Parent & Student Handbook

126 Robin Road Westminster, SC 29693

MISSION OF FOOTHILLS CHRISTIAN SCHOOL **4**
Mission Statement 4
Distinctive Community Personality 4
Christ as the Foundation 4
Christian Maturity 4
Where Character is Developed with Intellect [R. A. Forest] 4
Community Over the Individual [S. R. Brubaker] 4
World Perspective Over National Perspective [S. R. Brubaker] 5
Problem Solving 5
Discipleship/Mentoring 5
School Spirit 6
Recreation 6
End Purpose 6
History & Governance **6**
ACADEMICS: Enrollment **7**
Non-Discrimination Policy 7
Intake Policy 7
Re-enrollment 7
Withdrawal Policy 8
Policy Concerning Admissions and Immunizations 8
ACADEMICS: Communication **9**
Website 9
DreamClass 9
Parent and Teacher Phone/Text Communication 9
School Announcements 9
FCS Social Media 10
Fall PTF and Spring PTF 10
School Calendar 10
ACADEMICS: High School **10**
Graduation Requirements 10
High School Student Schedule 11
ACADEMICS: Discipline & Grading **11**
Academic Integrity 11
Acceptable Writing Practices 11
Acceptable Testing Practices 12
Textbook Usage Policy 13
Grading Policy 14
Grades 1-6: 14
Grades 7-12: 14
Grade Recording: 14
Extra Credit: 14

Failed Semester: 14
Reassessment Policy 14
Overview 15
General Guidelines 15
Lower School (Grades 1st-6th) 15
Upper School (7th - 12th) 16
Summer School 16
Homework 16
Graduation 17
Graduation Planning 17
Gym set up 17
Graduation Ceremony 18
Evening Food and Decorations 18
Junior/Senior Trip 18
ACADEMICS: Finances 18
Fundraisers 18
Tuition Policy 19
CO-CURRICULAR POLICIES: General 19
Chapel 19
Field Trips 20
Overnight Field Trips 20
School Plays 21
Student Council 21
CO-CURRICULAR POLICIES: Athletic 22
Athletics, Basketball, and Volleyball 22
Athletic Policy 22
Overall Vision/Expectation of the School Athletic Program 22
Athletic Director / Assistant to the Athletic Director 22
Coaches 23
Guidelines 23
Physical Exams 23
Eligibility 23
Parent and Student Conduct 24
OTHER POLICIES AND EXPECTATIONS 25
School Day Hours 25
Arrival and Departure Times 25
Attendance 25
Attendance Logging 25
Absences 25
Absences Out of Compliance 26
Dress Code 27

Student Cell Phones 29
Student Driving 30
Student Safety and Prohibited Items 30
Dual Enrollment 30
Health Concerns 31
School Lunches 31
Discipline Policy **32**
A Technology Catechism for FCS: Technology and Internet Usage Agreement 39
Work Release 42

MISSION OF FOOTHILLS CHRISTIAN SCHOOL

Mission Statement

Honoring the image-bearing nature of its students, the goodness of reality, and Christ at the center of everything.

Distinctive Community Personality

Christ as the Foundation

Students are guided to seek to know Christ through focusing on Christ's life in the gospels and then to interpret the rest of Scripture using Him as a foundation. Christ is our mentor; we are His disciples and seek to become like Him as we sacrificially take on His love and values and build His kingdom [Matthew 7:24-27; 21:33-44].

Christian Maturity

Though a salvation experience is crucial and necessary, it is only a spiritual starting point. Students are guided to grow in Christian maturity by experientially walking with Christ through practicing spiritual disciplines such as Bible reading, prayer, worship, simplicity, and service. The highest value is put on death to self, being set apart for Christ, seeking to live a sanctified life that is daily lived out in becoming more and more like Christ [I Peter 2:21-25].

Where Character is Developed with Intellect [R. A. Forest]

We value Christian character [seen in reliability, thoroughness, persistence and cooperation] and ultimately desire students to weave it into their practical day-to-day decisions of life. Yet we see the value of guiding a student's development with a mastery in intellectual disciplines that allow them to gain knowledge and skill which, when utilized by their God given natural abilities, can help them find God's calling and effectively invest in building God's kingdom. We seek to guard against the pride and arrogance that can so easily accompany those who do well academically and are tempted to leverage themselves above others [Luke 2:41-52].

Community Over the Individual [S. R. Brubaker]

American culture has, in recent years, elevated the individual pressing in all around us with personalized products and worldly focuses. Yet we seek to prepare our students at FCS to see a bigger picture beyond just them so they will learn to participate, support, and live well in their extended community of family, church, and the world. At a lower level, classes are nurtured to know and support one another's needs and concerns. At a higher level, the school as a whole is nurtured to interact class to class and as a school with its extended communities. We seek to live in accordance with Jesus' pattern that was also lived out in the early church [Acts 2:42-47].

World Perspective Over National Perspective [S. R. Brubaker]

Our nation sees itself as separate and privileged from the rest of the world and seeks politically and in other ways to influence the world toward its values. Yet as Christians we are called to build God's Kingdom and invest our resources and time more carefully and wisely than national perspectives might suggest. Individuals from all over the world are our equals and have been created by God in His image. We as His church are called to reach out to the lost and share His truth with them. As such, the lost world's spiritual needs are more important and demand the investment of our time and resources above many less pressing national concerns [Matthew 28:16-20].

Problem Solving

At FCS we value openness, honesty, and a clear conscience among students and teachers and so seek to work at problem solving. Teachers are expected to initiate mentoring students in seeking to bring peace to situations when students struggle. Students will be guided to problem solve with each other in a way to teach community responsibility and living with a clear conscience before the Lord. We strongly believe that problems are meant to be solved and not left to fester. As parents and teachers practice forbearance towards each other, we are teaching the students something very important about the Kingdom of God. We seek to honor God even through conflicts that will arise. We ask parents to initiate the discussion if a teacher's actions or words have created a festering offense to your child. Teachers at FCS understand that they will not always get it right in dealing with students. Parents are expected to show respect and kindness when confronting a teacher, knowing that teachers want to be clear before the Lord in using their gift [Matthew 5:23-26].

Discipleship/Mentoring

Although our children are precious to us, they are in need of training and discipleship. Contrary to modern philosophies that suggest that children and teenagers already know what is best for them, we believe children need more than just support and encouragement from adults. While certainly they require less intervention than when they were toddlers, young people still need life-on-life mentoring. We use a mentoring model to invest in young people at FCS that seeks to highlight the call to becoming a disciple of Jesus Christ [Matt 4:18-22].

School Spirit

All schools have a culture. Every year this culture is tested, and hopefully, it is most often being built for the better. We have found that each year efforts need to be taken to promote what is true and good while pushing back at the schemes of the enemy of our souls. Students are expected to promote good school spirit. Older students are expected to help care for and be role models for younger students. Each student should carry his/her responsibilities and promote a healthy and robust learning environment.

Recreation

We believe that children need active and regular recreation to help them develop and focus mentally. FCS uses sports and group games that provide opportunities for our student community to run wild, feel free, and breathe the life-giving air out of doors. Students learn to know one another, work with and support one another, value and encourage one another when they are involved in sports and recreation together. Older students are expected to take the lead and involve younger students in recreational times [I Corinthians 9:24-27].

End Purpose

It is our desire that graduates of FCS follow Jesus Christ and, in response to God's love, grow in grace, joy, and peace so that God's healing and hope flow through them to the world.

History & Governance

FCS was established in 2011 to help meet the educational needs of the families of Foothills Fellowship (FFC) and the greater community of Oconee County. Although this may not be true of every student enrolled, FCS seeks primarily to serve churched students and families.

Over its history, FCS has grown to serve both the Foothills Fellowship community and greater community of Christian families in Oconee County. As a part of that growth, FCS is an independent, partnered ministry of Foothills Fellowship. FFC graciously continues to support the mission and vision of FCS.

The FCS Board of Directors serves as the governance of FCS. The Board of Directors consists of five voting members and one non-voting advisory member. The Board positions include but are not limited to Chairman, Vice-Chairman, Secretary, and Treasurer. The Board of Directors serves to support FCS through its oversight.

