



POLICY AND PROCEDURE Handbook

2021–2022

(Revised August 2021)

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SCHOOL INTRODUCTION

SCHOOL COLORS: Blue, gold, and white

SCHOOL MASCOT: Eagle

SCHOOL VERSE: *“But those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary; they will walk and not be faint”* (Isaiah 40:31).

SCHOOL FIGHT SONG:

We're the mighty, mighty Eagles, blue and gold and white!
No one will ever stop us; we will win tonight!
Fight! Fight! Fight!
We've got the power; we will pass the test!
We are the mighty, mighty Eagles, the team that is the BEST!
C-H-S! C-H-S!
Go, Fight, Eagles!

PLEDGES

Bible

I pledge allegiance to the Bible, God's Holy Word, and will make it a lamp unto my feet, and a light to my path, and will hide its words in my heart that I might not sin against God.

Christian Flag

I pledge allegiance to the Christian flag, and to the Savior for whose kingdom it stands, one Savior, crucified, risen, and coming again with life and liberty to all who believe.

United States Flag

I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

Texas Flag

Honor the Texas Flag; I pledge allegiance to thee, Texas, one and indivisible.

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SECTION 1 – ADMINISTRATIVE POLICIES AND PROCEDURES

THE FOUNDATION OF THE CHRISTIAN SCHOOL AT CASTLE HILLS

Policy and Procedures Manual Statement

The Christian School at Castle Hills Board of Trustees believes that the legislation of policies is the most important function of a Board of Trustees and that the execution of the policies should be the function of the superintendent.

Board of Trustees - The Christian School at Castle Hills Board of Trustees is responsible for the development and oversight of the implementation of policies and procedures.

Delegation by the board of powers to the superintendent provides freedom for the superintendent to manage the school within the board's policies and allows the board to devote its time to policy making and appraisal functions.

The Board of Trustees holds the superintendent responsible for carrying out its policies within established guidelines and for keeping the board informed about school operations.

A copy of The Christian School at Castle Hills By-Laws duly adopted by the CHS Board of Trustees, which govern the operation and development of the school, is available upon request.

In this Handbook, the word “parents” refers to and includes parents, guardians, stepparents, and anyone with legal care or supervision of the child attending school.

Doctrinal and Belief Statements

The Christian School at Castle Hills, its Board of Trustees, faculty, and staff hold and subscribe to a strong fundamental, evangelical statement of doctrine embodied in the Baptist Faith and Message. The school was founded by Castle Hills First Baptist Church and is governed by a Board and administration of Bible-believing leaders. The mission and focus of this institution are to minister to families who support conservative Bible-believing evangelical theology and life practices. We believe denominational distinctives and preferences ought to be taught at church and in the home. The school will emphasize the traditional, fundamental, and historic essentials of Christian belief and practice, while emphasizing the need of a relationship with Christ through the new birth and Christian growth. The school follows the Baptist Faith and Message as the basis for Bible teaching and as the school's statement of beliefs. Specifically, we adhere to the following:

- We believe the Bible to be the inspired, infallible, authoritative, inerrant Word of God (2 Timothy 3:16; 2 Peter 1:21).
- We believe there is one God, eternally existent in three persons: Father, Son and Holy Spirit (Genesis 1:1; Matthew 28:19; John 10:30).

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- We believe in the deity of Christ (Matthew 3:17), His virgin birth (Isaiah 7:14; Matthew 1:23), His sinless life (Hebrews 4:15; 7:26), His miracles (John 2:11), His vicarious and atoning death (1 Corinthians 15:3, Ephesians 1:7), His bodily resurrection (John 11:25; 1 Corinthians 15:4), His ascension to the right hand of the Father (Mark 16:19), and His personal return in power and glory (Acts 1:11; Revelation 19:11).
- We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature, and that men are justified on the single ground of faith in the shed blood of Christ. Only by God's grace and through faith alone we are saved (John 3:16-19; John 5:24; Romans 3:23; 5:8-9; Ephesians 2:8-10; Titus 3:5).
- We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of punishment (John 5:28-29).
- We believe that man was created by a direct act of God in His image, not from previously existing life (Genesis 1:1, 22, 27; 1 Corinthians 11:7; James 3:9).
- We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9; 1 Corinthians 12:12-13; Galatians 3:26-28).
- We believe in the indwelling ministry of the Holy Spirit by whose presence the Christian is enabled to live a godly life (Romans 8:13-14; 1 Corinthians 3:16; 1 Corinthians 6:19-20; Ephesians 4:30; 5:18).

Mission Statement

Our mission is for students to know Christ and make Christ known.

Vision Statement

Our vision is to develop tomorrow's servant leaders today.

The Christian School at Castle Hills provides a distinctively Christian education, focused on studies that are rooted in the Word of God. Drawing from a diverse Christian community, the school partners with parents and the church to develop each student's unique, God-given talents to their highest potential. Caring, committed, and qualified teachers nurture and challenge students to become independent learners through an educational program marked by a Biblically integrated curriculum and extracurricular excellence.

Christian Philosophy of Education

The ultimate goal of The Christian School at Castle Hills is to assist parents in developing young people who know and love Jesus Christ, follow Him in life, and become positive, productive members of the coming generation. This is accomplished by instruction in right thinking, good conduct, and making life decisions in light of the principles of God's Word.

Education and training of students are based upon a God-centered, traditional Christian approach to education, rather than a man-centered humanistic approach. We believe the Christian traditional

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system educates the mind and builds character. It encourages competition, hard work, humility, and the value of living under a free enterprise system of government. Our central goals are to:

- Train up students to hide the Word of God in their hearts through Bible study, memorization, and application (Psalm 119:11);
- Prepare students mentally by promoting high academic standards, good study skills, and the ability to think critically and view their world from a Christian perspective (1 Timothy 4:12);
- Build character by training students to obey, do right, love God and country, and always measure their attitudes against principles in the Bible "that no one may spoil you through philosophy and deception" (Colossians 2:8);
- Realize that all students are "fearfully and wonderfully made" and that God has a unique plan and destiny for their lives (Psalm 139).

All of these goals work in harmony to train students to become obedient to authority and the voice of God. Thus, when He places a calling upon their lives, they will be both spiritually and academically prepared to answer that call and to ultimately become a useful instrument of the Lord.

- We believe the content of Christian education must be in harmony with Philippians 4:8:"whatsoever things are true, honest, just, pure, lovely, and of good report." The classroom method should be teacher-directed (Deuteronomy 6:7) with the student acquiring knowledge through studying (2 Timothy 2:15), researching (John 5:39), reasoning (Isaiah 1:18), retelling (Luke 24:27), and recording (3 John 12).
- We believe the Scriptures give us the true view of God and man and their relationship. The Scriptures tell us that God is an orderly personality who created man and the universe, and that He is the Author of the order and reason reflected in His creation. Therefore, the Christian traditional system of education is rooted in teaching objective reality with absolutes, as opposed to subjective relativism. Because of this, all instruction is presented and interpreted in light of the precepts and prophecies of the written Word of God.

Core Values

Excellence must be intentional rather than accidental. To foster intentional excellence, the CHS Board of Trustees, faculty, and staff are committed to the following nine core values to reach the hearts of children. These core values define the school in terms of its priorities, decisions, and accountability to its staff, parents, and students. These core values include:

1) A Heart to Change the World

Christian education that is not mission-centered will never be mission-driven. Ultimately, our goal must be to change our world by changing young lives. Just as God spoke concerning David, we must remember to affirm to our students that "man looks on the outward appearance, but the Lord looketh on the heart" (I Samuel 16:20). Although we may desire to produce successful executives, doctors, pastors, engineers, and businesspeople, our primary

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goal must always be clearly evident. Our focus is to bring about positive, productive change for the sake of the kingdom of God through the lives of students, alumni, and their families. “Every Eagle student should learn to be a servant leader... Every Eagle student should be inspired to be a warrior for Christ.” These statements are more than slogans. In short, all aspects of school life must exist for the purpose of reaching and changing the world for the glory of Christ.

2) A Heart to Create a Partnership with the Home

Christian schools are special because the institution is an extension of the Christian home. Truthfully, we have the children for almost two-thirds of the day for nearly three-fourths of the year. We know parents in this generation are extremely challenged to successfully raise godly kids. Offering advice, assistance, and encouragement supports the parents. Families live better lives when our actions build a solid bridge supporting their dreams for growing godly young men and women. We empower parents by communicating and operating in a way that shows we are an extension of their authority in their children’s lives. The Latin phrase, *in loco parentis*, means “in the place of parents.” That is the teacher’s location when standing before the students – we are serving each family in the place that God gave them to educate and prepare their children for life.

3) A Heart to Develop Servant Leadership

Leadership is not defined as a position as much as an influence in life. If we are to produce world changers, our students must learn to lead. Jesus was clear on this, “Leadership is valid only as it serves the interest of others. Self-serving leaders may achieve worldly success – yet they live empty, hollow lives.” It is a central goal of our school to teach principles of leadership, to be an example in modeling that leadership, and to provide specific opportunities to develop leadership skills. We envision every student leaving Castle Hills equipped to lead and serve after graduation.

4) A Heart to Affirm Value and Worth

Much in educational psychology can be critiqued in light of popular views on building children’s self-esteem. However, the Christian school has a tremendous responsibility to create an atmosphere that affirms the value and worth of each child in Christ. A specific effort should be made to identify, cultivate and document the gifts, abilities, affinities and talents of each student. No matter a child’s ability or disability, his report card average, or even his behavior, a Christian school student should always be valued on the basis of being: (1) a special person who God created in His image; (2) a person that God loves and sent His Son to redeem; and finally, (3) a person for whom God has a wonderful plan. All relationships in the school family should be built around communication that affirms value, worth, and a godly self-image.

5) A Heart to Discipline with Dignity

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Blessed is the Christian schoolteacher who has come to see discipline as an *opportunity* rather than an *interruption*. Often, students receive more from our correction than our directions. We must believe that every student is providentially placed in our classroom, and that we are his teacher by God's design and specific plan. We should anticipate those inevitable failures and trouble spots as opportunities to *positively* shape each student's life.

Christian school discipline should demonstrate value for the child's person, while dealing proactively with his behavior. We are firm in discipline, yet still affirming. We must never use shame, guilt, or intimidation as our tools to shape behavior. The dignity of the child is to be preserved in discipline if we ever hope to produce independent, self-disciplined individuals.

6) A Heart to Demonstrate Living Lessons

The greatest lessons being taught on our campus today are communicated through the lifestyle of the faculty. Our actions and reactions show students our true character and values. Teachers' **greatest lessons** must be confirmed by the **greatest lives**. Constantly, we must remind ourselves as teachers that we are "the living curriculum" in the classroom. Administrators must place as much focus on developing the personal lives of the faculty as is placed on developing the curriculum guides and school programs. Teachers are the most effective visual aids of the character we hope to develop in students' lives. As it is said, real "character is better caught than taught."

7) A Heart to Pursue Excellence

Whatever goals surface in a given school year, whatever programs make the drawing board, whether they are curricular or co-curricular – all pursuits should be initiated and maintained with no other target than excellence. Many things would be better not done at all than done half-heartedly. When too many areas are approached without passion, the atmosphere of the school declines toward mediocrity. A school's leadership must keep the student's performance, growth and development as well as school programs on a pathway toward excellence. The pursuit of a culture of excellence must define the atmosphere of our school. We must choose our plans and programs wisely, in order "*that you may approve things that are excellent.*" (Philippians 1:10)

8) A Heart to Value the Soul

The highest goal in a Christian school must be the salvation of our students. Many schools take for granted the spiritual condition of the heart of a child. Simply because a child is growing up in a Christian home and weekly attends an evangelical church, does not remove our responsibility to introduce the Savior to him. Great teachers have a heart for the Great Commission in their classroom relationships. Are our students individually and personally encountered by the staff about their eternity? Imagine the shame in having a child for twelve or thirteen years of life and never having received a personal gospel witness. If we miss any *heart issue*, let this not be the one.

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9) A Heart Committed to Develop a Christian Worldview

We must always keep at the forefront of staff meetings, in-services, and faculty discussions the joy and great value of applying the Word of God to our subjects. Every subject is to be viewed and presented through the lens of Scripture. Teachers should design illustrations, probing questions, testimonies, and group exercises that reveal to students God's relationship to the subject. This is "where the real action is" in the Christian classroom. Biblical integration and the development of the Christian mind must be: (1) planned in curriculum development, (2) discussed in our priorities, and (3) affirmed in our teacher evaluations.

A Christian worldview is one of the central outcomes we keep ever before us. Our goal must preeminently be for students to discern an invisible kingdom in a visible world. *Changed lives* are always preceded by *changed minds*. "For as a man thinks in his heart; so is he." (Proverbs 23:7)

These are the core values that drive our priorities and define the excellence we provide our students. Through them we are "teaching from a heart to change our world."

Expected Student Outcomes

The Christian School at Castle Hills exists because of the belief that all Christian parents should have the opportunity to give their child a quality education based on the Word of God. The school views itself as an extension of the Christian home.

CHS teaches its students through a balanced curriculum in the academic, social, physical, and spiritual areas. The curriculum encourages a search for truth and knowledge that rests on the foundation of the written Word of God. Integrating the Bible into all areas of curriculum gives integrity and meaning to all subject areas. The Holy Spirit makes the teacher's instruction meaningful, useful, and practical. The goal of this approach is to produce students who possess a Christian mind and who can stand independently in their generation for the Lord.

The student is encouraged to reach his or her fullest potential in every area of life. The unique nature of each young person calls for us to nurture his or her independent thinking and creative ability under the Lordship of Christ. As a result, the student can become the kind of leader and servant who will carry a commitment to Christ and kingdom principles to the world.

The expected student outcomes of The Christian School at Castle Hills include the following:

- 1) The student develops a Christian view of the world from a Biblical perspective by:
 - Acknowledging the existence of the God of creation and revelation.
 - Recognizing the purpose of all God's creation is to glorify Him.
 - Accepting Jesus Christ as revealed in Scripture as the mediator between God and man, the source of all wisdom and knowledge, the Creator, the Architect, and the Sustainer of

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all things and personally accepting Jesus as both Savior and Lord and maturing in the Word of God.

- Accepting the Bible as the revealed Word of God, the ultimate authority for truth and the only reliable moral standard.
- Acknowledging the indwelling of the Holy Spirit that teaches and guides the believer to all truth.
- Evaluating his or her knowledge in the light of Scriptural truth.
- Understanding and having an awareness of the world of ideas and events which are influencing our contemporary culture in order to participate knowledgeably in our society.
- Supporting the ministry and work of Christ's church.
- Understanding how God has worked with man in all of world history.

"Beware lest any man spoil you through philosophy and vain deceit, after the tradition of men, after the rudiments of the world, and not after Christ" (Colossians 2:8).

2) The student develops in spiritual growth and Christian character by:

- Accepting the Bible as infallible, authoritative, and inerrant.
- Submitting to Christ as Savior and Lord with a commitment to follow Him.
- Understanding the role of the New Testament church in today's world.
- Accepting principles of Christian morality as a standard for making choices and decisions in life.
- Demonstrating strength and courage to stand for Biblical convictions about life issues.
- Developing a servant's heart and a willingness to minister to others.
- Acknowledging God as the provider of all material resources and accepting Biblical principles of stewardship.
- Showing initiative and perseverance in the completion of tasks.
- Demonstrating honesty with himself or herself and in relationships with peers and authorities; showing an acceptance of the values of Christian integrity.
- Demonstrating a positive self-discipline in relationships with others.

"But seek ye first the kingdom of God, and His righteousness; and all these things shall be added unto you" (Matthew 6:33).

3) The student develops proficiency and masters skills in academic disciplines by:

- Demonstrating intellectual curiosity and an eagerness for lifelong learning.
- Demonstrating basic reading skills and exercising effective oral and written communication at appropriate levels of performance.
- Demonstrating skills in critical and evaluative thinking.
- Demonstrating skills in basic mathematical operations and problem-solving strategies; applying mathematical and scientific principles to everyday living and life goals.
- Acquiring effective research skills and use of the scientific method.

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- Displaying knowledge of the American system of government at local, state, and national levels, and understanding the importance of involvement in the American system of government.
- Recognizing the contributions of literature, art, and music in our society from a Christian perspective.
- Demonstrating an awareness of Christian contributions to the American way of life.

"Wisdom is the principal thing; therefore, get wisdom and with all thy getting get understanding. Exalt her, and she shall promote thee; she shall bring thee to honor when thou dost embrace her. She shall give to thine head an ornament of grace, a crown of glory shall she deliver to thee" (Proverbs 4:7).

4) The student develops competency for positive social relations and a godly self-image by:

- Appreciating the family as a God-ordained institution where Biblical roles are to be fulfilled and supporting traditional family values including love, respect, and obedience to parents.
- Developing a balanced personality based on a proper understanding and acceptance of himself or herself as God created him/her.
- Showing a positive respect for self and an awareness of his or her identity as to who he or she is in Jesus Christ.
- Demonstrating a Christian attitude in relationships with others, including conflict resolution according to Matthew 18:15-17 principles.
- Presenting a positive attitude toward others and exhibiting self-confidence.
- Learning to respond proactively rather than reactively to life situations.
- Demonstrating a healthy attitude and appropriate adjustment toward mistakes and failure as well as success and achievement.
- Committing to principles of moral purity, abstinence before the life-long commitment of marriage, and a Biblical basis for establishing relationships.
- Demonstrating an understanding of the basic principles of physical fitness and health and of the body as the temple of the Holy Spirit.
- Maintaining good nutritional habits, good grooming, and personal hygiene.
- Developing godly priorities in time management and the wholesome use of leisure time.

"And thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength, this is the first commandment; and the second is like unto it thou shalt love thy neighbor as thyself. There is no other commandment greater than these" (Mark 12:30-31).

5) The student develops a responsibility for citizenship by:

- Showing respect for the rights, feelings, opinions, and properties of others.
- Abiding by decisions of those in positions of authority.
- Exhibiting loyalty to the American form of government with an attitude of patriotism.

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- Understanding the present world by knowing the history of the past and how God has moved in and through history.
- Developing an appreciation for the Christian heritage of America.
- Adopting the principles of citizenship and responsibility.
- Demonstrating a willingness to accept the need for change in the American way of life and to return to God as a nation.

"If My people, which are called by My name, shall humble themselves and pray, and seek My face and turn from their wicked ways; then will I hear from Heaven and will forgive their sin and will heal their land" (2 Chronicles 7:14).

ADMISSION REQUIREMENTS AND PROCEDURES

Non-discriminatory Policy

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

Inclusion Policy

The Christian School at Castle Hills is committed to provide developmentally appropriate curriculum and experiences designed to meet each student's academic and physical needs. CHS reserves the right to deny admission to any student whose academic or physical needs exceed the resources available through the school's general education or SOAR (Students Overcoming Academic Restrictions) program. The faculty at CHS, assisted by the SOAR program, will make every attempt to support the student through the accommodations and modifications necessary to meet the needs of the individual student.

Admissions Policy

The Christian School at Castle Hills is a religious institution providing an education in a distinct Christian environment, and it believes that its biblical role is to work in partnership with the home to mold students to be Christ-like. On any occasion in which the values, conversation, or conduct within a particular home is counter to or in opposition to the biblical lifestyle the school teaches, the school reserves the right, within its sole discretion, to refuse admission of an applicant or to discontinue enrollment of a student. This includes, but is not necessarily limited to, living in, condoning, or supporting any form of sexual immorality; living together prior to or outside of a Biblical marriage; practicing a homosexual lifestyle or an alternative gender identity; promoting such practices; or otherwise having the inability to support the moral principles of the school (Leviticus 20:13a; Romans 1:24-32; Matthew 19:4-6; Romans 12:1-2; 1 Corinthians 6:9-20; Ephesians 4:1-11; 5:3-5; 1 Thessalonians 4:3-8; 1 Timothy 4:12; 2 Timothy 2:19-22; 1 Peter 1:15-16; 1 John 3:1-3).

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Standards are set by the school administration with the approval of the CHS Board of Trustees. Admission relies on the following guidelines:

- 1) Applicants must complete an Admission Assessment to determine student readiness for the appropriate grade level. The administration uses the assessment scores to finalize decisions regarding acceptance and grade placement for each student.
- 2) The family (student and custodial parents/guardians) must interview with both the superintendent and area principal.
- 3) Academic ability based upon report cards, achievement test results, and the Admission Assessment will be evaluated during this interview.
- 4) Parents must be in agreement with the school in terms of the CHS Parent Commitment and the Parent Service Policy and must sign all the required admission forms. In accordance with the school's mission to partner with parents in their children's education, parents are asked to adhere to the spirit and letter of all policies and guidelines established by the school in order that it may provide a quality Christian education.
- 5) At least one parent (with whom the child resides) must have a profession of faith in Jesus Christ as Savior and Lord.
- 6) Parents follow the Biblical guidelines of marriage as outlined in the opening paragraph of the Admissions Policy.
- 7) The applicant and families must acknowledge agreement with the CHS statement of Faith. Applicants must affirm and support the Bible teaching and spiritual priority of the school as it seeks to reach students for Christ and disciple them to become fully devoted followers of Jesus.
- 8) Students in grades 5th–12th must sign the Student Honor Code. Students above fifth grade are not usually admitted if they are resistant to or do not support a move to CHS.
- 9) Students must be in good standing with the school they have attended before being considered for admission. Students under suspension or expulsion from another school are not eligible to enroll at CHS. The desire of CHS is that such students in question return to their former school and place themselves under the proper authority of the school. The student may then apply to CHS after one year when their behavior and/or academic deficiencies are corrected.

Entrance will be based upon the school's ability to meet the needs of the individual students.

- Students with failing grades, very poor grades, low assessment testing, or who are more than one year behind grade level may be admitted on a very limited basis as determined by the administration and admissions office.
- Students who are more than one year behind grade level are typically not accepted for admission based on our inability to meet the students' needs.

All new students will be placed in an automatic nine-week probationary period.

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Enrollees must be at least the age listed, **on or before September 1** of the enrolling year:

Preschool: 18 months

Pre-K2: 2 years old

Pre-K3: 3 years old

Pre-K 4: 4 years old

Kindergarten: 5 years old

First grade: 6 years old OR must have successfully completed an approved kindergarten program from an accredited school.

Steps to Admission

1) **Complete the Admissions Application** with all required supporting documents and fees.

- Complete the Admissions Application located on the school's website.
- Include copies of state/city-issued Birth Certificate, immunization records, most recent report card, previous year's completed report card, transcript, and, if applicable, achievement test scores (i.e., TAKS, Stanford Achievement), recommendation forms, and/or any special testing for learning difficulties, etc.
- Submit the required Application and Academic Assessment Fee as stated in the Admissions Application.

2) **Schedule Academic Assessment**

- An Academic Assessment will be scheduled once a completed application and the assessment fee have been received by the admissions office.

3) **Interview with the School Principal**

- After receipt of the assessment testing and recommendation forms from both a teacher and a pastor/spiritual leader, a **Family Interview** will be scheduled with an administrator(s). The student and all custodial parent(s)/guardian(s) are requested to attend.

4) **Notification of Admission**

- Notification of applicant's acceptance will be made in a timely manner to the parents by either a phone call, formal letter, or both.

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Enrollment

Open enrollment officially begins mid-February for the following school year. The exact date is determined annually by the administration. Completion of the admissions process, approval of the administration and payment of the registration fee will reserve a space in the appropriate grade level.

Reenrollment for students currently attending the school usually begins mid-January for the following school year. The exact date is determined annually by the administration. Current students have preference over new students concerning class vacancies until “open enrollment” commences.

After the start of “open enrollment,” all students are accepted on a first-come, first-served basis. Submission of the reenrollment forms and financial payment of the registration fee indicates a parent’s intention of enrolling his or her student(s) and thereby reserves a space in the appropriate grade level. The administration may allow payment of the registration fee in the form of an initial deposit and subsequent payments due no later than June 10th. The school makes hiring decisions, textbook orders and other decisions based on the number of registration fees submitted. Therefore, once a registration deposit is paid the entire registration fee becomes payable and nonrefundable.

When classes fill, the administration may develop a waiting pool for families who have completed the admissions/enrollment process. The Admissions Committee will select students from the pool who best meet the admission criteria and whose families demonstrate philosophical agreement with the school policies and the educational program.

Classroom Placement of Students

It is the responsibility of the principals and preschool director to prayerfully arrange the class rosters and course assignments each year. Though most schools do not open themselves to advice or requests from parents on classroom placement, the input of a parent in regard to a special need placement (or roster arrangement) could be considered when given in advance (e.g., conflict with children who have not displayed good behavior, a new child being placed with a special friend, etc.). It should be clear, however, that because decisions regarding arranging course assignments or class rosters involve many factors, the final decision is left to the administration.

Church Attendance

The Christian school should never be considered a replacement for the local church in a Christian family. All students and at least one parent/legal guardian should assume their God-given responsibility to attend an evangelical, Bible-believing church of their choice on a weekly basis. Secondary students should be actively involved in the youth ministry of their church.

Classroom Sizes

The Christian School at Castle Hills uses as a guideline the following classroom size:

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Pre-K 3-year-old	12 students
Pre-K 4-year-old	16 students
Kindergarten	15 students
First Grade	18 students
Second Grade	20 students
Third - Sixth Grade	22 students
Secondary	26 students

Administrative Exceptions to Classroom Size Policy:

In some classes, the limit may be exceeded in which case an additional teacher or aide may be added to the class. Exceptions can be made on a limited basis based on recommendation or approval of the superintendent and /or Board of Trustees. The exception to the policy would remain in effect for the remainder of the school year.

Accreditation and Voluntary Compliance

The Christian School at Castle Hills recognizes that accreditation is an important component to ensuring a quality educational program. Therefore, the Board of Trustees is committed to maintaining accreditation with the Association of Christian Schools International (ACSI) in grades Preschool–12th. The Board of Trustees expects the superintendent to ensure all the standards of accreditation are met and remain in compliance. Additionally, the Early Education program voluntarily complies with the State of Texas licensing requirements.

