



CALVIN CHRISTIAN MIDDLE SCHOOL

STUDENT-PARENT HANDBOOK

2021-2022

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Dear Middle School Students and Parents,

We praise God for an opportunity to partner with you in your Christian education experience at CCMS. We are excited to love, learn and serve with you each day. Middle school is a special time to explore your gifts and discover a little more about who God created you to be. We will learn so much and we will also be active and enjoy so many activities together as we grow in relationships with each other. Please find important information about the daily life of a middle schooler in this handbook. Please read the handbook carefully and please ask any questions you may have.

Praying that you will have a wonderful year as you grow closer in your walk with Jesus.

God's blessings,

The CCMS staff

Mission

The mission at Grandville Calvin Christian is Loving, Learning, Serving

Vision

Loving: All Squires will strive to **love God** with all their heart, mind, and body and will **love others** as Christ loves them. GCCS strives to be a compassionate Christian community that provides care to the hurting, both in our community and around the world.

Learning: Each Squire will be a passionate and curious **lifelong learner**. Each student at GCCS is prepared to serve God in a global community by being proficient in the skills of critical thinking, digital media literacy, collaboration, communication, and innovation.

Serving: All Squires are guided to **discover their unique gifts** given to them by God and encouraged to **develop them** and given opportunities to **serve God and others** in our community and around the world, now and always.

Statement of Reformed Educational Philosophy

THE PURPOSE OF CHRISTIAN EDUCATION

In partnership with Christian homes and churches, Grandville 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.

Grandville 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.

Grandville 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.**

Grandville 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, Grandville 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.

Our Essential 10

By attending and working at Calvin Christian Middle School, students and staff agree to follow Our Essential 10. These are 10 statements we all agree to follow in order to create a positive culture. Failing to meet the standard for any one of these Essential 10 is addressed using our Caring Kids, Caring Community Rubric, which might include the Restorative Practices guidelines stated below.

- 1. Love God above all.**
Worship God with all of your heart, mind and body.
- 2. Speak kind words.**
Always say please, thank you, please excuse me.
- 3. Respect your classmates.**
Listen to each other's ideas. Do not use put downs or just kidding comments.
- 4. Respect Adults.**
Follow the directions of teachers and other staff members. Ask questions respectfully.
- 5. Respect others' space and property.**
*Do not touch what is not yours unless it is offered to you.
Clean up even if it is not your mess.
Never cut in line.*
- 6. Be honest, always.**
Even when it is hard and you fear getting in trouble.
- 7. Do your best.**
Participate with great enthusiasm in class and in all activities.
- 8. Include everyone.**
*Greet visitors and make them feel welcome.
Celebrate others' success.*
- 9. Use technology with wisdom.**
Think and be kind when you use technology.
- 10. Be kind.**
Surprise others by doing random acts of kindness

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 CCMS 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 CCMS 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.

MIDDLE SCHOOL CALENDAR 2021-2022

September

- 2 -- School Picture Day
- 3, 6 -- No School, Labor Day Weekend
- 9 -- Back To School Night
- 24 -- Grandparents' and Grandfriends' Day
- 25 Clay Shoot

October

- 5 -- Skating Party for all middle school students, 6:30 – 8:30 pm, Tarry Hall, Grandville
- 8 - Makeup picture day
- Week of October 11 – Parent-Teacher Conferences
- 15 – Parent – Teacher Conferences, 9 – 11 am
- 15 – No School
- 19 -- MS Regional Honors Choir
- 21 & 22 – CEA Convention, No School
- 26 -- Tentative: Discover Calvin, 8th grade only

November

- 5 -- All School Chapel
- 9 - 7th & 8th Band, Orchestra and Choir Fall Concert
- 20 -- MSBOA Solo & Ensemble Festival
- 24 – 26 – No School, Thanksgiving Vacation

