



Hill with Lighthouse 1927 by Edward Hopper

2023-2024

Parent/Student Handbook

Calvary Schools
Plasman Campus 518 Plasman Ave. | Holland, MI | 49423
Laketown Campus 6047 147th Ave | Holland, MI | 49423
(616) 396-0248
www.calvaryschoolsholland.org

Non-Discriminatory Policy

Calvary Schools of Holland admits students of any race, color, nationality 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 in the administration of its personnel or educational policies, admission policies, scholarships, athletic activities, or other school-administered programs. However, Calvary Schools of Holland reserves the right to use selection criteria in support of its statement of faith and its mission.

This handbook is current and relevant to all school operations and supercedes or superintends all previous or subsidiary handbooks. Effective August 1, 2023.

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Mission Statement and Vision Statement

Mission Statement: Calvary Schools of Holland is committed to building Christian character and to developing servant leadership in its students within the context of a quality education from Kindergarten through 12th grade.

Vision Statement: To be the benchmark in delivering educational excellence, within a biblical family atmosphere.

Core Values of Calvary Schools of Holland

Embracing Kingdom Values: Calvary Schools of Holland teaches the Word of God as the only determinant of one's faith, the compass for one's direction, the basis for one's choices, the standard for one's daily life practice, and the source of one's values. Through understanding and embracing Kingdom values, students learn to judge between those things that have eternal or temporal worth, and to give first priority accordingly.

Developing Christian Character: Christian character is developed at Calvary Schools of Holland through consistent communication of the character of God, the life of Christ and the enabling power of the Holy Spirit. Students are assisted in the development of God-honoring habits of attitude, thought and action, affirmed in their exercise of the same and corrected when and where such character is not demonstrated.

Modeling Spiritual Maturity: The adult staff of Calvary Schools of Holland view themselves as models of our vision. They seek to provide the opportunity for students to observe and emulate Christian character in how they fulfill their responsibilities as educators. Our staff also models servanthood in how they cooperate and communicate with parents.

Integrating Faith and Academics: Through both its choice of texts and the presentation of the subject matter by teachers, Calvary Schools of Holland help children see that the Creator of the universe is the Keeper of all truth from which we discover and build bodies of knowledge. Faith is neither inferior to fact nor in opposition to it. Rather it provides opportunity for the acknowledgment of God's awesome qualities and the expression of gratitude for His orderly design of the world and His sovereignty over all.

Holding a Standard of Excellence: Calvary Schools of Holland holds to standards of excellence in academics, in sports, in music and in all other activities through which students have opportunity to learn, to build on their learning and to share their learning with others as individuals or groups. The schools' dress codes, their selection of organizational memberships, their educational program development and choices reflect institutional references, which provide a wholesome and balanced education.

Accomplishing Our Mission

To accomplish our mission, we first seek students who come from Christian families which are actively involved in a local church. We also accept young people without the advantage of a Christian home, as long as they have the recommendation and continuing, active guidance and support of the family of God in a local church and their parents are fully aware and supportive of Calvary's goals and mission.

The building of Christian character in the schools is first of all based on the student's personal relationship to God through faith in Jesus Christ. It matures in a school environment the same way it matures in the home and church. First, our teachers and other staff seek to model Christian character in their interpersonal relations with students and each other. Second, we systematically teach the principles of the Word of God on which Christian character is built. Third, we affirm students in the ways in which they live out their faith. Fourth, we correct, (not punish) students whose behavior does not demonstrate Christian character.

We believe that all Christian leadership is servant leadership, as taught and demonstrated by Jesus Christ. Further, we believe that servant leadership is not for a few and not optional. Each student is gifted by God in one or more areas and is blessed by God in the things he is given. As a student matures in his giftedness, serving and leading others is a natural result. Calvary seeks to nurture and encourage that growth.

We teach that the servant leader is accountable to God in the attitudes of his heart, the words of his mouth, the actions of his life, and use of the resources entrusted to him. We believe that attitudes and motivations contrary to servant leadership are pervasive in our society and that the shaping of values and skills for servant leaders requires a concerted, deliberate and systematic effort in the home, the church, and the school.

We seek to enrich and enhance each student's identity as a unique creation of God, to encourage the development of what God has entrusted to him, and to provide opportunities for the demonstration of servant leadership inside and outside his school experience. In addition, we help students understand the meaning and reality of God-ordained authority and its role in accomplishing God's work in the world, as well as its significance as a testimony to the world.

As Calvary Schools of Holland fulfills its mission, the community benefits. Servant leaders with strong Christian character establish stable homes and make solid contributions in all areas of their lives.

Philosophy of Christian Education

Calvary Schools of Holland philosophy is based on the belief that every child is a person created in the image of God and that each child has been uniquely created and has been given gifts and talents to be awakened by exposure to a broad education and deepened by developing his/her potential to the glory of God. As Jesus grew in wisdom, in stature, and in favor with God and with man (Luke 2:52), so our education of children must involve the spiritual, intellectual, social, emotional, and physical development of the whole person.

Parents who enroll their children in Calvary Schools are enlisting professional Christian educators and entrusting them with the responsibility to assist them in bringing up their children in the nurture (training) and admonition (instruction) of the Lord (Ephesians 6:4) in order to prepare them for life in both time and eternity. This requires that we seek to lead children to faith in Jesus Christ, give them a biblical worldview, integrate their faith and academic work, model maturity in Christ, bring them to ever increasing levels of maturity, and disciple them to love and serve the Lord with all their heart, soul, mind, and body. We believe the school is part of a partnership with parents and their local churches in accomplishing this task.

God, as a trinity of Father, Son, and Holy Spirit, is a relational God who made us to be in relationship with him, with one another, and with all that he has created. As a school we believe that relationships are a priority and we seek to guide children to establish healthy relationships with one another, with adults, with God, with the world of ideas, and with all God has created.

We believe that self-discipline and a commitment to excellence emerge from the discipline of good habit formation and that the discipline of learning good habits in the process of work is as important as the end product of children's work. We desire that our graduates will enjoy the satisfaction of a lifetime of God-glorifying work and relationships

Jesus Christ, God's son, is the exact image of the invisible God (Colossians 1:15) and it is God's purpose for all those who come to faith in Jesus Christ to be conformed to His image (Romans 8:29). All those involved in the educational process must demonstrate in their relationships to God and to one another what it means to be increasingly conformed to the image of Christ and a part of the body of Christ.

This philosophy of education has implications for the governance and administration of Calvary Schools of Holland, those employed by it, its curriculum, its methods, its relationship to parents and students, and its relationship to the community and the secular world.

Statement of Faith

At Calvary Schools of Holland, the person of Jesus Christ is at the center of all we do. We do not seek to teach specific denominational doctrines, but we do want children to know the person of Christ.

As a Christ-centered school, we acknowledge the sovereignty of God, the authority of the Word of God, the Lordship of Jesus Christ, and the power of the Holy Spirit in all of life. CSH does not seek to divide life or education into spiritual and secular compartments, but rather acknowledges that all truth is God's truth and all learning is an effort to relate to God, self, others, and the created world. We value each student as created by God, with gifts to be strengthened, weaknesses to be overcome, and responsibilities to be carried out. CSH respects the authority that God has given to parents and teachers and calls them to partner in the training and education of children. We seek to collaborate with parents and the local church in the commission of preparing young people for a lifetime of loving and seeking Christ Jesus. We call students to submit to the loving mentors that God has provided for this purpose. As a Christ-centered school, we are built on the following set of foundational beliefs:

- A.** The Bible is revered as the inspired, authoritative Word of God and the only infallible rule of faith and practice.
- B.** God, who is eternally existent in three persons—Father, Son, and Holy Spirit—is the creator of all truth and governs all things according to the purpose of His will. ^[L]_[SEP]
- C.** God has created people uniquely, knows them fully, and desires to have a personal, vibrant relationship with them, but they are separated from Him because of their sinfulness. ^[L]_[SEP]
- D.** To this end, God the Son, Jesus Christ, came to earth in human form, fully God and fully man, to live a sinless life, to be crucified, and to rise again from the dead as the only ransom for sinners and the only mediator between God and mankind. ^[L]_[SEP]
- E.** All people will be resurrected, either unto eternal life with God or eternal separation from Him.
- F.** Upon our acknowledgement of our own sinfulness and acceptance of Jesus' sacrifice on our behalf, the Holy Spirit continues the work of regeneration, including conviction of sin, new birth, and growth in Christian maturity. ^[L]_[SEP]
- G.** God surrounds us with other people to encourage, exhort, and correct us. He calls us to spiritual unity as believers in Jesus Christ, across racial, gender, and socio-economic lines.
- H.** God has ordained the family and it is composed of persons related to one another by marriage, blood, or adoption. Marriage is the uniting of one natural born man to a natural born woman in a covenant commitment for a lifetime. It reveals the union between Christ and His church and provides God's framework for sexual expression and the means for procreation of the human race. The husband and wife are of equal worth before God, since both are created in God's image. Children, from the moment of conception, are a blessing and heritage from the Lord. Parents are to teach their children spiritual and moral values and to lead them through consistent lifestyle example and loving discipline. Children are to honor and obey their parents.

Thus, as a Christ-centered school, we focus on complementing the work of the family and the church and seek to help to establish the critical link between learning and faith. We prepare students for responsible, insightful, and creative participation in society. By promoting excellence in every area of life and valuing the development of moral and spiritual character as well as the development of the mind, the Christ-centered education prepares students to actively engage the culture and to serve Christ with all of their strength, in whatever capacity He has prepared for them.

Defining Calvary Schools

Utilizing our Vision Statement and Mission Statement to define key principles, and our Student Handbook as our operating guidelines, the following statements answer the question “*What is Calvary Schools?*”

Vision Statement

To be the benchmark in delivering ***an excellent education***, within a ***biblical family atmosphere***.

AN EXCELLENT EDUCATION

Our goal is to strive for excellence in all that we provide to our families: A beautiful campus, well-prepared Christ-centered faculty, staff and Board members who model Christian lives and seek personal growth, academic systems and resources that best support our students, opportunities for personal challenge and growth, consistency and integrity in efforts, thorough communication and family support, financial services that meet the needs of each family budget, meeting or exceeding accreditation expectations, building healthy collaborations with other like-minded organizations – All efforts focused on providing excellence in all we do to provide our students with an excellent education to ***prepare our students for life***.

Calvary Schools will pursue excellence to become a world-class accredited Christ-centered school:

- In all classrooms and programming (during school and extracurricular)
- By investing into the development of our staff and faculty spiritually, personally and professionally
- By implementing the best tools and methods available and appropriate for our entire school

BIBLICAL FAMILY ATMOSPHERE

While Calvary Schools fully accepts that it is not the family, we desire to be a place that reflects family attributes as defined in God’s Word.

- ***Love***– Using Scripture as the basis, 1 Corinthians 13:4-7 provides the perfect framework for us: “*Love is patient and kind; love does not envy or boast; it is not arrogant ⁵ or rude. It does not insist on its own way; it is not irritable or resentful; ⁶ it does not rejoice at wrongdoing, but rejoices with the truth. ⁷ Love bears all things, believes all things, hopes all things, endures all things.*” (ESV) As a school, we seek to appropriately show love to each other and to grow in our understanding of God’s definition of love at every opportunity.
- ***Kindness***– Scripture references compassion and tender-heartedness when describing kindness to others. But 1 John 3:18 makes it clear that kindness is more than words: “*Little children, let us not love in word or talk but in deed and in truth.*” (ESV) Kindness at Calvary Schools means to learn about it and understand it (through careful instruction) and to genuinely practice it (with actions and words) with everyone around us.
- ***Honor and Respect***– We show honor and respect to God and others with our obedience (Phil. 2:8), through following authority (Romans 3:2, Hebrews 13:7, 1 Peter 5:5), by loving our parents and those who are senior to us (Eph. 6:1, Lev. 19:32), by being a model of good works with integrity and dignity (Titus 2:7), and by showing genuine humility to others (Phil. 2:3, Eph. 5:21). At Calvary Schools, we seek daily to show honor and respect to others and to help our students learn how to make this a virtue to pursue throughout their lives.
- ***Accountability and Discipline***– To help us all grow and develop, discipline is necessary. Although no discipline is pleasant at the time, the goal of discipline is to teach, direct and restore (Hebrews 12:3-13, Proverbs 3:11-12). Calvary Schools supports this statement about discipline from Focus on the Family: “*Far from being a dirty work, discipline is evidence of love. When you consistently discipline a child and do it with the right attitude – compassionately, under control, with consistent boundaries and consequences, and focused the child’s best outcome – you are expressing love exactly as God sometimes expresses His love. It may seem uncomfortable both to you and the child at the time, but in the long run, it’s the most selfless,*

compassionate thing you can do to set the child up for happiness in life and fruitfulness in God's Kingdom."("What the Bible Says about Discipline", C.Ingram, 2006)

MISSION STATEMENT-- CSH is committed to building ***Christian character*** and to developing ***servant leadership*** in our students within the context of a quality education from Kindergarten through 12thGrade.

