Dear CCES Community:

We sincerely urge you to read this document. It has been carefully reviewed to ensure clarity, relevance, and enforceability. It contains the operating standards and behavioral expectations necessary for a voluntary community to conduct itself in an orderly and civil manner. By enrolling their children at CCES, parents/guardians agree to comply with the principles and procedures cited in the Handbook. In the spirit of a community based on free association, employees agree to abide by the same set of principles and procedures. The academic leaders of each division along with the teachers in their division pledge to review the high-level standards, explain them, and discuss consequences for non-compliance with their respective student bodies. The theme of this manual is accountability. We all sign on to the same rules of the road; they are designed to protect us and to allow the primary services of the school to function optimally for all.

If you ever have a question, please let me know. We wish everyone a superb school year.

Yours very truly,

Dr. Leonard Kupersmith
Head of School
# Table of Contents

Administrative Directory 7  
Mission Statement 9  
The Philosophy 9  
Alma Mater 10  
Motto 10  
School Prayer 10  
Christian Environment and Episcopal Tradition 10  
Honor Code 10  
  Definitions 11  
  Responsibilities 12  
  Procedures 13  
  Lower School Protocol 14  
  Middle School Protocol 15  
Diversity Statement 16  

**SCHOOL-WIDE POLICIES** 17  
  Carpool 17  
  Chapel 17  
  Clothing with School Logos 17  
  Communication 17  
    *Online Directory* 17  
  Computers 17  
  Concussion Protocol, or Return to Learn (RTL) 17  
  Consequences Glossary 19  
  Discredit/Elastic Clause 19  
  Emergency Procedures 19  
  Firearms, Weapons, Fireworks, etc. 20  
  Gambling 20  
  Harassment 20  
  *(Harm)* Procedures for Students Presenting Risk of Harm to Themselves or Others 21  

**Health Room** 21  
  Immunization Forms 22  
  Libraries 22  
  Non-Overnight and Overnight Field Trips 23  
  Parent Conferences 23  
  Personal Property 23  
  Philanthropy 23  
    *Parent Philanthropy* 23  
    *Student Fundraising* 24  
    *Third-Party Charitable Fundraising* 24  
      *Guidelines* 25  
  Photo Permission 26
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Involvement</td>
<td>26</td>
</tr>
<tr>
<td>Prescription Drugs &amp; Medication</td>
<td>26</td>
</tr>
<tr>
<td>Progress Reports for Middle and Upper Schools</td>
<td>26</td>
</tr>
<tr>
<td><strong>Sexual Misconduct</strong></td>
<td>26</td>
</tr>
<tr>
<td>Snow Days/Delayed Opening</td>
<td>27</td>
</tr>
<tr>
<td>Student Account Policies and Procedures</td>
<td>28</td>
</tr>
<tr>
<td>Substance Use Policy</td>
<td>29</td>
</tr>
<tr>
<td>Technology/Internet Acceptable Use Policy</td>
<td>33</td>
</tr>
<tr>
<td><em>Use of G Suite for Education</em></td>
<td>35</td>
</tr>
<tr>
<td><em>Use of GoGuardian on CCES issued Chromebooks</em></td>
<td>37</td>
</tr>
<tr>
<td><em>Use of Laptops and other Personal Electronic Devices (PEDs)</em></td>
<td>37</td>
</tr>
<tr>
<td><em>Recording of Lectures</em></td>
<td>38</td>
</tr>
<tr>
<td>Telephones</td>
<td>38</td>
</tr>
<tr>
<td>Testing</td>
<td>39</td>
</tr>
<tr>
<td>Tobacco</td>
<td>39</td>
</tr>
<tr>
<td><strong>Tutoring, Babysitting, and One-on-One Interaction</strong></td>
<td>39</td>
</tr>
<tr>
<td>Visitors</td>
<td>39</td>
</tr>
<tr>
<td><strong>Volunteer Procedures: Background Checks, Safeguarding God’s People Training Course, and Additional Requirements</strong></td>
<td>40</td>
</tr>
<tr>
<td>THE LOWER SCHOOL</td>
<td>41</td>
</tr>
<tr>
<td><strong>Academics</strong></td>
<td>41</td>
</tr>
<tr>
<td><em>The Curriculum</em></td>
<td>41</td>
</tr>
<tr>
<td><em>Grading/Report Cards</em></td>
<td>41</td>
</tr>
<tr>
<td><em>Homework</em></td>
<td>42</td>
</tr>
<tr>
<td><em>Promotion</em></td>
<td>42</td>
</tr>
<tr>
<td><em>Summer Tutoring</em></td>
<td>42</td>
</tr>
<tr>
<td><em>Year Failures</em></td>
<td>42</td>
</tr>
<tr>
<td><strong>Policies and Procedures</strong></td>
<td>42</td>
</tr>
<tr>
<td><em>Attendance</em></td>
<td>42</td>
</tr>
<tr>
<td><em>Books, Texts, and Workbooks</em></td>
<td>43</td>
</tr>
<tr>
<td><em>Chapel</em></td>
<td>43</td>
</tr>
<tr>
<td><em>Code of Conduct</em></td>
<td>43</td>
</tr>
<tr>
<td><em>Dress Code</em></td>
<td>44</td>
</tr>
<tr>
<td><em>Educational Records</em></td>
<td>46</td>
</tr>
<tr>
<td><em>Field Trips</em></td>
<td>46</td>
</tr>
<tr>
<td><em>Forgotten Items</em></td>
<td>46</td>
</tr>
<tr>
<td><em>Late Stay</em></td>
<td>46</td>
</tr>
<tr>
<td><em>Medication</em></td>
<td>46</td>
</tr>
<tr>
<td><em>Messages</em></td>
<td>46</td>
</tr>
<tr>
<td><em>Parties and Birthdays</em></td>
<td>46</td>
</tr>
<tr>
<td><em>Rules for E-Readers for Student Usage</em></td>
<td>47</td>
</tr>
<tr>
<td><em>School Bookstore</em></td>
<td>47</td>
</tr>
<tr>
<td><em>Snacks</em></td>
<td>47</td>
</tr>
</tbody>
</table>
School Bookstore
School Trips
Skateboards
Student Fundraising
Supervision at CCES School-Wide Events
Suspension
Telephone Use
Tests and Quizzes
Textbooks

THE UPPER SCHOOL
Upper School Schedule
Academic Policies
The Curriculum
Course Load
Advanced, Honors, AP & IB Courses
Graduation Requirements
Grading System
Effort Grades
Summer Academic Work
Academic Concern and Probation
Add/Drop
Athletic Eligibility (Upper School – South Carolina High School League)
Cum Laude
Greenville Fine Arts Center (FAC)
Exams
Honor Roll (Grades 9 – 12)
Sophomore Project
Senior Thesis
IB Extended Essay
Students with Disabilities
Test Days

Attendance Policies and Procedures
Disciplinary Policies and Procedures
Disciplinary Probation
Disclosure of Honor Code and Disciplinary infractions to Colleges

General Policies and Procedures
Automobiles
Bring Your Own Device (BYOD)
Building Security
Cell Phones and Smartphones
Dances/Events
Dress Code
Elected Positions
Fighting
Food
# ADMINISTRATIVE DIRECTORY

<table>
<thead>
<tr>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>864.299.1522</td>
<td>LS: 864.331.4285</td>
</tr>
<tr>
<td>LS Office: ext. 2</td>
<td>MS: 864.299.8094</td>
</tr>
<tr>
<td>MS Office: ext. 3</td>
<td>US: 864.277.0785</td>
</tr>
<tr>
<td>US Office: ext. 4</td>
<td>Business: 864.299.8090</td>
</tr>
<tr>
<td></td>
<td>Admission: 864.299.8861</td>
</tr>
</tbody>
</table>

Head of School                                      Leonard Kupersmith
Executive Assistant to the Head of School          Kathy Corwin

## Lower School (Grades P–4)

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>David Johnstone</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>Valerie Riddle</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Donna Hayden</td>
</tr>
<tr>
<td>Receptionist</td>
<td>Tammy Watson</td>
</tr>
<tr>
<td>PYP Coordinator</td>
<td>Terri Garvin</td>
</tr>
</tbody>
</table>

## Middle School (Grades 5–8)

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Kate Fagan</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>Hamilton Parks</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>James Greco</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Lydia Pettigrew</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Alicia Knauff</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Diane Waldrep</td>
</tr>
</tbody>
</table>

## Upper School (Grades 9–12)

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Wes Clarke</td>
</tr>
<tr>
<td>Assistant Director and IB Diploma Coordinator</td>
<td>Amanda Beckrich</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Zay Kittredge</td>
</tr>
<tr>
<td>9th grade Dean of Students</td>
<td>Will Amarante</td>
</tr>
<tr>
<td>10th grade Dean of Students</td>
<td>Kristin Bouldin</td>
</tr>
<tr>
<td>11th grade Dean of Students</td>
<td>Lane Abrams</td>
</tr>
<tr>
<td>12th grade Dean of Students</td>
<td>Aaron Whited</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Laura Harling</td>
</tr>
</tbody>
</table>

## Achievement Center

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director, Assistant Head for Curriculum and Instruction</td>
<td>Angela Allen</td>
</tr>
<tr>
<td>Achievement Center Assistant</td>
<td>Laura Bress</td>
</tr>
</tbody>
</table>