December

- 3 -- Tentative: Grandville Santa Parade, 7th & 8th Grade Band
- 14- Christmas Concert, 5th & 6th Grade Band and Orchestra at CCMS
- 17 – ½ day of school, Christmas Vacation begins

January

- 3 – Classes resume
- 21 – No School, Staff Records Day/Professional Development

February

- 9 -- Vocal Concert for 6th Grade (at Jenison Christian)
- 11 -- All School Chapel
- 16 -- Band Night Concert (All Bands 5th-12th)
- 19 -- Winter Blast Run
- 18, 21 – No School, Midwinter Break
- 23 -- Orchestra Night Concert (All Orchestras 5th-12th)

March

- Week of Feb 28 – Parent - Teacher Conferences
- 4 – Parent - Teacher Conferences, 9 – 11 am
- 4 – No School
- 15 -- Choir Night Concert (All Choirs 7-12)
- 22 -- A Taste of CCMS for incoming 6th graders
- 24-26 - Middle school play

April
1 -- 10 – No School, Spring Break
18 or 22 Spring Dinner/Campaign Kick-Off Dinner

May
12 – Spring Concert 5th & 6th Grade Band and Orchestra, at CCMS
17 - Music Performance Night 7th & 8th Grade Choir, Band and Orchestra
23,24 -- 8th grade trip
30 – No School, Memorial Day

June
2 – 8th Grade Banquet, 6:30 pm (gather at 6:00 at school for picture)
3 – School Ends, Dismiss at 11:30 AM

MIDDLE SCHOOL STAFF

Phone: 616-531-7400; Fax: 616-531-7402

Mrs. Leah Bouwman	6th Grade Music
Mr. Tom Bouma	Athletic Director
Mrs. Ingrid Brown	Spanish Immersion
Mrs. Vicki DeKryger	Educational Support Specialist
Mr. Todd Dokter	Science and Physical Education
Mrs. Diane Flier	Spanish Immersion Educational Support Specialist
Mr. Jason Folkert	Principal, Science
Mr. Bill Haagsma	Social Studies
Mrs. Julie Haan	Administrative Assistant
Mrs. Kelsey Hoffman	Spanish Immersion
Mrs. Sarah Horton	6th, 7th, 8th Band, 7th and 8th Choir
Mrs. Beth Karanicola	Art and Bible

Ms. Karel	Guidance counselor
Mrs. Sarah Koster	Language Arts
Mrs. Nancy Kroeze	Educational Support Services
Mr. Karel Malefyt	6th, 7th and 8th Orchestra
Mr. Paul Nienhuis	Spanish
Mrs. Jen Pasma	Administrative Assistant
Mrs. Kim Schutte	Bible and Chaplain
Mrs. Janna Slot	Librarian
Mrs. Becky Stammis	Math
Mrs. Lisa Timmer	Educational Support Services
Mr. Conrad Van Haitsma	Math

*All staff email addresses are their first initial and last name @gccsmi.org
For example, jfolkert@gccsmi.org*

Time Schedule

Monday, Tuesday, Thursday and Friday: School starts 7:47am, School ends 2:28 pm

Wednesday: School starts 8:30am, School ends 2:28 pm (students may still arrive at their normal time)

For the protection of our students, please call the school office prior to 7:45 a.m. each day your child is absent from school.

School closings will be announced on TV stations WOOD or WZZM. Text alerts are also available at <http://woodtv.com/text-alerts/> and <http://www.wzzm13.com/about/text-alerts>. School closing emails are also sent to all parents via Constant Contact.

CCMS Student-Parent Handbook Topics

(Listed alphabetically)

ANTI-BULLYING POLICY

All students are to treat one another with respect and dignity as image bearers of God. Aggressive behavior or harassment that negatively impacts a student's educational, physical, or emotional well being will not be tolerated in school, at school events, or on school buses. Such aggressive behavior includes bullying.