CHRISTIAN CHARACTER

One of the main cornerstones of Calvary Schools is built upon Christian character. To better understand this, we need to look at the life of Christ to see what true Christ-like character means. Beyond the perfect life that Christ lived during his ministry on earth (Hebrews 4:14-15), we highlight the following characteristics that Christ modeled and have been described for us in Scriptures:

- God's Word is the highest authority for understanding God's plan and we desire to study it throughout our lives (Psalms 19:7-11).
- Christian character begins with a sincere faith in Christ (Hebrews 11:6).
- While it is the Holy Spirit who changes our hearts from rebelling against God to seeking after Him, we are called to walk in the Spirit (Gal. 5:16) and we should seek to behave in ways that produce fruit (actions and words) pleasing to God (Gal. 5:22-23, 1 Thes. 4:1, Col. 3:23-24).
- A Christian life should have virtue, knowledge, self-control, steadfastness, godliness, and affection and love toward others (2 Peter 1:5-8).
- Christian character is developed through sufferings and hardships, which produces endurance, character and hope (Romans 5:3-5, 1 Peter 1:6-7)
- Calvary Schools recognizes that the family is the primary place of spiritual leadership and the most influential model of character in a student's life. We then recognize the local church must have a key role in building and shaping each student. With these two God-ordained institutions firmly in place, Calvary School's goal is to provide consistent support and partnership – and without these, the daily spiritual work to seek and follow Christ taught and practiced at Calvary Schools is unable to reach its fullest potential.
- We should all seek to learn about and practice Christian character throughout each day. Who we are and what we do matters as we bear the image of Christ to this world and we should lovingly hold each other accountable toward this goal.

SERVANT LEADERSHIP

Jesus Christ described the purpose of His ministry as "not to be served but to serve" (Mark 10:45a).

Throughout Christ's ministry He showed this in miraculous ways by healing the sick, restoring sight to those who could not see and mobility to those who could not walk. He cast out demons, raised the dead, made water into wine, rescued sinners, fed thousands and spent time with the outcast, and ultimately, He "gave his life for many" (Mark 10:45b). Christ modeled selfless service to others at the cost of His life. Learning from Christ's ministry of service, at Calvary we will strive daily to:

- **Serve Jesus Christ.** *"Whatever you do, work heartily, as for the Lord and not for men, ²⁴ knowing that from the Lord you will receive the inheritance as your reward. You are serving the Lord Christ."*(Col. 3:23-24)
- **Serve one another.** *"For you were called to freedom, brothers. Only do not use your freedom as an opportunity for the flesh, but through love serve one another."*(Gal. 5:13)
- **Seek out and practice our gifts given by God.** *"As each has received a gift, use it to serve one another, as good stewards of God's varied grace: ¹¹ whoever speaks, as one who speaks oracles of God; whoever*

serves, as one who serves by the strength that God supplies—in order that in everything God may be glorified through Jesus Christ.”(1 Peter 4:10-11)

- **Put others before ourselves.** *“And he said to them, “If anyone would be first, he must be last of all and servant of all.”(Mark 9:35)*
 - **Care for each other.** *“Bear one another's burdens, and so fulfill the law of Christ.”(Gal. 6:2)*
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Admissions

General Admissions Criteria to Calvary Schools of Holland

Calvary Schools of Holland welcomes students from a wide range of backgrounds. Calvary Schools carefully assesses admissions candidates for alignment with the mission statement and school capacity, and is therefore selective in its admission of students. All student applicants are thoroughly evaluated as to their readiness for Calvary’s learning environment through assessments, student shadow times, as well as previous school reports or records. These are essential in the admissions process and for prospective grade placement. An invitation to enroll is not extended to every student who applies. Students who are not in good standing with their previous schools are generally not admitted. Calvary Schools of Holland carefully and prayerfully considers its capacity to serve special needs students. Where Calvary cannot do so, alternative recommendations will be made. Administration reserves the right to assess the school’s ability to do so.

All students are admitted initially on a nine-week trial period. Parents will be expected to give additional help at home if needed. Prior conduct, attendance, and attitude are considered heavily in the application process. Academic or behavioral needs may require the establishment of an additional probation. Failure to divulge known previous or current behavioral issues during the admissions process is grounds for dismissal.

Re-Enrollment

Each school year, during the month of January, existing school families have the opportunity to re-enroll existing students for the following school year by submitting a re-enrollment form and payment of the registration fee. During this re-enrollment period the registration fee is reduced. In February, the class openings will be extended to new applicants. If a family has not re-enrolled by this time, placement for their child is no longer ensured. If a class fills, students may be placed on a waiting list.

Parents who wish to begin the enrollment process for siblings who are not yet enrolled may do so in February.

Financial

Application/Registration Fees

Registration and application fees must accompany a new application. These are fees for all new students. Registration and application fees are non-refundable. Students who have attended Calvary Schools of Holland in the past and are returning after either attending another school or being educated at home will be considered “new” students.

Tuition

Tuition is paid through FACTS Tuition Management. An invite from FACTS will be sent to the email address provided upon receipt of the application for new students. Tuition agreements need to be accepted before August 1st.

The annual tuition may be paid using any of the following payment plans set up through FACTS:

1. One annual payment made on or before August 15th.
2. Semi annual payments made in August and January with either a 5th or 20th due date.*
3. Ten or Twelve equal payments with the first payment due in August (5th or 20th) and subsequent payments due each month through May or July.*

*Semi annual and monthly payment plans will be charged a 1% service fee.

Students attending the school any part of a month will owe for that month's tuition.

Any payments made during the school year for specified items (lunches, pictures, etc.) should be made using separate checks for each item.

Tuition Assistance

For tuition assistance consideration, families must fill out the FAST application, as well as all applicable scholarships. The link can be found on Calvary Schools website on the enrollment page or through the school finance manager.

Activity Fee

An annual, non-refundable activity fee is collected from each student enrolled from Junior Kindergarten through 12th grade. The fee covers expenses related to academic, music and athletics opportunities, honorariums for special program presenters, testing and reporting costs, and other expenses the school incurs for activities and services that enhance the educational program for students at CSH. Please note that meals and lodging for any school related trips are not covered in the activity fee. Some special field trip options may also not be covered.

Books and Materials

Books and materials will be purchased by the school for the students. All texts and materials should be treated with respect and care. All books and materials are property of the school, but many consumable items will be taken home by students at the end of the year. A book fee will be charged for each student and will be reflected on the family's account. At the end of the school year, fees will be assessed for damage according to a rubric.

Student Withdrawals and Refunds

If parents withdraw a child after school starts, they are financially obligated to pay tuition costs up to and including the installment due the month in which the child is withdrawn. Tuition will be payable to the date of withdrawal, not the day the student stops attending school. If a balance is not up to date at the time of withdrawal, all grades and records will be held until the balance is paid.

Parents must initiate and complete a withdrawal form. Withdrawal will not be considered complete without a withdrawal form nor will an account be closed until it is received. When a parent does not initiate or complete a withdrawal form, steps will be taken toward an administrative discontinuation of enrollment dated from the student's last date of attendance. Students who are removed from school for disciplinary reasons are not eligible for tuition refund except at the administration's discretion.

Students who withdraw at the end of the first semester complete their withdrawal at the end of the academic

portion on the last day of exams and do not participate in winterim, athletics, or any other school programs after the completion of their last exam.

Late Fee and Extra Charges

For parents who opt for a monthly fee program: All payments due for tuition, fees, or any other charges paid to the school will be due on the 5th or 20th day of each month by automatic withdrawal from a checking or savings account or by credit card. Credit card payments will include a 2.85% fee.

Returned payments due to insufficient funds or a closed account will be subject to a 1.5% late fee after a failed second attempt and a \$30 returned payment fee from FACTS. Changes to financial accounts used to make payments must be made at least two days prior to the scheduled due date.

Calvary's School Board appreciates the hundreds of families who faithfully pay their tuition on time. In the rare case that tuition becomes a problem, arrangement by the family needs to be made with the school administration or finance manager before an account becomes delinquent for 30 days.

If there continue to be problems, the responsible party may be required to sign up for an automatic withdrawal program.

In the rare case that tuition payments become habitually late, the finance manager and/or administration will make personal contact to set up a payment contract. All account balances must be fully paid by the end of the fiscal year (July 31) in order to complete student enrollment for the next school year. If a balance remains unpaid after July 31, students connected with that account will be unenrolled and available seats will be opened to prospective students.

Regarding delinquent accounts, it is Calvary's policy to contract Equifax, Experian, and/or Trans-Union credit reporting agencies to file a claim. Complete non-payment or non-communication would result in Calvary filing a legal adjudication for payment.

Community Relationships

The Calvary community (administration, teachers, office staff, parents, and students) must work together as a team. It is recognized that we have the same overall goal, but we are different individuals. Given these dynamics, a community of grace must exist. This is identified by the following:

1. We are to deal patiently with each other.
2. We are to communicate frequently, promptly, and graciously with one another.
3. We are to use the Judgment of Charity (benefit of the doubt) continually.
4. We are to consider others continually and evaluate the impact of our words and actions.
5. We are to be quick to reconcile differences that may hurt.
6. We are to forgive and ask forgiveness.
7. We are to refrain from gossip, bearing false witness, or any form of speaking ill of others.
8. We are to take disputes to the offending party first (see grievance policy).

Calvary Schools of Holland implements a Charlotte Mason pedagogy. Ambleside Schools International, a leading expert in Charlotte Mason education, partners with Calvary Schools in this endeavor. Calvary Schools is an active member in the Ambleside Schools network.

Ambleside’s Fundamental Pedagogical Convictions

A Non-Competitive, Stimulating Atmosphere

Administration, faculty and students are held to the highest standard in their way of relating to one another. In an atmosphere of sincerity and truth, students are free to learn for the pleasure of learning. Students do not compete with their peers for rank, grades or prizes. Learning is the focus, not beating a classmate. Great ideas, great works of literature, great works of art, the glory of the created world, and the common experiences of life are placed before the students to study and discuss. Students are stimulated to observe, explore and understand.

The Discipline of Habit

While recognizing that students have various levels of gifting, it is the expectation of Ambleside administration and faculty that every student will develop the habits necessary for producing work of the highest quality and that all Ambleside students will grow to the fullness of their God-given potential.

At Ambleside, we consider the process of student work to be as important as the end product. Rather than developing persons who are able to study well for the next exam, we are interested in helping students develop a life of study. We ask the questions: Did she attend? Did he put forth effort? And was she thorough? We believe school is not just an institution to get through, but rather a place to develop habits that will serve children the rest of their lives.

Education as Vital, Dynamic, Living

Real learning occurs when the learner wonders, asks why and how. It is essential that the teacher cultivate an atmosphere that is rich in great ideas, thus stimulating thought. The teacher must seek to place the very best books before her students, books rich in content and ideas, thus putting them into a relationship with the finest authors. Through the use of “living books” students interact with scientists, mathematicians, philosophers, historians, artists, poets, and explorers.

The Infinite Dignity and Potential of Each Child

Because children are created in God’s image, they are born with a great potential for a fruitful life full of varied interests and relationships. At Ambleside, children are not identified or limited by their strengths or weaknesses. All children participate in a broad, rigorous curriculum—all children calculate, solve, attend, explore, ponder, recite, paint and sing. The expectation that prevails within the school is that all students will learn and grow to their full potential as persons and attain their vast inheritance

The Priority of the Relational Life

Children live in relationship with God, self, others, creation, and the world of ideas. These relationships are cultivated in the educational process through a broad, challenging curriculum and a faculty that seeks to relate to students, parents, and one another in accordance with the principles of Jesus Christ.

The Importance of Delight and of Struggle

Children will naturally delight in the feast of great ideas set before them. They will savor them and grow in the ability to enjoy and celebrate their relations with persons, ideas, and creation. But they will also at times

struggle. Struggle is as essential to the learning process as delight. Children must learn to labor with problems not yet grasped, to remain on task when uncertain of the outcome, to struggle to completion when mind and hand are tired, to experience the rewards and negative consequences of their actions. There will be no growth in character without the struggle.

Children are to be continuously engaged with inspirational ideas and meaningful work. The classroom is not a place for mindless entertainment and thoughtless indulgence, any more than it is a place for meaningless drudgery. Such practices encourage passivity and detract from the deep satisfactions that come with growing knowledge and fruitful labor.