## Admission Office

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Admission</td>
<td>Leigh Johnstone</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>Lindsay Skelton</td>
</tr>
<tr>
<td>Student Enrollment Officer</td>
<td>Joe Cummings</td>
</tr>
<tr>
<td>Admission Counselor</td>
<td>Connie Mikesell</td>
</tr>
<tr>
<td>Registrar and Online Cavalier Community (OCC) Coordinator</td>
<td>Amy Rogers</td>
</tr>
</tbody>
</table>

## Advancement

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Head for Advancement</td>
<td>Jamie Inman</td>
</tr>
<tr>
<td>Director of Advancement Services and Special Events</td>
<td>Alden Pimentel</td>
</tr>
<tr>
<td>Director of Alumni Relations</td>
<td>Bibby Sierra</td>
</tr>
</tbody>
</table>
Director of Annual Giving  Taylor Marlatt
Database Manager  Lillian Monroe
Gift Entry and Donor Records Specialist  Meghan Davis
Director of Strategic Marketing and Communications  Jamie Bryant
Graphic Design and Publications Manager  Eli Jordan
Digital Marketing & Communications Manager  Caroline Glazebrook
Social Media and Internship Coordinator  Kim Gendron

**Athletics**

**Director of Athletics**  Molly Miller
**Assistant Directors**  Tommy Bobo, Larry Frost
**Administrative Assistant**  Corrie Leonard

**Chaplains**

**Lower School**  Valerie Riddle
**Middle School**  John Mark Elliott
**Upper School, Senior Chaplain**  Wallace Adams-Riley

**College Counseling**

**Director**  Linda Schulz
**Associate Director**  Bartley Sides
**Associate Director**  Lindsey Waters

**Financial Matters**

**Assistant Head for Finance and Operations**  Doug Qualls
**Controller**  Linda Hindman
**Financial Services Assistants**  Jacob Armitage, Jessica Brackett, Rhonda Pruitt, Kristy Shook
**Student Accounts**  Flo McNeil
**Payroll and Benefits Administrator**  Jean Lauritzen

**Health and Wellness**

**School Nurse**  Elaine Parker

**Service and Experiential Learning**

**Director of Service and Experiential Learning**  Elizabeth Jarrett

**Technology**

**Director of Instructional Technology**  Melissa Hughes
**Director of Information Technology and Networking**  Leon Katsaros
**Communication Systems/Technology Support Specialist**  Darren Lewis

**Parents Organization (2019-2020)**

**Parents Organization President**  Katherine Selvy
**LS Parents Panel Chair**  Kate Sturdevant
**MS Parents Panel Chair**  Amie Glenn-Goodwin
**US Parents Panel Chair**  Beth Nuckolls
**Arts Guild**  Kelli Sasser
**Booster Club**  Denise Gandis
**Cavalier Social Connection (formerly United World Committee)**  Priscila de Carvalho
**Community Matters Chair**  Mahaley Jennings
MISSION STATEMENT

A CCES education prepares students to think deeply, act responsibly, live vigorously, believe faithfully, lead resolutely, and create imaginatively.

Mission Goals

- Students will develop an appreciation of diverse cultures.
- Students will acquire the skills to be successful in college.
- Students will develop empathy and emotional intelligence that help them understand others and build trusting relationships.
- Students will develop habits of humility and prudence that induce self-criticism and self-correction.
- Students will acquire skills to become independent thinkers by developing self-discipline and persistence and by learning to distinguish reliable and relevant information.
- Students will experience the richness of Christianity through the rites and traditions of the Episcopal Church.
- Students will learn the satisfaction of service to others.
- Students will develop aesthetic appreciation and experience the pleasure of enjoying the arts.
- Students will learn how to keep fit and gain the benefits of competition on the playing field.

Mission Values

- Character
- Community
- Excellence
- Service

Mission Statement adopted by the CCES Board May 16, 2013

THE PHILOSOPHY

Christ Church Episcopal School provides a high-quality college-preparatory education in a Christian environment. The establishment of the School testifies to a commitment to the reward of learning in a Christian setting. The School subscribes to the belief that God reveals His truth to those who pursue it with faith, discipline, and determination. To further this goal, the school promotes the development in students of receptive, inquiring and open minds; provides a program that challenges and supports these students with personal attention; and a faculty of competence, warmth, and dedication. The School strives to establish and nurture a warm and caring culture.

The School feels a commitment not only to its students and their families but also to the church and the community: to the students as it emphasizes their worth, their self-understanding, and their relationship to their Creator and to humankind; to the family and the church as the School strengthens and integrates life; and to the community as Christ Church Episcopal School prepares enlightened citizens and future leaders, instilling high educational and spiritual principles.

To develop these traits, the School strives to create an atmosphere in which students can realize their potential in intellectual, social, spiritual, physical, and creative pursuits. They should attain an understanding that, within their own limitations and strengths, they have a duty to grow and to learn in every way possible in order to improve their understanding of their role in the world so that they may serve humankind and, in so doing, serve God.

Christ Church Episcopal School, through precept, practice, and education, seeks to prepare the individual for a fulfilling life in God’s unfolding world.
ALMA MATER

(Music and lyrics by Molly Hoffman Aiken, 1992)

Dear Alma Mater CCES, we love your Blue and White.
We are proud to be the Cavaliers, and uphold your shining light.
So to hearts and minds united, and to all your standards true,
We pledge our best endeavor, as we stand in praise of you.

MOTTO

The Beautiful Is Difficult

SCHOOL PRAYER

God our Father, You know the hearts of all; draw us to yourself in wisdom and in truth. Bless Christ Church Episcopal School, its students, faculty, parents, and friends. Help us always to choose the harder right over the easier wrong. Give us courage to be loyal to all that is noble and good, and to resist compromise with evil and injustice. Make us fearless in the defense of truth. Kindle our hearts in fellowship with the cheerful, and soften our hearts in sympathy with the sorrowful. In our work and in our play, keep us physically strong, mentally alert, and spiritually sound, that in serving you and all humankind we may develop to our highest potential, through Jesus Christ our Lord. Amen.

CHRISTIAN ENVIRONMENT AND EPISCOPAL TRADITION

The Christ Church Episcopal School community seeks to encourage and support CCES being a Christian environment in the Episcopal Church tradition by respecting the various traditions that are part of our school. In order to enhance the spiritual potential in every student, we intend to do the following:

- To be spiritually rooted in the life and teachings of Jesus Christ and to pray and worship together regularly within the Episcopal liturgical tradition;
- To encourage a caring family community, respecting the dignity and religious tradition of each person;
- To foster a pastoral commitment to all members of the school community, seeing failure and success not as isolated measurements of individual worth but as opportunities for new beginnings and community celebrations;
- To seek and serve Christ in all persons, loving our neighbors as ourselves;
- To strive for virtuous ethical conduct and character development modeled after the best in the Judeo-Christian heritage, nurturing in each member of our school community a sense of moral responsibility and service to others;
- To give each student an awareness of God and God’s work and purpose in the world, believing that spiritual development gives meaning to a student’s intellectual and physical endeavors; and
- To value scripture, tradition, and reason as ways to understand and receive truth and faith.

HONOR CODE

A SCHOOL THAT HAS AN HONOR CODE HONORS ITS STUDENTS.

A System of Honor is essential in order for members of a community to work together in an atmosphere of trust. When there is an individual breach of Honor, not only the educational process, but also the moral fiber of a school community is threatened. Living in an atmosphere of mutual trust and respect is a privilege to be protected and preserved.
A personal sense of Honor is the foundation for independent thinking and pride in one's own work. Although it would be convenient and less complicated to concern ourselves solely with Honor as it applies to academic work and testing, we must recognize that honorable conduct must pervade all of our actions and relationships with others. A student is accountable for his/her behavior first and foremost, and as a corollary, becomes a steward of the health of the school community. The student recognizes that it is in his/her best interest to guard jealously the safety and trust of that community.

To promote personal Honor and integrity, CCES students are expected to live by an Honor Code. In Grades 5 through 12, students are expected to understand the Honor Code and to pledge to adhere to it. In the Lower School, the principles of the Honor Code are emphasized, encouraged, and enforced at an appropriate level.

THE CCES HONOR CODE

As a member of the Christ Church Episcopal School community, I will not lie, cheat, or steal, and I will assume my obligation to encourage others to uphold this Honor Code.

Definitions

Lying is the intentional falsification or denial of fact, the intentional creation of a false impression (including giving information that is deceiving), or the breaking of a pledge.

Cheating is the giving or receiving of unauthorized help, or an attempt or intentional action to do so, that could result in an unfair advantage in completing schoolwork, including homework, papers, quizzes, tests, exams, labs, or projects.

Stealing is the taking of anything without the consent of the owner, whether a fellow student, faculty or staff member, visitor or guest of the school, or the school itself.

NOTE: Plagiarism, the presentation of another's writing or ideas as one's own without proper documentation, is seen as a form of lying, cheating, and/or stealing, and as such, is a violation of the Honor Code.

