



*Truth Seekers
Kingdom Warriors
Image Bearers*

**Family Handbook
2023-24**

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Foundations

History and Overview

Crestmont Christian Preparatory School (CCPS) was founded in 2008 by parents committed to the Deuteronomy 6 principle of being the primary influence in their children's lives. Today CCPS is a private K-12 Christian school, organized on the proven educational structure of the University-Model® School (UMS). Along with many other University-Model schools around the world, CCPS is a high-quality, Christian education alternative that is both cost-effective and family-centered.

Utilizing a university-style schedule, CCPS practices an instructional approach that integrates teaching in the classroom and at home. This highly effective hybrid produces exemplary academic achievement while enabling stronger ties between parents and their children. Other proven elements of CCPS's program include character-building education, low student/teacher ratios, hands-on learning, a strong student work ethic, effective college-preparatory curriculum, and diverse extra-curricular activities. CCPS models servant-leadership within our student body and in the daily operations and management of the school.

Purpose

CCPS exists to provide academic discipleship for a higher calling, to prepare the next generation with a passion for learning, and to develop a desire in our students to be servant leaders and warriors for Christ. We minister to students' minds, spirits, and bodies by partnering with parents, so their children may become faithful disciples of Jesus Christ.

Vision Statement

To bring about an alumni culture of disciples of Jesus Christ who reinvest their time, talent, and training to impact the world for God's glory.

Mission Statement

To provide an exemplary environment in which students, families and faculty relentlessly pursue wisdom and truth utilizing the University-Model® School platform.

The vision and mission of CCPS are embodied in the following phrases:

TRUTH SEEKERS – developing critical thinkers with a passion for learning.

KINGDOM WARRIORS – cultivating strong Christian leaders committed to using their gifts to honor and glorify God.

IMAGE BEARERS – instilling identity as children of God equipped with a Biblical worldview to be servant leaders.

Statement of Faith

GOD

We believe there is only one God, Creator of all things, eternally existent in three Persons: Father, Son, and Holy Spirit. (Genesis 1:1; Matthew 28:19; John 10:30)

JESUS CHRIST

We believe Jesus Christ is God's only begotten Son, fully God and fully man. (John 1:1-17, 3:16, 10:33)

We believe the following:

- His miraculous virgin birth (Isaiah 7:14; Matthew 1:23; Luke 1:34-35)
- His sinless life (Hebrews 4:15; 7:26)
- His miracles (John 2:11,23; Acts 2:22)
- His death in our place as the perfect and complete atonement for our sins (1 Corinthians 15:3; Ephesians 1:7; 1 John 2:2, 4:10; Hebrews 2:9)
- His resurrection and victory over death (Acts 2:24; 1 Corinthians 15:20; 1 Peter 1:3)
- His ascension to the right hand of the Father (Mark 16:19; Acts 1:2, 9-11)
- His future personal return in power and glory (Acts 1:11; Revelation 19:11)
- His eternal place as King of kings and Lord of lords. (1 Timothy 6:15, Rev 17:14)

THE HOLY SPIRIT

We believe that the Holy Spirit is equal with God the Father and God the Son. (2 Corinthians 2:11, 3:17)

We believe that as Jesus promised, God provides the Holy Spirit to live within believers and empower them to live out the Christian life in obedience to Christ as evidenced by the fruit of the Spirit. (John 14:17, 16:13-14; 1 Corinthians 2:12, 3:16, 6:19-20; Galatians 5:16-18, 22-25; Ephesians 4:30, 5:18)

We believe the Holy Spirit enables Christians to have a growing relationship with God and is the guarantee of our adoption as children of God. (John 15:26-27, 16:7-16; Romans 8:13-14; Ephesians 1:13, 4:30)

GOD'S HOLY WORD

We believe the Bible, comprising the Old and New Testaments, is God's one and only written, perfect, and authoritative Word, originally recorded without error by men who were miraculously inspired by the Holy Spirit. (2 Timothy 3:15-17; 2 Peter 1:20-21)

SALVATION

We believe the following:

- There is only one way to heaven, and that is through the Lord Jesus Christ, our Savior. (Acts 4:12)
- All have sinned, but God desires that all would be saved. (Romans 3:23; 1 Timothy 2:4; 2 Peter 3:9)
- Because all people have fallen short of God's perfect standard, anyone desiring eternal life in heaven with God must first be born again as a child of God. (John 3:3; 1 John 5:1)
- God has provided a Way so that anyone can be made right before Him through faith by believing in God's One and only Son, Jesus Christ, as Savior, and trusting in His shed blood on the cross as the only perfect payment for sins, past, present, and future. (John 3:16-19, 5:24; Romans 5:8-9; 1 John 4:10)
- Salvation is the free gift of God through Jesus Christ the Lord, and only by God's grace and through faith alone are we saved, not by works. (John 3:16-19, 5:24; Ephesians 2:8-10; Titus 3:5; 1 John 5:1-13)

RESURRECTION

We believe in the resurrection of the saved and the lost—the saved to spend eternity with God and the unsaved to spend eternity apart from Him. (John 5:28-29; 1 Corinthians 15)

THE CHURCH

We believe all believers are members of one body under the Lord Jesus Christ. (Ephesians 4:1-16; Romans 8:9-11; 1 Corinthians 12:12-13; Galatians 3:26-28)

MARRIAGE

God created marriage as a covenant relationship uniting one man and one woman from different families under God in a single, exclusive union. God's created order is important and critical for our lives and for our worldview. The marriage covenant is a part of God's prescribed order for our lives and our families; it is the basis of society. Furthermore, God's Word makes use of the marriage relationship as the supreme metaphor for His relationship with His covenant people. Marriage is used as the primary example from the beginning of creation in Genesis to the end of earthly time in Revelation to help humanity understand the covenant relationship of one God with one people. (Genesis 2:18-25; Jeremiah 2:2, 31:31-33; Ezekiel 16:8; Hosea 2:16, 19-20; Matthew 9:15, 25:1-13; 2 Corinthians 11:2; Ephesians 5:25- 33; Revelation 19:7-9, 21:1-3, 9)

SEXUALITY

Sex is a gift from God created to be enjoyed with fidelity in the covenant of marriage between one man and one woman. In singleness, all are called to chastity. Sexual relations outside the covenant of marriage are contrary to the Will of God. The Bible is the final authority regarding sexual behavior and as such relates moral truths specifically and generally through scripture. (Exodus 20:14; 1 Corinthians 6:9-20; Hebrews 13:4; Leviticus 18:22, 20:13; Romans 1:26-27)

GENDER IDENTITY

It is God who assigns our fundamental human identity and gender. All humans, male and female, reflect the image of God. A person's gender is sacred and has a divine purpose. The Word affirms that God loves all people, including those who struggle with their gender assignment, identity, and expression. Therefore, we are to love all people, regardless of any type of struggle.

The Bible describes human gender in binary terms. Genesis 1:27 provides the definitive statement: "So God created mankind in his own image, in the image of God he created them; male and female he created them." Regardless of one's anatomical parts or feelings about them, all humans have the same responsibility for stewarding physical attributes and abilities. Our bodies are God's dwelling place. In the context of discussing sexual identity and behavior, the Apostle Paul wrote, "Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore, honor God with your bodies." (1 Corinthians 6:19-20). Therefore, Crestmont will uphold the Biblical view of gender and will adhere to its position on gender issues aligned with truth in its teachings, curriculum, and treatment of students.

EMPLOYEE STANDARDS OF BEHAVIOR

All employees of Crestmont are Christian leaders who have the obligation to model and exemplify Christ-like behavior. Therefore, all school employees must uphold, in word and deed, the historic Biblical standard of marriage and sexual behavior as delineated in this statement.

NON-HARASSMENT POLICY

All people are created in the image of God and, as such, have profound value (Genesis 1:27). Hateful or harassing behavior toward anyone who differs from us is wrong because it does not recognize another person's God-given worth and is an assault on a fellow image-bearer. Crestmont is committed to maintaining an environment in which all individuals (staff, students, and parents) treat each other with dignity and respect, which includes freedom from all forms of intimidation, exploitation, harassment, sexual harassment, and bullying.

Philosophy of Education

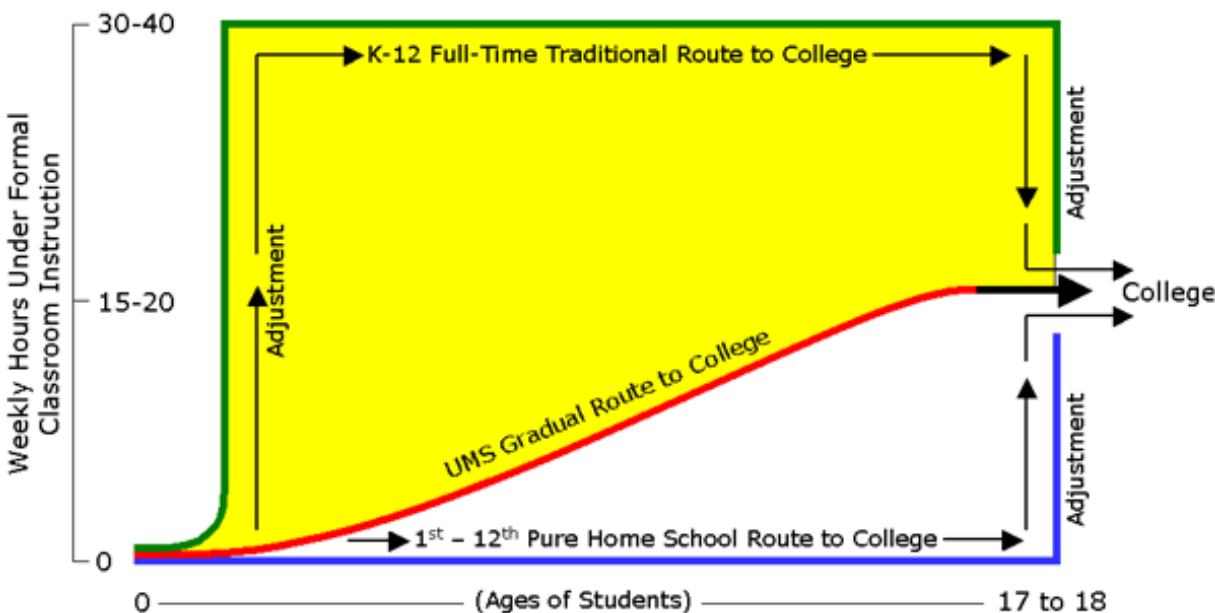
University-Model® Schooling (UMS) was developed to achieve two objectives:

- To offer students the opportunity to acquire a high degree of academic achievement and
- To preserve and strengthen the God-ordained family relationships in which the Christian faith is most effectively fostered.