The Ambleside Commitment

Based upon its mission, faith, and pedagogical convictions, Ambleside Schools International and school affiliates make the following commitments to its students and their parents:

To maintain an optimal atmosphere for the cultivation of the hearts and minds of students.

Ambleside affiliates will be characterized by:

- Reverence for God, confidence in His loving presence, and a commitment to obedience, according to the principles of Jesus Christ.
- Kindness and respect for all with the proper submission to authority.
- Learning and growth in a multitude of spheres: intellectual, spiritual, physical and relational.
- Ideas that engage the mind.
- Work that is fruitful, satisfying, and which is harmonious with the daily rhythm.
- Neatness, beauty, and general good order.

Ambleside affiliates will not be characterized by:

- Exclusive relationships or cliques.
- Sarcasm, base humor, or demeaning language.
- Artificial incentives (stars, candy, grades, awards, etc.) and manipulative techniques (shame, wrongly expressed anger, excessive praise, and other forms of emotional manipulation).
- Labeling students in a way that limits or creates a false sense of inferiority or superiority.
- Trivial work, meaningless tasks, or superficial activities

To foster good habits in regard to work, thought, self, and others.

Ambleside affiliates will hold all students to a high standard of work by:

- All students will be supported in the habit of doing good work (work that is completed punctually, accurately, neatly, and which demonstrates a high level of academic thought, mastery, and skillfulness).
- If a student's work indicates lack of carefulness, focus, or effort, then teachers will use inspirational ideas and natural consequences to motivate the student toward the formation of the necessary habits.
- If a student's work indicates lack of comprehension, then teachers will be available after school to provide additional assistance.
- If regular after-school work proves insufficient to bring the student to needed mastery, then the teacher and administration will work with the student and parents to develop and implement a plan to foster the necessary habits, skills and knowledge.

To hold students to a high standard of self-management and interpersonal relationships.

Ambleside affiliates will hold all students in support of mastering the habits of:

- Focused attention

- Self control of speech, hands, and posture
- Kindness and respect toward others
- Appropriate submission to authority (teachers, administrators, and school policies - including the dress code)
- If any student fails in one of the above, Ambleside affiliates will use inspirational ideas and natural consequences as the primary means for promoting student growth.
- If a severe lapse or a persistent pattern of lesser failures occurs, then the teacher and administration will work with the student and parents to develop and implement a plan to foster the necessary personal and interpersonal habits.

To engage and nurture the students' minds through a rigorous and rich curriculum.

The Ambleside curriculum:

- Consists of “living books”, the best books, written in fine literary style by the best minds, rather than traditional textbooks.
- Provides a broad array of food for the mind, including: Bible, math, science, history, literature, music, art, a second language, grammar, nature study, picture study, composer study, leadership, poetry, handwork, drama, and physical exercise.

At Ambleside students are given the opportunity to grow in knowledge and skill through worthy work and worthy thought.

Faculty Guidelines for Promoting an Ambleside Education

Following Charlotte Mason, Ambleside understands children to be born persons, created in the image of God. As such, every child has a vast capacity to know and to grow, a capacity which is not to be underestimated. Yet, children are also born ignorant and weak. It is the primary responsibility of Ambleside teachers to transform students' ignorance and support them in their weakness, that students might grow in knowledge of the good, the true, and the beautiful and be lifted above the limitations of their nature. Given the respect due to the personality of each child and the fact that all true education must be self education, the three tools available to an Ambleside teacher are the classroom/school atmosphere (the relational context that is naturally inhaled and assimilated), the discipline of habit (an intentional training for the purpose of lifting students above the limitations of their nature), and education as a lifestyle (the feeding of each mind with living ideas). Ambleside teachers must demonstrate an applied commitment to these principles.

Atmosphere

In order to promote and maintain an optimal learning environment, teachers are expected to:

1. Maintain a stance characterized by the fruits of the Spirit (love, joy, peace, patience, kindness, goodness, gentleness, faithfulness, and self-control). Students are keenly aware of the teacher's emotional state, which has a profound influence on classroom atmosphere. Although student behavior may sometimes act as a trigger, teachers must assume responsibility for their own emotions and reactions. They are never to blame students for these emotions and reactions. When a teacher finds his/her emotions and reactions characterized by something less than love, joy and peace, it is the teacher's responsibility to seek the support, counsel, and prayer necessary for personal growth.
2. Reflect often upon the classroom atmosphere and consider if there is any way it might be improved so as to better promote optimal relationships (teacher with student, teacher with the text, student with text, student with student, and student with self).
3. Fill the class hours with living ideas and beautiful, interesting things; not entertainment, sweet treats and parties. Teachers will strive to keep the distractions of popular culture to a minimum, seeking to

inspire students through both direct conversations and a classroom atmosphere that focuses on goodness, truth and beauty.

4. Always be mentally, physically, and emotionally present to students when they are in one's care.

Teachers will:

- Avoid sitting at his or her desk, doing lesson plans, reviewing papers, working on a computer, etc. during class time. All of these distract from the continuous focused attention necessary for students to know a teacher's supportive presence.
- Never leave students unattended. In the rare case, that it is necessary for a teacher to leave the class, she will ask a nearby teacher to watch her class until she returns.
- Never do personal tasks (correspondence, phone calls, shopping on the web, etc.) while students are in one's care.
- Never eat during class and be discrete in how and what one drinks during class.
- Ensure that special days like holidays and birthdays do not infringe on the task of education. Teachers' and students' birthdays may be celebrated during the lunch break (not class time) with a sweet treat, ensuring that there is enough for every class member. The classroom will not be filled with holiday paraphernalia which distracts from education.
- Ensure that an atmosphere free of name-calling, cliques, rivalry, snobbery, unkindness, etc. is maintained. To accomplish this, teachers must be proactive in instructing students in healthy ways of relating to one another. When offenses do occur, teachers will be quick to correct and, when necessary, to assist in the process of reconciliation.
- Enhance the appearance of the classroom through displays on bulletin boards and walls, using pictures, maps, art prints, students' work, etc. Such items should relate to content being studied. A bit of change should occur two to three times a year. Areas should not be cluttered but presented in a way that is pleasing in symmetry, color, and content. A neat and orderly classroom should be maintained, free from piles of papers and materials on the floor or piled upon desktops. Childish decorations (i.e. posters of Mickey Mouse, personified numbers or letters, candy-canes, etc.) are to be avoided.
- Construct a pictorial timeline depicting significant persons and events studied throughout the curriculum, across the disciplines. The timeline may be created with the help of the students.
- Prevent students from damaging books, desks, notebooks, etc., with doodle art, graffiti, or stickers.
- Ensure students:
 - Always maintain good posture and proper attention.
 - Keep their personal desks, classroom, closets and shelves neat and well-ordered.
 - Never eat or drink during actual class time.
 - Never write or pass notes to other classmates or students before, during, or after class.
 - Never use personal devices, cell phones or electronic games while at school
 - That infractions within the classroom result in natural consequences (i.e. redoing work, calling parents, coming under direct supervision, etc.). Allowing a continued lack of understanding or work to remain unfinished does not serve the student and should not be used as the natural consequence.
 - That each morning they and their parents will be greeted with a smile, eye contact, and kind word, ensuring that all students meet the school dress code.
 - Share lunchtime with their class, maintaining a watchful eye and listening ear. Students should be trained to wait for one another to begin eating and also before playing. Once a week the students and teacher should engage in a conversation during lunch around a particular subject or topic of interest, training them how to hold polite conversation and disagree agreeably.

Discipline (Training in Habit)

One of the primary responsibilities of an Ambleside teacher is the training in habit. There is no real education without the training in habit. Thus, teachers are expected to:

1. See each child as a person with unlimited potential and never define a child by his/her limitations or weaknesses.
2. Conduct training in habit in the context of a loving relationship with the child, seeking to move the child toward maturity in relationship with God, self, others, creation, ideas, and work. It is essential that the teacher's relational circuits be "turned on." If not, the student will sense it, and it will be impossible to have a constructive engagement.
3. Be intentional in the training of habit in two broad classes:
 - Disciplines related to work, learning, and the presentation of ideas (i.e. attention, perfect execution, and accuracy).
 - Disciplines related to relationship with self and others (i.e. integrity, respect, and courtesy).
 - Make use of the two primary tools for training in habit:
 - "Living ideas" which are inspirational and come forth from the curriculum, prior experience, and the inspiration of the Holy Spirit.
 - Natural consequences, peacefully and consistently administered to any student who produces slipshod work or acts in an irresponsible or destructive manner.
4. Prepare and execute lesson plans with the intentional aim of training in habits.
5. Give clear and explicit instructions to students, in regard to both personal behavior and to the quality of academic work. Such instructions are to be given to the entire class at the beginning of the school year and to individual students as needed throughout the school year.
6. Never assume a given child at a given age has mastered particular habits.
7. Avoid using rewards, praise, shame, anger, etc. as manipulative techniques which may gain temporary compliance but are damaging to the long-term character of the child. (There are natural, healthy, appropriate contexts for teacher expression of praise, anger and other emotions; however, these should never be over-indulged nor used to manipulate. And, teachers should never lay their emotional burdens upon children.)
8. Be familiar with the life habits and maturity traits about which feedback is to be given to parents during conferences. (ASI's report of growth document)
9. Communicate with parents in a timely manner if a child demonstrates lack of progress in behavioral and/or academic development. Communication should remain consistent until the necessary growth is achieved.
10. Establish expectations for each student based on the required coursework, careful assessment of the student's current strengths and weaknesses, and a great confidence in the student's potential for growth. Expectations should never be based upon student desire or comfort level.
11. Maintain a high standard for written work, expecting students to:
 - Write neatly and legibly (Manuscript for grades 1-3, Cursive 4-12).
 - Neatly cross out or erase mistakes.
 - Complete the work in a thorough and correct manner.
 - Maintain consistency of effort, even when difficult, realizing an amount of strenuousness is part of the training in habit.

Intellectual and Moral Habits

Important intellectual and moral habits include, but are not limited to, the following:

- **Habit of Joy** Approaches daily life with a positive attitude and a sense of gratitude without needing to be cajoled.
- **Habit of Peace** Functions well in a state of calm and quiet; alert without the need of continuous excitement/noise; able to remain still and focused.
- **Habit of Proactivity** Fulfills the expected duties and consistently seeks to make a positive contribution to the class studies and school community.
- **Habit of Stability** Remains stable in difficult situations, moving self and others constructively.

- **Habit of Attention** Maintains one’s mind and body fixed on the subject, text or task at hand.
- **Habit of Constructive Speech** Uses speech to encourage rather than demean; always maintains due respect for human sexuality.
- **Habit of Devotion** More than an ideology or moral code, Christ Jesus is experienced as a real presence worthy of active reliance and obedience.
- **Habit of Respectfulness** Responds willingly and promptly to authority; communicates thoughts and feelings in an honest and appropriate way.
- **Habit of Caring** Cares for self and others simultaneously in mutually satisfying relationships; recognizing and responding to the needs of others and not of a social hierarchy.
- **Habit of Relating with Others** Bonds with peers; appropriately engages with all community members.
- **Habit of Leadership** Competently manages and inspires completion of group tasks. Displays initiative – movement in positive directions in everyday life and challenges.
- **Habit of Punctuality** Begins work promptly and executes it in a timely manner.
- **Habit of Diligence** Works steadily to complete work with accuracy, thoroughness, and neatness, resulting in quality work.
- **Habit of Engagement** Fully, proactively participates in the academic life of the class, making relevant contributions in both written and oral work.
- **Habit of Assimilating** Masters content of texts as demonstrated by oral and written narration.
- **Habit of Comprehending** Understands the texts’ ideas, as demonstrated by discussion and written work.
- **Habit of Analyzing** Critically engages the text, adding insight that demonstrates thought.
- **Habit of Attention** Fixes mind/body steadily on the matter at hand and follows instructions the first time

Life (The Presentation of Living Ideas)

Charlotte Mason’s philosophy is “Education is a life,” by which she means that the mind is analogous to a living thing which must be fed and the only proper “mind-stuff” is living ideas. Miss Mason saw a morning as being wasted if it was void of inspiring ideas. It is these which nourish. Therefore, it is imperative that living ideas be set forth in the books, pictures, demonstrations, etc. used in class. The Ambleside Curriculum was designed with this in mind and is exceedingly rich in such ideas. Thus, Ambleside teachers are expected to:

1. Inspire by his/her manner of enthusiastically engaging the ideas of the text. All Ambleside teachers should be “lifelong learners” who hunger and delight in exploring the world of persons, ideas, and things.
2. Bring attention to the inspirational in the text, but in a humble, gentle manner; serving as the “guide-on-the-side,” rather than the “sage-on-the-stage.”
3. Avoid the “talkie-talkie” of the teacher, allowing students the space to meet “mind-to-mind” with the best minds (authors of living books) and to personally engage persons, ideas, and things. In general, if a teacher is doing more than 30% of the talking, when engaging an “inspirational” subject (i.e. literature, bible, science, history), or more than 50% of the talking, when engaging a “disciplinary” subject (i.e. math, grammar, nature study), the teacher is talking too much.
4. Facilitate student engagement with “living books” and “real things” by means of the Ambleside Curriculum. Teachers may not use materials of their own choosing.
5. Supplement the Ambleside Curriculum only with materials approved by the school administration in consultation with Ambleside Schools International.
6. Be systematic in covering the entire curriculum, ensuring that each subject has the proper amount of time dedicated to it and that the pacing of material is suitable for covering the breadth of each subject. Thus, it is essential that teachers carefully plan the work to be covered each week, month, and semester.
7. Focus on the assimilation of and engagement with ideas, rather than the mastery of mere data and technique.

