elected office or leadership position.

### **ACADEMIC APPOINTMENTS**

Academic appointments have priority over all other school activities. Students are expected to attend all classes and to arrive to class on time.

### **ACADEMIC WARNING**

#### **Guidelines for Academic Warning**

A student will be placed on Academic Warning when he/she:

- Earns one or more cumulative failing grades at the midpoint of a quarter
- Earns a cumulative grade point average below 2.0 at the midpoint of a quarter

When a student is placed on Academic Warning:

- His/her parents will be notified by email stating the reason from warning status.
- He/she is expected to attend zero period daily/weekly or as called in the classes in which he/she has earned failing grades.
- He/she must remain in zero period until the end of the quarter at which point their academic status will be reassessed.
- If the teacher and the Academic Dean recommend one, he/she must work with a tutor.
- He/she is expected to complete his/her homework daily as assigned and to attend class punctually.

At the end of the quarter, each student on Academic Warning will be reassessed. Students on Academic Warning at the end of the quarter will be placed on Academic Probation if certain standards are not met.

*\*Please note that a student on Academic Warning is still allowed to participate in extracurricular activities. Their requirement is to be in zero period every day until the end of the quarter (regardless of whether their grade improves). The goal is to make every effort to help the student get back on track before the quarter ends.*

### **ACADEMIC PROBATION**

#### **Guidelines for Academic Probation**

A student will be placed on Academic Probation when he/she:

- Earns two or more cumulative failing grades at the end of a quarter
- Earns a cumulative grade point average below 2.0 at the end of a semester

When a student is placed on Academic Probation:

- His/her parents will be notified by phone and a follow-up letter will be written stating the reason for probation.
- He/she is expected to attend zero period daily/weekly or as called in the classes in which he/she has earned failing grades.
- He/she must earn a cumulative grade point average above a 2.0 with a maximum of one F by the end of the next quarter and must maintain a grade point average above a 2.0 with no grade below a C- for the remainder of the year.
- If the teacher and the Academic Dean recommend one, he/she must work with a tutor.
- He/she is expected to complete his/her homework daily as assigned and to attend class punctually.

*\*Students on Academic Probation will not be allowed to participate in extracurricular activities until the next assessment period. Students are allowed to practice/rehearse while on Academic Probation but will be required to attend mandatory study hall on Wednesday and Friday afternoon from 2:30-3:20 p.m.*

## ADDING AND DROPPING CLASSES

New courses can be added to a student's schedule only during the first **10 school days** of a semester if the resulting change does not overload any class. Students with no study hall may drop an elective course before the end of the first grading period with no grade or other academic penalty. If a student continues in a course beyond the end of the first grading period, a semester grade will be recorded for the course on both the student's report card and permanent record.

For students withdrawing from a course after the first grading period, the grade will be recorded as a failing grade for the remaining part of the course *and* as a final grade. Partial credit will not be given for two-semester courses that are dropped at the end of the first semester. Students must be enrolled in at least six subjects at all times. Changing to a different level (i.e. Honors to standard), in a subject **may be done at the teacher's discretion**, and the grade earned in the previous course is carried over to the new one.

## COLLEGE AND CAREER GUIDANCE

The College Counselor provides information to parents and students about all areas of college admissions, including national testing and deadlines, college admission requirements, scholarships, and related data. Each student receives counsel and guidance as college choices are delineated, goals defined and career opportunities explored in the college process. Meetings with visiting college representatives for interested students are arranged by the College Counselor. In addition, juniors and seniors are encouraged to visit college campuses.

### Senior College Visitation Days

Seniors are granted the opportunity to visit colleges and universities during the senior year. These "College Visitation Days" will be counted as an excused absence **\*See Senior Exam Exemption Policy**

**ECS School (CEEB) code is 430-453.**

## CONTENT OF TEXTBOOKS

ECS uses a wide selection of textbooks. Use does not imply acceptance of all the textbook's contents. Scripture will be the final authority in all areas of instruction.

## GRADING SYSTEM

### Grade Point Average

Upper School students are given **letter grades** for academic achievement. The following numerical scale and conversion table will be used for academic achievement:

<u>Letter Grade</u>	<u>Numerical %</u>	<u>GPA</u>	<u>Letter Grade</u>	<u>Numerical %</u>	<u>GPA</u>
A+	98-100	4.67	C+	77-79	2.67
A	93-97	4.33	C	73-76	2.33
A-	90-92	4.00	C-	70-72	2.00
B+	87-89	3.67	D	65-69	1.33
B	83-86	3.33	F	64-0	0.00
B-	80-82	3.00			

The cumulative grade point average (GPA) is based on the numerical percentage that relates to the letter grade (of semester grades in all courses taken) as shown in the chart above. However, it is important to remember that colleges and athletic associations often use other methods of computing a GPA. The resulting GPA may differ from the one based on this conversion scale.

The cumulative GPA for the quarter, semester, and yearly grades will reflect extra points for Honors and AP courses as follows:

Honors courses: 0.5 points

Advanced Placement Courses: 1.0 points

**Transfer Students:** Honor and AP courses not offered at ECS are given standard credit and grade points in computing the GPA.

**Homeschool Students:** ECS welcomes homeschool students. For admission purposes, homeschool students must provide official transcripts from an approved homeschool program. All courses taken from homeschool will be included on the ECS transcript as a standard course and given standard credit toward their GPA.

**The grades for individual courses do not include the extra points for Honors or AP courses.**

The following are used to indicate student conduct on the report card:

S = Satisfactory      N = Needs Improvement      U = Unsatisfactory

### **Class Rank**

Class rank, other than for Valedictorian and Salutatorian, is not computed. As a result of the competitive college preparatory program, small differences in grades result in significant differences in rank. Therefore, rank is not a useful measure of ECS students' achievement.

### **Credit Earned**

Credit for a year-long (two-semester) course is earned by a passing final grade of **65** or above. The final grade is the average of the two semester grades. One-half credit for a one-semester course is based on a passing semester grade of **65** or above. Partial credit will not be given for two-semester courses that are dropped at the end of the first semester.

### **Incompletes**

The grade of Incomplete (I) is given when a student's work is not completed at the end of a marking period because of illness or other unusual circumstances. An Incomplete grade on the report card will be replaced with the appropriate grade after the assignments have been completed in a time agreed upon by school administration.

### **Nine-Week Grade Report**

As outlined in the yearly calendar, a computerized grade and conduct report will be available on PowerSchool to upper school parents following the end of each nine-week grading period. Subsequent reports will include all grades from the beginning of the school year. Questions and concerns about grades should be directed to the classroom teacher.

### **Semester Examinations**

Semester Exams are 20% of the final semester grades.

