

# **CALVIN CHRISTIAN HIGH SCHOOL**

## **STUDENT/PARENT HANDBOOK 2020-2021**

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Dear Students and Parents,

Welcome to this new school year at Calvin Christian High School. We are so excited to love, learn and serve with you.

We strongly encourage you to get involved in as many aspects of our school as possible. Use your gifts in the classroom, in chapel, in our service program, on the field, in the gym, on stage, as a Student Life Committee member and in all the other ways that God will lead you this year.

We are glad you're here. We are here to journey with you and to help you with anything that you need.

God's blessings,  
The CCHS staff

## **Mission**

We teach students to know God and His world through Christ centered education in order to serve him in today's society.

## **Core Values**

### **Loving:**

**LOVE SELF, OTHERS, CREATION AND GOD.**

*"And now these three remain: faith, hope and love. But the greatest of these is love."*

- 1 Corinthians 13:13

### **Learning:**

**DISCOVER, EXPLORE, INNOVATE, AND CREATE TO PROCLAIM GOD'S GLORY.**

*"O God, you have taught me from my earliest childhood, and I constantly tell others about the wonderful things you do."*

~ Psalm 71:17

### **Serving:**

**CULTIVATE YOUR GIFTS TO TRANSFORM GOD'S GOOD WORLD.**

*"The Spirit calls all members to embrace God's mission in their neighborhoods and in the world: to feed the hungry, bring water to the thirsty, welcome the stranger, clothe the naked, care for the sick, and free the prisoner."*

~ Our World Belongs to God, 2008

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# Statement of Reformed Educational Philosophy

## THE PURPOSE OF CHRISTIAN EDUCATION

In partnership with Christian homes and churches, Calvin Christian Schools guide God's children into **responsible Christian discipleship**. This means we want to **enable our students to know God** as revealed in creation and his Word, the Bible. We also want our students to become aware of God's presence in their lives and the world.

Calvin Christian Schools **enable students to know themselves as unique image-bearers of God with unique gifts and abilities**. Through a well-rounded educational program and capable staff, we lead students to **unwrap their God-given gifts**. We help every child and young person develop his/her spiritual, intellectual, moral, emotional, and social abilities to their fullest extent possible.

Calvin Christian School's curriculum **helps students grasp the full impact of humankind's fall into sin**—on people, on society and culture, and on the natural world—and the need for redemption and restoration. Accordingly, **we challenge students to use their talents and knowledge to become actively involved in service as God's agents in restoring all things to the way God intended them to be**.

Calvin Christian Schools help students recognize that all that they have and all that they are comes from God. He is the source of all things. Accordingly, **our schools want students to become faithful stewards**—persons who gratefully and tenderly care for and fully develop themselves, each other, and God's world.

We teach our students to **appreciate the diversity of God's people and cultures** and to recognize the contributions of the many ethnic groups that make up Christ's body.

In summary, Calvin Christian Schools train students to become disciples of Jesus Christ who both know and do—who hear God's call and respond, who come to know God and accept him as their Savior and Lord. Through the education we provide, our students will develop the skills and desire to be life-long learners.

## BIBLICAL FOUNDATIONS

Christian education rests solidly on important biblical foundations or principles, each of which has profound educational implications.

### *FOUNDATION #1: God reveals himself to us.*

God reveals himself through his Word—both the written Word (Bible) and the incarnate Word (Jesus)—through creation, and through his continuing activity in history and among people.

### EDUCATIONAL IMPLICATIONS OF #1:

- The curriculum in a Christian school must include:
  - ~ Biblical studies as well as studies of Christian and non-Christian responses to God's revelation.
  - ~ Studies of God's creation which stress its beauty and intricacy, the laws which govern it, humankind's use and response to creation, and the Christian's responsibility to preserve and protect God's handiwork.
  - ~ Studies of how God reveals himself in the social, intellectual, political, and artistic history of people, including their accomplishments and failures.
- In each course, teachers emphasize that these studies are fundamentally studies of God's revelation.

**FOUNDATION #2: *Humans are created in the image of God.***

As image-bearers of God, humans are rational, emotional, and moral creatures capable of perceiving truth, making choices, and exercising creativity. In addition, as image-bearers of God, humans are to be treated with respect and dignity. As human beings mature, they grow in their ability to perceive truth and make choices based on it.

**EDUCATIONAL IMPLICATIONS of #2:**

- The Christian school curriculum is designed to enable each student to reach his/her maximum potential and an image-bearer of God.
  - ~ The school promotes intellectual growth, helping students to master facts and grow in the ability to understand, analyze, synthesize, find information for themselves, and make responsible judgments.
  - ~ The school assists students in learning to manage their emotional life, teaching them to respond appropriately to events, people, and things.
  - ~ The school cultivates students' ability to make responsible choices.
  - ~ The school instills in students a respect for their own bodies as temples of the Holy Spirit. As such, students learn to keep their bodies physically and mentally fit.
  - ~ The school impresses upon students the need to respond to God out of gratitude for how he has made them and what he has done for them.
- Students in a Christian school learn to respect others as God's image-bearers.
- The school's curriculum and environment demonstrate an appreciation for cultural diversity and the contributions of a variety of ethnic groups to history and culture.
- The school respects the learning style and abilities of all students, assisting each one to develop his/her full potential.
- An atmosphere of mutual respect and concern exists in the school among students and staff.
- The Christian school is a community of caring where students and staff share joys and burdens and where they feel support and encouragement.

**FOUNDATION #3: *Christianity impacts all of life and learning.***

Because religion penetrates all aspects of life, including education, Christian schools help students see and understand all of life through the eyes of God's Word.

**EDUCATIONAL IMPLICATIONS of #3:**

- Christian schools help students learn that studying/learning is a religious response to God. No part of life is secular.
- A biblical perspective is included in all courses.
- Teachers convey and model a world and life view which holds that all of one's life is a response to God, that all of one's life is religious.

**FOUNDATION #4: *Sin has distorted God's creation and society.***

**EDUCATIONAL IMPLICATIONS of #4:**

- Teachers lead students to see the pervasiveness of sin throughout history on humans, culture, and all human institutions.
- Students learn how sin has distorted the peace, justice, and equality that God intended in his perfect creation.
- Students learn the impact of sin on their own lives and their need for salvation.
- Teachers help students learn to avoid sin and make responsible choices as children of God.

**FOUNDATION #5: *Christ died to redeem all of creation—i.e. people, relationships, culture, etc.-- from sin and makes salvation possible for those who believe in him.***

Christ's redemptive work has enabled those who believe in him to experience new life. As new creatures in Christ, redeemed believers become God's agents for restoring the fallen natural world as well as human institutions and cultural activities, bringing harmony where sin brought disharmony.

#### EDUCATIONAL IMPLICATIONS of #5:

- Teachers and coursework foster in students a realization that in Jesus Christ harmony replaces disharmony in human relationships to God, to others, and to the world, and to one's self.
- Teachers, through their teaching and modeling, lead students to a personal and ever growing commitment to Jesus Christ as Savior and Lord.
- Every course and activity in a Christian school is Christ-centered because in Christ all things have meaning and purpose.
- Teachers guide students to an understanding that in Christ all human activities and professions rise above the level of toil or duty to thankful service.
- Teachers encourage students to be life-long disciples of Jesus' love and healing.
- The Christian school encourages students to seek God's redeeming grace to flow through them into all their relationships.

#### ***FOUNDATION #6: All of life should be a loving, grateful response for redeemed people.***

As new creatures in Christ, redeemed people live transformed lives that focus on gratefully living for the Master. Redeemed people fulfill God's commands to make stewardly use of all God's gifts, to share the good news of salvation, and to live lives of service.

#### EDUCATIONAL IMPLICATIONS of #6:

- Teachers help students learn that their studies constitute a loving response to God.
- Students learn to respect God's created world and to cautiously care for and manage it, maintaining its beauty and working toward sustainable development that does not deplete natural resources.
- The Christian school helps students discover and unwrap their God-given gifts so they can use those gifts to serve God and others.
- Teachers enable students to understand that every aspect of a person's life should reflect a redeemed person's desire to serve and glorify God—in motivation, thoughts, speech, and actions.
- The Christian school teaches the importance of Christian service to God and others and provides opportunities for students to serve.
- Because every part of a person's being should be involved in grateful response to God, Christian schools address every aspect of a student's needs—spiritual, intellectual, physical, social, and emotional—and in a way that respects their level of development.
- The Christian school equips students to become builders of God's kingdom on earth and encourages them to use their talents in that kingdom-building role.

#### ***FOUNDATION #7: The concept of the covenant***

God embraces his children in a covenant relationship. As part of that two-pronged covenant, God promises salvation and his blessing, and parents who believe in Jesus Christ promise to nurture their children in the Christian faith and in godliness. When Christian parents present their children to God in Christ's church, the Christian community promises to support Christian parents in that covenant responsibility.

#### EDUCATIONAL IMPLICATIONS OF #7:

- Christian schools acknowledge that parents hold the primary responsibility for educating their children.
- Christian schools develop partnerships with parents to fulfill their covenant responsibilities. Christian schools reinforce the teaching of both the Christian home and the Christian church.
- The curriculum gives priority to areas of education that parents and the church have difficulty carrying out effectively.

## **IMPACT OF CHRISTIAN EDUCATION ON STUDENTS:**

When Christian education is properly carried out, students...

**Benefit** from a partnership between parents, church, and school that arises out of a deep understanding of the covenant and its implications for Christian education.

**Grow** in their understanding of the creative power of God the Father, the redemptive work of Christ the Son, and the renewing and sustaining power of the Holy Spirit and develop a personal relationship with Jesus Christ.

**Learn** that a Christian applies his/her faith in all areas of life and learning.

**Discover** the full impact of sin on creation and society.

**Recognize** that they are God's agents for reconciliation in the world.

**Develop** the ability to apply their faith to real-life problems and develop discernment in addressing those problems.

**See** the impact of Christian faith at work in the lives of teachers, administrators and other staff.

**Acquire** a sense of stewardship that encourages the use of time, talents, and treasure to serve God and others.

**Experience** a diverse, caring, Christian community that shares joys and sorrows.

# Restorative Justice

At Calvin Christian we believe that all people have been placed on this earth to serve God and others. At times, all students lose sight of this and can make mistakes such as causing injury to themselves, others or property. In those events we believe students can bring restoration, with God's help, to restore Shalom, God's peace. We believe sin or disobedience is choosing ourselves over serving God and others. Because of this belief, we practice Restorative Justice, which couples discipline and discipleship.

Staff at CCHS will walk with our students when they stumble. Restorative Justice requires the offender to face the victims and provides them an opportunity to make things right with the victims and their families. For example, staff may guide a student who wronged another student to apologize and do an act of service for that student. This method may ask a student to do an act of service to the school for a destruction of property or to repay the debt by working to repair the damage. This method requires students to complete education or counseling and to meet with their parents and teachers to talk about what occurred to create a plan for restoration.

This method is best described in books such as *Taking Restorative Justice to Schools* by Holtham, *Implementing Restorative Practices in Schools* by Thorsborne and Blood and *The Little Book of Restorative Discipline for Schools* by Amstutz and Mullet.

Research shows this to be the most effective method of disciplining and discipling students and adults and to help transform them into being Kingdom citizens. Criminal justice systems that use this method see a dramatic reduction in recidivism. That is because this method gets to the root of the matter, the heart. We use this method whenever possible; however, there are times when students may have to be suspended or expelled to insure the safety of the student or other students. Restorative Justice does not take the place of consequences. In fact, there are often more consequences with Restorative Justice. Discipline is generally a confidential matter and consequences may not be publicly known.

Calvin Christian staff and administration will prayerfully consider and implement discipline as needed in partnership with parents, but reserves the right to do what will insure the health and safety of all students.

## GCCS Restorative Practices Protocol

- I. **An incident is reported to staff or administration**
  - A. Collect all pertinent information from the reporter (Date, time, location, who was involved, what occurred, impact and number of victims, witnesses, information about offender(s))
  - B. Collect any evidence (print outs, screen shots, pictures, other materials)
  - C. Triage and assess the situation and its priority
  - D. Address any immediate danger or threats to students, school or community
  - E. Stop any harm in progress with appropriate agencies
  - F. Notify appropriate agencies, personnel and people
  - G. Assemble emergency response team, if appropriate
  - H. Create a plan of action with a timeline and assign appropriate personnel

## **II. Consider if this a school, private or law enforcement issue**

- A. Incidents that occur when school is not in session/do not occur on school property/are not on school devices are generally not school matters but rather considered private matters. The school will work with parents or community members to resolve the issue among themselves.
- B. Incidents that are criminal will be turned over to law enforcement for the initial investigation. The School will then follow its policies after the police investigation is completed.
- C. When bullying, including cyberbullying, and sexual harassment occurs between CCHS students, off campus, on personal devices but impacts students feeling safe at school, the school may consider it a school matter. These incidents are in violation of school policies as outlined in the Anti Bullying, Sexual Harassment and Safety policies of the CCHS Student Parent Handbook.