Because parents are the most influential factor in a child’s spiritual development, Christian schools must recognize the significance of parental involvement in the pre-university stages of a child's education. University-Model® Schooling does just that. It is designed for those families in which parents take an active role in the oversight and implementation of their children’s education.

As the level of parental involvement evolves from being a private tutor in the elementary years to a guide for dependent study in middle school to a course monitor in high school, parents are expected to continue exercising loving and active responsibility for their children all the way through graduation. In partnership with these committed parents, the school positions itself to integrate the home and school effectively toward the common goal of Christian character development and solid academic preparation for the future.

Here is an illustration of how the UMS structure, as described above, prepares students for the independent learning required at the college level.



About the University-Model®." UMSI, University Models Schools International, 30 Apr. 2020, <https://umsi.org/about-umsi/about-the-um/>.

Guiding Objectives

1. We will love and glorify God in these ways: (1 Cor. 10:31, 1 Pet. 4:11, Matt. 22:37-38).
 - a. Delighting ourselves in the Lord and celebrating His greatness regardless of our circumstances
 - b. Maintaining a close, loving, and obedient relationship with our Lord Jesus Christ
 - c. Aspiring, in all aspects of this ministry’s operations, to be in joyful and whole-hearted submission to God’s purpose and will as revealed in the Bible
 - d. Acknowledging the Bible, in word and deed, as our only standard of truth and final authority for

- faith and practice
 - e. Demonstrating our love for God by becoming more knowledgeable and obedient to His will as revealed in the Bible
 - f. Exhibiting the fruit of the Spirit (Gal. 5:22-23) in all the school's activities, including extra-curricular events
2. We will use every aspect of our ministry, including academic instruction, to fulfill Christ's commission to go and make disciples in these ways: (Matt. 28:18-20)
 - a. Evaluating all aspects of the school according to their effectiveness in helping parents raise character witnesses for Christ
 - b. Encouraging our school community to be actively involved in a local Christ-honoring church
 - c. Motivating our students to deepen their relationship with the Lord Jesus Christ and to apply a God-centered perspective to all of their studies and activities
 - d. Cultivating within students an awareness of the world around them along with the understanding that God's love and Good News are for all people everywhere
 3. We will affirm, encourage, and equip parents in their God-given roles and responsibilities in these ways: (Deut. 6:6-7; Pro. 22:6).
 - a. Emphasizing that their highest calling and foremost responsibility is to train their children to be faithful disciples of Christ
 - b. Strengthening families as the first social and educational unit instituted by God and respecting parents for having primary authority over and bearing ultimate responsibility for their children
 - c. Using the University-Model[®] structure and system to help parents remain involved in the scholastic development of their children
 - d. Providing resources designed to keep parents well-equipped and confident
 4. We will guide students in earning a high-quality and Christ-centered education that prepares them for the future in these ways: (Luke 2:52; Col. 3:23; Pro. 1:2-7, 3:13-20, and 10:14)
 - a. Demonstrating and teaching a work ethic centered on doing all things "as unto the Lord"
 - b. Maintaining high academic standards
 - c. Putting priority on character development as a basis for true academic success and achievement
 - d. Emphasizing the acquisition and application of critical and creative thinking skills, in addition to content and concepts
 - e. Striving for consistent improvement in our instructional methodologies
 - f. Integrating biblical precepts into all subject content so that students know that all truth is God's truth
 - g. Guiding students into developing effective study habits
 - h. Training students in independent study and research methods
 - i. Valuing students' extracurricular pursuits as an important component of the educational process
 - j. Striving to offer a balanced treatment of the arts, humanities, and science
 5. We will effectively and systematically integrate the educational process at home and school in these ways: (Deut. 6:7; Pro. 4:1-9, 22:6)
 - a. Choosing or developing curriculum, instructional methods, and student activity guidelines that effectively utilize the resources of both home and school
 - b. Establishing curricular and student activity guidelines that set out the collaborative relationship

between and respective responsibilities of the school and home instructors in the University-Model® system

6. Encouraging students to become involved in service and mission work in the community and worldwide (Matt. 9:37; Matt. 25:34-36).

Crestmont Core Values

Endeavor: to strive toward doing and being more than we think possible

Honor: to align with God-ordained standards that define who we are and how we act

Persevere: to overcome obstacles in order to gain the joy of doing something extraordinary.

Cultivate: to work toward the development of strength, wisdom, and virtue in ourselves and others.

Collaborate: to work together in achieving a common goal—teachers with parents, students with teachers, parents with students, students with each other

Mascot

The Warrior represents Crestmont's vision, mission, and core values. It inspires students to demonstrate valor in perseverance, courage in endeavor, honor in teamwork, integrity in collaboration, and high ideals in cultivation of both themselves and others for the glory of God. It also reminds students that they are empowered by the Almighty God and equipped fully by Him, an assurance that builds the confidence and leadership skills needed for living victoriously in His Name. (Eph. 6:10-18, 2 Timothy 2:3-5)

Statement of Non-Discrimination

Staff and General

Crestmont Christian Preparatory School makes no distinction in its employment decisions and/or operating policies with regard to an individual's gender, race, color, and national or ethnic origin because we recognize that there is no preferential treatment with God (Romans 2:11).

Admissions

Crestmont Christian Preparatory School admits students of any gender, race, color, and national or 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, and national or ethnic origin in the administration of its educational policies, admissions policies, financial assistance programs, athletic, or other school-administered programs.

Statement of Non-Affiliation

Crestmont Christian Preparatory School neither supports nor endorses the World Council of Churches, National Council of Churches, or any other world, national or regional organization which gives Christian recognition to unbelievers or which advocates multifaith union (II Cor. 6:14-17). This does not prohibit school families from being members of churches who do affiliate with said organizations.

Statement of Denominational Neutrality

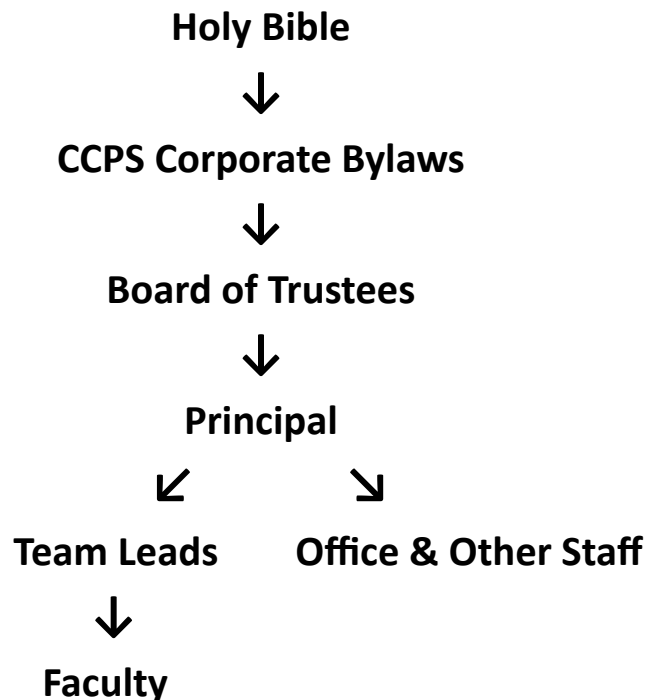
This school's Statement of Faith sets out basic Christian tenets and contains doctrines that we unreservedly adhere to and teach. It is our desire to maintain this position and to do so in all fairness to every CCPS family. Therefore, there will be no disparagement allowed by parents, students, staff, faculty, or Board of Trustees members of any doctrinal or denominational beliefs, practices, or positions regarding issues upon which CCPS has assumed no official stance. These beliefs, practices, and positions include the following:

- Church government and authority
- Age and mode of baptism
- Work and gifts of the Holy Spirit
- Interpretation of scriptures regarding origins and creation
- Interpretation of scriptures regarding end times
- Security of the believer

Our goal is to remain united in the salvation and love of Christ, avoiding the dissension that may be caused by denominational distinctions.

Organizational Structure

Crestmont Christian Preparatory School (CCPS) is a school wholly governed and staffed by professing Christians. Schematically, the school's organizational structure is as follows:



Holy Bible

The Head and supreme authority of Crestmont Christian Preparatory School (CCPS) is the Lord Jesus Christ Himself (Eph. 1:22; Col. 1:18.) His will, which will be discerned through the prayerful and appropriate application of His written Word (2 Tim. 2:15), must be followed in all matters pertaining to this school. CCPS, therefore, affirms that the Word of God, comprising the Old and New Testaments of the Holy Bible, is the fundamental and sole final governing authority of CCPS.