The School Work Pledge

As an indication of a student's compliance with the Honor Code, a student may be required by a teacher to write on any piece of work submitted, "I have neither given nor received unauthorized help on this work," or the abbreviated "I Pledge" (that shall convey the same meaning as the full pledge) and sign his or her name.
Responsibilities

Faculty
• Teachers are responsible for modeling honorable behaviors and for upholding the CCES Honor Code.
• It is the obligation of faculty members to clarify expectations regarding their classes and any assignments given and to communicate those expectations effectively.
• Teachers are responsible for providing a classroom environment that encourages honorable behavior.
• Faculty members are obligated to report any potential Honor violations that they witness or that are reported to them by a student and to provide information about such to the Honor Council in person or in writing when the Honor Council convenes for a hearing.
• The faculty will provide two or more Honor Council advisors to guide the Honor Council.

Students
• Students must know and uphold the Honor Code.
• Although faculty will periodically review their classroom expectations and give specific instruction on individual assignments, it is the student’s responsibility to adhere to those guidelines.
• Reporting a classmate who violates the Honor Code is sometimes difficult for a student. Students should let their conscience guide this decision and may choose to report a violation to a faculty member or confront the violator and encourage him or her to self-report. Either way, when a student takes this initiative, the student should feel that a service has been rendered not only to that classmate, but also to the entire school. The student should be proud that he/she had the courage to acknowledge a problem and act upon it rather than allow it to cause further harm to the CCES community as well as to the integrity of the violating student.
• Students will provide representatives to the Honor Council as outlined below.

Administration
• Administrators are responsible for modeling honorable behavior and for upholding the CCES Honor Code.
• The school administration will provide leadership necessary for fostering adherence to the Honor Code. Administrators will work with the entire school community to maintain a culture of honesty and integrity.
• It is the responsibility of the administration to see that the policies and procedures of the Honor Code and Honor Council are followed as set forth herein.

Honor Council
• Honor Council members are responsible for modeling honorable behavior to fellow students and for following school rules.
• The Honor Council is responsible for implementing programs to promote Honor as a core value of CCES students, including orientations at the beginning of the year and periodic programs, statements, and reports to the student body.
• Honor Council members provide student voice and understanding of the situations that students face on a daily basis, to ensure that the Honor Code and trust belong to the students.
• The Honor Council hears potential violations of the Honor Code and makes findings and recommendations to the administration accordingly.
• Honor Council members will protect the confidentiality of any student appearing before them in a hearing.

Composition
The Honor Council is composed of seven students: three representatives from the senior class, two from the junior class, and one each from the sophomore and freshman classes. The Chair is elected by the outgoing
Honor Council at the end of each school year for the following school year from among the junior class members. The other members are elected by their classes at the end of each school year for the following school year. To ensure continuity of experience, the highest vote-getting junior is elected to a two year term. The Honor Council or its advisors will also appoint from the Upper School student body a recording secretary whose sole duty is to accurately transcribe minutes of meetings.

**Eligibility**

To run for Honor Council, a student must not be on Honor Probation, Academic Concern or Probation, or Disciplinary Probation, must not hold another major elected office, and must satisfactorily complete the required application.

**Standards**

Honor Council members must be reliable, trustworthy, and respectful of fellow students. They represent CCES whether they are participating in school functions or other events. Failure to uphold the responsibilities and standards of the Honor Council may result in a member being asked to resign or being dismissed from his/her position.

**Procedures**

When a possible Honor violation has occurred, a report is submitted to the Assistant Director, who may then meet with the teacher(s) and student(s) involved. The Assistant Director, the Honor Council chair, and a faculty member of the Honor Council will review the information and decide whether the evidence warrants a hearing.

If a hearing is to take place, the Assistant Director meets with each student involved to explain the procedure. The Assistant Director advises the student not to openly discuss the situation with other students, lest idle remarks spread as rumors. The Assistant Director also gives the student the opportunity to inform his/her parents/guardians before they are notified by the school. Under no circumstances will a hearing proceed without parental notification. The student is encouraged to ask his/her advisor or another faculty or staff member to accompany the student to the Honor Council hearing in a support role only. This person may make summary remarks or ask to speak with the Honor Council privately but is not to investigate the case or take an active role in its determination. Whether or not the student selects a school Chaplain or his/her advisor for this role, the Assistant Director will inform these persons for the purpose of providing an atmosphere of understanding for the student's situation. A student may not bring a lawyer, other advisor, or any non-employee of the school to a hearing in the support role just described.

Honor Council hearings are closed, and confidentiality is of utmost importance. A quorum of five of the seven student members must be present, in addition to one or two faculty advisors and the Assistant Director and/or Senior Chaplain. A summary of the possible violation and any known facts is presented to the Council by the Chair. Any teacher or other pertinent witness is interviewed by the Council, or a statement is provided instead. After the framework of the situation is clear, the student involved appears with the faculty or staff member in support. The student is asked to make any opening remarks as to what happened. Honor Council members then interview the student to find out:

1. Has an Honor violation occurred?
2. If so, why did it occur; or if not, why not?
3. How does the student feel about what has occurred?
4. How can this student avoid a similar situation in the future?
5. How will this incident affect a student's decision-making process in the future?

The student may comment on any matter regarding the issue before the Council and is then dismissed so that the Honor Council can review the information presented.
The Council deliberates and then votes to determine, beyond reasonable doubt, if an Honor violation is believed to have occurred. If it is determined by simple majority vote of Honor Council members that a violation has occurred, the Council discusses appropriate consequences to recommend to administration. All previous honor and disciplinary violations will be considered when consequences are discussed.

The Honor Council Chair presents a written report of the findings and recommendations to the Assistant Director, who confers with the Upper School Director and, if necessary, the School Chaplain and/or Head of School. These administrators decide whether to approve or modify the findings and recommendations. In cases where they are modified, an explanation will be provided to the Honor Council. The Assistant Director shares the final decision with the student involved and then with the student’s parents/guardians. A follow-up letter is also mailed to the parents/guardians.

Honor Code violations are not made part of a student’s permanent academic record or transcript; however, records of each hearing are kept in a confidential file for several years after a student’s graduation date. Information about a student’s Honor violations is not provided to other academic institutions unless specifically requested. Please refer to the Disclosure Policy.

Honor Council proceedings are not exclusive of other disciplinary actions determined to be appropriate by school Administration, including but not limited to cases in which an Honor violation is combined with other conduct that violates school rules and policies or in which a violation involves conduct that creates substantial risk to the health or safety of students, faculty, or staff.

The Role of the Parents
We believe that parents/guardians should have frank discussions with their students about the importance of honorable behavior on a regular basis. They are also encouraged to have discussions with faculty regarding specific expectations in their classes. If it has been determined that an Honor hearing is to be held, parents/guardians should under no circumstances contact witnesses, Honor Council members, or teachers about the hearing. Parents/Guardians are not permitted to be part of any Honor Council hearing but may certainly request a conference at any point with school administrators. The Honor Council and school administration take great care that any hearing be conducted with a sense of advocacy and concern for the student. Parents/Guardians are requested to be patient and allow their student the freedom to trust in the Honor system, and when applicable, to admit a mistake, accept the consequences, learn from them, and move forward positively.

Lower School Protocol

CCES Lower School Faculty and Administration are called to model and nurture the same standards of behavior as the Upper School and Middle School. The CCES Honor Code is introduced in chapel, discussed in classrooms, and reinforced through teaching, modeling, and Morning Devotions.

For grades P–4, Honor Code violations are brought to the attention of the administration and Chaplain. After talking with the student, parents/guardians are informed, and a plan is made. An Upper School Honor Council student may talk with the Lower School student. Depending on the violation, an action or consequence is determined to help students make amends when possible.

Our goal is to help students take responsibility for their actions, realize they made a bad choice, make things “right” as best they can, and make better choices in the future. Violations are not a part of any permanent record. Confidentiality is maintained.
Middle School Protocol

The Middle School faculty and administration endorse and nurture the same standards of behavior as prescribed for the Upper School. In grades 7 and 8, when a possible Honor violation has occurred, a report is submitted to the Dean of Students, who may then meet with the teacher(s) and student(s) involved. The Dean of Students and a faculty representative of the Middle School Honor Council will review the information and decide whether the evidence warrants a hearing.

The same possible consequences (as appropriate) for Upper School violations are normally followed for students in grades 7 and 8. The protocol for hearings in the Middle School is amended as follows:

- The Middle School Chaplain or Assistant Director will attend hearings as an impartial observer and support for the student.
- A committee of two faculty members, the Upper School Honor Council chair, and two voting members of the Upper School Honor Council will convene to hear and deliberate on 7th and 8th grade Honor Council cases. A quorum of five members is required to decide a case.
- Note: The Middle School Dean of Students acts in place of an Upper School Assistant Director in Honor Council procedures and attends hearings to present a report (including any evidence) to the committee.

The same standards of confidentiality and parental roles apply to Middle School cases as they do for Upper School cases. Records of Middle School Honor proceedings remain on file in the Middle School and do not follow a student’s discipline record to the Upper School. An exception to this policy would include any honor council cases that result in a student being placed on honor probation at the end of their 8th grade year. In a case such as this honor probation may extend into the first semester of ninth grade.