## **III. Investigation**

- A. Consider if this will be an internal investigation or involve law enforcement or any other agencies
- B. If school investigation, consider doing the following...
  - 1) Conduct student and parent interviews
  - 2) Utilize technology as appropriate
  - 3) Solicit community help through mass communication
  - 4) Collect and review evidence
  - 5) Try to obtain a confession
  - 6) Review and check information for accuracy
  - 7) Consult with law enforcement, the school attorney and other agencies as appropriate
  - 8) If students or families obtain legal counsel, contact the school attorney and communicate through the school attorney as appropriate

## **IV. Restorative Practices** (if no RP move right to Consequence phase)

Reactive Restorative Practices are used when there is harm between an offender(s) and victim(s) and will most often but not always result in a Restorative Conference.

- A. Once the victim(s) and offender(s) are identified offer the Restorative Practices (RP) process as appropriate
- B. Offer the RP process to the offender if appropriate
  - Determine if RP is appropriate in this case by evaluating the status of the offender(s)
    - 1) Will the offender participate in a way that will positively impact the victims? (give them important information, bring closure, relieve pain, give them an opportunity to be heard or share their pain)
    - 2) Is the offender open and ready to repair the harm that has been done? Or ready and willing to hear the perspectives of the victims?
    - 3) Does the offender express remorse and a desire to make it right with the victims?
    - 4) Is the offender willing to give up confidentiality in the process?
- C. Offer the RP process to the victims if appropriate
  - Determine if RP is appropriate in this case by evaluating the status of the victim(s)
    - 1) Will participation in the process likely produce a positive outcome for the victim?
    - 2) Is the victim and their support system willing to participate in the process?

D. Preparation for the Restorative Conference if indicated (alternatives may include letters or separate meetings that do not end in a conference)

- 1) Meet with the victim(s) and offender(s) separately to discuss the format of the conference and to go over the restorative questions.
- 2) Questions for the victim
  - a) What did you think when you realized what happened?
  - b) What impact has this had on you and others?
  - c) What has been the hardest thing for you?
  - d) What do you think needs to happen to make this right?
- 3) Questions for the offender
  - a) What happened?
  - b) What were you thinking at the time?
  - c) What have you thought about since?
  - d) Who has been affected by what you have done and in what ways?
  - e) What do you think you need to do to make things right?
- 4) Discuss the questions and make sure both parties are prepared for the conference.
- 5) Format for the conference.
  - a) The room is set up in a circle and there are name tags on each seat indicating where each participant will sit.
  - b) The facilitator will call the meeting to order and lead introductions, remind everyone of the format of the meeting and introduce the talking piece to ensure that each person will be fully heard.
  - c) The facilitator will remind all participants of the 5 intentions or rules of the circle.
    - i) Speak from the heart
    - ii) Listen from the heart
    - iii) Say just enough
    - iv) Do not cross talk
    - v) Respect the person who is talking
  - d) The facilitator will ask the RP questions of the victim(s) and each victim will answer the questions
  - e) The facilitator will ask the RP questions of the offender(s) and each offender will answer the questions
  - f) The facilitator will then say: *Now that you have heard from each other is there anything anyone would like to say or ask?*
  - g) Those who would like to speak will raise their hand and will be given the talking piece
  - h) The facilitator will make sure all have been heard
  - i) The facilitator will then remind everyone of the purpose of the meeting--to ensure that no further harm occurs and will ask everyone to speak into what that could look like
  - j) The facilitator will take notes and compose list of possible consequences to take to submit to the authority in the case
  - k) The participants will review the list together and add any final input
  - l) The facilitator will close the conference and remind participants not to use what was said in the circle in a way to cause more harm and to maintain confidentiality of the conference

6) The conference will take place

## **V. Consequences**

- A. The school will consider the consequences laid out in the Restorative Conference
- B. The school will consider whether the offender(s) pose an ongoing threat to the school or students
- C. The school will consider if or how the harm can be repaired
- D. The school will follow its policies in terms of possible consequences
- E. Consequences could include but are not limited to the following and could include multiple items
  - 1) Apologizing (only if sincere) in person or in a letter to the victim(s)
  - 2) Doing community service
  - 3) Physically repairing the damage
  - 4) Paying money to repair the damage
  - 5) Undergoing counseling, evaluations, attending education etc.
  - 6) Losing extracurricular or social privileges
  - 7) Suspension off campus (short term 1-2 weeks) or long term up to a semester or year
  - 8) Suspension on campus for various durations
  - 9) Expulsion (needs to be voted on by Board and generally reserved for ongoing threat or harm)
  - 10) In Christian community we aim for restoration and reconciliation but realize that it may not always be possible to remain in community

## **Matthew 18 Principle**

GCCS operates as a Christian community in which members treat one another with respect and as image bearers of God. GCCS is a loving and grace filled community; however, occasionally conflicts between members of the community may arise.

When conflicts arise between members of the GCCS community, the school directs that we should attempt to resolve the conflict through the "Matthew 18 principle" which is based on Matthew 18:15-17. Simply put, Matthew 18 calls for students and/or parents to speak directly in love to teachers or coaches first about concerns/complaints, before talking it to administrators or board members. If the conflict/problem cannot be resolved through direct contact with the person about whom there is a complaint /concern, then the student and/or parent should go to the administrator (principal or athletic director). If the parent or student does not feel that the principal properly addressed the issue, it can be appealed to the Head of School. If they feel that the Head of School did not properly address the issues, then it can be appealed to the School Board. The school board is the final level of appeal. It is our hope and prayer that all concerns in this community will be resolved in love and grace, as Jesus modeled for us.

# Guidelines for Parent/Guardian & School Partnership

*1 Peter 4: 8-11*

*Above all, love each other deeply, because love covers over a multitude of sins. Offer hospitality to one another without grumbling. Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms. If anyone speaks, they should do so as one who speaks the very words of God. If anyone serves, they should do so with the strength God provides, so that in all things God may be praised through Jesus Christ.*

The mission of Grandville Calvin Christian Schools (GCCS) is to honor the Lord Jesus Christ by providing students an education based upon academic excellence and biblical values through *Loving, Learning, and Serving*. We strive to follow biblical principles in all areas.

GCCS is fortunate to have a supportive parent body. Our parents recognize that educating children is a partnership between parents, the school community and their home church. In this partnership, we understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons, we continue to welcome and encourage parents/guardians to participate fully in the life of our school. Feedback is welcomed and complaints, brought forward in a Christian manner, are a healthy part of building a positive school community.

Cooperation from the home is encouraged and expected. By enrolling their child(ren) in GCCS, parents/guardians agree to support the school's policies and guidelines as outlined in the remainder of the Student Parent handbook.

## **EXPECTATIONS:**

GCCS expect parents, guardians and caregivers to:

- Proactively build relationships with each other in Christian community.
- Serve one another.
- Include and welcome all by showing Christ's love.
- Share the stories of what God is doing at GCCS.
- Respect the school property, staff, volunteers, students and parent community on and off campus.
- Understand that both teachers and parents need to work together for the benefit of their children.
- Set a good example in speech, behavior, and action.
- Seek to clarify a child's version of events by communicating directly with school staff.
- Correct their own child's behavior especially when it could otherwise lead to conflict, aggressive or unsafe behavior.
- Bring any complaints or concerns to the school's attention as outlined in the Complaints Process (given below).
- Abstain from behavior which interrupts the educational process.
- When you hear information that concerns you, approach individuals within the community directly using the Matthew 18 principle (given above).
- Refrain from any physical or verbal abuse of a member of our school community (for example students, staff, parents, volunteers, visitors). Such actions will not be tolerated.

If the above expectations are not met, the school will strive to resolve the matter in a Christ-like manner. When these matters can not be resolved, the school reserves the right to take action up to and including discontinuing the partnership with parents or guardians.

# Complaints Policy

## Policy Statement

GCCS acknowledges the right of students, parents and stakeholders to bring forth complaints and believes it is a part of living out our mission of loving, learning, serving in Christian community. GCCS is committed to ensuring that student, parent, and stakeholder complaints are dealt with in a responsive, efficient, effective and fair way. This policy outlines the manner in which complaints may be brought to the School and how they will be handled.

## Scriptural Basis

The GCCS is a Christian community in which members treat one another with love. In Christian community, however, conflicts occasionally arise between members. When that occurs, we will lean on Jesus' teachings in Matthew 18:15-17:

*"If your brother sins against you go and show him his fault, just between the two of you. If he listens to you, you have won your brother over. But if he will not listen, take one or two others along, so that `every matter may be established by the testimony of two or three witnesses.' If he refuses to listen to them, tell it to the church; and if he refuses to listen even to the church, treat him as you would a pagan or a tax collector."*

Simply put all members of this community are to speak directly to the person who they feel offended them in love. If the conflict can not be resolved through conversation and prayer together, then these concerns can be addressed through this policy.

## Overview of the Complaints Policy

### What types of complaints will be handled through this process?

- The School, its employees or students have violated a GCCS policy or procedure
- The School, its employees or students have acted in ways that are not in line with being standard bearers of the organization
- Student or employee behavior that is not in compliance with the appropriate student or staff code of conduct
- Learning programs, assessment and reporting of student learning did not meet agreed upon outcomes

### What types of complaints will be handled outside of this process?

- Child protection concerns or risks of harm to children should be dealt with in accordance with the law and the Child Protection Policy.
- Student bullying complaints should be dealt with under the Student Bullying Policy and Student Discipline Policy.
- Student discipline matters, including matters involving suspension or expulsion, should be dealt with under the Discipline Policy
- Employee complaints related to their employment should be directed to their Building Principal.
- If the Principal is part of the complaint, they should report their concerns to the Head of Schools.
- Student or employee violence or criminal matters should be directed to the Principal who will involve the Police as appropriate.

### **Who can bring complaints?**

- Complaints can be brought forth by students, parents or any stakeholders who have been personally affected by a particular action, inaction, decision or other outcome related to GCCS.
- Student complaints may be brought by students or by parents on behalf of their children, as appropriate in the circumstances.
- The individual making the complaint is expected to fully cooperate and participate in the complaint process.

### **Where should complaints be brought?**

- Complaints should first be brought to the offender, if any, or the applicable teacher. If the individual making the complaint is uncomfortable complaining to the offender, he or she may bring the complaint to the offender's supervisor.
- If no resolution is obtained or if there is no individual offender, complaints should be brought to the relevant School principal.
- Complaints about GCCS district policies, curriculum or facilities should be directed to the Head of School.

### **How will complaints be addressed?**

- Complaints may be made in a variety of ways (e.g., email, verbal communication, phone call, and any other means).
- Complaints will be investigated fully and fairly, and the parties' rights to due process and privacy shall be protected at all times.
- The relevant School principal who receives a complaint will determine whether it is appropriate for informal resolution or formal resolution. Formal resolution is generally reserved for complaints involving alleged violations of GCCS policy or procedure. Explanations of policies and procedures, various clarifications and all types of campus information are available in campus administration offices.
- The outline of the Informal and Formal Complaints Procedures are shown in the Complaints Flow Chart and further described in Policy 816- **GCCS Formal and Informal Complaint Process & Suggestions for Future Policies and Procedures Forms**

## **Informal Complaint Process:**

The informal complaint process is followed when the relevant Principal has determined that the complaint does not involve a violation of school policy or procedure.

### **1. Review of Complaint by Campus Principal**

The administrator will promptly review and investigate the complaint. Part of that review may include interviewing the complainant and requesting documentation or information in support of the complaint. That review may also involve interviews and/or an informal conference among the parties. After the review is completed, the Principal will make a determination resolving the matter.

### **2. Appeal to Head of School**

If the complainant is not satisfied with the Principal's determination, he or she may appeal the decision to the Head of School. Such appeal must be made (verbally or in writing) within 7 days after the Principal's determination. The Head of School will review the Principal's decision and all supporting documentation, if any. The Head of School shall have discretion to undertake an independent review of the complaint but shall not be required to do so. After the review is completed, the Head of School will make a determination resolving the matter. The decision made by the Head of School will be final.