CCPS Corporate Bylaws

The corporate bylaws were set in place by the founding families of this ministry to give direction for its governing structure and authority. The overseers of the ministry--that is, those who have been given the responsibility for its government--will be the members of the Board of Trustees. The Board of Trustees is established, regulated, and governed by provisions described in the corporate bylaws.

Board of Trustees

The Board is responsible for establishing, within the confines of the corporate by-laws, the governing policies for the school. The Board is also responsible for the selection and hiring of a principal for the school. Policies and procedures established by the Board are to consistently recognize and preserve the executive, administrative, and leadership prerogatives of the principal of the school.

Principal

The principal serves as the chief executive officer (CEO) of the school. He or she is responsible, according to the policies established by the Board, for the school's overall day-to-day operation.

Team Leads (Primary, Elementary, Middle School, High School)

The team leads are teachers serving directly under the principal. They are responsible, according to the policies established by the Board, for the following:

- maintaining the integrity of the academic program
- ensuring academic rigor
- training personnel

Other Personnel

The remaining staff and faculty will serve under the principal in accordance with the University-Model® structure and the organizational structure outlined by the Board of Directors.

Students and Families

Admissions Policy

Parent and Student Responsibilities

Crestmont Christian Preparatory School is a University-Model® Christian school. Because of this, both parent involvement and student cooperation are essential if the school is to successfully fulfill its mission, which includes a vital spiritual element. Therefore, as a condition of acceptance to this school, the parents of each student applying for admission must be in agreement with the school's Statement of Faith.

The following parent and student guidelines will help facilitate the acceptance of students appropriately suited for a University-Model® school format.

Parent Requirements

1. One parent must be in agreement with the school's purpose and spiritual objectives, as well as be willing to abide by the school's rules and regulations.
2. The same parent must be an active member of a Christian church that is in agreement with our school's Statement of Faith, and the parent must provide a reference letter from the pastor of the church.
3. The same parent must be committed to the parental responsibility of providing a quality, Christian education for their children in accordance with existing law.
4. Parents must be willing to use a Christian mediator or conciliation service if ever necessary (with the school or any affiliates).
5. Parents must provide the school with a completed application form for each child applying for admission, along with transcripts, pastoral reference letter, report cards or information about homeschooling curriculum and hours spent in study.
6. Parents must be in agreement with, and supportive of, the school's procedures for handling student discipline.
7. Parents must provide continually updated immunization records and health screenings for each child. (For requirements, see Medical Guidelines, under General Information below .)
8. Parents must sign the Parent Oversight Agreement, affirming the following:
 - Each CCPS student in the family has read the Code of Conduct and Dress Code and will abide by those policies.
 - Parents accept primary responsibility for their children's behavior at school and full responsibility for their supervision at home.
9. Parents are responsible for the education of their child(ren) on off-campus days and should appropriately guide the completion of lessons assigned by their teachers.
10. Parents must sign the Family Handbook Acknowledgement form each year to show that they are responsible for being familiar with and consulting the policies of the school as published in the Handbook and other official means of communication.

Student Requirements

1. Students must adhere to the Student Code of Conduct below .
2. Students must adhere to the Dress Code Policy below .

Class Registration

Only students who have gone through the admissions process above (informational meeting, assessment, interview, and enrollment, including paying fees, may register for classes.

Mid-Year Enrollment

Families enrolling students midyear must pay a prorated monthly tuition payment so that their last payment will be made in March.

Student Re-enrollment

Re-enrollment opens in January. Families must complete and submit online re-enrollment through FACTS/SIS, including the non-refundable Student Re-enrollment Fee. Families will not be invoiced for the next school year

until they've completed the re-enrollment process, including paying the fee. Current re-enrollment fees are available on the school website and FACTS.

Enrolling another family member as a new student:

Existing Crestmont families who are enrolling a new student follow the new student application steps:

- Fill out a New Student Application packet online through FACTS/SIS.
- Submit the form along with the Application and Assessment Fee online through FACTS/SIS.
- You will be contacted to schedule a time for the assessment.
- Upon acceptance to CCPS, finalize new student enrollment with your paid Enrollment Fee for each child.
- The current fees are available on the school website and on FACTS/SIS.

Financial Policies

Current tuition rates are available on the school website and FACTS.

Tuition Payments

Tuition is collected online through FACTS Tuition Management. Tuition payments begin June 1st before the start of the applicable school year and end March 1st of that same school year. CCPS offers 3 payment plan options to families.

- **Option #1: Full Payment Plan** = Families make 1 payment for the yearly tuition total. Full Payment is due June 1st, 5th or 10th (date chosen by family through FACTS). Families will receive a \$100 discount for each student's yearly tuition paid with this plan.
- **Option #2: Semi-Annual Payment Plan** = Families choose to make 2 payments for the yearly tuition total. The first payment is due June 1st, 5th or 10th (date chosen by family through FACTS) and the second payment is due November 1st, 5th or 10th (date chosen by family through FACTS).
- **Option #3: Monthly Payment Plan** = Families choose to make 10 monthly payments for the yearly tuition total. The first payment is due June 1st, 5th or 10th (date chosen by family through FACTS) and the tenth and final payment is due March 1st, 5th or 10th (date chosen by family through FACTS)
- Families needing financial assistance may apply for tuition assistance through FACTS Grant & Aid.

Special Note: Tuition does not include uniforms, curricula, textbooks, and supplies required for each grade. Those are purchased separately.

Financial Assistance Policy

- Applications for financial assistance must be submitted to FACTS Grant & Aid at [FACTS Management](#) along with payment of the \$40.00 application fee
- Families will need the previous year's and the current year's W-2 to complete and submit the application.
- Decisions regarding the amount of financial assistance will be made on a first-come, first-served basis by the Board of Trustees.
- Prior year awards of assistance do not guarantee continued awards.
- Enrollment priority for classes will be given to full-paying families until **March 1st**. Families awarded financial assistance will not lose priority to full-paying families applying after this date.

- All current families applying for financial assistance must have their current tuition paid up-to-date in order to be considered for assistance for the following school year.

Extracurricular Activities Fees:

Current extracurricular activities being offered and the required fee for each are available on the school website and on FACTS.

No refunds, partial or otherwise, will be given to students who, because of academic or disciplinary problems, are barred from participation in extracurricular activities.

Early Withdrawal

Crestmont Christian Preparatory School makes budgetary decisions for a school year in advance based upon a family's sincere commitment to enroll their child(ren). As a result, CCPS must be able to rely on anticipated revenues.

Therefore, after a student is enrolled for a school year, his or her parents are responsible for paying tuition and fees for that entire school year. That includes application, assessment, enrollment/registration, late fees, early withdrawal fees etc. Applicable fees and tuition are not refundable.

Early Withdrawal Payment Exceptions:

- Death of an immediate family member
- Severe disability suffered by the student

All other hardship situations must be appealed to the Board of Trustees in writing.

Character Development

At CCPS, supporting families in the spiritual and academic discipleship of their students is a top priority. We do this through high behavioral expectations and the consistent enforcement of classroom rules and etiquette. We underscore biblical principles in every lesson and require structured Bible classes in secondary. Most importantly we emphasize that inner growth comes through a relationship with God through Jesus Christ and the indwelling of His Holy Spirit, not through self-effort.

The following are programs specifically designed for character development:

Chapel

This is where worship and Bible teaching help students grow in faith and community. Worship is led by a team of our own secondary students. Local pastors, missionaries, ministry leaders, and members of the Crestmont community bring lessons from Scripture. Chapel is a required part of the regular school day; skipping it or arriving late is an unexcused tardy.

Service

High school students must serve a minimum of 50 volunteer hours to fulfill graduation requirements. At least 20 of those hours must be served off-campus. Homeroom teachers provide the required completion form as well as ideas for service opportunities. Failure to complete service hours by the end of the school year results in a meeting with the principal and parents.

Communication Policy

Communication between the school and the home is vital to maintaining healthy academic growth. To facilitate collaboration between CCPS and parents, school personnel use the communication methods listed below. All members of the school community are encouraged and expected to make the most of these methods, in accordance with any relevant school guidelines.

FACTS

As the first line of communication between the school and the family, FACTS is the place to find announcements, documents, lesson plans, and grades as well as the school's calendar and directory.

Lesson plans

Reading the lesson plans carefully each week is the first step toward scholastic success for the student. In the plans, teachers lay out the schoolwork for each day of the week, including on-campus days, so everyone knows exactly what is expected of the student and what he or she is learning. Teachers finalize and post the lesson plans on FACTS/SIS after 5:00 pm on Sunday for the following Tuesday through Monday.

Monday Memo

Every Monday, the administrative assistant sends an email with important information, updates, and announcements. Reading the Monday Memo and adding the information it provides to the family calendar is key to being aware of school events, requirements, and opportunities.

Emails

Primary and Elementary teachers send weekly emails sharing an overview of the past week, classroom announcements, lists of learning and classroom activities, or discussion topics for home.

Secondary teachers send emails as needed to give reminders, ask and answer questions, provide clarification, etc. The principal and staff depend primarily on the Monday Memo for communication but will email families if necessary. Each teacher's individual communication policy appears in his or her Classroom Essentials Guide explained below.

Parents are encouraged to communicate with other parents via group chat, text, or email.

Classroom Essentials Guide

Each teacher has a Classroom Essentials Guide (CEG) giving more specific information about his or her class, academic expectations for the student, and requirements for the co-teacher. The CEGs provide important details supporting the policies in the Family Handbook. The CEGs are posted on FACTS and Google Classroom.

