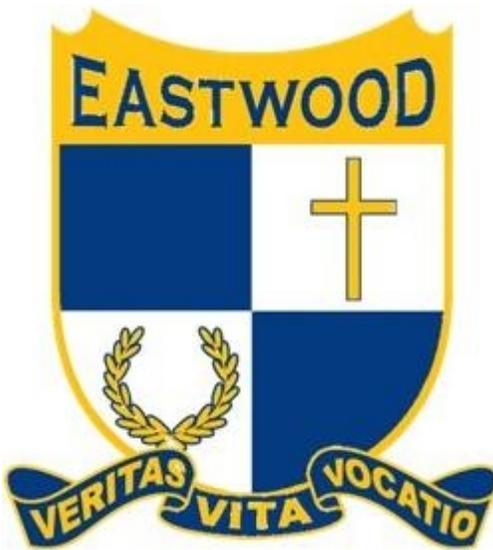


Eastwood Christian School

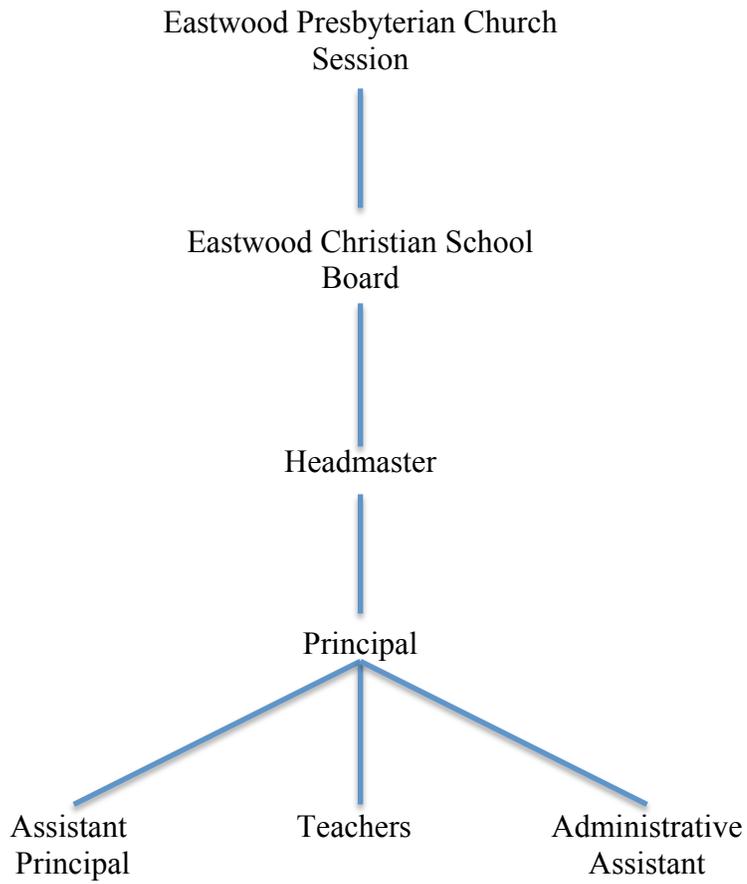


Parent Handbook
2016-2017
Upper School

2016/2017 ECS POLICIES AND PROCEDURES

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ECS UPPER SCHOOL LINE OF AUTHORITY



Academics and Curriculum

1. Communication with parents

- A. Teachers will contact parents whenever they are concerned about a student's academic performance. They will also contact parents whenever character issues cannot be resolved immediately and completely.
- B. Parents are asked NOT to contact teachers at home unless there is an emergency. Should parents need to talk with a teacher or set up an appointment, they are asked to call the school and leave a message.

2. Textbooks

All textbooks and class books should have "Eastwood Christian School" stamped inside. Students are required to cover their own books. Students who do not return ECS property materials will be assessed fees and all records will be held until the balance is paid in full.