ACADEMICS: Enrollment

Non-Discrimination Policy

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

Intake Policy

Applicants can apply online or receive an application from the school and the Admissions Staff, Head of School, will then schedule an interview. FCS reserves the right to decline a student(s) application in matters other than race, color, national or ethnic origin. Proper reason for denial will be given to a family if FCS determines the student is at time of application not a fit or FCS does not feel equipped to serve said student or family.

FCS reserves the right to test new students and place them in the grade level which best matches their aptitude. Kindergarten must be completed before admission to first grade.

Re-enrollment

Each winter FCS will send out to parents an information packet concerning the following school year. Tuition rates and an overview of the school year will be communicated at that time. This communication would also outline planned significant changes if applicable for the following school year. FCS assumes students will re-enroll each year unless parents communicate otherwise with the school. Currently enrolled students will be automatically re-enrolled each February.

A non-refundable enrollment fee (see Tuition Fees for more details) will be sent out each year to confirm re-enrollment. If a student's re-enrolled fee is not paid by the deadline specified each year, their priority spot will be lost and this may also result in a student losing roster priority to a new applicant. This fee helps cover the school administration costs for planning the subsequent school year and ordering curriculum as well as class supplies.

Withdrawal Policy

In the event that you pull your child after re-enrollment fees are paid or during the school year, FCS Administration will work on a case by case basis with parents, and involve Board

oversight on how the withdrawal process will be handled. FCS retains the right in fairness to cover the operating costs of the school to withhold tuition from refund or charge additional withdrawal fees.

Policy Concerning Admissions and Immunizations

Prior to the second day of school in the fall (or prior to the second day of attendance for students entering mid-year) parents need to provide the FCS Administrative Assistant with proof that each child enrolled has been immunized according to standards set by the State of South Carolina. Parents are asked to bring their documentation to school prior to or on the first day of class. A copy of the documentation will be made while you wait. Parents opting to use the exemption need to bring their approved exemptions form so FCS can make a copy to keep on file. Note that the scdhec.gov site states:

> A South Carolina Certificate of Religious Exemption may be granted to any student whose parent or guardian signs the appropriate section of the South Carolina Certificate of Religious Exemption stating they are members of a recognized religious denomination in which the tenets and practices of the religious denomination conflict with immunizations. The South Carolina Certificate of Religious Exemption may only be obtained from the Department of Health and Environmental Control. Medical exemptions are also allowed.

SC Minimum Requirements for immunizations include:

> Diphtheria, Tetanus and Pertussis [5K-12]
> Tdap Booster [Grade 7-12]
> Polio [5K-10, 11-12]
> Rubella (Measles), Rubella (German Measles), Mumps [5K-12]
> Hepatitis A [5K-2]
> Hepatitis B [5K-12]
> Varicella [5K-8, 9-12]

Note that many state policies related to immunizations are date specific, so be sure to check with the scdhec.gov site to review annual requirements to ensure that all your children are in compliance.

ACADEMICS: Communication

Website

FCS has a website, www.foothillschristian.net, this public page serves to communicate information about mission, philosophy, and more about FCS.

DreamClass

Foothills Christian School utilizes DreamClass.io a third party school software platform for managing student's grades, attendance, information, and much more. This platform also is used for creating daily class schedules. Parents will be provided with login information to access their student's grades and records. Parents are encouraged to visit this platform often and sign up for notifications to stay current with where their child is at.

Parent and Teacher Phone/Text Communication

Teachers are encouraged to communicate with parents of students in their classes and keep this as a priority. Communication methods can include email, text, or calling. The teacher will not always expect correspondence to group communication, but an occasional reply would help remind them that they are sending information to real people and not into a black hole in cyberspace.

During active school hours, parents should be aware that individual teachers maybe harder to communicate with due to teaching responsibilities. For after hours (4:00 pm and later), if there is an issue of concern with your child or a homework related issue, we ask the teachers to contact you through a phone call instead of a text. We believe that we can more thoroughly communicate with you through phone calls rather than text messages. For simple announcements or reminders, a text message is fine. FCS does ask that parents are mindful and respectful of staff personal lives and time outside of school. Only in urgent matters should staff be contacted via text or call in the late evening, night or over the weekend.

School Announcements

FCS uses a texting service to publish short-notice announcements throughout the year like a change in plans or a snow day. FCS uses email and texts to communicate with the parent group about upcoming events and updates. Parents should regularly check their emails.

FCS Social Media

FCS uses a Facebook & Instagram page to keep families of students, alumni, and other friends of the school informed of things happening at school. These platforms also serve as a place for prospective families and staff to get a feel for what is going on at FCS. If you do not wish to have your child's face on the internet, let us know of your preferences, and we will honor that.

Fall PTF and Spring PTF

Parent conferences will be held ideally three times each school year. A parent conference will be held in the fall and will allow for parent/teacher connection, potentially private conferences and/or a general assembly. In the winter following the report of 1st Semester, a parent conference will be scheduled.. A final conference will be held in the last nine-week period. The school administration team and board will call a parent conference at any point in time throughout the school year should the need arise. Parents can also request a meeting/conference with their child's teacher anytime throughout the school year.

School Calendar

Every parent will be provided a copy of the FCS academic & events calendar. This calendar includes all major events, fundraisers, and sporting events. Changes to event dates will be communicated in various forms to FCS families.

ACADEMICS: High School

Graduation Requirements

FCS has a course map for its high school students in compliance with the State of South Carolina requirement of 24 units of appropriately distributed credits. The provided course map below provides a general overview of the courses a high school student will take to reach the required amount of 24 credits for graduation. In certain cases there may be amendments to this sequence or a particular student, or class depending on what FCS can offer.

9th	10th	11th	12th	Total Credits
Bible/Theology	Bible/Theology	Bible/Theology	Bible/Theology	4
Math	Math	Math	Math	4
Literature	Literature	Literature	Literature	4
History	History	History	History	4
Science	Science	Science		3

PE	PE	PE	PE	1
Life Skills	Life Skills	Life Skills	Life Skills	2
			Senior Thesis	.5
	Computer Literacy		Finance + Fallacies	1.5
5.75	6.25	5.75	6.25	24

High School Student Schedule

A FCS high school student is required to be a full time student at FCS. Full time students are required to be enrolled in a minimum of 5 credits per school year. FCS will work to ensure high school students are paced with credits from year to year to ensure balanced work loads and reaching their minimum graduation requirements their senior year.

ACADEMICS: Discipline & Grading

Academic Integrity

The regular practice of integrity is an indispensable and foundational part of character building at FCS. Students are expected to develop honest habits in doing academic work and practice them as they complete homework, quizzes, tests, research, and papers. Teachers at FCS have been reminded of the epidemic of stealing others words or ideas in completing school written assignments. We ask families to respect the academic integrity of testing at school and not purchase any publisher materials that would give their student awareness of test materials.

Acceptable Writing Practices

- Students will carefully complete their own homework/classwork/projects as directed.
- Students are not to copy others' work in class, from a book/magazine or an online source.
- Students are not to have someone else do their writing for them.
- Students are not to share anything they have written with a classmate to copy.
- Students are not to use technology inappropriately to pull together a paper/report.
- Students are to outline their thoughts, write them out, and give credit to any thoughts/wording that is not original with them.

Acceptable Testing Practices

- Students will carefully complete all quizzes/tests independently.

- Students will realize that test taking starts with in-class listening skills, careful reading, the regular review of key thoughts and principles, and memorization prior to assessment times.
- Students will be honest in their preparation or completion of a quiz/test.
- Looking at other student's papers during a test is unacceptable.
- Gaining information about the test from a previous student is unacceptable.
- Bringing notes/inappropriate materials to the test is unacceptable.
- Using a phone or other electronic device is unacceptable.

Plagiarism

Integrity extends to all parts of the Christian's life and character. Plagiarism is defined in the MLA Handbook as the use of another's ideas or expressions without proper acknowledgement. Plagiarism is not limited to word-for-word copying; it includes any false assumption of authorship, including paraphrasing lines of reasoning from a printed source and copying or stealing from an unpublished writer. Although it can be unintentional, plagiarism is always a serious ethical and moral offense.