Conferences

For primary and elementary grades, mandatory parent/teacher conferences are held in the fall. In secondary grades, conferences are scheduled on an as-needed basis. Parents or teachers for any grade level may request a conference as questions, needs, or concerns arise in either semester.

CCPS Social Media Accounts

Crestmont has multiple social media accounts. The public pages promote the school and keep non-member families abreast of what Crestmont is all about. The closed group Facebook page (*CCPS Families*) is for current Crestmont families only. It is a great place for connecting with other CCPS families in a positive way and to ask

for or give tips or encouragement. It is NOT the place to ask questions of staff or teachers. That is best done by email or in-person. Nor is it a place to vent frustrations or criticisms. That should be done face-to-face as stated in Matthew 5:23-24 and 18:15-17.

Any social media posts or Group Me comments by a parent or staff member regarding the school should reflect the character of Christ. CCPS reserves the right to remove any questionable post.

Security Measures

Safety is of the utmost importance to everyone while on campus, and CCPS falls under the protective umbrella of FBC Boerne for security protocols. The principal and church security team work in tandem day to day to ensure our campus is a safe environment. The following are CCPS' safety measures and protocols:

- Limited building access with magnetic locks and single-entry protocol during school hours.
- LifeSpot app for notifying police, faculty and staff
- Faculty and staff training by Boerne police officers
- Detailed procedure checklists for administration, teachers, students, and parents
- Locked interior metal-core doors in the Family Life Center

Student Code of Conduct

"Even a child is known by his actions, by whether his conduct is pure and right" Proverbs 20:11

That understanding shows up in a Christ-like attitude in the learning environment and the development of positive Christian relationships. Therefore, it is important that specific guidelines regarding behavior are observed while attending our school.

While on-campus behavior receives primary focus, CCPS reserves the right to address any off-campus conduct deemed to be significantly affecting either on-campus relationships or the learning environment.

Students should strive to live in a way that puts other's interests ahead of their own and that shows kindness, purity, and compassion.

- "Do not merely look out for your own personal interests, but also for the interests of others." Phil. 2:4.
- "You shall love the Lord your God with all your heart, soul and mind...and love your neighbor as yourself." Mark 12:30,31

Orderly Atmosphere

Because CCPS believes that maintaining an orderly atmosphere is critical to the learning process, we hold a high standard for classroom behavior. Therefore, correction and discipline are addressed quickly and are based on Biblical principles.

In order to maintain this orderly atmosphere, students will adhere by the following:

- Come to school prepared to learn.
- Accept responsibility for choices made.
- Contribute to a positive and safe school environment
- Use titles of respect to address adults.
- Keep our facility clean, orderly, and in a manner that shows an attitude of gratefulness..
- Treat others with respect and kindness.
- Raise a hand and wait to be called on before speaking
- Avoid horseplay, running, or rough play during or between classes.

- Avoid public displays of affection between sexes, such as hand holding, hugging, kissing, etc.

Tobacco products, illicit drugs, alcohol, or weapons are not allowed on campus or at any school-sponsored event and will result in a disciplinary meeting and consequences. See “Disciplinary Actions for Major Misconduct” for more details

Technology Resources

“I will set before my eyes no vile thing” Psalm 101:3 (NIV)

“So then, be careful how you walk, not as unwise people but as wise,]making the most of your time, because the days are evil.” Ephesians 5:15-16 NASB

Crestmont Christian Preparatory School’s information technology resources, including FACTS/SIS, email, Google Classroom and internet access, are provided for educational purposes. Adherence to the following policy is necessary for continued access to the school's technological resources:

Policy Overview

Our faculty, staff, and principal are tasked with strictly enforcing these policies for two purposes:

- To guard our campus culture of high and accountable engagement
- To partner with parents to teach responsible cell phone usage and etiquette to our students.

CCPS is not responsible for the loss of these items.

Supervision & Monitoring

School employees monitor the use of technology resources to help ensure that uses are secure and in conformity with this policy. The principal reserves the right to examine, use, and disclose any data found on the school's information networks in order to ensure compliance with this policy to further the health, safety, discipline, or security of any student or other person, and/or to protect property. They may also use this information in disciplinary actions, and to furnish evidence of crime to law enforcement. Students should understand that there can be no expectation of privacy in their use of any information technology resources at school. Additionally, it is the responsibility of students to keep their screen readily visible whenever using technology on campus.

In the Primary and Elementary Schools, phones, smart watches, and other electronic or telecommunication devices are prohibited, unless the teacher has given specific permission. A student needing to contact a parent during the school day may use the phone in the main office. If circumstances require that a student bring a phone to school, he or she must leave it in the office, and parents must explain the reason so office staff can monitor the calls.

In the Middle and High Schools, a student’s phone and all other electronic or telecommunication devices must be turned off and be stored in his or her backpack for the entire school day unless the teacher has given specific permission. Smart watches may be worn if they are silenced and set in such a way as to prohibit internet, texting or phone usage.

Acceptable Use Details:

1. **Respect and protect the privacy of others by**

- Using only assigned accounts.
 - Viewing, using, or copying passwords, data, or networks you have authorization for
 - Refusing to distribute private information about others or yourself through electronic means, including social media, email, blogs, texts, videos, or other electronic media.
2. **Respect and protect the integrity, availability, and security of all electronic resources by**
- Observing all network security practices, as posted.
 - Reporting security risks or violations to a teacher or the principal.
 - Refusing to destroy or damage data, networks, or other resources that do not belong to you, without express permission of the owner.
 - Conserving, protecting, and sharing these resources with other students and internet users.
3. **Respect and protect the intellectual property of others by**
- Refusing to infringe upon copyrights by making illegal copies of music, games, or movies.
 - Refusing to plagiarize. See “Policy on Academic Integrity” below.
4. **Respecting and practicing the principles of community by**
- Communicating only in ways that are kind and respectful.
 - Reporting threatening or discomforting materials to a teacher.
 - Refusing to intentionally access, observe, transmit, copy, or create material that violates the school's code of conduct. See “Student Code of Conduct” above and “Disciplinary Actions for Major Misconduct” below.
 - Refusing to intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
 - Refusing to use the resources to commit other acts that are criminal or violate the school's code of conduct.
 - Refusing to send spam, chain letters, or other mass unsolicited mailings.
 - Refusing to buy, sell, advertise, or otherwise conduct business, unless approved as a school project.
 - Refusing to access chat rooms, social media sites, or direct communication such as online chat without a teacher’s knowledge and permission.
 - Refusing to participate in cyber bullying. If anyone in the CCCPS community witnesses language or behavior that endangers our protective and safe environment, they should report it to a teacher, the principal, or other authority.

Inappropriate use of technology, even at home, reflects on the entire CCPS community. Therefore, school authorities are empowered to remove a student from the campus or expel him or her, if they find the student’s actions inside or outside of CCPS are an inappropriate use of technology.

Students may, if in accord with the policy above:

1. Design and post web pages and other material from school resources.
2. Use direct communications such as online chat with a teacher's permission.
3. Install or download software, as long as it’s in conformity with laws and licenses, and under the supervision of a teacher.
4. Use the resources for any educational purpose which would include activities outlined in assignments, those explicitly related to the content and purpose of classroom activities, and those given specifically by teachers.

Consequences

If a student’s phone or other electronic or telecommunication device is found out of the backpack during

school hours without permission, the student will turn it off and give it to a teacher or staff member. The student may collect the phone or device from the principal at the end of the day.

Repeat offenses will earn the student additional or more serious consequences, including calling a parent, paying a fine, or suspension.

Discipline Procedures

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

The keys to discipline are making sure that students know they are loved, that they know and have accepted the boundaries for behavior, and that they know how to avoid repeating wrong decisions. At CCPS, discipline also requires giving students support and direction while working in cooperation with the home. We’ll approach discipline preemptively through effective teaching techniques and guidance but will enforce consequences as needed. We do not practice corporal punishment.

Consequence Guidelines

In correcting behaviors that disrupt the classroom environment or learning, teachers will use the following steps:

1. Verbal warning and/or loss of privileges
2. Conferring privately with the student to explain the violation and expected behavior
3. Parent contact via email
4. Office referral

The teacher will document the last two steps in FACTS. Refer to the particular grade’s Classroom Essentials Guide for specific behavioral expectation details.

Behaviors Warranting Immediate Office Referral

- Causing physical harm, e.g. pinching, shoving, spitting, kicking, hitting, or restraining
- Indecent exposure
- Continued defiance after correction
- Repeated verbal, emotional, or physical aggression toward faculty, staff or students

The principal will confer with the student and decide what consequences are warranted by the offense.

Disciplinary Actions for Major Misconduct

1. Suspension (assigned by the Administration)
 - a. No access to campus, classes, or school activities for 1-3 on-campus school days.
 - b. No opportunity to make up missed work.
 - c. Possible inclusion of other requirements deemed appropriate by the administration and/or board.
 - d. Failure to meet those requirements may extend the duration of the suspension or lead to expulsion.
2. Expulsion
 - a. Expulsion is viewed by the school as a last but sometimes necessary resort.
 - b. All situations will be handled on a confidential, case by case basis as deemed necessary by the student’s history, circumstances, and staff recommendations.
 - c. The expulsion will be reviewed by the Board of Trustees who will make the final decision based on what is best for the school body as a whole.

Examples of major misconduct include, but are not limited to, physical altercation, bullying, blatant disrespect toward faculty or other students, repeated offenses, or any of the zero-tolerance behaviors listed below.