3. Grades

A. Definition of terms

- (1) Major grades: Major tests, papers, projects and exams that review the material taught for the purpose of evaluation. Major grades should account for 70% of the semester grade.
 - (a) Tests: Comprehensive evaluation on material covered over a specified time. Tests are scheduled in advance and students are informed as to the date of an upcoming test. Students are given ample opportunity to study for a test.
 - (b) Papers: Writing projects that aid the learning process and build communication skills.
 - (c) Projects: Assignments other than tests and papers that help students express new ideas and/or demonstrate their grasp on the material.
 - (d) Tests, Papers, and Projects will account for the following percentage of total grades in each semester:

<u>1</u>	7 th – 8 th : 60%
<u>2</u>	9 th – 12 th : 50%
 - (e) Exams: Comprehensive evaluations given at the end of each semester provide students with the opportunity for review and teachers with another tool for evaluation. Exams will account for the following percentage of grades in each semester:

<u>1</u>	7 th – 8 th : 10%
<u>2</u>	9 th – 12 th : 20%

- (2) Minor grades: Quizzes, daily grades, class participation grades and homework grades account for 30% of the students' final grade each semester.
- (a) Quiz: An evaluation of the most recently covered material. Students may have little or no advance notice of a quiz.
- (b) Daily grades, class participation and homework grades: A variety of other minor grades can be designed and used according to the needs of the course, the lesson plan or the assignment.

B. Grading guidelines

- (1) Part of the graded assignment is in understanding the verbal and written instruction communicated by the teacher. We expect our 10th through 12th grade students to be responsible for receiving and understanding any assignment given. We do provide assignments on-line for our 7th through 9th grade students only. We do this to allow parents to help train their student to develop the skills and mature to be completely responsible for their assignments by the time they are in 10th grade.
- (2) A student does not have the opportunity to change his or her test score through individual bonus or make-up work. There may be rare circumstances or situations in which a teacher will feel that a class should be given another opportunity to receive a grade on material that has been covered.
- (3) Re-working assignments: Since the nature of assigning daily work or homework is to assess a student's progress and to monitor his understanding of material that has been presented in class, teachers may have a student rework a homework or daily work assignment.
- (4) Partial credit in math is accepted. Students are required to "show their work" in all math problems.
- (5) Late assignments: All work not turned in on the assigned day and at the proper time will be considered late and will take a deduction. Students will be penalized 15% for the first day and 25% for the second day. After the second day the student will receive a "zero" for the assignment. This does not apply to daily grades (ie. Homework). If a student fails to turn a homework assignment in on the day it is due, they will receive a "zero". However, a teacher may allow a late daily assignment depending on the circumstances.
- (6) Plagiarism, deliberate or accidental, is still considered plagiarism. Deliberate plagiarism generally results in a "zero". However, for younger students, the teacher may recommend that the student re-do the assignment and take a late penalty. Accidental plagiarism, such as improper citation, will be used as a training/teaching tool for the student. Repeated accidental plagiarism will result in a "zero".

- (7) No major grade will exceed 100%. Bonus points on major grades can bring the grade up to 100, but they cannot be used to achieve a score of over 100. This does not apply to quizzes and other minor grades.
- (8) Spelling: Students often ask, “Does spelling count?” Our answer at Eastwood is that spelling always counts, however sometimes it does not count very much. Lesson vocabulary and curriculum words written on the test should be spelled correctly. Errors of this nature should result in losing half the credit of the answer. All other words should be graded according to the formula – one percentage point per four misspelled words. So a perfect essay with 12 misspelled words would score 97.

C. Semester Exam Exemption. Teachers may allow exam exemptions at their discretion. Teachers should inform students up front in the semester if the exemption criteria will apply to their course. Students must have at least a 95% in a non-honors course and at least a 90% in an honors course to be considered for exemption. In addition, students must not have more than 10 tardies and 5 unexcused absences per semester.

D. Ratings

(1) Standard Courses

A=Excellent	4.0 grade points	89.5-100%
B=Good	3.0 “	79.5-89.4%
C=Satisfactory	2.0 “	69.5-79.4%
Failure	0.0 “	69.4% and below
I = Incomplete		

(2) Honors Courses: An Honors designation is for a course that uses a college text and taught at a level that exceeds a non-Honors course in work-load and scope. An Honors course is designated by the school administration.