### **Senior Exam Exemptions**

Exam exemptions for seniors are granted for:

1. Any single semester courses with at least a B- (80) average and no more than **ten (10)** days (70 periods) or less of absences\* in that semester (see Absence and Attendance policy).
2. Second semester exams with at least a B- (80) average and no more than **ten (10)** days (70 periods) or less of absences\* for the year. (see Absence and Attendance policy).
3. Exceptions for extended illness may be considered as needed by the Principal, provided the requests are received in writing before May 1<sup>st</sup> (December 1<sup>st</sup> for a first semester course).
4. Exam exemptions may be withheld due to misbehavior or inappropriate conduct that occurs either inside or outside the classroom setting.

\* Absences are calculated by periods. NOTE: Students who miss more than **15 minutes** of a period are marked ABSENT that period.

### **HOMEWORK**

Homework in our Upper School will be suggested and strongly encouraged as a means of practicing skills as well as reviewing content. This will give students and parents some discretion over how to allocate hours at home. Some students will need lots of practice and some won't need as much. Students should allow sufficient time each day for homework. Study hall time is given for students to be proactive in their academic work. Proper planning and scheduling of co-curricular and out of school activities is crucial to a student's academic success.

### **Late Work Penalties**

- Students who miss a test or who miss turning in a paper due to an unexcused absence will not be able to earn full credit for the test or paper.
- Students who miss a quiz due to an unexcused absence will be penalized as the teacher deems appropriate but cannot receive full credit for the quiz.
- Students who turn in a paper or project late will lose up to one letter grade or the equivalent for each day the paper or project is late.
- Students who fail to make up work for excused absences in the time specified under procedures for excused absences will lose up to a full letter grade or the equivalent for each subsequent day that the/she work is late.
- Tests that are in the ARC will be returned to the teacher if they are not taken within 5 days.

### **Wednesday Night Homework**

Homework or projects are not to be due on Thursdays, nor may quizzes or tests be given on Thursday. The following exceptions to this general policy will be made:

1. Routine math and foreign language homework may be given every day.

2. To meet unusual schedule constraints, occasional tests may be given on Thursday with the approval of the Principal.
3. Thursday tests may be given by any teacher during the last week of a nine-week grading period.

### **Make-Up Work**

Regardless of the reason for an absence, students are responsible for asking teachers and/or referring to Google Classroom for missed work and are responsible for completing assignments, quizzes and tests after an absence accordance with the time frames outlined below. Work that is not completed according to the guidelines will be considered late and is subject to late work penalties.

In the case of illness:

- In general, a student will have the number of school days he/she was absent + 1 to make up work that was missed.
- If he/she was absent one day, he/she has two days to make up the work; if he/she is absent two days, he/she has three days to do the work, etc.

The following procedure should be used for students who are absent 1-4 days:

- If a student feels well enough to do homework, email the teacher, or refer to Google Classroom to obtain assignments.
- On the day the student returns to school, he/she must ask each teacher for any assignments that he/she has missed and make arrangements to take any missed quizzes or tests.
- Quizzes, tests and homework must be made up in the time period specified above, or they will be subject to late work penalties.
- Students who develop a pattern of absences on test days or days when major papers or projects are due will meet in conference with their parents, the Principal, the Dean of Students, and the Academic Dean.

The following procedure should be used for students who are absent for 5 or more days:

- As soon as it is evident that a student will miss 5 or more days of school, a call should be made to the school office. The student's teachers will be notified and the office staff will help collect assignments as needed.
- On the day the student returns to school, he/she MUST collect all outstanding assignments from each teacher. He/she should then make an appointment with each teacher to develop a plan for completing the work.

### **PERMANENT RECORDS**

Permanent records for students in grades 6-12 are located in the Academic Resource Center. Included in the records are report cards as well as results of achievement tests, ability tests, and preliminary college and college entrance tests. Health and immunization information and a copy of the student's birth certificate, when supplied by the parent, are placed in the file. Some disciplinary reports are also included.

Records may be viewed by parents upon request. Guidance counselors will be available to assist parents in test interpretations and ability-achievement correlation. It is best to call and set up an appointment.

### **POWERSCHOOL GUIDELINES**

1. Upper School grades will usually be posted no later than seven days after assignment has been graded or turned in.
2. Conduct is listed as "Citizenship." Grades are S, N, and U for this category.
3. Passwords and ID's are issued to parents and students for access purposes. Passwords are available through the Academic Resource Center.
4. PowerSchool may be accessed through the school website [www.ecseagles.com](http://www.ecseagles.com).

### **Access to PowerSchool, Report Cards and Transcripts**

When a student's tuition account is delinquent or other obligations have not been met, ECS may suspend access to PowerSchool and hold report cards and transcripts.

### **PROMOTION REQUIREMENTS**

#### **Promotion to Grade 9**

In order for you to be considered for promotion into the 9th grade, the student will be required to pass (or make up through tutoring in the summer) all major subjects in grade 8. Major subjects include English, Science, Math, Literature, Bible, and Social Studies. Thirty hours of summer tutoring is required in any class that is failed in order to enroll in classes in the fall. A list of approved tutors can be found in the Academic Resource Center. A tutoring confirmation sheet must be returned to the ARC at the end of the summer. No more than two subjects can be made up if failed. A student who fails more than two major subjects is required to repeat the grade. Arrangements for make-up work for failures in Bible must be made through the ECS Academic counselor.

## Promotion to Grades 10-12

For promotion to these grade levels, the student must accumulate the following minimum numbers of credits:

- Sophomore – 5 credits
- Junior – 11 credits
- Senior – 16 credits

A credit is given for every class that meets FIVE days a week for a full year. One-semester classes get one-half (.5) credit. Upper School students are not permitted to repeat a grade at ECS. No more than two (2) failed courses can be made up in summer school.

## SPECIAL SERVICES

ECS has three different types of tutorial programs available to students.

1. **Resource Tutorial Services.** For students in grades 9-12, tutorial sessions are scheduled during study hall or immediately before or after school. Subjects generally include Math, English, Foreign Languages, and Study Skills. No more than three students will be assigned for a given tutorial. Meetings are usually one or two times per week on an on-going basis. Tutorials are \$25.00 per session with a certified teacher/tutor.
2. **After-School Tutoring Program.** This is Teacher scheduled. It is after school as needed or as available.
3. **Honor Society Tutoring Services.** As a service to ECS, the National Honor Society offers free tutoring during study halls to students upon request. The availability of this service depends upon whether an NHS student proficient in the needed subject is available during the requested study hall period.
4. **Academic Resource Center (ARC) Program.** This program provides a range of services designed to support student learning, academic growth, and success. The program exists to serve students who have been identified with a disability that adversely affects a student's education.