8. Use narration, in one of its many forms, as the primary means of assimilating ideas.
9. Provide many, varied opportunities for student responses to the text, which cultivate higher order thinking through activities such as discussion, writing essays and summaries, creating maps and drawings, and manipulating things. It is essential that opportunities for student response be done in an atmosphere rich in ideas. Ambleside teachers should never engage in activities for activities' sake.
10. Always have a high expectation and high standard for the quality of student work.

Working with Weak Students

As Ambleside does not seek to be an elite prep school, but rather to provide an excellent education to children of varying backgrounds and abilities; there will be those students who struggle in certain areas. In seeking to help such students grow:

1. Do not classify or identify students by their weaknesses (or strengths).
2. Do not allow students (or teachers) to use weakness as an excuse for failure to master the necessary skills and ideas. Maintain a high expectation for quality of work and do not be afraid to insist that a student work hard.
3. Stay with the Ambleside method – Assimilation through narration, opportunities for student response, engaging ideas and training in habit.
4. Work with parents and other teachers to develop and implement a plan to acquire mastery. (i.e. The child will spend 15 minutes with a parent each night working on math facts or for 30 minutes each night a parent will read the text and the student narrates back.)
5. Teachers will be available after school (at least one day per week) to assist students who need extra help.
6. If it appears that a student might need to repeat a grade, by January, the teacher will begin conversing with the school administration and the student's parents about the matter.

Use of Computers, Web Based Resources, and Other Supplemental Materials

At Calvary Schools, computers, related technology, web-based resources, and other supplemental materials are to be used in the classroom only in support of the established curriculum materials. Teachers should keep use of any such supplemental resources to a minimum and avoid the trap of getting caught up in technology. Teachers must always focus on engaging living ideas through the books provided in the curriculum.

Calvary Schools' middle school and high school students begin focused work with technology through subjects such as Arduino. The intention is to produce creators of technology, rather than consumers of technology. High school students have access to assigned laptops where needed by teachers to complete specific tasks. Students are required to use Calvary Schools devices for assigned work. Personal laptops are not allowed.

Connected Devices and Family Safety

Calvary Schools promotes safe and healthy use of connected devices. Calvary Schools strongly recommends that families take every precaution to keep children safe on personal and family devices. Sometimes, adults may be unaware of the dangers that children can be exposed to on connected devices. Immediate access to pornography, violence, bullying, and criminal activity (or the victimization from it) is easily and widely available for children on the internet at any age level. It is highly recommended that adults evaluate the ownership or independent use of connected personal devices for their children and that when they are used, parents use measures to protect their children.

Some ways to ensure safety could include:

- Using a 1:1 tethering device so that all activity on the child's device can be viewed on the parent's device.
- Using software that requires parent permission to download or use unknown apps.

- Researching all apps before allowing use. Some apps which appear harmless, such as Tik Tok and Discord have been actively used by predators for grooming purposes, and Snapchat is frequently present in various serious disciplinary situations.
- Using gps on connected devices.

Cell Phones, Personal Devices and Electronics

Calvary Schools desires that its students grow in their capacity to develop healthy interpersonal relationships within the school community. Both campuses of Calvary Schools are personal device-free. This includes cell phones, most smart watches (i.e. internet accessibility, communications or recordings), game devices and all other connected devices. All personal devices must stay in lockers and backpacks from a student's arrival in the morning until they exit at the end of the school day. If a student needs to communicate with a parent during the school day, they may use the phone in the office with permission. Unauthorized personal devices that are used on campus will be turned over to the main office until the student's departure for the day. Repeated use of a personal device may result in further disciplinary action.

Audio or visual recording and dissemination without the subject's consent is expressly prohibited. Teachers may request administrative permission to allow student use of personal devices for class purposes on an as-needed basis.

It is important to note that Calvary Schools of Holland's students will be held responsible by school officials for inappropriate texting, emailing, or content posted on social media even if it occurs outside the school setting. Such offenses, especially if sexual, bullying, or harassing in nature, may be subject to state laws.

For further information on Calvary Schools policies regarding connected devices and internet use, see the Calvary Schools Internet Network Use section located near the end of this document.

School Day Operations

School Day

Calvary Schools' typical school day is from 8:00-3:15.

Arrival and Departure Times:

School begins at 8:00 a.m. with music and prayer in the assembly area. Students may arrive at 7:45 am and must depart by 3:30 pm unless working directly with a teacher on school-related matters or enrolled in an afterschool activity.

When students arrive, staff members will welcome them into the building and classrooms, where they will be invited to place book bags, jackets, lunches, etc. in the designated places and prepare for the day.

Classes 1-12 dismiss at 3:15 p.m. daily. Junior Kindergarten and Kindergarten have mid-day (12:05) and end-day (3:15) dismissal times.

Arrival and Drop-off Procedures

Parents may use the pick up/drop off line from 7:45 - 8:00 and from 3:15 - 3:30. A staff member will welcome students to/from school by greeting students and parents and directing them into/out of the building. Students should remain in cars or lined up until a staff member is present to begin the pick up/drop off

procedure. Drivers should take care to avoid blocking intersections and refrain from cell phone use during pick up/drop off. Parents are expected to pick up students within ten minutes of dismissal. All students must remain under teacher supervision until they are picked up.

Plasman: There is no parking on the north side of the building, and in all of the spaces of the east side marked with orange cones, during pickup or drop off. Parents may not drop off students on the opposite side of the street for safety reasons. Parents must also follow the natural flow of traffic on Plasman Ave. Under no circumstances should a parent ever pull in against the flow of traffic or park outside of designated areas. Parents who wish to park and accompany students into the building may park in the south and east parking spaces. Parents who wish to speak with teachers should make a separate appointment so that the teacher can give full attention to arriving students.

Laketown: The pick up and drop off lines move in a counterclockwise direction along the edge of the parking lot and curb. Laketown students enter/exit from the main entrance. Parents, students, and visitors who wish to park and enter the building may park in the first two rows of parking spaces. Parents who wish to speak with teachers should make a separate appointment so that the teacher can give full attention to arriving/exiting students.

Authorized Pick-up Persons

Students may only be released to parents and legal guardians. Parents may authorize other persons by contacting the office. Without direct consent, students will not be released to unauthorized persons regardless of known relationship.

Late Pick-up

Students are to be picked up by 3:30 p.m. Calvary does not have aftercare services. Sometimes, unexpected occurrences keep parents from making a punctual pick-up. If late pick ups become frequent, a family will be assessed a \$10 fee which will be invoiced from the accounting office.

Scheduled Half-Days

When half-days are scheduled, students are dismissed at 12:00 pm. Laketown students' 4th period class is extended to noon on half days. All students are expected to be picked up within fifteen minutes of dismissal.

Attendance

A full educational experience relies upon regular attendance and daily participation in the learning process. Students are allowed up to 14 absences (planned or unplanned) per school calendar year in order to successfully complete the school year.

Any pattern of absences is a cause for serious concern. If a pattern manifests, the administration will notify parents that the student is reaching a threshold for allotted absences, affecting the student's capacity to advance to the next grade level. For students experiencing a medical or personal crisis, parents may request approval from administration for possible adjustments to absence requirements.

When a student will be absent, parents must notify the office by phone or email before 8:30 am. Teachers will provide opportunities to make-up assignments which were missed as much as possible. Not all school work, such as in-class discussions, can be made up. This is why attendance is so important.

Any student who is not in school the entire day will not be permitted to play in a sports games or participate in school functions scheduled for that day. Exceptions will only be made for doctor's appointments that cause the student to only miss a small portion of the day.

Enrolled students, regardless of age, may not report their own absence or leave school without administrative or parent permission.

Illness

When a student has been sick, he/she should not return to school until free of fever for 24 hours without medicinal aid. A temperature of 100° F or higher constitutes a fever. During seasons of widespread illness, students may be asked to stay home until they are symptom-free.

Planned Absences/Vacations.

Calvary Schools encourages families to take vacations during allotted vacation time provided in the school calendar. Under most circumstances, school days, including parent teacher conferences, should not be used for vacation.

Parents should make every effort to schedule routine medical or dental appointments after school hours to minimize loss of classroom time. If an appointment, such as therapy, requires regular or recurring absences, administration will work with families to minimize loss of learning time.

Punctuality/Tardiness

Punctuality is a good habit. It is important for students to arrive on time. Students who arrive late for school must sign in at the office before proceeding to class. Tardies are recorded and reflected on school reports. Any pattern of tardies is a cause for serious concern. A conference will be arranged by school leadership with any parent whose child acquires excessive tardies. Corrective action will be determined by administration as needed.

Sign In/Sign Out Procedures

If a student has a scheduled medical or other necessary appointment, it is required that the parent notify the school office by way of a phone call, email, or signed note. Parents are required to sign in/out their child at the school office at the time of arrival/departure. Students who arrive on campus after the beginning of the day must sign-in at the office. Students must be accompanied by a parent or have a note from a parent or medical office. If a student does not have a note, but needs to sign out because of illness, the office must receive authorization from the parent before the student will be allowed to leave campus.

Visitors

For security reasons, Calvary Schools is a closed campus during the school day except for enrolled students and their immediate family members, or approved visitors. All visitors to Calvary Schools must be approved through the administration. Requests should be made at least 24 hours in advance of the proposed visit. Calvary Schools does not allow individual access to specific students without parental consent.

All visitors must enter the school through the main door and report to the office first. Signs directing visitors to the school office are posted at the school entrance. Approved visitors will be under the oversight of Calvary staff or faculty members. Approved visitors adhere to school guidelines for personal attire and conduct while on campus. Visitors will stay within the prearranged terms of their visit. Staff members who encounter unauthorized visitors shall accompany them to the office.

Parents who wish to attend classes, eat lunch, or participate in other school activities should arrange with the school office at least 24 hours in advance as a matter of courtesy. Teachers may seek approval for volunteers or special speakers into the classroom for curricular or educational purposes. Volunteers must complete a background check before access is granted.

Parking

Plasman campus:

Parking is only permitted in designated spaces on the south and east side of the building. Parking is not permitted on the right-of-way areas on neighbors' lawns except in overflow cases.

Laketown campus:

Parking needs are evaluated each year. Staff members will work with students to accommodate fluctuating parking needs throughout the school year. As a general rule, parking in the first two full rows is reserved for staff and visitors.

Student drivers:

Students will take care to drive safely, with consideration for others, and in accordance with vehicle nuisance statutes. No loitering is allowed in the parking lot. In consideration for our neighbors, students will refrain from noise disturbances, such as loud music. Campus parking spaces and lots are the property of Calvary Schools of Holland.

Busing

Calvary Schools offers some busing for shuttling between campuses, field trips, and some athletic or special events. Students are under the authority of the bus driver when they ride the bus. A bus driver has the same authority as a teacher in a classroom and will address most bus-related behavioral matters. On-going or egregious issues will be referred to school administration for appropriate action.

Snacks/Food/Beverages

Calvary students are always encouraged to eat healthily. Food and beverages may only be consumed during designated times, such as lunch, breaks or classroom snack time (in elementary). Students may drink water from a water bottle according to classroom expectations. Soda, energy drinks, drinks with dyes, and any messy foods may not be brought to school because of carpets.

On Campus Lunches

All Calvary students bring their own lunch daily. Except for special community lunches, the habit of sharing meals among students, especially younger students, is discouraged as each family packs what they feel is best for their child's diet. Calvary is partnered with *My Hot Lunchbox* to provide students with lunch on designated days weekly. An online lunch account can be established for all students. Please see the office for lunch program details.

Plasman students eat lunch from 12:15-12:45 p.m. each day. Laketown students eat lunch from about 11:30 - noon each day.

Off Campus Lunch

Parents who wish to take a child off campus must arrange to do so through the office at least one day in advance. With parent and administrative permission, Seniors may have lunch off campus on a designated day. They must sign in and out at the office. Off campus lunch dates should not result in loss of class time.