Definition of Bullying: *Bullying is willfully and repeatedly exercising power or control over another person with hostile or malicious intent. Bullying can be physical, verbal, psychological, or a combination of the three.*

Examples of "Bullying"

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

Technology and bullying: Support of bullying by communication technologies such as email, cell phones, text messaging, or defamatory websites is also expressly forbidden.

Reporting of "Bullying": Aggressive behavior, harassment, or bullying should be reported to a teacher, a counselor, or the principal.

Consequences of aggressive behavior, harassment, or bullying may include the following:

1. Notification of parents/guardians.
2. Elimination of student privileges.
3. In-house suspension.
4. Suspension from school.
5. Expulsion.

ACCEPTABLE USE POLICY

GCCS Chromebook and technology guidelines and acceptable use policy are [linked here](#).

ARRIVAL/DEPARTURE

Students may arrive and be in the school building any time after 7:00 a.m since supervision will be available at that time. We expect that they will display care for their peers and the building as they are in the halls or classrooms. Before school begins students are welcome to hang out in the commons or play outside.

Students remaining after school are welcome to hang out in the school lobby or play outside. However, they may be asked to move outside to allow for physical distancing and for cleaning to

be completed by our staff. Under no circumstances should students be in the hallways by lockers or in the classrooms unless being supervised by a staff member. If students desire to work on homework, a quiet room can be made available. All students should be picked up by 3:30 pm unless they are being supervised by a coach.

ATTENDANCE/TARDIES

At CCMS, the office personnel are responsible for daily pupil accounting. Please call (616-531-7400) or email (msoffice@gccsmi.org) if your child will not be at school when the tardy bell rings. Students should be in their seats when the tardy bell rings (7:47am M, T, Th, F and 8:30am W).

If a student arrives after the tardy bell s/he must first stop in the office and sign in. A clipboard will be on the counter for this purpose. S/he will then be given a pass by the office to get into class.

If a student leaves during the school day due to illness, appointment, or for any other reason, s/he must first stop in the office and sign out. Upon returning, s/he must stop in the office, sign back in, and get a pass to get back into class. If your child is leaving for an appointment, please send a written note with him/her or email the classroom teacher and office.

If you take your child(ren) out of school for vacation, please inform the office, as well as informing the teachers. Know that your child's attendance at school is very important for their learning and safety.

BACK TO SCHOOL NIGHT

About two weeks into school, CCMS will host a Back to School Night, where parents are invited back to school to experience a taste of what their students experience each day as they love, learn and serve at CCMS. Parents will follow their student's schedule and hear from each teacher about the curriculum and instruction in each class.

BICYCLES

A bike rack is located by the high school. Please park and lock your bike in the grass side of the rack during school hours.

BREAD

BREAD, or **B**uilding **R**elationships for **E**ach **A**ge Through **D**iscipleship, is a small group ministry we have at CCMS. Each student is placed in a small group of peers based on gender and grade, and then matched up with an adult leader. The goals of BREAD include spiritual growth, encouragement, and accountability. BREAD groups will meet each Friday.

Calvin After School Tutoring

Under the direction of a CCMS coordinator, students from Calvin Christian High School are recruited to tutor middle school students after school at CCMS for one hour. The coordinator

consults with teachers and coordinates what homework, study skills, or general skills are needed for each student to work on during this time. The cost for the tutoring is currently \$9.00 per hour. Tutoring currently meets Monday through Thursday, but each student does not necessarily meet all of the days. Many parents have found tutoring to be a great facilitator in helping their children to be organized and to get their homework finished.

CELL PHONES

It is critical that we help our students be fully present during learning. Cell phones are powerful and important tools and can be used to support learning. However, it takes great maturity and discipline to incorporate them appropriately, even for adult learners. Therefore, we believe, developmentally, middle school students are not yet ready to navigate cell phones in the classroom.