A=Excellent	5.0 grade points	89.5-100%
B=Good	4.0 “	79.5-89.4%
C=Satisfactory	3.0 “	69.5-79.4%
D=Passing	1.0 “	59.5-69.4%
Failure	0.0 “	59.4% and below
I = Incomplete		

E. Semester Failures. Students who fail a semester course will be required to make up the credit by taking an approved course. Make-up courses will usually be at least 60 hours. These make-up courses will be taken at an approved institution, approved on-line course, or an in-house (Eastwood School taught) make-up class. Students who fail to make up a failed course prior to the next academic year will be retained in the current grade. Students failing with a grade above 63.4 will receive a “one” for their GPA once the credit is made up. Students failing with a grade of 63.4 or below will receive a “zero” for their GPA.

D. Advanced Math Track Eligibility. Students must successfully complete 8th grade Algebra I with a 80% or above and be recommended by the teacher and administration in order to be considered for advancing to 9th grade Geometry and as such being placed on

the advanced math track which can culminate in taking Calculus as a senior. If not, students will retake Algebra I in the 9th grade, which places them on the normal math track.

4. Special Opportunities

- A. “A” Honor Roll. Students who maintain a 4.0 will receive the designation of being part of the school’s “A” Honor Roll upon graduating.
- B. Beta Club. Students may participate in the Beta Club after the first semester of 9th grade if they have at least a 3.0 GPA. Students must maintain the 3.0 to remain a member of the Beta Club. There is a small fee to register for Beta Club.
- C. Student Government. Students may campaign for an SGA office if they have at least a 3.5 GPA.

5. Sports-Academic Eligibility

ECS will follow the eligibility guidelines of AISA, which state that a student must pass all six classes offered per semester to be eligible for the next semester of sports. Student-athletes are ineligible for sports participation until they have passed or made-up all classes. ECS adds the additional requirement that if there has been a failure, the student is ineligible for 10 days of the next semester. They will become eligible after the 10 days of ineligibility if they are passing all courses. The principal will be involved in the eligibility of student-athletes during the academic year and be in constant communication with sports personnel and parents. The principal will be notified any time a student falls below 70%. The principal will notify the parents and coaches to inform them that the student-athlete is in danger of being ineligible unless sufficient progress is made. A student who has two courses that are below 70% will be ineligible. A student who falls below 60% in any one course will be ineligible.

6. Tutoring Policy

- A. In an effort to provide quality assistance for students struggling in their academic disciplines, ECS has set forth the following guidelines for tutoring assistance.
- B. In the classroom every effort should be taken by the teacher to determine and work through a struggling student’s academic issues. The principal will provide assistance in assessing a student’s weaknesses upon faculty request. Work will be accomplished in conjunction with the student’s parents to achieve satisfactory performance in a particular academic discipline.
- C. Once these attempts in the classroom have been exhausted, the school is at liberty to offer three options outside the classroom for compensated, guided support. Tutoring will be under the direction of the principal. The three options are as follows:
 - (1) Teacher Supervised. Once a student’s difficulties have been determined, parents can be given additional study aids in order to assist their child in overcoming a particular weakness. Many problems can be alleviated by repetitive practice of difficult concepts. The teacher and principal will work in conjunction to provide quality materials to aid parents in their tutorial efforts. To the extent that a

teacher can help with these efforts without comprising their ability to prepare and teach for the next day, it is recommended that this be the course of action.

- (2) Student Tutors. Students can be provided to help other students at an acceptable hourly rate. It will be at the discretion of the school to supply appropriately suited and academically qualified students in these positions. The time chosen will be acceptable to both parties, but is not to interfere with either's homework schedule. A faculty member will maintain close supervision at all times during the tutoring session. Prior to a student's enrollment in this tutoring option, the teacher, principal, and parents must all be in agreement.
 - (3) Adult Tutors. This is the final option available. A list of qualified adult tutors will be provided to inquiring parents. Rates of pay will be determined on an individual basis. Schedules will be created so as not to pose an inconvenience to either party.
- D. All monies should be paid at the time service is rendered to the individual performing the tutoring service. If payment continues to fall behind, then it is at the discretion of the tutor as to the continuance of tutoring sessions.
 - E. If at any time either party determined that the arrangement is not working, each is free to discontinue the sessions. Tutors will make every effort to assist their students in bringing their work to a satisfactory standard. However, tutors are not "miracle workers". Diligence is required by both parties in order to achieve desired results. All students are not "straight A" students, therefore, realistic goals need to be formulated at the outset. On occasion, results can be achieved in a relatively short period of time. But for most, time and hard work will have to take place before improvement is seen. In either case, parents need to be informed of this fact prior to the commencement of tutoring sessions.
 - F. Occasionally it comes to the attention of the tutor that the student is grappling with a "heart issue" rather than an academic one. It is best at this point that the tutor relinquishes responsibility to the parents.
 - G. At ECS, we are committed to provide every resource available to aid parents and students alike. However, we also recognize that there are limits in our ability to help a struggling student. At that point, the parents should seek the help of outside sources in order to best aid their child. This can be done in a manner that exhibits the love of Christ and is at the same time a source of encouragement to the enrolled family.