MEDICAL POLICIES

Health Records

In order to remain in compliance with the Texas Department of Health, student health and immunization records must be current in order for students to remain enrolled. If there is a medical reason for non-immunization, a doctor's statement must remain on file. If, for religious reasons, a student is not immunized, a notarized affidavit from the parent must be filed with the school.

Illness

Children should be kept at home when they show any of the following symptoms: fever, earache, inflamed eyes, upset stomach, vomiting, diarrhea, rash, chicken pox, impetigo, lice, etc. **No child with any of these symptoms can be admitted to classes.** Any child experiencing fever or diarrhea should not return to class until free from symptoms for 24 hours. Any child recovering from a serious communicable disease shall be readmitted only with a certificate of release from the child's physician or health clinic. If a physician has not been consulted, the child may not return to school until the time period has elapsed as recommended by the Texas State Health Department.

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When a child becomes ill or injured while at school, he or she will be separated from other students under staff supervision until arrangements can be made for prompt pick up. The school will provide simple first aid but cannot administer any medication (prescription or over the counter (OTC)) unless the parent has provided the medication in the original container to the nurse and has completed a "Medication Form" to be kept on file in the nurse's office. Medication forms must be updated annually. A completed Emergency Medical Consent card will remain on file at all times.

Head/Traumatic Brain Injury (Concussion Protocol)

CHS is committed to ensuring the health and safety of all students. All physical education teachers and coaches are trained in head/traumatic brain injury protocol. A detailed concussion injury protocol is available in the office. The concussion injury policy utilizes the latest in medical research to prevent and treat head injuries. In short, during the school day (recess, PE, etc. – all non-athletic activities) all students with head injuries will be sent to the school nurse for an initial evaluation. The nurse will notify the parents of any head injury.

Medical/Accident Insurance

Medical requirements for injuries will be the responsibility of each parent or guardian. The school has student accident insurance that covers after the primary insurance pays.

Medication

Prescription medication and special medical procedures will be administered to a child only with a dated and signed request from a licensed physician and/or parent. Such requests should contain the following information: child's name, name of medication, time, and dosage to be given. All medication should be kept in its original container bearing the pharmacy label with prescription number, date filled, physician's name, directions for use, and child's name. All medications must be brought to the nurse's office before class begins and will remain in the office until the end of the day. (Exception: respirators and inhalers for treatment of asthma may be kept in the elementary office or with the student for secondary grades.) In cases of sudden acute illness or serious injury, emergency care shall be obtained, and the parents notified as soon as possible.

Participation in Physical Education

A student must have a note from a parent to be excused from Physical Education activities for 1–2 days. To be excused from Physical Education activities for an extended length of time (3 or more days), a student must have a statement from a medical doctor specifying the need for such an excuse, the medically imposed restrictions, and the approximate length of the recuperative period.

Screenings

Visual and auditory screening tests are given annually to all new students and to those in the grades required by the Texas Department of Health (TDH). Scoliosis tests are given to the students in the

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grade levels required by the TDH. Any difficulties or irregularities detected will be noted to the parent in writing.

Universal Precautions and Procedures

Teachers and staff are required to follow directions concerning the proper procedures for universal precautions and procedures as prescribed by the Occupational Safety and Health Administration (OSHA). A copy of those universal precautions and procedures are available to be viewed in the School Office.

BIBLICAL RESPONSE TO CONFLICT

As people reconciled to God by the death and resurrection of Jesus Christ, we believe that we are called to respond to conflict in a way that is remarkably different from the way the world deals with conflict. We also believe that conflict provides opportunities to glorify God, serve other people, and grow to be like Christ. Therefore, in response to God’s love and in reliance on His grace, we expect those associated with The Christian School at Castle Hills to respond to conflict using the Matthew 18 Principle as interpreted by Dr. Paul Kienel for ACSI:

“Due to our human nature, we may at times irritate others, resulting in misunderstandings or strong disagreements. In Matthew 18:15-17, KJV, Jesus gives His formula for solving person-to-person problems. I call it ‘the Matthew 18 principle’ for solving school problems. The following are the words of Jesus”:

“Moreover, if thy brother shall trespass against thee, go and tell him his fault between thee and him alone; if he shall hear thee, thou hast gained thy brother. But if he will not hear thee, then take with thee one or two more, that in the mouth of two or three witnesses every word may be established. And if he shall neglect to hear them, tell it unto the church; but if he neglects to hear the church, let him be unto thee as an heathen man and a tax collector.’

“There are several clear principles that Jesus taught in solving people-to-people problems:

- **“One: Keep the matter confidential.** The very pattern of sharing the problem only with those directly involved establishes the principle of confidentiality. The Bible has much to say about those who gossip or malign others with their words. ‘An hypocrite with his mouth destroyeth his neighbor; but through knowledge shall the just be delivered.’ (Proverbs 11:9, KJV).
- **“Two: Keep the circle small.** ‘If thy brother shall trespass against thee, go and tell him his fault between thee and him alone....’ The first step and most often the only step needed in solving a person-to-person problem is for one of the two people involved to initiate face-to-face dialogue. Most problems are solved at the two-people level.
- **“Three: Be straightforward.** ‘Tell him his fault.’ Jesus tells us to be forthright and to love honestly. Sometimes it is difficult to be straightforward and tell someone the very heart of the matter. But restoration and improvement can only come when the issues are lovingly,

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yet clearly, presented. The Scripture says, 'Faithful are the wounds of an friend ...' (Proverbs 27:6, KJV).

- **"Four: Be forgiving.** 'If he shall hear thee, thou has gained thy brother.' This implies that once the matter is resolved, we should wholeheartedly forgive and restore the person whose fault has offended us. Galatians 6:1, KJV, reads 'If a man be overtaken in a fault, ye who are spiritual restore such an one in the spirit of meekness, considering thyself, lest thou also be tempted.'

"As I mentioned earlier, most school problems are resolved at the two-person level. Forgiveness and restoration is the normal happy conclusion. But what is the Matthew 18 principle if the individual will not 'hear' you, or openly disagrees with your version of the problem? Let's say you are a parent of a student in a Christian school. You are unhappy with a teacher because you believe your child is being treated unfairly in the classroom. The two of you have met and talked together and you are not satisfied with the outcome of your discussion. What is the next step in the Matthew 18 principle?

- **"Five: The parent and teacher should agree to share the matter with the school principal.** At this stage the counsel of Jesus would be 'Take with thee one or two more, that in the mouth of two or three witnesses every word may be established.' Both parent and teacher should rehearse their version of the issue or issues with the school's administration. Each person should come to the meeting in a spirit of prayer and humility, willing to submit to the Lord's will in the matter and also willing to submit to reproof and correction if needed. Those of us who bear the name of Christ should joyfully conform to the will of Christ. An open and honest discussion among people who are sensitive to godly principles will most often reach an amiable solution.

"I estimate that 80% of school problems are solved at the two-person level. Another 18% of school problems are solved at the three- and four-person level which includes the school's administration. This leaves 2% to be resolved at the level of the school board. The board represents the church or church community. Let's say a problem now exists and is not solvable by the normal channels of communication and established school policy. What is the next step in the Matthew 18 principle?

- **"Six: The school principal should explain the problem to the chairman of the school board.** The chairman will decide how the matter should be presented to the board. Depending on the complexity of the problem, it may be appropriate for the board chairman to request that all persons involved be present at a school board meeting. The goal of such a high-level meeting is 1) a clear understanding of the problem; 2) solving the problem; 3) reproof and correction if necessary; and 4) forgiveness and wholehearted restoration of those who have made amends.

"In summary, the Matthew 18 principle requires that parents talk to teachers about student problems before they talk to administrators. If unresolved at the two-person level, the matter is prayerfully and in an orderly fashion moved upward in the school organizational structure. This is the Lord's way of solving people-to-people problems.

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“A Christian school is a ministry in Christ’s name. Everything that is done in the context of the school must be done Christ’s way. The world’s methods of solving school problems are inappropriate. The idea of suing the school or persons in the school is a secular idea that has no place in the Lord’s work. The Bible is clear on this. ‘Dare any of you, having a matter against another, go to law before the unjust, and not before the saints?’ (1 Corinthians 6:1, KJV).

“Satan would like to destroy the normal flow of harmony and good fellowship in Christian school education. That is not possible if all of us follow the Matthew 18 principle of solving school problems.”

Kienel, Dr. Paul. *The Matthew 18 Principle for Solving School Problems*. Colorado Springs: ACSI, 1995.

CHILD ABUSE AND NEGLECT PREVENTION

Because child abuse and neglect are both a violation of children’s human rights and an obstacle to their educational development, the Board of Trustees directs that staff shall be alert for any evidence of such abuse or neglect. For purposes of this policy, "child abuse or neglect" shall mean the following:

- malicious harassment
- child molestation
- sexual misconduct with a minor
- rape of a child
- patronizing a juvenile prostitute
- child abandonment
- promoting pornography
- selling or distributing erotic material to a minor
- custodial assault
- violation of child abuse restraining order, or
- any of these crimes as they may be renamed in the future by a person under circumstances which indicated that the child’s health, welfare, and safety is harmed

From time to time, The Christian School at Castle Hills will provide educational programs for parents on parenting skills and on the problems of child abuse and methods to avoid child abuse situations. All staff will be required to participate in annual training in which they will be taught how to recognize abuse and also learn the laws that govern reporting child neglect and abuse suspicions.

Staff members are legally responsible for reporting all suspected cases of child abuse and neglect to the appropriate authorities within 48 hours of a concern. For this reason, under state law, staff members are free from liability for reporting instances of abuse or neglect and are criminally liable for failure to do so.

Staff need not verify that a child has in fact been abused or neglected. Any conditions or information that may reasonably be related to abuse or neglect should be reported. Legal authorities have the

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responsibility for investigating each case and taking such action as appropriate under the circumstances.

ASBESTOS STATEMENT

Since October of 1988, The Christian School at Castle Hills has been required by federal law to have available official records concerning the Asbestos Hazard Emergency Response Act (AHERA). These records contain specific information concerning asbestos used in the construction of the Hope, Faith, and Love buildings. These asbestos materials are inspected regularly and have been found to be in safe order. For questions concerning AHERA, parents may ask to be directed to the Church's licensed Asbestos Operations Maintenance Supervisor.

SEXUAL HARASSMENT

CHS will not tolerate verbal or physical conduct by or against any employee or student that harasses, disrupts, or interferes with another's work or academic performance or that creates an intimidating, offensive, or hostile environment. While all forms of harassment are prohibited, CHS emphasizes that sexual harassment is specifically prohibited.

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. No employee or student shall threaten or insinuate, either explicitly or implicitly, that another employee's or student's refusal to submit to sexual advances will adversely affect that person's employment, academic or work performance, wages, advancement, evaluation, assigned duties, or any other condition of employment or academic development. Similarly, no employee shall promise, imply, or grant any preferential treatment to another employee or student for engaging in sexual conduct.

Any employee or student who thinks that he or she is a victim of harassment, including but not limited to any of the conduct listed previously, by any administrator, teacher, student, or any other person in connection with employment at CHS, should immediately bring the matter to the attention of his or her supervisor (that being the elementary or secondary principal or the school superintendent). In the event that the allegation involves either a principal or the superintendent, the employee should report the matter to a member of the Board of Trustees. CHS will promptly investigate all allegations of harassment as discreetly and confidentially as possible, and appropriate corrective action will be taken if warranted. No person will be adversely affected in employment or academic standing with CHS as a result of a complaint of harassment.

After an investigation, an employee or student determined to have engaged in harassment in violation of this policy will be subject to appropriate disciplinary action up to and including termination of employment or expulsion.

CRISIS MANAGEMENT POLICY

The Christian School at Castle Hills recognizes that schools are subject to a number of potentially disruptive events which may include major crises. Although there is no guarantee that a school will

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ever be completely safe from crime, The Christian School at Castle Hills will take the following security measures to lessen the chances of violence occurring on school grounds:

- 10) The administration will acquire crime-resistance awareness and take responsibility in working with the Board of Trustees to implement site security programs.
- 11) The administration will be aware of the various community agencies and the resources available during a crisis.
- 12) A school communications network will be established that links classrooms with the office staff as well as with local law enforcement and fire departments.
- 13) All school faculty and staff will carry two-way radios and/or cell phones for communication during the day.
- 14) School staff will be informed and regularly updated on safety plans through in-service training. The training will include the teachers and part-time employees, and may include substitute teachers, parents, and community volunteers.
- 15) Visitors, including parents and alumni, shall check in at the office.
- 16) Students will be taught to take responsibility for their own safety by reporting suspicious individuals or unusual activity on school grounds and by learning personal safety and conflict-resolution techniques.

To protect against intrusion, The Christian School at Castle Hills maintains and implements a crisis management plan so that each staff member and student knows what to do in an emergency.

TRANSPORTATION POLICIES

Fifteen-Passenger Vans

The Christian School at Castle Hills does not normally utilize standard fifteen (15) passenger vans in transporting students.

Rentals

CHS may rent additional vehicles to meet its transportation needs. Such vehicles shall be of the kind and type that promote the safe transportation to the desired location and return of all CHS students, coaches, staff members, parents, and sponsors. Rental of any standard fifteen (15) passenger van or any vehicle with side-facing seats is prohibited. A driver of any rented vehicle must be at least 25 years old. The maximum speed of the vehicle on the interstate or highway (i.e., anywhere but in town) is dependent upon the road conditions at the time but is not to exceed the posted speed limit.

Traditional School Bus and Shuttles

CHS may utilize yellow school buses and shuttles in meeting its transportation needs. However, the use and operation of any yellow bus shall be subject to the following criteria, which shall be strictly enforced. Any yellow bus shall be driven and maintained in accordance with the federal regulations governing the use of yellow school buses. No one shall be allowed to drive a yellow bus without first

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obtaining the proper CDL driver's license and submitting to drug testing. Maintenance records of all work performed on any yellow bus shall be kept in accordance with federal regulations. As in the case with vans, the maximum speed of any yellow bus on the interstate or highway (i.e., anywhere but in town) is dependent upon the road conditions at the time, but is not to exceed the posted speed limit, or the legal speed limit for buses, whichever is lower.

Vehicles Belonging to Volunteer Drivers

CHS may utilize vehicles belonging to volunteer drivers in meeting its transportation needs. However, the use and operation of such vehicles shall be subject to the following criteria, which shall be strictly enforced. It is intended that the definition of volunteer vehicle means a vehicle owned, operated, and insured by a CHS staff member or the parent or grandparent of a CHS student. Proof that the volunteer vehicle is currently insured at, or above, levels required by the State of Texas and a cleared criminal background check, and a driver background check must be on file with the CHS administrative offices before any CHS students and staff members are permitted to travel in the volunteer vehicle. The maximum number of CHS students, coaches, and staff members permitted to ride in the volunteer vehicle is limited to the number of properly operating seat belts in the volunteer vehicle including the driver.

CHS shall maintain a list of approved volunteer drivers with the date their insurance policy expires. A current copy of such a list shall be kept at all times in the possession of the CHS coach or staff member responsible for the trip. Students are not permitted to travel with anyone who is not on the approved volunteer driver list and is not currently insured. All students must have two forms signed, the Medical and Field Trip Release form and the Field Trip Parent Permission form, before they are allowed to ride with an approved volunteer driver. Drivers are responsible for updating the expiration date on the CHS records when their policy renews. If they fail to bring in new proof of insurance meeting the standards mentioned above, their name will automatically be deleted from the list of approved drivers. No one convicted of driving under the influence, driving while intoxicated or convicted of a sex offense will be permitted to transport CHS students, coaches, or staff members on CHS-sponsored activities.

Just like vehicles owned or rented by CHS, it is expected that all volunteer vehicles will be operated in the safest manner possible to ensure the absolute safety of all CHS students, coaches, and staff members. As with school-owned or rented vehicles, the maximum speed of all volunteer vehicles transporting CHS students, coaches, and staff members on CHS-sponsored activities on the interstate or highway (i.e., anywhere but in town) is dependent upon the road conditions at the time but is not to exceed the posted speed limit. Any driver violating this policy will be removed from the approved volunteer driver list.

SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

SECTION 2 - EDUCATIONAL POLICIES AND PROCEDURES

GENERAL INFORMATION/POLICIES

School Hours

Kindergarten and Elementary:	8:00 a.m. – 3:25 p.m.
Intermediate:	8:00 a.m. – 3:40 p.m.
Secondary:	8:20 a.m. – 3:55 p.m.

Early Dismissal

Kindergarten and Elementary Early Dismissal:	12:15 a.m. – 12:25 p.m.
Intermediate Early Dismissal:	12:30 p.m. – 12:40 p.m.
Secondary Early Dismissal:	12:50 p.m. – 1:05 p.m.

Parents who are unable to pick students up on early dismissal days should plan ahead and make other pick-up arrangements or make arrangements for daycare. Parents should not assume that space is always available in the daycare for last minute drop-ins.

Arrival and Departure Information

Afternoon Pick-Up

Only persons whose names are on the pick-up list as having permission from the parent or legal guardian are allowed to pick up students. Members of the carpool the student rides in may pick up the student. When a student is going home with a friend or being picked up by someone else, the parent should communicate the change of pick up in writing to the classroom teacher or call the office to give verbal notification of the change of pick up. Parents who wish to walk in and pick up students at the end of the day must wait in the first-floor foyer. **Parking on a red curb to walk in and pick-up a student is prohibited.**

K–4th grade pick-up: 3:25 – 3:35 p.m.

5th–6th pick-up: 3:40 – 3:50 p.m.

Parents who wish to drive through the moving carline will pick students up in the designated area. Students will be loaded into cars by duty teachers and student patrols. Parents should not get out of their vehicles while in the moving car line.

Secondary dismissal: 3:55 – 4:10 p.m.

Secondary students must be picked up no later than 4:10 p.m.

SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

Early Pick-up:

Students picked up any time prior to afternoon dismissal time must be picked up in the office. No student is allowed to wait outside unsupervised for pick-up except at regular dismissal time while under teacher supervision. **Please DO NOT pick up a student directly from the classroom.** The school office will call the student out of the classroom to meet parent in the office.

Arrivals before 7:30 a.m.

Students should be dropped off no earlier than 7:30 a.m. in the morning in the designated area. Any students in grades K–6th arriving before 7:30 a.m. are required to attend daycare. Morning daycare begins at 7:00 a.m. Please contact the Daycare Office at (210) 878-1070 for the current fee, schedule, and registration information.

Late Pick-Up

Students in K–6th who are not picked up from school on time will be taken to daycare if they are registered. Students not registered in daycare will be checked into the School Office to wait for their parent.

Students in grades K–4th not picked up by 3:35 p.m. (or 12:20 p.m. on early dismissal days) who have not made daycare reservations will be taken to the School Office. **Students in grades 5th–6th** who are not picked up by 3:50 p.m. (or 12:35 p.m. on early dismissal days) will be taken to the School Office if parents have not made daycare reservations. Each student who has not been picked up is assessed a late fee of \$5.00 for each half hour (or part thereof).

The office is not staffed nor equipped to care for children after school. Parents should make every effort to pick up their children on time.

Students in grades 7th–12th not picked up by 4:10 p.m. will go to a designated area. Middle school and high school students will gather in separate areas. High school students will remain in the first floor Victory foyer. Middle school students will report to a designated classroom for after school care.

Students may not go off campus and come back unless they are with their parent or guardian. Students are not allowed to go to the gyms, library, or any other area unless they have written permission from the office and have an adult chaperone.

Morning Drop-Off

Parents who wish to drive through and drop off **K – 6th grade** students should follow the traffic flow diagram to the designated drop off area. Students in **grades 7 – 12th** can be dropped off in front of the Victory building as shown in the traffic flow diagram.

Kindergarten – 4th grade students arriving between 7:30 a.m. and 8:00 a.m. should report directly to their classrooms.

5th and 6th grade students arriving between 7:30 a.m. and 7:45 a.m. should report directly to the Eagle Hall. Students arriving between 7:45 a.m. and 8:00 a.m. should proceed to their classrooms.

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7th–12th grade students arriving between 7:15 a.m. and 8:00 a.m. should go to the Victory Gym. Secondary duty teachers will release the students by 8:05 a.m. to go to their lockers/classrooms. Students arriving after 8:20 a.m. or at any other time during the day must report to the school office before going to their class.

Loading and Unloading Procedures

No teacher is on duty before 7:30 a.m. or after 4:10 p.m. Teachers attend prayer time in the morning, which leaves hallways and classrooms unattended until 7:45 a.m. Therefore, K–6th grade students are not allowed in the hallways/classrooms until 7:50 a.m., and 7th–12th grade students are not allowed in the hallways/classrooms until 8:05 a.m.

Automobile and Parking Policy for Students and Parents

Students who have a valid Texas driver's license may drive their own car to and from school under the following conditions:

Cell phone use by drivers is prohibited while in a moving vehicle in the parking lot.

Parents give written consent and assume full legal responsibility. Written proof of driver's license and liability insurance must be provided, and a Permission to Drive form completed.

A student may ride to and from school with another student when written permission is obtained in advance from parents of all students concerned.

Parking lot rules for students and parents:

A speed limit of 5 mph is enforced.

Drivers may not park in the handicapped parking places without a permit.

Drivers may not park in reserved/designated parking places.

Drivers may not leave vehicles unattended on a red curb at any time.

Drivers are expected to drive in a careful, cautious, and courteous manner at all times while on or near the campus. Failure to do so by student drivers may result in loss of driving privileges to and from school.

Students will park in designated areas, or they may lose parking privileges.

No students are allowed in the parking lot during school hours without a pass.

Once a student arrives on campus, he/she is to remain until dismissal.

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Students may not eat lunch or loiter in the parking lot.

Students will wait on the sidewalk to be picked up.

Child Safety Seats and Backseat Passengers

The Texas Department of Public Safety recommends parents and caregivers follow the American Academy of Pediatrics guidelines for child safety: “All children whose weight or height is above the forward-facing limit for their CSS (child safety seat) should use a belt-positioning booster seat until the vehicle lap and shoulder seat belt fits properly, typically when they have reached 4 ft 9 inches in height and are between 8 and 12 years of age.” In addition, Texas law requires that all backseat passengers be secured in a seat belt. Parents are strongly encouraged to abide by these Texas safety laws when picking their students up from school each day.

Lunch Deliveries

Lunches that are delivered for students will be left in the Elementary office for grades K-6 or on the cart outside the Secondary office for grades 7-12.

Flower and Balloon Deliveries

Flowers, balloons, and other items delivered commercially to a student must be delivered to the office. Students are called down to the office at the end of the day. These items are not allowed in the classroom or lockers.

Holidays

Parents and students will be provided with a school calendar at Parent Orientation. It provides a complete schedule of school holidays and early release days for the entire year. The calendar is subject to revision during the year; a monthly schedule of events is published on the website and school newsletter at the beginning of each month to include any revisions.

Inclement Weather

In times of emergency or inclement weather, parents are notified of school closing or other emergency measures. Generally speaking, CHS will follow the North East Independent School District (NEISD) in determining school closures. In the event of a school closure, the school administration will alert parents through a Parent Alert - Text Message. A recorded message will be provided if parents wish to call the school office. When the school closes or delays opening, the Daycare/Preschool will also close or delay opening.

Lockers

Students in grades 5th–12th are assigned a locker in which to keep their school supplies and books. Lockers are the property of the school and may be accessed by the administration at any time and for

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any reason. Locker checks may be done at the discretion of the administration. The school is not responsible for any lost, stolen, or damaged goods belonging to the student.

Locker Guidelines

- Students with lockers that are jammed or holding any food except what is to be eaten at lunch are subject to disciplinary action.
- Students are not to switch lockers with another student. Students who violate this rule will be subject to disciplinary measures.
- Lockers must be kept clean inside and out.
- Stickers are not allowed on any part of the lockers.
- Students must not place anything on the lockers that they cannot easily remove without affecting the surface.
- Students should not decorate the outside of the locker in any way except when approved in writing by school administration.
- Writing or painting on any part of the lockers is not allowed.
- It is unwise to leave valuable items in a locker.
- Students should not enter any other student's locker without permission.
- Students are responsible for paying for any locker damage resulting from a violation of locker rules.

A violation of the above rules can result in a suspension.

Lost and Found

Unidentified items will be placed in a lost and found area in or near the elementary and secondary offices. Any material (books, shoes, purses, clothes, etc.) that is left out overnight is turned into the lost and found. Articles with names are returned to students. If unclaimed, these items will be set out in the main hall at designated times throughout the year with a deadline provided to students and parents. After that, items will be sent to a local charity. **Student names should be written in permanent marker on all personal belongings to facilitate an easier return of the item to the family.**

Lunch Program

A hot lunch program is available for all students in grades K–12th. Information is sent home at the beginning of the year with details for pricing, ordering, etc. In addition, information is available via the school website or (A Matter of Taste) for parents.

Microwaves are available in the lunchroom for use by students in 3rd–12th grade

Fundraiser lunches and snacks may be sold throughout the week to benefit certain classes or organizations. The senior snack shack is open daily for grades 7th–12th.

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Pictures

Individual pictures will be taken in the fall of each year; class and group pictures will be in the spring. Check the school calendar for the dates for each grade.

Request for School Documents

Any request for a school document (academic, disciplinary, or records) must be presented in writing to the School Office. The parent will be notified when the document is available for pick up.

Transcripts, report cards or other school records and documents are not issued when any tuition, fees, fines, or other financial obligations are owed to the school.

Snack Machines and Drink Machines

Secondary students may use the vending machines during lunch times, and all students may use them after school. Students may not bring snack or concession items into classrooms to eat.

Use of Facilities

Only school administration has authority to grant permission for use of school facilities. Any activity requiring use of any school facility must be approved through the School Office.