All psychological forms that parents or doctors request from teachers should be given to the school learning specialist. The learning specialist will collaborate with teachers to complete the reports, collect them and mail them directly to the doctor who requested them. Reports will not be returned to the parents or student.

Juniors and seniors who qualify for special ACT testing may register for this service through the Academic Resource Center. Additional information regarding this or other programs and services available for students with a diagnosed disability that adversely affects a student's education on file. This may be obtained from the ARC, 754-7217.

## STANDARDIZED TESTING

Standardized testing at ECS is important for placement in classes and in college preparation and admission. This testing program allows ECS to see how its students compare with students on a national level, with other students in various select independent schools, and within the ECS student body.

The Middle School administers the Comprehensive Testing Program (CTP IV) each spring. The results are one of the criteria used for placement in the ninth grade classes.

The Upper School holds a test day in October on which the following PSAT is administered to 9 – 11 grade.

Ninth Grade – PSAT

Tenth Grade – PSAT/NMSQT

Eleventh Grade – PSAT (NMSQT)

PSAT is preparation for the SAT and is highly recommended for 9<sup>th</sup> and 10<sup>th</sup> graders. PSAT is used in 11<sup>th</sup> grade to identify National Merit Semi-finalists and Finalists. These standardized tests are not optional, and the cost is included in tuition.

The ACT is administered at ECS on the October and April national test dates. All juniors are required to take the ACT in April. Students are responsible for registration and payment of the ACT test fee. Juniors are also encouraged to take the SAT. All ECS students are encouraged to attend test preparation sessions, and to take additional college admissions tests (ACT and SAT) for practice.

Students diagnosed with a physical, learning or attention disorder may qualify for special testing of the ACT. The evaluation must have occurred within the last three (3) years. Students must sign up for special testing online when registering for the ACT. The dates for special testing at ECS will be announced. ECS administers the test only during two designated weeks. If a student's application for taking the ACT has not been approved before our testing begins, the student may either wait until the next testing at ECS or check for alternative locations. For answers to additional questions, contact the Academic Resource Center.

## STUDY HALL

Students are limited to one study hall during the school day. With permission, study halls may be used for supervised tutoring or school service activities. Otherwise, it is to be used as a quiet study time. It is expected that students will use such time wisely and not disturb other students.

## SUMMER SCHOOL

Students who fail a subject required for graduation are allowed to make up the course in an approved\* summer school. Failed courses cannot be made up through home schooling. ECS does not allow credit for a course that is required for graduation to be taken as a new subject in summer school. \*Public, private and online schools accredited by NAIS, SAIS, SACS, and TAIS.

## THREE OR MORE TESTS OR MAJOR PAPERS ASSIGNED FOR THE SAME DAY

If a student has three or more tests (lasting more than half a class period) and/or major papers (not to include in-class writing or one-page response-type papers or journals) on the same day, he/she may defer one to the following day. The procedure for deferral is as follows:

- Approach the last teacher to assign a paper or test no later than the day before the/she paper or test is due. Make a definite appointment to meet the teacher to take the test or arrange to take the test in the ARC. The student must attend the class even if he/she is not taking the test on that day. He/she will use that period as a study period in the classroom. In some cases, the teacher may assign the student to the ARC. The test or paper must be taken or turned in the day following the original test date. If a student needs an extension on a deadline, he/she must see the teacher ahead of time. If questions arise about the policy, the student should contact the Academic Dean. Students are responsible for talking with the Academic Dean or the teacher before the due date of the paper/project/test.

## TRANSCRIPTS

A transcript contains yearly averages, a GPA, total credits, class size, and graduation date. A student's transcript may be sent to colleges, prospective employers, scholarship foundations, and various other agencies. ECS will prepare and/or send the transcript directly to the other institutions upon receipt of a written request. Transcript requests for graduates can be made from the website. Please allow 5 business days for graduate transcripts to be finalized.

## ACADEMIC REQUIREMENTS FOR GRADUATION

<u>Subject</u>	<u>Credits</u>	
English	4	
Bible	3	
Social Studies	3	(must include World History, American History, Government, and Economics)
Math	4	
Science	3	
Foreign Language	2	(Both units must be in the same language.)
PE/Health	1	
Fine Arts	1	
Electives	2	
Total	23 credits	

## CURRICULUM MAP TO MEET GRADUATION REQUIREMENTS

<b>9<sup>th</sup> GRADE</b>	<b>10<sup>th</sup> GRADE</b>	<b>11<sup>th</sup> GRADE</b>	<b>12<sup>th</sup> GRADE</b>
1. English 9	1. English 10	1. English 11	1. English 12
2. Algebra I or Geometry	2. Geometry or Algebra II Honors	2. Algebra II or Pre-Calculus Honors	2. Advanced Algebra/Trigonometry, Calculus or AP Calculus
3. Biology	3. Chemistry	3. Physics	3. Anatomy or AP Biology*
4. Bible	4. World History or AP European History	4. AP US History	4. AP Government/AP Economics
5. PE/Health	5. Bible/Elective	5. Bible	5. Bible
6. Language	6. Language	6. Elective	6. Fine Art**
7. Elective	7. Elective	7. Elective	7. Elective

### **20 Units plus Bible are required for graduation (23 total)**

\*Science is not required during the senior year, although it is recommended.

\*\*Fine Art courses may be taken any year to receive the one credit required for graduation.



## GRADUATION CEREMONY

Graduates are required to participate in the annual graduation service and attend the scheduled rehearsal. Senior students who have fully completed graduation requirements are eligible to participate in the graduation ceremony. In rare circumstances, participation in the graduation service may be withheld due to disciplinary action. Senior student graduation speakers are selected by a committee of faculty and administration with input from the senior class officers and other faculty leaders.

## GRADUATION REQUIREMENTS

College admission requirements are rapidly changing and vary significantly from school to school. It is highly advisable to check the admission requirements of colleges and universities that you are considering attending as early in high school as possible to be sure of meeting course admission requirements.

To graduate from ECS, the student must complete (pass) a total of 20 units, excluding Bible; a student must earn the required credits within a **four-year** program.

**NOTE:** Exceptions to the aforementioned graduation policies may be made by the administration.

**Graduating with Honors:** All graduation honors are determined by the **seventh** semester cumulative average (carried to 2 decimal places). This average is not a rounded number.

Honors: 4.00 GPA or above

High Honors: 4.33 GPA or above

Awards and recognition for the **Bartusch Award** (Top Scholars), **Salutatorian**, **Valedictorian**, etc., require uninterrupted attendance at ECS for a minimum of three consecutive years (six semesters – sophomore, junior and senior years) of high school. *This policy is effective at the start of the 2016/17 school year.*

If a senior severely declines in academics after first semester grades are final, the academic committee reserves the right to review and reconsider the senior's status as Valedictorian, Salutatorian, a member of NHS, or Graduating with Honors. At the discretion of the committee, any academic honor may be withdrawn. In addition, the committee may withdraw the respective honor(s) for any serious lapse in character. (The academic committee consists of the Head of School, MS Principal, US Principal, Academic Dean, and College Counselor.)