However, we know some of our students carry phones to be able to contact parents after school. To help facilitate this, students will turn their cell phones into their last class of the day before school begins. Cell phones will then be locked during the school day and will be retrieved at the end of the school day. We encourage parents to use our main office for all communication with their child during school hours. Thank you in advance for your help with this policy.

CHAPEL

We have chapel each Tuesday from 9:24 to 9:54 in the LC and will focus on what Serving. Together. means to us. We will also have a few combined chapels with our friends at GCS and CCHS throughout the year.

CHROMEBOOKS

Students will be given a chromebook for educational purposes. All new students and parents are expected to sign the GCCS Chromebook Student Guidelines document which is [linked here](#). It is also linked in the Acceptable Use section above. Students may use their Chromebooks in class to support their learning at the direction of the teacher. Students may not use their Chromebooks at break or lunch unless they have received permission from a teacher. Break and lunch are specifically designed in middle school to allow students time to unplug and build relationships with peers. It is also a time for students to be physically active. 7th and 8th grade students will take their Chromebooks home while 6th grade will leave them at school.

CLASS TRIPS

Students will experience a variety of off campus learning opportunities. Trips may be taken by classes each year to businesses and other relevant places that enrich the courses taught.

DAILY ANNOUNCEMENTS

Each day announcements are made to students regarding items such as intramurals, team practices, and many other aspects of daily life at CCMS. We do this by way of our "[Daily Announcements](#)," which are shared with our students and parents via email. Announcements are also posted on the bulletin board in the hallway across from the vending machines and on the middle school page of the school website.

DAMAGE TO SCHOOL AND STUDENT PROPERTY

We trust that all students will exercise care so as to not destroy school property. If damage does occur we ask that students report it. Deliberate destruction of property will be addressed via Restorative Practices.

DRESS CODE

Our society places great importance on outward appearance, but that is not our focus here at Calvin Christian Middle School. We know that God is focused on what is within us and not what is on the outside, and that is what we promote with our students. At school, outward appearance is only relevant to us in that it should not be a distraction or draw attention away from learning or worship.

Dressing students in modest, clean, comfortable clothing that is weather appropriate for the whole school day is important to the learning environment of all students. Schoolwork includes a variety of movements including getting in and out of chairs, working outside, working on the floor standing, etc. Schoolwork is to be carried out without distracting, inappropriate, or restrictive clothing. CCMS reserves the right to change its dress code as cultural styles change to ensure appropriate clothing for school.

The following will be enforced to prevent distraction to learning:

1. Shorts, pants, skirts, and shirts should fit appropriately. Jeans should be neat, clean and in good repair with 'rips' only from the individual's mid-thigh and below. Shorts, skirts and dresses should extend to mid-thigh (Getting in and out of desks and chairs, working outside, working on the floor, standing, etc. make it problematic with a shorter length). A general guideline to use is they must extend past your fingertips. Boys should wear shirts that have sleeves. Girls should wear tops with straps that are at least 3 inches across at their narrowest point. No bare midriffs are allowed. No completely bare backs. No deep necklines.
2. Hats, caps, and hoods may not be worn inside the building.
3. Shirts and masks (if applicable) should not have writing or images that are inappropriate or divisive (e.g., tobacco, alcohol, or political).
4. As Christians, we want to do more than just imitate the world around us. God has set us apart as image bearers of Him and that needs to be reflected in all that we do. If you have a question whether or not something is appropriate for school, please ask before wearing it. Any questions from staff or students regarding the dress code will be referred to the administrator for a final decision. Students needing a change of clothes will be given a change of clothing in the office if they are not able to get clothes brought from home.

EDUCATIONAL SUPPORT SERVICES/SPECIAL EDUCATION

Educational Support Services: Calvin Christian Middle School offers a full range of Educational Support Services. Students with diagnosed learning difficulties will receive full educational support services in three tiers. Students who qualify for special education due to diagnosed cognitive impairment or who have high academic or social needs, such as students on the

autism spectrum, will receive inclusive education, which includes an ESS teacher, specialist and/or peer to peer support in the classroom. Our philosophy is to focus on the abilities of all students to help each student grow their gifts to their full God given potential.