Examples of plagiarism include but are not limited to: buying a paper from a public source, copying material from a printed source, soliciting or allowing someone to submit material for you, resubmitting material without the consent of the course instructor, and failing to cite source material, thereby failing to acknowledge the author or authors whose ideas and work are being used.

Whenever the school establishes that a student has engaged in cheating, plagiarism, or dishonesty, disciplinary action will be taken, under the council of the teacher team at FCS.

Student Plagiarism Prohibited

It is expected that each student will carefully research, take notes, and present his or her findings in a way that respects the original authors and copyrights.
Students must give credit for:

- Another person's idea, opinion, or theory
- Any facts, statistics, graphs, pictures or drawings that are not "common knowledge"
- Quotations of another person's actual spoken or written words
- A paraphrase of another person's spoken or written words

Direct Plagiarism

This is the direct, intentional copying of material from a source without giving credit. This ranges from copying short sections of text to copying whole papers. This also includes purchasing papers from "Paper Mills," using another student's paper, or having someone else write the required paper. This is the most serious level of plagiarism.

Sloppy Citations
This involves any paper with inaccurate or incomplete citations in the text or on the Works Cited page. This includes the use of phrases or a few lines of text without giving proper credit.

Patchwork Writing
Patchwork writing involves patching together someone else's ideas into a paragraph. This includes their organization, order of information, ideas, phrases, and/or sentences. Merely changing a few words around is not considered adequate; it is still essential to give credit to the source. Patchwork writing also lacks the synthesis of source materials, including one's own ideas, into the paragraph.

Resources for Avoiding Plagiarism
The course teacher, An English teacher, *The MLA Handbook For Writer's of Research Papers*, Web Resources

Consequences for Violations of Academic Integrity
Violations of the Academic Integrity policy will be reported to the Principal. The teacher and Principal will handle consequences in a manner that maintains integrity, accountability, and furthers Godly character. Possible consequences include, but are not limited to: Reduction in credit with opportunity to redo the assignment, a failing grade or a zero for the assignment, a failing grade for the course.

[Adapted from Christopher Dock Mennonite High School
http://www.dockhs.org/academics/academic_integrity_policy]

Textbook Usage Policy

Books will be inspected prior to the start of each semester and again inspected at the end of each semester and the condition of texts will be noted. At the end of each semester, students with textbooks that have been lost, unreturned, or damaged beyond that of normal expected wear and tear will be charged an appropriate fee to repair or replace damaged books.

Grading Policy

Grades 1-6:
FCS has a different grading policy for grades K-6 than for 7-12. For grades K-6, the lowest passing grade is a 75%. When a student receives a less than passing grade, FCS wants parents to be informed of this so grades are promptly reported to DreamClass. FCS encourages parents to regularly check and sign up for alerts on DreamClass to stay current on their student’s grades.

The teacher who administered the test may give an opportunity for alternate testing on which the student may receive a passing grade of a 75%. Continued failure to meet passing requirements will call for a conference between the school and parents. Students cannot advance to the next academic year of study unless they pass the course.

Grades 7-12:

We have adopted the South Carolina Uniform Grading Policy for conversion of numerical and letter grade point average (GPA) except for the baseline for pass/fail. The lowest passing grade at FCS is 70%. FCS will report grades as they are scored, there is no curve for exceptionally low grades. Parents are encouraged to set alerts and regularly check DreamClass to stay current on student performance.

Grade Recording:

FCS expects teachers to enter grades into DreamClass within one week (7 days) of collecting an assessment or assignment. Before that 7 day period has passed, a student is to receive their graded assignment back for them to see.

Extra Credit:

We do not offer extra credit to raise a student's grade since our focus is students grasping concepts of what they are studying.

Failed Semester:

If a student has failed a semester of a course of study, they will have a meeting with their parents, teacher and the Academic Dean. Under the Academic Dean's leadership an individualized academic growth plan will be created for that student. If applicable, steps will be created for them to earn student athlete eligibility. These situations will be handled on a case by case basis.

Reassessment Policy

Overview

Assessments are designed to provide students and teachers with evidence of learning. When a student has not yet demonstrated mastery, reassessment may provide an opportunity for renewed learning.

Reassessment is a tool for learning, not an entitlement for improving grades. Students must demonstrate a willingness to address areas of weakness through correction, review, and additional preparation before reassessment.

General Guidelines

- Reassessments apply only to major assessments, projects, or assignments designated by the teacher. Daily assignments, classwork, and most quizzes are not eligible for reassessment.

- If 20% or more of a class fails a major assessment, the teacher will provide a class-wide reassessment opportunity. Students who complete the reassessment may receive the higher of the two grades.
- Work impacted by academic dishonesty, unexcused absence, or failure to complete required preparation is not eligible for reassessment.
- Reassessments must generally be completed within one week of the original assessment being returned unless otherwise approved by the teacher.

Lower School (Grades 1st-6th)

Because younger students are still developing foundational knowledge and habits of learning, reassessment opportunities are intended to encourage mastery and perseverance.

- Parents will be contacted when a student receives a failing grade on a major assessment or when additional support is needed.
- Reassessment is required if mastery is not shown in core classes (Math, ELA, Bible.) Other classes reassessments will be administered at teacher discretion.
- Teachers may initiate a reassessment when they determine that additional practice and review would benefit the student.
- Students must complete assigned corrections, review work, or remediation before reassessment.
- Reassessments must be completed within one week.
- The reassessment score may replace the original grade up to a maximum recorded grade of 85%.

Upper School (7th - 12th)

As students mature, reassessment opportunities increasingly require personal responsibility and initiative.

Frequency of Reassessment**:** Upper School students are eligible for one reassessment opportunity per major assessment. Reassessment is intended to encourage mastery after genuine effort and should not replace diligent preparation. Students who consistently demonstrate a lack of preparation or responsibility may be denied reassessment opportunities at the teacher's discretion.

- Parents will be contacted when a student demonstrates a pattern of failing assessments, is at risk of failing a course, or when a reassessment is approved.
- Students must initiate a request for reassessment.
- Before reassessment, students must complete assigned corrections, a review assignment, tutoring, or a teacher conference during office hours.

- Reassessments must be completed within one week of approval.
- The reassessment score will be averaged with the original assessment grade, with the reassessment grade capped at 85%.

The administration reserves the right to make exceptions in extraordinary circumstances.

Summer School

In the event, a student needs to do summer school for any reason such as failed course work and/or catching up on courses. FCS will work with parents to map and schedule the required school work. FCS administration, teaching and curriculum costs will be charged to parents in addition to normal tuition rates for the school year. Students doing summer school work and FCS involvement will be handled on a case by case basis.

Homework

Our purpose in assigning homework is to accomplish five things:
1. To provide additional practice to improve students' performance and retention.
2. To develop responsibility in students.
3. To prepare students for upcoming classes.
4. Since FCS recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents/guardians to actively assist their child in his or her studies. This also keeps the parents/guardians informed as to the current topics of study
5. Since homework, by its nature, takes time at home, it will not be assigned due to the teacher's poor planning or in place of an assignment that could have been completed in school.

Every grade level has a homework policy. In general, homework will be assigned each school day and most weekends except holidays. The maximum expected homework time allotment for each grade is listed below. This may vary from day to day, and times listed are intended for the average student and may not apply to every student. Some students may need more time and
some may need less. Homework will be assigned on school days, but not on the school day prior to an observed holiday.

<u>Maximum Amounts:</u>
FCS follows the "10-minute rule" which is a widely accepted guideline endorsed by the National PTA and the National Education Association stating that students should not do more than an average of 10 minutes of homework per grade level per night.

• Kindergarten ---------- 10 minutes (could just be reading with your child)
• Grade 1 ---------- 10 minutes (does not include additional reading time)
• Grade 2 ---------- 20 minutes
• Grade 3 ---------- 30 minutes
• Grade 4 ---------- 40 minutes
• Grade 5 ---------- 50 minutes
• Grade 6 ---------- 60 minutes
• Grade 7 ---------- 70 minutes
• Grade 8 ---------- 80 minutes
• Grades 9-12 ---------- 120 minutes

Graduation

Graduation Planning

FCS administration will lead the senior class in planning the graduation event. FCS invites some student input in planning the commencement service and expects the students to help make this a meaningful evening. The school will appoint a mother of a student from the graduating class to coordinate the plans for the reception that follows graduation.