**Early Graduation** (completing requirements in three years or less) may be possible under certain conditions and stipulations. Interested students and parents must meet with the principal, Academic Dean, College Counselor and the guidance counselor prior to the start of the 10<sup>th</sup> grade school year in order to be eligible for early graduation.

**NOTE: Exceptions** to these graduation policies may be made by the administration.

## COURSE OFFERINGS

The descriptions given on the following pages reflect those course offerings available to students at the time of printing. Availability of these courses is dependent upon suitable student interest and need. Some courses that require special facilities (Art and Computer, for example) can only be provided until the facilities and/or equipment is fully utilized. Therefore, some courses will be limited in enrollment. Students and their parents are encouraged to carefully review those courses of interest to them. Careful attention should be paid to courses with prerequisites since some preliminary academic work is essential for successful completion of those classes. Students or parents with questions should contact the Academic Resource Center.

## ADVANCED PLACEMENT and HONORS CLASSES

Recommendation for entrance into an Honors/AP program is based on national standardized test scores, classroom grades, writing samples, classroom participation and attitude, student motivation, attendance, conduct, and teacher recommendations. Once admission is approved by the corresponding department, students will be notified of the decision. Students will be evaluated routinely once accepted into the program. Admission to the Honors/AP program at one level does not ensure acceptance into the next level.

**Advanced Placement** courses are designed to provide college placement or credit while still in high school. The College Board establishes the demands of these college level courses. AP students are expected to participate fully in the program and to follow these guidelines in order to successfully complete the course.

1. Request for admission into an AP course must be made at the time of registration in the spring.
2. Students will not be allowed to enter an AP course after the 10<sup>th</sup> day of class. The AP teacher has discretion to permit admission to an AP class once the semester has started.
3. *Students enrolling in an AP course must pay the AP testing fee.*

4. At the end of the first semester, a grade of C must be earned and maintained. If this requirement is not met, the student will be placed in a standard class or be required to withdraw from the course. AP credit will not be given, and extra points will not be added to the GPA.
5. The student must successfully complete the entire course in order to receive credit for an AP class. This includes taking the National AP Examination in each subject in which the student is enrolled. Failure to take the exam will result in the student being credited with only a standard level course.

## **COURSE DESCRIPTIONS**

### **BIBLE DEPARTMENT**

All students are required to take Bible each year. Bible 6, 7, and 8 are full year courses but only meet 2 days a week. Bible 10 and 11 are semester courses (4 days a week); Bible 9 and 12 are full year courses (4 days a week). Our main desire is that students have a solid grasp of the storyline of the Bible from Genesis to Revelation. Therefore, we study the Bible chronologically detailing how God's redemptive plan culminates in the work of Christ, and how this impacts our lives today and at Christ's final coming. Our focus as we study the Bible chronologically is NOT first on the faithfulness and good examples of men and women seen in the Bible on the faithfulness OF GOD to save a sinful people for Himself for the their full and lasting joy! Therefore, we strive to put the focus not on what we must do, but on what God has done through Christ from Genesis to Revelation to redeem his people and a broken world for His glory.

#### **Bible 6 — Old Testament Overview**

Bible 6 will study an overview of the Old Testament. During their elementary years, our students will have studied the Bible chronologically, but in particular segments. In Bible 6, they will see how all these pieces fit together and study how God has been faithful to his covenant to redeem his people and prepare them for the coming Messiah.

#### **Bible 7 — The Life of Jesus and Acts Overview**

Bible 7 will study an overview of the life of Christ as seen in the four Gospels. Students will study the characteristics and salvific acts of Christ from his birth to his ascension. Then they will study how the death, resurrection, and ascension of Christ along with the pouring out of the Holy Spirit begun the 1st century spread of the early Church through the preaching of the gospel, the Spirit-empowered miracles of the apostles, and the blood of the martyrs.

#### **Bible 8 — The Epistles: Theology Applied**

Bible 8 will study the great themes of the New Testament letters culminating in a brief study of the New Heavens and the New Earth seen in Revelation. Since this is their final year in the Middle School, this class will focus on how these great truths apply to their daily lives as they are transitioning to the next phase of their life.

#### **Bible 9 — 1 credit — Old Testament in depth**

Bible 9 will begin to repeat the process of what our students have begun in previous years studying the Bible chronologically, but they will have the entire year (4 days a week) to do an in-depth study of God's redemptive plan as laid out in the Old Testament Scriptures. Students will begin with Genesis and end with the return of God's people from captivity while briefly touching upon the period of silence between the Old and New Testaments. This class will focus on how our God with a covenant heart speaks and acts in the lives of his people. While his people do show faith, the storyline of the Old Testament is primarily about God being faithful to his promise of redemption.

#### **Bible 10 — ½ credit — Life of Christ and Acts in depth**

Bible 10 will take an in-depth look at the life of Christ and the beginning and spread of the early Church. Students will interact daily with the gospels and then the book of Acts. The main questions we will wrestle with, discuss, and write on is: Who was this poor Jewish carpenter that is the most infamous man in the history of the world? What did he say and what did he do? Is he mainly an example to follow or a Savior to trust in? And as C.S. Lewis states it, should we dismiss him as a liar or lunatic, or should we worship him as Lord? How did this man impact the lives of his followers and others during the first century? And finally, how does this man impact our lives today?

#### **Bible 11 — ½ credit — Epistles**

Bible 11 will complete our students' chronological study of understanding God's overall plan of redemption seen in the grand narrative of the Bible. We will do this by studying the great doctrines of the Epistles culminating with the return of Christ in the book of Revelation. Students will study the doctrines of soteriology, anthropology, Christology, pneumatology, and ecclesiology as laid out in the New Testament epistles. While this class will take a deep dive into doctrine, it will also focus on applying these great doctrines to our affections and daily lives. Deep thoughts on God should lead to deep affections and deliberate actions for God's glory and the good of others.

#### **Bible 12 — 1 credit — Senior Bible**

Bible 12 is designed to build upon past Bible instruction that gives a thorough knowledge of God's redemptive plan seen in the whole scope of the Scriptures. This class is also to prepare seniors for life after Evangelical Christian

School. In the first semester seniors study Romans 1-8 inductively to determine biblically how man can be right before God. This semester ends with a brief study of marriage and dating. In the second semester seniors grapple with apologetic and worldview questions: What is a worldview, what is a Christian worldview, how is it defended, how it is distinct from other worldviews, and what are the ethical implications of the Christian worldview? In both semesters, seniors are encouraged to develop the Mind of Christ.