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ACADEMICS

Instructional Program

Course Requirements for Graduation/Graduation Plans

All the requirements specified below reflect the requirements for graduation from The Christian School at Castle Hills. Every student is encouraged to take as many courses as he or she can and to achieve his or her maximum potential for God's glory.

College Preparatory Diploma – Recommended Graduation Program:

To graduate from The Christian School at Castle Hills, students must meet the State of Texas High School Foundation Plan with an endorsement, successfully complete 27 credits, and have earned a grade of 70 or above in each class for the year. The classes listed below are offered to meet the 27-credit requirement. Some courses must be completed as prerequisites for higher level courses.

<i>Credit</i>	<i>Department</i>	<i>Subjects</i>
4	Bible	Bible 9, Bible 10, Bible 11, Bible 12 (required each year in attendance at CHS)
4	English	English 9, English 10, DC or AP English Lang/Comp (11th), AP English Lit/Comp or DC Brit Lit (12th)
½	Speech	Speech Communication
½	College Prep	College Preparation including SAT, ACT, Scholarships and College Applications Prep
3 ½	Social Studies	Geography, World History (DC offered), DC or AP American History, DC or AP Government (½ credit)
½	Economics	DC Economics
4	Mathematics	Algebra I, Algebra II, Geometry, Trig/Pre-Calculus, DC Calculus or AP Calculus AB, DC College Algebra
4	Science	Biology, Chemistry, Physics, Environmental Science, DC College Biology
2	Foreign Language	Spanish I, II; American Sign Language I, II (2 additional years offered for each)
1	Physical Education	General PE (can be met through sports participation.)
1	Fine Arts Elective	Art I, Art II, Band, Choir, Theater Arts, Yearbook
1	Electives	Yearbook, Art I, Art II, Band, Choir, Theater Arts, Engineering Design & Analysis, Engineering

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		Applications of Computer Science, additional Dual Credit or AP courses
1	Computer Technology	AP Computer Science Principles, Engineering of Computer Science
27	Total Credits Required	

+ All non-DC or AP course offerings will have an Honors option. Math courses are designated Honors by starting grade level (i.e., Algebra 1 8th grade). Summer courses taken to advance do not count as an Honors course.

Grading Scale with G.P.A. (Fall 2021 and following)

Grade Level Courses		Honor's Courses		Dual Credit (DC) or Advanced Placement (AP) Courses	
90 - 100	4.0	90 - 100	4.5	90 - 100	5.0
80 - 89	3.0	85 - 89	3.5	85 - 89	4.0
70 - 79	2.0	80 - 84	3.25	80 - 84	3.5
		75 - 79	2.5	75 - 79	3.0
		70 - 74	2.25	70 - 74	2.5

Advanced Placement

Advanced Placement courses are offered in high school. Students must check with the individual college or university for acceptance of AP scores for credit.

Information about the College Board AP Program can be found in links below:

General AP information: <https://apstudents.collegeboard.org/>

What is AP?: <https://apstudents.collegeboard.org/what-is-ap>

AP Credit Policy Search: Use this tool to find colleges that offer credit or placement for AP scores:

<https://apstudents.collegeboard.org/getting-credit-placement/search-policies>

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Honors Policy

As a means of enriching the educational experience at CHS, all non-DC or AP courses offer an honors class or honors credit by contract for students desiring to be challenged within a specific subject area in grades 9th–12th. Specific requirements for subject areas will be provided by the teacher during the first two weeks of school.

General Requirements:

An honors student is expected to

- 1) Exhibit a firm grasp of the English language.
- 2) Show depth of understanding, excellent organizational skills, and creativity in written and in oral projects.
- 3) Have maintained a yearly average higher than 85 in a specific subject area or have a teacher recommendation for the previous school year to be accepted into an honors' class or put on honors contract for that specific subject.
- 4) Demonstrate exemplary citizenship. Integrity must be maintained in all areas, especially in writing; therefore, it is important to give credit for ideas, thoughts and analyses that are not one's own. Any incident of plagiarism will be grounds for removal from an honors class or an honor's contract at any time during the school year.

Honors Guidelines:

- 1) Honors contracts must be signed by both student and parent or guardian and returned to the teacher on or before the due date set by the teacher or no later than the first Friday in September. For spring courses that are only one semester in length, students should return honors contracts to the teacher on or before the due date set by the teacher or no later than two weeks following the beginning of the third nine-weeks.
- 2) Acceptance to an honors class or on honors contract is not guaranteed. Teachers have the right to accept or not accept any honors contract.
- 3) Honors students may drop an honors class or withdraw from an honors contract any time before the beginning of the third nine-weeks. For fall courses that are only one semester, students may withdraw from an honors contract before the beginning of the second nine weeks. For spring courses that are only one semester in length, students may withdraw from an honors contract any time before the beginning of the fourth nine-weeks. To withdraw from an honors contract, students should inform the teacher in writing, indicating they desire to be withdrawn from honors.
- 4) At any point during the first two nine-weeks, the teacher has the right to remove any student not performing up to honors requirements from an honors class or contract. For courses that are only one semester in length, teachers may remove any student at any point during the first or third nine-weeks for fall or spring, respectively. Teachers will provide the student and/or parent with a written note indicating removal from honors.
- 5) If a student has not withdrawn or been removed from an honors contract before the beginning of the third nine-weeks (or for spring courses that are only one semester,

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before the beginning of the fourth nine-weeks), the student will be required to complete all honors requirements regardless of whether he or she meets the requirements to receive credit. Any work not completed will receive appropriate penalties per the grading policy.

- 6) Honors classes may require extra time spent on independent study, access to the internet, trips to the public library, the purchase of additional books and/or materials, attendance to scheduled evaluation/discussion/lab times or attendance to cultural and other significant events at the teacher’s discretion.
- 7) All honors assignments must be completed and turned in on time. *No late work will be accepted.* If an honors student is sick or has an appointment on the due date of a project, the student should either email the project to the teacher or have a parent drop it by the School Office.
- 8) If on an honors contract, the student must meet all guidelines and assignments for the regular curriculum and all the honors assignments. The student’s average will be computed from all regular and honors assignments.
- 9) Each student is allowed only one (1) Bible honors credit toward graduating with honors.

Receiving Honors Credit:

Students taking honors by contract or in an honors class will receive honors credit only if:

- 1) The student and parent/guardian have signed an honors contract.
- 2) The contract is turned in to the teacher in the appropriate time frame and approved by the teacher.
- 3) The student has not withdrawn or been removed from the honors class.
- 4) The student has completed the work assigned for the entire year. Students that drop out of honors or transfer during the year will not receive honors’ credit.
- 5) For a class to count toward the Honors diploma, the student must have an overall 3.7 GPA and a 3.7 GPA from 5 or more Honors classes.

Calculating Honors Credit:

Honors by contract and honors classes are weighted. The numerical grade in the class is reported on the report card and transcript as the actual number grade earned. On the report card and transcript an “H” is noted next to the grade posted. The weighted GPA is reflected on the transcript only.

Graduating with Advanced Honors

Graduating with Advanced Honors requires the following in addition to the College Prep Plan:

- The student must earn an accumulative GPA of 3.9 or higher in all core academic courses, with no single grade lower than an 80.

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- The student must meet the requirements to earn Honors, AP, or Dual Credit in 7 courses. (Bible Honors may only count for one course for the requirement.)
- Membership in good standing in the National Honor Society
- Completion of two of the following advanced measure options:
 - 1) Original research project (Students must notify the administration of their intent to pursue a senior original research project by May 1 of their junior year.):
 - Judged by a panel of faculty members and professionals in the field that is the focus of the project
 - Conducted under the direction of mentor(s) and reported to an appropriate audience and related to the required curriculum
 - 2) A score of three or above on a College Board AP examination or a B average or higher for a Dual Credit course.
 - 3) A composite score of 1100 for the SAT exam or a 24 for the ACT exam. *Limit one.*
 - 4) A score on the PSAT that qualifies a student for national recognition. *Limit one.*

Graduating with Honors

A student may graduate with Honors by earning honors credit with an overall GPA of 3.7 or above in 5 Honor's courses and by having a minimum of 27 credits, only 1 of which may be PE or athletics.

Dual Credit

Please refer to the Early College Academy addendum for all information regarding dual credit and college courses.

Concurrent Enrollment and Internships

Concurrent enrollment and internships are subject to approval by the superintendent. The following guidelines will be followed:

- Since students are enrolled at CHS to receive a Christian education, students will not generally be permitted to take a college-level course that is not taught from a Christian worldview.
- Parents must work out a schedule which has no conflicts with regular course work required for graduation.
- A student is not permitted to schedule concurrent enrollment or an internship without administration approval.
- Dual credit –Credit may be given for courses that fulfill graduation requirements or are approved by administration.
- Ranking –The student's grades received from concurrent enrollment are not averaged into his personal GPA or percent average without administrative approval.

Students are permitted to do this type of course work in the summer or in the evenings.

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The Christian School at Castle Hills will indicate that a student has taken other courses or been involved in an internship on the student's official transcript. The course will be listed with the amount of credit and grade received as long as it has been approved in advance and is from a recognized, accredited institution.

Independent Studies

Independent study courses are courses taken through CHS and taught by CHS faculty in formats other than standard, regularly scheduled classroom instruction. They may be used to meet a variety of needs such as addressing scheduling problems or allowing students to pursue special academic interests. Independent studies courses are treated as courses delivered by CHS; hence, they earn both credit and a grade that affects the student's GPA. They are costly to the school, especially with the time and energy of the teachers involved in delivering such a course; the resources a teacher expends in planning, instructing, and evaluating a course conducted for the sake of one or two students represent time and energy that he or she cannot invest in fulfilling his or her regular responsibilities or in other work that may help the school better achieve its mission. Therefore, any course taught outside of the normal schedule must receive administrative approval before it can be offered as an independent studies course. If conducted without prior administrative approval, it will be regarded as private instruction and treated in accordance with all guidelines governing private instruction. Because they are costly to the school, independent studies courses requested primarily for the convenience of the student will not receive administrative approval.

Administrative approval for taking a course on an independent study basis cannot be granted unless the CHS teacher submits a syllabus identifying the academic discipline and level of the course and describing the course objectives, proposed timeline (including a deadline for course completion) and means of assessing student achievement in the course.

Other Ways to Earn Academic Credit

All credit earned for CHS transcripts, through any approved means, must meet CHS grading requirements. A passing grade must be 70 or higher to receive credit on CHS transcripts.

- College-Level Examination Program (CLEP).
- When a student takes certain high school courses while in middle school, the grade earned is used in determining the student's high school GPA.
- Credit by Exam (CBE) will only be approved for credit recovery or in limited situations to move a student up to a grade level course. CBE will not be approved for courses offered within the normal level classes. CBE grades will be recorded on the transcript with a Pass/Fail.
- Online courses (i.e., Northstar, ABeka Academy, etc.) may be taken with prior administrative approval.

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A student, with prior administrative approval, may be allowed to take courses on a pass/fail basis if the course is beyond his graduation requirements. These grades are not included in the student's grade point average (GPA).

Taking Courses not Offered by CHS

Each student must meet the following requirements in order to get credit for a course that is approved by the superintendent for home study:

Time required

Class time: 45 minutes/day, 5 days a week for 175 days (131 hours total)

Homework time: 30 minutes/day, 5 days a week for 175 days (88 hours total)

Grand total of time including homework and classwork: 219 hours

Summer school: If the student were going to take a course in the summer over an eight-week period for 5 days per week (40 days), he or she would have to spend a little over 5 hours a day. If he or she were going to take a course in the summer over a ten-week period for 5 days per week (50 days), the student would have to spend 4 hours a day.

Other Requirements

- Prior approval by administration is required for any courses taken outside of CHS.
- All credit earned for CHS transcripts, through any approved means, must meet CHS grading requirements. A passing grade must be 70 or higher to receive credit on CHS transcripts.
- A log must be kept by the student and verified on a daily or weekly basis by the student's teacher as to how much time has been spent on the required course work.
- All assignments, quizzes, tests, nine-week exams, semester exams, and final exams must be kept in a notebook and given to the **Guidance Counselor** to verify the student's work.
- A textbook or recognized, approved course must be used.
- A gradebook must be kept indicating grades recorded for daily work, quizzes, tests, projects, nine-week exams, semester exams, and final exams.
- The Christian School at Castle Hills reserves the right to withhold credit if all course requirements are not met.

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Classification Requirements

- *Sophomore (10th grade):* 7 credits completed
- *Junior (11th grade):* 12 credits completed
- *Senior (12th grade):* 19 credits completed

Ranking Policies

The Christian School at Castle Hills only ranks the valedictorian and salutatorian for the purpose of college admissions and/or scholarship services. Other students are not ranked because these students would be ranked higher if they were in a less competitive and/or larger school.

Each student's cumulative un-weighted and weighted numerical average and GPA are computed each semester. **Class rankings for CHS use are based on the cumulative weighted Grade Point Average (GPA).** CHS does not include PE/Athletics or Fine Arts electives for class ranking. CHS does not assign a class rank (for valedictorian/salutatorian purposes) to a student who transfers into the school after day one of the first semester of the student's junior year. In the event of a tie based on GPA for valedictorian and/or salutatorian, the students' class grade numerical average will determine their final ranking.

Student Transfer Information

A student transferring into The Christian School at Castle Hills from another accredited school must meet the graduation requirements of The Christian School at Castle Hills (CHS) to be eligible for a CHS diploma. A senior, at minimum, must successfully complete the entire last semester to receive a diploma from CHS.

A student who transfers after the start of the junior year (11th grade) is not eligible for valedictorian or salutatorian honors from CHS.

A transfer student who has 22 credits but is deficient in one or more required credit areas may still be eligible for a diploma. He or she must petition the administration for an exception to the graduation requirements no later than December of his or her senior year.

A transfer student who is deficient in Bible requirements may request other course work to be substituted as an alternative for the Bible requirement.

A student transferring from a non-accredited institution, including homeschool, must successfully pass all courses in his or her first full semester at The Christian School at Castle Hills for the credits from his or her non-accredited institution to transfer to the CHS transcript. A student who fails any class in his or her first semester The Christian School at Castle Hills may be delayed credit for the previously earned credits from the non-accredited institution (school or homeschool). The student and parents will have to meet with the administration to determine which course of action the school will take to transfer credits. Grades from non-accredited institutions will not be entered into the transcript. When credits from a non-accredited institution are approved by the administration, the student will receive the numerical grade provided; however, the grade will not be calculated as part of the student's GPA.

The decision of the administration is final in all cases related to transfer credits.

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SOAR (Students Overcoming Academic Restrictions)

For students who have been identified with a learning difference, the school has educators to assist them. Students who have current documentation on file at the school for identified learning differences are considered for modifications. Any modifications are based on individual needs determined by school personnel with parental consultation. Due to staff and funding limitations, CHS cannot guarantee the implementation of an Individual Education Plan (IEP) recommended by another school or other educational diagnostic source. The SOAR (Students Overcoming Academic Restrictions) program is provided for a fee to support the student who has been diagnosed with a learning difference, ADD, ADHD, or other medically diagnosed health impairment that is not sufficiently corrected through classroom accommodations, medication, or diet.

Guidance Program

The Christian School at Castle Hills employs a guidance counselor to help each high school student plan toward degree requirements, as well as college and career planning. All students must meet with the counselor at least one time annually. The guidance counselor will meet with the students during the spring semester each year. Parent meetings are available with the guidance counselor upon request. The guidance counselor will provide assignments with completion dates assigned to all high school students towards college preparation, admission applications, scholarship applications, college entrance testing, career testing instruments, etc. Faculty and parents are expected to support and assist students in meeting these requirements. The published minimum requirements must be met for continued enrollment in CHS.

CHS does not employ a licensed professional counselor. If a student reveals information that in the principal's opinion and discretion raises concerns for the safety or emotional stability of the student, that information may be revealed to appropriate officials and the parents.

Changes in Graduation Requirements:

There may be changes and new interpretations in the future that could not be included at the time of this publication. Students should maintain contact with the guidance counselor in order to be sure their plans are accurate and current.

Class Scheduling (Drop/Add)

Each spring, all students in grades 6th–11th will, with the help of the guidance counselor, review their class schedule for the next school year. Students may modify (drop/add) courses, subject to class availability. No class changes will be permitted after the 10th day of class in the fall semester (or the spring semester in the case of a one-semester class) unless extraordinary circumstances dictate a special dispensation. The administration will make the final determination after consultation with the student, parents, teachers, and guidance counselor. No refunds will be processed for materials associated with dropped courses.

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Evaluating Student Progress

Evaluation is the process of determining to what extent the teacher has achieved his or her goals. There are two important presuppositions in the evaluation effort: (1) The teacher must assume that goals have been established, and (2) he or she must realize there are some goals that cannot be measured objectively. This is largely true of goals of spiritual growth, behavior, and attitudes. Evaluation is more than measurement by written forms. If learning should result in change, then change observed in the life of the student is also an indication of effective communication from teacher to student.

Homework

Homework is a method for both teacher and parents to evaluate the student's understanding of the material being taught. Parents should expect that their child will be required to do homework on any given evening or weekend. Good effort applied to homework by the student ensures that he is prepared to do his best in class the next day.

Generally, for the average student, families may have the following time expectations for daily homework for most school days. Students who struggle or need remedial help may need to invest additional time to meet expectations. All students may occasionally need extra time to meet requirements for special projects, reports, etc. Students in honors and/or dual credit courses should expect to spend additional time on homework.

<i>Kindergarten</i>	10 to 20 minutes
<i>Grades 1st–2nd</i>	20 to 30 minutes
<i>Grade 3rd</i>	30 to 40 minutes
<i>Grade 4th</i>	40 to 50 minutes
<i>Grades 5th–6th</i>	50 to 70 minutes
<i>Grades 7th–8th</i>	1 to 2 hours
<i>Grades 9th–12th</i>	1-1/2 to 2-1/2 hours

Makeup Work

If a student is absent due to an illness or an emergency, , the student must make up the work missed. The student will be given one day for each day of absence to make up the work. All tests missed will be rescheduled at the convenience of the teacher. The teacher may use discretion in giving more time if he feels it is warranted.

For planned absences, teachers may be able to provide work for students in advance. If so, all the missed work is due on the first day the child returns to class. If the teacher is not able to provide the work, the student will be given the same time to complete the work as for illness, etc. All tests missed will be rescheduled at the convenience of the teacher. A grade of zero will be entered for any work not turned in upon return to class. It is for this reason that parents must make prior

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arrangements with the teacher in order to allow the child sufficient time to do the work required for the classes missed.

Work for absences can be requested on the second full day of absences. Parents are encouraged to check FACTS Family Portal (ParentsWeb) for assignments first. On the second day, parents need to call or email the respective school office before 9:00 a.m. in order for the work to be able to be assembled for pick up at the end of the day.

Penalties for Late Homework

Elementary Grades (K–2nd)

For students in grades K–2nd when any work is not turned in on time, the student will receive:

- **1–4 days late:** 10 points per day will be deducted from the earned grade.
- **5 or more days late:** the student will receive a 50-point penalty.

Note: A zero will be given if the work is not turned in before the end of the quarter. Parents will receive an automatic notification via email for any missing assignments or grades of 0.

Elementary Grades (3rd–4th)

For students in grades 3rd–4th when any work is not turned in on time, the student will receive:

- **Day 1** – 10 points off
- **Day 2** – 25 points off with parent contact being made by the teacher
- **Day 3** – 50 points off

Note: If an assignment is not turned in within 5 days of parent notification, the student will receive a grade of a 0 (zero). Parents will receive an automatic notification via email for any grades of zero (0). Parents will also receive an automatic notification via email for any grades marked in the grade book as M for missing. If the work is not turned in on time, the M will be changed to a grade of 0.

Intermediate Grades (5th–6th)

For students in grades 5th–6th when any work is not turned in on time, the student will receive:

- **5th grade (first semester):** follow the **elementary (3rd–4th) late penalties.**
- **5th grade (second semester):** follow the **secondary late** penalties.
- **6th grade (all year):** follow the **secondary late** work policy.

Note: Parents will receive an automatic notification email for any grades of zero (0). Parents will also receive an automatic notification email for any grades marked in the grade book as M for missing. If the work is not turned in on time, the M will be changed to a grade of 0.

Secondary Grades (7th–12th)

Late work procedures are as follows:

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- When daily work is not turned in on time, the student will receive a grade of 0.
- The student may complete the assignment and turn in within *one school day* of the original due date for a maximum grade of 70.
- If the student does not turn in the assignment within one school day of the original due date, the assignment may no longer be made up, and the grade will remain a 0.

Note: Parents will receive an automatic notification email for any grades of 0. Secondary parents will also receive notification for or any grades below a 70. All parents will also receive an automatic notification email for any grades marked in the grade book as M for missing. The student's grade average will reflect a grade of zero unless it is turned in on time. If the work is not turned in on time, the M will remain and continue to average as a 0. If turned in, the M will be replaced by the grade earned.

Penalties for Late Projects

Due dates for assigned projects are given well in advance. Intermediate and secondary students will be expected to have projects turned in on the day they are due. If the student is sick or has an appointment, a parent should bring the project to school and drop it off for the student. When a special project is turned in late, 10 points are deducted from the student's grade on the assignment for each **school day the assignment is late**. Parents will receive an automatic notification via email.

Reporting Academic Progress

Achievement and Abilities Tests

TerraNova3 Achievement Test

The *TerraNova3 Achievement Test* (CTB-McGraw Hill) is given annually, usually in the spring, to all students in grades 1st–9th. **There may be situations where students in high school would take other standardized tests in lieu of the Terra Nova.** The results are compared nationally to other Christian schools, as well as to secular schools nationwide. This is a valuable instrument in assessing our teaching effectiveness.

InView Cognitive Abilities Test

The *InView* cognitive abilities test (CTB-McGraw Hill) is given annually to all students in Grades 3, 5, 7, and 9. The results assist the teachers in determining the approximate potential a student may have.

The following are specific ways in which the tests are utilized:

- To ensure that students are placed in the appropriate grade level.
- To provide information for each student's cumulative file so his rate of progress can be observed.
- To demonstrate accountability to parents by providing them with a copy of their child's test scores.

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- To provide teachers with information that assists them in evaluating their personal performance along with the curriculum that is used.
 - To provide data necessary to chart historical patterns to assist in the evaluation of individual teachers, curriculum, and student groupings.
 - To provide data necessary to discover class and individual student weaknesses, so that necessary adjustments can be made in curriculum or methodology to strengthen the weaknesses.
 - To compare the school's norm with the norms from public and private schools.

College Readiness Tests

- **PSAT:** The PSAT (Preliminary SAT) is a two-part exam that may be administered to students in grades 9, 10 and 11 graders. Scores on the PSAT during the 11th grade year are used to determine National Merit Scholars.
- **SAT/ACT:** Students in grade 11 are required to take each test before the start of their senior year.
- **ASVAB:** Students in grades 11 and 12 may take the ASVAB for college and career guidance.

Alpha-Numeric Grading Scale

Grading System for Kindergarten Classes:

The scale is as follows:

E	90 - 100	All of the time
S+	85 - 89	Most of the time
S	80 - 84	Some of the time
S-	75 - 79	Developing skill
N	70 - 74	Limited progress
U	Below 70	Unable to demonstrate

Grading System (Grades 1 - 12):

Grades will be posted for both academic and citizenship progress. The following guidelines will be used for both elementary and secondary grade reporting:

A	100 – 90
B	89 – 80
C	79 – 70
F	69 and below (failing)
I	Incomplete

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Grading System for Specialty and Non-Core Classes (Grades K - 6):

E	90 - 100
S+	85 - 89
S	80 - 84
S-	75 - 79
N	70 - 74
U	Below 70

Citizenship:

E	Excellent	<i>No or slight room for improvement</i>
S	Satisfactory	<i>Well done</i>
N	Needs improvement	<i>Work in this area is necessary</i>
U	Unsatisfactory	<i>Unacceptable performance An immediate change is required</i>

Grading and Reporting Periods High School (Grades 9–12):

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

1st Semester	2nd Semester
1st Nine Weeks – 43%	3rd Nine Weeks – 43%
2nd Nine Weeks – 43%	4th Nine Weeks – 43%
Exam or Activity – 14%	Exam or Activity – 14%

Grading and Reporting Periods Elementary Through Middle School (Grades K–8th):

Each semester is divided into two (2) nine-weeks grading and reporting periods. No semester grade is computed. A final grade is computed for each course in the following manner:

1 st Nine Weeks – 25%	3 rd Nine Weeks – 25%
2 nd Nine Weeks – 25%	4 th Nine Weeks – 25%

Alternate Grading Symbols

I – Incomplete - no grade can be given due to the number of school days missed, either from illness or being a new student.

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Grade Point Average (See “Ranking Policies”)

CHS uses a weighted Grade Point Average (GPA) for computing class ranking. A student’s GPA will be based upon the numerical average and whether the class was a regular, honors, Advanced Placement (AP), or Dual Credit (DC) class . (See Section 2, “Grading Scale with G.P.A.)

Reporting Student Progress

Grades

Student grades are available 24/7 through FACTS Family Portal (ParentsWeb). Parents are encouraged to check grades as often as needed to assist their children in being fully successful. In addition, the secondary school emails notification of grades below a 70.

“Sign-and-Return” Folders for Grades K – 6

Pocket folders containing the student’s graded papers and important information for parents are sent home with students in grades K–6th on Fridays. They are to be reviewed by the parent, signed, and returned the following Monday.

Progress Reports

Progress Reports will be sent via email to parents at the mid-point of each quarter.

Report Cards

Report cards will be sent via email for students in grades K–12th. Parent–teacher conferences are scheduled at the end of the 1st and 3rd quarters for the purpose of reviewing the student’s academic and behavioral progress. Parent-teacher conferences are mandatory for students in grades K–6th. Report cards are available in the FACTS Family Portal (ParentsWeb) at the end of each marking period with gradebook grades always available online for review.