Gym set up

The dads of the senior class will help with setting up the gym before graduation. They will also help with tearing down, either that night or the next day.

Graduation Ceremony

The class pictures, songs, color, and shopping needs are to be arranged by the senior class with administration oversight and parameters. FCS Administration and the class will decide the class speaker. The administration will plan the graduation ceremony.

Evening Food and Decorations

The administrative team will ask one of the moms of the senior class to be in charge of food for graduation evening. The designated mom will coordinate with the senior moms' group to plan food and decorations for the evening. The moms will buy paper products and food, and prepare the food. The parents of the junior class will serve and help with clean up. The cost for the food is divided evenly among the senior parent group.

Junior/Senior Trip

Junior/Senior trips take place every other year, usually to Washington D. C. The trip will be planned and chaperoned by the Head of School or Academic Dean with input from the parents of the juniors and seniors. Some parents may be asked to accompany the group as well. Fundraising will take place for the trip, and all juniors and seniors students are expected to contribute/participate.

ACADEMICS: Finances

Fundraisers

Fundraisers serve two purposes. One they create community events to raise awareness and invite partnership with the mission and vision of FCS. Two they are used to help raise financial support to the mission of FCS. Fundraisers ideally are used to raise money for program improvement or expansion but can be to meet operating expenses that tuition does not cover. The annual winter event has traditionally been a pizza sale on Super Bowl weekend. The annual spring event, an auction partnering with Fairplay Boys Camp. The Camp School Auction serves as a community ministry partnership event where two independent ministries serving the local community join arms with the supporting community to raise funds for both organizations and create community awareness/connection.

We ask that all families choose whether or not to participate in attempting to meet their part of the fundraiser goals. We appreciate parents who can step forward and help with the planning process. If you choose to opt out of one or both of the fundraisers, a $400 fee will appear on your December invoice for the pizza opt out and/or a $500 fee will appear on your April invoice for the auction opt out.

Tuition Policy

Tuition is set to optimally cover all operational expenses, this would include staff compensation, curriculum, utilities, insurance, property lease and more. Tuition is typically paid on a ten-month schedule and can be paid to the school secretary or sent to the school address.

Fees/Discounts:

- Pizza Fundraiser: The opt out fee for the pizza fundraiser is $400 per family and will appear as a December invoice should your family choose to opt out.
- Auction: The opt out fee for the Camp School Auction is $500 and will appear as an April invoice should your family choose to opt out.
- Enrollment Fee: $500 per student billed in the spring with enrollment for the following school year. This fee is non-refundable. Applies to new students once accepted for the following school year. This fee will be credited to a student's tuition responsibility for the following school year.
- Late Payment Policy: Invoice payment is due within 30 days. We will charge $25 per month on late invoices. Exemption can be made in the case of financial hardship.

Notes:

- Invoices will be sent on July 31st, payment frequency will be at a minimum monthly (10 month) for the duration of the school year.
- FCS Financial Aid: Follow this link https://online.factsmgt.com/aid to apply for Financial Aid at Foothills Christian School
- Additional book fees may be billed throughout the year.
- Additional testing fees may be billed throughout the year. Example testing required by the ESTF program for applicable students.
- Report cards will not be issued at the end of the year unless tuition is paid in full.

CO-CURRICULAR POLICIES: General

Chapel

FCS holds school-wide chapel regularly. The purpose of FCS's chapel services is to challenge and grow the student body in their love, understanding, and knowledge of God's Word through teaching, storytelling, and singing. Our chapels services can include observation of parts of the church calendar (Advent, Lent, Holy Week, etc.). Parents are invited to attend any school chapels/general assemblies.

Field Trips

Field trips will occur periodically throughout the academic year. Field trips will be viewed as extended learning experiences that create opportunities for enriching the curriculum and broadening the worldview of the students. Since FCS is in the city of Westminster, the school will use the ball fields, library, city park and Chau Ram County park as classroom extensions and for recreation. Parents will be asked to sign a permission slip when the trip leaves the city limits of Westminster.

Parents will be given a permission slip to sign whenever their child goes on a field trip outside of Westminster city limits.

Individual classroom teachers will generally arrange their own extended learning trips, but teachers will need parents to help with transportation. If you would like to be involved, please let the homeroom teacher know. Teachers may ask for chaperones as well. Chaperones will need to undergo a background check, and if transporting students they will need to provide proof of insurance and a copy of their driver's license for FCS to obtain a driver record report. Parents will be asked to give permission for their child to ride with a driving chaperone. Chaperones who are transporting students must understand that they will have primary insurance responsibility in the unfortunate event of an auto accident.

Overnight Field Trips

Occasionally throughout the year, a teacher with administration guidance may plan a trip for grades 7-12 which includes an overnight stay for the group. The teacher will communicate with the parents ahead of time regarding trip details, cost, transportation, and chaperones.

An overnight trip as a school event, both field trips and athletic events, need to have careful planning that gives consideration to the safety, security, and wellbeing of the students as well as covering school liability as a child care provider. All overnight trips need a detailed plan for supervised sleeping arrangements of students; media usage (i.e. student's cellphones, television, music, etc); and travel plans (carpooling and use of the school bus). This plan is to be reviewed with the administrator and the staff member responsible for leading the trip prior to the trip being taken. The vision for this overview is to provide accountability for those leading the trip and to help create an environment off the school property that still promotes the school's mission for students' growth.

All accompanying adults or chaperones going along on the trip must be given orientation related to the specific trip and vision for their purpose as child care providers on the trip. This orientation would include expectations for media usage of students, sleeping arrangements plans, and adult awareness to be aware of responsibility for safeguarding students while on the trip.

All that entails in an overnight trip as a Foothills Christian school event will be taken in a spirit of Christlikeness, honoring others before ourselves. The wellbeing and care for our student's hearts and minds will take precedence in these activities.

School Plays

From time to time, FCS presents a school play involving most of the upper school student body as actors and actresses, stagehands, set builders, and/or costume designers. Plays are seen as great opportunities for students to learn as they use different skills that allow them to enter into the values, feelings and circumstances of characters in a different time and place. Both the excitement and the responsibility that comes into students' lives challenges their character as they consider the worldview and potential responses of human beings facing real life issues.

Lower school students also participate in various plays as their teachers work to coordinate such opportunities with their other curriculum. FCS is thankful for individuals in the extended community that assist to enable drama opportunities for our children.

Student Council

The student body will elect responsible individuals to serve as delegates, representing student needs to the faculty and administration. They will also comprise a planning committee for student-led events at school. The Council will be advised by a faculty member and meet with their advisor on a monthly basis. The Council members will exhibit a cooperative and flexible spirit in working for the best interests of the whole school.

An individual may lose their position of leadership should negligent character and failure to resolve problems become commonplace for that student.

CO-CURRICULAR POLICIES: Athletic

Athletics, Basketball, and Volleyball

FCS organizes and facilitates a girls' Varsity and Junior Varsity Volleyball and/or Middle School team in the fall and boys' Varsity and Junior Varsity and/or Middle School Basketball in the winter. These athletics teams offer a fantastic opportunity for young people to exercise and learn teamwork and good sportsmanship.

Though valuable, athletic activities are intentionally kept from becoming too time consuming or resource-intensive, knowing our students have other important things in which to invest time and effort.

Athletic Policy

Overall Vision/Expectation of the School Athletic Program

FCS wants parents and students to know and understand that athletics is an important part of the program for developing character, discipline, and a good work ethic. We are commanded, "in whatever you do, do your work excellently as unto the Lord not unto men" (Colossians 3:23). Parents and students should also understand that the vision of the school is to educate our students well and prepare them to live out the Christian life in the world in which we live, not to produce next- level athletes.

Athletics is not a graded subject but a privilege. The school is a member of the South Carolina Association of Christian Schools. There will be opportunities to compete in the SCACS tournament at the end of the season. We follow league guidelines for all league games.

Athletic Director / Assistant to the Athletic Director

The Athletic Director is appointed by the Head of School with the Board of Director's approval. His responsibilities are as follows.