\*Note: The 2020–2021 Bible Curriculum will be slightly different in order to catch students up from previous years. The 8th and 11th grades will mainly be focusing on the life of Christ and Acts along with Christ's return seen in Revelation. 10th grade will be catching up on the second half of the Old Testament.

\*Modern Philosophy – not offering it this year

## **BUSINESS DEPARTMENT**

### **Principles of Accounting – ½ credit**

Principles of Accounting is a one-semester course intended to familiarize students with the tools necessary to be successful in the basics of financial accounting. The class will develop basic foundations in accounting and financial reporting. The class will provide hands on accounting experience in the real world by taking a trip to a Big 4 accounting firm. Students will also view accounting at the collegiate level by attending a visit day at a university. Additionally, the course will seek to provide insight into college business curriculum and degree selection, internships, resume creation, and job interviews.

### **Economics (12<sup>th</sup> Grade) – ½ credit**

This is a study of economic principles that includes the understanding of microeconomics and macroeconomics as practiced within the market system organization. This study emphasizes the understanding of economics as well as the application of these principles to everyday life.

### **Microeconomics, Advanced Placement – ½ credit**

#### ***(Fee required for National Advanced Placement Exam)***

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

### **Macroeconomics, Advanced Placement – ½ credit**

#### ***(Fee required for National Advanced Placement Exam)***

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

## **ELECTIVES**

### **Introduction to App Development – ½ credit**

This class will introduce students to the exciting world of creating apps for iPhones and iPads using the Swift programming language. This is an introduction to coding and app development, so no previous experience is required.

### **Introduction to Business – ½ credit**

Intro to Business is a one-semester course intended to familiarize students with the concepts used in the modern business world. The class will develop basic foundations in accounting, management, and marketing. Additionally, the course will seek to provide hands on leadership experience by utilizing team projects designed around starting a business. Finally, this course will provide insight into college business curriculum and degree selection, internships, and hands on experiences of a work environment.

### **Introduction to Robotics – ½ credit**

This class will introduce students to the basics of engineering through the use of Robotics. Students will partner a problem solving approach with project based learning to understand the fundamentals of engineering design and object oriented programming. Students will work hands-on with Lego Mindstorms Robotics Kits and LabVIEW Programming Software.

**Personal Finance – ½ credit**

Personal Finance is a one-semester course designed to provide a basic understanding of financial planning, budgeting, recording keeping, and credit. Emphasis is on personal responsibility within the context of Christian financial stewardship. A calculator is required.

**Perspectives – ½ credit**

Perspectives is a Junior and Senior level elective that gives students a platform to discuss and research topics that influence society at large. Some of these topics include immigration, politics, race, and addiction. Tools that will be used include podcasts, presentations, firsthand accounts, debates, and outside speakers. This class gives students the opportunity to explore and strengthen their beliefs based on research and a constant reliance on the Gospel for truth and guidance.

**World Geography – ½ credit**

World Geography is a comprehensive study of world regions and cultures with an emphasis on current conditions and issues faced by the specific regions.

**ENGLISH LANGUAGE ARTS DEPARTMENT**

*(Students will be expected to purchase additional texts for these courses.)*

**English 9 – 1 credit**

Literature of the Ancient World 4000 BC -500 AD: An investigation into the worldview presuppositions of antiquity, centering on literature of that period as a core basis to stimulate a love for the unique Christian worldview so students might imitate God. *Course question: Where is there truth in pagan literature?*

**English 9, Honors – 1 credit**

This course is an intensive study of the Antique tradition. In addition to the standard survey, students encounter a more demanding curriculum that emphasizes literary and worldview analysis and an awareness of truth, beauty, and goodness. Extensive reading is required. Composition, vocabulary and discussion skills are emphasized at this level.

**English 10 – 1 credit**

Literature of the Middle Ages and the Renaissance: 800-1600 AD: An exploration of the evolution of the cultural presuppositions, noting the subtle shift from the Christian consensus toward the modern secular mindset. *Course question: What is a hero?*

**English 10, Honors – 1 credit**

This course is an intensive study of the Medieval, Renaissance, Enlightenment and Romantic traditions. In addition to the standard survey, students encounter a more demanding curriculum that emphasizes literary and worldview analysis and an awareness of the legacy of the past on present concerns. Extensive reading is required. Composition, vocabulary and discussion skills are also stressed at this level.

**English 11 – 1 credit**

Literature of the Enlightenment, Romanticism, Modernism, and Postmodernism: 1600 AD-2000 AD: An exploration of the solidification of secular humanism as a cultural philosophy and its effects on our present age. *Course question: Can man live without God?*

**English 11, Advanced Placement – 1 credit**

***(Fee required for National Advanced Placement Exam)***

This course is an intensive study of Modern Literature concentrating on works that compose the American canon. In addition to the standard survey, students encounter a more demanding curriculum that emphasizes literary and worldview analysis and an awareness of the Modernist dilemma. Extensive reading is required. Composition, vocabulary and discussion skills are also taught at this level.

**English 12 – 1 credit**

Summary and Review of Western Literary Tradition: A review of the moral philosophies that compose the examined life-the formation of worldviews throughout human history, emphasizing the legacy of Christianity on these ideas, to reclaim and impart the richness of the Christian heritage for future generations. *Course question: For what does the heart of man most long?*

**English 12, Advanced Placement – 1 credit****Prerequisite: Three (3) semesters of Honors English credit*****(Fee required for National Advanced Placement Exam)***

This course is an intensive survey of the Western Tradition emphasizing major texts and authors from Milton to Lewis. In addition to the standard survey, students encounter a more demanding curriculum that emphasizes literary and worldview analysis and develops an awareness of the humanities. Extensive reading is required. Composition and discussion skills are also taught at this level.

**Creative Writing – ½ credit**

Students will be given both the private and public experience of creative writing: the thrill of creating, the agony of critique. The practical hope of the course is two-fold: that the student, having written poetry, drama, and the short story, become a sophisticated reader of the three literary types; and that the student improves their writing skills in general. This English course is designed to provide students who have a strong interest in, and a talent for, creative writing and the opportunity to develop those skills. They will also develop computer skills to produce the school literary arts magazine.

**FINE ARTS DEPARTMENT**

*(Students will be expected to purchase additional texts for these courses.)*

**Advanced Digital Arts – ½ credit**

Advanced Digital Arts is a continuation of instruction in our three digital arts courses. It is intended for students who have taken Digital Photography, Graphic Design, or Video Production previously and would like to continue to advance their knowledge in those subjects. This course is designed for students who have a strong desire to enter a digital arts related field in their college endeavors. Students should possess a strong desire to further their talents in these fields of study and will be admitted to this class by instructor approval only.