Holidays and Special Days

Holidays are joyful occasions for families and friends, and it is important to set these days apart from the norm. Yet, at the same time, it is important that the task of education not be lost in the celebration of every holiday. During lunchtime or recess, teachers' and students' birthdays can be celebrated at school with a treat, such as cookies, fruit, or cupcakes. Please avoid any messy items, such as ice cream, or items which are difficult to serve to a large group. Teachers should be notified in advance of such a celebration. If an after-school party is planned, parents are instructed to please include the whole class or all of one gender as to not be exclusive in relationships with school friends.

Chapel

Chapel is held every Wednesday from 8:00 – 8:30 for Plasman students; At Laketown, chapel and service times vary between 12:00 - 1:30 each Wednesday (See the High School Section for more information on Service Practica). This is a time for singing, reflection, and prayer as a school. Parents are welcome to join in this time of weekly worship.

Gym and Facility Use

When students are using facilities or visiting cross campus, students will respect and abide by procedures in place at that campus. All students are under authority of all staff members of Calvary Schools of Holland. Students will be mindful of noise disturbances in common spaces and will remain in areas that are consistent with their current reason for being across campus.

When parking for after school activities, Laketown student drivers must use the appropriate parking space on the south and east sides. Students are not to park on the right-of-way areas on neighbors' lawns except in overflow cases where all available designated spaces are completely filled.

All Plasman and Laketown campus facilities are for classroom use only during the school day and to serve school community needs at all other times. The CSH Building and Facilities Use document provides a comprehensive view of facilities use and rental.

Student Storage/Lockers

Most Calvary students store personal items in cubbies, and on hooks and benches provided for each classroom.

Calvary Schools assigns lockers for high school students' school-related needs. Students may only use assigned lockers. Lockers are the private property of the school and, as such, are subject to search/inspection by the school at any time. Students are NOT permitted to store opened food or drink in lockers. Stickers, pictures, signs, etc. are not permitted on the outside of any locker without permission. Items placed on the inside of the student's locker must be school appropriate and must be totally removed at the end of the school year by the student.

Posters

Consistent with its pedagogy, Calvary Schools works to be an ad-free environment.

Posters/banners/signage/advertisements must have approval from the administration prior to being displayed on campus. Displayed items must be school-related and placed only in designated areas.

School Events

Calvary Schools administration hosts designated school events that are consistent with its pedagogy, mission, and vision. Students will maintain school expectations at all school events. School events are generally open for current Calvary students and families only.

Overnight Events

Occasionally, Calvary Schools holds special overnight events such as educational trips etc. An overnight event requires administrative approval and a staff/faculty chaperone of each gender. Chaperones will be present and in close proximity to students throughout the entire event. Staff members share sleeping quarters with students only in the presence of another staff member or approved parent chaperone.

Clubs

Clubs are formed in conjunction with the school's pedagogy, mission, and vision. All clubs must have approval by school administration and have an approved adult sponsor.

Chores

Chores (as assigned) are to be done during the school day under the supervision of designated classroom teachers and staff. Every class is responsible for cleaning their own room and taking out their own trash. Every class is also responsible for cleaning their picnic/lunch table and the ground around it after lunch or snack time. Older grades have additional responsibilities for common areas, including the commons, outdoor picnic tables, yards, bathroom trash, locker tops, windows and doors.

Safety

Calvary Schools takes the safety of the community seriously. Many measures have been put in place to ensure the safety of students, staff, and the entire community.

Items Prohibited on Campus or School Events

Illegal, illicit, or potentially harmful items such as guns, knives, nicotine substances, alcohol, drugs, any potential drug paraphernalia (including vaping equipment/gels/juice), weapons, fireworks or toys that are violent in nature are strictly prohibited from school grounds or events at any time. Any item that dishonors God or in any way distracts from an orderly environment or classroom instruction is also prohibited.

Background Checks

All school staff, volunteers, and student teachers must submit to a criminal background check as overseen by administration. In some cases, they may also be asked to complete an application process that includes the contacting of references.

Mandated Reporting

All Calvary Schools of Holland employees are mandated reporters according to the law. The Michigan Child Protection Law, 1975 PA 238, MCL 722.621 et. seq., requires the reporting of child abuse and neglect by certain persons (called mandated reporters) and permits the reporting of child abuse and neglect by all persons. The Child Protection Law includes the legal requirements for reporting, investigating, and responding to child abuse and neglect. For copies of the Child Protection Law, contact the local Department of Human Services (DHS) office or go to <http://www.michigan.gov/dhs>.

Mandated reporters are an essential part of the child protection system because they have an enhanced capacity, through their expertise and direct contact with children, to identify suspected child abuse and neglect. Reports made by mandated reporters are confirmed at nearly double the rate of those made by non-mandated reporters. The list of mandated reporters is as follows: A physician, dentist, physician's assistant, registered

dental hygienist, medical examiner, nurse, person licensed to provide emergency medical care, audiologist, psychologist, marriage and family therapist, licensed professional counselor, social worker, licensed master's social worker, licensed bachelor's social worker, registered social service technician, social service technician, a person employed in a professional capacity in any office of the friend of the court, school administrator, school counselor or teacher, law enforcement officer, member of the clergy, regulated child care provider, or any employee of an organization or entity that, as a result of federal funding statutes, regulations, or contracts would be prohibited from reporting in the absence of a state mandate or court order (e.g., domestic violence providers). The list also includes specific DHS personnel: eligibility specialist, Family Independence manager, Family Independence specialist, social services specialist, social work specialist, social work specialist manager and welfare services specialist.

Mandated reporters are always required to report suspected child abuse and neglect to DHS. Specific DHS personnel listed above are required to report to DHS when child abuse and neglect is suspected during the course of employment with DHS. The report must be made directly to DHS. There are civil and criminal penalties for a mandated reporter's failure to make a report. Likewise, there is a civil and criminal immunity for someone making a report in good faith.

Faculty and staff members must make a mandated report within 24 hours following any sign or suspicion of abuse or neglect. Reporting to an administrator does not supercede this legal requirement. Faculty and staff members should discuss their intentions so that administrators can prepare for the process. Administrators must also immediately inform the Executive Director that a mandated report has been made. Family members of the child should NEVER be informed in advance of a mandated report. All reports are anonymous.

Building Security

For security reasons, Calvary Schools is a closed campus while school is in session (see Visitors section for more information). All external or security doors and gate entrances must remain locked for the entire school day. During student arrival or dismissal, open exterior doors must be monitored. Classroom doors must also remain locked at all times, though they may be propped open. Teachers should routinely check doors to validate this. Calvary Schools employs a surveillance and security system at both campuses.

Safety Drills

For the safety of students and teachers, the administration is responsible to conduct, assess, and record emergency drills. Fire, tornado, and lockdown drills take place consistently and in accordance with state regulations. Michigan requires five fire drills, two tornado drills, and three lockdown drills annually. Evacuation requirements must be met and documented. Teachers are responsible to instruct students ahead of time regarding proper procedure.

Emergency Procedures

Fire

Students must be instructed how and where to evacuate the building in case of fire. Evacuation maps are clearly posted in all rooms. At the commencement of a fire drill, students will line up and exit silently. Teachers will take keys, phone, and any available emergency packets with them. Doors must be closed. Each classroom will assemble in the assigned position while an administrator takes attendance.

Tornado

Students must be instructed where they must go in case of a severe weather situation. Students move to designated spaces and take standard protective positions.

School Lockdown

In the event of an immediate crisis or threat, the school may issue a school lockdown. A lockdown is instituted if a threatening or unauthorized person has entered the building or at the request of local authorities. Any staff member may institute a lockdown if the safety of the school is clearly threatened. Under these circumstances, teachers move all students into locked classrooms, away from view of windows and doors. Lights must be turned out, phones silenced, and all activity ceases. All transportation between campuses must be diverted and access to the building will be blocked. Teachers and students must stay in place until their door is unlocked by authorized personnel.

Soft Lock-Down

In some cases a local threat requires a “hold in place” lockdown so that students are not accidentally exposed to a potentially dangerous situation that is not necessarily an immediate threat. In a soft lockdown, teachers are quietly informed to gather all students into their locked classroom, but classes may continue. Students may not exit the classroom for any reason during a soft lockdown. Teachers will be informed by authorized personnel when the soft lockdown is lifted.

School Bomb Threat

In the instance of any bomb threat or other similar threat, teachers will lead students in evacuating the premises. All staff and students will meet at the school’s emergency offsite location and offer an accounting of each student. Police will be notified immediately.

Media Communication

In the event of any emergency or public matter that may draw media attention, all communication with news media is accomplished through the administration of Calvary Schools.

Power Outage

Should a power outage occur during the school day, the school office will contact Holland BPW. Teachers will continue with class and wait for instructions from the office. If a safety issue arises, teachers will move students to a safe location and inform the office.

School Delays/Cancellations

School may be delayed or closed due to various circumstances including inclement weather. The safety of the children is the greatest concern. The students who attend Calvary live in a large area surrounding Holland. Many factors are considered when making the decision to close school. It is possible for schools in some nearby areas to be adversely affected by weather and road conditions while those in Holland are not and vice-versa. Parents should always use discretion and caution in adverse weather.

Calvary Schools communicates emergency information such as school closings and delays in several ways, including the School Alert system, social media, email, and news media (Fox 17, WZZM TV 13, WOOD TV 8, and WHTC). Please contact the main office to be added to the School Alert system.

Health Information

Immunizations

State law requires that all immunizations and medical records be current and on file in the office. Upon admittance to Calvary Schools of Holland, all students must present proof of immunizations or an exemption form from the health department per state law.

Medications

Calvary Schools staff may not administer medication except in life-saving situations. All medications must be left in the school office immediately upon arrival. Students who require medication must receive it directly from a parent or guardian. Parents may arrange to come to school to administer medication as needed. If a student is to self-administer any medication while at school, he/she must have an Authorization for Administration form on file in the school office (form is available in the school office). The medication must be left at school in the original container that has the doctor's name and instructions. Under no circumstances should loose medicine be on a student or sent without proper packaging to the office in a baggy. Authorized students may request access to medications from the office. Self-administration will occur in the presence of a staff member and will be logged accordingly. Possession of any medicine without a note from the parent is a serious violation. Calvary Schools accepts no responsibility for the administration of medications.

Should a student require medication to be administered while on a school-sponsored field trip or off-site activity, Calvary staff will work with parents to meet medication needs. An Authorization for Administration form must be on file in the school office and a copy of the form must be sent with the designated adult. The medication must be in the original container including the doctor's name and dispensing instructions. Upon return from the trip/activity, the designated adult must record the necessary information in the medication log.

Health Mitigation Measures

Calvary Schools may implement temporary health safety measures to mitigate a school-related health issue.

Educational Programming

Assessment and Evaluation of Student's Learning

Daily Assessment

Teachers evaluate students daily in areas of comprehension, skill, scholarly habits, maturity traits, and integration of knowledge. Teachers do daily evaluations based upon:

1. Students' oral responses – Throughout the day, every student should be called upon to narrate, discuss, problem solve, and orally present their work.
2. Students' written work – Every day, every student should produce written narrations, compositions, drawings, diagrams, maps, and/or charts etc. Such work is to be kept in student journals, notebooks and copybooks.

Copybooks and Journals

Student compositions in the various copybooks and journals serve as indicators of the students' understanding in the various disciplines. All teacher comments in copybooks should be written on self-stick notes, not on the pages of the books themselves. These books should be sent home regularly to give the parents an accurate picture of what is being accomplished in various fields of learning.

Weekly Assessments in Select Disciplinary Subjects

In the disciplinary subjects such as grammar, mathematics, and transcription, weekly evaluations are given to assess mastery of knowledge and/or concepts.

ASI Examinations

For Classes 1-8, annual ASI examinations are given during the morning over a week's time. Exams are to cover central aspects in each subject of the semester's study, consist of broad questions in the inspirational subjects, and provide more specific questioning in the disciplinary subjects. Younger students will dictate their answers, which are scribed for them. Older students will write out their answers. Teachers are to make comments on the exams with the aim of being helpful to parents and students as they assess strengths and strategize for improvement. Exams with comments will be given to the parents and later returned to school to be filed in the student's permanent record. When a student is below grade level on an exam, teachers should communicate with parents immediately.