For grades 5 and 6, the protocol is revised as considered developmentally appropriate by faculty and administration. Referrals are made for possible violations but are normally handled within the Middle School by the Dean of Students in consultation with a faculty representative of the Middle School Honor Council, Middle School Chaplain, and possibly the Upper School Honor Council Chair. Repeated violations by a student in grades 5 and 6 may be handled in the same manner as grade 7 and 8 offenses.

Consequences

Effort is made for consequences to have educational benefit as well as to deter future violations. A student found to have violated the Honor Code is automatically placed on Honor probation for a specified period of time. For second and subsequent violations, penalties from suspension to expulsion will usually be considered. Other possible penalties include, but are not limited to, the following:

- A zero on the assignment involved, with responsibility to make it up for learning purposes
- Letter of apology
- Personal statement, possibly including research into Honor policies at colleges of interest
- Service or work requirement
- Supervised study hall
- Consultation with faculty or staff member with expertise relevant to the violation
- Monetary compensation for a stolen item
- Revocation of senior or other privileges

A member of Student Council or Honor Council is subject to the loss of his/her position without possibility for re-election if found to have committed an Honor violation.

Honor warnings may be given when the Council feels that a student has acted in a manner so as to place his/her
honor in question. These are given when it appears that a student may have violated the Honor Code, but there is a general lack of evidence or proof.

It is the desire of the school that the spirit of the Honor Code may continue to grow and become a significant force in the life of every student. For such a system to be effective, every member of the community must comply with and support the Honor Code.

**DIVERSITY STATEMENT**

CCES is deeply committed to equity and justice for all members of its community. Our educational mission and religious foundation promote respect for all differences. These differences enrich our community. We expect everyone to be treated with dignity and decency. We celebrate the virtues of a civil and honorable community.

The National Association of Episcopal Schools (NAES) provides a clear platform in its “Identity” statement:

“Episcopal schools have been established, however, not solely as communities for Christians, like a parish church, but as ecumenical and diverse ministries of educational and human formation for people of all faiths and backgrounds. Episcopal schools are populated by a rich variety of human beings, from increasingly diverse religious, cultural, and economic backgrounds. In fact, the intentional pluralism of most Episcopal schools is a hallmark of their missions. It is also a distinguishing characteristic of these schools that they seek to integrate religious and spiritual formation into the overall curriculum and life of each school community. Episcopal schools are clear, yet graceful, about how they articulate and express their basic identities, especially in their religious curricula and traditions. They invite all who attend and work in them—Episcopalian and non-Episcopalian, Christians and non-Christians, people of no faith tradition—both to seek clarity about their own beliefs and religions and to honor those traditions more fully and faithfully in their own lives. Above all, Episcopal schools exist not merely to educate, but to demonstrate and proclaim the unique worth and beauty of all human beings as creations of a loving, empowering God.”

The ethos of an Episcopal school is well stated in another NAES document, “The Idea of an Episcopal School”:

“Our church encourages respect for the other person’s beliefs. An Episcopal school may be expected not to discriminate on the basis of race, creed, or national origin, and actively seek out faculty and students of diverse backgrounds and traditions in the belief that they bring something to be valued and respected, and because we would like to be broadly inclusive of the community we serve. An Episcopal school will look for the values that unite people rather than those that divide, and not allow factionalism to undermine the life of the whole.”

We acknowledge that schools have tremendous influence on students. Our students are works in progress and respond to consistent themes endorsed at school. However, schools generally reflect the mores of the dominant culture, even if they challenge conventional cultural leanings. Moreover, students carry the biases of their families and culture. Often these biases are expressed in completely unintended ways. Students are often unaware of doing or saying anything that offends someone else. Gauging the effect of the messages we send others is part of becoming educated and part of maturing as a human being. We believe deeply that the experience at CCES sharpens students’ awareness of their biases and disabuses them of unwarranted prejudices.

Irrespective of these developmental factors, we will not tolerate bigotry of any sort—intended or inadvertent. We reject bigotry on any basis—race, ethnicity, religion, gender, social class, age, sexual orientation, or intelligence. Once detected, bigotry will be repudiated directly. In the spirit of an Episcopal school, we will work to help the offending student understand his or her mistake and to find the proper means of making amends to the offended person(s). Under all circumstances, we will be clear about our rejection of intolerant behavior.
Instead of imposing a generic penalty, the school will adjudicate each case of intolerance by considering all relevant factors. Although we will seek to promote understanding and compassion, we will not be deterred from imposing justice. Penalties will range from suspension to expulsion.

**SCHOOL-WIDE POLICIES**

**CARPOOL**
Parents/Guardians are discouraged from using personal electronic devices in a moving carpool line.

**CHAPEL**
The Chapel of the Good Shepherd is a sacred space that offers our community a life of worship, prayer, education, and silence. For group use of this facility outside of our weekly worship services, please contact the Senior Chaplain. As an extension of the Parish of Christ Church Episcopal but not the parish itself, the Chapel of the Good Shepherd is not authorized to perform the Occasional Offices of Baptisms, Weddings, and Funerals. Out of reverence for its sacred space and purpose, the Chapel does not permit photography or recordings during its worship services.

**CLOTHING WITH SCHOOL LOGOS**
Please note that school policy prohibits merchandise and/or clothing containing school name or logo to be donated/distributed into the community or overseas. The maintenance department should be contacted for Cavalier Closet items and/or other obsolete inventory for proper recycling of logoed clothing.

**COMMUNICATION**
Open and direct communication is essential for the effective operation of a school. CCES encourages students to be advocates for themselves. In addressing concerns with a teacher, students and parents/guardians are asked to contact the teacher first. Then proceed in order to Advisor, Department Chair, and appropriate administrator as the situation warrants.

**Online Directory**
The school is pleased to offer an online directory with student/parent/faculty/staff contact information for the ease and use of community members. Please be aware that this directory is intended for use only by members of the CCES family for the purpose of school-related or personal correspondence. Reproduction or use by other individuals or groups, or by members of the CCES family for commercial or political purposes is expressly forbidden.

**COMPUTERS**
See comprehensive Technology/Internet Acceptable Use Policy.

**CONCUSSION PROTOCOL, OR RETURN TO LEARN (RTL)**
Concussions are brain injuries, usually caused by a bump, blow, or jolt to the head that impact the normal functioning capacity of the brain. All concussions are serious, and some can affect mental stamina, concentration, short-term memory, working memory, cognitive processing speed, sleep, and mood. Though presenting symptoms may vary, the injury is invisible, and treatment should be individualized. Children and adolescents are at greatest risk for concussion, and can take longer to recover. Since a concussion is a brain injury that prevents normal functioning capacity, this policy identifies academic support protocols for students incurring and recovering from concussions.

**Reporting:**
1. A coach, teacher, or parent noticing a symptom or incident contacts the Athletic Trainer (School Nurse
serves as backup).

2. The Athletic Trainer or Nurse notifies the Assistant Director or applicable Dean of Students, and liaises with the student’s parent(s).

3. The applicable Dean of Students informs all of the student’s teachers, the advisor, the chaplain, the Assistant Director and Director.

4. The Athletic Trainer, student, and parents monitor stages of progression below with the applicable Dean of Students, who, in turn, updates the student’s teachers and administrators.

Return To Learn (RTL) Progression of Stages:

Note: Progression through the RTL stages may vary based on the severity of the concussion and recommendations from medical practitioners. In addition, the starting point may vary for each concussion.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
<th>Recommendations</th>
</tr>
</thead>
</table>
| 1     | Concussion Reported: Total Brain Rest Needed | No school attendance  
No TV, video games, computer use, texting, loud music  
No physical activity  
No bright lights or screens  
No school work or homework  
Up to 30 minutes of mental exertion |
| 2     | Partial Day With School Based Accommodations | Student attends school on a partial day basis  
Prioritization of specific classes attended  
Student should focus on in-class learning  
No homework to be completed  
Paper workflow preferred to screen |
| 3     | Full Day with School Based Accommodations | Students attends full day of school  
Prioritization of only essential work  
No more than one test per day, and possibly tests administered over multiple days  
Cognitive rest between periods of intense focus |
| 4     | Full day without School Based Accommodations | Student attends full day of school  
Student plans with each teacher for make up of essential outstanding work |
| 5     | Full day without School Based Accommodations | Student attends full day of school  
Student plans with each teacher for make up of essential outstanding work |

Progression to Stage 2 occurs when the student can sustain 30 minutes of mental exertion without worsening symptoms, often but not always within 48 hours.

Progression to Stage 3 occurs when the student can sustain a half day of school without worsening of symptoms.

Progression to Stage 4 occurs when the student can manage all class periods in succession without worsening of symptoms.

Progression to Stage 5 occurs when the student can manage all class periods in succession without worsening of symptoms and clearance has been given to return to school and athletics.
As with any extended illness, a prolonged concussion may necessitate a reduced course or credit load.

**Resources:**

- Nationwide Children’s Hospital: An Educator’s Guide to Concussions in the Classroom.
- Oregon Concussion and Management Program (OCAMP) and Sloan Sports Concussion Program: Teacher Packet
- CDC: Returning to School After a Concussion: A Fact Sheet for School Professionals.

### CONSEQUENCES GLOSSARY

**Suspension**

A student is not permitted to attend classes or participate in school activities but must complete academic work in coordination with administrators and teachers.