Zero-Tolerance Behaviors

The following is a non-comprehensive list of major infractions that warrant consideration for expulsion from the school. These behaviors are prohibited on school property and at any school-sponsored event, even during non-school hours. Off-campus behaviors in the following categories may also result in disciplinary actions. For practical purposes, students should assume that the school has a zero-tolerance approach for:

- Committing a felony offense on campus, including possession of THC extract or concentrate. If a student commits a felony on campus, the school will call the police, and the student will be expelled.
- Threatening or harassing (sexually or otherwise) other students either face to face, through intermediaries, or via electronic media. This includes intimidation, coercion, harming, or brandishing a weapon with the purpose or result of causing fear, embarrassment, or humiliation.
- Making a credible death threat, including verbally, in writing, and/or electronically.
- The use of electronic media to send, create, view, or possess pornographic images, materials or words of a sexual nature to another student (a.k.a. “sexting”)
- The purchase, possession, use, or distribution of:
 - Illicit or illegal drugs (including marijuana and THC edible or vape)
 - Tobacco or vaping products and devices
 - Alcoholic beverages
 - Any prescription drug in a manner not consistent with the instructions of the prescribing physician
 - Legal over-the-counter drugs, or “home-made” preparations or remedies for purposes other than legitimate medical treatment
 - Prescription or over-the-counter pharmaceuticals in a form that would not normally be purchased, or
 - Paraphernalia that is customarily used for illegal drug use or drug abuse
- Possession of a weapon, including:
 - Firearms of any type
 - Knives
 - Fireworks
 - Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists
- Celebration or promotion of the following
 - Sexual activity and/or speech
 - Criminal activity
 - Involvement with witchcraft, the satanic, the occult, and paganism, atheism, or agnosticism

Dress Code

Adhering to the CCPS dress code is mandatory as a reflection of the school’s stated aims to honor God and disciple students. The dress code helps limit classroom distractions and encourages academic focus. It also

promotes modesty and propriety and de-emphasizes the use of clothing to establish self-identity or gain attention and social status (Matt. 6:28-34; 1 Peter 3:2-4; 1 Tim. 2:9, 10).

If you personally disagree with certain specifics of the dress code, we ask that you defer to the present practice and speak respectfully of these matters in your home. We ask this for the sake of the biblical principles they represent and for the peace and order of the learning environment.

All elements of the dress code are in force on the campus from 8:00 am to 4:30 pm on school days. During that time, students anywhere on campus must be dressed in either proper class attire or proper sports attire. While dress code enforcement will be limited to school days, provisions and standards relating to modesty and decency should be respected by the students and are enforceable by the staff anywhere on the campus as well as at off-campus school-sponsored events.

Administration and faculty have authority and discretion as it relates to dress code enforcement. The principal has the authority to determine whether a student's attire or hairstyle is appropriate, and may remove from the campus or otherwise discipline any student deemed to be inappropriately dressed. The administration also reserves the right to grant a limited variance to these regulations for special purposes, such as special dress days or other instructional exercises, provided that high standards of modesty are always upheld.

General Dress Code-Related Regulations

1. All uniform items must be labeled with the student's name
2. All clothing should be in good condition and fit the student well.
3. All clothing should be hemmed and not wrinkled, soiled, nor stained.
4. No fraying, holes or tears are allowed.
5. Hair must be kept groomed, clean, nondistracting, and a natural color.
6. For young men
 - a. Hair must be out of the face and eyes, and must be above the bottom of the shirt collar
 - b. No earrings or other piercings
7. For young women
 - a. Hair must be out of the face and eyes and should look feminine in style with no shaving.
 - b. Headbands, bows, or other accessories must be solid school colors—navy, gray, or khaki.
 - c. Young women may wear up to two earrings per ear; no other body jewelry is allowed.
 - d. Necklaces or bracelets are allowed but should be simple and not distracting. The school is not responsible for lost jewelry.
8. All tattoos must be covered, including temporary ones.
9. No hats or other head coverings, such as bandanas and hoods, may be worn on campus during the school day.
10. The principal and teachers may declare any article of clothing or jewelry unacceptable for school wear.

Class Uniforms

Tommy Hilfiger is our official uniform provider and all class uniform polo shirts with logos must be ordered through them. Find them at <http://globalschoolwear.com/>.

Crestmont is part of their Partner School program, so use the following code when ordering: **CRES01**

Young men

- Navy or gray polo shirt with logo, long or short sleeve (must be ordered through Tommy Hilfiger)
- V-neck or Full Zip Sweater—solid gray or navy (optional)
- Pants or shorts—khaki, gray, or navy, uniform style only (NO cargo pants or shorts)
- Shoes—any color, closed-toe, closed-heel, flat soles, no boots, no glitter, sequins, characters, wheels, or lights
- Socks—white, black, navy or gray when wearing shorts (no color requirement when wearing pants)
- Outerwear—solid gray or navy jacket or fleece, logo optional, (no denim); Crestmont logo only (**no other writing, insignias, logos, or images**)

Young women

- Navy or gray polo shirt with logo, long or short sleeve (must be ordered through Tommy Hilfiger)
- V-neck or Cardigan Sweater—solid gray or navy (optional)
- Pants, skort, or skirt—khaki, gray, or navy (skort and skirt must be knee-length; skirt should be worn with spandex shorts underneath for modesty's sake)
- Polo dress, K-5 only—navy
- Shoes—any color, closed-toe, closed-heel, flat soles, no boots, no glitter, sequins, characters, wheels, or lights
- Socks—white, black, navy, or gray when wearing skort or skirt (no color requirement when wearing pants)
- Outerwear—solid gray or navy jacket or fleece (no denim), logo optional; **Crestmont logo only (no other writing, insignias, logos, images, etc.)**

The administration has the authority to declare any images, writing, logos, insignias, etc, inappropriate and therefore not allowed on campus. This includes those on backpacks, bags, folders, binders, etc.

Spirit Day Attire

Every Friday and the last Tuesday of each month at CCPS is a Spirit Day. Boys may wear a Crestmont t-shirt with jeans or uniform pants or shorts. Girls may wear a Crestmont t-shirt with jeans or uniform pants, capris, skirts, or skorts.

P.E. & Athletics Uniform

Crestmont Spirit t-shirt, black, gray, or navy mesh shorts or athletic pants, socks, and athletic shoes. Leggings and athletic pants must NOT be worn alone but should be worn with shorts. Shorts must be at least fingertip length. New students are allowed to wear solid navy, blue, gray or black t-shirts until they receive their spirit wear shirts.

Outerwear:

Crestmont uniform or Spirit Day outerwear may be worn in class and Chapel. Non-uniform outerwear may be worn in class and Chapel if it is solid navy or gray with no writing, insignias, logos, or images. Heavy winter coats may be worn outside, but not in class or Chapel.

House Spirit Attire

Students may wear official Crestmont House Spirit shirts on Spirit Days. All previously mentioned restrictions

apply.

Field Trip Attire

When participating in a school-sponsored field trip, the students will wear spirit attire or CCPS uniform attire, as directed by the teacher.

CCPS Attire in the Community

Our students are the best recommendation for our school, and we encourage you to wear your spirit shirts often. However, please remember that you represent the Lord, your family, and your school, and your behavior while wearing a spirit shirt should accurately reflect what it means to be a CCPS Warrior.

Dress Code Enforcement Process

1. For the first offense, the student will receive a verbal warning which includes an explanation of the correct dress code.
2. On the second offense, the student will be warned again and an email will be sent to the student and parents. For secondary students the offense will be entered in the Disciplinary Record for all teachers to see.
3. For subsequent violations, the parents will be called to pick up the student from school.
 - The student must come into compliance with the dress code in order to return to class.
 - Over the next 4 weeks the student must check in at the beginning of his/her day with the principal.
4. A violation of the code after these measures will be considered a behavioral violation which earns the student suspension or other consequences as deemed necessary by the administration.

Academics

Learning Difference (LD) Policy

CCPS does not currently have the resources to provide all educational services to students with significant LD or behavioral issues. (Significant differences are defined as those that necessitate modifications requiring one-on-one teaching, testing modifications, etc.) If a learning difference is diagnosed after admission to CCPS, the student will continue to be required to meet the same academic and behavioral standards as appropriate to his or her grade level, and will continue to receive the same amount of individual instruction as his or her classmates.

Accommodations in Standard Instructional or Evaluation Practices

To qualify for accommodations in instruction or assessment, a student must have documentation of a learning difference diagnosis on file in the office. The principal will review the documentation and develop an accommodation plan for the student. This may include therapeutic practices to help the student succeed. If diagnosis-specific therapy is needed, the parents will need to find those resources outside of CCPS. Except for the adjustments outlined in the accommodation plan, the student will be assessed and expected to follow the lesson plans just as his or her classmates are.

If, at the sole discretion of the CCPS administration, it is not in the best interest of the student, or his or her classmates or teachers for the student to remain at CCPS due to learning differences or behavioral issues, CCPS will work with the family to develop an alternate plan of instruction to transition the student out of CCPS. On occasion, and at the sole discretion of the administration, CCPS may allow a student with a diagnosed LD to

remain enrolled in CCPS if satisfactory accommodations can be arranged for and provided at the sole cost of the student's family. Administration will review the accommodations needed and determine if they will be attainable in a CCPS classroom.

Attendance Policy

Tardies

Being on time for class is an easy way to honor teachers and classmates. On the other hand, when a student is late to a class, he or she breaks the flow of the lesson in progress and undermines its effectiveness, which hinders learning for everyone. Therefore, students must avoid being tardy.

Primary or elementary students are considered tardy if they are not present in class or Chapel at 8:25. Secondary students are considered tardy if they come into class or Chapel after the scheduled start time.

High school students with driving privileges who leave campus and return during school hours must be back in class at the time set by a teacher or the principal. If such a student fails to return punctually 3 times, it will count as an unexcused absence, and he or she will lose the privilege of leaving campus for a time period set by the principal.