- Answer directly to the Head of School by reporting actions and activities of athletic programs
- Appoint coaches
- Establish a schedule for practices and games or works with an athletic coordinator to establish this
- Approve purchases for athletic equipment

Athletic Coordinator

- Makes the volleyball and basketball calendar
- Orders and fits jerseys for athletes
- Sports Physicals
- SCACS Waiver
- Organizes admission schedule
- Gives direction to concessions at home games
- Assigns coach training through NFHS.org
- Communicates with parents weekly concerning schedule
- Schedules officials through assigner
- Arranges for scorer and timekeeper
- Reports SCACS game scores to SCACS website
- Buying concessions items (soda, water, Gatorade, candy, chips)

Coaches

Coaches Responsibilities are as follows.

- Report to Athletic Director.
- Conduct practices and workouts in a fashion that embraces the values of FCS.
- Apply disciplinary action to players when needed.
- Oversee travel plans for the team.

Guidelines

The following guidelines are in effect for all sports:

- School rules/expectations apply to all athletic activities including transportation to and from these events.
- FCS Student Athletes must be full time students at FCS. At this time, no students outside of full time FCS students are allowed to participate in the FCS athletics program. *(New: reflects current expectations)*
- Attendance at all games and practices is mandatory. The athlete is responsible for notifying the coach if there will be an absence.
- All athletes must adhere to the financial obligations required for each particular activity.
- Each coach will outline sport rules and guidelines.
- Jerseys and warm-up suits are to be turned in to the school at the end of the season unless you are a senior athlete.

- Treat school equipment with care. The athlete will repay any loss or damage of school equipment due to neglect or carelessness by the athlete. (This includes visiting schools as well.)
- If an athlete decides to quit a sport mid-season, a refund will not be issued for that sport.
- Playing time is determined by numerous factors and is regulated by the discretion of the coach; athletes are expected to adhere respectfully to these decisions.

Physical Exams

Each athlete is required to take an annual physical and submit the physician's approval in writing to the Athletic Coordinator prior to the first game.

Eligibility

To be eligible to participate in athletics at FCS, a student athlete must give ongoing assurance that they are maintaining balance and growth spiritually, emotionally, and academically. The FCS Principal, teachers, and the appropriate coach will regularly monitor each athlete's progress and make decisions for ongoing participation as is appropriate.

The school maintains the authority to bench players based on academics, grades, and behavior. Student athletes' grades will be on a two week check period from the first week of the applicable season. School administration will check student grades every two weeks. The check dates will be communicated with students and families at the beginning of the applicable season. **Athletes must be passing all courses to play.** If found out of compliance, the player will be benched for a minimum of two weeks until the following check date in which grades will be rechecked for compliance. A grace period of two weeks will be given to all student athletes at the beginning of each athletic season to meet the academic requirements to be passing all their courses. School administration retains the right to extended grace beyond this period merited on the attitude and effort a student puts forth to get their grades back in compliance.

New Semester: If the beginning of a new semester falls during an athletic season, all courses of study that continue in the second semester will be averaged against each other. For example a student with a final grade of 69% in a class Semester 1 will be averaged against their current Semester 2 grade at each applicable check date.

Student athletes who are not in attendance the entirety of the school day on the day of a game are ineligible to play in the game that night. Only exceptions may be made with a doctor's absence note given to the school. We would encourage sick students to take the day to rest and fully recover as opposed to "pushing" through to be eligible to play in a given game.

Parent and Student Conduct

- Neither parents nor students are to instruct coaches or players during practice, or games unless given permission by the coaches.
- While observing a practice or a game, all non-athletes are to remain off the field or court unless given permission by coaches.
- Neither parents nor students are to make comments that are improper (swearing), derogatory or unsportsmanlike toward officials, fans, and coaching staff before, during, or after any practice or contest.

OTHER POLICIES AND EXPECTATIONS

School Day Hours

- Monday, Tuesday, Wednesday, and Thursday School Hours are between 8:30 AM and 3:00 PM.
- Friday School Hours are between 8:30 AM and 2:00 PM.

Arrival and Departure Times

- Students to arrive no more than 15 minutes early
- Students to be picked up within 15 minutes after dismissal

Attendance

FCS chooses to embrace an attendance policy in effort to instill respect for one another's time and instill lifetime habits of discipline in the character of its students.

FCS plans the calendar with approximately 5 weeks worth of breaks throughout the academic year. We expect families to plan their vacations around the school calendar to not interfere with your child's academic success.

Attendance Logging

In all grades, homeroom or lead teachers will record attendance for students. Those teachers and the secretary will serve as the point of contact for parents to communicate with regarding if a student will be absent, late or leave early. This communication with the secretary for recording attendance does not remove students or parents responsibility to communicate directly with their teachers in various missed classes both before and after any missed class time. Students leaving early or arriving late to school must always check-in or out with the front desk in addition to their homeroom or lead teacher.

Absences

The administration of FCS will endeavor to work in obedience to the laws of the State of South Carolina and be in cooperation with local officials regarding compliance. We expect students and parents to do their part in giving a consistent Christian witness to authorities in our community.

- **Unexcused Absences:** absences that are not excusable with a doctor's note or letter of appeal
- **Excused Absences:** all absences for doctor visits, etc where a note like a doctor's note can be provided to validate the excused absence
- Students will be allowed no more than a total 10 unexcused absentee days per year.
- Any planned absences are a foreseeable absence either part of a day or a whole day, these can be both excused or unexcused. A planned absence includes family vacations, doctor appointments, etc. The school secretary and applicable teachers are to be notified by the parents ideally a week in advance whenever possible, or if not as soon as possible. Students are to work ahead whenever possible to turn in work before the planned absence or on the day of their return. Upper school students are expected to communicate with their teachers before a planned absence and ask for any assignments to work on during their absence. Upper school students are expected to report back with a teacher following their absence to turn in assignments. It is not the staff's responsibility to 'chase' a student down after being gone.
- In Upper School, being tardy to class will count towards unexcused absences. Three tardies to class will be counted as an unexcused absence. Students are expected to exercise self-government in preparing to class on-time with the required materials. Students are expected to have proactive conversations with teachers on case-by-case situations if there is a reasonable situation that would keep them from arriving to class on time.
- Three days marked tardy to school is considered the equivalent of a full day's absence.
- Should a student leave early at the end of a school day, the student will be marked "early departure", resulting in the same amount of time absent just like a late arrival in the morning is counted.
- Three class periods or less missed will be counted as ½ day absent.
- FCS excuses students for visits to the doctor and dentist during school hours. Doctor-signed excuse slip required.

Absences Out of Compliance

FCS recognizes that life happens during the school year and a family may have circumstances that result in their child exhausting all of their allowable absences. The

school also recognizes that for a teacher managing many different students that absences create extra work and catchup. If your child has exceeded the allowable limits for absences, the Head of School will work with a family to navigate the possible options to both honor the time and work of the school and provide a way forward in each unique situation. Below are listed several pathways the school may employ:
Fine Payment: This process is for absences accrued due to family vacations or days taken off for personal pleasure.

- The school would bill a parent $100 per day over the allowable limit or $75 per half day. Part of this payment would be passed on to the staff member by the school to compensate them for their additional effort and work with a student making up for the missed class time.

Appeal (FCS Administration excuse absences): This process is for absences accrued for long lasting illnesses, significant family emergencies or tragedies. FCS parents are encouraged to work with the Head of School in such situations of illness, family emergencies, etc to communicate in writing the details of the situation that resulted in the absences over the allowable limit. FCS administration will need a written statement from parents to approve and file for proper record keeping in the situations where approval is given by Administration to excuse the absences. Topics related to your appeal may include the following:

- Was your child's absence from school to protect his/her health and the health of others at school?
- Did your child do the make-up work necessary to catch up with their classmates?
- How many absent days were a result of family recreation or trips?

Non-Advancement: In the event of extreme absenteeism the Head of School may recommend to the FCS Board, for their final approval, a non-advancement of a student. The precipitating factors for such a decision would be the determination that the absences caused the student to fall behind significantly academically.