- **In-school**: A student remains in isolation and under administrative supervision on school grounds during school hours.
- **Out-of-school**: A student is not permitted on school grounds during school hours.

**NOTE:** In either case, a suspended student may not participate in organized school activities.

**Dismissal from School**

A student is no longer enrolled, effective immediately; a student is eligible to reapply after a minimum waiting period of 365 days. During that waiting period, a dismissed student is not permitted on school grounds during school hours and is not permitted on school grounds or at school-sanctioned events outside of school hours without special dispensation from a CCES administrator.

**Expulsion**

A student is no longer enrolled, effective immediately, and is not eligible for re-admission. After being expelled, a former student is not permitted on school grounds during school hours, and is not permitted on school grounds or at school-sanctioned events outside of school hours without special dispensation from a CCES administrator, until such time as that student's original anticipated date of graduation from CCES.

At the discretion of the school administration, the School will communicate the facts of significant disciplinary matters to the student body and school community in order to address potential misinformation, to advise on future conduct, and to illustrate school values and potential consequences. In these communications, the School will not reveal the names of students who are suspected and/or punished.

**DISCREDIT/ELASTIC CLAUSE**

It is important for students to recognize that at all times, they are members of the CCES community. For that reason, CCES reserves the right to punish with penalties from suspension to expulsion any student who is involved in an activity on or off campus that reflects in a negative way on the school. The administration reserves the right to enforce disciplinary measures when, in its judgment, the health, welfare, and/or reputation of an individual student or the community are best served. In that spirit, any conviction in court subjects a student to possible disciplinary action, including dismissal or expulsion.

**EMERGENCY PROCEDURES**

The safety of our school community is uppermost among our concerns. We have carefully coordinated responses for both internal and external emergencies that involve our security staff, administration, and faculty. Our Head of School, CFO, Emergency Coordinator, and the Director of Security will lead all such interventions. We have a backup team in place as well. The response mechanism is different for different disruptions. We will rely on Blackboard Connect system-designated phone numbers to communicate with parents or guardians in a timely manner about
Lockdowns and other emergencies. Lockdowns require restriction of movement on campus and limited access to school buildings. All of these restrictions are designed to provide optimal protection for students, teachers, and staff.

In the event of an accident or illness at school, every effort will be made to contact parents or guardians immediately. In emergency cases when a parent or guardian cannot be contacted, it will be the responsibility of the Director or designated alternate to decide on the course of action appropriate to the situation. CCES has a comprehensive emergency plan. The plan covers foreseeable emergencies. To read this plan, check with a Division Director or the CFO. Each teacher has his/her own copy of the plan.

**Accidents/Injuries**
Parents/Guardians must submit an emergency information form prior to the first day of school. The school nurse and/or designated faculty or staff will administer first aid.

**Fire**
Students and faculty hold appropriate practice drills to evacuate the building.

**Tornado**
Students and faculty hold appropriate practice drills to seek safe shelter within the building.

**Lockdown**
Students and faculty hold practice drills to ensure everyone’s safety within the building. Parents/Guardians and outsiders will not be allowed in the building in the event of a lockdown.

**Insurance**
The school carries a basic insurance policy on each student covering the time that the student is involved in a school activity. Parents/Guardians should contact Jean Lauritzen, in the Business Office, for information on filing any claims for injuries sustained while at school or on a school-sponsored activity or trip.

**FIREARMS, WEAPONS, FIREWORKS, ETC.**
No concealed weapon may be possessed on campus. Under SC law, no weapons or firearms are allowed in any school building or at any school function. Firearms, weapon look-alikes, knives, lighters, fireworks, and any other explosive or potentially harmful instruments are strictly forbidden for student possession on campus at any time. The Administration will confiscate all such items if discovered. Any student bringing such items to school, or possessing such items at school, will face punishments up to and including expulsion.

**GAMBLING**
Gambling is strictly prohibited. In addition, trading cards are prohibited. Violations will result in disciplinary action.

**HARASSMENT**
Christ Church Episcopal School seeks to be a community in which every individual is treated with civility, tolerance, and respect.

Harassment, whether verbal or physical, is hostile, offensive, or intimidating treatment of a student that interferes with that student's ability to learn and to enjoy the full benefits of the CCES experience. The school will not tolerate harassment of individuals at any time for any reason. These reasons include but are not limited to, ethnic background, handicaps, physical characteristics, religion, gender, race, or sexual orientation. All forms of harassment are unwelcomed and unwanted.

**Cyberstalking** is defined as a means to engage in a course of conduct to communicate or to cause to be
communicated, words, images, or language by or through the use of electronic mail (email) or electronic communication, directed at a specific person, unwelcome, causing substantial emotional distress to that person.

**Cyberbullying** is defined as the willful and repeated harassment and intimidation of an individual through the use of electronic mail (email) or electronic communication with the intent to coerce, intimidate, harass, or cause substantial emotional distress to a person.

If a student thinks he or she has been the victim of harassment, cyberstalking, or cyberbullying, he or she should consult with one of the following: (1) Faculty Advisors, (2) School Chaplains, (3) School Directors/Assistant Directors, (4) School Counselors, or (5) Deans of Students.

There may be instances in which a student who is a victim of harassment or discrimination does not wish to proceed with a Grievance, but it is determined that a clear violation of rights has occurred. In such cases, CCES reserves the right to take appropriate action. Such action, aimed at preserving a community characterized by tolerance and mutual respect, might include steps ranging from a warning to the violator to expulsion of the violator.

**PROCEDURES FOR STUDENTS PRESENTING RISK OF HARM TO THEMSELVES OR OTHERS**

The school’s primary concern is the safety of everyone at CCES. In any situation in which the school concludes that a student presents a material risk of harm to him or herself, other students or persons at CCES, or the community generally, the school will take the steps it deems appropriate to try to mitigate that risk. These steps may include but are not limited to removal from class, supervised segregation of the student presenting the risk, notification of appropriate authorities, indefinite suspension, dismissal, or expulsion. The school will typically attempt to notify the student’s parent(s) or guardian(s) as soon as practicable.

Where appropriate, the family may be asked to seek immediate professional counseling for the student. Successful completion of that counseling, along with certification of satisfactory completion by the counselor, and communication by the counselor/service provider with the school of pertinent observations, concerns, and future protocols, all in form and content acceptable to the school in its sole discretion, may be required before the student is allowed to return to campus. The parent(s) or guardian(s) of any minor student will thus be required to provide all necessary consents to allow such communications between the school and the counselor/service provider. The school may also require one or more follow-up meetings among the Division Director, Division Chaplain, parent(s)/guardian(s), and the student to determine a protocol for returning to campus.

**HEALTH ROOM**

The purpose of the Health Room is to provide short-term care in the event a student becomes ill or injured while at school. Every effort is made to keep your student at school if possible. If it is determined that a lower school or middle school student is too ill to stay in school, the parent or legal guardian will receive a phone call from our nurse to make arrangements to pick him/her up as soon as possible. For an upper school student who is too ill to stay in school, a phone call will be made to the parent or legal guardian from the upper school office or nurse to make arrangements for the student to be picked up from school. If the upper school student drove himself/herself to school, verbal permission must be obtained from the parent or legal guardian in order for the student to drive himself/herself home.

A sick child cannot learn effectively and is unable to participate in classes in a meaningful way. Keeping a sick child home prevents the spread of illness in the school community and allows the child opportunity to rest and recover.

The following guidelines should be considered when making the decision for keeping sick children home from school:

**Fever** - Students should stay at home if they have a temperature of 100.0 or higher. In order to return to school the
student must have been fever free for the last 24 hours without the use of fever reducing medication (Advil, Tylenol).

**Vomiting** - Students who are vomiting should remain at home. They may return only when they have not vomited for 24 hours without the help of nausea medication and are tolerating liquids and foods.

**Diarrhea** - Primer through 5th grade students should stay at home until they are diarrhea free for 24 hours without the use of medication. 6th through 12th grade students do not need to stay home unless they have diarrhea with mucus, blood, or contagious organisms.

**Strep Throat** - Students must remain at home until they have been on antibiotics for 24 hours and fever free.

**Ringworm** - Students with ringworm of the scalp must remain out of school from the end of the day it was discovered until they have begun treatment with a prescription antifungal medication from their doctor. Students with ringworm on their bodies must remain out of school from the end of the day it is discovered until they have begun treatment with a topical antifungal medication. All students should cover the areas on their body with clothing or bandages in order to return to school.

**Skin Infections** (from staph or strep, includes MRSA) - Students may attend school ONLY if the infected areas are covered with clothing or bandages. Another type of skin infection is Impetigo and those students must remain at home until they have been on antibiotics for 24 hours and areas of infection have stopped oozing.

**Head Lice** - Students with live lice or nits (eggs) that are 1/4 an inch or closer to the scalp may be sent home at the END of the school day, if head-to-head contact with other students can be avoided. Otherwise, they may be sent home immediately. They may return only after receiving the first treatment with an approved lice removal product or procedure. The student's scalp should be checked 7-10 days after the treatment. If lice are found at this time, the student will be sent home for retreatment.