Tardy Policy

Class time is limited and therefore every minute counts, particularly for secondary students. Therefore students must be on-time for classes and Chapel. Three unexcused tardies equals one unexcused absence. Tardies are excused only if a parent comes into the office with the tardy student and explains the reason for the tardiness. When a student is consistently tardy, the administration will schedule a meeting with the family.

Refer to a particular grade's Classroom Essentials Guide for specific punctuality expectations and consequences.

Absences

For purposes of accuracy and uniformity, primary or elementary students are considered absent if they are not in class or Chapel by 8:35 am. Secondary students are considered absent if they are not present in class 10 minutes after the scheduled start of class or Chapel.

Reporting an absence

If a student will be absent for any part of a school day, a parent must email the administrative assistant before 9:00 a.m. with the following information:

- Date of absence
- Full name and grade level of student
- Reason for absence

Excused Absences—The following are generally considered valid reasons to be absent from class:

- Doctor/dentist appointment, verified with a doctor's note (please try to schedule these outside of class time if possible)
- Personal illness
- Sickness or death in the immediate family
- Athletic, 4H, or other organized competitions (the school must have at least two weeks' advance notice for these absences)
- Family emergencies (parents should contact the school, if at all possible)
- Car trouble, hazardous weather, or road conditions that make travel dangerous or impossible
- Missions trips (the school must have 30 days' advance notice for these absences)

- Other absences MAY be considered excused by the principal if they meet the following criteria:
 - The activity is educational in nature.
 - The student is in good academic standing at the time of the request
 - The family provides a written request to the principal at least 30 days prior to the absence

Family Trips

- We strongly urge, for the sake of our teachers, that families take their trips during our 6 scheduled breaks. Those dates on the CCPS calendar on FACTS.
- Families are limited to 1 excused trip per school year
- This trip must be excused by the principal 30 days in advance, so teachers can plan accordingly.

Unexcused Absence Policy

An absence will be recorded as unexcused if a parent did not email the school with the required information above for an excused absence, or if the absence is not due to any of the reasons listed for an excused absence.

Work missed because of an unexcused absence may not be made up.

The consequences of having multiple unexcused absences are the following:

- 2 unexcused absences earns the student a meeting with administration and his or her parents to assess the situation and outline an attendance plan.
- Subsequent unexcused absences will result in more serious consequences, including detention, suspension (see Disciplinary Actions for Major Misconduct above) or dismissal from CCPS without refund of tuition or fees.

Makeup Work

Students must regularly attend classes in order to successfully complete a course or grade. Therefore, it is the responsibility of the co-teachers and students to complete any lessons missed as deemed necessary by the classroom teacher.

Work missed because of an unexcused absence may not be made up.

(For more details, see Late Work Policy under Grading, Evaluation, and Feedback below.)

Leaving Campus Early

When possible, appointments should be scheduled for home days. If a student must leave campus for a valid reason (see Excused Absences list above), a parent must email the administrative assistant with the following information:

- Student's full name and grade level
- Date and time the student should be released from class
- Reason for leaving campus

Failure to email the administrative assistant will result in unexcused absences for classes missed.

NOTE: For record-keeping purposes and safety precautions, a parent must come to the office to sign out the student and wait for him or her there. The student's teacher will send the student to the office. The parent or designated adult may not come to the classroom to collect the student.

Grading, Evaluation, and Feedback

General Perspectives

We will strive to view and publicly present grades not as a commentary on the relative worth and value of the individual, but rather as accurate reflections of the quality of his work in a given subject at a given time. While many in our society do indeed use grades for the purpose of classifying students, we commit ourselves to avoid this tendency.

At CCPS grades serve four basic purposes:

1. To help us teach, correct, and train
2. To provide us with a just and legitimate means of holding students accountable for the quality of their work
3. To help us determine if a student is ready to progress to the next grade.
4. To provide us with an ongoing and widely understood means of communicating a student's relative progress and achievement to his parents and other parties, such as college entrance boards or other schools to which the student may transfer, who have a legitimate interest in knowing such information.

In order to accomplish this, we may utilize curriculum maps and scope and sequences based on learning objective standards. Grading rubrics are used as a consistent measure of student growth. Students will be graded by comparing their level of accomplishment against reasonable expectations of what they should be able to accomplish at that grade level.

The ultimate purposes of these standards will be to give the student and his/her co-teacher valid and meaningful feedback, to encourage a disciplined approach to academic study, and to encourage the student to progress in his learning and achievement.

Grading Scale

Kinder through second grade are assigned letter grades E, S, N, U, and I. The letter grade equivalents are as follows:

- Excellent**—E+ = 100-97, E = 96-93, E- = 92-90
- Satisfactory**—S+ = 89-87, S = 86-83, S- = 82-80
- Needs improvement**—N = 79-70
- Unsatisfactory**—U = 69-59
- Incomplete**—I = 58-0

The grading scale for third grade through eighth grade is based on the College Board standards used to configure high school grades. The letter grade equivalents are as follows:

- | | | | |
|-------------|------------|------------|-----------------|
| A+ = 100-97 | B+ = 89-87 | C+ = 79-77 | D = 69-65 |
| A = 96-93 | B = 86-83 | C = 76-73 | F = 64 or below |
| A- = 92-90 | B- = 82-80 | C- = 72-70 | |

Configuring grades for high school is complex due to pre-university considerations. Please consult the High School Classroom Essentials Guide for more information.

Grading Period and Report Cards

The school year is divided into four grading periods each year (for a total of 33 school weeks). During grading periods, teachers regularly enter grades into FACTS, and those grade records are easily accessed through the Parent Portal on FACTS. Teachers will communicate with the parents if student performance is in jeopardy. An academic growth plan by administration in coordination with the teacher will be set up as needed.

Dual Credit

Dual credit is open to 11th and 12th graders only and must be pre-approved by the principal 30 days before the start of the semester.

Transfer Credits

A transfer credit is a credit that CCPS grants to a student for educational experiences or courses completed at another school. Students may transfer high school credits from an accredited public or private school by providing a complete transcript from the previous school. While credit may be granted for transferred courses, the grades earned at any institution other than CCPS, including home school, will not be averaged into the student's GPA.

Acceptance of credits from non-accredited schools or other sources will be at the sole discretion of the administration and will be considered on a case-by-case basis.

To receive transfer credit for a course, a CCPS student must have the following:

- Written approval from the principal and high school team lead, granted prior to beginning the course
- A transcript from the other school, accompanied by work samples
- A grade of 70 or higher for the course

Transfer PE Credit

Students seeking transfer credit for Physical Education (PE) must have the following:

- Written approval from the principal and high school team lead, granted prior to beginning the course or activity
- A completed Off-Campus PE form

The grade for an off-campus PE course will be Pass/Fail only and will not be calculated in the student's GPA.

Standardized Testing

Mandatory standardized testing is done in the spring, using Iowa Assessments material. Grades 3-5 take a practice test in order to familiarize students with the format. Other than that, there is minimal preparation for the tests, and the results do not impact a student's grades.

However, we do use the results to assess the effectiveness of our curriculum and teaching methods.. This includes spotting instructional strengths we need to maintain and areas of weakness we need to address at various levels and over multiple years.

Late Work Policy

Time constraints are part of life at all stages of maturity. As part of our students' training in self-discipline and diligence, CCPS imposes a penalty for turning in work after the due date. This penalty is different depending on the grade level and class, so please refer to the appropriate Classroom Essentials Guide (posted on FACTS) for specifics.

Penalties and the opportunity to make up the missed work differ depending on the nature of the absence.

Work missed due to an excused absence:

- Parents have the responsibility for communicating with the teacher in advance of the absence.
- The student may work ahead IF those lesson plans are available.
- The teacher will explain which assignments need to be made up, and the lesson plans on FACTS will provide the specifics for each assignment.

- Assignments missed may be turned in up to one week after the due date without incurring a late work penalty.
- Refer to the Classroom Essential Guide for specifics.

Work missed because of an unexcused absence may not be made up.

Academic Standing

- Students must earn an average of 70 or better in every class for the year in order to advance to the next grade
- In secondary, a student must earn an average of 70 or better in a prerequisite course in order to advance to the next course.
- If a student earns a semester average of below 69 or less in a course or subject, he or she will be placed on academic probation.
- For students on academic probation, the teacher, team lead, and principal, team lead, and teacher will work with the student and parents to develop an Academic Growth Plan.
- The parents are responsible for ensuring the student adheres to the Academic Growth Plan.
- If the academic requirements are not met or progress is not evident, the parent and student will be counseled about the next steps.

Conflict Resolution

Having different gifts, experiences, and perspectives, we occasionally come into conflict over certain issues. How we resolve these issues is the litmus test for character. The goal is resolution and restoration which requires love and humility from everyone involved. And the first step will always be to pray for wisdom in discerning the truth of the issue.

Using social media to air school-related disagreements, disappointments, or difficulties is never the right way to resolve conflict. At CCPS we abide instead by the principles laid out in Matthew 18:15-17:

Moreover, if your brother sins against you, go and tell him his fault between you and him alone. If he hears you, you have gained your brother. But if he will not hear, take with you one or two more, that by the mouth of two or three witnesses every word may be established. And if he refuses to hear them, tell it to the church, but if he refuses even to hear the church, let him be to you like a heathen and a tax collector.

If your student feels threatened with bodily harm on campus, tell the teacher and principal immediately to ensure your child's safety.

To resolve the other circumstances below, ALL the steps must be completed in the order given:

Conflict with a staff member

1. The parent talks it over with the other individual.
2. If the conflict involves a teacher, the parent makes an appointment to discuss it with the team lead, preferably with the other staff member included.
3. If the conflict involves a team lead, he or she will confer with the principal.
4. The principal will set an appointment to talk with both parties.