## **Formal Complaint Process:**

The formal complaint process is followed when the relevant Principal has determined that the complaint involves a violation of school policy or procedure. A complainant whose concerns are resolved may withdraw a formal complaint at any time.

### **1. Completion of Complaint Form**

The complainant is required to make the complaint in writing to the Principal using the Level One Parent/Student Complaint Form. The complaint must indicate which GCCS policy or procedure the complainant believes was not followed or is in question. The complainant must provide all relevant and applicable documentation in support of the complaint when returning the Complaint Form. In cases where the complaint is regarding the Principal, the relevant documentation is to be addressed to the Head of School. If the complaint is against the Head of School, the relevant documentation is to be addressed to the Chair of the Board.

- [Level One Parent/Student Complaint Form](#)

### **2. Investigation**

The Principal (or Head of School/Chair of the Board) will decide how best to investigate the complaint. This may include: handling the complaint under a specific school policy; mediating the dispute among the parties, overseeing an internal investigation by appropriate senior staff or engaging an external

person or agency to investigate the complaint. The Principal will meet with the alleged offender to inform him or her of the complaint and offer an opportunity for response.

### **3. Determination**

The Principal will inform both complainant and respondent of his or her determination resolving the complaint.

### **4. Appeal to Head of School**

If the complainant is not satisfied with the Principal's determination, he or she may appeal the decision to the Head of School. Such appeal must be made within 7 days after the Principal's determination by filing the Level Two Appeal Parent/Student Complaint Form. The Head of School will review the Principal's investigation, supporting documentation and decision. The Head of School shall have discretion to undertake an independent review of the complaint but shall not be required to do so. After the review is completed, the Head of School will make a determination resolving the matter. In the event that the Head of School and Principal are the same person, an appeal shall be made to the Executive Team of the Board or their designee.

- [Level Two Appeal Parent/Student Complaint Form](#)

### **5. Appeal to School Board**

If the complainant is not satisfied with the Head of School's determination, he or she may appeal the decision to the School Board. Such appeal must be made within 7 days after the Head of School's determination by filing the Board Appeal Parent/Student Complaint Form. The School Board will make an initial determination about whether or not it will hear the appeal and will promptly notify the complainant of its initial decision. If it decides to hear the appeal, the Board will review all prior investigations, supporting documentation and decisions. The School Board shall have discretion to undertake an independent review of the complaint but shall not be required to do so. After the review is completed, the School Board will make a determination resolving the matter. The decision made by the School Board will be final.

- [Board Appeal Parent/Student Complaint Form](#)

## **Suggestions to Administration and Board for future consideration:**

Students and parents may submit suggestions to the administration or Board on new policies or procedures for future consideration. The Administration and Board will consider these requests but reserve the rights to grant, deny or table these requests for future consideration.

[Suggestion for Future Policies and Procedures for Future Form](#)  
[Visual Chart: Complaints Process](#)

## **Non-Discrimination Policy**

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

## Faculty

Adema, Annamarie	Choral Music
Adema, Nate	Science, Math, Media Discernment, Chapel Committee
Alberty, Dinelsa	Spanish Immersion
Boender, Kelli	Social Studies, SLC Advisor, Instructional Coach
Bouma, Tom	Athletic Director
Caldwell, Felicia	Visual and Applied Arts, Yearbook Editor
Castaneda, Abrienne	Educational Support Services Director
Dekker, Dave	Math, SLC Advisor
deWaal Malefyt, Ben	Physical Education, Assistant to Athletic Director
Gray, Krista	Inclusive Education Services Director
Henderson, Todd	Principal
Hines, Summer	Inclusive Education Services Instructor
Hoekwater, Mike	Science, MTSS Coordinator
Horton, Sarah	Band
Jensen, Laura	Inclusive Education Services Instructor
Jewett, Matt	English, Chapel Committee
Kamps, Kristyn	Ambassador High Director, Science, Instructional Coach
Karel, Rebekah	Transition and Support Counselor/Social Worker
Knooihuizen, Lois	Internship Coordinator
Koster, Sarah	English
Kruis Leyen, Holly	Spanish, Chapel Committee
Lawrence, Jason	STEM, Science
Malefyt, Karel	Choral Music, Orchestra
Slot, Janna	Media Specialist
Stinson, Jami	Educational Support Services Instructor
Tameling, Ben	Bible, SLC Advisor, Chapel Committee
Teusink, Rebecca	Science, Instructional Coach
Timmer, John	Math, Assistant Principal
Vander Sluis, Corry	Spanish
Vander Wal, Nathan	Career and College School Counselor
VanSchepen, Ashley	Math, Online Class Coordinator
VanSingel, Lauren	English
Weeda, Steve	Social Studies, SLC Advisor

The CCHS Faculty are here to serve you.

Email for all staff members is the first letter of first name with full last name and @gccsmi.org.

For example, the email address for Nate Adema is nadema@gccsmi.org

## Staff

Kristi Baker	Communications Director
Joy Betten	Administrative Assistant
Mark Buteyn	Technology Specialist
Linda Eisma	Athletic Assistant
Greg Graham	Facilities Manager
Pat Rubingh	Administrative Assistant
Shawn Weemhoff	Custodian

# COVID Guidelines for Phases 3, 4, 5, & 6

Per guidelines from the State of Michigan, Calvin Christian High School will be working with unique situations and guidelines as outlined in the following documents:

[GCCS Initial Outline of Re-Opening Plan - 2020-2021 School Year](#)

[HS - Daily Procedures and Expectations.](#)

These documents provide guidelines that supercede other handbook policies during the phases of reopening for the State of Michigan.

# Student-Parent Handbook Topics

(Listed alphabetically)

## Academic Honors

At Calvin Christian we are proud of our students' academic accomplishments. We honor our students through a variety of academic honors and department awards. Each year we honor our Academic Top 10 -- the ten seniors who have attained the top 10 GPAs in the senior class, based on their cumulative GPA through the first semester of their senior year.

## Academic Integrity

In carrying out our mission of Loving Learning, and Serving, CCHS holds all students and staff to academic integrity. We feel strongly that academic dishonesty and cheating cause serious damage to individuals as well as the community.

1. Cheating is the dishonest use of another person's work by presenting that work as one's own.
2. Cheating may include, but is not limited to, copying homework, copying test or quiz answers, the possession of cheat sheets (whether they are used or not), and assisting someone else in doing any of these things.
3. Plagiarism is also cheating. Plagiarism is the use of the words or ideas of someone else without proper acknowledgement.

Cheating and other forms of academic dishonesty at CCHS will be addressed using principles of Restorative Justice as well as academic penalties. Repeated issues with cheating may result in a loss of credit in a course.

## Anti-Bullying Policy

In living out our mission of loving, we expect all students and staff to love one another as a compassionate Christian community is called to do. Students will show this love by speaking and acting kindly toward each other. Unkind or harassing behavior which negatively impacts a student's educational, physical, or emotional well-being will not be to be allowed in school, at school events, online or on school buses. This includes bullying. Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. Bullying can be physical, verbal, psychological, or a combination of the three.

### Examples of bullying:

- Physical: hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, or unwelcome physical contact.
- Verbal: taunting, malicious teasing, insulting, name-calling, or making threats.
- Psychological: spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, cyberbullying or roasting or intimidation.

- Support of bullying by communication technologies such as email, cell phones, social media, text messaging, or defamatory websites is also not allowed. Cyberbullying done by CCHS students outside of school and not on school devices will still be considered a school matter if it impacts CCHS students feeling safe at school.

Aggressive behavior, harassment, or bullying must be reported to a teacher, a counselor, the principal, or the assistant principal. Bullying and harassment are serious offenses and will be dealt with in a way that secures the immediate and future safety of students involved. It is likely that a student who was reported to have bullied or harassed another student would be sent home for the day until a full investigation can be completed.

Bullying will be addressed through restorative justice, as laid out in our Restorative Justice protocol in this handbook. Consequences can include suspension and loss of social privileges. If it is not resolved, students may be asked to remain off campus for the safety of other students. Repeated bullying may result in expulsion from CCHS. These determinations will be made by the administration in collaboration with the School Board.

Physical and emotional safety is of utmost importance at GCCS.

## Athletic Awards

### A. Awards

#### 1. Varsity Sports

- a. Letter - Varsity team members who fulfill the letter requirement will receive a varsity letter.
  - b. Those who fail to fulfill the letter requirement will receive a certificate of participation
2. JV team members who fulfill the award requirement will receive a certificate of participation.
  3. Freshmen team members will be awarded a certificate of participation
  4. All senior athletes who earn 6 or more Varsity letters will receive a gold certificate.
  5. Male and Female Senior Athlete Award – one girl and one boy may be selected.

### B. Requirements for athletic awards:

1. Junior Varsity and Freshman Awards - faithful, positive participation in all practices and games, as well as an overall positive contribution to the team.
2. Varsity Letter Awards:
  - a. Individual Sports
    - i. Cross Country:
      1. Boys - run 5 kilometers under 19 minutes 30 seconds.
      2. Girls - run 5 kilometers under 23 minutes 30 seconds.
    - ii. Golf - At least 5 varsity matches
      1. Boys - average 47 or lower in these matches, or a round of 42 or lower in 3 varsity matches

2. Girls - average 57 or lower in these matches, or a round of 52 or lower in 3 varsity matches
  - iii. Swimming - Score 1 point per dual meet or have a specific time
  - iv. Tennis - Play in 1/4 of varsity matches
  - v. Track - Score 1 point per dual meet or have a specific time or distance.
- b. Team Sports:
- i. Baseball - 1/4 of all innings played by the team
  - ii. Basketball - 16 quarters of playing time
  - iii. Football - 1/3 of all quarters played by the team
  - iv. Soccer - 1/3 of all periods played by the team
  - v. Softball - 1/4 of all innings played by the team
  - vi. Volleyball - play in an average of 1/4 of a match
- c. Exceptions:
- i. A senior athlete who does not qualify for a letter, but has been in the sport for two years, will receive a varsity letter.
  - ii. An athlete who would have lettered but fell short of the requirement due to an injury or extended illness will receive a varsity letter.
  - iii. An athlete who fulfilled the requirements for a letter but violated the "Athlete's Code" may forfeit his letter or other athletic awards. Cases will be reviewed by the Athletic Director with final decisions to rest with the principal.
  - iv. A letter may be denied even though the above criteria are met if an athlete's contribution is not positive.

#### C. Athletic Participation Fee:

1. No one is allowed to tryout for a sport until the following items have been completed:
  - a. A Pay-to-Participate fee of \$95.00 is paid to the high school office.
  - b. A copy of a current physical form with all pertinent signatures is on file in the high school office (for the 2020-21 school year, it must be dated on or after April 15, 2020).
2. Upon receipt of the above items, a "yellow card" signed by the administrative secretary will be issued and given to the student who then turns it over to the coach on the first day of practice/tryouts.
3. NOTE: Students who are not selected for the teams will have their fees refunded.

## Attendance

Calvin Christian High School is committed to punctuality and regular daily attendance in the classroom. In addition, students cannot achieve their full potential when class discussions, assignments, and labs are missed. Merely making up work does not compensate for this loss. When students learn proper work and attendance habits in high school, they are more likely to carry these habits on into college and in the workplace. For these reasons, the following attendance policy has been adopted:

#### A. Excessive Absences:

1. Because the school believes participation in a class is part of achieving credit, any student who misses a class (excused or unexcused) more than 15 times in a semester will not receive credit for that class.
2. School-sponsored activities (ie. field trips, etc.) are not considered absences.

## B. Procedures for Students and Parents for Excused Absences

### 1. Unavoidable absences and appointments:

- a. Unavoidable absences include personal illness, serious illness or death in the family, funerals for close friends or relatives, appointments with doctors and dentists, medical tests, and appointments in court or appointments with counselors outside school, or for any other reasons deemed necessary by parents.
- b. Parents need to *write a note, email (jbetten@gccsmi.org) or call* the office (538-0990) to give the reason for the absence. Calls can be left on the voice mail when the office staff is out of the office. Text messages from parents to students or CCHS staff are not sufficient.
  - i. If the absence is more than one day, parents are requested to contact the office each day.
  - ii. Notes and phone calls will be accepted from guardians designated by the parents if parents are away. The school should be informed of the person responsible for the student before parents leave.
  - iii. Students are required to present their notes to the office immediately upon returning to school after their absence unless a parent has called in the absence.
- c. Leaving/returning during the school day:
  - i. Students must obtain parent and office permission before leaving school any time other than the normal dismissal time.
  - ii. Students must sign out in the office before leaving school.
  - iii. Students must sign back in in the office if they are able to return during the school day..