7. **Plagiarism** (From The OWL at Purdue, owl.english.purdue.edu)

- A. Plagiarism Defined: Researchers and writers must give credit where credit is due. Knowingly omitting citations is the same as claiming the work of others as your own. Doing so is called **plagiarism** and can have serious consequences. Aside from the consequences, supplying appropriate citations allows those reading your work to verify your research and perhaps use those resources in the future for their own research. Use a standard citation format in building your bibliography. For Eastwood Christian School, this is the MLA format. There are some actions that can almost unquestionably be labeled plagiarism. Some of these include **buying, stealing, or borrowing a paper** (including, of course, copying an entire paper or article from the Web); **hiring someone to write your paper** for you; and **copying large sections of text** from a source without quotation marks

or proper citation. But then there are actions that are usually in more of a gray area. Some of these include using the words of a source too closely when paraphrasing (where quotation marks should have been used) or building on someone's ideas without citing their spoken or written work.

B. **When Do We Give Credit?** The key to avoiding plagiarism is to make sure you give credit where it is due. This may be credit for something somebody said, wrote, emailed, drew, or implied. Many professional organizations, such as MLA (Modern Language Association), have lengthy guidelines for citing sources. However, students are often so busy trying to learn the rules of MLA format and style that they sometimes forget exactly what needs to be credited. Here, then, is a brief list of what needs to be credited or documented:

- (1) Words or ideas presented in a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium.
- (2) Information you gain through interviewing or conversing with another person, face to face, over the phone, or in writing.
- (3) When you copy the exact words or a unique phrase.
- (4) When you reprint any diagrams, illustrations, charts, pictures, or other visual materials.
- (5) When you reuse or repost any electronically-available media, including images, audio, video, or other media.

C. **When Do You Not Have To Give Credit?** If it is common knowledge, you do not have to cite the information. Generally speaking, you can regard something as common knowledge if you find the same information undocumented in at least five credible sources.

D. **Examples of Giving Credit or Citing Material**

- (1) **Writing Paraphrases or Summaries**
 - (a) Use a statement that credits the source somewhere in the paraphrase or summary, e.g., According to Jonathan Kozol,
 - (b) If you're having trouble summarizing, try writing your paraphrase or summary of a text without looking at the original, relying only on your memory and notes.
 - (c) Check your paraphrase or summary against the original text; correct any errors in content accuracy, and be sure to use quotation marks to set off any exact phrases from the original text.
 - (d) Check your paraphrase or summary against sentence and paragraph structure, as copying those is also considered plagiarism.

- (e) Put quotation marks around any unique words or phrases that you cannot or do not want to change, e.g., "savage inequalities" exist throughout our educational system (Kozol).
- (f) If you have any questions about citation, ask your instructor **well in advance** of your paper's due date, so if you have to make any adjustments to your citations, you have the time to do them well.

(2) Writing Direct Quotations

- (a) Keep the source author's name in the same sentence as the quote.
- (b) Mark the quote with quotation marks, or set it off from your text in its own block, per the style guide your paper follows.
- (c) Quote no more material than is necessary; if a short phrase from a source will suffice, don't quote an entire paragraph.
- (d) To shorten quotes by removing extra information, use ellipsis points (...) to indicate omitted text, keeping in mind that three ellipsis points indicates an in-sentence ellipsis, and four points for an ellipsis between two sentences.
- (e) To give context to a quote or otherwise add wording to it, place added words in brackets, []; be careful not to editorialize or make any additions that skew the original meaning of the quote—do that in your main text, e.g.
- (f) Use quotes sparingly; too many direct quotes from sources may weaken your case, as though you have nothing to say yourself.