Tier 1 interventions will include classroom level interventions. These services will be recommended by the ESS teacher or may be requested by parents or students and will be implemented by all classroom teachers. Tier 1 interventions are available to all students who exhibit a need for additional support. Examples of these interventions may be preferential seating, a class set of notes, extra time on tests etc.

Tier 2 interventions will include having a second instructor or aide in the classroom to support students who may need extra academic support in the classroom setting. Students will typically need a documented history of learning struggle after tier 1 interventions have been implemented to qualify for these services.

Tier 3 interventions will include small group individual instruction for students with high academic needs such as documented learning disabilities or cognitive impairments.

CCMS will honor all IEPs and 504 plans and work with the public school district to implement these plans. Students who receive services only through GCCS will have their services documented on a 360 plan. Parents and teachers will meet together yearly to review these plans.

All services will be documented and progress will be reviewed at a weekly Faculty Team meeting.

TEAM Meetings: Teachers meet with the Educational Support Service Specialist each week to discuss student progress and to share strategies that best meet the needs of students.

Social Work: A social worker is available, if a student qualifies, through Grandville Public Schools.

Speech Services: A speech teacher is available through Grandville Public Schools for students who qualify. This person can assist in educational diagnosis and language remediation.

Counseling: We are in the process of hiring a new middle school counselor. He or she will have part-time office hours in the middle school and is available to all our students.

EIGHTH GRADE APPRECIATION BANQUET

CCMS honors its eighth graders at an appreciation banquet for students and faculty at the end of the school year. Invitations are sent out with the place and time announced. Dress for this occasion is dressy but not formal. A parent-sponsored party usually follows the banquet.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities are an important part of life at CCMS. Activities that have previously been offered include after school athletics, yearbook, TRIBE Leadership Council, Battle of the Books, MathCounts, Geography Bee, Spelling Bee, Praise Band and drama. Students who wish to form a new extracurricular group should see the Principal regarding the process.

FAMILY TRIPS

Parents, if you wish to take your child out of school for a family trip, vacation, etc., please inform the office as well as your child's teachers. This may be done by phone, email or written note. Also, it is up to your child to notify all of his/her teachers and find out about making up work, tests, etc. so that he/she does not become too far behind. Please note that your child's attendance in school is very important to their learning success. Education has transformed in such a way that class time is difficult to replicate outside of school due to activities, discussions, projects etc.

FOOD IN THE HALLS

We ask that our students show care for staff by cleaning up after themselves and to help even if it is not their mess. If students struggle in this area it will be addressed using Restorative Practices.

GYM RENTALS

The CCMS commons and gym are available for family parties, church youth groups, athletic groups, etc. We try to give priority to the Calvin Christian constituency. To reserve our facilities, please call Tom Bouma at 616-257-4219.

GYM CLOTHING

Proper attire is a must for gym class. Each student must wear a different set of clothes to gym class and have them washed regularly.

HALL LOCKERS/GYM LOCKERS

We do not feel it is necessary to have locks on our hall lockers, but it is advisable that you not keep large sums of money or other valuables in your lockers. Also, we ask that you not tape or glue pictures, signs, or decals on the outside of your locker. No one should enter any locker other than his or her own. Please keep them neat, available for inspection, and CLOSED when not in use. Please note: The school reserves the right to inspect any locker and/or its contents at any time.

The same rules for hall lockers apply to gym lockers except that it is permissible to put school locks on gym lockers. Locks are available from school for this purpose. You are advised to keep your locker locked at all times.