### 2. Planned absences:

- a. Occasionally parents may decide that certain experiences or family needs may warrant a student's absence from classes. We strongly discourage parents from taking their students out of class. Types of planned absences:
  - i. *Family Day/Trip:* Family days/ trips are considered days spent with parents or a parent-approved adult. A student is limited to five (5) school days per year for the purpose of a family trip. A personal day may be used in conjunction with a family trip.
  - ii. *Personal Day:* This day is intended to provide the opportunity for a parent-approved day for a student activity. We ask students and parents to make responsible use of the policy. Personal day absences will be limited to 20 approved requests per day.
    1. Students should stay out of the vicinity of the school during school hours on his/her personal day.
    2. A student forfeits the privilege of a personal day if he/she has too many absences or has an unexcused absence of ½ day or more.
- b. If parents decide to take their child out of school, the following procedures are to be followed:

- i. Students should obtain a Pre-arranged Absence Form from the office or website *at least one week prior to the planned absence*.
  - ii. The form must have the family section (dates of absence, a parent signature, etc) before teachers are asked to sign it.
  - iii. Students must obtain signatures from each of their teachers.
  - iv. While obtaining teacher signatures, students must make arrangements to complete all tests, quizzes, projects, papers and assignments on a timetable determined by the teacher in consultation with the student.
  - v. *Completed PAA forms need to be completed and turned in to the office at least 3 days before the planned absence.*
- c. When arranging for a planned absence, parents and students must keep in mind the excessive absence policy: When a student misses classes more than 15 times in a semester, the student will lose credit for the course.
  - d. Planned absences will ordinarily not be permitted after April 30.

### 3. College Visits/Career Visits

- a. College and/or career visits can provide students with valuable information and helpful experiences. We encourage students to take advantage of these opportunities.
- b. Forms for college visits and career visits are available in the office, and will be signed by a counselor.
  - i. Forms must be signed by parents before teachers are asked to initial it.
  - ii. Forms should be turned in 3 days prior to the visit.

### C. Unexcused Absences

1. Unexcused absences are absences that have not been parent-approved and pre-approved by the school. Unexcused absences include, but are not limited to skipping school, oversleeping, missing the bus, missing school in order to catch up on schoolwork, or missing school for reasons not approved by parents.
2. Students who have an unexcused absence for 1 or 2 class periods will be assigned two detentions for each period missed.
3. Students who have an unexcused absence for 3 or more class periods will be issued an in-house suspension and/or service work to make up missed school time.
4. Unexcused absences may also affect a student's term grade.
5. School sponsored activities such as class trips are considered school days. Attendance at these functions is expected. Any absence from such events is generally unexcused unless excused by the principal or assistant principal prior to the event.
6. Seniors with an unexcused absence in the 2<sup>nd</sup> semester will not be exempt from the exam for that class.

### D. Tardiness

1. As a part of living out our mission of loving and learning we ask all staff and students be on time.
2. Tardiness is when you are not in your assigned seat when the bell rings.
  - a. At the beginning of the day, a tardy becomes an absence 20 minutes after the scheduled beginning of the day.
  - b. For all other classes, a tardy becomes an absence 10 minutes after the scheduled beginning of the class.

3. Tardy at beginning of the day:
  - a. Students who arrive after first hour has begun (including a late bus) must sign in at the office and obtain an admission slip before reporting to class.
  - b. Students are allowed two free tardies per semester for the beginning of the day.
    - i. After the free tardies have been used, all tardies at the beginning of the day are unexcused.
    - ii. Students should observe that free tardies apply only to first hour classes and not to any other class periods.
4. A student who is tardy to any class will be assigned a detention.
5. If a student has recurring issues with being tardy to classes:
  - a. Parents will be alerted to the issue
  - b. Discipline will escalate to an in-house suspension
  - c. If multiple tardies occur in the same class, academic consequences may be established for the excessive loss of class time.

## **Back to School Night**

Parents are invited “back to school” shortly after school starts to learn more about the curriculum and instruction that your child receives at CCHS every day. During this evening, parents will follow their student’s schedule, and will hear from each of their child’s teachers about the vision of the course, course expectations and how parents and teachers can best partner to insure the success of students. We encourage all parents to attend this important event.

## **Bicycles**

Bike racks are located on the west and north sides of the high school. Please park and lock your bike on the grass side of the rack during school hours.

## **Cell Phones and Personal Electronic Devices**

Cell phones and personal electronic devices such as iPads or Chromebooks are tools that can enhance or support classroom instruction. They can also become a distraction that inhibits student learning.

1. All students will turn in their cell phones at the beginning of each class period into a cell phone rack, located near the door of each classroom.
  - a. If students fail to turn in their phone at the beginning of the hour, teachers will ask the student for the phone and it will be turned into the office until the end of the day. Students may pick them up at the end of the day.
  - b. If a student’s phone is turned into the office repeatedly, parents will be notified.
2. Electronic devices may be used in the hallways between classes and during breaks.
3. In order to protect student privacy, they may not be used in the bathrooms or locker rooms.

# Chapel

At CCHS we are so privileged to be able to worship together in chapel. Most often, chapels take place in the Learning Commons and will be a mix of student-led chapels, praise and worship music chapels, and speakers. We ask that students participate with enthusiasm and participate in creating an atmosphere that allows for Spiritual growth. We ask students to be respectful of speakers and those attending chapels.

# Chromebooks

Students will be given a chromebook for educational purposes. All students and parents are expected to sign the [GCCS Chromebook Student Guidelines](#) document. Students may use their Chromebooks in class to support their learning at the direction of the teacher. Students may not use Chromebooks or any school devices to search inappropriate material or cause harm to themselves or any other person. The school monitors school devices such as Chromebooks using Securly. If a student searches for inappropriate or dangerous material or uses language that indicates an intent to harm themselves or others, the program will notify a school official and the school official will notify parents as soon as possible. If students violate the guidelines provided, they may have to work without their Chromebook for a period of time.

# College Athletics

1. Anyone who is considering attending a Division I or II University and hopes to compete on an athletic team must complete an NCAA or NAIA application eligibility form
  - a. NCAA:
    - i. Eligibility form: [www.eligibilitycenter.org](http://www.eligibilitycenter.org)
    - ii. For a quick reference to NCAA rules: [http://fs.ncaa.org/Docs/eligibility\\_center/Quick\\_Reference\\_Sheet.pdf](http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf).
  - b. NAIA:
    - i. Eligibility form: [www.naia.org](http://www.naia.org).
    - ii. This also includes a complete listing of NAIA schools
2. If an NCAA or NAIA application is made online, a copy of the completed form must be given to the school counselor who is responsible for submission of the student's transcript to the eligibility centers.
3. It is the student's responsibility to check requirements and make sure his/her courses ensure eligibility. The suggested requirements for juniors and seniors are below.
  - a. Juniors
    - i. At the beginning of junior year, register with the respective Eligibility Centers. Register to take the ACT, SAT or both.

- ii. Guidance counselors need to send an official transcript to the respective Eligibility Centers after completing their Junior year. Before registering for Senior year classes, check with guidance counselors to determine the amount of core courses needed.
- b. Seniors
- i. Take ACT, SAT, or both again if necessary as the respective Eligibility Centers will take the best scores from each section of the test for the highest cumulative score.
  - ii. If ACT or SAT scores were not sent to your respective Eligibility Center during registration, do so before graduation. This is not accepted by the school and must be done so by the athlete through the ACT or SAT.
  - iii. Review amateurism responses and request final amateurism certification on or after April 1 (for fall enrollees)
  - iv. After graduation, students must request for guidance counselors to send a final transcript to the respective Eligibility Centers with proof of graduation.

## Counseling Department

Calvin Christian High School's counseling office is dedicated to equipping students with the resources and knowledge that they need to succeed. Services include:

- Scheduling information
- Career Planning
- College Planning
- Scholarship Resources
- Counseling Resources
- Financial Aid Resources
- Standardized Testing Information

## Daily Announcements

Each day students and parents will receive the Daily Announcements via email. They will also be posted on the website and on monitors in the hall and common areas. These announcements will have important information regarding extra-curricular activities as well as important upcoming school events. We suggest all students and parents read these announcements.

## Detentions

Detentions are given, when appropriate: for tardies and unexcused absences (see Attendance for more details), and occasionally for behavior issues, when appropriate.

1. Students will be notified about detentions by receiving a blue slip and an email notifying them of a detention.
  - a. If issued before lunch, students must serve detentions on the day they are issued.
  - b. If the detention is issued after lunch, students must serve the detention the following day.
  - c. A student can get a detention excused by having the appropriate teacher sign the slip.

- d. Signed slips must be turned in to the office by the end of the day the detention notification is issued/received.
2. Detentions are held during lunch 5 minutes after dismissal, Monday through Friday in Room 100.
3. If a student fails to appear for a detention, he/she will be assigned two detention periods.  
Failure to report for 2nd detention will result in contacting parents, and/or in-school suspension through lunch [at the discretion of school administration].
4. All classroom rules apply to detention periods. Students who are not on time for detention will be considered absent from detention.
5. If a student has recurring issues with receiving detentions:
  - a. Parents will be alerted to the issue
  - b. Discipline will escalate to an in-house suspension
  - c. Additional consequences may be established by administration in extreme cases.

## Discover Calvin

Discover Calvin is an important event during the Fall where we invite the community to come and learn how we love, learn and serve at Calvin. It is especially designed for middle school students to consider Calvin Christian as their high school choice. Many of our high school students participate and we welcome parents to come and support their students. We also love to have our current parents and students invite community members who might be interested in attending Calvin Christian.

## Dress Code

In carrying out our mission of loving God and others, we ask each student at CCHS to dress in a way that honors God and others. Dress can also affect academic performance and state of mind. We ask our students to dress in such a way that will help them bring excellence to the classroom and the field, stage, or performance hall each day. Our guidelines are as follows:

1. Clothing should be in good repair and should be modest in length and covering.
2. A guideline for shorts, skirts and dresses should be that they are not shorter than fingertip length. No running shorts.
3. Boys should wear shirts that have sleeves.
4. Girls should wear tops that are at least 3 inches across at their narrowest point.
5. Hats, caps, and hoods may not be worn in class.
6. Shirts should not have writing or images that are inappropriate or divisive (e.g., tobacco, alcohol, or political).

Students may be asked by staff members to adjust dress using the principles of restorative justice.

Students and parents are asked to comply with staff requests for adjustment in dress. A quick change will be provided to students not in dress code.

## **Driving**

Students with a driver's license and registered vehicle may drive to school with parent permission. If you desire to drive a vehicle to school, even occasionally, you must register your name and vehicle license plate number with the high school office. Failure to register your vehicle may result in a fine. A fee (\$5.00) will be charged for the parking permit which must be displayed in the front window on the passenger side. Students may not go to their car during the day except for students leaving for an approved appointment, students returning from KCTC or seniors participating in senior eat out.

1. Parking spaces by the curb along the entire west side of school, and all of the spaces in the north lot are reserved for staff and visitors.
2. Any student can be denied the right to take a vehicle to school because of careless or offensive driving.

## **Educational Support Services**

At Calvin Christian we are blessed to be able to provide academic support to all students so that they can be successful and develop their God given gifts to their full potential. ESS supports students with a diagnosed disability who are on track to earn a diploma throughout their high school education and prepare for post-secondary educational/career options. In ESS students can receive individualized support. Every student who receives Educational Support Services also receives an Accommodation Plan. This plan is customized for each individual based on needs and strengths. ESS staff partners with our Multi-tiered Systems of Support (MTSS) which is designed to care for all students and to determine what level of support students need academically in each class.

## **Eligibility Rules for Extra Curricular Activities**

Extra-curricular activities are those activities sponsored by the school outside of the normal school day and which are purely voluntary and yet seek to fulfill some aspects of the philosophy of the school. They are an important part of the school program because they are voluntary and hence provide an opportunity to develop self-discipline, creativity, and other objectives of education in a way that would be difficult to develop in the curricular program.