(3) Writing About Another's Ideas

- (a) Note the name of the idea's originator in the sentence or throughout a paragraph about the idea.
- (b) Use parenthetical citations to refer readers to additional sources about the idea, as necessary.
- (c) Be sure to use quotation marks around key phrases or words that the idea's originator used to describe the idea.

(4) Maintaining Drafts of Your Paper. Do not save your paper in the same file over and over again; use a numbering system and the Save As... function. E.g., you might have research_paper001.doc, research_paper002.doc, etc. as you progress.

Discipline

Loco Parentis: Teachers do not function above parental authority, but rather with delegated authority (loco parentis) from the parents. One of Eastwood's most attractive distinctives is its commitment to partner with parents and continue the work they have begun in their homes. We will honor their love for their children and the trust they have placed in our school by communicating and informing them of disciplinary measures whenever necessary.

1. Goals

- A. Instruction to capture the heart of student.
- B. Punishment fits the crime.
- C. Proper Documentation.
- D. Teacher involved until resolved.

2. Student Discipline Issues

- A. Classroom Disruptions (per class)
 - (1) First correction – Proper response is expected.
 - (2) Second correction – Student will be sent out of the room into the hallway for 10 minutes.
 - (a) This will require an Incident Report to go home to the parents.
 - (b) Incident Report will be kept on file with the teacher and with the administration.
 - (3) Third correction – Student is to be sent to the principal's office. Principal will contact parents and discuss the issue.
- B. Tardies (per 9 weeks)
 - (1) Tardies are documented and turned into the office secretary.
 - (2) Five tardies require a day of detention (7:00 to 7:30 am).
 - (3) If late to detention, student will serve another detention until he or she has arrived on time.
 - (4) If tardies become excessive, the principal will discuss the matter with the parents in an attempt to rectify this behavior.
- C. Uniform Infraction

- (1) Students are to be completely uniformed before arriving at school. They should remain uniformed until they have exited the school building at the end of the day. Students should not untie ties or undress in any way until they have departed the premises. Student-athletes who have to change prior to leaving school may do so but once they have changed they are to leave the building for the day.
 - (2) Uniforms will be inspected during homeroom.
 - (a) Infractions that can be corrected should be done so immediately. Parents will receive a notice of the infraction if there is a pattern of correction (3 to 4 similar infractions in a short period of time - within a week).
 - (b) Should the infraction be of a nature as to require involvement from parents to correct, the student will be asked to go to the office to call parents to rectify the situation. The student returns to homeroom after calling parents and will correct the uniform infraction between classes after the parents have brought the necessary uniform item.
 - (3) If there is a uniform infraction later in the day after homeroom, a teacher may bring it to the attention of the principal. The teacher is not to spend time dealing with the student on uniform infractions after homeroom.
 - (4) Continual uniform infractions will require the parents to meet with the principal.
- D. Disrespect/Mocking: This includes being directed toward teacher/school/subject matter.
- (1) First – Correction and instruction. Incident Report to parents.
 - (2) Second – One-day suspension. Parents must meet with principal and teacher.
 - (3) Third – Two-day suspension. Parents must meet with Board. Student will be considered for expulsion.
- E. Student-to-Student Harassment: From the perspective of the recipient.
- (1) First – Correction and instruction. Incident Report to parents.
 - (2) Second – One-day suspension. Parents must meet with principal and teacher.
 - (3) Third – Two-day suspension. Parents must meet with Board. Student will be considered for expulsion.
- F. Serious Incidents: Criminal behavior or violating laws of local and state governing authorities, theft, damage to school property, or endangering the lives of others.
- (1) Immediate 2-day suspension with a review to expulsion.
 - (2) The Board will get involved and review the particulars of the incident.

Guidelines and Expectations

1. Grievance Policy

It is important that questions and complaints are handled courteously and promptly. The goal is to solve each complaint with the persons directly involved at the lowest level, moving the issue up the chain of authority only when absolutely necessary to reach a resolution. The following steps are an application of the biblical injunction recorded in Matthew 18 for the resolution of a problem between believers.

- A. The teacher and parent (mother or father or both) meet privately to seek the resolution with a spirit of reconciliation. All parties want the good of the child. Conflicts should not be resolved via emails or texting. Phone calls are permissible but meeting in person is more ideal.
- B. If unresolved, the teacher and the parents meet with a third party, the principal. The student's father should be involved in this meeting, if possible.
- C. If still unresolved, the matter is presented to the headmaster, School Board, or its designated committee. The Board will steer the parties toward reconciliation. If reconciliation does not occur, the Board will make the final judgment on the issue.