**Pink Eye/Conjunctivitis** - Students do not need to stay home unless directed to do so by their physician. Pink eye, like a common cold, can be spread to others but usually clears up without medication. If pink eye persists, particularly with a fever or severe eye pain, please seek physician care. The best way to prevent the spread is encouraging good hand washing.

**Flu, Influenza or Influenza Like Illness** (ILI) - Students with these types of illnesses will be excluded from school for fever 100.0 or higher with cough and sore throat until they are fever free for 24 hours without fever reducing medication (Advil, Tylenol).

**Common Colds** - Most students with mild cold symptoms have no fever and feel well enough to go to school. Colds spread in 1-3 days before symptoms are noted so these students do not need to be kept at home.

**IMMUNIZATION FORMS**
South Carolina State Law requires that every student at CCES provide the school with a certificate of immunization. Students will not be allowed to attend school until this form, signed by a physician, is on file at the school.

**LIBRARIES**
Students are encouraged to use the resources of the CCES libraries, which feature numerous technological resources as well as a strong book collection.

The Lower School library is open daily from 8:00 a.m. – 3:00 p.m. Books may be checked out for a two-week period. Reference books, including encyclopedias, may be checked out overnight.

The Middle School library is open daily from 8:00 a.m. – 3:30 p.m. Materials may be checked out for a four-week period and may be renewed. Reference books, including encyclopedias, may be checked out overnight.
The Upper School library is open daily from 8:00 a.m. – 4:00 p.m. Materials may be checked out for a four-week period and may be renewed. Reference books, including encyclopedias, may be checked out overnight. Students are expected to return library materials promptly. Library privileges may be withheld if library materials are not returned or paid for. Students will be charged for unreturned books.

**NON-OVERNIGHT AND OVERNIGHT FIELD TRIPS**
The cost of field trips is based on the number of students and chaperones participating. Once a description of a planned field trip is sent home and a permission slip signed by the parents or guardians, refunds will not be given except in highly unusual extenuating circumstances. The school cannot incur unreimbursed cost for students once the invoices have been submitted to the Business Office. On field trips where a deposit is collected (international trips), the deposit is non-refundable.

**PARENT CONFERENCES**
Whenever a parent or guardian wishes to have a conference with his or her student’s instructor(s), he or she should contact the instructor or advisor/homeroom teacher at the school to arrange the conference. A teacher may request the presence of a Department Chair or administrator in the conference. Similarly, an instructor or advisor/homeroom teacher may contact parents or guardians to arrange a needed conference at school to discuss a student’s progress. Each Primer-4th grade teacher holds two formal conferences with each student’s parents/guardians during the year, one of which is student-led. Formal conferences are also held in the Middle School and Upper School during the school year.

**PERSONAL PROPERTY**
Personal property of significant value is brought to school at the owner’s risk and is not covered under the school insurance policy. It is required that such items not be left at school for extended periods of time unless arrangements have been made for secure storage.

**PHILANTHROPY**

*Have you ever wondered what it took to build CCES in 1959?*
It took vision, hard work, and the philanthropy of many generous donors.

*And do you know what it takes to sustain the school today?*
Vision and hard work, to be sure. Tuition too, of course, but that covers only so much. Philanthropic gifts are also a part of sustaining the school by making it possible to keep tuition increases to a minimum, build new facilities, offer financial aid, and fund special initiatives.

CCES operates as a non-profit, 501(c)(3) organization. This allows the school to supplement tuition income through fundraising. The CCES Advancement Office coordinates all fundraising activities at CCES in order to ensure that the school has a coherent approach to funding requests, without overlap or competing solicitations.

**Parent Philanthropy**
CCES is a community—of students, parents, teachers, alumni, and friends. Our community is built on philanthropy, and we invite you to continue that tradition at a level that is comfortable for your family.

**Did you know that philanthropic giving has benefits for you as well as for CCES?**
- Unlike tuition, philanthropic gifts offer you, the donor, significant tax advantages.
- By supporting the school at a level that is comfortable for your family, you make it possible for CCES to receive outside grant funding. Grant makers typically look at parent participation in giving campaigns to assess the school’s viability and worthiness of receiving grant monies. In other words, it is not the amount that you give that necessarily counts; it is the fact that you give something that matters.
What are some ways I can support CCES by giving?

- The Cavalier Fund (Annual Giving) campaign is of primary importance because it supplements the school's annual operating budget. Tuition alone does not cover annual expenditures.
- Capital gifts make it possible to improve our facilities; this is how our Hartness Performing Arts Center was built. Capital gifts are solicited through targeted campaigns and do not contribute to the day-to-day operations of the school.
- Annual income from our endowments provides a reliable source of income to support our operating budget and fund special programs, such as professional development for faculty.
- A planned gift, a form of deferred giving, is an easy way for you to help provide for the school's future.

Student Fundraising

Are the goals of student fundraising different than the goals of parent philanthropy?

Yes. The goals of a student fundraiser, student organization, sophomore project, senior thesis, or extended essay can often be achieved without raising money. The school asks that all student-driven initiatives give full consideration to the philanthropy of giving of oneself by volunteering time, performing needed tasks, or raising awareness for a good cause.

Why does the school have a policy for student fundraising?

If there is a compelling reason to conduct a student-led fundraising effort, it is necessary to first contact Mrs. Inman in the CCES Advancement Office, which coordinates and oversees all school solicitations. This policy helps streamline the giving process for members of the CCES community and allows our stakeholders to plan their giving in a coherent fashion. Students, student organizations, and athletic teams may not solicit parents, alumni, friends, and other CCES stakeholders because such efforts can interfere with the overall fundraising goals of the school.

So, what are the rules?

For these reasons, only small-scale student fundraising projects are permitted by following the application process outlined below and receiving final approval from the appropriate school Division Director and Mrs. Inman in the Advancement Office. If fundraising is the necessary goal, students must adhere to the following process:

1. Complete the CCES Fundraising Form (provided by the Advancement Office) in concert with a faculty advisor.
2. Obtain permission from the Business Office to use school facilities, with a full explanation of how they will be used, by completing the Facility Use Request Form.
3. Provide the names of all students involved in the project and in soliciting funds.
4. Identify the group or people who will be solicited.
5. Provide the date or time frame for the planned event or fundraising effort.
6. Submit the Fundraising Form for approval to Mrs. Inman in the Advancement Office at the beginning of the semester.
7. Be prepared to meet with the Division Director and Mrs. Inman in the Advancement Office to further explain your proposal.
8. Once approved, attend a briefing conducted by the Advancement Office on philanthropy and fundraising. Please consult your faculty advisor for the dates and times.
9. Keep your faculty advisor, Division Director, and Advancement Office informed with timely updates concerning the progress of your scheduled event or fundraising effort.
10. Report the total amount of money raised, how the money will be handled, and provide a summary report of the experience to the Division Director and Advancement Office.

Third-Party Charitable Fundraising

We are grateful for the many fundraising events, charitable sales, and philanthropic initiatives carried out by
individuals in support of Christ Church Episcopal School (CCES), its families and activities. While official school-sanctioned fundraising related to The Cavalier Fund, specific capital projects, and the CCES endowment are standard forms of support within the School, we recognize that there are times when students or families may undertake additional efforts to raise funds to help with things like special field trips, sporting activities, or families in need/crisis.

The guidelines in this policy are meant to ensure that the distinction between official or school-sanctioned fundraising and individual or non-sanctioned fundraising remains clear, and that the privacy of members of the CCES community is respected.

The guidelines in this policy apply to current or prospective CCES students, alumni, staff, faculty, administrators, trustees, and volunteers, as well as immediate families of any of the foregoing (collectively, “CCES Families”), and third parties that work or collaborate with CCES on projects, including recruitment and admissions.

Guidelines
The following resources may not be utilized for any solicitations, political activities, or fundraising activities outside of those initiated by the CCES Advancement Office or approved by the Assistant Head for Advancement (AHA) under the terms of this policy:

- The CCES student/family directory
- All CCES communication platforms, including Schoology, The Wire, CCES Mailchimp, and CCES social media accounts (including the CCES Facebook page)

The school name, brand, mascot, and other marks, including “CCES” and “Cavaliers,” should be used only for projects that are initiated by the Advancement Office or approved by the AHA under the terms of this policy. Use of any of these items for non-sanctioned fundraising, personal fundraising, or political activities is inappropriate and not permitted.

From time-to-time, proposals for fundraising activities in support of a CCES school-related project may arise outside of the Advancement Office and outside the context of standard fundraising efforts like the Cavalier Fund. Prior to initiating any such fundraising activities, the individual(s) leading the initiative must contact and consult with the AHA for guidance, planning, and approval. The AHA has absolute and sole discretion to determine which fundraising activities are approved and the conditions applicable to those activities. Only if the AHA approves the proposal may the CCES resources and items set forth in Sections (1) and (2) above be used. All language used in conjunction with the fundraising activity should be approved by the AHA prior to any messaging being published or disseminated.

Fundraising in support of current students, alumni, or CCES Families will generally not be approved by the AHA absent extraordinary circumstances. For any non-approved fundraising activities, use of the CCES resources and items set forth in Sections (1) and (2) above is not permitted, and the fundraising platform must belong to the individual, group, or entity leading the initiative.