The term "extracurricular" conveys the idea that these activities can be an important extension of the curricular program and are rightfully the responsibility of the school and its teachers. Because these activities are voluntary and inducements for participation are minimal, the student learns in an environment of greater freedom and has a different opportunity to develop leadership, responsibility, and self-discipline in a way which is difficult in the classroom.

Participation in extracurricular activities should be motivated primarily by a genuine interest in the activity or a desire to learn more about the activity and to excel in it. Ideally, it also arises from the curricular program of the school. Parental or teacher pressure to participate or when the promise of reward in terms

of attention, gifts, or privilege as significant incentives can inhibit the development of leadership and qualities of responsibility that could otherwise be attained by means of co-curricular activities.

What follows are some phrases or words that have been used to describe the purposes of extra-curricular activities:

**To learn**

- Skills - recreational, vocational, athletic
- About themselves
- About others
- To work - cooperatively, competitively
- To serve
- Attitudes

**To provide an**

- Opportunity for social contacts
- Opportunity for developing interest
- Opportunity for developing leadership
- Opportunity for recreation - physical and emotional outlet
- Opportunity to give an emotional Christian witness
- Opportunity to recognize the work of students publicly

**To promote**

- Sportsmanship and teamwork
- School spirit
- Physical fitness
- Ability to make judgments under pressure
- Self-confidence
- Sense of community
- Appreciation of - others skills
- Others points of view
- Interest of others in the school

**To explore**

- Interest
- Aptitudes

**To provide**

- Service for others (yearbook, newspaper, exhibitions of other types in sport, drama, etc.)

A. These eligibility rules apply to all students who are involved in any extra-curricular activity where they represent the school in a non-curricular capacity. Because those students are exercising a privilege rather than a right, they are held to a higher standard of behavior than the student who does not participate in such activities. As a Christian school student, each participant represents the school and God. It is important that their behavior bring honor to themselves, their parents, their school, and, most importantly, their faith.

B. Activities included

1. All Athletic teams

- a. All athletic team members
- b. All regular team attendants and assistants (statisticians, timers, managers, etc.)
2. All other extra-curricular activities including, but not limited to:
  - a. Student Life Committee members
  - b. Yearbook staff
  - c. Members of plays
  - d. Student aides

C. Enforcement of the rules of eligibility will be determined by the athletic director, principal, and assistant principal. The final decision rests with the principal and the decision may be appealed to the Head of Schools.

#### D. Eligibility Definitions

1. On probation means that a student may practice and participate in public contests or events but that he will be re-evaluated each week or in any time stipulated by administration. If, in the opinion of the administration, the student's situation is not acceptable, the student would be declared ineligible.
2. Ineligible means a student may try out for or continue to practice with a team or group but may not participate in any public, scheduled contests or events during this time. Ineligibility results if a student continues to be failing a course after being on probation for that course or has not met the citizenship rules. Ineligible students in extracurricular activities without scheduled contests may not participate in any way while ineligible. For example, a Student Life Committee member may not attend meetings or help with Homecoming activities while ineligible.
3. Suspended means that a student may not participate in any aspect of an extracurricular activity (practice or contest) during the time of his or her suspension.

#### E. Academic Rules of Eligibility

1. Eligibility reports will be generated each Monday beginning with the Monday of the 4th week of the semester to determine which students are eligible, on probation, or ineligible.
2. A student will be declared to be on probation if he is failing any course at any time as determined by an eligibility report. A student remains on probation for one week.
3. A student will be declared ineligible if the student has been failing a course for two or more consecutive weeks.
4. The period of ineligibility begins on Monday and continues for a minimum of one full week and continues as long as the student still needs to raise the course grade to a passing level.
5. A student who is on probation or is ineligible must complete and turn in make-up work to teachers by the end of the school day Thursday for the work to be considered on the next eligibility report.
  - a. When on probation or ineligible a student must bring a form to the teacher to be signed indicating work has been completed by the end of Thursday.
  - b. Forms will be available from the athletic director, assistant principal, or online.
  - c. Forms need to be turned in to the high school office by Thursday at 3:00 p.m.
6. Procedures concerning Academic Rules:
  - a. The assistant principal will provide the principal and athletic director with a list of all students who are on probation and ineligible on the Monday of each week.
  - b. The athletic director will inform each head coach of the ineligible players and the assistant principal will inform the leader of any other extra-curricular activities.

- c. The assistant principal, athletic director or their designee will be responsible for informing each student of his ineligibility.
  - d. An ineligible student will be excluded from participation for a minimum of one week and continues as long as the student has a failing grade in the course that made him ineligible. Grades will be reviewed on the Monday of each week.
  - e. An ineligible student will be permitted to request that he be reinstated. This request is to be made to the principal who, after consulting with the teacher or teachers involved, may determine whether the request for reinstatement will be granted or denied. If the principal determines that more deliberation is needed, the request will be considered by the athletic director and assistant principal (see step f).
  - f. Special considerations - A student who is failing a course may be declared eligible under some circumstances.
    - i. The student must request a review by contacting the principal.
    - ii. The principal or designee will request each of the student's teachers provide input regarding the following areas:
      - 1. performance in relation to ability
      - 2. attitude toward learning
      - 3. completion of daily assignments
      - 4. performance in class
      - 5. Effort
      - 6. Behavior
    - iii. The principal will review the information and make a decision.
7. Students who fluctuate between passing and failing the same course multiple times throughout the semester or alternate between failing different courses throughout the semester may be given a contract to remain eligible.
8. Students who fail a first semester course
- a. Students who fail a first semester course will be deemed to be an at-risk student for the first three weeks of the second semester (until the first eligibility report is run on the 4th Monday of second semester)
  - b. An at-risk student is considered to be eligible, but must submit a form signed by all teachers at the end of each week indicating work (assignments, quizzes, tests, etc) has been completed in a satisfactory manner during the first three weeks to remain eligible.
  - c. Forms will be available from the athletic director, assistant principal, or online.
  - d. Forms need to be turned in to the high school office by Thursday at 3:00 p.m.

#### F. Citizenship Rules of Eligibility

- 1. Each participant in school activities represents Calvin Christian High as a Christian student; therefore, the participant's Christian character must be reflected in his behavior during the school year and also during the summer months.
- 2. A student will become ineligible if the student violates any of the following rules. The rules below will be in effect during the season, off-season, and summer. Consequences for violations that occur out of season may follow those outlined below or may be comparable alternatives as determined by the principal in consultation with the athletic director.
- 3. A student involved in extracurricular activities may not use or possess alcohol, illegal drugs, illegal performance enhancing substances, tobacco, tobacco products, e-cigarettes, vaping products, or drug paraphernalia at any time or in any place. Students may not misuse prescribed or

non-prescribed drugs at any time or in any place. When a reliable source witnesses and reports a student's violation of the above and the student is determined to be guilty, the following will occur:

- a. **For tobacco and tobacco products (including e-cigarettes and vaping products):**
    - i. Penalty for the first offense in the student's high school career: the student will be immediately declared ineligible for one fourth of the scheduled contests for that sport or extracurricular activity (to be carried over to the next sport/activity if unable to be completely served at current sport/activity).
    - ii. Penalty for the second offense in the student's high school career: the student will be immediately declared ineligible for one-third of the scheduled contests for that sport or extracurricular activity (to be carried over to the next sport/activity if unable to be completely served at current sport/activity).
    - iii. Penalty for the third offense in the student's high school career will be determined by the administration and may include the student being suspended from all extracurricular activities for one calendar year.
  - b. **For alcohol, illegal drugs, drug paraphernalia, misused prescribed or non-prescribed drugs, including illegal performance enhancing substances:**
    - i. Penalty for the first offense in the student's high school career: the student will be immediately declared ineligible for one fourth of the scheduled contests for that sport or extracurricular activity (to be carried over to the next sport/activity if unable to be completely served at current sport/activity).
    - ii. Penalty for the second offense in a student's high school career: the student will be suspended from all extracurricular activities for one-third of the scheduled contests for that sport or extracurricular activity (to be carried over to the next sport/activity if unable to be completely served at current sport/activity) and be required at parents' expense to submit to an abuse assessment and, if recommended, complete a school approved substance abuse treatment program.
    - iii. Penalty for the third offense in the student's high school career will be determined by the administration and may include the student being suspended from all extracurricular activities for one calendar year
  - c. A student who has violated this rule for the first time in his or her high school career may have his or her ineligibility period reduced from one fourth to one eighth of the contests if that student enrolls, participates in and completes a school approved tobacco or substance abuse assessment and prescribed treatment program. The principal and athletic director must approve the program prior to enrollment. Should the student be unable to finish the program before one eighth of the contests, the student will remain ineligible for as long as it takes to complete the program up to one fourth of the scheduled contests.
  - d. Extracurricular participants who use or are in possession of illegal drugs, tobacco, alcohol or drug paraphernalia at school or school sponsored events will be subject to the penalties for all students as well as the additional penalties reserved for extracurricular participants.  
(See Substance Abuse Policy.)
4. Committing illegal acts which can result in misdemeanor or felony charges will result in ineligibility.
  5. A student is expected to behave in a way that is positive for the school. If a student is involved in misconduct of a serious nature, it may affect eligibility.
  6. A student shall be in attendance at school on the full day of a scheduled event unless he/she is excused by the principal or principal designee. If a student is absent for any period on the day of a

scheduled event, he/she must receive permission from the principal or designee prior to the event in order to participate that day.

**7. Penalties for violating general citizenship rules.**

a. Extracurricular Activities

Penalties will be decided by the principal with recommendations by the athletic director and assistant principal.

b. Athletic Activities

- i. Penalties will be decided by the principal with recommendations by the athletic director and assistant principal. Penalties may include loss of participation in athletic contests.
- ii. In case of a serious offense, an athlete may become ineligible for the remainder of the season.
- iii. An athlete may appeal a penalty for an offense. The athlete must appeal to the principal, and the principal and athletic policy committee will review the case and come to a decision. In case of an emergency, the principal will have final authority.

c. A scheduled contest does not refer to the date of competition, but to a contest against another school. Examples include:

- i. A baseball or softball doubleheader will be counted as two contests, since two separate games are played.
- ii. A volleyball or wrestling invitational could consist of 3, 4, or more contests, since several separate contests would be played against different opponents.
- iii. A track, tennis, or golf invitational generally would be considered one contest since all schools compete simultaneously.
- iv. When determining the length of ineligibility fractions of contests less than or equal to  $\frac{1}{2}$  are rounded down and fractions of more than  $\frac{1}{2}$  are rounded up to the higher number. For example, if the length of ineligibility is  $4\frac{1}{4}$  contests it will be rounded down to 4 contests, but if the length of ineligibility is  $4\frac{3}{4}$  contests it will be rounded up to 5 contests.
- v. If a contest is canceled, that contest will count toward the "one-fourth". If the contest is rescheduled, it will not be considered one of the one-fourth to be missed.

**8. Other citizenship rules procedures and expectations:**

- a. The principal, athletic director, and assistant principal determine consequences for students who violate these general citizenship rules.
- b. If a coach or sponsor is aware of any violation of the citizenship rules, it is his/her responsibility to bring this to the attention of the appropriate Eligibility Committee.
- c. In all cases, the athletic director or principal should be notified immediately if any student violates the citizenship rules. In case of an emergency the principal will have final authority.
- d. This code will not restrict the authority of a coach to set reasonable rules or to take reasonable disciplinary action for conduct other than listed in the rules stated above.
- e. The athlete and parent will sign the physical form that they have read, understood, and will support all rules of eligibility.

**G. Other Rules for Athletes**

**1. A student may be suspended if he/she violates any of the following specific rules:**

- a. An athlete must travel to 'away' contests with the team unless he/she has received permission from his coach to travel separately.

- b. An athlete must receive permission from his/her coach to be absent from a practice or a contest.
    - c. An athlete may not miss a practice or contest so that he/she can participate in a non-school athletic event, e.g. AAU Basketball, All-Star Golf Tournament, etc.
  2. The athletic director and the principal will be advised by the coach about violations and they must agree with the disposition of the disciplinary action.
  3. The state rules demand that every athlete who is a member of a high school team may not, under any circumstances, be a member of any other team in that sport at the same time. This includes church and recreation teams and prohibits a player from participating in scrimmages or any other form of competition involving more than one team.
  4. Policy regarding dropping a sport:
    - a. No athlete shall drop a sport in season and join another team in the same season unless the situation meets one or more of the following criteria:
      - i. It occurs before the final cut.
      - ii. It occurs because of an injury.
      - iii. It occurs before scheduled competition.
      - iv. It is by mutual consent by coaches or sponsors.
      - v. It occurs because of unusual circumstances. Unusual circumstances do not include the following: personality clash with the coach, insufficient playing time, or cramped social life. The situation must be serious and must have substantial consequences for the persons involved.
    - b. Procedure: An athlete wishing to drop a sport must request it of the Athletic Director.
      - i. The AD will make the decision after conferring with the coaches involved.
      - ii. The athlete may present his/her rationale to the AD also, if appropriate.
      - iii. Dropping a sport may result in being penalized by missing contests in the next sport or being denied the privilege of participating in the sport.
  5. A CCHS athlete is not allowed to participate in two school sports during the same season.