Dress Code

The Dress Code Policy is an expression of the following values: unity, simplicity, order, and appropriateness. The FCS Dress Code policy is not an attempt of the school to define modesty or suppress "self-expression", but rather to require students to display a type of decorum in how they present themselves at FCS that honors the values of this institution. Compliance with the dress code will be expected for all school related functions during standard school hours including field trips. The FCS administrative team will serve as the final word for what meets the expectations of the code. FCS expects students to arrive at

school in a neat and clean appearance that reflects respect for oneself and for others. Students are encouraged to come ask administration -what fits in the dress code before assuming or "testing the waters" in their outfit choice to school. The FCS Dress Code Policy requires students to maintain the following standards:

General

- **Apparel**
    - Clothing must be clean and without holes, tears, or excessive fraying.
    - No objectionable images, messages, or branding. No political messages or images
    - All outfits must have sleeves
    - No shorts
    - When wearing shoes designed for laces, they are to be worn with appropriate, tied laces.
    - Backless shoes are not allowed. (including flip flops, sandals, mules, jellies, CROCS, and slides)
    - No studded belts, belts with names or words or large belt buckles.
    - No visible tattoos
    - No camo (digital or otherwise)
- **Jewelry**
    - Necklaces should not be excessive and draw excessive amounts of attention.
    - Students only may wear one earring per ear.
- **Hair**
    - All students must keep their hair neatly groomed.
    - Hair should be kept out of the eyes so as not to interfere with eye contact or line of vision. (For guys, no hanging hair below shoulders)
    - Unnaturally colored hair is not permitted

- **Dress Code Schedule**
    - On Academic Days (Academic Class Days Monday, Tuesday, Thursday and Friday) standard dress code is required of all 7th - 12th grade students.
    - On Enrichment Day (Wednesday), 7th - 12th grade students may wear school logoed apparel that meets PE dress code standards. The logo presence is for outwear unless the outfit meets Standard Dress Code. Skorts are the only exception to the logo requirement.

Dress Code Violations: If a student is found out of dress code, a staff member will give the student a dress code violation slip to keep on their person or in their locker to show teachers throughout the day. The dress code violation slip will go home for a parent signature. On the second violation, a dress code slip will be sent home to be signed by a

parent. The third violation will result in a referral to speak with the principal, a possible detention and a call home to parents will be made.

	Standard	PE & Athletics
Upper School: 7-12 Girls	• A skirt and collared blouse, or a dress. ○ Sundresses and jumpers worn with appropriate length sleeves are allowed. • No pants or shorts. • Skirts and dresses must touch the kneecap when standing • See attached visual guide for Tops • Hoodies are not allowed.	<u>PE</u> • Gym pants, shorts, or skorts may be worn as well as an appropriate short sleeved t-shirt. • Leggings do not count as athletic pants 1. Shorts/skorts Shorts must be no shorter than a 7” inseam 2. Hoodies are allowed for PE <u>Student Athletes</u>

		• All dress code requirements apply to all athletic events and practices
Upper School: 7-12 Guys	• Clean khaki, denim, other dress pants (no tears or holes in pants) • See attached visual guide for Tops • Hoodies are not allowed.	<u>PE</u> • Gym pants or shorts may be worn as well as an appropriate short sleeved t-shirt • Shorts must be no shorter than a 7" inseam • Hoodies are allowed for PE <u>Student Athletes</u> • Basketball jerseys can be worn sleeveless (for athletics events only) • All other dress code requirements apply to all athletic events and practices
Lower School: K-6 Exceptions	• Sweatpants may be worn for pants • T-Shirts can substitute for a collared shirt • Hoodies are allowed	<u>PE</u> • Shorts or skorts may be worn

FCS Upper School Guide

DRESS COLLAR

Traditional collar with points that button down the front. Examples include point collar, spread collar, button-down collar, and notched collar.

MANDARIN / BAND COLLAR

Short, upright collar with no collar points.

POLO COLLAR

Soft, folded collar commonly seen on polo shirts.

PETER PAN COLLAR

Rounded, flat collar with a soft, classic look.

TURTLENECK

High collar that wraps around the neck.

MOCK NECK

Similar to a turtleneck but shorter.

SUIT COLLAR

Collar with notched lapels worn on suit jackets or blazers.

SHAWL COLLAR

Rounded collar that extends in one continuous piece down the front.

1/4 ZIP SWEATSHIRT

Standing collar with a quarter-length zipper.

CREW NECK WITH POLO COLLAR UNDERNEATH

Crew neck top worn with a polo collar visible underneath.

CARDIGAN (OVER T-SHIRT)

Cardigan sweater worn over a t-shirt.

KNIT SWEATER

HOODIE

Not allowed.

CREW NECK

Not allowed.

T-SHIRT

Not allowed.

Student Cell Phones

For the purpose and goal of focusing students' time and attention on course work, students are not permitted to bring their cell phone or other personal electronic devices into the school buildings during the school day. Student drivers are expected to leave their cell phones in their vehicle. If a student is found out of compliance with this their electronic device will be confiscated for the remainder of the school day and turned into administration who will notify the student's parents. Offenses will be handled on a case by case basis. If a student needs to contact home, teachers will work with administration to make the school phone available for them to call home.

Student Driving

High school students often have the wonderful opportunity to have their driver's license and commute themselves and their siblings/other students to and from school. On FCS property, student drivers are expected to drive safely and respectfully of other students, parents, staff and to the property grounds.

Student Safety and Prohibited Items

For student and staff safety, the school does not allow students to have any weapons on the property, this includes but is not limited to guns, ammo, knives, fireworks, etc. Students are also not allowed to bring any alcohol, tobacco, vapes, drugs, illegal or a controlled substance, on the FCS property.
Students are not allowed to bring highly caffeinated drinks onto the school property during normal school hours this includes but is not limited to energy drinks such as Redbull, Monster, Alani, Celsius or any comparable beverages. The FCS classroom environment is to be one that fosters attentiveness and encourages restful learning. In all things, FCS strives to teach moderation and appropriation. As with caffeinated beverages, staff will engage students with product use such as cologne and perfume on a case by case basis to steer student actions as deemed appropriate.
FCS administration retains the right at their discretion to restrict student paraphernalia that is brought onto the property for the purpose of student and staff safety. FCS will communicate with parents in the event of an offense. The item(s) will be immediately confiscated and the student (and parents) engaged with as deemed appropriate for the level of infraction.

Dual Enrollment

Dual enrollment is a great option for juniors and seniors. They can earn college and high school credit at the same time, allowing them to graduate with college credit. FCS expects

the parents and students to do the "leg work" for this option as we do not employ a guidance counselor. A dual enrollment student must work with FCS administration to ensure their college classes do not conflict with the schedule of their required FCS classes. The school administration reserves the right to make any exceptions but the rule of thumb will be that a dual enrollment student is first a FCS student and then a college student. Students will need to purchase textbooks and be required to keep up with their professor's expectations. There is no reduction of tuition from FCS for a student that is dual enrolled.

Health Concerns

FCS carefully follows the South Carolina School and Childcare Exclusion List protocol as maintained by DHEC on their web site. The State "requires schools to take measures to prevent the spread of disease" specifically by "limiting the attendance of students and staff with contagious or infectious diseases at school and school activities." In 2016 the State policy was revised to include: "Students, employees and staff (including volunteers) are also excluded from school or childcare attendance if they have been exposed to one or more of the conditions designated in with this list, until the return to school or childcare criteria are met."

A few examples of conditions to be reported include:

- Botulism
- Hepatitis
- Influenza A, avian or other
- Lice
- Measles
- Meningitides
- Mumps
- Plague
- Poliomyelitis
- Rabies (human)
- Smallpox (Variola)
- Viral Hemorrhagic Fevers (Ebola+)
- Covid 19

If your child has any kind of contagious circumstance, please call the Principal immediately so they can discreetly review the situation and guide in the effort if reporting is required.

The South Carolina regulation with all the specific diseases that FCS needs to be aware of and take action on are included on the web site at:
http://www.scdhec.gov/Health/FHPF/ReportDiseasesAdverseEvents/ReportableConditionsInSC/

School Lunches

Your child will have his/her own personal space in a locker to store lunches. There is oven warming available every day. The item to be warmed must be marked and placed in the appropriate tray first thing in the morning. There are no microwaves for student use on a regular basis. The school has limited kitchen space, so the policy is to pack what you need for lunch including utensils and take it home at the end of the day.