Student to Student On-Campus Conflict

1. The parent works with the other parents to find resolution.

2. The parent makes an appointment with the teacher to discuss the situation.
3. The parent makes an appointment to discuss it with the team lead and the teacher.
4. The team lead confers with the principal.
5. The principal sets an appointment to talk with the students and parents

Disagreement over Academics

1. The parent makes an appointment with the teacher.
2. The parent makes an appointment with the team lead.
3. The team lead makes an appointment with the principal to discuss the disagreement.
4. The principal sets an appointment to talk with the parent and the teacher

Policy on Academic Integrity

Significance and Purpose

The mission and purpose of CCPS demand that we require adherence to high standards of personal integrity and provide corrective disciplinary action when those standards are not met.

Academic dishonesty in any form is not only a serious breach of personal integrity, but it is also a serious hindrance to authentic learning. Because of this, CCPS will enforce the following policy in order to curb and, when necessary, impose consequences for academic dishonesty.

Definition

Academic dishonesty is broadly defined as any attempt on the part of a student or parent, whether realized or not, to falsely represent the student's level of achievement or mastery in a given course or with regard to any element of that course. This includes, but is not limited to, the specific elements defined below.

Specific Guidelines

The following define the school's protocols for safeguarding academic integrity in specific elements of a class or course:

- All quizzes, tests, and other examinations, whether conducted in the classroom or in some other location, must be taken at a single sitting and without outside assistance, including but not limited to books, notes, other individuals, reference works, and audio or visual media. Any exception to these guidelines must appear in the lesson plans, the evaluation instrument itself, or other written instructions disseminated to all of the students in the class.
- Individual assignments are to be completed by the student without assistance of any sort, including but not limited to information provided in teacher edition textbooks, unless such assistance is specifically authorized in writing by the teacher or the Classroom Essentials Guide (CEG).
- Major papers and projects should be completed by the student only or by the members of a student group constituted by the instructor for the purpose of completing the paper or project in question without other assistance of any sort, except as explicitly authorized by the instructor. Any exception to these guidelines must appear in the lesson plans, the evaluation instrument itself, or other written instructions disseminated to all of the students in the class.

Plagiarism

Plagiarism is using ideas, words, graphics, or other material borrowed from a source without properly giving credit to that source. To avoid plagiarism, a student must give credit properly when using any of the following:

- another person's idea, opinion, or theory

- any facts, statistics, graphs, drawings, or other sources of information 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

In the case where plagiarism is suspected in a student's work, a meeting will be called by the teacher and an assessment made of the work. Academic dishonesty may result in the student re-doing the assignment, doing additional work, and/or receiving a grade of zero.

Consequences for plagiarizing a source are as follows:

1. Verbal warning and explanation of why it is plagiarism and how to avoid it
2. Zero for the plagiarized part of the assignment, incident recorded in the Disciplinary Record, and an email to parents
3. Zero for the entire assignment, incident recorded in the Disciplinary Record, and the teacher has a conference with the student and his or her parents
4. Zero for the entire assignment, incident recorded in the Disciplinary Record, and the teacher and principal have a conference with the student and his or her parents

Parent Roles

Parents are responsible for ensuring that their students are pursuing a bona fide course of study as stated in the laws of Texas concerning home education. For CCPS parents this means making sure their students are following the lesson plans provided by the classroom teacher to the best of their ability. Parents must also monitor their student's academic development, which includes thorough completion and timely submission of assignments.

One of the most important responsibilities of parents is safeguarding their family's integrity by making sure their students are completing assignments on their own. This ensures that there is no discrepancy between a student's performance on home assignments and his or her preparedness for classroom work. If such a discrepancy does occur, the principal may be asked to intervene and address this lack of diligence.

For primary and elementary students, home instruction, either by parents or a tutor, is more direct and hands-on than in secondary. It will include direct instruction on new material, preparation for in-class studies, and/or review for mastery and assessment. As the student matures, parents can gauge how much independence their students can handle successfully.

In middle school the gradual increase in independence continues. These students are helped best in developing disciplined study habits through encouragement and consistent use of consequences. Teachers in these grades depend on parents to allow students to experience the effects of poor decision-making. They also depend on parents to let them know if their student is struggling with the physical and emotional changes that are part of this stage of life. That way the teacher, and possibly the principal, can step in to work through these struggles with the student and his or her parents

Typically parents of high school students have reached the stage of simply monitoring the independent school work performed by their children and holding them accountable for their decisions. Because emotional maturity can still waver at this age, parents should be ready to provide guidance and structure as needed. The goal for the student is to be college-ready, which means having the independent study skills and self-discipline necessary for post-high school education and training.

Elective Classes and Extracurricular Activities

The purpose of elective classes and extracurricular activities is to allow students to step away from typical academic content and school environment to experience new and enriching opportunities.

Elective Classes are defined as those middle school and high school courses offered for credit which are not core subjects. These classes take place during the regular school day and may require an additional fee. Students are able to choose their elective class each year.

Extracurricular Activities (also referred to as clubs) are those which require time outside of the regular school day. All of them require a participation fee.

Eligibility Policy

CCPS has eligibility standards primarily because a student's academic work should be top priority. In addition, we must protect the school's integrity by aligning with the eligibility policy of any league or other organization we're members of. Therefore we have established four eligibility periods with the following reporting dates:

1. September 22
2. November 27
3. February 16
4. April 19

If a student is ineligible on any of those reporting dates, he or she may not dress out nor participate in extracurricular performances or competitions for a minimum of two school weeks, meaning, not including break weeks. An ineligible student will still be allowed to practice, rehearse, or sit on the bench during competitions. The student will regain eligibility at the end of the 2-week period if he or she has grades of 70% or above in all subjects.

Parents and students can check eligibility status by accessing the grade record on FACTS. Also, FACTS sends reports to a student's family if a student is not passing a subject.

General Information

Crestmont Service Policy

CCPS seeks to help students gain an excellent education at a reasonable cost. To achieve this goal, we rely on parents to invest time, effort, and expertise in running our school efficiently and providing special events and experiences. When everyone contributes, our school is strengthened and enriched.

Required Service Policy:

1. Each family is required to contribute 8 hours per semester of service to CCPS. That is per family, not per student.
2. Each family's service hours will be tracked by the administrative assistant and may be accessed on FACTS/SIS.
3. For a family's service hours to be accurately credited to them, parents must sign the register in the office and log both their arrival and departure times.
4. Families who do not complete their service hours will be charged \$62.50 for every service hour not completed.

Service opportunities abound at Crestmont. For help in finding one that fits your interests, abilities, and schedule, contact any of the following:

- Administrative Assistant Whitney Wills (wwills@crestmontprep.org)
- CPO Lead (cpogroup@crestmontprep.org)

- Booster Club
 - boosterpresidentr@crestmontprep.org
 - boostervp@crestmontprep.org
 - boostersecretary@crestmontprep.org
 - boostertreasurer@crestmontprep.org

Visitor Policy

The primary purpose of these regulations is the safety and security of our students and staff.

By its very nature, CCPS encourages a high level of parental participation in education. However, in order to enhance both student safety and operational efficiency, CCPS has adopted the following guidelines governing the presence of visitors on the campus during regular school operating hours (8:00-4:30 on school days).

For the purposes of this policy, “visitors” are defined as all individuals other than school employees or students (on their respective class days) present in any part of the building other than the front office complex, or on the grounds other than the normal student loading area (e.g. the front walk or parking lot).

1. All parents who would like to visit their child’s classroom must schedule that through the administrative assistant (wwills@crestmontprep) with the teacher’s knowledge.
2. All visitors must sign-in with the administrative assistant in the office upon arriving at the campus and must sign out when leaving. A written record is kept of the name, date, and the intended business of each visit.
3. All visitors must wear a visitor badge during their visit.
4. All visitors must comply with all rules and regulations governing employee or student conduct, including godly behavior and speech and appropriate, modest attire.
5. While we encourage parent participation, a parent’s time in the classroom must not be a distraction for the teacher or students.

Anyone failing to abide by these provisions may be denied access to any and all restricted areas or be required to leave the campus. Persons having no legitimate connection with the school or sanctioned reason for being present on the school campus will be asked to leave immediately.

Fundraising Guidelines

1. Fundraising activities, campaigns, or events must have a clearly communicated purpose and goal that supports the mission of Crestmont Christian Preparatory School.
2. The fundraiser should honor the donor and steward the monies with integrity and responsibly towards the designated goal established at the beginning of the funding campaign.
3. All fundraisers must be approved by the Principal and Board of Trustees.
The approval process is as follows:
 - ~Complete a Fundraiser Approval Application 1 month prior to the start of the fundraiser. You may request an application from the Administrative Assistant.
 - ~The application may be printed, completed and turned into the Administrative Assistant or submitted online through Google Forms.
 - ~Notification of the decision will come by phone or email within 2 weeks of submission.
4. All volunteers and students working the fundraiser must represent the principles that exemplify a Crestmont Warrior.
5. Fundraisers cannot overlap one another, and dates need to be confirmed with the school’s master calendar.
6. There must be clear communication of how monies earned will be appropriated.

7. Groups or organizations wishing to raise money are allowed one fundraiser on-campus; all other fundraising ventures must take place off campus.

Arrival and Dismissal

Arrival Procedures

Upon arriving, Primary and Elementary students will report to their classrooms and wait for chapel to begin. Middle school students need to turn in assignments, as soon as they arrive, before proceeding to class. High school students congregate in the lunchroom until their classrooms are available.