## Emergency School Closing

### **Inclement Weather:**

If school closes due to inclement weather, cancellations will be posted on WOOD-TV8 and WZZM-TV13. Text alerts are available from the television stations if you choose to register on their website. The school will also send out an email to parents.

### **Health/Safety Concerns:**

In the event that the school, county or state shuts down the school due to health or safety concerns, parents and students will be notified via email and the closings will be posted on Wood TV-8 and WZZM-TV13. Text alerts are available from television stations if you choose to register on their websites.

### **Tornado Closing:**

School will not begin during a tornado watch or warning. In the event of a tornado watch, school will continue as normal and students will be dismissed at the usual times. When notified of a tornado watch or warning while school is in session, these emergency procedures will be followed:

1. Students will not leave the building, but will be in their normal classrooms in the event of a WATCH, in corridors in the event of a WARNING.
2. All school employees will be on duty during such an emergency.
3. In the event of a WARNING students may be detained after the usual dismissal time.
4. In the event of a WATCH at normal dismissal time, students will be dismissed as usual.
5. At any time, parents may pick up their own children, or in the case of a high school student, the student is permitted to drive home if the parent calls.

**Tornado Policy** (WATCH or WARNING) for all practices, events, and extracurricular activities:

1. *WATCH/WARNING* while school is in session:
  - a. All practices, events and extracurricular activities scheduled after school will be cancelled.
  - b. Events scheduled later in the evening be cancelled if the “all-clear” is not given 2 hours prior to the start time of the event.
2. *WATCH* given after school has been dismissed:
  - a. All practices, events and extracurricular activities in progress will be immediately suspended and the students sent home.
  - b. Events scheduled later in the evening, see “b” above.
3. *WARNING* given after school has been dismissed:
  - a. All practices, events and extracurricular activities in progress will be immediately suspended and students will report to the locker rooms or other designated “safe” areas.
  - b. Events scheduled later in the evening, see “b” above.

## Exam Exemption Guidelines for Seniors

1. Students may only qualify for an exam exemption in a particular course during the second semester of the senior year if the student meets the following requirements:
  - a. No unexcused absences during that semester in that class
  - b. All the required work for the course has been completed and handed in.
  - c. In addition, the student must meet one of the following grade requirements:
    - i. A twelfth grader may choose to omit the final exam in any course where he/she has maintained a B+ or above average through the final day of the school year prior to the exam week.
    - ii. A twelfth grader may choose to omit the final exam in any course where he/she has maintained a grade (through the final day of the school year prior to exam week) that is equal to or above his/her cumulative grade point average (G.P.A.) at the end of the first semester of the senior year.
2. Unacceptable behavior or misconduct by a senior may result in the loss of the exam exemption privilege.
3. All senior students will be informed of their exam exemption status in each class on the last class day prior to second semester exams.

## Graduation

For a complete list of graduation requirements, please see "Requirements for Graduation" in our Curriculum Guide. The Curriculum Guide is available on the school website ([gosquires.org](http://gosquires.org)).

Please note that if a student lacks more than one credit needed to meet graduation requirements, the student may not be permitted to participate in graduation. If a student is in danger of this occurring, parents and students will be notified in advance.

## Hot Lunch

Hot lunch is offered at the High School and Middle School 5 times per week. Students can load credit onto their hot lunch cards by submitting a payment to the office. The lunches come from local restaurants and vendors and the menu is available several weeks in advance. All hot lunch documents are available on the school's website.

## Homework

High school students should have an expectation for some homework in each class. Students are encouraged to complete this homework daily at home or in a study hall.

Google Calendar is used by teachers to allow students and parents to track what homework assignments are required and the due dates for those assignments on Google Calendar. Teachers will share all Google Calendars with parents in the first weeks of the school year.

Powerschool is used by teachers to allow students and parents to track student progress (grades) on assignments and assessments.

Students are recommended to check Google Calendar daily and Powerschool weekly.

Parents are recommended to check Google Calendar and Powerschool weekly.

- a. Teachers will send an invitation to parents at the start of each semester to join the Google Calendar for their class.
- b. Parents should have a login assigned by the school to access Powerschool.

## Internet Safety and Responsibility

Student safety online is very important to us at Calvin Christian. Internet access is restricted, filtered and closely monitored on school devices while on campus. We will notify parents if we become aware that students have attempted to access inappropriate material while using a school issued device and there will be

consequences including but not limited to detentions and suspensions as well as loss of online access privileges. Restorative Practices will also be implemented to help guide students towards safe practice.

Students must use school devices to support their learning and should practice safety at all times while using the devices, including not accessing inappropriate sites and protecting their identity and private information.

Students also may not use school devices to cyberbully, harass others online or to impersonate another person online.

## Learning Commons

The Learning Commons is located between the High School and Middle School. The space is a flexible space for students to eat and have fellowship, access the Library, have study hall, worship in chapel and participate in Learning Lab. The flexible seating allows for collaborative as well as individual learning spaces. There is access to great books as well as technology in this space.

The following policies regulate the use of the Learning Commons:

1. Students who have a study hall in the Learning Commons should report there directly for attendance.
2. Students should show great care for the furniture and materials in the Learning Commons.
3. When students eat in the Learning Commons, they must pick up after themselves. No food fights or deliberate making a mess with food will be allowed in the Learning Commons.
4. Students may only use printers for CCHS curriculum related projects and must get permission prior to printing and copying.
  - a. Students should print only what is necessary, using “print preview” before printing.
  - b. Students must be responsible for not wasting paper and ink.
  - c. When obtaining information from the Internet, students should copy material that they need into a Word document or PDF file. If at all possible, save the content from the Internet (in Word, PDF file, or Zotero) rather than printing it.
  - d. Students are limited to 10 copies at a time.

## Learning Lab

Learning Lab is available in Learning Commons throughout the school day and after school. During these times teachers will be available to students to provide help in all core instructional areas as well as to help students with organization and study skills.

Learning Lab is a separate program from our Educational Support Services, which services students with diagnosed learning disabilities. Learning Lab is based on the collegiate model where all students are invited to seek assistance. For example, this is the place where students can go for feedback on their writing, math help, or to get help studying for a history test.

Our Student Support Team (SST), which coordinates our MTSS program (see section on MTSS) will identify students who would benefit from seeking help in this center and it may be required of some students who are not performing to their full potential to attend the Learning Lab for a period of time.

## Learning Management System: Google Suite Products

Students and parents should refer to Google Classroom and its Calendar, our Learning Management Systems (LMS), for information about assignments, assessments and due dates. It is recommended that students check Classroom's Calendar daily and that parents review Classroom with students on a weekly basis, especially if students are still developing skills in the area of organization and completing tasks. All assignment due dates and assessment dates will be listed on the Google Calendar for that course.

Other online resources may be used by teachers, but all instructions and content will be centered in Google Classroom for the course.

## Leaving the School Building

1. Students are expected to remain in the school building during school hours except by request of a teacher or by permission of the school staff or parents.
2. Students must sign out on the sheet provided in the office. Students must obtain permission to leave from the office personnel before they sign out. If students leave because of illness a parent/parent approved adult must be contacted by the office staff for permission to leave school.
3. Appointments during the school day require a signed note from home, an email, or a phone call stating the reason for appointment and the time.
4. Only students with signed parent-permission forms will be allowed run errands, attend field trips and go to senior eat out. [PERMISSION FORM](#) [SENIOR EAT OUT](#)

## Lost and Found

Any article lost or found on the school premises should be reported or turned in to the school office. Students should check the office for lost items. Names on backpacks, jackets, lunch containers, water bottles, sports equipment, etc. are strongly encouraged.

## Medications

Medications are identified as any prescription and non-prescription drug taken by mouth, inhaled, injected, applied as drops to eyes or nose or applied to the skin.

Prescriptions must be ordered by a licensed healthcare provider who is authorized to prescribe.

The Medical Authorization Form must be signed by the authorized prescriber and the parent/guardian.

- Orders must be renewed annually.
- The Medical Authorization Form is required for each medication.

Medications:

- All prescription medications must be brought to school in the correct prescription bottle.
- If the parents/guardian are unable to bring prescription medications, the school designee should be informed that the child is bringing the medications and how many pills are in the container.
- All controlled prescription medications brought to the school, need to be checked in before the school designee and witnessed by a responsible employee. A list of controlled prescription medications can be found at <http://www.deadiversion.usdoj.gov/schedules/>
- Prescription medications must be kept in a labeled container with name, medication name, dose, frequency, route of administration, doctor, date of prescription and expiration date.
- Prescription medications must be stored in a locked cabinet, room or cart (except for self-administered medications).
- Prescription medications will be removed from school one week prior to the expiration date or the end of the school year.
- Parents must pick up controlled substances. All prescription medications left in the office on the day school ends will be properly disposed of.

Administration:

- The parent/guardian should give the first dose of any new medication – prescription or over the counter.
- Medication must be administered by one adult, in the presence of another adult (except when an emergency threatens the life of the student.)
- A Medication Administration Record (MAR), by individual, must be maintained each time a medication is administered.
- The MAR includes: student name, name of medication, date and time of administration, dosage and signature of the person administering the dose, along with the initials of the witness.
- The MAR should be kept until one year after the student graduates from high school.

Self-Administration:

- It will be determined by the building principal if the student is able to self-administer and/or self-carry medication. The developmental ability of the student, need to have emergency medication, and safe storage of medication will be taken into consideration when making this decision.
- The Physician Request for Self-Administration of Medication will be filled out and signed by the physician for each medication a student will self-carry or self-administer.
- A record of administration must be kept for students who self-carry or self-administer medication(s).
- The parent/guardian must fill out the Medical Authorization Form if a student will self-carry or self-administer medication.
- This plan must be renewed annually.
- All medication must be kept in the correct labeled container prepared by a pharmacy.
- The school principal may discontinue the self-administration privilege upon advance notice to the parent/guardian.

- A student who is in need of an inhaler or epi-pen will be allowed to carry the medication with them and/or keep them in their backpack and/or classroom. A physician will not need to fill out the Physician Request for Self-Administration of Medication Form.
- Each teacher will be notified of a student with a self-carry medication(s).

#### Narcotics and Other Controlled Substances:

- The parent/guardian will bring the medication to school in the correct prescription bottle.
- The amount of medication received will be recorded by the school designee on the Medication Intake Form and witnessed by another responsible employee.
- Narcotics or controlled substances will be counted and recorded on a scheduled basis (monthly) and witnessed by another responsible employee.
- No more than a 30 day supply of narcotics will be kept at school.
- There must be a new order and written parent permission every 30 days unless the prescription is written "as needed."
- If the prescription is written "as needed", the prescriber should be contacted every 30 days by the school designee.

#### Over The Counter Medications:

- Only a licensed registered nurse may administer over the counter medications.
- Over the counter medications will be administered in accordance with the same guidelines of prescription medications.

#### Liability:

- A school designated employee who administers medication in good faith to a student, in the presence of another adult, or in an emergency that threatens the life or health of the student, pursuant to the written permission of the student's parent/guardian, and in compliance with the written permission of a physician, is not liable in a criminal action or for civil damages, as a result of the administration except for an act of omission amounting to gross negligence or willful or wanton misconduct.

#### Staff Selected to Administer Medications:

- Plans for the administration of medications will be developed by the building principal. This person should be:
  - familiar with all the students.
  - possess good organization skills.
  - handle stress in a calm manner.
  - have coverage/assistance for regular assigned job duties.
  - be in a quiet environment that allows for safe and effective administration of medications.
- Each person assigned to administer medication, must have one person designated as an alternate substitute in case of absence.

#### Administration of Medications on School-sponsored Activities:

- Medications should be administered on school-sponsored trips only when absolutely necessary.
- Medications may only be administered when medication has previously been administered, except in an emergency.