Reports of Growth

Reports of Growth are issued twice a year and serve as a written record of the student's growth in their relationship with knowledge and his relationships with self and others. Reports of Growth are in narrative form and do not contain number or letter grades. Teacher comments should address specific areas of content and skills rather than generalizations. Such comments should be helpful and affirming. For example: *Brian has mastered the concepts and problem solving with fractions, decimals, and percents. However, he struggles in his accuracy because of careless errors in multiplication and division facts. I suggest that Brian work on his math facts each day at home in order to reinforce his retention of the basic math families.* And, for example: *Jennifer's work in her Nature Study Sketchbook has become increasingly more detailed, with informative and engaging written descriptions. She has shown progress with the drybrush watercolor technique and it is evident that she is desirous of moving toward realistically capturing the specimens.*

Standardized Testing

Standardized tests are only one single data point to be factored in with many other aspects which measure the educational experience. Students are never limited to the results of one test, or one kind of test. The tests are a valuable tool in evaluating areas for improvement and for comparison against other factors, such as course curricula. Currently, several grades take the ERB/CTP 5 in the spring of each year. Eleventh grade students take the PSAT/NMSQT test in the fall and the ACT and/or state SAT test in the spring. In addition, students in JK-8 take the AIMSweb test three times per year to measure individual gains in math and literacy.

Homework

Calvary Schools of Holland recognizes that students need to experience balance in their lives between school work, social activities, family participation, and church. Calvary Schools encourages hard work during the school day with minimal homework after school so that students can run outside, play, and enjoy family time.

Some homework assignments, depending on age, might include reading, narrations, compositions, and mathematics. Where needed, students may also need extra support in grammar, spelling, or memory work. Students may also finish some assignments at home as needed. Students are never assigned busy work as homework, just for the sake of having it.

Daily reading at home (approx. 30 minutes) is a valued and expected practice for each student. Teachers generally assign at-home reading according to grade level.

High School Students:

Students can generally expect to have about one hour of homework per day (math, science, and reading are

common homework assignments).

Grade Level Advancement

JK and K Students:

Calvary's Jr Kindergarten and Kindergarten programs are designed to be 1 or 2 year programs in consideration for a wide range of individual needs. All students are assessed for individual needs during initial placement and each spring, followed by a family consultation for input. Students are placed according to their emotional, developmental, and cognitive readiness for the work for the class level.

Classes 1 - 8 Students

Should a student during the year indicate that he/she lacks sufficient mastery and/or maturity to proceed to the next grade; parents must be informed sooner, rather than later. A student's grade level placement should never come as a surprise to either the student or parents. Reasons for repeating a grade level might include inadequate understanding of multiple subjects such as reading, math, science, and history, or absences exceeding fourteen days in a given year.

If, in the judgment of the classroom teacher and school administration, a student lacks the necessary emotional or academic maturity to successfully proceed to the next grade; the parents will be encouraged to re-enroll their student at the same grade level. Calvary Schools will not advance a student to a grade level where mastery and/or maturity do not correspond.

Student Expectations

A High Standard of Attitude and Behavior

Whether conscious or unconscious, all behavior flows from an initial idea. Such ideas lead to the formation of a habit, and habit leads to the establishment of character. Thus, it is essential that teachers support students not only in maintaining a concrete standard of behavior, but by engaging the underlying ideas, attitudes, and habits that lead to concrete behavior. Calvary Schools is committed to this kind of formation of heart and mind but cannot succeed without the cooperation of parents and students.

It is particularly important that teachers and parents support/expect students to consistently display the habits of respectful submission to appropriate authority and diligent effort in completing assigned tasks.

Students are expected to submit to school policy and to teacher authority. At all times, students are to be respectful of teachers and other learners. Any student who is lax in these areas is to be engaged in a wise, supportive manner that maintains a high standard and maximizes the possibility of healthy compliance (not neurotic nor merely external compliance). Teachers will be quick to engage parents in support of student growth.

Every student is expected to put forth worthy effort, to give full attention, and to carefully complete all assigned tasks. Administration and faculty are committed to giving each student the opportunity to be an active participant in the learning process by calling upon each student to read, narrate, demonstrate, and discuss daily. Students executing their assignments in a haphazard manner will be required to do them a second time. Students who fail to adequately master assigned tasks may be required to stay after school to receive additional help.

The expectations for students at Ambleside affiliates are thoughtfully determined in order to create an optimal environment for each child's growth. While there will be much delight, each child will and should experience some degree of discomfort during the school year. Comfort is not the foremost goal, for struggle is highly correlated with growth. Allowing the child to experience discomfort, not as a thing to be avoided, but as an opportunity for growth, will result in a more productive and fruitful year.

Mason, Charlotte, *Parents and Children*, 233

Respect for Persons

All students are to treat others with kindness, respect, and generosity. This is to manifest itself not only in the classroom but also on the playground, at the lunch table, on the bus, and anywhere else the students find themselves relating to one another. Students are to be sensitive to each other's uniqueness, respecting one another's differences.

Cliques, favoritism, and other forms of exclusivity at school are to be avoided. There is plenty of time outside of the school day when more intimate relationships may be nurtured. Our aim is to be inclusive rather than exclusive in our relationships. Manners, courtesies, and gracious treatment should be maintained at all times among the school family. As with academic behavior, if these instructions are not followed, the student will be engaged in an optimal growth-inducing manner, soliciting parent support when necessary.

In respect of other school families, it is important that parents communicate with each other regarding personal devices, screen time, television, movies, and video games, etc, when children are invited into the home. The levels of discretion concerning these media are indeed varied. What some parents deem graphic or inappropriate violence, relationships, language, or humor, others do not. Therefore, to continue to demonstrate respect for others, parents are asked to communicate about and respect these choices.

Respect for Property

Students are expected to show appropriate regard for all school property. Calvary Schools wishes to care for and maintain the schoolyard, books, desks, and other physical property so that a pleasant environment is maintained. Students should avoid running and horseplay inside the building, leaning on walls or placing hands on glass doors, marking in school books or bending the book spines backwards, and scraping or scratching furniture. Students will be fined for damage to any books, materials, or property that has been damaged beyond normal wear.

Student Dress

Dress Code

Dress code standards allow a school to minimize distractions in order to maintain a productive learning environment for all. Our desire at Calvary Schools of Holland regarding the dress code is not to seek conformity to an abstract system of preference but to maintain modest, professional standards. When an issue arises over the propriety of any dress code element, the school administration always reserves the right to decide what is professional and appropriate for its campuses.

Calvary Schools seeks to be an ad-free environment. This principle applies to all clothing, accessories, and other adornments. All clothing is expected to be clean, properly fitted, and neat in appearance. Hair and clothing should avoid extreme styles and should not appear exceedingly sloppy, baggy, or casual. Clothing should also be free of excessive holes, rips, fading, and fraying. All clothing, accessories, and adornments must be free of inappropriate words, pictures, images, or symbols.

Calvary Schools works to help and support students as they develop a strong and healthy sense of self. Below are specific school guidelines:

- All clothing is expected to be modest in every way. Clothing may not be see-through or expose undergarments, midriff, torso, or thigh.
- Shorts must be near the knee in length, and must be appropriate for a learning environment; this excludes gym-type shorts, pajamas, cut-off jeans, spandex material, etc.
- Jeans, pants, slacks, or capris must be appropriately fitted, neither excessively baggy nor tight. They must be worn near the waistline. Spandex, leggings, workout, yoga, or stretch pants are not appropriate in a professional environment. Leggings must be worn under a mid-length tunic or dress.
- Shirts are to be neat in appearance. Tank tops, spaghetti straps, strapless, and low-cut necklines are not acceptable for a professional environment.
- Shoes must be neat, clean, and serviceable. At Plasman, all shoes must be secured to the foot for safety reasons.
- Hair must be neatly cut and of a natural color. Hair may not be of an extreme style or color.
- Dresses and skirts may be worn. All hemlines must be worn near the knee in length and should not be excessively form fitting. Girls should wear shorts under their skirts or dresses for recess and gym.
- Tattoos need to be fully covered while on campus and at all school events. Body piercings (except for earrings) are not allowed.
- Hats, hoods, etc. must be removed while inside the school building.
- All other adornments, such as necklaces, earrings, hair accessories, etc must not be excessive or extreme in nature, or distracting to the learning environment.
- Clothing for special events (i.e. spring social, etc.) must reflect modesty and the spirit of the regular school dress policy. Clothing at special events will cover the torso, be appropriate length, and have modest necklines/hemlines. At need, chaperones will require an appropriate covering/wrap, a change in clothing, or else the student's exit from the event.

Dress Code Violations

First violations of the guidelines for personal attire (if slight) will be pointed out to the student and/or his or her parents. At need, a parent may be asked to bring, as quickly as possible, a change of clothing to school. A conference with the school administration and the parent will be scheduled if there is a pattern of violations.

The many aspects of these guidelines are difficult to define in print. The constant changing of fads in clothing and hairstyles make it impossible to list all the possible infractions. Parents are asked to work cooperatively with the school in this area, supporting school administration as the final authority in these matters, and to daily oversee clothing a student chooses for school wear, thereby eliminating extra time taken from the day to deal with infractions.

Handling Common Discipline Issues with Students

The Nature of Atmosphere

Many students have responded to life in less than healthy ways and these ways are clearly seen in the classroom. As a teacher, one of the principal responsibilities is to cultivate an atmosphere of learning where love, respect, and joy are ever present. And each of these--love, respect, and joy--is demonstrated by particular behaviors.

Love in a classroom is characterized by an acceptance for all persons as persons.⁷ This is demonstrated through thoughts, feelings, and actions, which are not reactive but responsive to the student in the midst of his weakness. The teacher demonstrates care and kindness, not permissiveness. A high regard for all is seen in a classroom, where respect for oneself and others is established. When a student falls on the playground, her classmates run to her aid; when a child makes mistakes in learning, no one laughs or shouts out, "That's easy!" or "Why don't you understand?" And joy is the well being the student feels through varied experiences in the classroom whether delightful or challenging. "Joy is the twinkle in someone's eyes, the smile from deep

inside . . . what God feels when he makes his face shine over us, and the leap in our hearts, when we hear the voice of someone we have been missing for a long time. Joy is a relational experience that is amplified by right-hemisphere-to-right-hemisphere communication that is largely nonverbal except for voice tone. Joy is the life-giving feeling of mutual care.”⁸ Joy is a feeling based on perception that is communicated through all kinds of circumstances. It is especially important that this sense of well being is felt when relating to a student in the midst of weakness, because stress will be lower and optimal brain and relational skills higher.

In order for the atmosphere as described above to be manifested, a teacher must have the knowledge and behavior as one in authority, who has an authorized life. Regardless of gender, age, or size, each teacher holds this office of authority.⁹ This authority is peaceful, and one in which the student is free to do that which he ought but not free to do that which he ought not.¹⁰ It is important that the teacher is neither arbitrary nor authoritarian. The authority is also proactive and prepares the students for success in relationship with knowledge, others, and the work before them.

Training in Habit

A primary responsibility of parents and teachers is to support the child in doing that which he lacks the power to compel himself to do. The persistent effort of training in habit becomes a habit in itself as educators begin the work of setting high expectations for relationships, be they habits of mind or moral habits. The training in habit is the most difficult role of the teacher because training in habit is characterized by:

- Watchfulness
- Tact
- Persistence

Watchfulness in the teacher is not the kind of overseeing in which the teacher is trying “to catch” someone doing what he ought not, but a presence which has serenity and constancy. The teacher sees a student has a false start with regard to written work. She moves toward the student, as one in authority, who is peaceful and holds the student to the desired expectation. The tact comes forth in the how—how to speak to the child and how to help him move forward. A dialogue such as, “Tell me about how you are working,” or “Did you follow the instructions? Let’s check,” allows the student to become self-aware and accountable. The teacher moves toward the next steps in remedying the situation. Because students have areas in which they are weak, it rests with the teacher to be persistent. Knowing each of the students’ areas of weakness, the teacher lends his strength to the student through presence (close proximity), gentle reminders, and firm (unmoving and unwavering) accountability.

⁷ Cholmondley, *The Story of Charlotte Mason*, 220-225.

⁸ Wilder, *Joy Starts Here*, 258.

⁹ Mason, *School Education*, Chapters one and two.

¹⁰ Ibid. 31-32.

Response to Student Misbehavior

Weakness in Students

Almost always, student misbehavior is dealt with at the classroom level. The teacher’s office is one of being in authority, and he or she is under the obligation to maintain a classroom atmosphere in which each student can learn and grow in an optimal way. Administration supports the teacher in his/her role and becomes involved in the following cases:

- A serious offense
- A student is disruptive, uncooperative, or emotionally distressed and is in need of one-on-one attention.

- Current class activity prevents the teacher from providing the needed support. If the students are engaged in practice work, the teacher can usually deal with these kinds of matters as they arise.

A teacher typically does not report to parents any correction that is a part of dealing with routine weakness in the classroom, unless the offense is very serious, or the parent's support is needed in educating the student out of the weakness, i.e. bedtime, diet, support at home, how to manage distress, etc.