Dismissal Procedures

Parents, for everyone's safety, stay in your vehicle in the pick-up line. Any exceptions to this must be prearranged with the office.

All classes will line up outside in their designated spots at 3:30 and will be dismissed only to a parent or authorized substitute. Staff and volunteers will assist students if needed. Parents must stay in their vehicle. Teachers will stay with their class until all their students have been picked up. Students of faculty will be dismissed to their parents.

Any student not picked up by 3:45 will wait in the office. Multiple late pick-ups may result in a monetary fine.

If students are staying after school for electives or extracurricular activities, nonparticipating siblings must be picked up at regular dismissal time.

Rainy-day Dismissal

When weather prohibits the usual dismissal procedure, pick-up will happen in the portico on the south side of the main building. Parents and teachers will be notified via an all-school text. Students will line up in the downstairs hall and remain there until they are picked up.

Dismissal Pickup Permission Information

It is very important that parents provide a list of individuals who are authorized to pick up students from school and, equally important, any individuals who are NOT allowed to pick up students. It is the family's responsibility to keep the pick-up list updated in FACTS/SIS and notify the administrative assistant (wwills@crestmontprep) and teachers of any changes.

Emergency Contact Information

Parents must provide several numbers the administration may call in case of an emergency. Please keep the administrative assistant updated with any change of phone numbers or email addresses. It is the family's responsibility to keep information in FACTS/SIS up to date.

Hazardous Weather Schedule

CCPS generally follows the lead of Boerne ISD and First Baptist Church of Boerne in canceling or delaying school because of the weather. CCPS will send a text alert if the decision to cancel or delay is made.

Medical Guidelines

In the event of widespread disease, school protocols for maintaining health and safety may be amended to abide by medical best practices.

Fever

- Do not send a child to school if he or she has a fever.

- Students should have a normal temperature for 24 hours before returning to school after an illness
- A child with a temperature of 100 degrees or more, or of 99-100 degrees accompanied by symptoms of illness, will not be allowed to remain at school, and a parent must come to pick up the child.

General First Aid Procedures

The front office staff are the primary providers of general first aid during the school day.

Medication Policy

Students are not allowed to carry any form of medication onto the campus, including aspirin, Tylenol, cough drops, etc. Student medications must be handed to staff members by parents

All prescribed medications (excepting asthma inhalers) must remain locked in the school's medicine cabinet or refrigerator

Medication may be administered to students on campus according to the following protocols:

- Prescribed medications: Parents must have given the medication to the school in a labeled container stating the student's name, medication and dosage.
- Over-the-counter pain relievers: Tylenol or Advil may be administered only after calling parents for permission and only to students whose parents have signed the Tylenol/Advil Permission section of the medical history form. This form is kept in the student's file in the main office. Frequent or prolonged need for Tylenol/Advil will require a doctor's note before the school will continue to administer the medication.

Health Screenings

Vision and Hearing

All students in grades K, 1, 3, 5, and 7 and all students new to Texas must be screened for vision and hearing. CCPS offers these screenings in the fall at no cost to families. If you do not want your student to participate in these screenings, you'll need to provide a religious exemption affidavit or written proof of screening by a physician for the current year along with the results of the screening.

Scoliosis

Students in grades 6 and 9 should be screened for scoliosis, or curvature of the spine. CCPS also offers this free screening which involves visual inspection of the student's bare back as he or she stands and bends forward. If you do not want your student to participate in this screening, you'll need to provide a religious exemption affidavit or written proof of screening by a physician for the current year along with the results of the screening.

Immunizations

Every student is required to have his medical records on file and up to date before the beginning of each school year. Students whose records are missing or incomplete within one week of the student's first day of school will not be allowed to continue attending classes until the requirements are met or a variance is obtained by the parents through the state of Texas. For more information about Texas immunization requirements, please talk to your pediatrician or visit www.immunizeTexas.com. For detailed state guidelines, see "Immunization Records" in Appendix.

Immunization Exemptions

Texas Administrative Code (TAC) §97.61 states that immunization requirements apply to all students in public and private schools. Section §97.62 of that code states that exemption from the immunization requirements requires one of the following:

- (a) A written statement from a physician stating that the vaccine(s) required would be medically harmful or injurious to the health and well-being of the child
- (b) An Exemption for Reasons of Conscience affidavit completed and notarized. Instructions for requesting this affidavit can be found at www.ImmunizeTexas.com.

The code does not allow parents or guardians to elect an exemption simply because of inconvenience. The appendix below has the text of the applicable portions of the TAC §97.62 addressing immunization exemption.

Documentation

Since many types of personal immunization records are in use, any document will be acceptable when the school is provided valid documentation by a physician or public health agency. The month, day, and year of vaccination received must be recorded on all school immunization records created or updated after September 1, 1991.

Snacks and Lunches:

- FBC Boerne is a tree nut- and peanut-free campus. This includes peanut butter or other nut butters.
- All citrus fruits must be peeled and cut before being brought to school due to citrus fruit allergies.
- Students should bring a nutritious lunch and snack, and a water bottle to school.
- Snacks will be eaten in the classroom, so do not send snacks that are messy or could stain carpet.
- Please include napkins and utensils in your child's lunch, because the school does not provide these items.

Lunchroom rules for students

- Use inside voices and be polite at all times.
- Keep hands and feet to yourself.
- No sharing or trading of food. This is a health department regulation to safeguard students with food allergies.
- Use good table manners.
- Clean up your area, throw away trash, and push in your chair before leaving the lunchroom.
- Raise your hand if you need help.

Photo-sharing

On occasion, candid photographs may be taken of students during school activities. The school reserves the right to utilize any photos as deemed appropriate by the school in yearbooks, the school website, newsletters, brochures, and the like.

Any photos submitted for posting on the class share-sites are the responsibility of individual families and are not required to be posted by the class teacher or class site administrator. Any photos that may be deemed inappropriate or potentially offensive to someone may be removed at any time without warning by the school. It is the responsibility of the parents to notify school administration if their child's picture cannot be posted in previously mentioned ways.

Playground rules:

- Listen to and honor those adults monitoring the playground
- Live the golden rule – treat others as you would want to be treated.
- Stay inside the fenced or defined playground area at all times.
- Keep hands and feet to yourself.
- Be very careful about throwing or kicking.

- Enjoy the playground equipment safely.
- Excluding others from games is not allowed.
- Have fun!

Schoolwide E-mail Policy

Any information that is sent to the entire school body must be submitted to the principal first for approval and, if approved, will be distributed from there. In respect for each family's privacy, mass email distributions will be sent as blind copies. Emailing to smaller groups such as class families or fellow volunteer team members is permitted with their permission.

Appendix

Texas Administrative Code (TAC) §97.62

“Exclusions from compliance are allowable on an individual basis for medical contraindications, active duty with the armed forces of the United States, and reasons of conscience, including a religious belief.” . . . For school and childcare attendance, the state allows for medical exemptions to accommodate these individuals. Schools and childcare facilities should accept medical exemptions that are signed by a US-licensed MD or DO and clearly state a medical reason the person cannot receive specific vaccines. . . .To claim an exclusion for reasons of conscience, including a religious belief, the child's parent, legal guardian, or a student 18 years of age or older must present to the school or child-care facility a completed, signed and notarized affidavit on a form provided by the department stating that the child's parent, legal guardian, or the student declines vaccinations for reasons of conscience, including because of the person's religious beliefs.”

“Submitting an Exemption for Reasons of Conscience

The form must be submitted to the school or child-care facility within 90 days from the date it is notarized. The affidavit will be valid for a two-year period from the date of notarization. A child or student who has not received the required immunizations for reasons of conscience, including religious beliefs, may be excluded from school in times of emergency or epidemic declared by the commissioner of the department.”

Immunization Requirements

The minimum immunization requirements for the current school year are listed below. Immunization records showing the following immunizations must be submitted before the first day of the school year.

All students in kindergarten through 12th grade must have proof of:

- **For K - 6th grade:** Five doses of diphtheria-tetanus-pertussis vaccine; one dose must have been received on or after the fourth birthday. However, four doses meet the requirement if the fourth dose was received on or after the fourth birthday. For students aged seven years and older, three doses meet the requirement if one dose was received on or after the fourth birthday.

For 7th grade: One dose of Tdap is required if at least five years have passed since the last dose of tetanus-containing vaccine.

For 8th - 12th grade: One dose of Tdap is required if at least ten years have passed since the last dose of tetanus-containing vaccine. Td is acceptable in place of Tdap if a medical contraindication to pertussis exists.
- **For K - 12th grade:** Four doses of polio vaccine; one dose must be received on or after the fourth birthday. However, three doses meet the requirement if the third dose was received on or after the fourth birthday.
- **For K - 12th grade:** Two doses of MMR are required, with the first dose received on or after the first birthday. Students vaccinated prior to 2009 with two doses of measles and one dose each of rubella and mumps satisfy the requirement.
- **For students aged 11 - 15 years:** Two doses of hepatitis B vaccine meet the requirement if adult hepatitis B vaccine (Recombivax®) was received. Dosage (10 mcg / 1.0ml.) and type of vaccine (Recombivax®) must be clearly documented. If Recombivax® was not the vaccine received, a two-dose series is required.

- **For K - 12th grade:** 2 doses of varicella are required. The first dose must be received on or after the first birthday.
- **For 7th - 12th grade:** 1 dose of quadrivalent meningococcal conjugate vaccine is required on or after the student's eleventh birthday. If a student received the vaccine at 10 years of age, this will satisfy the requirement.
- **For K - 7th grade:** 2 doses are required. The 1st dose of hepatitis A must be received on or after the 1st birthday. Special note: a child will not be considered delinquent in this series until 18 months have elapsed since receiving the 1st dose.