Parents should direct all questions concerning grades to the teacher.

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Honor List and Honor Roll System (Grades 3 - 12)

Only courses that receive a numeric grade are averaged in computing the GPA for the Honor List and Roll.

Honor List

Honor and Conduct Lists are compiled after each grading period based on the following criteria for the given grading period. A student must have:

- All single grades of an 80 or above
- All conduct marks of S or E
- No suspensions
- Fewer than 16 absences per year (grades 3rd–6th)
- Fewer than 8 absences per semester per class (grades 7th–12th)
- No more than 6 tardies total (grades 3rd–4th)
- No more than 4 tardies per class (grades 5th–6th)
- No more than 2 tardies per class (grades 7th–12th)

Superintendent's Honor List (K–12th)

- Grade average of 95–100

Principal's Honor List (K–12th)

- Grade average of 89–94

Conduct Honor List (7th–12th)

- Secondary students must earn at least four E's in conduct.

Eaglet of Excellence (K–2nd)

- Students may have zero to one conduct marks in a nine-week marking period.

Eagle of Excellence (3rd–6th)

- Students must have zero conduct marks in a nine-week marking

Secondary Only: If a student receives an-I (Incomplete) for a nine-weeks grading period, the student is not eligible for the honor list for that nine-weeks.

Honor Roll

The Honor Roll is an annual recognition. The criteria are as follows:

- All single grades of an 80 or above.
- All conduct marks of S or E.

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- No suspensions.
- Fewer than 16 absences per year (grades 3rd– 6th).
- Fewer than 8 absences per semester (grades 7th –12th).
- No more than 6 tardies total per grading period (grades 3rd–4th).
- No more than 4 tardies per class per grading period (grades 5th–6th).
- No more than 2 tardies per class per grading period (grades 7th–12th).

Superintendent's Honor Roll

- No single grade below 80, no conduct grade of N or U
- Grades 3rd–6th: no more than 6 tardies in any nine-week grading period
- Grades 7th–12th: no more than 2 tardies total per class in any nine-week grading period

Principal's Honor Roll

- No single grade below 80, no conduct grade of N or U
- Grades 3 - 4: no more than 6 tardies total per grading period
- Grades 5 - 6: no more than 4 tardies per class per grading period
- Grades 7 - 12: no more than 2 tardies total per class in any nine-week grading period

Conduct Honor Roll

- A student must make the Conduct Honor List each grading period of the school year.

Eaglet of Excellence (Grades K - 2)

- Students must have received the Eaglet of Excellence award for all grading periods.

Eagle of Excellence (Grades 3 - 6)

- Students must have received the Eagle of Excellence award for all grading periods.
- Grades 3rd–6th: no more than 6 tardies in any nine-week grading period

Final Exam Exemption Policy—Grade 12 Only

All students taking high school courses, including seniors, are required to take final examinations in every class in the fall semester and for single semester classes. In the spring semester seniors may be exempt from year-long classes by

- Passing the class with a year average of 92 or above
- Having no more than 3 tardies in any one semester for that class
- Having no more than 8 absences in any one semester for that class
- Having no conduct grades of N or U for that class
- Not having been on disciplinary probation during the senior year
- Not having been suspended from school during the senior year

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Any student enrolled in an Advanced Placement (AP) class and taking the AP Exam for that class will be exempt from the second semester exam in that class as long as the student has maintained an average of 85 or above for the year.

Any academic dishonesty (i.e., plagiarism) in any class in the senior year will disqualify a student from all final exam exemptions.

School activities such as athletic competitions, field trips, and mission trips do not count as absences for this policy; however, all other absences do. We encourage participation in church sponsored mission trips (with parental permission) and may grant excused absences when academic probation is not in effect. However, days missed for church sponsored mission trips will be counted as part of the eight absences for this policy.

Absences excused with an approved waiver count as absences for this policy. The waiver only applies to whether credit is given for a course.

Academic Probation/Suspension

A student receiving two or more semester averages below 70 will be placed on academic probation for the following semester. The offer of reenrollment will be contingent upon significant academic improvement.

Probationary status will be reviewed by the superintendent at the end of each semester.

Academic probation will be addressed in the following manner:

- A student who received two grades below 70 at the conclusion of the semester will be placed on academic probation for one semester.
- A letter of notification will be sent to parents.
- After being on probation, a student who receives less than two semester grades of 70 may be removed from probation.
- After being placed on probation, if a student's grades warrant a second academic probation period, the principal will review the student's lack of progress and will make the appropriate recommendation as to whether the student will be allowed to remain in the school.

Following removal or withdrawal from The Christian School at Castle Hills for academic reasons, a student may apply for reenrollment if the following conditions are fulfilled. The student has:

- Attended another accredited or recognized school for one full year.
- Completed a full academic load and received no failing grade.
- Not been placed on academic probation or experienced any discipline issues.
- Received strong, positive references from administration and classroom teachers.

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Reinstatement

The superintendent has the authority to reinstate any expelled or suspended student when the superintendent has been satisfied that the problem leading to the expulsion or suspension has been corrected and the student has demonstrated sufficient change.

Plagiarism/Cheating

Plagiarism and cheating are serious offenses that involve taking information from another source and presenting it as one's own, thus including the components of both stealing and lying. It is therefore very important that students come to understand the seriousness of any act of cheating or plagiarism. Teachers are also expected to take precautions in terms of test security and the structure of the classroom testing environment to protect students from unnecessary temptation.

When a student is suspected of cheating or plagiarizing, the teacher or staff member is responsible for verifying the accuracy of the alleged cheating and notifying the parent. The Biblical model (Deuteronomy 19:15–19) is followed in determining if cheating has taken place:

- The teacher or staff member must have direct knowledge through observation,
- The student confesses, or
- The testimony of at least two reliable witnesses confirms the suspicion.

Teachers and staff members are required to fully investigate any suspicion of cheating prior to determining if a student has cheated. Some examples of cheating are

- Copying homework or any other schoolwork
- Handing in the work of another person
- Plagiarizing (presenting another person's work as his or her own)
- Giving or receiving unauthorized assistance on tests, quizzes or other classwork.

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

- The student will receive a zero on the assignment.
- The area principal will be notified.
- The student will confer with the area principal.
- The student's parents will be called.
- The student is suspended from any sort of membership or leadership position in a club, class, or athletic team or is removed from the position. Cheating is a violation of honor, and leadership is a matter of honor.
- The student will be notified that he or she has forfeited the right to any exam exemptions. (See Final Exam Exemption Policy—Seniors (12th grade) Only)

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In case of a second offense, the student will automatically be placed on academic and disciplinary probation for a period not less than a full grading period. A conference with the parent, student, teacher, and area principal will be held. A third offense within the school year will result in the student being subject to expulsion. A conference with the parent, student, teacher, area principal, and the superintendent will be held.

Promotion and Retention

Students in Kinder–8th

Students must pass 4 of 5 major subject areas to be promoted. If a student fails two or more major subjects, he is automatically retained. The major subjects include Bible, Science, Social Studies, Math, and English (in elementary, the English grade is the average of all language arts subjects).

Students in grades 9th–12th

Students must maintain a yearly average of 70 or higher to receive credit. The grade requirement applies to all classes taken when a student is enrolled at CHS (regular classes, summer school, online classes, etc.); even if the school/course states a grade lower than 70 is passing.

Students who fail will be required to make up the full class to replace the loss of the full credit.

Students who fail no more than two classes will be required to make up the full class to replace the loss of the full credit before they may enroll for the following school year. Core subjects many times have prerequisites to advance and failing to make up the credits for these courses may prevent the student from enrolling due to scheduling conflicts.

A student who fails more than two classes will be required to meet with the administration.

When there is a possibility that a student will be retained, parents are notified in advance of the end of the school year, and his teacher and the administration will work with the family to assist in arranging supplementary assistance. With good parent and teacher communication, there should be no instance of a parent being unaware of the student's lack of progress. Parents are encouraged to check their student's grades at any time through FACTS Family Portal (ParentsWeb). Teachers will update the grades at least once per week.

The administration reserves the right to retain any student who is not academically prepared to be promoted.

Suggestions for Helping Students in Grades 7 - 12 Handle Their Concerns About School

If a student has a concern or complaint regarding a specific teacher, coach and/or administrator, it is preferred that initial communication is with that teacher, coach and/or administrator. When a student brings a complaint home, take the time to advise him or her as to the necessity of pursuing such a concern as well as how to approach the teacher and/or administrator to attain the resolution of this conflict. This training or advice will give the student a wonderful opportunity to learn the skills of conflict resolution. The key is giving young people the skills needed to work through these daily concerns and the positive experience of seeing them solved in a Biblical/relational way (Matthew 18).

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We will reap great rewards as a community by following this pattern of taking the complaint to the person(s) involved at the lowest level. First and most importantly, our young people begin to take responsibility for resolving conflict in a Biblical and mature way. This training and experience are one of the most valuable tools we can give them as they prepare to enter the adult world. We need to be very careful that we do not attempt to "solve all their problems" at this age but simply advise and counsel them in learning how they can best solve their own conflicts. As they face these situations and see resolution, they will gain a confidence and independence which truly promotes maturity and responsibility. It is a critical stage in their development that calls for restraint, prayer, and counseling from parents and sensitivity in listening and problem solving on the part of teachers. Secondly, faculty members learn how they can improve as teachers, which will help to strengthen our faculty and allow us to better meet the needs of students.

In summary, as a Christian community, we are committed to handling concerns, complaints, and conflicts in a Biblical manner. In doing this, we will afford ourselves the opportunity to allow God to work to resolve the concern and to help us overcome any discomfort or fear present in the resolution of differences. Certainly, this can be a valuable educational and spiritual lesson for our young people, affording them the confidence to be responsible and sensitive problem solvers in their world. When disagreement or conflict resolution has not been achieved at the level of communicating with the teacher, the student and/or his/her parents may meet with the teacher and the immediate administrator overseeing the grade level the student attends. The superintendent is the final authority for conflict resolution of disagreement for students or parents.

Graduation

Commencement Requirements

A student must meet all graduation requirements to participate in commencement and receive a diploma. All tuition and fees must be paid. A graduation fee is assessed during the senior year. Any exception must be approved by the superintendent in a pre-approved written plan. Parents, students, relatives, and friends are invited to attend the commencement program.

Valedictorian and Salutatorian

To be selected valedictorian or salutatorian of the graduating class, a student must have been enrolled at CHS at least four full consecutive semesters before graduation. Grades from all subjects are included except physical education, competitive athletics, and fine arts. (See Section 2, Ranking Policies for more details.)

Graduation Honors

Work completed in a student's senior year will be counted through final exams for graduation honors, and grades will be computed by class averages. Graduation honors require a G.P.A. of 3.7 or higher for the cumulative high school career. (See Section 2 "Honors Policy")

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Residency Requirements for Graduation

A senior must fully complete the last four semesters of course work at CHS as a full-time student to be considered for valedictorian or salutatorian honors or any other Castle Hills honors based on class rank.

Other Instructional Policies and Procedures

Pledges and Prayer

Each school day begins with the pledges to the United States, the Bible, the Christian flag, and the State of Texas. Elementary teachers begin each day in prayer. Secondary and specialty teachers open each class in prayer. Bible classes are the appropriate class to receive expanded prayer requests.

Chapel Services

Chapel services are held weekly. The goal of chapel is to teach God’s Word and to inspire commitments toward receiving Jesus Christ as Savior and/or to becoming fully devoted followers of Jesus. Parents are invited to attend chapel services when possible.

Appropriate dress guidelines are established in the dress code.

Field Trips

The administration will decide when, where, and how many field trips will complement the classroom program. To participate in a field trip, a student must have a signed permission form on file from his or her parents and must have earned the right to go. Teachers will keep authorizations with them while away from school campus in case of an emergency. To earn the right, a student must demonstrate that he has the self-discipline to obey the rules and regulations that are necessary to have a safe and successful trip. Any faculty member, with the consent of the area principal, may choose not to take any student who has demonstrated a lack of self-discipline and may be a potentially disruptive influence on a trip.

Parents will always be provided with complete information concerning a field. Adequate chaperoning will be provided with the number of chaperones being based on the grade level of the students and the type of field trip. Teachers will provide parents with at least 48 hours’ notice of any field trip off campus. Parents may revoke permission for a particular field trip by written notice hand-delivered to the principal more than one day prior to the trip.

CHS encourages parents to participate whenever possible. All parents who volunteer at CHS in any capacity must first complete a criminal background check and have this on file on the office. Background checks on file with the school are valid for two years and must be resubmitted upon expiration. Parents that are attending field trips are under the authority of the designated school sponsor and are expected to show respect and follow all guidelines governing the field trip.

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Parents will ride school buses or shuttles on a space-available basis and/or at the discretion of the classroom teacher. Official and non-official chaperones may not bring younger children on field trips. Exceptions may be made by the administration for end-of-year parties.

To maintain the highest Christian standards for our school, there are certain guidelines for parents who chaperone:

- Parents must wear clothing appropriate for the occasion. Shorts should only be worn for outside activities when students are also allowed to wear shorts and should be walking length. No T-shirts with inappropriate slogans should be worn.
- No smoking at any time while chaperoning a school activity.
- Current cleared Criminal Record Search Request form must be on file in the office.

Guidelines for parents who drive students on a field trip:

- Music played, if any, must reflect Christian values.
- Proof of automobile liability insurance and a current driver's license must be on file in the office.
- Current cleared Criminal Record Search (background check) and driving record must be on file in the office.

All school rules apply on all field trips and on all school-sponsored events on the school campus and away from it.

Planners

The planner (Grades 1–6) is a tool through which teachers and parents communicate daily. Children in Kindergarten will utilize a daily folder to ensure good communication.

Teachers use the planner to inform parents concerning homework, special assignments, lunch information, special dress days, etc. **Parents are to sign the planner daily in grades 1 - 6** to indicate to the teacher that they are aware of the information communicated.

Parents may also communicate information to the teacher through the planner daily. When appropriate, please use the planner, e-mail, or voicemail to communicate with the teacher as much as possible.

Middle school students are required to purchase a planner through the school. High school students are strongly encouraged to use a planner but must purchase their own planner.

Textbooks

Textbooks are the property of The Christian School at Castle Hills and are issued to students on loan. They should be treated with respect, cared for properly, and returned in good condition at the end of the year. In case of an early withdrawal after school has begun, all school-supplied books remain the property of the school. Students are charged the full price of a textbook if it is lost or excessively damaged, and the records are held until such charges are paid. Students are required to cover their books. (Covers may be purchased, or paper grocery bags may be used.)

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Library Policies and Procedures

The Christian School at Castle Hills has a large and complete library. Parents are welcome to drop by, browse through the extensive collection, and check out books.

The Purpose for the Library

The selection of materials for The Christian School at Castle Hills library is to reflect the Christian philosophy of education. Books, audiovisuals, and other items will be selected to enrich, support, and supplement the curriculum and, therefore, aid the student, parent, and teacher in training children for the glory of God.

The Objectives of the Library

The library of The Christian School at Castle Hills will strive to:

- Assist in learning about man and his unique place in God's world.
- Direct students to God by providing materials to aid their understanding of God's creation and character.
- Provide for the development of the wide range of gifts and abilities given to the body of Christ.
- Provide profitable and enjoyable alternatives to other forms of relaxation and recreation.
- Introduce new people, places, and concepts.
- Provide necessary resources for further research.

Use of Library Resources

The library is available to students on a regular schedule. Students are allowed to check books out weekly. Parents will assume financial responsibility for replacement of the books in the event that they are lost or damaged. All books are to be returned on or before the due date posted on the inside cover. A fine may be charged for each day books are late. Unpaid delinquent charges will result in a student's final report card and/or student records being held until all library records are cleared. Parents may donate a book to the library in honor of their student on birthdays or any other special occasions.

Material Selection

Material selection shall be a cooperative process in which the administration, faculty, parents, students, and library staff participate. The primary responsibility will be that of the librarian, who is familiar with the curriculum, the needs of the students, the resources available, and the inventory and needs of the library. The material selected must meet the following criteria:

- This material has a needed educational or recreational significance.
- The material chosen will adequately lend itself to the fulfillment of the objectives and philosophy of The Christian School at Castle Hills.
- The material is up-to-date and appropriate.
- The material is understandable, enjoyable, and appropriate to the age and reading level for which it is intended, both in intellectual and emotional terms. It should not glorify or praise

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an anti-Christian philosophy. It should not glorify depravity, vice, or the occult. It may have nudity but not to glorify nakedness (the sensual presentation of nudity).

- The material has a high degree of potential user appeal. If it is imaginative material, it should encourage appreciation, creativity, imagination, wholesome attitudes, understanding, and insights.
- The style is tasteful, interesting, and appropriate for the type of material it is. The language should not be unnecessarily profane.
- The size, binding, paper, print, illustrations, and general attractiveness should be of high quality and suitability. It should be durable and well designed.

Gifts to the library will be reviewed and evaluated according to the same guidelines and procedures as presented above.

Library Review Procedures

To serve the students, faculty and staff, the library must have a broad range of topics, reading levels, and categories. The library will strive to promote informational and recreational reading. If a parent finds a selection in the library, he or she considers questionable, the procedure for further review is the following:

- Step 1* –Parent, teacher or student will make a written request to the librarian for specific material to be reconsidered.
- Step 2* –The material in question will be temporarily withdrawn and reviewed by at least two of the following: librarian, teacher, and members of the administration.
- Step 3* –A decision is then made by the reviewers to retain, remove the material, or seek further counsel from a larger group of reviewers.
- Step 4* –A written response will be sent to the person or group initiating the material under reconsideration.

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ATTENDANCE REQUIREMENTS

Absences

Regular attendance is required by the State of Texas and is essential to successful classwork. The state of Texas requires that all students must be in attendance for a minimum of ninety percent of the instructional days to be promoted or to receive credit. Absences should be limited to an absolute minimum. Doctor, dental, and other appointments should be scheduled before or after school when possible. When the student is absent, please contact the appropriate school office by telephone or email of the absence and the expected duration. All absences (Grades K–12) require a signed and dated note when the student returns to school.

Makeup work is allowed for the following absences:

- 1) Verified illness by a doctor's permit or a note from parent
- 2) Bereavements
- 3) Verified medical appointments
- 4) School-sponsored: such trips or activities approved by the superintendent (i.e., science fairs, contests, sporting events) are not considered absences if makeup work is completed within school guidelines. All work must be turned in the day following the absence, including taking tests or quizzes. The student is encouraged to turn work in prior to leaving for the activity.
- 5) College visits: CHS encourages families to spend time together to visit colleges. Absences due to college visits are not considered absences if makeup work is completed within school guidelines. Students will be allowed no more than 2 days in their junior and senior year. All exceptions must be approved by administration.

Absences for other reasons (such as family trips, etc.) must be approved in advance and must adhere to the following guidelines:

- 1) Approval is dependent upon academic performance in all subjects.
- 2) For planned absences, teachers may be able to provide work for students in advance. If so, all the missed work is due on the first day the child returns to class. If the teacher is not able to provide the work, the student will be given the same time to complete the work as for other excused absences.
- 3) Students will be allowed the number of days absent to complete make-up work, tests, and other assignments missed if the teacher was not able to provide work ahead of the trip.
- 4) A student absent only on the day of a test may be required by the teacher to take the test immediately upon return.
- 5) When midterm and final exams are being administered, permission will not be granted for students to be absent from school, except for illness or family emergencies.

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Excessive Absences

Elementary students should have no more than 16 absences for the year. Students exceeding 16 absences may not be eligible for promotion.

Secondary students should have no more than 16 absences for the year or 8 absences for a semester course in any class. Secondary students exceeding 16 absences for the year may not receive course credit for the year.

For students who exceed 16 absences for the year, the school may require students to make up days by one of the following:

- being assigned a home-bound tutor
- being assigned an approved tutor/tutorial program
- being assigned help sessions with the teacher in the 8th period sessions (9th–12th only)
- being assigned an approved summer school course (online/in class)

All options must be determined and approved by the administration.

A student who exceeds the allowable number of absences may request an appeal to waive the requirements for excessive absences. The administration will review the appeal request and determine whether the student should be required to make up the class time and work missed. Eligibility for credit due to extenuating circumstances is recommended only for extended personal illness, illness or death in the family, or quarantine. All academic requirements for passing the course must still be met. Where illness is a factor, medical notes will be required in determining retention, promotion, or issuing of credits.

Makeup Work (See Section 2, “Make Up Work”)

Graduation Attendance

All seniors who meet the requirements for graduation are required to attend the graduation ceremonies. All students in eighth to eleventh grades are also required to attend graduation ceremonies to honor those that graduate and to participate in the moving up ceremony (please check the school calendar). Roll is taken. Students are required to wear chapel dress.

Leaving School Early

Parents wishing to take their student from school anytime during the school day must send a dated and signed note to this effect to the school office specifying the reason for the desired early dismissal. No phone calls, please. To alleviate any confusion, elementary parents are to sign their student out in the school office; middle and high school students may sign themselves out with parental consent through a signed and dated note.

NOTE: Students leaving the campus during the school day without written parental approval and acknowledgment by school administration are subject to major disciplinary actions.

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Tardiness (Grades K - 6)

Elementary/intermediate students (K–6th) who are tardy must be accompanied by a parent to the elementary office and present the reason for tardiness. At that time, the student will receive a tardy slip which they will need to present to their teacher upon arrival to class. The elementary office will determine whether or not a tardy may be waived and will keep an ongoing record of tardies.

Morning Tardy Consequences (Grades K–6):

Grades K - 2: The administration will make parent contact after a student has 3 morning tardies.

Grades 3 - 6: The consequences for morning tardies per quarter are as follows:

- **1st through 3rd Infractions** — parent notification by email
- **4th and 5th Infractions** — lunch detention in office
- **6th and 7th Infractions** — 30 minute after-school detention
- **8th and 9th Infractions** — 1 hour after-school detention
- **Additional Infractions** – Saturday school from 9:00 a.m. – Noon (\$25 fee)

Note: Students in Grades 3 and 4 with six (6) or more tardies per quarter will not be eligible for conduct honor list or conduct honor roll. Students in Grades 5 and 6 with four (4) or more tardies per class will not be eligible for conduct honor list or conduct honor roll.

Tardiness (Grades 7 - 12)

Students who arrive late to class cause a disruption to that class and miss valuable instruction. Students are considered tardy if they are not **in the appropriate room and seat at the tardy bell**.

All students arriving 15 minutes after class begins without an acceptable excuse (i.e., medical or dental appointment, etc.) will automatically receive no attendance credit in that class for that day and be marked absent.

On the day of a game or activity, students must attend school (a minimum of one-half the day) to be eligible for extracurricular participation that day. Students leaving after 4th period will not be allowed to play without an approved excused absence. Students leaving due to illness or injury will not play/participate on that day.

Students not attending the first class period the day after an interscholastic event may be denied participation in the next game. The day of game policies are subject to change to comply with TAPPS (Texas Association of Private and Parochial Schools) guidelines.

Parents and students need to be aware that chronically late arrivals on a school day will be addressed as a disciplinary issue.

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Secondary students who are late to school must sign in at the school office before reporting to class. Parents will be contacted when a secondary student has been tardy three times to a single class in a nine-week period. Tardies will accumulate for each class throughout the nine-weeks.

Morning Tardy Consequences (Grades 7 - 12):

- **1st Infraction** – parent notification by email
- **2nd Infraction** - parent notification by email and student conference with the Dean of Students
- **3rd Infraction** – after-school detention for 3 days
- **4th Infraction** – **after-school** detention for an additional 3 days and loss of any semester final exam exemptions. (See Final Exam Exemption Policy – Seniors (Grade 12) Only)
- **5th Infraction** – parent conference following a half-day in-school suspension
- **6th Infraction** – full day in-school suspension (\$25 fee) or full day out-of-school suspension
- **7th Infraction** – Saturday school – 3 hours TBD by administration (\$25 fee)
- **Additional Infractions** – parent conference and additional consequences

Note: Students with three (3) or more tardies per quarter will not be eligible for conduct honor list or conduct honor roll. Failure to attend detention without permission will result in an additional detention. Students who accumulate six or more days of detention may have those days replaced by one day of ISS at the administration's discretion.

Truancy

Truancy is the absence from school for any reason without the knowledge and consent of parents and school officials. Truancy is a violation of state law and, therefore, is considered to be a most severe violation of school policy. Classwork and assignments missed as a result of truancy are not accepted for credit, and a grade of 0 is given during a truancy period. Additionally, parents are notified, and the student shall be subject to disciplinary action. Upon a second incident of truancy, the student shall be subject to expulsion.

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CONDUCT

Policies and Procedures for Student Success

- 1) Students should be in appropriate uniform.
- 2) Students should remain in their seats and have appropriate materials ready when the tardy bell rings.
- 3) Students will not be allowed to leave the classroom during class time beyond extreme situations.
- 4) Students should show respect to their teachers and their classmates at all times.
- 5) Students should demonstrate orderly conduct in halls, on grounds, and during school trips.
- 6) Students should keep restrooms clean and orderly.
- 7) Students should protect school, facilities, furnishings and grounds, and pick up all trash. Students should not deface school property.
- 8) Students should exhibit quality behavior, modest dress, and general compliance of school policies at all outside school functions, parties, athletic events, field trips, etc.
- 9) Students should abide by the CHS Honor Code including the technology use policies.

Simplified Rules for Kindergarten through 6th Grade

- Follow directions
- Eyes on teacher
- Raise hand and wait to be called on to speak
- Keep hands, feet, and other objects to oneself
- Bring materials to class
- Reflect Christ in all you do

Accountability for Student Behavior Off Campus and During Non-School Hours

The Christian School at Castle Hills is a Christian school and is committed to maintain a consistent testimony before God, the church, the community, and the students of the school. Since students are identified with the school, the school testimony is determined in part by the actions of students. Any student whose involvement in immoral, unethical, or illegal behavior anywhere or at any time brings a reproach to the testimony of the school or whose actions become detrimental to the spiritual life of other students in the school may be subject to disciplinary action up to and including expulsion.