**Digital Photography – ½ credit**

This class is an introduction to Digital Photography and will focus on beginning principles of composition as well as basic camera functions and techniques which will be taught through a variety of projects and classwork. The students will also learn basic editing commands and procedures using the Adobe Photoshop software. This software will be taught using the MacBook and iMacs in the classroom. Each student MUST have use of their own digital camera.

**Graphic Design – ½ credit**

This class is an introduction to the field of graphic design. Using fundamental design principles and elements, students will learn how to transform ideas into visually appealing publications and layouts for business, organizational, or home use. This course relies heavily on computer usage and students will learn to create digital designs using Adobe Illustrator and Adobe InDesign on classroom iMacs and MacBook Pros. Previous computer knowledge is very beneficial.

**Production Management – 1 credit**

This class is a year-long, hands-on class that goes beyond theater production. Students will learn all the necessary steps of producing any chapel event and will actively work to make those productions happen. This class will support both Middle and Upper school events and will teach the basics of organization, technical needs and operation and overall production management. Any student wishing to support school service in a “behind the scenes” capacity is a candidate for this class. Students will be able to repeat this class yearly and build on their management and technical skills.

**Video Production – ½ credit**

The Video Production class is an introduction to the art of videography and is designed to give students a basic overview of the entire film and video production process, from start to finish. Students can expect to learn about directing, producing, filming and editing, in addition to more technical aspects such as camera operation and lighting. This course may also require time outside of class for filming.

**Art/Drawing – ½ credit**

This course is a study of the elements and principle of design. Serious art students should begin with this foundational course covering line, shape, color, value and texture. Students will be taught the techniques for working in graphite.

**Art/Watercolor – ½ credit**

This is course is an in-depth study of watercolor techniques. Students will discover washes, dry brush, masking, weights of paper, opaque and transparent painting, and plain-air painting.

**Art/Ceramics – ½ credit**

This is a studio course examining 3D art. Students will explore ceramics, both hand-built and on the potter's wheel, construction, art history and sculpture.

**Art/Acrylic Painting – ½ credit**

This is a studio course that details the techniques and advantages of working in acrylic paint: Students will study value, canvas, mixed media, texture as well as painting from still life.

**Art III – 1 credit****Prerequisite: Must have an A average in Art II and teacher recommendation**

This course is an individualized study that stresses development of skills in interest areas. This is a course for students who are motivated and self-disciplined to challenge themselves in the study of art. Each student will work under a supervised contract, developing his own direction of study in the art field. The development of a portfolio will be emphasized.

**Drawing, Advanced Placement – 1 credit****Prerequisite: Must have an A+ average in Painting and Drawing courses and teacher recommendation  
(Fee required for National Advanced Placement Exam)**

This course is designed to benefit only the advanced art student looking forward to pursuing art as a major in college. The curriculum will include an intense focus on preparing a portfolio for college admission and scholarship applications. Students will be required to submit a portfolio consisting of twenty-four (24) pieces of their best artwork to be reviewed by the advanced placement committee to receive AP credit.

**Art 3D Design, Advanced Placement – 1 credit****Prerequisite: Must have an A+ average in Ceramics course and teacher recommendation  
(Fee required for National Advanced Placement Exam)**

This course is designed to benefit only the advanced art student looking forward to pursuing art as a major in college. The curriculum will include an intense focus on preparing a portfolio for college admission and scholarship applications. Students will be required to submit a portfolio consisting of twenty-four (24) pieces of their best artwork to be reviewed by the advanced placement committee to receive AP credit.

**Band – 1 credit each year****Prerequisite for Band: Departmental recommendation**

This course is a study of instrumental music in the context of band rehearsal, marching performances, and concert band performances. The band will perform music from varied styles and periods. During the fall season, the band will march in area contests and festivals and perform at all football games. During the winter and spring, the band will participate in concerts and the WTSBOA events as schedule permits.

**Band Honors – 1 credit each year****Prerequisite for Band III & IV: Departmental recommendation and audition**

Honors band is for students interested in developing musical and playing skills at a more advanced level. Students will have the opportunity to explore music in the areas of performance, music history, theory, and composition. Through discussion and research students will also begin to determine how their God-given gifts of music impact their Christian worldview.

**Honors Choir – 1 credit**

This course is taken by audition only and is designed for singers with intermediate or advanced skills in ensemble singing. This group performs music of a contemporary genre. Students are expected to learn and memorize difficult music for the purpose of live performances as well as music recordings. Emphasis will be placed on holding one's individual voice part, even in divisi textures, and learning music by self-study. Students are required to audition for the All West Honor Choir and highly encouraged to participate in the out-of-state choir tour.

**Concert Choir – 1 credit**

This course is meant to accommodate students of various skill levels, from beginners to experienced singers. This choir sings an eclectic repertoire of music while learning to sing correctly and understand music notation. Emphasis is placed on learning to read music and learning to hold a voice part. Students are encouraged to audition for the All West Honor Choir and also encouraged to participate in the out-of-state choir tour.

**Contemporary Instrumental Music – ½ credit**

Performers should be motivated to work toward superior rhythmic skill and to take on challenges leading to advanced command of their instrument/voice. The CIM performs a variety of styles, both conservative and progressive, including compositions popular artists and student composers. The CIM presents 3-4 quarterly concerts.

## **JOURNALISM DEPARTMENT**

Appointment to the yearbook staff is selective based on application to the teacher during the spring. All journalism students will learn the fundamentals of advertising, layout, and sales during the first nine-weeks only as they sell ads for their publication. Photographers may apply for the yearbook staff and also complete up to four credits.

### **Yearbook Production – 1 credit each**

Prerequisite: Application and Teacher Recommendation

## **MATHEMATICS DEPARTMENT**

*(The TI-83+ or TI-84 calculator is required for all upper-school mathematics courses. The TI-89 and the TI-Nspire CAS calculators are prohibited for ALL mathematics courses.)*

### **Algebra I Standard – 1 credit for grade 9 and above**

This course introduces the student to the structure of algebra through axioms and basic operations. Topics include solving one and two-variable equations and systems of equations, factoring second degree polynomials, powers and roots, inequalities, rational algebraic expressions and word problems.

### **Geometry Standard – 1 credit**

This course introduces the student to logical reasoning through proofs. The student is taught how to reach a logical conclusion by proving some mathematical laws. The course is devoted mainly to plane geometry, with shorter introductions to solid geometry and plane coordinate geometry.

### **Geometry Honors – 1 credit**

This course is similar to the standard geometry course with the exceptions of increased pace and greater depth of topics covered. The course is intended to make provisions for the development of more creative and logical thinking skills. This course is designed for those students in the Honors track who intend on taking AP Calculus in high school or higher level math in college.