2. Records of Children of Divorced Parents

- A. Only parents who have legal custody of a child can request and receive official records of that child. ECS will honor a court agreement, which specifically gives a non-custodial parent the right to request and receive official records of a child. However, without this sort of right specifically stipulated in a court settlement or without a signed "records release" from the legal custodial parent, ECS will not honor a request for records.
- B. Step-parents and grandparents fall into the same category as non-custodial parents. Without a signed "records release" from the legal custodial parent, ECS will not release a child's records to a stepparent or grandparent.

3. Attendance Requirements for Students

- A. A student enrolled at Eastwood Christian School is expected to be present in school every day school is in session. Attendance records will be kept by the classroom teacher and are detailed on the student's report card. Yearly records will be kept in each student's cumulative record in the school office.
- B. Absences: There are four types of absences (See Appendix E).
 - (1) Excused absences: Sickness, death in the family, emergency doctor visits, or providential hindrance.
 - (a) Prior notification: No prior notification necessary
 - (b) Make-up work: The make-up period should be equivalent to the number of in-session school days absent. The make-up period will include weekends

and holidays.

- (2) Prior Notification Necessary absences (Previously referred to as “unexcused”): An absence for any reason other than sickness, death, emergency doctor visits, and providential hindrance.
 - (a) Prior notification: The parent rather than the student must notify the office, preferably in writing. While we prefer a two-week notice, we will approve any absence at the request of the parents if prior notification is given.
 - (b) Make-up work: Any homework assignments given during the absence should already be completed when the student returns. Students may have to call friends to find out if they missed any homework assignments. Make-up tests and quizzes should be re-scheduled before departure with our preference being that the tests are taken before the student leaves. (Sometimes this is not possible due to the length of the absence.) Students can plan their make-up work directly with their teachers once the office has informed the teachers of the absence.

C. Breach of Contract

- (1) If, for any reason, parents choose to keep their student away from class without notifying the school, the Board will consider this a breach of contract. The headmaster will contact the parents directly to ensure that this does not happen again.
- (2) Make-up work – The office will inform the teachers of the ramifications of the absence. Zeroes and/or late penalties may result.

D. Truancy

- (1) Any student who does not show up for class or leaves campus without the permission of their parents and without notifying the school will be considered truant.
- (2) It is the school’s responsibility to make sure no student is allowed to leave without the express knowledge of their parents. The school will call the homes of students who fail to check in for homeroom to verify that they are safe and in the care of their parents.
- (3) Truant students will receive zeroes for work missed. The administration will work with the parents to determine the severity of the punishment, i.e., detention, suspension, expulsion.

4. Tardiness

- A. The Administration and Board will interpret excessive tardies to be evidence of inconsiderateness, laziness, discontentedness and possibly even anger and spite.

- B. Students not in their homeroom at 7:45 will be considered tardy. Any student who arrives after 7:50 should report to the office first. If a parent believes that a tardy should be excused, they are to refer their student to the office with the necessary information.
- C. All tardiness to school appears on the students' records. Tardiness will be dealt with according to the discipline policy.
- D. Tardiness to class will not be tolerated; five minutes is more than enough time to change classes. Teachers will document each student's tardiness to class on the daily log, including how late they were if necessary.

5. Cell phones and other Electronic Equipment

- A. Due to the level of distraction that electronic devices create for students and teachers, 7th through 9th grade students are not permitted to have cell phones or any other electronic device in the school building.
- B. 10th through 12th grade students are permitted to bring cell phones as a privilege. Cell phones must be turned off between 7:45 and 1:45 except during break, lunch, and when approved by a teacher. The unauthorized use of cell phones will result in confiscation of the phone. 10th through 12th grade students may lose the privilege of bringing cell phones to school.

6. Off Limits Area

Students are expected to remain on the premises designated for the Upper School throughout the day. They may not go anywhere else without permission. These off limit areas are the North and East sides of the Upper School Building, the Lower School Playground, and the Lower School and Church Buildings.