Students must support all specified CHS policies and procedures including the Student Honor Code, discipline policy, and dress code. Students should recognize that to maintain a godly testimony extends beyond the boundaries of school property and school time.

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Closed Campus

The Christian School at Castle Hills operates a closed campus. This means that CHS students are not free to come and go as they please and guests are restricted. Arriving late and leaving early requires signed notes from parents and must be approved by a school administrator. Students who are not enrolled at CHS may visit during lunch or any other event during regular school hours if accompanied by a parent. Only CHS alumni may visit during lunch without a parent. All guests must report to the school office, sign in and pick up a visitor's badge. The administration may make some exceptions for seniors concerning the closed campus policy.

Off-Campus Lunch

Students in grades K–11th will be allowed to leave the campus for lunch during their designated lunchtime with an authorized adult. Senior off-campus lunch privileges may be granted by the secondary principal with parent approval. Procedures concerning signing in and out through the office apply to all students leaving campus.

Designated School Areas

Students are only to be in areas designated for student activities. All non-school buildings are considered off limits unless specific permission is given by school administration. The elevators are not to be used by the students from 7:30 a.m. to 4:00 p.m. unless given written administrative approval. The gymnasiums are not open for free time after school. Only students under adult supervision may be in the gyms at any time.

Harassment/Bullying

The Christian School at Castle Hills believes that all men are created in the image of God (Gen. 1:26) and that believers are to love and to respect one another. CHS respects, cherishes, and protects students of all cultures and backgrounds on our campus. Our Christian school should be a safe place for every member of the school family (students, parents, faculty, and staff). All students and staff have the right to attend and to work at Castle Hills in a non-hostile and non-threatening environment.

Harassment

The school considers harassment to include physical conduct, verbal conduct, or cyber-bullying. Actions are considered harassment or bullying whether or not they take place in person, via electronic transmission, gesture, or any other form of communication toward any individual based upon his or her created gender, race, ancestry, appearance, mental ability, disability, handicap, or any other characteristic that would be reasonably perceived as harassment, bullying, threats, humiliation, endangerment, or de-valuing in any way on or off school campus. This policy includes the ban of any form of intimidation, violence, prejudice, and/or any other dehumanizing expression.

Any form of harassment, including sexual harassment, racial discrimination or harassment, and derogatory comments or bullying, is absolutely prohibited. Sexual harassment includes:

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- unwanted sexual advances such as making or threatening reprisals after a negative response to advances
- visual conduct such as leering, making sexual gestures, and displaying sexually suggestive objects/pictures
- verbal conduct such as making or using derogatory comments, epithets, slurs and jokes; verbal abuse of a sexual nature; graphic verbal commentaries about an individual’s body
- sexually degrading words used to describe an individual
- suggestive or obscene letters, notes or invitations both in person and through social media, texting or emailing
- physical conduct: touching, assault, impeding, or blocking movement.

Assaults of any kind including transporting persons against their will, hazing of any kind including throwing or smearing food and drinks, or cyber-bullying of any kind may result in suspension or dismissal.

Racial discrimination includes racial slurs, jokes, epithets, or any other form of communication that could be considered demeaning to another race or nationality. Racial harassment could include any negative treatment of individuals based solely on their race, nationality, or family background/heritage.

Any incident of possible harassment, discrimination, or bullying should be brought immediately to the attention of an administrator who will thoroughly investigate the matter in confidence. After reviewing all the facts, the administration will make a determination concerning whether reasonable grounds exist to believe that harassment has occurred. Any consequences will be determined based on the context, severity, and impact of the harassment or the bullying. Disciplinary action, up to and including dismissal, will be taken against any employee or student who is found to have engaged in harassment or bullying.

Bullying

Bullying, cyber-bullying, and social aggression will be dealt with using the same framework as that cited for harassment. The definition of bullying is as follows: “Bullying means any intentional written, electronic, verbal, or physical act or actions against another person that will have the effect of:

- Placing a person in reasonable fear of substantial harm to his or her emotional or physical well-being or substantial damage to his or her property; or
- Creating a hostile, threatening, humiliating, or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the target; or
- Interfering with a student or staff member having a safe school environment that is necessary to facilitate education performance, opportunities, or benefits; or

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- Perpetuating bullying by inciting, soliciting, or coercing an individual or group to demean, dehumanize, embarrass, or cause emotional, psychological, or physical harm to another person.” (“Delaware Senate Bill - Bullying.” Bullypolice.org. N. p., 2019. Web. 11 June 2019.)

The three types of bullying most apparent, whether aggressive or passive, are:

- Physical: includes actions such as pushing, tripping, and hitting
- Social or Relational: the “use of peer pressure and manipulation to isolate a target and hurt his or her feelings,” or;
- Verbal: includes actions such as teasing, mocking, threatening, and taunting. This type of bullying includes spreading rumors, gossips, and lies. (“Bullying in Schools.” Google Books. N. p., 2019, Web. 11 June 2019.)

Cyber-bullying is when the bullying takes place via cell phones, instant messages, social network sites, chat rooms, video games, or any other communication via electronic or internet means. (“Bullying in Schools.” Google Books. N. p., 2019, Web. 11 June 2019.)

After reviewing all the facts, the administration will make a determination concerning whether harassment or bullying has occurred. Consequences will be determined based on the context, severity, and impact of the harassment or the bullying. The consequences may include detentions, suspensions, or expulsion.

Physical Threat/Zero Tolerance Policy

The CHS policy on a violent threat is a “zero-tolerance” policy. The threat of physical harm will result in immediate removal of the student from all school activities and expulsion pending an investigation by the administration. The consequences may include suspension or expulsion.

If the consequence results in a recommendation for expulsion, the matter will be reviewed by the superintendent. If upheld, the parents may submit an appeal in writing to the superintendent’s office within 48 hours of the notification of the decision to the parents. For the security of the campus, other children and school personnel, this policy will be applied in all circumstances, unless an appeal by parents is approved by the superintendent. An appeal may be considered if one or more of the following conditions apply:

- The complete consensus of the faculty, administration, and Board of Trustees on the non-intent to do harm by the student.
- The absence of discipline issues in the past.
- The absence of any report of anger or emotional outbursts in the past (over the student’s previous record at CHS or previous schools).
- The faithful commitment of parents to a local evangelical church and the validated involvement of the student in the Bible study/youth ministries of the local church.
- The known opinions and testimony of the student involved as being a caring, respectful person of concern for others in all past dealings.

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- The complete support for school authority and CHS policy in the past by parents of the student.
- The absence of a history of emotional outbursts or unrestrained anger at the school by the parents.

Meeting these requirements is only a basis for appeal and is not to be considered anything other than the criteria for appeal. The school maintains the right to deny continued enrollment in all circumstances where the good, safety, and security of the campus is in question. The consideration and granting of an appeal would be unusual. In the event of an exception being granted on the basis of the above criteria, the student will remain on probation for an extended period at the superintendent's discretion.

Plagiarism/Cheating (See *Plagiarism*)

Student Honor Code

Before being accepted for enrollment or re-enrollment, students in grades 5th–12th, along with both parents, are required to sign a Student Honor Code form indicating full support of the policies outlined therein. Exceptions to the Student Honor Code are not permissible. Enrollment at CHS is based on keeping the Student Honor Code at school, home, and elsewhere.

The honor code at The Christian School at Castle Hills (CHS) is established to reinforce the character and spiritual maturing process of each student. This commitment begins with a relationship with Jesus Christ, our Savior and Lord. We believe that the evidence of this relationship will be evident in a student's desire to grow spiritually, intellectually and relationally. As a student chooses to live out the following Student Honor Code commitments, he or she will succeed in both school and life.

- 1) The student understands the need for a personal relationship with Jesus Christ in his or her life and that it is by His death on the cross and His grace that he or she can receive the gift of eternal life (*John 1:12*).
- 2) The student recognizes that by the grace of God he or she is able to pursue opportunities to grow spiritually and to live a life surrendered to Jesus Christ as his or her Lord (*Romans 12:1–2*).
- 3) The student pledges to apply himself or herself wholeheartedly to his or her academic studies and to meet all testing and other requirements that are part of the guidance and college prep requirements (*Colossians 3:23*).
- 4) The student pledges that, with God's help, he or she will care for his or her body in a manner that is pleasing to God. The student will keep in mind that it is the temple of the Holy Spirit. Students are not to use, possess, or distribute alcoholic beverages, tobacco products (including vaping), illegal drugs, weapons, or participate in any other questionable practices on any CHS property or at any CHS special event. In addition, students will refrain from involvement or support of any type of immorality, sexual (heterosexual, homosexual, or other sexual activity outside the boundaries of Biblical marriage between a man and a woman) or otherwise

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including the use or distribution of pornography. Students will refrain from involvement in any type of illegal activity or behavior at school or away from school (2 Corinthians 6:16).

- 5) The student agrees that he or she will forfeit rights to privacy concerning any item (such as a bag, backpack, purse, phone, electronic device, vehicle, etc.) that is brought onto the campus of CHS. An administrator may inspect any item at any time on campus or at off-campus school activities.
- 6) The student pledges that he or she will apply God's principles of love, care and concern for his or her fellow students and teachers. The student will not hurt the feelings of others intentionally, bully, or physically harm or intimidate his or her fellow students (1 Corinthians 13:4–8).
- 7) The student will respectfully submit himself or herself to the authority, counsel and discipline of the staff, teachers, and administrators at The Christian School at Castle Hills (Ephesians 4:22–24).
- 8) The student agrees to support all CHS policy and procedures as set forth in the Parent-Student Handbook including the Student Honor Code, discipline, and dress code (Titus 3:1–2).

Copies of the Honor Code will be available in the school office, and an electronic copy is available on the school website. Parents and students must sign the honor code.

Technology

Acceptable Use Policy for School Technology Resources

Due to the increased use and various forms of technology on our campus, this section is being reviewed. The updated document will be communicated when completed.

The use of computer technology and internet access is a part of our school curriculum. To gain access to the network/internet, all students must obtain parental permission as verified by the signatures on the Technology Acceptable Use Policy form. The term network includes computer hardware, software and internet.

Internet Access

Students can explore many libraries, databases, museums, and other sources via the internet. Parents should understand that some material accessible through the internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive. Although the goals of the school are to use the internet for constructive educational purposes and the school maintains a filtering system to restrict information accessed through the internet, students may find ways to access objectionable materials. However, we believe that the benefits of internet use for information resources outweigh the disadvantages. Ultimately, parents and guardians of minors are responsible for establishing and conveying the standards that their children should follow when using media and information sources. Therefore, we support each family's right to decide whether or not to apply for access.

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Rules of Appropriate Use

Any actions that might harm the technology equipment or software, impair its effective use, or show disregard for the procedures set forth below will not be tolerated. Unacceptable uses of the network will result in the suspension or revoking of these privileges as well as possible school and/or legal discipline. These are the guidelines to avoid the loss of privileges:

- 1) *Do not share your password with another person.* This includes allowing another student to use a computer logged in under your assigned username and password.
- 2) *Do not use technology equipment to harm other people or their work.*
- 3) *Do not vandalize or damage any technology equipment. Monetary responsibility lies with the student/parent if repair or replacement of software/hardware is necessary if the damage was caused by careless use or vandalism.*
- 4) Do not trespass in another person's document files or folders or vandalize the data of another user. *This includes using a computer that is logged in under another user regardless of the circumstances.*
- 5) Students may not under any circumstances use a computer logged in under a teacher or staff person. *This action will result in immediate loss of computer privileges and other disciplinary action.*
- 6) *Students may not use classroom/office computers for any homework assignments.*
- 7) *Do not use the network for illegal activity,* including violating copyright laws, downloading/spreading of viruses, or gaining unauthorized access to resources or entities.
- 8) *Do not view, send, or display offensive messages or pictures.*
- 9) *Do not download/install programs* including shareware or freeware without permission from the administration. *This includes downloading any games from the internet.*
- 10) *Do not use the network for financial transactions,* including financial gain or commercial purposes.
- 11) *Do not use the network to release personal or school information* such as names, addresses, or phone numbers without written permission from the administration.
- 12) Students are restricted from accessing email accounts or social networking sites on the campus computers unless it is a school supplied email or networking site account. *This action will result in loss of computer privileges and other disciplinary actions.*
- 13) *Do not use removable media from home computers on campus computers or ask teachers to accept assignments on jump drives.*
- 14) Do not violate the spirit of CHS's mission statement.
- 15) Notify your instructor immediately, if, by accident, you encounter materials that violate the standards of appropriate use.
- 16) Notify your instructor if a security problem is suspected.
- 17) *Students will be held accountable for their actions and will lose technology privileges if the rules of appropriate use are violated. Circumstances may warrant additional disciplinary action.*

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Student Responsibilities

Students are expected to comply with the school standards of behavior and the rules set forth in the Technology Acceptable Use Policy while using the school computer network. Students should understand that network use may be subject to administrative monitoring/review at any time. The user is personally responsible for his or her actions in accessing and utilizing the school's technology resources. The use of school technology is a privilege, not a right, and may be revoked if abused.

Warranties

The internet user and his or her parents must understand that he or she uses the internet at his or her own risk. Considering the provisions mentioned above, CHS cannot assume responsibility for

- 1) The reliability of the content of a source received by the user.
- 2) Costs that the student incurs if he or she requests a product or service for a fee; or
- 3) Any consequences of disruption in service that may result in lack of resources. Though every effort will be made to ensure a reliable connection, there may be times when the internet service is down or scheduled for use by teachers, classes, or other students.

If the parent should decline to submit the Technology Acceptable Use Policy form or agree with any portion of the Technology Acceptable Use Policy form, his or her student may not be allowed access to the school computers and other technology.

Cell Phone and Technology

Cell Phones

Cell phones are not to be used for personal use at school during the school day by elementary and intermediate students (7:00 a.m. – 3:50 p.m.) and secondary students without permission from faculty/administration (8:15 a.m. – 3:50 p.m.). All cell phones need to be turned off and placed in a student's backpack or locker. Cell phones used during school hours without faculty/administration permission will be confiscated. The school reserves the right to examine pictures, text messages or any other information stored on the phone. When a cell phone is found, an administrator can turn it on and access information to be able to return it. Standard disciplinary measures will be taken for items found on cell phones.

Digital and Electronic Devices that Distract from Learning

Students in grades K–6th are not allowed to wear smartwatches during the school day.

Students are not to use any electronic devices during the school day (8:00 a.m. – 3:50 p.m.) without teacher permission. Devices should not be used to play music publicly. Any of these devices used in an inappropriate manner or time will be confiscated. The school reserves the right to examine any information or files stored on these electronic devices. Standard disciplinary measures will be taken for inappropriate content found on these electronic devices.

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Cell Phone or Other Electronic Device Violations

- **1st violation per semester:** The teacher will take up the cell phone or other electronic device. A parent may pick up the item in the main office during regular business hours.
- **2nd violation per semester:** The teacher will take up the cell phone or other electronic device. A parent may pick up the item in the main office during regular business hours. The student will be assessed a \$25 fine (which will be contributed to the CHS scholarship fund).
- **3rd violation per semester:** The teacher will take up the cell phone or other electronic device. A parent may pick up the item in the main office and the student will not be able to have a phone on campus for the remainder of the school year.

Laptops, Cell Phones, & Other Wireless Internet

Grades K - 6

Students in K-6 may not use their cell phones on campus during the hours of 7:30 am - 3:50 pm. School issued Chromebooks are to be used only for academic purposes as directed by the classroom teachers.

Grades 7 - 12

When on campus, students may use laptops or devices (personal or school-issued) during the school day (8:00 a.m.– 3:50 p.m.) for school-related activities only, including, but not limited to, taking notes in class, typing assignments, or creating projects. At the teacher’s discretion, students may use personal wireless internet during the school day (8:20 a.m.– 3:50 p.m.) for school-related activities only, including, but not limited to, researching for projects and assignments, or completing dual credit classes. Laptops, cell phones, and personal wireless internet may not be used during the school day (8:00 a.m.– 3:50 p.m.) for the purpose of entertainment [i.e., viewing pictures, listening to music, playing games, posting on social network sites (i.e., Facebook), watching videos (i.e., YouTube), checking personal email, texting, etc.]. Any student laptop or electronic device equipped with wireless internet used for any activity other than school related activities will be confiscated. The school reserves the right to examine any file on any computer. Standard disciplinary measures will be taken for inappropriate content found on laptops.

Sexting Policy

In keeping with the school’s responsibility to provide a safe learning environment for all students, the Board has established the following policy regarding the issue of sexting. Sexting is the act of sending, receiving, or forwarding sexually explicit or suggestive messages, photos, or images via cell phone, computer, or other digital device. Students engaged in such activities are subject to state laws and school discipline. The school considers sending, sharing, possessing, or even viewing pictures, text messages, or e-mails that contain a sexual message or image a violation of this policy that will result in school discipline up to and including expulsion and the notification of local law enforcement. Students are required to immediately report any such activities to a teacher or a school administrator.

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Toys and Other Personal Items

Students are not permitted to bring toys or other personal items (i.e., blankets, stuffed animals, pillow pets, animal backpacks, etc.) to school unless it is on special days determined by the classroom teacher. The school will not be responsible for any broken or lost toys. Please refrain from sending items, including clothing, backpacks, or school supplies, which reflect violent or magical themes (e.g., Pokémon, Power Rangers, Harry Potter, etc.). Such items will be confiscated and returned to the student at the end of the year.

Use of Telephone

Students are not to receive phone calls. Parents may call the front office in case of extreme emergency. Students will not be allowed to use office phones unless granted permission by administration. Students are not allowed to call their parents when they feel ill. They must go to the nurse and the nurse will assess the student and notify the parent. Students may not call home during class time for books or assignments left at home.

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DISCIPLINE

"Train up a child in the way he should go; and when he is old, he will not depart from it" (Proverbs 22:6).

Discipline is necessary for the welfare of each student, as well as for the entire school. CHS will enforce classroom regulations in a manner consistent with Christian principles and discipline as set forth in the Scriptures. Discipline is more than outward pressure—it involves inner understanding and acceptance. The goal of discipline is to develop Godly self-control.

The school's goal is to teach all students to become responsible adults. This is achieved through learning respect for other people and their property. Any staff member has authority over any student, whether or not he or she has that student in class. A student may be corrected by any staff member and should do as instructed.

Discipline Philosophy

Good discipline means that the classroom is relatively free from confusion, disorder and anti-social behavior. It means each child operates freely within a structured framework, which he or she understands, accepts and incorporates into his or her behavior without constant reminder or discipline. In fact, the school's goal is to teach each student through loving instruction to become an independent, mature follower of Jesus Christ, ready and equipped to lead and serve his or her generation.

Realizing there is not a miracle cure for all problems nor is there a single, simple method for solving them, the school's intent is to give each teacher some practical and effective methods for classroom management and to include the parent as the primary disciplinarian in the life of the child. The discipline system should have the effect of drawing close the lines of communication between parents, teachers, and administration.

"Discipline your son while there is hope" (Proverbs 19:18); "Discipline yourself for the purpose of godliness" (1 Timothy 4:7).

Student Disruptions or Misconduct

- 1) Disruptions or interruptions of the teacher during class will result in removal from the classroom.
- 2) Students desiring to report any misconduct should immediately notify a teacher or principal of the conduct in question.

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- 3) Depending on the nature of the misconduct, a student may also lose privileges (e.g., repeated dress code violations may result in a loss of special dress privileges, loss of exam exemption if applicable), be required to make restitution (e.g., in the case of theft or vandalism) or lose extracurricular participation privileges or final exemption privileges. Depending on the nature of the offense, the administration reserves the right to assess other appropriate corrective actions.
- 4) Minor disruptive offenses may be forgiven at the end of the grading period and removed from the student’s record if not repeated.
- 5) The school’s desire is that students corrected for misconduct repent or turn from their misconduct so that they may be restored to fellowship with the rest of the school community. Repentance is a change of heart which is demonstrated in a number of ways but usually includes at the least a cessation (or at least significant reduction) of misconduct.

General Discipline Policies

Students are expected to abide by general school rules and by those of the individual classroom teacher. Possible disciplinary steps that follow may involve conferences with a principal, parents, teacher, and the student to discuss possible solutions for the misbehavior and to inform the student of the serious effects of continued misconduct.

Inappropriate behaviors that warrant student discipline include:

- Tardies to class
- Talking without permission or being inattentive in class
- Minor class disruptions
- Horseplay
- Dress code violations
- Cutting remarks or verbal assaults
- Intimidation or physical assaults
- Immoral activities, suggestive speech, or foul language (profanity, inappropriate slang, etc.)
- Active or passive defiance
- Overt or subtle disrespect
- Disrespectful questions or comments to teacher concerning a discipline or dress code referral (an appointment can be set later if discussion or explanation is necessary)
- Physical contact of an expressive nature between young men and young women
- Sitting in cars or loitering in the parking lot during school hours
- Cell phone calls or texting during class or in any school building without faculty/administrative permission (use before or after school only)
- Taking pictures or videos of other students, teachers, staff, or guests without permission
- Food or drinks in building outside of student lunch area
- Chewing gum on campus
- Entering the teachers’ lounge without approval

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- Being in off-limits areas of campus, including the elevators, without written permission from administration
- Pattern of incomplete or late work
- Bullying (See Harassment/Bullying.)

Appropriate forms of discipline include the following:

- Loss of privileges
- Detention
 - 1st offense = 1 detention on day assigned
 - 2nd offense = 2 detentions on days assigned
 - 3rd offense = conference with parents, principal and/or superintendent, with consequences assigned
 - Consequences for subsequent violations will be determined by the principal.
- In-school suspension (ISS)
- Three- to five-day out of school suspension
- Expulsion/student dismissal, with no refund of tuition

Note: A student who is assigned to in-school suspension (ISS) may be required to pay for a substitute to monitor the ISS.

Additional action that may be taken:

- Corporal discipline by parent or school personnel is rare and used on an individual, case by case basis with parental consultation and permission.

Please note that the school administration has the authority to issue any of the above consequences in any order for any behavior at any time. Likewise, the school administration can give extra work duties such as lunch duty or Saturday detention if they deem necessary. To call a conference immediately or even suspend immediately depending upon the offense may be necessary. The key is discernment. Parents may always set up an appointment to discuss any matter. A strong partnership between school and parents is necessary in the training of their students.

Disciplinary Probation

A student placed on disciplinary probation is in imminent danger of losing the right to remain at The Christian School at Castle Hills. A student placed on probation may not be able to represent the school in athletics, student activities, contests, or public programs, be eligible to receive any honors, or be granted other privileges. When a student is placed on probation, the administration will notify the parents immediately.

The administration will review the probationary status of a student at the end of the semester. If sufficient correction of behavior is evident at that time, the student is removed from probationary status. If not, the administration will determine whether the student will continue to attend the school.

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Further disciplinary actions which place a student on probation more than once within a year's time may result in expulsion or eliminate an offer of reenrollment for the next school year.

Suspension / Expulsion

The superintendent is the final authority on suspension/expulsion of a student. His decision will normally come through the advice of the Board of Trustees and the principals. A severe problem will normally be handled through probation or withdrawal.

Activities or occurrences that warrant suspension or expulsion include but are not limited to:

- Possession or involvement with drugs or alcohol, smoking/vaping, including possession of related items, lighters, matches, etc.
- Immoral activity
- Fighting
- Intimidation – where a person of normal sensibilities would feel threatened or in danger of harm
- Continued bullying
- Skipping class or school (truancy)
- Vandalism or destruction of school property
- Possession of a weapon, including the use of an ordinary object as a weapon.
- Possession of pocketknives, fireworks, or explosives
- Written or verbal threats to the safety of individuals or the school in general.
- Lying, forgery, plagiarism or cheating in any form.
- Repeated foul language (spoken or written); distributing or possession of profane, indecent, or obscene language, literature, or pictures
- Physical threats toward anyone on campus
- Verbal threats of harm to a staff member
- Physical or verbal abuse of another student
- Physical or verbal conduct which constitutes sexual harassment
- Abuse or theft of school property, furniture, equipment, books, building, or grounds
- Blatant violation of the dress code
- Continued presence of a spirit and attitude that is not "in harmony with the spirit of the school"
- Continued lack of respect for authority or intentional disobedience
- Any illegal action on or off campus

- Violation of the Student Honor Code (See Section 2, "Honor Code") at school, at home, or elsewhere
- Passive participation in any of the above

Note: All the behaviors listed above apply equally on and off campus, as well as to any kind of electronic communication including, but not limited to, text messages, instant messaging, social networking sites, internet posts, video messaging and voice mail messages.

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In addition, the forgery of a parental signature at any time may be considered grounds for suspension (in-school or off-campus) or expulsion.

The recommended length of suspension is three to five school days, with the minimum suspension usually being three days. Suspension is treated as an unexcused absence in reference to classwork. A conference with the principal, superintendent, parents, and student may be held before and after the suspension. All classwork missed during suspension must be completed before returning to classes. A suspension automatically places a student on probation. The student's return to school the following year may be denied.

In the event that a student does not respond favorably to other disciplinary measures or that the parent does not support other disciplinary measures, the superintendent may decide to remove the student by expulsion.

A student who is expelled or asked to withdraw by the administration will not receive any refund for any month a student attends any portion of that month. A two-month penalty will be due and paid before any transcripts or records will be released.

SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

DRESS CODE

The Christian School at Castle Hills desires that all things be pleasing to the Lord and in a manner that will honor Him, recognizing, of course, that true Christianity is a matter of the heart and not always the outward appearance. However, it is true that the appearance is important. In I Thessalonians 5:22, it states: "Abstain from all appearance of evil." Samuel notes, "The Lord looks on the heart . . . man looks on the outward appearance." However, Peter puts his finger on the real issue when he stated that our attractiveness should not be based on what we wear but on "the hidden man of the heart... even the ornament of a meek and quiet spirit." People represent the feelings and thoughts of their hearts through their dress and actions. Therefore, a person's clothing and the way they wear it should represent a desire to please God and honor Him.

All students will follow the school dress code unless otherwise specified by the administration for special events and activities. Teachers will check their students' clothing each morning to identify any dress code violations and will complete a uniform violation form for any student who is not dressed according to the school dress code. The first time a student is not within the dress code guidelines, the parents will be notified by e-mail. A student who is inappropriately attired may be required to wear the school chapel attire on non-chapel days. In the event a student comes to school without proper attire but with a note of explanation from a parent, the student should be sent to the office with the note before attending classes. Final authority for judgment calls rests with the area principal.

Student attire must meet the following guidelines:

- Be conservative, neat, clean, pressed, and modest
- Not be severely faded, dirty, torn, and immodest or otherwise present a disheveled appearance
- Shoes must be clean or polished (leather shoes)
- Be clearly labeled with student's name (the school is not responsible for lost or damaged clothing)

When in uniform, **a student should wear it properly at all times.** Students are required to be in uniform during school hours, unless other attire has been approved in advance. In high school, some students go directly to work or other activities where their school uniform is inappropriate. Therefore, with permission from the office, students may request and be permitted to change before leaving campus. The administration will designate proper dress for special event and activity days.

The Christian School at Castle Hills administration reserves the right to determine the appropriateness of all dress code issues at school and at any school sponsored or endorsed functions.

FlynnO'Hara Uniform

Students may wear any combination of school approved uniform items from FlynnO'Hara Uniforms. See FlynnO'Hara Uniforms' information for detailed school clothing information. Flynn O'Hara Uniforms' web address is <http://www.flynnohara.com/>.

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General guidelines for girls, K–12th grade

- The length of the skirt or the jumper must be to the knee.
- Walking shorts or the skort must be no more than 3" above the knee.
- Modesty shorts must be worn under skirts.
- Undergarments or camisoles are not to extend beyond the shirt sleeves or shirt hemline.

General guidelines for boys, K–12th grade

- Shirts must be tucked in and worn with a solid black or braided belt for all boys in grades 3rd–12th.
- White undershirts can be worn under white or black monogrammed pique polo. However, only black undershirts can be worn under black short-sleeved or long-sleeved Pique polos. No other colors of undershirts are allowed.
- Undershirts should not extend beyond the shirt sleeves.

SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

Uniform Dress Code (Grades K–2nd)

Girls (K–2nd): Daily School Uniform

A combination of any of the available FlynnO’Hara uniform separates including

Top:

- Short-sleeved blouse with navy trim (chapel blouse)
- Plain white banded-blouse
- Sailor blouse with navy trim
- Black or white monogrammed short-sleeved or long-sleeve pique polo
- One of the FlynnO’Hara monogrammed sweater options:
 - Cardigan
 - Sleeveless vest
 - Long-sleeved pullover
 - ***Optional:*** black monogrammed jacket (available as a special order through the school)

Bottom:

- Plaid jumper or skort
- Khaki walking short
- Khaki twill pants

Girls (K–2nd): Daily School Shoes and Socks

Any of the school approved shoes at School Shoes Unlimited or those that are similar in appearance:

- School approved black leather shoes (penny loafer, oxford, Mary Janes)
- Black leather ballet style shoes with no sequins, sparkles or accessories beyond a small bow or buckle
- Black leather Sperry-style shoes with black soles
- Keds™ white leather athletic shoe with navy saddle
- Black and white leather saddle oxford
- Solid white or black leather or leather-like athletic shoe
- ***NO*** canvas or cloth shoes
- Solid white crew or quarter crew socks
- Solid white or black knee sock
- Solid white or black opaque tights
- Solid black leggings
- ***NO*** patterned tights or knee-high hosiery
- Shoelaces must match the predominant color of lace up shoes and be tied at all times

Boys (K–2nd): Daily Uniform

- Black or white monogrammed short-sleeved or long-sleeve pique polo
- FlynnO’Hara khaki or black twill pants
- FlynnO’Hara khaki twill shorts
- One of the FlynnO’Hara monogrammed sweater options:
 - Cardigan
 - Sleeveless vest
 - Long-sleeved pullover
 - ***Optional:*** black monogrammed jacket (available as a special order through the school)

Boys (K–2nd): Daily Shoes and Socks

Any of the school approved shoes at School Shoes Unlimited or those that are similar in appearance:

- School approved black leather shoes (penny loafer or oxford)
- Black leather Sperry-style shoes with black soles
- Solid white or black leather or leather-like athletic shoes
- ***NO*** canvas or cloth shoes
- Solid white crew or quarter crew socks
- Shoelaces must match the predominant color of lace up shoes and be tied at all times

SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

Girls (K–2nd): Chapel Uniform

- FlynnO’Hara plaid jumper
- Short-sleeved blouse with navy trim
- One of the FlynnO’Hara monogrammed sweater options:
(required Oct. 1 – Mar. 1)
 - Cardigan
 - Sleeveless vest
 - Long-sleeved pullover

Girls (K–2nd): Chapel shoes

- Solid white or black leather or leather-like athletic shoe
- Keds™ white leather athletic shoe with navy saddle
- **NO** canvas or cloth shoes
- Solid white or black knee sock
- Solid white or black opaque tights
- **NO** leggings, patterned tights or knee-high hosiery
- Shoelaces that match the predominant color of lace up shoes (shoes must be tied at all times)
- **Optional for K–2nd girls:**
School approved black leather shoes (penny loafer, oxford, Mary Janes); black leather ballet style shoes with no sequins, sparkles or accessories beyond a small bow or buckle; black leather Sperry-style shoes with black soles; or, black and white saddle oxford

Boys (K–2nd): Chapel Uniform

- FlynnO’Hara khaki pants
- FlynnO’Hara white short-sleeved or long-sleeve monogrammed pique shirt
- *Shirts do not necessarily need to be tucked in for K–2nd grade.*
- FlynnO’Hara monogrammed sweater required October 1– Mar. 1 including
 - Cardigan
 - Sleeveless vest
 - Long-sleeved pullover

Boys (K–2nd): Chapel Shoes and Socks

- Any of the school approved shoes at School Shoes Unlimited or those that are similar in appearance:
- Solid white or black leather or leather-like athletic shoes
 - **NO** canvas or cloth shoes
 - Solid white crew or quarter crew socks
 - Shoelaces must match the predominant color of lace up shoes and be always tied
 - **Optional for K–2nd boys:**
School approved black leather shoes (penny loafer or oxford), or black leather Sperry-style shoes with black soles worn with black dress socks.

SECTION 2– EDUCATIONAL POLICIES AND PROCEDURES

Uniform Dress Code (Grades 3rd–4th)

Girls (3rd–4th): Daily School Uniform

A combination of any of the available FlynnO’Hara uniform separates including

Top:

- Short-sleeved blouse with navy trim (chapel blouse)
- Plain white banded-blouse
- Sailor blouse with navy trim
- Black or white monogrammed short or long-sleeve pique polo
- One of the FlynnO’Hara monogrammed sweater options:
 - Cardigan
 - Sleeveless vest
 - Long-sleeved pullover
 - ***Optional:*** black monogrammed jacket (available as a special order through the school)

Bottom:

- Plaid jumper or skort
- Khaki walking short
- Khaki pants

Girls (3rd–4th): Daily School Shoes and Socks

Any of the school approved shoes at School Shoes Unlimited or those that are similar in appearance:

- School approved black leather shoes (penny loafer, oxford, Mary Janes)
- Black leather ballet style shoes with no sequins, sparkles or accessories beyond a small bow or buckle
- Black leather Sperry-style shoes with black soles
- Keds™ white leather athletic shoe with navy saddle
- Black and white saddle oxford
- Solid white or black leather or leather-like athletic shoe
- ***NO*** canvas or cloth shoes
- Solid white crew or quarter socks
- Solid white or black knee sock
- Solid white or black opaque tights
- Solid black leggings
- ***NO*** patterned tights or knee-high hosiery
- Shoelaces must match the predominant color of lace up shoes and be always tied

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<p><i>Boys (3rd–4th): Daily Uniform</i></p> <ul style="list-style-type: none"> ● Black or white monogrammed short or long-sleeve pique polo ● FlynnO’Hara short-sleeved monogrammed oxford chapel shirt ● FlynnO’Hara khaki or black twill pants ● FlynnO’Hara khaki twill shorts ● <i>Shirts must be tucked in and worn with a black solid leather or braided belt.</i> ● One of the FlynnO’Hara monogrammed sweater options: <ul style="list-style-type: none"> ○ Cardigan ○ Sleeveless vest ○ Long-sleeved pullover ○ <i>Optional:</i> black monogrammed jacket (available as a special order through the school) 	<p><i>Boys (3rd–4th): Daily Shoes and Socks</i></p> <p>Any of the school approved shoes at School Shoes Unlimited or those that are similar in appearance:</p> <ul style="list-style-type: none"> ● School approved black leather shoes (penny loafer or oxford) ● Black leather Sperry-style shoes with black soles ● Solid white or black leather or leather-like athletic shoes ● <i>NO</i> canvas or cloth shoes ● Solid white crew socks ● Shoelaces must match the predominant color of lace up shoes and be always tied
<p><i>Girls (3rd–4th): Chapel Uniform</i></p> <ul style="list-style-type: none"> ● FlynnO’Hara plaid jumper ● Short-sleeved blouse with navy trim ● One of the FlynnO’Hara monogrammed sweater options: <ul style="list-style-type: none"> (required Oct. 1 – Mar. 1) ○ Cardigan ○ Sleeveless vest ○ Long-sleeved pullover 	<p><i>Girls (3rd–4th): Chapel shoes</i></p> <ul style="list-style-type: none"> ● School approved black leather or leather-like shoes (penny loafer, oxford, Mary Janes) ● Black leather ballet style shoes with no sequins, sparkles or accessories beyond a small bow or buckle ● Black leather Sperry-style shoes with black soles ● Black and white saddle oxford ● <i>NO</i> canvas or cloth shoes ● Shoelaces must match the predominant color of lace up shoes and be always tied ● Solid white or black knee sock ● Solid white or black opaque tights ● <i>NO</i> leggings, patterned tights or knee-high hosiery

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Boys (3rd–4th): Chapel Uniform

- FlynnO’Hara khaki twill slacks
- FlynnO’Hara short-sleeved monogrammed oxford shirt
- ***Shirts must be tucked in and worn with a black solid leather or braided belt.***
- One of the FlynnO’Hara monogrammed sweater options:
(required Oct. 1 – Mar. 1)
 - Cardigan
 - Sleeveless vest
 - Long-sleeved pullover

Boys (3rd–4th): Chapel Shoes and Socks

- Any of the school approved shoes at School Shoes Unlimited or those that are similar in appearance:
- School approved black leather or leather-like shoes (penny loafers or oxfords)
 - Black leather Sperry-style shoes with black soles
 - Solid black dress socks

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Uniform Dress Code (Grades 5th–6th)

Girls (5th–6th): Daily School Uniform

A combination of any of the available FlynnO’Hara uniform separates including

Top:

- FlynnO’Hara monogrammed ¾-sleeved blouse
- Plain white banded-blouse
- Sailor blouse and tie
- Black or white monogrammed short or long-sleeve pique polo
- One of the FlynnO’Hara monogrammed sweater options:
 - Cardigan
 - Sleeveless vest
 - Long-sleeved pullover
 - ***Optional:*** black monogrammed jacket (available as a special order through the school)

Bottom:

- Pleated plaid skirt or skort
- Khaki walking short
- Khaki pants

Girls (5th–6th): Daily School Shoes and Socks

Any of the school approved shoes at School Shoes Unlimited or those that are similar in appearance:

- School approved black leather shoes (penny loafer, oxford, Mary Janes)
- Black leather ballet style shoes with no sequins, sparkles or accessories beyond a small bow or buckle
- Black leather Sperry-style shoes with black soles
- Keds™ white leather athletic shoe with navy saddle
- Black and white saddle oxford
- Solid white or black leather or leather-like athletic shoe
- ***NO*** canvas or cloth shoes
- Solid white crew or quarter socks
- Solid white or black knee sock
- Solid white or black opaque tights
- Solid black leggings
- ***NO*** patterned tights or knee-high hosiery
- Shoelaces must match the predominant color of lace up shoes and be tied at all times

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<p><i>Boys (5th–6th): Daily Uniform</i></p> <ul style="list-style-type: none"> ● Black or white monogrammed short or long-sleeve pique polo ● FlynnO’Hara short-sleeved monogrammed oxford chapel shirt ● FlynnO’Hara khaki or black twill pants ● FlynnO’Hara khaki twill shorts ● <i>Shirts must be tucked in and worn with a black solid leather or braided belt.</i> ● One of the FlynnO’Hara monogrammed sweater options: <ul style="list-style-type: none"> ○ Cardigan ○ Sleeveless vest ○ Long-sleeved pullover ○ <i>Optional:</i> black monogrammed jacket (available as a special order through the school)
<p><i>Girls (5th–6th): Chapel Uniform</i></p> <ul style="list-style-type: none"> ● FlynnO’Hara box pleated plaid skirt ● FlynnO’Hara monogrammed ¾-sleeved blouse ● One of the FlynnO’Hara monogrammed sweater options: (required Oct. 1 – Mar. 1) <ul style="list-style-type: none"> ○ Cardigan ○ Sleeveless vest ○ Long-sleeved pullover

<p><i>Boys (5th–6th): Daily Shoes and Socks</i></p> <p>Any of the school approved shoes at School Shoes Unlimited or those that are similar in appearance:</p> <ul style="list-style-type: none"> ● School approved black leather shoes (penny loafer or oxford) ● Black leather Sperry-style shoes with black soles ● Solid white or black leather or leather-like athletic shoes ● <i>NO</i> canvas or cloth shoes ● Solid white crew or quarter crew socks ● Shoelaces must match the predominant color of lace up shoes and be tied at all times
<p><i>Girls (5th–6th): Chapel shoes</i></p> <ul style="list-style-type: none"> ● School approved black leather shoes (penny loafer, oxford, Mary Janes) ● Black leather ballet style shoes with no sequins, sparkles or accessories beyond a small bow or buckle ● Black leather Sperry-style shoes with black soles ● Black and white saddle oxford ● <i>NO</i> athletic socks ● <i>NO</i> canvas or cloth shoes ● Shoelaces must match the predominant color of lace up shoes and be tied at all times ● Solid white or black knee sock ● <i>NO</i> crew or quarter crew socks ● Solid white or black opaque tights ● <i>NO</i> leggings, patterned tights or knee-high hosiery

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Boys (5th–6th): Chapel Uniform

- FlynnO’Hara khaki twill slacks
- FlynnO’Hara short-sleeved monogrammed oxford shirt
- ***Shirts must be tucked in and worn with a black solid leather or braided belt.***
- One of the FlynnO’Hara monogrammed sweater options:
(required Oct. 1 – Mar. 1)
 - Cardigan
 - Sleeveless vest
 - Long-sleeved pullover

Boys (5th–6th): Chapel Shoes and Socks

Any of the school approved shoes at School Shoes Unlimited or those that are similar in appearance:

- School approved black leather shoes (penny loafers or oxfords)
- Black leather Sperry-style shoes with black soles
- ***NO*** athletic shoes
- Solid black dress socks
- ***NO*** crew or quarter crew socks

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Uniform Dress Code (Grades 7th–12th)

Girls (7th–12th): Daily School Uniform

A combination of any of the available

FlynnO’Hara uniform separates including

Top:

- FlynnO’Hara monogrammed ¾-sleeved blouse
- Plain white banded-blouse
- Black or white monogrammed short or long-sleeve pique polo
- One of the FlynnO’Hara monogrammed sweater options:
 - Cardigan
 - Sleeveless vest
 - Long-sleeved pullover
 - ***Optional:*** black monogrammed jacket (available as a special order through the school)
- Official Castle Hills sweatshirt from FlynnO’Hara

Bottom:

- Pleated plaid skirt or skort
- Khaki walking short
- Khaki pants

Girls (7th–12th): Daily School Shoes and Socks

Any of the school approved shoes at School Shoes

Unlimited or those that are similar in appearance:

- School approved black leather shoes (penny loafer, oxford, Mary Janes)
- Black leather ballet style shoes with no sequins, sparkles or accessories beyond a small bow or buckle
- Black leather Sperry-style shoes with black soles
- Keds™ white leather athletic shoe with navy saddle
- Black and white leather saddle oxford
- Solid white or black leather or leather-like athletic shoe (contrasting black or white logos are acceptable)
- ***NO*** canvas or cloth shoes or high tops.
- Solid white crew or quarter crew socks
- Solid white or black knee sock
- Solid white or black opaque tights
- Solid black leggings
- ***NO*** patterned tights or knee-high hosiery
- Shoelaces must match the predominant color of lace up shoes and be tied.

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<p>Boys (7th–12th): Daily Uniform</p> <ul style="list-style-type: none"> ● Black or white monogrammed short- or long-sleeve pique polo ● FlynnO’Hara short-sleeved monogrammed oxford chapel shirt ● FlynnO’Hara khaki or black twill pants ● FlynnO’Hara khaki twill shorts ● Shirts must be tucked in and worn with a black solid leather or braided belt. ● One of the FlynnO’Hara monogrammed sweater options: <ul style="list-style-type: none"> ○ Cardigan ○ Sleeveless vest ○ Long-sleeved pullover ○ Optional: black monogrammed jacket (available as a special order through the school) ● Official Castle Hills sweatshirt from FlynnO’Hara
<p>Girls (7th–12th): Chapel Uniform</p> <ul style="list-style-type: none"> ● FlynnO’Hara box pleated plaid skirt ● FlynnO’Hara monogrammed ¾-sleeved blouse ● 9th–12th only: Monogrammed tie with appropriate graduation year ● One of the FlynnO’Hara monogrammed sweater options: (required Oct. 1–Mar. 1) <ul style="list-style-type: none"> ● Cardigan ● Sleeveless vest ● Long-sleeved pullover ● NO sweatshirts may be worn on chapel days

<p>Boys (7th–12th): Daily Shoes and Socks</p> <p>Any of the school approved shoes at School Shoes Unlimited or those that are similar in appearance:</p> <ul style="list-style-type: none"> ● School approved black leather shoes (penny loafer, oxford, or boots) ● Black leather Sperry-style shoes with black soles ● Solid white or black leather or leather-like athletic shoes (contrasting black or white logos are acceptable) ● NO canvas or cloth shoes ● Solid white crew or quarter crew socks ● Shoelaces must match the predominant color of lace up shoes and be always tied
<p>Girls (7th–12th): Chapel Shoes</p> <ul style="list-style-type: none"> ● School approved black leather shoes (penny loafer, oxford, Mary Janes) ● Black leather ballet style shoes with no sequins, sparkles or accessories beyond a small bow or buckle ● Black leather Sperry-style shoes with black soles ● Black and white leather saddle oxford ● NO Athletic Shoes ● NO canvas or cloth shoes ● Shoelaces must match the predominant color of lace up shoes and be always tied ● Solid white or black knee sock ● Solid white or black opaque tights ● NO crew or quarter crew socks ● NO leggings, patterned tights or knee-high hosiery

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Boys (7th–12th): Chapel Uniform

- FlynnO’Hara khaki twill slacks
- FlynnO’Hara short-sleeved monogrammed oxford shirt
- **9th–12th only:** Black uniform necktie or black or CHS plaid bow tie
- ***Shirts must be tucked in and worn with a black solid leather or braided belt.***
- One of the FlynnO’Hara monogrammed sweater options:
(required Oct. 1–Mar. 1)
 - Cardigan
 - Sleeveless vest
 - Long-sleeved pullover
- **NO sweatshirts may be worn on chapel days.**

Boys (7th–12th): Chapel Shoes and Socks

Any of the school approved shoes at School Shoes Unlimited or those that are similar in appearance:

- **School approved black leather shoes (penny loafers, oxfords, or boots)**
- Black leather Sperry-style shoes with black soles
- Solid black dress socks
- **NO** athletic shoes
- **NO** crew or quarter crew socks

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Elementary Dress Code Compliance

Parents will receive email notification on each dress code violation. Consequences for dress code violations begin for 3rd grade students at the beginning of the second semester of the school year. Consequences for students in 4th–6th grade start at the beginning of the school year and reset at the beginning of each quarter.

- **1st through 3rd Infractions** — parent notification by email
- **4th and 5th Infractions** — lunch detention in office
- **6th and 7th Infractions** — 30 minute after-school detention
- **8th and 9th Infractions** — 1 hour after-school detention
- **Additional Infractions**— Saturday school – 3 hours TBD by administration (\$25 fee)

Violators will receive a Dress Code Violation form describing the violation. The violation will be recorded in FACTS SIS. A copy of the Dress Code Violation form or an e-mail will be sent to the parent for each violation. At times a student may be sent to the office to have the principal determine if the student is in violation of the dress code. The final determination of a violation rests with the administration.

Consequences for subsequent violations will be determined by the principal and may include being sent home until the violation is corrected.

Secondary Dress Code Compliance

All students are informed of the school dress code and appearance standards in the student manual. Every effort must be made by the student and the parent to comply with school policy. Teachers should immediately report any apparent violations to the principal. The following guidelines will be used in dealing with dress code violations:

- **1st Infraction** — parent notification by email and possible loss of spirit dress privileges
- **2nd Infraction** - parent notification by email and student conference with the Dean of Students
- **3rd Infraction** — after-school detention for 3 days
- **4th Infraction** — after-school detention for an additional 3 days and loss of any semester final exam exemptions. (See Final Exam Exemption Policy—Seniors (12th grade) Only)
- **5th Infraction** — parent conference following a half-day in-school suspension
- **6th Infraction** — full day in-school suspension (\$25 fee) or full day out-of-school suspension
- **7th Infraction** — Saturday school – 3 hours TBD by administration (\$25 fee)
- **Additional Violations** — parent conference and additional consequences

Note: Failure to attend detention without permission will result in an additional detention. Students who accumulate six or more days of detention may have those days replaced by one day of ISS at the administration's discretion.

Violators will receive a Dress Code Violation form describing the violation. The violation will be recorded in FACTS SIS. A copy of the Dress Code Violation form or an e-mail will be sent to the

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parent for each violation. At times a student may be sent to the office to have the principal determine if the student is in violation of the dress code. The final determination of a violation rests with the administration.

Consequences for subsequent violations will be determined by the principal and may include being sent home until the violation is corrected.

In the event that form fitting clothing is worn or when the administration deems necessary, the parent will be notified for immediate correction of the problem. The student will be removed from class and allowed to return when in compliance with dress code. A female teacher will address older girls if the violation involves modesty. The teacher or the administration has the liberty to remove a student from the classroom until the offense is corrected. Chronic dress code violations are considered rebellion. A student who repeatedly violates the same rule, even in a small matter, may need to be suspended or even expelled.

Repeated offenses of the dress code will result in further disciplinary action.

Parent and student cooperation in selecting appropriate clothing and accessories for school is appreciated. Compliance to dress code helps to provide students with an educational environment that encourages their intellectual, moral, and spiritual growth.

Field Trip Uniforms

The chapel uniform is worn on appropriate field trips. The area principal will determine appropriate dress for field trips when the chapel uniform is not appropriate.

Physical Education/Athletic Dress

Physical Education/Athletic Uniforms

Physical education/athletic uniforms are required for students beginning in 5th grade. **Required P.E. uniforms (shorts and shirts) are purchased through FlynnO'Hara.** P.E. uniforms must be clearly marked with the student's name.

The following standards apply:

- 1) Students will change into the P.E./athletic uniform and athletic socks and shoes prior to P.E./athletic classes.
- 2) Students should not wear jewelry to P.E./athletic classes. Coaches and P.E. teachers will ask students to remove jewelry for P.E./athletic class.
- 3) A uniform violation may be issued, and points may be deducted from a student's daily grade if he or she does not dress in the P.E./athletic uniform, athletic socks and shoes.

Letter Jackets

Wearing a letter jacket fosters unity and school spirit among the students at The Christian School at Castle Hills. It also gives an opportunity for students to share in their pride and love for the school. The standards for lettering should give students a goal to attain and something to look forward to in high school. The highest level of honor, achievement, and excellence is that of earning

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the letter CH on the front of the jacket along with the privilege of earning and wearing additional patches as a high school student.

As a mark of integrity for students living in a godly manner in and out of school, students are expected to follow all rules involving the wearing of a letter jacket:

- 1) No extra patches, letters, or insignia of any kind may be worn on or attached to a letter jacket purchased by students in grades Kindergarten through eighth.
- 2) Only those patches, letters, or insignia earned and purchased through The Christian School at Castle Hills may be worn or attached to the letter jacket for grades 9th–12th.
- 3) Students in secondary may have their name embroidered on the letter jacket.

To receive a letter jacket or a letter a student must do the following in the year of participation and award:

Fine Arts Letter:

- 1) Complete a full semester of high school Fine Arts at CHS
- 2) Participate in at least two showings, concerts, or contests
- 3) Maintain a minimum grade average of 90 in the Fine Arts class
- 4) Maintain conduct grades without any *N* or *U*
- 5) Be approved by the principal

Athletic Letter (Applies in year of participation):

- 1) Be a member of a varsity level team
- 2) Contribute to the improvement of the varsity squad based on the coach's recommendation
- 3) Maintain conduct grades without any *N* or *U*
- 4) Be approved by the athletic director

Cheerleader Dress

Cheerleaders' dress, both uniforms and practice attire, must be modest in terms of length of skirts and shorts, avoiding open sleeves that are too exposing and tops that are too tight and/or form-fitting. Uniforms must be pre-approved by the athletic director and the superintendent. Uniforms should be ordered in the fall semester with the growth of young ladies in mind in order that the clothing continues to meet dress policy in the spring. When not actively engaged in practice, cheerleaders' attire should be the CHS athletic uniform.