Approval granted by the AHA to a proposal pursuant to Section 3 above does not make donations towards such proposal “charitable donations” pursuant to IRS regulations. Such donations may not be tax-deductible. By approving any proposal, the AHA and CCES are only granting permission to use the CCES resources and items set forth in Sections 1 and 2 above. CCES is not responsible for determining the tax consequences of any donations made as a result of fundraising activities of any outside individual, group, or entity.

Any approval granted to a fundraising activity pursuant to Section 3 above does not constitute making the activity an official CCES fundraising project, and CCES assumes no liability or responsibility for such projects.
PHOTO PERMISSION

During the course of the school year, candid photographs, video, and/or voice recordings may be made of students and used for marketing purposes, including but not limited to school publications, the website, news releases, advertising, brochures, videos, etc. By enrolling a student at CCES, the parent(s) or guardian(s) agrees to permit the school to use these images and recordings in such materials with the following limitations:

1. For their protection, students will be identified either by name or image in all electronic media EXCEPT if the student is a senior, in which case the senior may be identified both by image and by name.

2. Photographs of students in grades P–12 may be issued to local print media with accompanying identification of the student by name.

3. A parent or guardian who wishes to withhold permission as stated above in (1) or (2) must inform the Registrar in writing that such permission is denied.

CCES cannot be held liable for the misuse of student images/recordings by third parties.

POLITICAL INVOLVEMENT

Christ Church Episcopal School is a 501(c)(3) organization. Under the Internal Revenue Code, all section 501(c)(3) organizations are absolutely prohibited from directly or indirectly participating in, or intervening in, any political campaign on behalf of (or in opposition to) any candidate for elective public office. Violating this prohibition may result in denial or revocation of tax exempt status and the imposition of certain excise taxes.

PRESCRIPTION DRUGS & MEDICATION

No medication (including ibuprofen and acetaminophen) will be given to students without permission from a parent or guardian. All medications must be checked in with administrative personnel or the school nurse. It is the responsibility of the parent(s) or guardian(s) to notify the School Office of any chronic or special medical problem. Violation of this policy may fall under the school’s Substance Use Policy.

PROGRESS REPORTS FOR MIDDLE AND UPPER SCHOOLS

Middle and Upper School parents/guardians will have online access to their student’s grades, and they are encouraged to check that information on a regular basis. However, teachers will continue the practice of phone or email communication with parents or guardians when there are concerns about a student’s progress. Parents/Guardians are also encouraged to communicate directly with their student’s subject-area teacher and/or advisor when concerns or questions about academic progress arise. At mid-semester, advisors of students on Academic Concern or Academic Probation in the Middle School will check in by email with parents or guardians to relay information about overall progress. All academic reports will be available online.

SEXUAL MISCONDUCT

All students and adults should be treated with dignity, respect, sensitivity, and fairness. For purposes of this handbook, Sexual Misconduct means engaging in “Sexual Abuse,” “Sexual Coercion,” Sexual Harassment,” or “Sexual Exploitation” as defined below. Such misconduct is wrong, will not be tolerated, and is strictly prohibited.

Sexual Abuse means sexual involvement or contact by an adult with a “minor” or a “vulnerable adult” as defined under state law. Sexual Abuse is a crime that must be reported to appropriate authorities.
**Sexual Coercion** means the use of physical, emotional, psychological, or supervisory force over someone else to gain sexual gratification.

**Sexual Exploitation** means the actual or attempted abuse of a position of power, authority, or trust by the development or attempted development of a sexual or romantic relationship with a vulnerable party (such as a student or subordinate coworker) with whom the person in the position of power, authority, or trust has a relationship.

**Sexual Harassment** includes, but is not limited to, unwelcomed sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature including sexually oriented humor or language, inappropriate questions or comments about sexual behavior or preference, inappropriate physical contact, inappropriate comments about clothing or physical appearance, and/or repeated requests for social engagements in a situation where there is a mentor or colleague relationship between the persons involved.

In many cases, Sexual Misconduct as defined under this policy may constitute “child abuse” or “child neglect” under applicable South Carolina law. South Carolina law further specifies that certain persons involved in the care and supervision of children, including teachers, school administrators and counselors, are “mandatory reporters” and must report suspected child abuse or neglect to state authorities. For this reason, any school employee who is a mandatory reporter and who receives information which gives the employee “reason to believe” that a child has been or may be abused or neglected will report that information to appropriate authorities, as set forth in the CCES Child Abuse and Neglect Reporting Policy.

If a student thinks he or she has been the victim of Sexual Misconduct, he or she should immediately consult with any Division Director, or any Assistant Division Director, or any School Counselor in the school that he or she feels comfortable approaching. In the Upper School and in the Middle School (grades 7th and 8th) anonymous confidential reporting is made available via the TxtAboutIt application that is available to students. Students should feel comfortable using this service platform to anonymously report any and all student concerns in a safe, non-threatening environment.

There may be instances in which a student who is a victim of Sexual Misconduct does not wish to proceed with a grievance, but it is determined that a clear violation of rights has occurred. In such cases, CCES reserves the right to take appropriate action. Such action, aimed at preserving a community characterized by tolerance and mutual respect, might include steps ranging from a warning to the violator to expulsion of the violator. In addition, as noted above, CCES may also have duties to report Sexual Misconduct that may constitute child abuse or neglect to appropriate authorities, and CCES will comply with any such duties regardless of whether a student wishes to proceed with a grievance.

The School will not tolerate any retaliatory acts by other individuals nor take any action in retaliation against any student who, in good faith, and with the genuine belief that he/she has been the victim of Sexual Misconduct, brings or voices a complaint pursuant to this policy or otherwise opposes Sexual Misconduct. Retaliation is a serious violation of School policy and applicable law. If any student believes he or she has been the victim of retaliation in violation of this policy, he or she should report the matter immediately to the Head of School. In the event that allegations of retaliation concern conduct by the Head of School, the student should report the matter instead to the Assistant Head for Finance & Operations, who shall promptly confer with the Chair of the Board of Trustees concerning the alleged retaliation.

**SNOW DAYS/Delayed Opening**
CCES does not necessarily follow the Greenville County Schools’ closings or delays during inclement weather. The Blackboard Connect system will be used to notify families regarding school closures and delays. Please be sure your contact numbers are up-to-date. Information stating whether school will be open, closed, or run on a delayed
schedule, will also be released to the local TV stations. Parents/Guardians, of course, are expected to use their own good judgment as to whether conditions in their neighborhood preclude a student from arriving safely at school.

**STUDENT ACCOUNT POLICIES AND PROCEDURES**

**General Policies**

In cases where all or any portion of a student account becomes past due, the following actions will be taken unless deemed to be not required by the Head of School or Assistant Head for Finance and Operations:

**15 days past due:** A monthly service charge equal to the greater of $15.00 or 1.5% of the total account balance will be assessed and added to the account on a monthly basis until such time as the account is brought current.

**30 days past due:** Parents will be reminded via a friendly e-mail from the Business Office that payment has not been received.

**60 days past due:** Parents will be reminded by the Business Office in writing of the delinquency in the account and requested to bring the account current within 15 days.

**90 days past due:** Report cards for any student with a delinquent account will be held and access to the “OCC” web portal will be blocked. Parents will be required to set up a personal conference with the Assistant Head for Finance and Operations to establish a written payment schedule satisfactory to the school for repayment of all past due amounts.

**120 days past due:** Unless specific arrangements to the contrary have been approved by the Head of School or Assistant Head for Finance and Operations, parents may be required to withdraw their child(ren) from school but will remain obligated by their enrollment contract for the entire year’s tuition, fees and expenses.

If neither complete payment on the account nor acceptance by the Head of School in consultation with the Assistant Head for Finance and Operations of a satisfactory repayment plan is received from the responsible party within 30 days of the account becoming 120 days past due, and all other reasonable attempts to remedy the situation have failed, the account may be referred to the school’s attorney or outside collection agency for legal collection action, the costs of which shall be assessed to the parent(s) responsible for the account. While senior administration understands that this course of action is not normal and customary, it may be determined by the Head of School in consultation with the Assistant Head for Finance and Operations to be in the best interest of the School.

**Other Actions**

In addition to the general policies explained above, the following specific requirements will apply unless deemed to be not required by the Head of School or Assistant Head for Finance and Operations:

1) No grades, letters of recommendation, or transcripts for students will be released to any college/university until all accounts are paid in full, unless this action is deemed to be unlawful.

2) A student re-enrolling for the next school year will not be accepted, nor have a space reserved until the previous year’s account is paid in full or payment arrangement has been accepted by the Head of School or Assistant Head for Finance and Operations. In cases where a given class is filled prior to the account being paid, the student will be placed on a waiting list.

3) No financial aid award will be granted nor credited to a student’s account until such time as the non-financial aid portion of the account is current or a payment arrangement is accepted by the Head of School or Assistant Head for Finance and Operations.

4) Tuition refund insurance will be required of and billed to any family with a history of delinquent payments. A delinquency “history” is defined as any account with a balance over 30 days past due in three or more
billing periods during the previous school year. (Note: At present, tuition insurance rates range from approximately $311 to $418 per student, depending on grade.)

5) Christ Church Episcopal School reserves the right to require full payment of tuition and fees, in advance from those families with whom chronic collection problems have been experienced, as determined by the Head of School or Assistant Head for Finance and Operations.