7. Food Areas

- A. Students may only eat lunch outside or in the lunchroom. During inclement weather they may also eat in the first floor hallways and stairwells.
- B. Eating/drinking is permitted in the classrooms if the teacher has organized an event that includes food and beverages or if the teacher allows snacking in his or her classroom. Students are responsible for cleaning up after themselves. Failure to do so may result in the loss of this privilege.
- C. No food or beverages are ever allowed in the computer room. This is a very strict rule safeguarding very expensive equipment. The computer room is a "no snack zone."

8. Parking lot rules

- A. Students who drive to school are expected to do so responsibly. The campus speed limit is 5 mph. Driving to school is a privilege that may be revoked if necessary.
- B. Students should not park in the "reserved" places; these are for teachers.

- C. Students who arrive on campus early may socialize with other students in the school building or in the surrounding picnic area but not in the parking lot or in their vehicles. If they need to wait in their car, they may do so alone or with their siblings.
- D. Students are not to visit their cars once the school day has begun. Occasionally, they may be allowed to eat lunch in a vehicle with a parent or other adult, but they should request permission from the Upper School office first.
- E. Whenever the office issues an alternate carpool route, this applies to all drivers. When the north entrance is closed as an exit for some drivers, then it is closed for all drivers. Drivers breaking this rule may lose their driving privileges for a specified time period.
- F. In the school parking lot, the right of way always goes to the vehicle. Pedestrians must courteously yield to vehicles.

9. Student Drivers

- A. 10th grade student drivers may check out for lunch one day a week with a one-day prior-notification phone call from parents. 10th grade non-drivers are not permitted to check out and go with a student driver.
- B. 11th grade student drivers may check out for lunch two times a week with a one-day prior-notification phone call from parents for each time. 11th grade student drivers must receive permission from parents to carry or ride with other students.
- C. 12th grade student drivers may receive a blanket approval from parents to check out whenever they have an opportunity. 12th grade student drivers must receive permission from parents to carry or ride with other students.
- D. Once a parent gives permission and the student checks out, the student is no longer under the authority of the school until the student checks back in.
- E. Students who regularly fail to return to school and check in on time will have the privilege removed.

10. Consent to Search

By virtue of arriving on campus, students consent to have any item searched without notice. This includes vehicles, backpacks, and lockers.

Emergency Procedures

1. Medical Considerations for Students

- A. Emergency Medical Cards: Cards will be filled out at open house. They are kept on file in the office for reference.
- B. Dispensing of Medicines: The ECS staff is not allowed to administer oral medication without parental permission. Prescription medication may be administered with an authorized note stating the medication dose, the last dose administered, and the time and dosage the medication should be given at school. Parents will always be called before any medication (including acetaminophen and ibuprofen) is dispensed. Students are not permitted to take medication from another student. "Tums" and cough drops may be given without parental consent unless the office is notified otherwise.
- C. Parents are asked to keep their children home until they have been fever-free, without medication, for 24 hours. They are also asked to keep them at home if they have any of the symptoms of a communicable illness, including vomiting and diarrhea.
- D. In the event that a child should become sick at school, he or she will be sent to the office. Teachers should inform the office if there is any kind of accident. The office staff will handle sick students as they deem appropriate and contact the parents.

2. Emergency School Closing Announcements

If the school is closed due to an unforeseen emergency or severe weather, you will be notified.

3. Fire/Tornado/Lock-down Plans

- A. Fire: Sound – High Pitched Pulsating Alarm
 - (1) Fire Drill Occurrence: Fire drills will be held once each month while school is in session.
 - (2) Fire Drill Procedures: Each classroom teacher is expected to ensure that all students have left the classroom. Teachers and students must not re-enter the building until the "all-clear" signal has been given.
- B. Tornado: Sound – Civil Defense sirens
 - (1) Immediately upon hearing the Civil Defense sirens issuing a tornado warning to our community, teachers are to direct their students quietly to the central downstairs corridor.
 - (2) Students may bring a book or workbook when they leave the classroom to read while waiting in the hall.
 - (3) This alarm denotes a real danger and should be responded to with soberness. Order is imperative, so please sit quietly with your students until the warning has been lifted.