- A signed School Trip Authorization Form must be filled out and signed by the parent and kept on file at the school.
- The school principal will determine who may administer the medications and how the record is to be kept.

#### Errors in Medications:

If an error in medication administration occurs (missing a dose, giving the wrong dose, giving the dose at the wrong time, giving the student the wrong medication), follow the procedure listed below:

- Contact the building principal immediately.
- Observe the student.
- Take appropriate action. Call 911 if needed.
- The building principal or school designee should contact the parent/guardian.
- Complete the appropriate forms.
- Document specifics of the incident.

#### Stolen/Lost Meds

- If any medication is missing, the building principal should be notified immediately.
- Notification of police may be necessary.
- Parents/guardian should be notified so medication can be replaced.
- An Incident Report Form should be filled out and filed in the student's record.

#### HIPAA (Health Information Portability and Accountability Act):

- If the school designee has concerns about the medical orders or wants to share information that may be relevant to the treatment regimen with the physician, the school designee may communicate with the physician without written orders from the parent/guardian.

## **MTSS (Multi-Tiered System of Support)**

At CCHS we strive to meet the academic, social and emotional needs of all students. As a small school, we can wrap support around each student and meet the needs of each student. We have a Multi-Tiered System of Support to support academic and behavior needs in a way that maximizes each student's potential. In this program, the SST (Student Support Team) will work with classroom teachers to regularly review student progress. The team will also make recommendations for student support. This system ensures that we do not miss student needs for students who are not a part of our Educational Support Services program.

### **Support will be given in three tiers.**

#### **Tier 1 happens in the classroom**

This is core support for all students and implemented by classroom teachers. Academic support may include preferential seating, extended time on tests or a classroom set of notes. Social and emotional support at this tier may include intentional partnering, reminders of collaboration techniques or a safe place to go if the student feels overwhelmed. Teachers will document all of

the support they have provided to students and the MTSS Team will review the effectiveness of this support.

### **Tier 2 takes place in the classroom, Focus Period or in the Learning Lab**

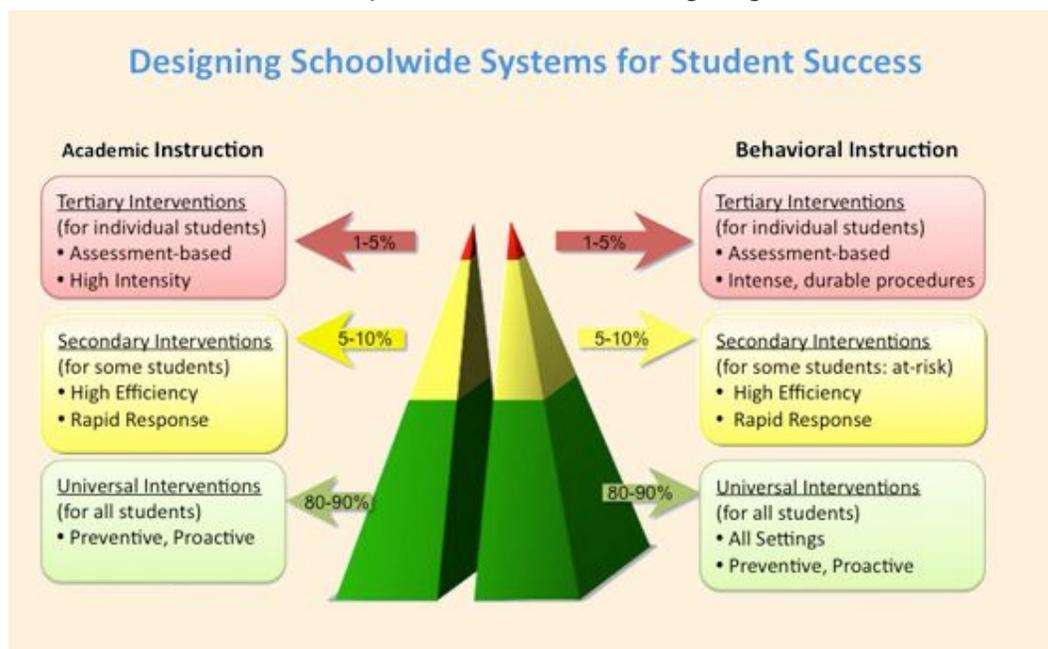
This is intentional, targeted support for students who need more support than Tier 1 provides in terms of academic, social and emotional support. This intensive intervention is based on student specific needs/deficit areas. Based on data, students may be placed in what we call a **push-in classroom**, with a second teacher pushing support into the classroom.

Students will also have the option of receiving Tier 2 support during their study hall, Focus Period or after school where teachers in all the core content areas will be available to students in the **Learning Lab**, located in our Learning Commons. In the Learning Center, students can receive help in math, to give them feedback on their writing or to help them organize and prioritize their assignments. Students needing support in the social and emotional area who need Tier 2 support will meet regularly with a counselor or mentor, or work with a teacher and other students in a small group on academics or social skills.

### **Tier 3 happens in the classroom and in personal study hall.**

This is intensive support for students who need support beyond Tier 1 and Tier 2. This will involve intensive individual or small group instruction. Students receiving Tier 3 interventions have received an assessment and a 360 or Accommodation Plan. Students receiving Tier 3 intervention for social and emotional needs will be under the care of a social worker or psychologist in partnership with the local public school or another outside mental health agency.

These three tiers are also represented in the following diagram:



The foundation of our academic support in our MTSS system is based on four questions. All teachers must answer these four questions for all students.

1. What do we want the students to know and be able to do? (Curriculum)
2. How will we know if they know it or can do it? (Assessment)
3. What will we do if they do not know it or can not do it? (Intervention and Support)
4. What will we do if they know it or can do it? (Extensions, Acceleration)

These four questions keep us focussed on the needs of all students: those who need additional support and those who have already mastered the curriculum and skills. Please note support at all three tiers are available to students who have not yet mastered grade level material, as well as for students who have mastered the material and may need extensions or acceleration. The tiers are fluid. Students may need more support in one unit of study and perhaps no additional support in another unit of study. Students needing social and emotional support will also vary over time.

As a part of the MTSS program we will be providing teacher tutoring during study hall. Please see more details under Learning Lab.

If you are interested in watching a video to learn more about MTSS programs please use the links provided below. However, please note MTSS programs are often implemented in schools that are concerned about high risk students. At Calvin Christian we are adapting the model so it is geared towards helping each student maximize their potential and to make sure we systematically keep track of all students' progress.

What is an MTSS system?

<https://www.youtube.com/watch?v=GddbWdSI6Ck>

What does an MTSS system in a high school look like?

[https://www.youtube.com/watch?v=-\\_lqi7KYKTA&spfreload=10&scrllybrkr=c68e49fd](https://www.youtube.com/watch?v=-_lqi7KYKTA&spfreload=10&scrllybrkr=c68e49fd)

## **Nut-Conscious Campus and Nut-Free Zones**

At GCCS, student safety is the highest priority. To protect our students with severe and life threatening nut allergies, we have several nut free zones.

- The Learning Commons
- The Commons in Room 97
- All Classrooms

Students must adhere to keeping these zones nut free at all times.

We ask that students who eat nut products in permitted areas or before school wash hands in order to protect classmates.

## **Orientation for 9th Grade Students**

Freshmen students and their parents will be notified of a special Orientation Day for 9th grade students. It typically takes place on the student registration day, before school starts. This is a fun day for 9th grade students. The orientation is led by students from the Student Life Committee. Students will tour the school, learn what it means to be a student in high school, and there will be a time for mixer games and community building.

## **Orientation for International Students**

International students need to report for a special orientation during the week before school starts. Students will receive important information about the school year and all of the services that are available to international students. There is also a time for fellowship and community building.

## **Parent-Teacher Conferences**

Parent-Teacher Conferences are offered in the fall and spring. Parents are strongly encouraged to attend. This is a great time to celebrate student success and to discuss how parents and teachers can best partner to support student growth. Parents will be sent an email to sign up for conferences online. Conferences are individual and held in the classrooms. Parents are invited and encouraged to contact teachers throughout the school year as well.

## **PowerSchool**

PowerSchool is the school information system as well as the gradebook. Student and family demographics as well as emergency information is contained in this system and can be accessed by appropriate staff.

PowerSchool gradebook is the place where students and parents can track student progress. will show if students have current, late or missing assignments or assessments. It is recommended that students and parents check PowerSchool weekly. Parents can set PowerSchool to send them automatic email updates. Parents wanting the most current information may wish to log in to verify that there has not been an update to the system since the email was generated. <https://ps.gccsmi.org/public/home.html>

## **Prom**

Each year the Student Life Committee coordinates a prom for juniors and seniors. Tickets go on sale late winter and the prom takes place at the end of April or early May. This is a great event for students to celebrate the school year together.

If they complete a guest form students may take guests from other schools or up to two years out of high school (under the age of 21).

All school policies are in effect during prom.

## **Publicity**

Notices will be placed on the corridor bulletin board for clubs, other student activities, and at times for outside groups. All outside group notices must be approved by the principal. School announcements are posted internally each day and are posted on the web site.

## **Registration for classes**

Registration for classes for the new academic year begins in February each year. The Assistant Principal and Counselors will distribute registration materials to students and parents. Parents and students will be invited to individual meetings with the counselors to discuss class options. Students will register for classes via a hard copy form or online.

## **Report Cards**

Since PowerSchool is a live system that can always be updated by teachers and viewed by students and parents, there are no formal report cards at Calvin Christian.

Parents and students will be notified when semester grades and exam grades have been finalized. Paper copies of grades can be printed from PowerSchool. If parents need an official school report card for insurance or other purposes, they can request report cards from the high school office.

## **Reporting to the Office**

When a student is told to report to the office or to any teacher, the student must always report when and where told immediately.

This applies whether the student is dismissed from class for illness or disciplinary reasons.

# Residency

All students must reside with their parents or a legal guardian while attending CCHS.

# Safety Policy

A student may be suspended for unacceptable behavior including, but not limited to, misconduct or offense against a classmate, staff member or school facility.

A. The following offenses committed at school may result in suspension/expulsion from school:

- Setting fires
- Possession or use of fireworks
- Pulling a fire alarm
- Possession or use of alcohol
- Possession or use of illegal drugs
- Possession or use of dangerous weapons
- Threats against staff, students, or school property (made at school or anywhere, including the internet)
- Intentionally physically injuring another student
- Stealing
- Harassment of staff or other students
- Extortion
- Intimidation
- Bullying, including cyberbullying

B. Threats

Threats of violence involving possible use of a weapon made against persons or property have no place in our society, especially in a school. Such threats made against staff, students, or school property will be considered serious and the police department may be called to investigate. If so, the police and administrators will work as a team to investigate such threats. Students making threats will be suspended. Students suspended for making threats will be considered for readmission to school only after a psychological examination determines that they do not pose a danger to themselves or others.

C. Police Investigations at School

Whenever school officials call in police to assist with an investigation or when police initiate an investigation and wish to interview a student at school, a school official or the police will be asked to contact parents of students they intend to interview prior to conducting the interview. Parents have the right to be present during all interviews. If a parent is unable to be present, a school administrator may

serve as their representative. The exception to this policy will be when police or Family Independence Agency staff are called in to investigate alleged physical or sexual abuse of a child by his/her parent. In such cases, notification of parents would hinder the investigation.

D. Weapons

The possession of any explosive device or weapon, including but not limited to guns, knives, iron bars, chains, brass knuckles, air guns or any other device designed to or likely to inflict bodily harm is not allowed on school property or at any school function. Any object used to threaten or otherwise create concern in the school community will be treated as if the object were a weapon. Violations of this rule will result in suspension and could also be grounds for expulsion.

E. The school reserves the right to search a student and his/her belongings.

F. Guidelines for other types of suspension: (exceptions to these guidelines could occur when threats of violence or weapons are involved)

1. A student may be suspended for up to a full school day for unacceptable behavior. This would generally be an "in-house" suspension meaning that the student would remain on campus but be segregated from other students.
2. A student may be suspended for more than one school day, not to exceed five school days, for serious offenses.
3. A student may be suspended while an investigation is carried out by the administration. This suspension is not to exceed five school days.
4. In all cases of suspension, other penalties may be given to the student. (example: eligibility, community service, school work project, fines, grade penalty, behavior contract etc).