HOMEWORK

Homework is part of the Middle School experience. Educational philosophy, guided by research, has changed regarding homework. Students will receive some homework; however, teachers can help students develop better skills by guiding their practice in school. Students will still be

asked to complete reading, math, and some other work at home and to study for assessments. However, parents should not be alarmed if you are not seeing a substantial amount of homework at night. We encourage parents to make available a quiet and comfortable spot at home for homework. Parents are highly encouraged to track their child's progress on PowerSchool, our online gradebook.

HOT LUNCH

We are partnering with Grandville Public Schools to provide hot lunch this year. Information will be sent out through email and daily announcements. Please contact our office (msoffice@gccsmi.org) with any questions about hot lunch.

INTRAMURALS

Intramurals are played during our lunch break and are open to all students. In an effort to be relevant and challenging, we offer a variety of activities, some of which may include:

Flag Football	Softball
Basketball	Badminton
Soccer	Ping-Pong
Volleyball	Kick Ball
Ultimate Frisbee	Scrabble

If there is a specific intramural sport you are interested in having at CCMS, please talk with Mr. Todd Dokter.

LIBRARY

The purpose of our Library is to provide a quiet place where students may read, study, and explore the exciting world of written material.

Policies:

1. Fiction and non-fiction books are loaned for a three-week period.
2. Reference materials, including encyclopedias, are loaned for overnight use
3. Cameras and AV equipment are loaned for a one-day period and must be checked out immediately after school and returned before first period begins. If materials become lost and not returned, the student will be responsible for the replacement cost of the item(s).
4. It is the responsibility of the student to care for the materials and to see to it that they are returned on time.

LOST AND FOUND

Lost and found clothing is kept on a table in a designated area. Jewelry, money, etc. are kept in the office. A few times a year, all items in the Lost and Found are donated to Twice Nice.

LUNCH/NOON HOUR

All students eat lunch in an assigned classroom. Students remain on school grounds during lunch and breaks unless special permission is granted. Students are welcome to be a part of our intramural programs, held during noon hour break (see Intramural section).

MEDICATION.

The full policy can be read and the forms can be found by [clicking here](#) . Please be aware of the following:

- Students may only carry prescription medications on them after approval by the building principal and physician, and the physician has filled out The Physician Request for Self-Administration of Medication form and it is on file at school, and the parent has filled out the Medical Authorization Form and it is on file at the school, except if the medication is an inhaler or epi-pen.
- A prescription medication that is going to be kept at school, must come to school in the original prescription bottle. Grandville Calvin Christian School will keep the medication in a locked cabinet or room.
- A written record of any prescription medication that is dispensed at school will be kept in your child's health file.

Please turn in any paperwork before the first day of school. Grandville Calvin Christian School staff abides by HIPAA privacy rules.

NUT CONSCIOUS CAMPUS

CCMS will be a nut conscious campus this year. We ask that students and parents limit the amount of snacks brought to school that contain nuts so we can help keep CCMS a safe place for all students. Please let us know if your child has severe nut allergies so we can help keep him or her safe.

OPEN HOUSE

An open house will be held the week before school starts. Students are encouraged to come, walk through their schedule, and find their locker. Schedules and locker assignments will be available for students at this event.

PARENT-TEACHER CONFERENCES

Conferences are held twice each year--once in the fall and again in late winter. Parents, however, should always feel free to contact our staff at any time with questions or concerns.

POWERSCHOOL

Grandville Calvin Christian Schools use a computerized student management system. The online portion that parents are able to access is called PowerSchool. Each family will receive a login name and password at enrollment and will be able to use that information to keep up to date on their child's grades, starting in 7th and 8th grade. A link to the PowerSchool website will be found at <https://ps.gccsmi.org/public/home.html>

REPORT CARDS

6th Grade students will receive report cards at the end of each semester. The report cards will be sent home in hard copy form with the student. Grades for 7th and 8th grade students can be viewed on PowerSchool. Grades are finalized at the end of each semester. Hard copies of report cards will be sent home if a parent requests it. Please feel free to contact us if you have any questions.