C. Lock Down: Sound - Long, continuous bell

- (1) This drill will be used in the event that we are informed of criminal activity in the area. Teachers and students must remain indoors.
- (2) When the alarm is heard, teachers to lock all doors and windows.
- (3) Students are not to leave the room for any reason during this period of “lock-down.”
- (4) An all-clear signal will be given, signifying that the teacher can unlock the door and carry on with the day.

Field Trips

1. General Information

- A. Field trips should enhance the current topic of study.
- B. Students must have a signed permission slip on file in the office before leaving the premises.

2. Instructions for the day of the field trip

- A. Students must continue to comply with the uniform code on all field trips unless otherwise notified. The administration must approve any changes to the dress code for the day, and the teacher will tell the students what attire is appropriate.
- B. A field trip is an extension of the classroom. Student behavior should mirror our expectations of them in the classroom. Students should consider their behavior even more important on a field trip because we represent our risen Lord before a watching world.
- C. Cell phones and other electronic equipment on field trips can only be used at the teacher's discretion and with the administration's approval.

3. Instructions for the Driver/Chaperone

- A. Both the chaperone and the students are under the authority of the teacher in charge of the trip.
- B. Drivers and chaperones will meet as a group before leaving the school on the trip.
- C. They will be assigned a specific group of students. These students are under their authority and are their responsibility the entire trip. Drivers are expected to obey all traffic laws.
- D. Driver/chaperone should make sure every student is seated and secure inside the vehicle before entering themselves. One student per seat belt in the vehicle. Upon arrival, the students must wait for directions from the chaperone before departing the vehicle.
- E. The group of students should remain with their chaperone the entire time. Should the group reconvene and be seated in an auditorium or arena, the chaperone should be seated with their group.
- F. Leaving the event should ideally be a reversal of the entry. The students should sit in the same seats arriving and departing.
- G. Chaperones should stay with the students until the teacher arrives back at the classroom.

Independent Study Student

1. Definition

An independent study student is a home-schooled student who is covered under a Home School umbrella yet also takes specific classes on campus for academic credit. ECS will maintain copies of the classes they attend.

2. Requirements

- A. In order to enter this program (whether for the first time, mid-year, as a former full-time student, or as a renewal from a previous year) there must be Board approval. The ECS board will then evaluate all requests by families to enroll their child as an independent study student on a case by case basis. The fact that ECS has this program and has allowed it in specific situations does not automatically mean ECS will allow it in every case.
- B. ECS will accommodate independent study students as positions are available in particular classes.
- C. ECS requires all independent study students to be in uniform when on campus.
- D. ECS will not award a graduation diploma to a senior unless he/she is enrolled as a full time student for the entire senior year.
- E. Should an independent study student have to remain on campus between classes, they are required to follow all guidelines as set forth by the administration.

STUDENT COVENANT

(Key Scriptures: *Ps. 141:3-4; Phil. 2:12-16; Ephesians 4:29-32; Romans 12:1-2; Romans 13:1-2*)

In keeping with our desire to promote conduct that is fitting for a Christian gentleman/lady, we purpose to do the following:

1. Practices in the Classroom

- A. I will be prompt in my attendance to each class.
- B. I will have all books, materials, and writing instruments ready before class begins.
- C. I will honor the authority of my teacher's presence and room.
 - (1) I will not leave my desk unless permission is granted.
 - (2) I will direct my speech to the teacher. It will only be directed to another student when instructed by the teacher.
- D. I will use the restroom between classes and I will reserve asking to be excused for emergencies only.

2. Practices in Speech

- A. I will purify my speech from all traces of complaint and grumbling. I will appeal school policies and class assignments in the proper fashion.
- B. I will refrain from disrespectful behavior or speech towards other students and adults.
- C. I will guard my lips from unwholesome speech of any sort.

3. Practices in General

- A. I will abide by the dress code.
- B. I will respect all school property and other's private property.
- C. I will acknowledge the presence of adults with honor and words of greeting.
- D. I will seek to be neat and orderly in the presentation of my assignments.
- E. I will not cheat, plagiarize, or use another's work as my own on any assignment or test.
- F. I will encourage other students with kind words and a godly example.

After reading this covenant, I agree to serve God by governing myself to these standards. I will take seriously the rules and policies that the school authorities take seriously in order that the institution may function smoothly. I will submit to the leadership of the School to assist me in these practices through exhortations, example, and discipline.

_____ Student's Signature

_____ Date