When communicating with parents regarding a child's weakness, it is very important that such communication not be the first from the teacher. In some schools teachers are asked to speak with all parents in the first three weeks of school informing parents as to how their student is acclimating to the new school year. These communications can happen casually on campus or through a phone call. Teachers should not use email to communicate sensitive issues. Important communications are best handled through a phone call or in person.

If a student issue progresses, the teacher will communicate with parents toward establishing a partnership for the child's growth. If the issue becomes highly disruptive, serious in nature, or has become habitual, Calvary's administration will communicate with the parents. Where the student or parents are not responsive to measures for appropriately addressing issues, processes toward withdrawal may be pursued.

Above all, the school needs parental support when confronting student weakness. The parental relationship is essential in bringing up the child to be self governed and positive in his/her relationships with himself, others, and authority. Parents are asked to assist in this process by peacefully but firmly confronting their student's weakness, developing a strategy for the replacement of bad habits with good, and consistently following through on the strategy.

Categories of Student Misbehavior

For purposes of clarity, Ambleside classifies student misbehavior as follows:

- **The Result of Poor Habits** including talking in class, mischief, impulsive disobedience, eating at inappropriate times, pranks, inattention, sloppy work, impulsive/disruptive body movements, impulsive speech that is hurtful or demeaning to another, etc.
- **The Result of Loss of Self-Control** including a pattern of impulsive disobedience, prevaricating, profane speech, intentionally hurtful or demeaning speech, less serious acts of aggression such as pushing, tripping, or punching in the arm, etc.
- **Deliberate/Defiant Disobedience** including a refusal to do assigned work, deliberate deception, talk that is sexually perverse, graphically violent, or sadistic, threatening talk, stealing, leaving campus, destruction of property, more serious acts of aggression such as throwing multiple punches or striking with an object, etc.
- **Morally Perverse Acts** including acts that have the potential to do permanent harm, such as vandalism of the school facilities, violation of civil or criminal laws, use or possession of illegal or illicit substances, sexual immorality, and threatening harm with a firearm or other weapon.

Consequences for Misbehavior

Charlotte Mason speaks about consequence as a natural result of behavior. It is essential that when a child behaves well he experiences the satisfying fruit of his action. Likewise, it is essential that when a child behaves badly he experiences the unpleasant consequence of his action. However, teachers must remember that consequences are not the means of transforming human behavior or training in habit. Consequences are always reactive. Habit formation is always proactive. We will never achieve better student behavior by becoming masters of smarter consequences. Likewise, teachers must never communicate that a consequence is a criminal sentence handed down by a punitive authority. It is always counterproductive to declare, "This is

your consequence!” In contrast, there must be a peaceful, just response allowing students to experience the fruit of their actions.

It is of utmost importance that the teacher maintains an atmosphere of love, respect, and joy (well-being) in relating to the student. If the student senses a vindictive nature or a punitive stance, this only hinders the relationship and all action is misunderstood.

Because children are persons, discipline of a child is not a system. Children are self-developing and self-acting persons, not machines. Therefore, one should use the following table as a reference for thinking about an offense, not as a prescription for behavior. If a student has yelled out in class, “I hate school” and tears his paper, the teacher should not automatically think of him as being in a state of rebellion. The student should be given a chance to get a drink of water and compose himself. Then, the teacher should have a conversation with the student privately. It is almost never helpful to ask a child why she did something, as the great majority of student misbehavior is a product of impulse. To ask why is to invite the student to make up a response. It is important to lead him to a higher place: “Michael, it seems you are overwhelmed with the work. I would like to help. When we go back into the classroom, pick your things up and turn to the next page in your copybook, and I will help you get started.” If he says, “I don’t want to,” then give him the choice of going back to class or having his parents called. It is important that the teacher ask a staff member to stand in the classroom for the teacher, who will then call the parent, explain what happened, and ask the parent to speak with the child. In these instances, most children will choose to go back to class. When they choose to go home, the parent picks the child up at school, and the child usually comes back the next day with a repentant spirit and note of apology in hand! Teachers should always confer with school administration regarding communication with parents, so administration is aware of offenses, which leads to greater parent support.

Poor Habits	Loss of Self-Control	Deliberate Defiant Disobedience	Morally Perverse Acts
Handled by classroom teacher. *	Handled by classroom teacher. *	Immediate conference with the teacher and the principal.	Immediate conference with the teacher and the principal.
Single offenses elicit teacher correction.	Single offenses elicit teacher correction.	Parents are contacted and consulted as to a response.	Parents are contacted for an immediate meeting with the principal.
Repeated offenses elicit parent communication and involvement for a strategy of new habit formation.	Repeated offenses elicit parent communication and involvement for a strategy of new habit formation.	Probable suspension for the remainder of the day.	Immediate suspension and probable probation, which may lead to expulsion.
		Multiple offenses with lack of repentance will result in probation, which may lead to expulsion.	

*In cases of a pattern of offenses, the teacher should seek the principal’s counsel and involvement.

Discipline in School

Daily Discipline

Most disciplinary issues are handled by Calvary faculty and staff within the context of the nature of the offense. This can include time out to reset, redoing work, completing work outside of class or after school, etc. If a disciplinary issue continues, Calvary administration will take direct responsibility for the matter. In some

cases, a pattern of various daily disciplinary issues can become so pervasive that administrative intervention also becomes necessary due to the toxic environment created by the student. In such cases, Calvary administration will communicate with the individual student and his/her parents directly regarding consequences and plans for growth.

Bullying and Physical Altercations

Calvary Schools of Holland provides a safe emotional and physical environment for all students. Bullying will not be tolerated under any circumstances. Calvary students must treat each other respectfully and kindly.

Tension between students will be proactively addressed by teachers. Teachers will continuously monitor student relations to defuse potentially harmful situations. If a situation arises in which a physical altercation occurs or appears imminent, staff members may need to remove students for safety reasons. Best practices include spoken requests or commands. If a student refuses to leave a room, staff members will clear the room of all other students and contact proper authorities. Physical restraints may only be used if bodily harm is imminent.

Bullying and physical violence are grounds for expulsion.

Forbidden Items, Weapons, Illegal Substances

Any weapons, toys, items which may be used as weapons, pornography, and illegal or illicit substances are prohibited on school grounds or any Calvary Schools events (including narcotics, alcohol, tobacco, vaping, drug paraphernalia, etc). Items perceived as dangerous must be handed into the school. The use or presence of these items at school may result in suspension or expulsion.

Administrative Disciplinary Actions

If a student is unresponsive to appropriate consequences established by the school, administration may take disciplinary action in the form of probation, suspension, immediate dismissal, and/or expulsion. An official notification form must be filled out clearly stating the reason, duration and terms of the disciplinary action. Parents and the student must also be informed. A copy of the form will be mailed to the parents and the original will be placed in the student's file. Reinstatement following a disciplinary action requires a meeting between administration, parents, and the student.

Probation/Suspension

A student may be placed on probation and/or suspension for pervasive or egregious behavioral or academic infractions. Examples may include, but are not limited to behaviors disruptive to the school atmosphere, repeated violations of school policies, a pattern of failure to complete coursework requirements despite school support, etc. A student on probation must follow the terms of their probation, and all further serious infractions will result in accelerated disciplinary action, including potential dismissal. Suspended students may not be present at any Calvary Schools events during days of suspension.

Immediate Dismissal

The following offenses may result in immediate and/or permanent dismissal from Calvary Schools of Holland along with the possibility of criminal charges being filed against the student by the school. All school teachers and administrators are legally bound to report any illegal or abusive activity to state and local authorities. Administration may dismiss a student for committing any of the following on or off campus:

- Illegal possession of a firearm or deadly weapon
- Possession or use of illicit or illegal substances/equipment (drugs, alcohol, tobacco, vaping)
- Possession or dissemination of child pornography
- Criminal misconduct

- Assault or harassment of any person
- Sexual assault or harassment of any person
- Blatant disrespect toward a student or staff member

When a student must be removed from school, parents will be asked to accompany the student off school property or school event. When a question of safety for the school community exists, the police may be contacted to provide security and support. Administration will place the student on suspension. In such cases, administration will typically initiate the expulsion process. Where reinstatement may be possible, clear guidelines will be established for readmission.

Expulsion

When a student fails to respond to all other disciplinary measures, or in conjunction with an immediate dismissal, the student may be expelled from Calvary Schools of Holland. Upon notification from Calvary's administration to expel a student, the school board will initiate expulsion proceedings according to board policy.

Grievance Procedures

From time to time, disagreements may arise between students and/or parents and school personnel. The principles for resolving such matters are described in Matthew 18:15-17. Specifically, if a legitimate disagreement with a teacher arises, the student and/or parents should seek first, with all respect and Christian love, to resolve the problem with that teacher. With good communication from everyone, it is likely that most problems can be resolved at this level.

If resolution cannot be reached, then the student/parents should meet with the teacher and the next higher person in authority. The student and/or parents should not expect the next higher in authority to listen to criticisms of the teacher without the teacher having the opportunity to be present. The principal and executive director will make a final resolution decision. The executive director and the principal make the final decision for all school policies, including discipline. The board will only hear appeals in cases where school policy is violated.

The faculty and administration are very interested in helping to resolve any issue that may arise; however, assistance by the student and/or parents is necessary to reach that goal. When a parent or student voices a complaint to ones other than appropriate school personnel, the problem generally goes unresolved, and frustrations increase for everyone involved. Such actions are also detrimental to personal relationships, potentially injurious to others, and dishonoring to one's Christian testimony. Perhaps the greatest harm, though, is that such actions violate God's principles for Christian speech and conduct. Repeated offenses of this nature by a family may become grounds for dismissal from the school. It is the goal of Calvary Schools of Holland to let its light shine to the community by always honoring each other in word and in deed.

It is expected that parents and students will cooperate with all guidelines established by the school. The policies and guidelines are established to insure a comfortable, orderly, God-honoring school environment and educational program for students.

Attendance at Calvary Schools of Holland is a privilege. Students forfeit this privilege when there is a consistent disregard of the school's standards of achievement and conduct with little or no sense of remorse. It is expected that students, parents, and school staff will always show respect in every way to each other in obedience to the admonition of our Lord. (Eph. 4:29-32, Gal 6:10)

Calvary Schools of Holland

Internet Network Use Agreement

The use of all connected personal devices is prohibited for all students at school. Students may access the internet through Calvary Schools' network for the support of work and educational purposes deemed appropriate by administration. Every effort must be made to ensure the use of the internet is in keeping with the scriptural guidelines regarding stewardship of our minds (Philippians 4:8) and resources that support the school's mission. The internet offers vast, diverse, and unique resources to teachers. The goal in providing internet access is to promote the school's pedagogy, mission, and vision by facilitating appropriate research, resource sharing, innovation, and communication.

Teachers and staff at Calvary Schools of Holland may access the school's internet network for work-related purposes only. Students may use the internet for educational purposes such as dual enrollment or language lab courses, research, and school projects or assignments.

Users are expected to be respectful and to abide by the generally accepted rules of network etiquette. Politeness and kindness in word and deed is expected. Transmissions* and communications must be kind and edifying to others. Calvary Schools of Holland reserves the right to address any online behavior that could be perceived as threatening, bullying, or cruel to any of its constituents, or which does not reflect a Christ-like attitude to the world at large.

The Calvary Schools of Holland network includes a range of safety precautions. Students may only use connected devices provided by Calvary Schools and authorized by its staff. Every user must have a pre-established account with a password created by the system administrator. All use is continually monitored, and visited websites are recorded and selectively viewed by school leadership. Electronic mail (e-mail) is not guaranteed to be private. System administrators have access to all mail, documents, apps, and items on its devices. Messages relating to or in support of illegal activities may be reported to the authorities.

Disciplinary action up to and including immediate dismissal may result from the inappropriate use of Calvary's network.

Activities prohibited for all users

- Transmission of any material in violation of any national or state regulation. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret
- Plagiarism, or using internet resources to inappropriately complete assignments; this includes Google Translate and AI-enhanced apps or services such as ChatGPT, BingAI, and Bard, etc.
- Transmission of any material that is explicitly violent or sexual or in any way pornographic in nature
- Exposure of another person to threatening, obscene or prohibited material
- Vandalism - defined as any malicious attempt to harm or destroy data of another user, the internet, or any of the agencies or other networks that are connected to any of the internet backbones. This includes, but not limited to, the uploading, transmission, or creation of computer viruses.
- Cyber-bullying or trolling in any form, including text communications, memes, gifs, images, videos, or recordings that are bullying, harassing, or cruel in nature
- Transmission of material for gaming, time wasting, or personal entertainment purposes
- Using a device in ways that are distracting or disruptive to the learning environment
- Creating or altering an established website or app
- Altering the settings on the school's network and devices
- The purposeful transmission of software to inhibit the operation of protective measures
- The transmission or divulging of another person's personal information, account username or password
- The unauthorized visual or audio recording of any school community member and/or transmission of unauthorized visual or audio recordings of any school community member
- Unauthorized use or access of any second party account (i.e. using a parent's account)
- Any type of purchasing or selling
- Any hacking or doxxing activities
- Any activities to purposefully circumvent established protective measures

***Transmission** is intended to mean downloading, uploading, receiving or sending.

The use of the internet is a privilege, and inappropriate use will result in a cancellation of those privileges. The system administrators will deem what is inappropriate use and their decision is final. System administrators may close an account at any time as required. The administration, faculty, staff, and parents may request the system administrator to deny, revoke, or suspend specific user accounts.