SCHOOL SUPPLIES

The following school supplies will be needed this school year:

- Pens
- Pencils and eraser
- Markers/Colored Pencils
- Notebooks/Loose leaf paper
- Highlighter
- Folders to hold papers for each class
- An inexpensive scientific calculator
- Bible (NIV if possible)
- Water bottle
- A pair of headphones (helpful for if a video needs to be watched individually)

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:

1. When submission to such conduct is made, explicitly or implicitly, a term or condition of employment, instruction, or participation in other school activities;
2. 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; and/or
3. 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.

1. GCCS policy on sexual harassment will be communicated to all employees and students.
2. Employees and students will be informed of procedures to follow for filing complaints of sexual harassment.
3. 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.
4. 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 your parents and trusted adults (teacher, counselor, Principal, pastor, mentor). 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.

SKATING PARTIES

CCMS typically sponsors one skating party each year for its students. These are held at Tarry Hall in Grandville.

SPELLING BEE

***We hope to be able to offer the Spelling Bee this year, but recognize that we might not be able to due to Covid-19.

Each year CCMS students have the opportunity to participate in our school's Spelling Bee. We combine all three grades together for the competition in order to determine who is the best speller in the student body. The Spelling Bee is open to all students and is typically held in January. The winners advance to the regional level of the state competition.

TAPESTRY

In place of their usual final exams, our eighth graders create a three-dimensional visual display that will allow them to review and demonstrate what they have learned through their Christ-centered education at home, at church, and here at school. Each of them has a unique **TAPESTRY** of talents and experiences that God has woven into the fabric of who they are, and this project is designed to allow them to discover, realize, and share some of that fabric. Families are encouraged to attend the Tapestry presentations as they are a special celebration of God's work in the child's life.

TEAM

Together **E**veryone **A**ccomplishes **M**ore

Every week the teachers of the 6th-8th graders meet in what is called TEAM time. The majority of the time is spent in collaborative consultation regarding any student who may need extra support whether it be academically, socially, emotionally, or spiritually. The Educational Support Specialist, the principal and the Transition and Support counselor attend each meeting.

TECHNOLOGY POLICY

All students are expected to use technology in a God honoring manner. The technology policy can be found [here](#) and is also under Acceptable Use and Chromebooks in this handbook.

THEATER

Every year, CCMS 8th graders will present a Spring play. Parents and students are encouraged to watch for announcements including opportunities to try out or apply for parts in the production.

TRIBES

CCMS uses a Tribes system (sometimes referred to as a house system) at CCMS. In this system we divide the student body into 6 tribes. Each tribe has student leadership. The purpose of a tribe system is belonging and community. Research strongly supports the positive impact that this has on developing adolescents. It allows for the positive development of identity and positive peer relationships. In a Christian school, we are especially excited about how our system can allow us to model the body of Christ. Tribes not only have friendly competitions and fun, but will also be rewarded points when tribe members show kindness or serve one another. Each middle school student from 6th grade on is received into a tribe and celebrated for their unique gifts and also celebrated because they are an essential member of that tribe. We believe the tribe system, often partnered with PBIS, (Positive Behavioral Interventions and Supports), what we call Caring Kids, Caring Community, is the best way to support healthy and Christlike growth and relationships among middle school students. Here is a [video](#) that shows the basic premise of tribes or houses.

WEAPONS

The possession of any explosive device or weapon, including but not limited to guns or knives, is not allowed in or around the school or at any school function. Any object, including facsimiles of weapons, 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 are serious and may result in the involvement of law enforcement.

THE CCMS WEBSITE

CCMS has its own web site with several links that are found to be very helpful to parents. To find our website, log on to www.gosquires.org. Click on the Middle School at the top. This will take you to our middle school homepage.

YEARBOOK

CCMS's yearbook staff (some staff and students) puts out our school yearbook. These are available to our students to purchase at the end of each year.