### **Algebra II Standard – 1 credit**

Begins with a review of Algebra I principles, then covers such topics as equations of various degree, inequalities, graphing, factoring, exponents, radicals, imaginary and complex numbers, division of polynomials, systems of equations, logarithms and trigonometry.

### **Algebra II Honors – 1 credit**

This course, as compared to the standard Algebra II course, is designed to move at a greater pace, to cover a wider range of topics, and to provide more in-depth study of functions and analysis. This course is designed for those students in the Honors track who intend on taking AP Calculus in high school or higher level math in college.

### **Algebra III Basic – 1 credit**

This course, which is only for seniors, consists of a review of many of the main Algebra II topics, such as equations, exponents, graphing and factoring, then moves on to more advanced Algebra topics as well as providing an introduction to such basic Calculus topics as differentiation and integration. The course's main objective is to provide students with many of the fundamental skills needed for college freshmen math courses.

### **Advanced Algebra and Trigonometry – 1 credit**

This course begins with a review of basic algebra concepts, manipulation of fractions and decimals. This course will explore elementary (equations, inequalities, and function notation) to intermediate algebraic topics (polynomial, rational, exponential, and logarithmic functions). The course will then expound on integrating of algebra and geometry topics. Trigonometry (Sine, Cosine, and Tangent), the unit circle, radian and degree measurement, and the application of trigonometry will be covered in this course as well.

### **Pre-Calculus Honors – 1 credit**

**Prerequisite: Successful completion of Honors Algebra II and Departmental recommendation**

This course is designed to prepare students for the senior level AP Calculus course. Students will study functions, graphs of functions, and many applications of functions. Also, a thorough study of trigonometry is included. Finally, students will be introduced to limits and how they are used to define the derivative.

### **Elementary Calculus – 1 credit**

This full-year Calculus course for seniors serves as a good preview of the introductory college course, which is required for many different majors or, at some schools, is mandatory for all freshmen. It begins with a thorough review of algebra

skills, then moves into basic differentiation, basic integration, and several other fundamental topics that will later be covered in college.

**Calculus, Advanced Placement – 1 credit**  
***(Fee required for AP Calculus Exam)***

This course is designed to cover the basics of calculus: differentiations and integrations of polynomials and trigonometry functions. Emphasis is placed on the applications of these, such as finding area under a curve, finding the half-life for an element, finding the maximum, and volume. Materials covered in this course consist of the topics normally covered in the first two semesters of college calculus and are set by the College Board.

**PHYSICAL EDUCATION DEPARTMENT**

**Health Wellness – ½ credit**

Ninth grade Health Wellness is a required one semester classroom course that is built upon an understanding of the health triangle consisting of physical, emotional, and social health along with basic training in CPR and First Aid.

**Physical Education – ½ credit**

Ninth grade Physical Education class is a required one semester class that involves the ability to understand and develop the basic movements of physical activity. This is accomplished through participation in various sporting activities including but not limited to basketball, volleyball, softball, soccer, kickball, tennis, lacrosse, and ultimate frisbee. The student is expected to perform several of the basic skills and participate in each activity while developing good sportsmanship. Students will also be involved in a basic core training weight lifting program two days a week that is designed to strengthen core muscles of the body.

**Core Training – 0 credit**

Core Training is an elective course for sophomores, juniors, and seniors that focus on the physical conditioning of the body involving both core and sport specific workouts. The basic purpose of this course is designed for but not limited to students involved in the athletic program.

**SCIENCE DEPARTMENT**

*(Students will be expected to purchase additional texts for these courses.)*

**Biology Standard – 1 credit**

Biology is an overview of the living world. Elementary biochemistry is introduced, along with the cell theory and a discussion of the characteristics of all living things. This course is open to any students who have successfully completed Algebra I.

**Biology Honors – 1 credit**

Biology is an overview of the living world. Elementary biochemistry is introduced, along with the cell theory and a discussion of the characteristics of all living things. Honors Biology moves at a quicker pace, and additional projects are required. Entry into Honors Biology depends on previous science coursework grades, teacher recommendations, and standardized test scores.

**Biology, Advanced Placement – 1 credit**  
***(Fee required for National Advanced Placement Exam)***

The College Board establishes the curriculum for this second year biology course. The curriculum includes an in-depth study of labs and topics covered in a college freshman level biology class. Emphasis is placed on developing writing skills for expressing scientific analytical ideas. The AP exam is required of all students taking this course. Chemistry is a prerequisite for this course.

**Chemistry – 1 credit**

Chemistry is a general introduction to composition of matter, the atomic theory, and parts of the physical organic and environmental chemistry. Chemistry is designed to prepare the student for college level physical science courses. This course will prepare students for ACT, SAT and other College Board tests. It also meets the requirements for upper level science electives.

**Chemistry, Honors – 1 credit**

Honors Chemistry is a class for the accelerated student; the math integration is more concentrated and the topics are covered at a faster pace. Outside projects are required.



**Physics Standard – 1 credit**

The Standard Physics course is an introductory Physics class where Physics is explained and students achieve a high level of understanding. This is not a "watered down" version of the Honors Physics course. This course provides an overview of the essentials of Physics. There is no emphasis on mathematical problem-solving. Math will be used to show relationships and connections. Any math taught will only be added after the concepts have been learned. This course will depend on the student conscientiously utilizing the textbook, the student participating in class activities used to introduce a new concept, and the student performing efficiently and thoroughly the many lab experiments that will be used to reinforce the concepts presented.

**Physics Honors – 1 credit**

Honors Physics is an elective, applied mathematics course that is designed to be taught in a manner that requires the student to rely on his previous experiences and knowledge to investigate previously unexplainable or incorrectly explained phenomena. Lab work and demonstrations are vital as visual evidence of the relationship between energy and matter. Students are expected to have an average or above average grade in Algebra II and Chemistry. Physics is a challenging study, and students will be expected to keep pace with the work.

**Anatomy/Physiology – 1 credit*****(Fee required for consumable textbook)***

Anatomy/Physiology is a standard level course that concentrates on the various structures and functions of the human body. This course is a good introduction for those students considering a medical career. Students in this class will be expected to have average or above average grades in previous science classes. Standard Chemistry is recommended as the chemistry prerequisite.

**SOCIAL STUDIES DEPARTMENT****Ancient History (9<sup>th</sup> Grade) – 1 credit**

The goal of Ancient History is to give students a better understanding of the origins of our society and historical context for the Bible. During this class we will look at the rise and fall of several ancient empires. This class focuses on the Ancient Mesopotamian Empire, The Ancient Egyptian empire, The Ancient Greek Empire and The Ancient Roman Empire. It covers the time period starting with the birth of the Mesopotamian Empire and ending at the Renaissance.