School Spirit Dress

School Spirit Dress allows students to come to school without being required to wear the approved school uniform. Spirit dress includes the following:

- Official, school-approved school spirit shirts or class shirts
- Official CHS sweatshirts may be worn on school spirit dress days

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- Any solid color full-length jean or school approved uniform shorts (Jeans must not have holes or be torn).
- No jeggings or leggings
- Close-toed shoes (sandals are not allowed)
- Clean and modest clothing, not overly tight or loose.
- Other outer wear must comply with regular outer wear policy.
- All guidelines related to hats, hair, cosmetics, jewelry, etc., will remain in force.
- Nothing resembling facial tattoos.

Students wearing anything questionable will be sent to the office, and final decision will rest with the area principal.

Backpacks and Lunchboxes (Grades K - 6)

Students in grades K - 6th should avoid character backpacks and lunchboxes (ie. Mickie Mouse, super heroes, Little Kitty, Bratz, Hulk, Batman, Barbie, etc.)

Cosmetics

Girls: Grades K–6

- Girls are not allowed to wear makeup. Only neutral tone lip gloss is allowed.
- Fingernail polish in any shade except black is allowed.
- Deodorant should be worn at the age it is needed for good hygiene.

Girls: Grades 7 - 12

- Foundation, blush, powder, and lipstick may be worn in traditional, conservative colors.
- Eye shadow may be worn, but it should enhance the natural skin tones.
- Mascara may be worn, but false eyelashes may not be worn.
- Fingernail polish in any shade except black is allowed.
- Deodorant should be worn at the age it is needed for good hygiene.

Boys:

- After shave and cologne are permitted.
- Deodorant should be worn at the age it is needed for good hygiene.

Tattoos and Body Piercings

- All tattoos must be covered during school hours and during any school sponsored event.
- No visible facial or body piercings with jewelry are allowed.
- Only girls may have pierced ears. No more than 2 piercings per ear.

Jewelry

- Large heavy jewelry and costume jewelry should not be worn.

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- Necklaces may be worn.
- Chains may not be worn.
- Jewelry with Christian symbols may be worn.

Girls:

- Girls may wear watches, bracelets (no more than 4 total), finger rings, necklaces, and one ankle bracelet.
- Girls should limit ear piercings to two per ear.
- Girls in 5th–12th grades— dangle, hoop, and large earrings should be removed in P.E. for safety precautions.
- Girls in K–4th grade should limit earring size to nickel-sized posts. Dangle and hoop earrings can be dangerous in P.E. and on the playground.

Boys:

- Boys may wear watches, bracelets (no more than 4 total), finger rings, and necklaces only. Jewelry that requires piercing is not to be worn.

Hair and Hats

Hats are not to be worn while in the school building/classrooms.

Students must keep their hair neat, clean, well-groomed, and in traditional/natural styles and colors.

Girls:

- Any hair accessory should coordinate with school colors and the school uniform and be modest in size.

Boys:

- Haircuts are to be traditional, off the collar, off the ears, and not touching the eyebrows. Bushy or shaggy hairstyles are not permitted even if they follow the above policy.
- Boys must be always clean shaven when in school uniform. No beards, goatees, or mustaches are permitted. Boys failing to shave at home will be sent to the office to shave at school.

Winter Wear/Outer Wear

All students, grades K–12th, will be required to have one of the three school-approved FlynnO’Hara Uniform sweaters (cardigan, vest, or pullover) or the school approved black jacket with school logo to be worn in the buildings and in the classroom. If one of the school sweaters or the school approved black jacket with school logo is not enough to keep a student warm in the buildings and classrooms, the student is allowed to wear another coat or jacket over the sweater, but it must meet the following guidelines:

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- Coats/jackets in any solid color or style with no designs or prints and with no brand names, large logos, advertising or pictures across the front, back or down the sleeve
- Heavy outerwear in any solid color or style with no designs or prints and with no brand names, large logos, advertising or pictures across the front, back or down the sleeve
- Coats/jackets/heavy outerwear may have a hood, but the hood is not to be worn during the school day
- No pullover sweatshirts/hoodies are allowed
- CHS sweatshirts/hoodies may be worn ONLY on school spirit dress days.

The CHS Uniform jackets (similar to North Face brand style) sold by the CHS Booster Club are approved to be worn on regular uniform dress days in compliance with the daily school uniform guidelines. Any other clothing articles sold by the CHS Booster Club are approved to be worn on spirit dress days in compliance with the spirit dress uniform guidelines.

Dress for Formal or Special Events (Grades 7th–12th)

Garments worn to formal events (such as awards banquets, homecoming, JR/SR banquet and the CHS sports banquet) should comply with the guidelines listed below. Prior administrative approval is encouraged and occasionally may be required. If a student of CHS invites a guest to a CHS event, the student will be responsible to make sure his or her guest is aware of the guidelines. Once at the school-sponsored event, any student who is inappropriately dressed may be asked to go home to change if modifications cannot be made to meet the following guidelines.

Guidelines for formal attire for the young ladies are as follows:

- The back of the garment should not extend below the middle of the back. Additionally, there shall be no other openings below this area.
- Garments must not have a deep dip V-neck.
- Garments should not expose cleavage or midriffs.
- Garments that are strapless, have straps smaller than one inch in width, or are “off the shoulder” must be worn with a shawl that completely covers the shoulders during the entire school event.
- Garments should be constructed of a material that is not clingy or see-through. Mesh or lace material without an underlining is not permitted.
- Dresses should be floor length.
- Slits in dresses may not be more than 2 inches above the top of the kneecap when standing and must be modest when sitting.
- Shoes are required. No flip-flops are allowed for formal dress.

Guidelines for formal attire for the young men are as follows:

- Garments should be clean and neatly pressed.
- Dress shirts are required.
- Dress pants (no jeans) should be appropriately sized and not too baggy.

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- Coats, ties, belts, and vests are appropriate.
- Closed-toed shoes with dress socks are required.

EXTRACURRICULAR/STUDENT ACTIVITIES

The Christian School at Castle Hills offers a variety of student activities designed to give systematic extracurricular opportunities to all students in achieving optimal development in spiritual, cognitive, emotional, social, and physical growth. These activities are offered in individual and group settings. Student activities reflect the school’s stated philosophy, mission, purpose, core values, goals, and objectives. Both school and out-of-school resources are used to implement the program of student activities in compliance with school policies.

The school seeks to give all students skills to prepare for all aspects of Christian adult living. The staff, faculty, and administration work in conjunction to provide student activities designed to meet the spiritual, cognitive, emotional, social, and physical needs of each student.

Eligibility Requirements for Participation in Extracurricular Activities

Extracurricular activities provide opportunities for learning Christian leadership and socialization skills. Extracurricular activities include athletics, fine arts, clubs, and organizations for students in grades 5th–12th.

To be eligible for any extracurricular activity, students must:

- 1) Maintain a seventy (70) or above average in each and all subjects.
- 2) Maintain conduct grade of at least an S in each class.
- 3) Be in attendance at school (a minimum of one-half the day) on the day of the activity. [*See Tardiness (Grades 7–12)*]

Athletes in grades 7 - 12, who are considered ineligible or who are on probation may be required to attend “Help Classes” during the athletic period on assigned days until they are ruled eligible for participation.

Eligibility for participation in extracurricular activities will be determined through grade checks using the following procedures:

- A grade report will be checked on Tuesday morning of the designated grade check weeks.
- If a student’s class average falls below 70, the probation or ineligibility period will begin that Wednesday and will be in place until the Wednesday after the full time of probation or ineligibility.
- Once on probation or being ineligible, the student may not regain eligible status prior to the end of the probation/ineligible period, even if the grade improves to a passing level.

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Terms:

- Eligible — can participate fully in practices and games.
- Probation — can participate fully in games. May practice before or after school.
- Ineligible — cannot participate in games. May practice before or after school.

Based on the school calendar, we will check grades for participation eligibility every 3 weeks. Calendar dates will be posted and announced for each check.

- First grade check:
 - Eligible — passing all classes with a 70 or above
 - Probation — one class with a failing grade between 60 and 69
 - Ineligible — failing two or more classes with grades below a 70
 - Ineligible — failing any one class with a grade below 60
- Every other grade check (each at the end of a 3-week period):
 - Eligible — passing all classes with a 70 or above
 - Probation — eligible at previous grade check but now having one class with a failing grade between 60 and 69
 - Ineligible — on probation or not eligible from previous grade check and failing any class with a grade between 60–69
 - Ineligible — failing two or more classes with grades below a 70
 - Ineligible — failing any one class with a grade below 60

In other words, the first time a student is failing (one class with a grade from a 60–69), he or she is on probation; the second time, he or she is ineligible for at least 3 weeks (determined at the next grade check).

During spring sports (tennis, golf, etc.), students will be allowed to participate in only one tournament per week. Exceptions may be considered if the student is maintaining an overall average of 80 or above in all of his or her classes.

Students are responsible for all classwork, homework, and tests they miss due to competitions or required or approved activities that take place during normal school hours. Missed assignments and tests are due on the first day the student returns to school. When possible, students should make arrangements for any missed assignments or tests with their teachers in advance.

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Athletics

The athletics program at The Christian School at Castle Hills is available to intermediate and secondary students (grades 5th–12th) and is centered upon the development of the Christian student athlete’s character while under the stress and duress of interscholastic competition. Not all sports are available for each grade level.

Intermediate School Athletics

Students enrolled in the 5th and 6th grades are encouraged to participate in athletic sports offered for their level at CHS.

Intermediate School sports teams participate in a variety of city leagues including ISAL (Cross Country & Track/Field), St. Luke's Basketball League, and CAL Kids (Basketball). Students in intermediate school will be placed on their age/grade appropriate teams. The placement on teams is determined by the differing league rules, CHS's policy, and the school’s commitment to considering the spiritual, emotional, social and physical development of the student. As a result, no athlete in the 5th or 6th grade will be moved up to middle school level teams or leagues. All other CHS Middle School Athletic policies apply to intermediate school sports regarding playing time and related sports fees.

Secondary Athletic Parent Service Hours Policy

Each athletic event on campus requires volunteers to serve in various capacities for events to function properly. Therefore, each family of an athlete is required to perform mandatory service hours during the fall or winter season that their student(s)’ sport is played. Parent service hours will be required per student, per sport. This means that if a student(s) plays multiple sports, the parent will be required to serve the required number of slots for each of those sports. If the parent has multiple children, the parent will be required to serve the allotment for each child.

Mandatory service hours only apply to team sports that host home games: Football, Volleyball, Basketball, Soccer.

- High School Family Required Service Slots – 3 per student, per sport
- Middle School Family Required Service Slots – 2 per student, per sport

Buy-Out of Mandatory Service Hours

For a fee of \$45 per required service opportunity, a parent may buy out of a required service hour.

(This would be \$135 per season per high school student or \$90 per season per middle school student.)

This fee goes to helping secure someone to serve in the slot so that athletic games/events still function properly.

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Note: Athletes will not be allowed to participate in any sport until the parent signs up for the required service hours or pays the buy-out fee.

Awards Programs and Banquets

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

Class Parties and Events

Religious aspects of holidays will be observed and taught at CHS. Students are normally not permitted to give parties at school for teachers or "just for fun." The superintendent must approve exceptions.

All parties, K–6th, are planned by the room parents under the direction of the classroom teacher and will adhere to the guidelines established by the administration. The students may do the decorating, and refreshments are kept simple.

The administration must approve any other parties before plans are made.

Elementary Class Parties

Class parties held at school during the school day are limited in number and carefully controlled in terms of expense. **Elementary grades** (K–4th) may have three parties during the year as they relate to seasonal holidays and events. These are:

- 1) Thanksgiving
- 2) Christmas
- 3) End-of-Year (The End-of-Year party may be held off campus.)

Intermediate Class Parties

Intermediate grades (5th–6th) may have three parties during the year. They are:

- 1) Fall
- 2) Christmas
- 3) End-of-Year (The End-of-Year party may be held off campus.)

Birthdays

Any student who has a birthday during the school year may celebrate by bringing cupcakes or other suitable refreshments or simple favors to the class for the teacher to distribute during lunch. Students are requested not to bring invitations to a party, unless there is an invitation for each student in the class. Otherwise, invitations must be mailed.

Christmas

The Christmas party should be held the last day of classes before the Christmas holidays. The party (K–4th) should not be more than 60 minutes in length. Room parents may furnish refreshments,

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provide favors, and plan games with the help of the teacher. Activities that encourage the remembrance of the real meaning of Christmas must be included in all celebrations. Christmas should be a fun time for the students. No organized or school-sanctioned student exchanges of gifts are permitted. Secondary Christmas parties will be planned through the office.

End-of-Year Parties

End-of-Year parties take place during the last two weeks of school.

Halloween

There shall be NO parties at Halloween. There shall be no decorations used which include witches, skeletons, or black cats. This is not a day for celebration with refreshments or special activities. Safety could be stressed to students in any activity outside school.

Thanksgiving

Classes are to set aside a time of special thanksgiving to the Lord for all He has done for us. Students may dress appropriately for any special event that may be planned by the teachers.

Valentine's Exchange

A Valentine's exchange will be held on Valentine's Day or the Friday before, if Valentine's Day happens to fall on a weekend. All students will be given a list of their classmates. The Valentine's exchange will take place the last 30 minutes of the day.

Contests

Students will have the opportunity to try out to compete in various district competitions including, but not limited to spelling bees, math contests, speech meets, music festivals, art festivals, and science fairs. Association of Christian Schools International (ACSI) and Texas Association of Private and Parochial Schools (TAPPS) are two of the major organizations through which the students compete.

Honor Societies

National Junior Honor Society (grades 7th–9th)

National Honor Society (grades 10th–12th)

National Spanish Honor Society (grades 10th–12th)

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

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standards required, students who receive academic modifications are not eligible for membership in the Honor Societies.

Minimum Requirements (must be met within the prior semester of the application):

- Cumulative average: 90% and above
- No single grade below 80%
- Conduct: 3 subjects with an E and no lower than S
- Attendance: No unexcused absences, not more than eight (8) excused absences, no more than two (2) unexcused tardies in a grading period
- No suspensions
- No more than 2 detentions
- No academic or disciplinary probation or academic dishonesty (plagiarism, cheating, etc.)

Note: Eligibility will be restored at the beginning of the following year.

Qualifications for Maintaining Membership (must be met each semester of membership):

- Cumulative average: minimum requirement must be maintained (see above)
- Conduct: minimum requirement must be maintained (see above)
- Attendance at all required meetings and participation in all assigned projects
- A minimum of 10 documented and submitted community service hours

Reasons for Possible Honor Society Probation:

- More than three detentions for any reason, in any given grading period
- Suspension or academic/disciplinary probation
- Not fulfilling community service requirements

Students whose cumulative average falls below 90% in any semester and/or who receives a conduct grade of N or U will be put on probation for the following semester. Failure to raise cumulative average to 90% or above and/or conduct grade in the following semester may be grounds for dismissal from the society.

Safety Patrol

Students in Grades 4 - 6 may apply to participate in the Safety Patrol Program at CHS. Students are selected based on student responsibility level, academic, and behavioral records. Safety patrol members provide an invaluable service including aiding in traffic control during morning drop-off and afternoon pick-up times. There will be a fee for the cost of the vest.

Senior Trip Policies

- The primary purpose of the senior trip is to provide opportunity for Christian fellowship and unity for this class of students.

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- Location is limited to the continental U.S. from among three choices given by administration (except with administration/Board of Trustees approval for trips specifically related to missions).
- A destination for the senior trip must be decided upon by the October 15 of the senior year. The decision will be decided by a class vote from a list of options provided by administration. Trip length should not exceed 4 days and 3 nights.
- All seniors are required to attend the Senior Trip unless academic graduation requirements have not been met or if conduct has been deemed unacceptable.
- A part of the privilege of attending the trip would include some minimum level of participation in the fundraising effort by the student. These criteria should be set in specific terms by each class and approved by the administration. The cost shall be limited to funds raised for the basic trip unless the student did not participate in the fundraising activities.
- Funds raised by the class will be distributed among seniors on a prorated basis dependent upon the number of years a student has been enrolled in high school at CHS.
- Students and families' expenses are prorated as follows:

Number of Years Enrolled at CHS High School	Student Receives
4 years	100% of the allotted funds available per student
3 years	80% of the allotted funds available per student
2 years	60% of the allotted funds available per student
1 year	20% of the allotted funds available per student

- Official sponsors must submit an application if they are not part of the CHS staff. Their lives and testimony must support a strong Christian witness and moral values. The same standards of conduct agreed to by the students must be agreed to by the sponsor (including the following areas/issues: smoking, drinking, foul language, dancing, association with night clubs or bars, music, gambling, modest dress, obedience to civil law, and other similar or related issues).
- The school administration will designate the faculty or administration members who will serve as trip sponsors by the beginning of the class's senior year. The class is responsible for covering sponsors' expenses.
- Any senior who fails a class in the semester prior to senior trip or is failing a class the week prior to senior trip is ineligible to attend the senior trip.
- If a senior does not go on the senior trip – regardless of the reason – he or she will receive no refund of the money raised for the trip.

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- Money left in the senior account following the senior trip goes toward a gift which seniors present to the school at graduation. Any other monies will be contributed to the School Tuition Assistance Program, which is used to help with tuition for students attending CHS.

Student Council

CHS has a Student Council for high school students. Each Student Council member plays an important role in the coordination of student activities at the school. The members of this organization represent the views of the students, and they can share those views with the faculty. Through this organization, the plans of the school can be better coordinated with a mutual understanding and with mutual needs being met.

The purposes of the Student Council are as follows:

- 1) To represent CHS on behalf of the Lord Jesus Christ to the community through service ministry projects
- 2) To promote school spirit and enthusiasm by providing festivities and projects for the student body
- 3) To help develop and demonstrate good citizenship and proper respect for government and democratic procedures
- 4) To develop the leadership abilities God has given to CHS young people under the guidance of proper channels of authority

Special Events

High School Socials

Students in grades K–8th are not permitted to attend any high school social functions sponsored by the school.

General Information

An official CHS-sponsored activity shall be considered any function to which an invitation has been extended through the school to every member of the class or organization. Except where specified otherwise, all students 7th through 12th grade may be involved in any of the special event activities offered by CHS.

Care is taken to specify whether special events for students of CHS are school-sponsored or parent-sponsored activities. All activities should be planned and documented through the sponsoring faculty members. Sponsors and chaperones will be required for these activities, and the purpose of the activity should be in keeping with the philosophy of the school.

Social dancing will not be sponsored by the school nor allowed at any function that is school-related. An official function is defined as one that is scheduled on the school calendar or publicized on campus.

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The Christian School at Castle Hills does not accept the responsibility for conduct or activities of a social affair which may include CHS students and which was not planned through or under the direction of the school. Students are not permitted to distribute printed information at school about such an activity.

This policy specifically applies to an activity that conflicts with the doctrinal basis and Christian purpose of the school.

Basic Rules

Student activities will be consistent with the CHS Policy and Procedures Manual and basic Christian standards.

- 1) Students are not to use, write, distribute or possess profane, indecent, or obscene language, literature or pictures.
- 2) Students are not to use, possess, or distribute alcoholic beverages, tobacco products, illicit drugs, weapons or participate in any other questionable practices on any CHS property or at any CHS special event.

Dress for Formal or Special Events (Grades 7th–12th) (see p. 89)

Guests

In order to ensure the integrity of the Christian environment referenced above, attendees will normally be limited to CHS students, parents, faculty and staff. Any social events allowing student guests shall be specifically identified as such. Any person attending a CHS special event as the guest of one of our students will first require administration approval. To receive approval, the CHS student host will provide a completed guest approval request form available in the office.

For designated High School events where dates are approved:

- Guests will complete a CHS Guest Approval form for the appropriate function at least two weeks prior to the event.
- Guests must be in grades 9th–12th or a recent high school graduate (ages 18 – 20).
- Guests are limited to dates of the opposite sex of the CHS student.
- The guest will be seated with the CHS student who invited the guest.
- CHS students will inform the guest of the rules and guidelines of the school. Guests will agree to follow the guidelines of the school.
- The CHS student is responsible for the dress and behavior of the guest.

Sunday Activities

The standard of the school is not to infringe upon a family's or staff member's liberty to worship the Lord on the entire day of Sunday by planning any kind of non-ministry school activity. The school involves staff, students, and parents in activities throughout the week. Sunday is a special day reserved specifically for corporate worship for God's people. The school will recognize this by not intruding or planning any non-ministry activity on this day. Occasionally, there may be optional

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school-sponsored opportunities for Christian service for students to minister on Sundays. In no way will the student(s) be penalized for not participating in a school-sponsored ministry on a Sunday.

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PARENT INFORMATION

Classroom Visitation

All classroom visitors are required to sign in at the school office and obtain a visitor’s badge prior to going into the classroom or other part of the school building. A visitor’s badge must be worn at all times while on campus.

Parent Visitation:

As part of the Parent Service Policy, parents are required to observe each child’s classes once annually (*see Parent Service Policy*). Other visitations may be scheduled with the teacher at the teacher’s discretion. Occasionally parents may be requested to make special presentations or assist with a class project. Parents are welcome and encouraged to have lunch with their child. Both the students and the teachers appreciate parent’s attendance in chapel.

Visitors Other than Parents:

Adult visitors who are interested in CHS or who have children who are prospective students are welcome to come and observe classes. They are requested to make prior arrangements through the school office to avoid arriving during recess or lunch.

Communication

Each parent can expect clear communication from the faculty, either by a written note, email message or a telephone call. When clear communication is not consistently performed by the faculty, parents should contact the teacher to resolve the issue. If ineffective communication continues, the parent should contact the principal.

Notes to Parents

Many times during the year, teachers or the school office may send items home for parental review. These are to be signed by parent or guardian and returned the following day. A student’s failure to return signed notes may result in disciplinary steps. Forgery of parental signature at any time may be considered grounds for suspension or expulsion.

Online Communication

Parents of K–12th grade students may access grades, attendance, and communication with teachers through FACTS Family Portal (ParentsWeb). Weekly lesson plans/assignments are posted by 8:00 a.m. each Monday (unless Monday is a holiday). Grades are posted at least five times each nine-week grading period. If parents do not have access to the internet, they can contact the school office to obtain copies of this information. Additionally, parents may access the online information through computers made available on campus.

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Purpose of FACTS Family Portal (ParentsWeb):

- FACTS Family Portal (ParentsWeb) is a guide and meant to be a communication tool to aid teachers, parents, and students; however, changes will occur. Teachers may change their plans. In fact, effective teaching will be sensitive to the nature of the learner rather than the demand of covering material.
- FACTS Family Portal (ParentsWeb) is not meant to replace the use of planners or communication between the teacher/student/parent.
- FACTS Family Portal (ParentsWeb) is a great tool to help students when they miss school due to illness, sporting events, appointments, etc. In addition, FACTS Family Portal (ParentsWeb) can be used to pace make-up work or even to work ahead.
- FACTS Family Portal (ParentsWeb) is a great help to students with learning differences.
- FACTS Family Portal (ParentsWeb) helps students develop organizational skills.

Parent-Teacher Conferences

Teachers will contact the parents periodically for conferences to enlist the support of parents in particular situations, for either behavioral or academic encouragement. As a general rule, parents are requested not to phone teachers at home after school hours. A face-to-face conference is a much more satisfactory and personal method to use when discussing a student's problems. Parents are requested (1) to phone the school and leave a voicemail or (2) to send an e-mail to the teacher to discuss any problems. The school's teachers give so much of themselves to teaching while at school and long hours of preparation; therefore, they need to spend their evenings at home with their families.

Parents should not try to hold a conference with teachers in drop-off/pick-up lines, in the lunchroom, between periods or in the morning before school. Please know that teachers do want to talk with parents during a scheduled time and in the privacy of the classroom. Teachers cannot be taken out of class or morning preparation time for conferences.

Divorce Situations

It is the policy of CHS to remain neutral in divorce and custody situations and follow what the court mandates as visitation guidelines and orders concerning children. A spirit of cooperation among divorced parents is expected and is conducive to the spiritual and academic well-being of the student. Any parent that disrupts this process will jeopardize the continued enrollment of his or her student at CHS.

Discussion of School Problems

Parents should refrain from any discussion of school problems with other parents. This often leads to further misunderstandings and hurt feelings and does not solve the problem. The Matthew 18:15–17 principle should be always followed.

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Parent Service Policy

CHS parents are to fulfill the following requirements:

- Attend Parent Orientation (August), the annual Parent Meeting (January), and three other school meetings (i.e., PTF, Booster Club, Parent Prayer, Vision Banquet). Attending the Vision Banquet is equivalent to two meetings.
- Make one classroom observation annually per child prior to May 10
- Volunteer five hours annually

Temporary Guardianship

When parents are out of town and students are left in the care of another adult, the school should be notified in writing. Information should include:

- Name of guardian authorized to pick up the student (with phone numbers)
- A medical release form authorizing guardians to provide emergency medical care

Volunteer Opportunities

Volunteer Policies

The Christian School at Castle Hills recognizes the valuable contribution made to the total school program through the volunteer assistance of parents, church members, and other citizens in the community. In working with volunteers, the staff shall clearly explain the volunteer's responsibility for supervising students in school and/or related activities. On field trips, both students and volunteers are to be informed of the rules of student behavior and the means by which they are to be held accountable to those rules.