Risks- Calvary Schools of Holland makes no guarantees of any kind, whether expressed or implied, for the service it is providing. The school will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its negligence, errors, or omissions. Use of any information obtained via the internet is at the user's own risk. Calvary specifically denies any responsibility for the accuracy or quality of information obtained through the internet.

Security - Security on any computer system is a high priority, especially when the system involves many users. If a potential security problem on the internet is identified, users must notify a system administrator. The problem may not be demonstrated to other users. Attempts to logon to the internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or who demonstrates a history of problems with other computer systems will be denied access and may be prosecuted to the full extent of the law.

The “For High School Only” Section

High School Academic Requirements

Calvary Schools seeks growth in students’ body, mind, and spirit. Students work to their best capacity in all areas and in all subjects to enhance student learning. Calvary Schools curriculum and formatting extends beyond the minimum requirements set by the state of Michigan.

Value in Education

At Calvary Schools we believe that high school has a unique and important role in the development of all human beings. It is that in-between phase when we can speak powerfully into the lives of not-quite-adults so that they can have full and thriving lives. Ever and always, our school asks each student, “who are you going to be?” We value career and life opportunities but even more so, we value the development of a passion for knowledge, a hard work ethic, and a willingness to stretch ourselves. That demands a far higher calling for each of us. We must continue to move past a focus on “what must I do to get by” and into “how far can I reach for excellence?”

We believe that our courses have value in and of themselves beyond just the minimum requirements provided by the state of Michigan for graduation. We believe that each course is carefully selected and skillfully taught for the full development of our students.

Calvary Schools minimizes work lab offerings in favor of ensuring that students are in classes where learning occurs. The question of “how many science courses one is required to take” is secondary to “is each person learning all that they can about science.” We believe that it is good for each human being to take full advantage of a private Christian education by learning as much as possible about each subject area. The development of the mind should not be limited by one’s college or career choices. High school is the last chance for many students to cover such a wide range of subjects from a Christian perspective. Those who will go on to college will “major” in a subject, narrowing their learning sphere into a specific area; those who will enter into a career will begin focusing on career growth.

Credit Values

Calvary Schools of Holland follows the standard of approximately 120-180 class hours per year for one course credit; Calvary’s 1 credit courses are typically 150 hours. Courses of less than 120 hours receive .5 course credit.

Course Replacements and Dual Enrollment

Calvary Schools of Holland offers a wide range of courses which meet and exceed graduation requirements for the state of Michigan. Course replacements are generally unnecessary for a Calvary student. External course credits will be considered on a supplementary rather than replacement basis under most circumstances. Dual enrollment courses may also be taken by upperclassmen on a supplementary basis. One of two work lab sessions are provided for approved upperclassmen in the school schedule for this purpose. Students may also complete dual enrollment courses after school and on weekends. Students must be enrolled in at least 5 Calvary courses and must be at least a junior with a 3.0 gpa or higher to be eligible for dual enrollment courses. Proposed DE courses must be academic and must be pre-approved by administration for content and scheduling reasons. Please see the guidance office for details on course replacements and dual enrollment options.

Careerline Tech

Careerline Tech courses are available for approved Calvary students where these courses do not interfere with graduation requirements. Calvary’s school schedule cannot be adjusted to meet individual student requests.

Approved students must be in attendance for Calvary's first four periods each morning. Please see the guidance office for details on careerline tech options.

Eligibility

Students must maintain a C average per academic year (2.0 gpa) and must be passing all classes to remain eligible to participate in all extra-curricular activities. These activities include, but are not limited to, drama productions, clubs, and sports. (See athletics handbook for more details)

Internships and Work Study Programs

Calvary Schools supports some internships as an extension of its programming. Internship and work study opportunities are intended for Calvary's approved upperclassmen where they do not interfere with graduation requirements. They are intended for organized learning opportunities that extend beyond a standard after school, weekend, or part-time job already available to most high schoolers. One or two work lab sessions are provided in the school schedule to allow for participation. Students in some approved work study programs must be in attendance for Calvary's first four periods each morning. Please see the guidance office for details on internships and work study programs.

Winterim

Winterim courses are intended to provide active, hands-on learning that enriches the whole person - body, spirit, and mind. Winterim offers students the opportunity to take intensive courses during two weeks in January following Christmas Break. Starting at a \$50 base fee, students sign up for two courses per day, each 3 hours in length. Winterim constitutes part of the 2nd quarter requirement.

Service Practica and Chapel

Calvary Schools values service to the community. Students sign up for an area of service each year. On Wednesdays, the service program rotates through a Learn, Plan, Serve, Debrief cycle in conjunction with corporate Chapel (on specified days) during 5th and 6th period. Faculty and approved community experts instruct and mentor students in service areas such as: Nature Studies and Development, Early Child Literacy, Mentoring/Leadership, Horticulture and Animal Care, Athletic Director and Grounds, Crocheting, Worship Arts, etc. Some courses require instructor approval for student admission. Instructors and administrators reserve the right to remove or reassign students who demonstrate a low capacity for mature service in a given area. Lower classmen have a set of basic introductory service courses to choose from. 10th and 11th grade students may choose from a set of more advanced service courses. Calvary upperclassmen may serve as mentors to younger students (as appropriate) in conjunction with a required training course in effective leadership. Students who successfully complete a year of a Service Practica course will receive Calvary certification in that area. Upon graduation, students will receive a certificate which designates their areas of expertise.

Humanities Seminars

Some humanities courses are offered as integrated seminars blending history, literature, theology, philosophy, etc. Students acknowledge connectivity between these subjects as they engage with big ideas about God, humanity, and the world.

Educational Support Services

Calvary Schools' Educational Support Program works with individual students in need of services in conjunction with Calvary Schools' teachers. Students receive support and help for personal growth and accountability. Calvary Schools uses support plans rather than IEP's. This support must be prearranged and approved with school administration and ESS staff. Calvary Schools is not able to service all exceptional needs. Alternate schooling arrangements may need to be made to meet a struggling student's individual needs.

Homework

Homework is an integral tool for learning. The school recognizes that students need to experience balance in their lives between school work, social activities, family participation, and church. In recognition of this needed balance, teachers strive to assign reasonable quantities of homework.

Homework is assigned on a regular basis to older students and is expected to be submitted on time. It is essential that every student keep current with assignments and be prepared for class. If an assignment is not turned in on time, please note that it must still be completed and turned in to the teacher. Each teacher will assess and create class policy.

Homework Make Up

Students who are absent due to illness have one day per absence to make up the work. Students must speak with teachers concerning missed assignments. Parents are also encouraged to contact the teachers via email/phone if questions arise.

Calvary Schools encourages families to take vacations during allotted vacation time provided in the school calendar. Students are allotted the same number of make up days for vacation absences to complete their work. Most make up work will need to be completed upon return from vacation. Teacher lesson plans and corresponding assignments fluctuate according to class needs. As such, assignments can rarely be provided in advance.

Formative and Summative Assessments

Weekly evaluations are given to assess mastery of knowledge and/or concepts. Assessments include, but are not limited to compositions, presentations, quizzes, tests, exams, and demonstrations.

Semester Exams

Semester exams count as 20% of each semester grade. Exams schedules are set through the administrative office. Students may only take exams during scheduled times. Exams are intended to demonstrate the student's level of mastery of course content for the semester. Exams missed due to illness must be rescheduled through the administrative office for alternative testing times and proctors after exam week.

Standardized Testing

Standardized tests are only one single data point to be factored in with many other aspects which measure the educational experience. Students are never limited to the results of one test, or one kind of test. The tests are a valuable tool in evaluating areas for improvement and for comparison against other factors, such as course curricula. Currently, several grades take the ERB/CTP 5 in the spring of each year. Eleventh grade students take the PSAT/NMSQT test in the fall and the ACT and/or state SAT test in the spring. In addition, students in JK-8 take the AIMSweb test three times per year to measure individual gains in math and literacy.

Promotion Requirements/Course Failure

Students will be promoted when they successfully complete that year's coursework and attendance requirements as determined by the teachers and the principal. If a student fails a course, alternative arrangements will be made to pass the course and to stay on target for graduation. Calvary Schools does not offer summer courses or tutoring. The school may make suggestions, but families are responsible to make their own arrangements. Students who consistently demonstrate a lack of appropriate engagement with Calvary's coursework and become significantly off-track for graduation will be moved into academic probation.

Academic Probation

Academic probation means that a student is failing or nearly failing one or more courses over a period of time despite appropriate intervention and support. While on academic probation, the student may not participate in any extracurricular after school activities, including athletics. When placed on academic probation administration will meet with parents and the student to determine the student's willingness to engage with the learning process and complete assigned coursework. Where a student cannot return to good academic standing according to an established probationary plan, the student will be unenrolled.

Drop/Add Class

Students may request to change their courses only within the first two weeks of the semester and with parental permission. If a course is dropped after this time, it will appear on the student's transcript as a withdraw/passing or withdraw/fail depending on the current grade at the time of withdrawal. The principal will give final approval for all changes to student schedules.

Reports of Growth/Report Cards

Calvary Schools maintains a growth mindset, rather than a performance mindset in assessing students. Each semester families are provided with an ASI Report of Growth, which describes a student's relationship with maturity traits, content-based subjects, and skills based subjects. In addition, students are provided with a standard report card each quarter for transcript purposes. Parents and students may access graded report cards through Renweb at any time.

Students will be provided with a syllabus including course description, content, and homework policies in the first week of school. Teachers may set standard limits as to penalties involving late work. Classwork submitted after a grading period ends will not be eligible for credit after a grading period ends without approval from administration due to a personal or medical crisis.

Report Card Grading Scale in Percentages

100-98	A+	89-88	B+	79-78	C+	69-68	D+	59-	F
97-92	A	87-82	B	77-72	C	67-62	D		
91-90	A-	81-80	B-	71-70	C-	61-60	D-		

Graduation Requirements

Calvary Schools values learning beyond the minimum requirements. Students must meet the standards provided by the State of Michigan in order to graduate. Calvary students will accrue credits beyond the minimum requirements throughout their years at Calvary Schools. Students must be enrolled in a course each period and maintain a full course load (8 periods per day OR 4 morning periods plus daily afternoon Careerline Tech courses. Certain periods are provided for approved dual enrollment work, internships, and work study programs). Students must pass courses in order to remain a student at Calvary Schools and to receive a diploma. Students who complete all four years in Calvary Schools regular offerings will earn:

History	4
Literature	4
Bible	4
Science	4
Math	4
Foreign Language	2
PE/Art/Music	1-2

Service	2
Other elective	1-4
TOTAL	26-30 credits

Academic Dishonesty

Such acts as the copying of homework or classwork, plagiarism, cheating on tests/quizzes, or using means of communication with another student (electronic or otherwise) to aid in cheating are considered academic dishonesty. Students who commit academic dishonesty will have to repeat the assignment and/or will receive zero credit for the assignment; parents will be notified. Repeated or egregious acts of academic dishonesty will result in administrative disciplinary action.

Calvary Schools of Holland

Handbook and Internet Use Agreement Form

Handbook

We, the student and parent/guardian, verify by signing on the appropriate spaces below that we have read, understand, and agree to follow and to be held accountable to the rules, policies, procedures, and other information provided in the Calvary Schools of Holland Handbook for 2022-2023 school year.

Student Printed Name

Student Signature

Date

Parent Signature

Date

Internet

USER

I understand and will abide by the above Internet Use Agreement. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action.

User's Full Name: _____

User Signature: _____

Date: _____

PARENT OR GUARDIAN

As the parent or guardian of this student, I have read the Internet Use Agreement. I understand that this access is designed for educational purposes. Calvary Schools of Holland has taken precautions to eliminate controversial material. However, I also recognize it is impossible to restrict access to all controversial materials

and I will not hold Calvary Schools of Holland responsible for materials acquired on the network. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian's Name (please print): _____

Parent or Guardian's Signature: _____

Date: _____