Hot Lunch

Mothers prepare hot lunches for the whole school on Wednesdays. (There is a schedule available in the school office showing the Hot Lunch Wednesdays.) Mothers should sign up at the school office the first week of school for their week(s) to prepare lunch.

Discipline Policy

Philosophy

Our goal is to form hearts and minds in wisdom and virtue. Students are image bearers of Christ: not rule robots or homework doers. We honor this inherent value in them. We acknowledge struggle stems from different places within the student (and ourselves). Discipline in the classical Christian classroom is discipleship—guiding students toward self-government under God's authority.

We model and teach:

- Respect — for God, for others, and for learning.
- Responsibility — for words, actions, and work.
- Reverence — for truth, goodness, and beauty.

This plan reflects a gentle, restorative approach that corrects without harshness and restores relationship and order.

If this happens...	Who handles it?
Everyday classroom issues	Teacher
Repeated or serious behavior	Teacher + Head of School
Dangerous or egregious behavior	Head of School

Classroom Expectations

As a discipleship school, Foothills Christian School aspires to be a covenant community that lives in faithful relationship with God and neighbor, expressing that commitment through

words and actions that honor Christ. Recognizing that no list of rules can address every circumstance, our classroom expectations provide biblical principles and school expectations designed to cultivate wisdom, virtue, and mutual respect. All students are expected to abide by this code, and when infractions occur, teachers and administrators will use discipline as a means of guiding students toward faithful self-government and responsible citizenship.

Honor God

- Seek to love God wholeheartedly by regularly attending church, reading the Scriptures with delight, and spending time in prayer.
- Treat worship, prayer, and class discussion with reverence.
- Demonstrate honesty in all your dealings with fellow students and staff. This includes maintaining academic integrity and refraining from plagiarism, cheating on tests or assignments, or assisting another student in academic dishonesty. After all, fidelity to the truth is commanded by God and is the core of all meaningful relationships.
- Submit to lawful authority and abstain from the illegal use of drugs, alcohol, tobacco, vaping, and weapons.

Honor Others

- Follow instructions from the Foothills Christian School staff and its supporting adults, promptly, willingly, completely, and cheerfully. Talking back, arguing, and undue familiarity with FCS staff will not be tolerated. An atmosphere of mutual respect and courtesy will be maintained between students and staff.
- Honor teachers, subject matter, and your classmates by being prompt in arrival to class and school activities, prompt in completion of all assignments, and prepared to participate in class discussions. Refrain from actions which distract others from their academic pursuits and refrain from rough physical contact with other students such as hitting, punching, tripping, wrestling, and the like.
- Engage in healthy discussions without gossip, slander, or purposely isolating classmates. This includes using social media (including texting) in a way that honors God. Use social media in a manner that reflects a Christ-like attitude, refraining from bullying, inappropriate content (including pornography), profanity, or illegal activity.

Honor what God has given us

- Treat all school materials (e.g., textbooks) and facilities with respect and care. Be mindful of off-limits areas of the building and grounds. Help keep the campus neat and clean. Respect the property and belongings of others.
- Submit to the policies and requirements outlined in the student/parent handbook.

Because character is not limited to school hours, students are expected to uphold these commitments both on and off campus. Violations of this covenant constitute a breach of the commitment each student and family voluntarily makes when enrolling at Foothills Christian School. As a member of FCS, cultivate and model virtuous character in your relationships and be a responsible member of the school community.

Discipline Levels

Classroom discipline is an opportunity to come alongside our parents in the education and discipline of their children. At FCS there are three levels of discipline.

Level	Responsibility	Typical Progression
Level One	Teacher	Redirect → Intervention → Parent Contact → Classroom Consequences
Level Two	Teacher + Administration	Referral → Parent Meeting → Behavior Plan/Consequences
Level Three	Administration	Suspension or Expulsion Process

- Level One (Classroom Discipline): Classroom and Teacher Discipline
    - Typically, level one offenses will be addressed by a teacher without needing to involve the school's leadership. Repeated Level One behaviors that continue after teacher intervention may be referred to administration and become Level Two discipline. Ordinarily, three documented incidents of the same behavior within thirty days will result in a Level Two referral, though teachers and administrators may exercise judgment based on the circumstances.
        - Examples:
            - Distracting behaviors (e.g., passing notes, talking out of turn, loud noises)
            - Minor disrespect toward a classmate or authority
            - Minor dishonesty (e.g., misleading through the telling of partial truths)
            - Minor horseplay or roughhousing
            - Slowness or initial unwillingness to follow directions

                - Using mildly inappropriate words or gestures
                - Failure to come to class prepared
                - Failure to complete assigned work
                - Wasting instructional time
                - Walking or lingering in unauthorized parts of the building
                - Tardiness
        - Teacher Response
            - Possible actions
                - In-class redirection
                - Reteach expectations/rules/procedures
                - Private conversation with student
                - Minor changes (e.g., seating reassignment, increased active supervision)
                - Parent communication
                - Other low-level accommodations as appropriate (e.g., asking parents to sign the student agenda)
                - Detention: Detention is a structured time for students to reflect on their choices, complete missed work, restore order, and prepare to return to class successfully. It is intended to be corrective rather than punitive.
                    - Teachers may assign lunch or recess detention as a Level One classroom consequence. After-school detention requires administrative approval and parent notification but does not necessarily indicate a Level Two disciplinary referral.
                - (Teachers may assign lunch detention and recess detention. After-school detention requires administrative approval but does not necessarily indicate a Level Two Referral)
- Level Two (Administrative Support): Intermediate Discipline
    - Level Two offenses are those that require both teacher and administrative involvement. Administration seeks to support and reinforce teacher authority rather than replace it. When administrative involvement becomes necessary, discipline remains a collaborative effort between the teacher and Head of School to provide consistent guidance, accountability, and support for the student.
        - Examples:
            - Three documented Tier 1 incidents of the same type within a 30-day period will ordinarily result in a Tier 2 referral. Administration and teachers reserve the discretion to move

directly to a higher level of discipline when the seriousness of the behavior warrants it.

- Significant dishonesty (e.g., cheating, plagiarism, forging a parent's signature)
- Written or spoken words that are vulgar, abusive, or threatening
- Unsafe physical behavior, including repeated or excessive roughhousing, hard pushing or shoving, tripping, throwing objects, or other conduct that creates a risk of injury.
- Vandalism (e.g., peeling paint in the bathroom)
- Theft

- Response and Referral Procedure:
    - Referrals
        - Discipline referrals are written for serious and egregious offenses, as well as repeated minor offenses, that cannot be sufficiently addressed within the classroom but that merit the attention of an administrator. School personnel who write a discipline referral will exercise professional judgment in deciding whether the nature of the offense demands immediate removal from the classroom.
    - Principles
        - School administration will calibrate discipline to match the circumstances. The severity and frequency of the offense will weigh into the discipline administered. Thus, the student who receives three discipline referrals for the same offense in a single week will receive more significant consequences than the student who receives three discipline referrals over an entire school year for three different matters. For less serious offenses, a discipline referral will typically follow a pattern of progressive discipline, with the first offense resulting in an office visit and notice to parents. A second offense, especially if similar in kind or coming soon after the first, may result in a parent-teacher conference and additional in-school consequences. A third offense may result in suspension, loss of privileges (e.g., after school events), or other similarly significant discipline. A conference may be held to consider whether a "Contract for Success" would be helpful to clarify expectations,

identify potential supports, and to outline consequences for continued infractions.