G. The following policies regulate the use of the Learning Commons materials:

1. Fiction and nonfiction books are loaned for a three week period.
2. Library fines will not be assessed for overdue materials. However, students are expected to return items on time in order to make them available to others.
3. Overdue notices will be emailed on a regular basis. Notices will be printed in some cases. Students are responsible for returning all library materials prior to taking exams.
4. It is the responsibility of the student to care for the materials and to see to it that they are returned on time. Students will be assessed the replacement cost of the item if it is lost or damaged.

H. Guidelines for Printing in the Technology Learning Center:

1. Students must get permission prior to printing and copying.
2. Only use printers for CCHS curriculum related projects.

I. Guidelines for Copying in the Technology Learning Center:

1. Students must get permission to use the copier from a TLC supervisor.
2. Only copy for CCHS curriculum related projects

# School Areas and Property

## A. The following areas are off-limits during the school day:

1. The parking lot and the cars parked there.
2. The park to the south of school, except for P.E. classes and after school hours. Students may play on the basketball court, and eat lunch in the pavilion by the tennis courts.
3. The dugouts and concession stand by the baseball field.
4. Roofs. There is a \$200.00 fine plus damages for any unauthorized student on the roof.
5. Gym Areas
  - The locker rooms are off limits unless you are in a P.E. class period or in a coached sport.
  - The gym is not to be used as a hall from the east to west corridors.
  - Being on the gym floor with normal street shoes is not allowed.
6. Hallways
  - Halls are crowded; please have patience and be courteous; don't run.
  - Backpacks and bookbags are not allowed in the hallways during class time or after school. Bags left in the hallway will be moved to the office.

## B. Lockers

1. No one should enter any locker other than his/her own. Do not keep money or anything of extensive value in your locker. Lockers must be kept neat. Locker doors must be kept closed.
2. You may only use your assigned locker.
3. If you desire, you may use a combination lock on your locker. Locks will be available from the office (rental fee charged) for this purpose; no other lock may be used. If you use a lock, you are responsible for any problems associated with it.
4. If your locker is abused, not kept clean, or not cleared of taped or posted items, you may be assessed a fine.
5. If someone else damages or defaces your locker, it is your responsibility to tell the assistant principal immediately. If you don't, you will be assessed for the damages.
6. The school reserves the right to make periodic checks of lockers.

## C. Snack machines:

The food and beverage machines should not be used during class.

## D. Damage to school or staff property/vandalism:

If a student damages or defaces school property, the student and parent/guardian will be responsible for the cost of damages done by the student. Other penalties may be given in addition to the restitution costs. If circumstances demand, the school will enlist the aid of the police.

## E. Unauthorized entry into school buildings:

Any incident involving unauthorized entry of a school building by student(s) may be reported to the police department with the understanding that the school board may press charges for the unlawful entry as well as any other charges that are appropriate.

## School Supplies

There is no set list of school supplies for high school. However, most students do like to have a backpack, several writing utensils, an eraser, some paper and folders or a binder. Students will also need a calculator; for Algebra 1 and Geometry classes a scientific calculator is needed (for example, a TI-34); for Algebra 2 and beyond students are required to have a TI-83 or TI-84 graphing calculator. Other supplies that students might need will be listed in each course syllabus. Students will be given time to acquire these materials.

## Senior Eat-Out

Seniors are allowed to participate in Senior Eat-Out on Mondays and Fridays if they have completed a Parent Permission form and have turned it into the high school office. Senior Eat-Out privileges may be restricted or revoked if the privilege is abused or as consequences of other misbehavior.

## Service Requirement

Grandville Calvin Christian Schools Board has approved a service requirement of 35 hours for graduation. While the 35 hours may be earned at any point up the end of first semester of senior year, the 35 hour total was derived based on the following recommendations:

- 5 hours recommended during freshman year
- 5 hours recommended during sophomore year
- 10 hours recommended during junior year
- 15 hours recommended during senior year

Students will receive no individual class credit or payment for services provided. Student service will be evaluated on an acceptable/unacceptable basis.

### A. Rationale:

1. Christians are called to be both light and salt in the world. Structured service experiences will aid our students in discovering how they can make a positive Christian impact in our world.
2. If we expect our students to develop a servant lifestyle, we need to help them make service a priority. We can give them positive models and experiences in which they can learn servant skills.
3. Service requirements are a logical extension of the Calvin Christian mission of loving, learning, serving.
4. Service experiences are important in helping students integrate their faith, learning and actions into a distinctively Christian lifestyle.
5. Having a service requirement program sends a positive message to the greater community. As our students become involved with community agencies their service becomes a living testimony to Calvin Christian's commitment to developing servant hearts and skills in our students.

## B. Guidelines:

1. Requirements: All students must complete at least 35 hours of service during their four years of high school at Calvin Christian. These hours are expected to be completed no later than the end of first semester of senior year.
2. Service Activities:
  - a. Areas of service may include direct service (example: food pantries, helping the elderly), service affecting social change (example: political action, Habitat for Humanity), or mentoring.
  - b. Students will be given many options for service, including community agencies, religious organizations, and youth group projects.
  - c. Service activities will normally occur outside of the school day and will not interfere with classes.
  - d. Service activities will normally be performed outside the immediate family of the student unless special circumstances exist.
3. Service hours must be recorded using forms provided in the high school office or on the school website. Completed forms should be submitted to the high school office.
4. Students must have 35 recorded hours by the end of the first semester of their senior year.

## Sexual Harassment Policy

In alignment with its mission and in accordance with state law, GCCS will not tolerate inappropriate sexual conduct. GCCS does not condone or tolerate any form of sexual harassment involving employees or students. The school system is committed to the creation of a healthy and safe learning environment in which all persons who participate in school programs and activities can do so in an atmosphere free from all forms of sexual harassment.

GCCS will take appropriate action to prevent and correct conduct that violates this policy. If necessary, the school system will also take disciplinary action against staff and students. Disciplinary actions for students who violate the policy include a conference, suspension and/or expulsion depending on the circumstances and severity of the offense.

The policy applies to all sexual harassment incidents involving GCCS employees, students and families and addresses acts committed by a person of either sex against a person of the opposite or same sex. The policy also recognizes employees and students have a right to be free from sexual harassment by others such as contractors, vendors, and volunteers.

It is the responsibility of the administration to recognize and respond to forms of sexual harassment in a prompt, fair and effective manner. The school system will prohibit retaliation against any person who reports sexual harassment.

### What is Sexual Harassment?

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct of a sexual nature that takes place under any of the following circumstances:

- **When** submission to such conduct is made, explicitly or implicitly, a term or condition of employment, instruction, or participation in other school activities.

- **When** submission to or rejection of such conduct by an individual is used by the offender as the basis for making personnel or academic decisions affecting the individual subjected to sexual harassment.
- **When** such conduct has the effect of unreasonably interfering with the individual's work and/or academic performance; or creating an intimidating, hostile, or offensive work or learning environment.

### **Prohibited Conduct:**

Prohibited conduct may include, but is not limited to, unwelcome behavior of a sexual nature. For example:

- Grabbing, touching, or patting
- Sexual pictures, magazines, notes, calendars, cartoons, or jokes
- Unwanted flirtations or advances
- Verbal abuse
- Pressure or requests for sexual activities
- Graphic comments about an individual's body or dress

In determining whether prohibited conduct constitutes sexual harassment, consideration will be given to the totality of the circumstances, including the context in which the conduct occurred.

### **Expectations:**

The GCCS Board expects employees and students to be committed to creating and maintaining a healthy and safe environment in which all persons participating in school programs and activities can do so in an atmosphere free from all forms of sexual harassment.

- GCCS policy on sexual harassment will be communicated to all employees and students.
- Employees and students will be informed of procedures to follow for filing complaints of sexual harassment.
- Confidentiality will be maintained in all phases of the complaint process, in accordance with policy and consistent with GCCS obligation to investigate and address complaints.
- Retaliation against anyone who files a complaint or cooperates with an investigation about sexual harassment is prohibited.

### **Actions for Students:**

If you believe you are the target of sexual harassment or the focus of inappropriate behavior, you should report such incidents to a trusted adult (parents, teacher, counselor, mentor, etc). You may report the information verbally or in writing to the principal, a guidance counselor or a teacher. When reporting an incident, it is helpful to provide as much information as possible, including the following:

1. A description of the event(s)
2. The number of occurrences, with dates and places
3. The names of any witnesses
4. Any documents or other exhibits, if appropriate

Students may receive guidance, advice, support and/or advocacy from school staff, including administrators, counselors and teachers.

## **Smoking/Vaping**

The possession and/or use of tobacco or tobacco products (including e-cigarettes and vapor products) is prohibited on school property at all times and during all school sponsored functions, whether on school property or not. Students are subject to search of their person, property or vehicle (even if family owned vehicle) at all times when on campus. There will be periodic dog searches on campus, including the parking lot.

The penalties for violation of the “No Smoking” rule are as follows:

1st Offense for possession	- 1/2 day in house suspension
1st Offense for vaping on campus	- 1 day in house suspension
2nd Offense for possession/vaping	- 2 day in house suspension
3rd Offense	- To be determined by the administration

Parents will be notified of each offense. Please note there are penalties for students participating in athletic and extracurricular teams and clubs in addition to these consequences.

## **Student Life Group (SLG)**

Each student will be a part of a Student Life Group (SLG), or small group. Groups are divided by grade into 9th & 10th grade groups and 11th & 12th grade groups. Each student life group will have a faculty sponsor. Student Life Groups meet two to three times each week for academic support, community building, and spiritual development . Student Life Groups connect students with a faculty member as an academic mentor, allow students to build community together, and provide students with opportunities to discuss chapels and other spiritual topics and pray for each other.

## **Student Showcase**

Each year in the spring, CCHS will hold a Student Showcase night. This night is designed to showcase great student work from the academic school year. Students, parents, and the community are invited to celebrate the good gifts that God has given our students and the wonderful work that they have produced as acts of worship to Him.

## **Student Support Team (SST)**

Every two weeks the Student Support Team (SST), as a function of the MTSS program, will meet to review student data provided to them by the MTSS coordinator. This team includes counselors, MTSS grade level teachers, the Educational Support Services Director, and the principal. This group reviews the

effectiveness of interventions for students and makes recommendations for next steps in student support. The SST will work closely with classroom teachers and parents to support student progress.

## **Substance Abuse**

Students may not use, be in possession of, or under the influence of alcohol or other illegal drugs (or use or possess drug paraphernalia) on school property at any time or during any school sponsored functions, whether on school property or not. Students may not misuse prescription or non-prescription drugs. Students may not distribute under any circumstances illegal or prescription drugs to other students.

If a student believes they may be struggling with substance abuse they are encouraged to report their struggle to a trusted adult (parent, teacher, counselor, etc). Students who choose to self-disclose will not be subject to the typical consequences of violating this policy. Students are encouraged to ask for help and to get a referral to a school approved substance abuse program.

Students who violate this rule can expect some or all of the following to occur. They may:

- be immediately and indefinitely suspended for an ongoing investigation or for the safety of themselves or others.
- have parents contacted immediately.
- be required to undergo, at parents' expense, a professional drug or alcohol assessment and screening through a school approved alcohol or substance abuse program.
- be required as a condition for continuation as a student to complete a drug or alcohol treatment program through a school approved alcohol or substance abuse program at the parent's expense.
- be expelled for the use or sale of illegal or the misuse of prescription drugs.

## **Textbooks**

Students are responsible for each textbook assigned to them. Replacement and damage fees will be required of the student for missing/misused textbooks. Any missing textbook must be reported immediately to the office. Students should write their names in all of their books so that they can be identified should they be lost, misplaced, or taken.

## **Video Surveillance**

For safety reasons, some areas of the building or grounds may be under video surveillance.

## **Weapons**

Students may not bring weapons of any kind on campus, including any type of firearms, knives, explosives or large objects that could be used as weapons. Students also may not bring toy versions of weapons on campus without permission and direct guidance and supervision by administration.

## **Website**

The school website is [gosquires.org](http://gosquires.org) and provides up to date information for students and parents.

## **Work Permits**

- A. Work permits are available in the high school office.
- B. Minors must personally present an "offer of employment" form properly filled out to the school office when applying for a work permit.
- C. The State of Michigan makes the school responsible for making sure that your work does not adversely affect your work at school.

## **Yearbook**

A student yearbook is produced each year by a student yearbook team and a faculty sponsor. The book documents the great events that have taken place during that academic year. Yearbooks are optional and can be ordered in the high school office. Please watch the announcements and newsletters for deadlines.