The administration shall be responsible for developing and implementing procedures for the utilization of volunteers. All volunteers must have a cleared Criminal Record Search (background check) before they can serve on field trips or in the classrooms. Volunteers are to serve in the capacity of helpers and not be assigned to roles which require specific professional training. Volunteers are expected to refrain from discussing the performance or actions of a student except with the student's teacher or administration. Volunteers are to refer to a regular staff member for final solution of any student problem which arises, whether of an instructional, medical, or operational nature. Volunteers are to be Christ-like examples.

Athletic Booster Club

Our school should annually seek to have a large constituency of parents, friends, and businesses who participate in the Booster Club. The goal of the Booster Club is to fund, to support, and to enhance the entire athletic program. This includes sports for the middle and high school levels. The Booster Club supports the spiritual mission of the school through our student athletic programs.

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Membership

The Booster Club consists of students, families, and supporters of CHS who maintain a current membership through the payment of annual dues.

Responsibilities

A board consisting of six to ten members approved by the superintendent shall conduct the business of the Booster Club. The Booster Club Board shall select a president, vice-president, and secretary. Each board member has one vote in determining the affairs of the Booster Club.

The superintendent shall have the responsibility to replace, expand, or perpetuate the Booster Club Board as needed. The Booster Club Board meets regularly for planning and organizing. Agendas and funding proposals must be approved by the superintendent or his designee.

Projects and Volunteer Coordination

- The Booster Club sponsors the annual Sports Awards Banquet during the spring.
- The Booster Club conducts various fundraising activities (including corporate sponsorships).
- The Booster Club assists with the hosting of tournaments and special events.
- The Booster Club is responsible for ticket sales, concession sales, and clean-up at all home games.
- The Booster Club coordinates volunteers for maintenance of athletic fields.

Parent Teacher Fellowship (PTF)

The Christian School at Castle Hills is grateful for the parents who volunteer their time each year. We are enabled to do many more things for the students because of the help they provide.

CHS has an active Parent Teacher Fellowship or PTF. The primary goal of this group is to become informed on school needs and try to supply some of those needs through fundraising projects, coordination of volunteer efforts, faculty support and appreciation, and implementation of goals set by the superintendent. Agendas and funding proposals must be approved by the superintendent.

PTF Guidelines

The PTF shall be made up of parents and other family members of CHS students.

The purpose is to facilitate relationships between parents, teachers, and staff in a Christian family environment by:

- Providing opportunities for parents to support and encourage teachers
- Becoming informed of the needs of the school and teachers
- Coordinating parent volunteer efforts
- Coordinating several fundraising projects
- Implementing goals set by the superintendent
- Receiving annual membership dues each August

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The PTF Board shall be composed of a group of officers selected from the PTF body. The Board includes the President, Vice President, Secretary, Treasurer, Fundraising Coordinator, Volunteer Coordinator (service), Room Parent Coordinator (K–6th), and Class Parent Coordinator (7–12th).

Officers will be nominated by a simple majority vote with two-thirds quorum with superintendent approval. The slate of PTF officers will be presented on a ballot submitted to PTF members for approval in the spring.

All agendas, decisions and disbursement of funds require a simple majority vote of the PTF Board with two-thirds quorum and superintendent approval.

Phone Directories

A phone directory is in FACTS Family Portal (ParentsWeb) and includes the student's name, address, phone number, and parent names of each school family. It is not to be released to anyone outside the school, nor is it to be used by anyone in the school for the purpose of soliciting school families.

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TUITION RELATED POLICIES

Tuition Philosophy

The school exists for Christian families, and it is the desire to make the school available to the largest number possible by holding tuition at the lowest level possible consistent with the desire for quality, Christian education.

Payment of tuition by the parents is not the complete discharge of responsibility to the school. Other ways of participation include prayer for the school, its families and teachers, transportation to various activities, attendance at school meetings, service on committees, maintenance and improvements to building and grounds, and giving, as God enables, to meet financial needs.

Tuition Payment

The Christian School at Castle Hills is a fiscally sound non-profit Christian institution. An annual audit or review is performed by an independent certified public accountant, and the report is submitted to the Accreditation Commission of ACSI each year. It is the policy that income from tuition, fundraising, gifts and other fees pay the operating costs for the current year. The budget is set based upon the expected income from those sources. It is absolutely essential that school families stay current in payment of fees and monthly tuition in order to meet the operating budget and payroll obligations to our faculty and staff.

Tuition is billed annually and is due June 1st; however, payments can be paid over twelve months beginning June 1st, or ten months beginning August 1st. All tuition payments are **due by the 10th of each month.**

Tuition is paid to FACTS, a third-party billing company. Parents are responsible for setting up their account with FACTS during school enrollment.

Late Fees and Returned Checks

Tuition not paid by the 10th of each month will be assessed a late fee of \$40.00. Should the account become thirty (30) days past due, the student(s) can no longer attend school unless written arrangements have been approved through the Business Office. In the event an account becomes delinquent, all costs relating to collection and/or attorney fees shall be the responsibility of the parents.

Any check returned to FACTS for any reason will result in a charge to the tuition account of the check writer to cover the returned check, late fees and other fees as established by FACTS.

Registration fees are refunded ONLY if CHS refuses admission to a student. Testing fees are non-refundable.

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The Christian School at Castle Hills will not accept reenrollment/registration forms from students and/or families until all accounts are in good standing with the school's Business Office. Any exceptions must be approved by the superintendent.

Registration and Other Fees and Resource Center Fees (SOAR Lab)

In addition to the enrollment information, each student enrolling at The Christian School at Castle Hills is required to pay a registration fee and book fee to cover part of the cost of activities and curriculum materials. The school will provide most textbooks for student use; however, they will remain the property of CHS. The student will pay the cost of replacing any lost or severely damaged textbook. Parents will be required to purchase any textbooks required for dual credit courses. Registration fees are non-refundable except if a student is refused admission or if the family moves out of the San Antonio metropolitan area. Administrative approval must be received for all other exceptions. Prepaid registration fees may not be applied to any unpaid tuition balance. Other annual or one-time fees may apply.

Fees and tuition are assessed according to grade placement. A financial information schedule is available from the business office upon request.

Note: All seniors will pay a graduation fee, which is due by April 1. If the fee is not paid by April 10, the charge will be added to a family's FACTS account.

Resource Center Fees for the SOAR Lab are assessed according to the number of sessions in which the student participates. The SOAR Program is available to students with diagnosed learning differences at the recommendation of the teacher and the request of the parents. The program is billed monthly according to a schedule set for the current school year and the number of sessions the student has scheduled. Some partial financial scholarships may be available for the families with temporary or ongoing financial hardships.

Withdrawal for Any Reason

Should a parent or the school administration decide to withdraw a student during the school year, please notify the school office in writing. Students may only be withdrawn by a formal notice from the parent to the administration. Withdrawals are not verbalized through the student or the teacher.

Should a student be asked to withdraw or is expelled for disciplinary reasons, the parents will be notified.

Student records (including report card, achievement scores, transcript, and special testing scores) will be released to the transfer school when the student's tuition account is paid in full. Also, all textbooks and library materials must be returned, and all fines must be cleared through the CHS Business Office.

Tuition will be due for any month in which a student attends a portion thereof. This policy applies if the student withdraws, is asked to withdraw, or is expelled. **A penalty of two months of tuition is due before transcripts and records will be released to the student or the parents.**

SECTION 3– FINANCIAL POLICIES AND PROCEDURES

FINANCIAL AID PROGRAM

Purpose

It is the goal of The Christian School at Castle Hills that no family who sincerely desires a Christian education be denied such opportunity because of its financial position. In an attempt to make this goal a reality, CHS provides a means by which financial assistance may be provided to families for whom the payment of full tuition would not be realistically possible. It should be noted, however, that private education in a Christian environment will always require commitment and sacrifice on the part of the parents. The financial aid (scholarship) is awarded in accordance with the Internal Revenue Service Code, Section 117, pertaining to “Qualified Scholarship Plans” (QSP).

Philosophy

The following philosophical considerations underlie the provision of financial aid to those desiring such assistance at CHS:

- 1) Financial aid shall be awarded on a need basis only, which considers all school families on an equal basis.
- 2) Every school family is expected to bear some of the financial burden for supporting its own children at CHS. Therefore, only partial financial aid will be awarded, typically up to a maximum of 50% tuition. Exceptions must be approved by the superintendent and Board Scholarship Committee.
- 3) Financial aid shall be awarded toward the cost of tuition expenses only. Registration, books and other fees shall not be covered by financial aid without written approval of the superintendent.
- 4) Financial aid is provided in the form of tuition waiver or tuition reduction, as more specifically set forth below, and no such aid shall be paid to families or students.
- 5) No financial aid is available from CHS for the pre-school or after school care programs.
- 6) Every school family is encouraged to provide annual financial support in some way for those needing financial assistance, and funding will be sought and welcomed from many sources.

Program Funding

Financial aid shall be provided in the form of a waiver of the tuition to be paid by the student, not typically to exceed 50% of tuition. Unless expressly authorized by the Scholarship Committee, the total amount of tuition waiver for a given fiscal year shall not exceed the amount specified in the approved budget. Tuition waivers for full-time CHS employees are not considered “Financial Aid” for purposes of this section.

Although financial aid is presently provided in the form of a tuition waiver, it is the intent and necessity of CHS to obtain funding outside the operating revenue of CHS for the establishment of a scholarship fund, with the interest and earnings on the principal of the scholarship fund to be used for payment of tuition scholarships. Until CHS accomplishes this end, financial aid shall continue in

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the form of tuition waiver so as many families as possible can obtain a Christian education for their children.

Determination of Financial Need

A scholarship committee shall be established by the CHS Board of Trustees. The scholarship committee shall work with the superintendent to develop objective criteria which seek to make the awarding of financial aid as objective and equitable as possible. The criteria shall be reviewed annually and shall be revised as the need arises, subject to the approval of the committee. The total amount of tuition waiver available for use by the scholarship committee for a given fiscal year shall be limited to the budgeted amount set annually by the CHS Board of Trustees in the budget.

FUNDRAISING POLICIES AND SOLICITATION OF GIFTS

Fundraising Statement

It is the policy and the practice of CHS to trust God to provide the necessary funds for the school. Fundraising activity does not contradict our trust in God any more than preparing a sermon in advance contradicts the freedom of the Holy Spirit in preaching. Giving to the school is giving to the Lord's work of training His children.

Fundraising Policies

Our primary method of fundraising shall be to (1) ask God (pray) and (2) tell the people. We want to concentrate our energy and our planning into effective communication of our ministry with regular appeals for support. We will attempt to broaden the number of people who potentially may have an interest in supporting the school's ministry.

God's people are challenged in Scripture to be those who support His work. Our request for support will be primarily directed to believers. However, we will request support from foundations, corporations, organizations or philanthropic individuals that support independent educational work. Giving through methods other than cash giving will also be encouraged (stocks, life insurance, deferred gifts, annuities, gifts in kind, etc.).

Organizations within the school may conduct various minor fundraising projects to raise funds for their organization for some specific purpose: senior class, choir, PTF, cheerleaders, Student Council, Booster Club, etc. Each organization is responsible for organization, promotion, etc.

- 1) Promotion of these projects should be such that they do not interfere with regular giving to the school.
- 2) Fundraising projects must be coordinated and approved by the director of development. Any questions will be directed to the director of development.

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- 3) Criteria:
 - a) That it does not interfere with the regular giving to the school for current operating funds or capital funds.
 - b) That the project has a particular purpose which will be of benefit to the educational program of the school and our students.
 - c) That the project will be of benefit to and assist in the unity and cohesiveness of the school community and the student body.
- 4) Projects of this type (bake sales, dinners) should be raising funds for specific needs as approved by director of development.
- 5) Projects must be spaced out on the calendar so that organizations are not in competition with each other or the larger fundraising activities of the school's development department.

Projects that provide a service to the community (car wash, clean-a-thon) may also involve an appeal to the community for support. This solicitation should be a conducted in a low-key manner. We do not want to make it appear that God does not provide for us or to indicate that we will not provide the service unless we receive support.

General Guidelines Regarding Acceptable Fundraising Activities:

- 1) Appeals to the school family and the Christian community for gifts in support of a specific need.
- 2) Telethons in keeping with the purposes of the school and for a specific need.
- 3) Appeals to individuals, groups, foundations and similar organizations that are known to provide for specific projects.
- 4) Fall carnival, walk-a-thon, and spring festival.
- 5) Missions or other offerings.
- 6) Silent auctions/live auctions
- 7) Service projects for the school family and community at large.
- 8) School store, book fairs, sales/services by student or parent organization, junior or senior class fundraising projects, etc.

Discouraged and Prohibited Activities:

- 1) Any game of chance or gambling.
- 2) Any illegal or morally questionable activity.
- 3) Any commercial activity or any activity that requires or results in the CHS name being used in a commercial advertisement not approved by the superintendent or the Board of Trustees.
- 4) Gambling, bingo, slots, and video equivalents.

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Class Fundraising Policy

Any class involved in fundraising must clear its project through the superintendent’s office. Such activities are potential sources of conflict and must be coordinated according to an overall master plan. All club and booster monies will be recorded in an activity account specifically for that activity or club by the Accounting department. No separate bank accounts may be maintained by any school organization.

There may be five annual on-campus class fundraising activities during the course of the school year. Each must be pre-approved by the superintendent. They are to benefit the senior and junior classes toward their (1) senior class trip and (2) senior class gift. Class fundraising that falls outside those five annual on-campus activities may, with approval, take place off campus. Freshman and sophomores may organize as many off-campus fundraising activities (garage sales, car washes, etc.) as they desire and will inherit the on-campus activities when they enter their junior and senior years. The five on-campus fundraising activities are the following: (1) senior class snack shack, (2) junior class pizza sales, (3) senior class Valentine’s Day sales, (4) senior class homecoming/mums, and (5) other superintendent approved projects.

Again, all other approved fundraisers off-campus can supplement these efforts. For example, garage sales, car washes, etc., may be advertised in the school e-newsletter.

The junior class is responsible to purchase the designated inventory of the graduating senior class.

Solicitation of Gifts

CHS desires to develop and operate under Biblical principles in all areas, especially in the area of fundraising.

As a matter of stewardship, our primary efforts in requesting gifts will be directed to God’s people. Christians have the primary responsibility for and interest in accomplishing the Lord’s work.

We will also request gifts from those in businesses, organizations, foundations, and non-Christian individuals that support independent education, or are generally philanthropic, or, because of some identifiable relationship (e.g., employer of a parent, school vendor, grandparent, friend), may be supportive of CHS.

Gifts will not be requested from any individuals or entities that generate their funds through illegal or undesirable activity. Solicitation of such persons or entities may tend to endorse the underlying activity and, thereby, at least create the appearance of evil.

The Lord’s work should be done in the Lord’s way. We will emphasize (1) prayer, (2) faithful, general sacrificial giving by the Lord’s people, and (3) regular, effective communication of what God is doing at CHS.

SECTION 3– FINANCIAL POLICIES AND PROCEDURES

GIFT ACCEPTANCE POLICY

Purpose

This policy is established to provide uniform guidelines to the CHS family and the general public so as to facilitate the gift giving process. Gifts may be solicited and accepted from individuals, corporations, foundations, trusts, estates, and other donors, consistent with the mission of CHS. To that end, CHS reserves the right to reject any gift which it determines to be inconsistent with the values and purpose of the school or its affiliate school organizations. While CHS does not intend to stifle philanthropic creativity, the school may be unable to accept certain gifts which are overly restrictive, create a potential liability, or are deemed to be inappropriate for the school to receive.

Definition of Charitable Contribution

A charitable contribution or gift is a voluntary transfer of money or property made by a donor without expectation or receipt of an economic benefit commensurate with the gift transferred. CHS is an IRS qualified section 501 (c) (3) tax-exempt Christian educational organization. As such, CHS can accept charitable gifts and provide donors with receipts for their tax-exempt donations.

Restrictions of Gifts

CHS will accept restricted or designated gifts only for specific programs and purposes consistent with CHS's stated mission. To that end, the school has established the following designated funds/programs: Eagle Annual Fund, approved school organizations, CHS Staff Benevolence Fund, General Financial Aid Scholarship Fund, and other activities approved by the superintendent and/or Board of Trustees.

Gifts-in-Kind

All gifts-in-kind (art objects, equipment, securities, real estate, etc.) to CHS shall be reviewed with special care to ensure that acceptance will not involve financial commitments in excess of budgeted items or other obligations disproportionate to the use of the gift. Consideration should be given to the cost of maintenance, cataloging, delivery, insurance, display, and any space requirements for exhibition or storage. The following policies shall apply to all gifts-in-kind:

Gift Appraisals

When gifts-in-kind are given to CHS with the intent of the donor to receive a tax deduction, it is the responsibility of the donor, not CHS, to obtain an appraisal of the gift for tax purposes. Internal Revenue Service policy does not allow the receiving charity to become involved in the appraisal process.

IRS Form 8283

It is an IRS requirement that an individual making a property gift in excess of \$500 must file a copy of Form 8283 with the IRS. For gifts in excess of \$5,000, the donor must include a written appraisal

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with the filing of their return, verifying the value of the gift and a receipt of the gift (acknowledgement) from CHS.

Determining the Date of a Gift

The date of any contribution may be simply defined as the date the donor irrevocably relinquishes control of the property and it is accepted by CHS.

Gift Valuation

Donors are encouraged to seek personal tax and/or legal advice in the valuation of gifts to CHS.

Gift-in-Kind Acknowledgment Letters

It is CHS's policy to exclude the listing of a dollar value of a gift-in-kind in the receipt letter. In the case of an item donated for a benefit auction, the letter may reaffirm the donor's stated value for the auction listing only, but this should not be taken as a statement of value.

Gifts of Computer Hardware and Software

Proposed major computer-related gifts for use by CHS must be in line with Board approved campus technology strategic plans.

Gifts for the Annual Auction

The donor's federal income tax charitable deduction for the donation will be limited to his or her respective basis in the donated item.

Gifts of Securities

Publicly Traded Securities

Securities that are traded on all major U.S. Exchanges and NASDAQ shall be accepted by CHS. Such securities may be sold immediately unless other instructions are in place. No employee or volunteer working on behalf of CHS may commit to a donor that a particular security will be held by CHS, sold through a specific broker, or traded on instruction of the donor without the approval of the Board of Trustees.

Closely Held Securities

Closely held non-publicly traded securities may be accepted and may be subsequently sold only after approval of the CHS Board of Trustees.

Restricted Securities

Restricted securities (also known as unregistered securities, investment-letter stock, control stock or private placement stock) are infrequently given as gifts because of the difficulty in transferring ownership and determining fair market value. No gift of this nature will be accepted without the prior approval of the CHS Board of Trustees.

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Mutual Funds

Mutual funds can be accepted with the prior approval of the CHS Board of Trustees and will be treated as are publicly traded securities.

Gifts of Real Estate

No gift of real estate (residential or commercial) shall be accepted without prior approval of the CHS Board of Trustees. A current appraisal by a qualified appraiser may be required.

In addition, CHS cannot accept any real estate without (1) a title search and title policy; (2) a marketability review; (3) an on-site evaluation by the Board of Trustees; (4) an environmental impact study of the property to ascertain if it is subject to environmental restrictions, sanctions, toxic wastes or otherwise encumbered in such a manner to cause present or future economic liabilities for CHS; and (5) conveyance by warrantee deed and Trustees deed is preferred to Quit Claim deed.

Gifts of Services

Generally, there is no charitable federal income tax deduction for a gift of service; only gifts of tangible items are generally deductible. Out-of-pocket expenditures and qualified chargeable mileage, incident to performing services for a charity, are generally deductible. Donors should consult their respective tax and/or legal advisors for guidance.

Items Not Qualifying as Charitable Gifts

Gifts for the Benefit of Specific Individuals

Contributions and gifts earmarked to benefit a particular individual have typically been denied by the IRS and the U.S. courts as a tax-deductible gift [Davis et al v. U.S. (1990, S. Ct.) 65 AFTR2d 90-1051]. In line with this guidance, CHS will not consider payments for tuition, fees, or other related student expenses as charitable gifts to the school. A gift that is made with the condition that the proceeds will be spent to benefit a named individual, although not considered as a charitable contribution, will be accepted by CHS, subject to the approval of the superintendent.

Note: Gifts to designated funds (Scholarship fund, Destiny fund, Benevolence fund, etc.), solicited and controlled at the sole discretion of CHS, will be considered as deductible charitable gifts and acknowledged as such to the donor.

Gifts for the Benefit of the Donor

Numerous court cases have concluded that “contributions” which result in direct benefits being provided to the donor or the donor’s dependents are non-deductible for federal income tax purposes (*See definition of charitable contributions*). CHS will view with caution any gifts that are inappropriately restricted and may be unable to accept such gifts.

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Sunset Provision

Any gift accepted by CHS for a specific purpose (as outlined above) or in any other circumstance relating to special gifts received shall be subject to periodic review by the CHS Board of Trustees for on-going relevance to the stated mission of the school and related programs. If at such review, the Board of Trustees deems that the purpose for the restricted gift no longer is applicable for the mission of the school; such gifts may be transferred to other areas of need for the school as deemed by the Board.

Determining the Date of the Gift

The following guidelines will be used to determine the date of a gift:

Physical Delivery

If cash/check or property is delivered to CHS in person, the date of delivery is the date of the gift.

U.S. Postal Service

For gifts of cash/check or securities, the postmark date on the envelope used to mail the completed gift is the date of the gift.

Other Delivery Services

For property, or cash/checks sent by means other than U.S. Postal Service (e.g., Federal Express, UPS), the gift date is the date on which the cash or property arrives at CHS.

Credit/ Debit Cards

Gifts are deemed complete on the day the donor's account is charged or debited.

Personal Property

Gifts of tangible personal property, no matter how delivered, are deemed complete when they are officially accepted by The Christian School at Castle Hills (CHS).

Real Estate

A gift of real estate is completed at a time a properly executed deed to the property is delivered by the donor to the school or the date the deed is recorded in the Office of Recorder of Deeds (or similar office) in the County in which property is located, whichever is first.

Securities

Unlike most other gifts, gifts of securities may be completed in several ways that will directly impact the time involved to affect the transfer of ownership. This may have a critical effect if the "gift date" and the transfer of ownership straddle a fiscal year end or if there is a rapidly changing market. There are three possible ways to determine the gift date:

- The date the stock certificate is mailed (using postmark date of U.S. Postal Service only). However, note that stock certificates without an endorsement are not completed gifts. If the (unsigned) certificate and a properly executed stock power form are sent separately, the date on which the last of these documents is sent defines the gift date.

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- The date the stock is transferred into a brokerage account in the name of The Christian School at Castle Hills by the donor’s agent or cooperating corporation.
- If hand delivered, the date the properly endorsed stock certificate is transferred and received by the appropriate CHS agent.

Mutual Funds

Gifts of mutual funds are received on the date the funds are actually transferred to CHS. (Typically, these transfers require an account to be opened at the corresponding mutual fund company in order to receive the fund transfer. This may require several days to process.)

Gift Valuation

The following guidelines will be observed in valuing gifts:

a) **Securities**

Publicly traded securities

The value of the gift is the average market value on the date the donor relinquished control of the asset to the school. Additional detail may be found in IRS Publication 561. Neither losses nor gains realized from the sale of the securities after their receipt and net of brokerage fees associated with this transaction will affect the value of the gift.

The value of the gift of listed securities is the mean between the highest and the lowest quoted selling price of the valuation date (date of the gift). If there were no sales of the listed security on the valuation date but there were sales within a reasonable period before or after the valuation date, the value is the weighted average of the mean between the highest and lowest sales on the nearest date before and the nearest date after the valuation date. This average is weighted inversely by the respective number of trading days between the selling date and valuation date.

Closely Held Securities

IRS Bulletin No. 561 will be consulted in valuing this type of security. The value of unlisted closely held securities may be determined by the last sale or trade if it occurred recently. In the absence of a recent sale, an accepted authority should determine a fair market value.

Restricted Securities

Consult the current IRS rulings when valuing these securities.

Mutual Fund Shares

The fair market value of mutual fund shares can be determined by the share’s public redemption price on the valuation date. In absence of a recent sale, an acceptable authority should determine a fair market value.

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b) Real and Personal Property

Gifts over \$5,000 of real and personal property such as land, houses, paintings, antiques, rare books, and intangible properties will be valued at the fair market value placed on them by an independent expert appraiser. Generally, gifts made for auction purposes will be treated as any other gift-in-kind and will be valued when and as received, not when they are auctioned off for more or less than their appraised value. However, when dollar amounts are relatively small, the auction proceeds will be considered the value.

c) Charitable Remainder Trusts/Charitable Gift Annuities

Gifts irrevocably made to establish charitable remainder trusts/charitable gift annuities are generally credited at present dollar value whether the trust is administered by CHS or not.

d) Charitable Lead Trusts

Only the income received from the trust in the recording year is considered a gift.

e) Life Insurance

If CHS is both beneficiary and owner of a life insurance policy, the value of the gift is the cash surrender value of the policy when given, not the face value. If the donor pays further premiums, these payments are also considered gifts. Additionally, the difference between the cash value at the time of the gift and the insurance company's settlement at the time of death is not considered an additional gift but rather a gain on investment.

If CHS is the beneficiary, but not the owner of an insurance policy, the full amount received upon the death of the donor will be recorded as the value of the gift.

BENEVOLENCE FUNDS

The CHS Staff Benevolence Fund is established to create a source of funding for meeting some emergency or life crisis needs in the CHS constituency, primarily for faculty and staff. The fund's distribution is completely under the control of the superintendent and CHS Board of Trustees, through an appointed Benevolence Committee whose membership shall be the same as the Financial Scholarship Committee. Funds may also be dispersed by a majority vote of the Board of Trustees in a called meeting, email, or telephone vote. Though the gifts to the fund may be designated, it should be understood that the total authority and decisions relating to the fund are at the discretion of the Board of Trustees. Activity relating to the funds must be communicated in the financial reports in the next regularly scheduled meeting of the School Boards.