**World History (10<sup>th</sup> Grade) – 1 credit**

World History is a survey course that emphasizes Western civilization from a Christian perspective. The first semester covers 800 AD (Charlemagne) to the French Revolution. The second semester concentrates on the period of European history from the French Revolution to the present. Particular attention is given to world wars, the effect of technical advancement, and recent political developments, specifically in Europe and the Mid-East.

**European History, Advanced Placement (10<sup>th</sup> Grade) – 1 credit*****(Fee required for National Advanced Placement Exam)***

This college-level course provides students with knowledge of the chronology of major events and cultural, social, political economic concepts from approximately 1450 to the present—that is, from the High Renaissance to the recent past. Extensive reading is required. Writing and analysis of original documents are integral parts of the course. Teaching methods reflect an awareness of other disciplines (visual arts, music, literature, philosophy).

**American History Standard (11<sup>th</sup> Grade) – 1 credit**

This is a standard survey of American history from the colonial period to the present. Emphasis is placed on interpretive analysis, critical thinking and comprehensive reading, as well as factual data.

**American History, Advanced Placement (11<sup>th</sup> Grade) – 1 credit*****(Fee required for National Advanced Placement Exam)***

This course is a chronological survey of American history from colonial times through the 1970's. This course is taught and graded at the collegiate level. Students are required to read the text as well as supplementary essays in John Garraty's Viewpoints. Emphasis is placed on factual data and advanced compositional skills.

**American Government Standard (12<sup>th</sup> Grade) – ½ credit**

This course is designed to equip students with a Christian perspective of government. It includes a study of the nature of the American government and its political processes with emphasis on the Biblical basis of government and the personal citizenship responsibilities of Christians in a non-Christian world. Various governmental systems of the world will be contrasted.

**American Government, Advanced Placement – ½ credit**  
***(Fee required for National Advanced Placement Exam)***

This college-level course covers the following topics: constitutional underpinnings of the democracy; political beliefs and behaviors; political parties, interest groups, and the media; the Congress, the presidency, the bureaucracy, and the federal courts; federal policy and procedure; and civil liberties and civil rights. Included in this year-long course is a study of the economic principles and policy covered in the regular Economics course. Extensive reading and regular online research are required. Students will complete an analysis of one modern book on politics.

**WORLD LANGUAGE DEPARTMENT**

*(Students will be expected to purchase additional texts for these courses.)*

**Spanish I – 1 credit**

This course introduces the skills of speaking, listening, reading, and writing in Spanish. Beginning grammar and culture are also included.

**Spanish II – 1 credit**

This is a continuation of speaking, listening, reading, and writing. Grammar is added to develop stronger communication skills in these areas. Students also study culture and geography of Spanish-speaking countries.

**Honors Spanish III Conversation and Composition – 1 credit**

**Prerequisite: Teacher Recommendation**

This course further develops Spanish communication skills through conversation, reading, oral presentations, and compositions. More complex grammar points are stressed. This class is conducted primarily in the target language.

**Honors Spanish IV - Literature and History – 1 credit**

**Prerequisite: Teacher Recommendation**

The Spanish IV student will study the Spanish language from its development in the European peninsula to the expansion into the western hemisphere. The student will read and analyze literature, primarily short stories, from each Spanish speaking country in order of each country's independence from Spain. Special emphasis will be placed on comprehension and production of the Spanish language in spoken and written forms. The class will be conducted primarily in Spanish.

**Spanish Language and Culture, Advanced Placement – 1 credit**

**Prerequisite: Teacher Recommendation**

***(Fee required for National Advanced Placement Exam)***

Students taking the AP Spanish Language course experience a fast paced, third-year college level course with an emphasis placed on the development of the three modes of communication (Interpersonal, Interpretive and Presentational) as defined in the Standards for Foreign Language Learning in the 21<sup>st</sup> century. Students in this AP course demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the ACTFL Performance Guidelines for K-12 Learners. Much emphasis is placed on meaningful communication as an integral component of the calling on each image bearer to actively participate in reconciling all things under Christ.

**Latin I – 1 credit**

Latin I is an introductory Latin course. Students gain an understanding of basic grammar and sentence structure through Latin readings. Oral Latin will be used occasionally. Students will gain a greater understanding of the English language through Latin vocabulary and derivatives. Additionally, Latin I students will explore Roman culture, history, mythology, and geography. Students who have an average of 90 or higher after the first semester will take the National Latin Exam in March.

**Latin II – 1 credit**

Latin II is an intermediate level Latin course. Students continue their study of Latin grammar paradigms, more complex grammar and syntax, and vocabulary through extensive exposure to Latin readings. Through these readings students continue to follow the life and times of the Cornelius family and will continue to explore aspects of Roman culture, history, mythology, and geography. Additional texts will be introduced in the second semester to prepare students for more advanced Latin study. Students who have an average of 90 or higher after the first semester will take the National Latin Exam in March.

**Honors Latin III – 1 credit**

Honors Latin III is an advanced level Latin course. Students will concentrate on bridging the gap to reading authentic Latin texts written by native speakers of the classical world. They will read a variety of prose authors which include but are not limited to Eutropius, Cicero, and Caesar. Students will also be exposed to a variety of poetry authors which include

but are not limited to Horace, Catullus, Vergil and Ovid. This course is designed to expose the students to a survey of Latin literature within a cultural and historical context. Vocabulary reinforcement/English derivatives and compulsory review of grammar skills are an integral part of the course. All students will take the National Latin Exam in March.

#### **Honors Latin IV – 1 credit**

Honors Latin IV is an advanced level Latin course. Students will study Latin poetry through the translation and study of Vergil's *Aeneid* and will study Latin prose through the translation and study of Caesar's *De Bello Gallico*. They will analyze characteristic features of Vergil's mode of expression, including his word choice and placement, imagery, figures of speech, sound and metrical effects. Through Caesar's work, they will translate and analyze this work in a literary, historical, cultural, and geographical context. This course will loosely follow the AP curriculum as established by the College Board. All students will take the National Latin Exam in March.

#### **Latin, Advanced Placement– 1 credit**

##### ***(Fee required for National Advanced Placement Exam)***

AP Latin is a rich and rigorous Latin course approximately equivalent to an upper intermediate college level course. Through the texts of Vergil's *Aeneid* and Caesar's *De Bello Gallico*, students will learn to read and comprehend, translate, contextualize, and analyze Latin poetry and prose through careful preparation and methodical translation of Latin readings. They will develop skills and a level of comfortability with reading and comprehending unfamiliar passages at sight. Students will write essays that demonstrate the results of critical reading in clear and coherent arguments supported by textual evidence. They will be able to relate the required readings to the historical, political and cultural contexts in which they were created to gain an even deeper understanding of these classic works of literature. All students will take the National Latin Exam in March.