- Level Three (Administrative Discipline): Major Discipline
    - Level 3 offenses require immediate attention by an administrator. These may be criminal in nature and call for mandatory suspension or expulsion.
        - Examples:
            - Persistent minor or serious offenses after administration involvement (more than 3 instances of the same sort of behavior in a 30- day period)
            - Deliberate intrusion into, destruction of, or tampering with, school data or networks
            - Possession or use of cigarettes, vape devices, illegal drugs, or other controlled substances
            - Destruction of property or other criminal mischief
            - Intentional physical aggression, including hitting, punching, kicking, fighting, choking, or other acts intended to harm another person.
            - Physical harm of self or others
            - Sexually inappropriate acts
            - Possession of a dangerous weapon
            - Gang activity
            - Leaving campus without permission
            - Threats to commit, cause, or permit any of the foregoing
    - Administration Response:
        - Procedure for Suspension:
            - School administration may suspend a student for up to ten (10) school days provided the student has the opportunity for a meeting with the Head of School or his designee, during which the student is entitled to the following:
                - A written or an oral statement of the allegations against the student;
                - If the student denies the allegations, a summary of the evidence against the student; and an opportunity for the student to explain his or her conduct.
            - If the conduct in question requires immediate removal of the student, the meeting shall occur as soon as is reasonably possible after the student's suspension. Following a suspension, school administration will send a written statement to the parent of the suspended student describing the student's misconduct and any disciplinary actions taken.

- School administration may suspend a student for more than ten (10) days provided the suspension is pending expulsion and administration determines that the continued suspension will prevent or substantially reduce the risk of:
    - Interference with an educational function or school purposes; or
    - Physical injury to the student, other students, school employees, or visitors of the school.

■ Procedure for Expulsion:

- When a student has been recommended for expulsion, the Head of School or his designee will conduct an expulsion meeting. The meeting will be held by the Head of School and the Chairman of the school board.
- Prior to the expulsion meeting, the Head of School will give the student and the student's parent(s) notice of the right to appear at the meeting. Such notice will:
    - Be provided by certified mail or personal delivery;
    - Contain the reasons for the expulsion; and
    - Contain the procedure for requesting an expulsion meeting.
- If the student or student's parent fails to request and appear at an expulsion meeting after receiving notice, then the student and the student's parent forfeit all rights to administratively contest and appeal the expulsion. X

<u>Contacting Parents</u>

We honor parents as the primary educators. If patterns of misbehavior emerge we follow these guidelines:

- Lower School (K-6)
    - Teachers generally communicate with parents sooner because younger students benefit from close home-school partnership.
- Upper School (7-12)
    - Teachers generally contact parents when a pattern of behavior develops, a significant incident occurs, or partnership with the home is needed.

Teachers contact parents for:

- patterns of Level One behavior

- academic concerns
- repeated work habits
- significant classroom incidents

Administration contacts parents for:

- all Level Two and Level Three referrals
- suspension
- serious behavioral concerns

The teacher handles parent communication for Tier 1 matters.

The Head of School handles parent communication for Tier 2 and Tier 3 matters.

The goal of discipline at Foothills Christian School is not merely compliance but discipleship. We seek to cultivate wisdom, virtue, self-government, and love for God and neighbor. Through correction, restoration, and partnership with families, we desire to form students who increasingly reflect the character of Christ.

A Technology Catechism for FCS: Technology and Internet Usage Agreement

3. Education is always about formation—every generation has sought to teach the next generation what to believe and how to live. If you want to see what a culture believes and what they think a good life is, look at how they educate their children.

4. Christians recognize that God has created the world, formed us in His image, and made Himself known to us. However, due to our decision to disobey God, His image in us has been damaged and our ability to reason and desire have become confused, destructive, and idolatrous. Christian education is part of the process of restoring the glory of God's image in students so that they can become rightly related to God and their neighbors in ways that bring about peace, joy, and communal abundance. Christian education provides robust, foundational academic training for the purpose of cultivating virtue in students for the sake of restoring the glory of God's image in them.

5. Technology is a formational tool, but not a neutral one. No tool is neutral for it is designed in a way to be good at some things and bad at others (ex. A shovel is not neutral – it makes for a great way to dig a hole but a poor way to eat soup). When students are handed technology, this is not only changing the information they can access but also their habits, personalities, and tastes.

6. Technology is a tool to bring about efficiency – maximum product at minimal effort. Efficiency is important in many tasks. In others, it is not. Schools are not factories where we adopt the best technology to make an educator or student most efficient in achieving a certain score on an SAT test. School is relational, and relationships are not very efficient. Technology destroys education when it causes teachers and students to care more about getting results efficiently than about one another. Technology is not good at forming human capacities. It is good at expressing, amplifying, or distributing the fruits of human capacities, but it is not good at forming a people who have something worth expressing.

7. Technology always has trade-offs. This does not make technology bad; it simply means one must count the cost before implementing it. For example, a Roomba may be a convenient way to sweep my floor with minimal effort, but I may lose a chore for which a child may learn responsibility.

8. If we replace a human faculty with technology, the human faculty is diminished (ex. when a 7th grader receives a calculator, they forget how to calculate themselves). No technology should ever be used that is not necessary and when it is used, the human faculty that is being replaced must be consciously and deliberately cultivated in some other way.

9. General Position
    i. There is no denying the ubiquitous place of technology in our lives. But what does it look like to use technology as a tool which serves us rather than becoming servants to it, glued to our devices and missing out on the reality that is right in front of us? At FCS we are purposefully low-tech in the lower school, and then gradually and intentionally incorporate technology in the upper school.
10. Lower School (1-6)
    i. In the lower grades we are purposefully low-tech in the classroom. While it may be popular to offer kids as young as kindergarten a Chromebook or an iPad, we believe the richest learning at these ages comes, not mediated by a screen, but by real people and real experiences in the class. Our learning in the lower school is deeply relational and hands-on as we commit to teaching students to love the endeavor of learning.
11. Upper School (7-12)
    i. In the upper school we are intentional in the introduction of technology to the classroom. Students in the upper school are given an email and begin to have some assignments that require typed work. As they progress into their high school years, they are taught critical real-world skills: from formatting papers, creating presentations, and ultimately producing a long-form senior thesis via online research and writing.
12. Purpose

i. Ultimately, our desire is that our students be equipped for the world in which they live. That means knowing how to place limits on technology, something that is harder for each passing generation with its ever-increasing encroachment into our lives. But it also means being equipped to write, work, and learn in a tech-saturated world. We strive to find that balance where technology can be an important tool but doesn't get in the way of the richest relationships and learning that can't be replicated by a screen.

13. Specifics
    i. Students in 9th to 12th grade are given a personal school email address. This email address is used to save documents to the cloud, email school related information, and sign into a school Chromebook to do computer work at school.
    ii. Chromebooks usage is to be limited to study hall use in the FCS library unless otherwise specified by FCS administration overseeing technological teachers instructing a class in another classroom. Students will only be allowed
    iii. Personal computers and personal electronic devices are not permitted in the classroom unless permission is granted by administration to a specific request.
    iv. We use Gaggle content filtering. It is installed on all the Chromebooks by default. Adult sites, spam sites, computer games and sites that depict excessive violence are blocked.
    v. Devices are registered under the school's domain. This means that they are locked to our domain and the settings we apply/apps we install cannot be changed/removed by the end user.
    vi. Chromebooks are only to be used for educational content directly related to the academic requirements detailed by the teacher with oversight from administration.
    vii. The teacher should make frequent rounds in the classroom when Chromebook are in use.
    viii. Chromebooks are not to be used when there is no teacher monitoring.
    ix. Administration must make weekly accountability checks on Gaggle for their class.

14. Compliance
    i. If a student is found to be out of compliance with the technology guidelines the student will face consequences that are appropriate to the infringement. Most cases will follow this format:
        1. First offense: Written warning
        2. Second offense: Detention and parent letter
        3. Third offense: referral to principal's discretion
    ii. Destruction of Technological Property. In the event a student causes destruction to FCS technological property, administration will handle situations in the following manner:
        1. Conversation with Student: Asking student questions gauging students purposefulness or cause of innocent accident

2. Conversation with Student's Parents: Informing them of the harm caused to school property and student's response
3. Invoice cost of repair/replacement to Parent: Administration will work in fairness and honesty on a case by case basis to inform parents of the need to reimburse FCS for the replacement/repair costs due to the incident.

Work Release

FCS does not do a work release program for students to have a reduced hours school schedule. Student's academic progress will be monitored and guided in a way that respects their time and does not overpace them in lower grades causing them to lack sufficient course work in higher grades to fill their daily schedule at school.