6) The Head of School in consultation with the Assistant Head for Finance and Operations reserves the right to advise the parent(s) of any student entering his or her Senior year whose account shows a history of collection problems they may be required to pay in full or execute a promissory note for the full year’s tuition and fees with the school. Should the account be delinquent at the time of graduation, the Head of School or Assistant Head for Finance and Operations may require a promissory note for collection of all past due balances plus any applicable fees. Graduation and awarding of a diploma may be denied to any Senior student whose parent(s) refuse to execute a promissory note or whose account has become delinquent at the time of graduation.

7) Any family that signs up for the monthly payment plan option must sign up for the FACTS Payment Plan including the drafting of miscellaneous fees. Additionally, any family with a past due account history (defined as showing a balance more than 60 days old three times during the previous school year) must sign up for the FACTS Payment Plan including the drafting of miscellaneous fees.

Original policies adopted by the School Board, December 1994
Policies amended by vote of the School Board, December 2000
Policies further amended by vote of the School Board, May, 2009

SUBSTANCE USE POLICY

Christ Church Episcopal School is committed to an alcohol, tobacco, and drug-free campus. CCES takes the firm position against the use of mood-altering chemicals. CCES strives to develop a strong partnership of administrators, faculty, staff, students, and parents/guardians with the goal of encouraging lifelong healthy and responsible decision-making.

I. GENERAL RULE

A. CCES students shall not possess, use, consume, deliver, sell, distribute, or be under the influence of alcohol, illegal drugs, prescription medication not prescribed by a physician to the student, under the following circumstances:
   1) Any time students are on CCES property;
   2) Any time students are participating in a CCES-sanctioned activity, whether on or off school property.

B. CCES students shall not abuse (i.e., violate prescription dosage) or distribute over-the-counter medications under the following circumstances:
   1) Any time students are on CCES property;
   2) Any time students are participating in a CCES-sanctioned activity whether on or off school property.

C. CCES is a tobacco-free campus. Vaping, inhaling any substance from an electronic cigarette or similar device, and student possession of tobacco in any form are prohibited on campus and at off-campus school functions. Inhaling from an electronic vaporizer while on campus or participating in a CCES-sanctioned activity will be considered a full violation of this Substance Use Policy. Any vaping or drug paraphernalia are also prohibited. Students found in violation of this portion of the policy will be subject to disciplinary action determined by the Upper School or Middle School administration.
D. CCES adheres to the following South Carolina statutory law and case law precedents:

1) S.C. Code of Laws, Section 20-7-8920: Purchase of beer, ale, wine, malt or other fermented beverages: “It is unlawful for a person under the age of twenty-one to purchase or knowingly possess beer, ale, wine, or similar malt or fermented beverage. Possession is prima facie evidence that it was knowingly possessed. A person violating this section is guilty of a misdemeanor and, upon conviction, must be fined not less than twenty-five dollars or more than one hundred dollars.”

2) S.C. Code of Laws, Section 44-53-370(c): “It shall be unlawful for any person knowingly or intentionally to possess a controlled substance unless the substance was obtained directly from, or pursuant to a valid prescription or order of, a practitioner while acting in the course of his professional practice, or except as otherwise authorized by this article.”

3) Opinions written by the S.C. Supreme Court in Marcum v. Bowden, Op. No. 26035 (S.C. Sup. Ct. filed August 29, 2005) regarding liability of an adult social host for knowingly and intentionally serving alcohol to a person under 21 years of age if that minor is subsequently injured or killed while under the influence of alcohol and Barnes v. Cohen Dry Wall Inc., Op. No. 26036 (S.C. Sup. Ct. filed August 29, 2005) regarding liability of a social host for knowingly and intentionally serving alcohol to a person under 21 years of age if that minor subsequently injures or kills a third person while the minor is under the influence of alcohol.

II. PRESCRIPTION MEDICATIONS

Unless otherwise granted permission by authorized school administrative personnel, all CCES students shall store all prescription medications with administrative personnel in the Lower School, Middle School, or Upper School Office. Such medications shall be stored in a container labeled with the following information: name of student, name of drug, prescribing physician, dispensing pharmacy, dispensing instructions, and purpose of medication.

No medication (including acetaminophen and ibuprofen) will be given to students in the Lower School without permission from a parent/guardian. All medicine must be checked in with the School Office and will be administered by the office staff or Health Room volunteers. It is the responsibility of the parent/guardian to notify the School Office of any chronic or special medical problem.

III. SEARCHES

A. CCES faculty, administrative personnel, and security staff may, in their discretion, at any time and without notice, search the following:

1) Any area or part of the CCES campus including, but not limited to, all buildings located on the campuses of the Lower, Middle, or Upper School; all vehicles owned by CCES; all equipment and storage areas on CCES property; and all property loaned to students of CCES, including, but not limited to, lockers, electronic devices or storage mediums, and the like.

2) The person of, or personal property of, any CCES student while on CCES property or off CCES property while the student is participating in a CCES-sanctioned activity. Property subject to search includes, but is not limited to, automobiles, packages, parcels, purses, handbags, briefcases, book bags, and toolboxes.

B. Searches defined in Subsection (A), above, may be conducted at random if the faculty or administrative staff person(s) performing the search have a reasonable suspicion that the person being searched is under the influence of or possesses, or the property being searched contains, illegal drugs, alcohol, weapons, or the personal property of others.
C. Students shall cooperate with the faculty or administrative personnel conducting a search or an interview under this Section.

IV. DRUG SCREENING

A. The requirements of this Section shall apply to all CCES students who meet the criteria defined in Section I, Subsections (A) and (B).

B. Any time a CCES student’s conduct or behavior causes a reasonable suspicion that the student is under the influence of alcohol or drugs, the faculty or administrative staff of CCES may, in their discretion, require the student to be tested for the use of drugs.

C. The student may be required to submit to testing by urinalysis, hair follicle, breathalyzer, or blood alcohol screening. The test or tests required shall be determined by the administrative staff of CCES.

D. The cost for drug testing shall be borne by the student’s parent(s) or guardian(s), or by the person responsible for paying the student’s tuition to CCES.

Any student who refuses to cooperate under this Section is subject to disciplinary consequences including dismissal or expulsion from CCES.

V. PROCEDURES AND CONSEQUENCES

Middle School Violations

All matters regarding the violation of the Substance Use Policy will be adjudicated by the Middle School Administration, after referring a substance use violation to the Upper School Substance Use Committee and receiving its recommendation.

Upper School Violations

A. The Upper School shall have a Substance Use Committee comprising the Student Body President, Student Chair of the Honor Council, a faculty advisor to the Honor Council, the Assistant Director, a Chaplain or Dean of Students, and other faculty selected by the Director.

B. The Assistant Director or Director of the appropriate school division shall report all allegations of violations of the Substance Use Policy to the Committee that shall, as soon as possible thereafter, convene to investigate, hear, and adjudicate the alleged violation. The Substance Use Committee hearing will be conducted with an abundance of care and concern for the well-being of all student(s) involved.

C. After a full hearing, the Committee will determine whether the accused student violated the Substance Use Policy. If it is determined that the accused student violated the policy, the Committee shall make recommendations for consequences to the appropriate Division Director, depending upon the grade level of the subject of the hearing.

D. The accused student’s parent(s) or guardian(s) will be notified of the hearing in advance and informed of its results in a follow up meeting.

E. One of the following consequences will be administered for a violation of the Substance Use Policy. (Expulsion and dismissal for the balance of the year are decisions made in consultation with the Head of School):

1) Expulsion from the school. CCES reserves the right to expel any student under any violation of this policy including, but not limited to, the following:
a) If a student is in possession of an amount or type of drug considered to be a felony under S.C. law.
b) If a student is found guilty of selling or distributing drugs (illegal or prescription) or alcohol.
c) If a student commits a second violation of the Substance Use Policy.
d) If a student does not cooperate with the Committee in determining how drugs or alcohol were brought onto school property or to a school-sponsored event, whether or not the event was on school property.
e) If the student's actions in violating this Substance Use Policy have resulted in negative consequences or have produced significant embarrassment to the school or student body.
f) If the student's overall record indicates an unwillingness or inability to comply with CCES rules.

2) Dismissal from the school for the remainder of the year, with the opportunity to be readmitted the following year. The student may be considered for the next grade level or the same grade level from which the student was dismissed depending on an evaluation of academic readiness.

3) Suspension from school for a period of one week with disciplinary probation for at least 8 weeks, depending on the timing within the school calendar. Probation shall include suspension from all extracurricular, fine arts, and formal athletic activities. During this probationary period, a student shall fulfill all other requirements of probation as outlined in subsections of this Section.

F. A student found guilty of substance use violation must:

1) Resign from a leadership position for the balance of the school year. He or she can petition the Substance Use Committee to stand for subsequent elections to leadership roles.

2) Undergo a professional assessment to determine the risk of chemical dependency as a condition of returning to school or as a condition of fulfilling any probationary period. In order to obtain the most thorough evaluation possible, the student’s parents and/or guardians may also participate in the assessment process. CCES will provide the student and the family with a list of approved professionals in chemical dependency assessment, and a specialist from this list must be used. The cost of the assessment will be borne by the student's parent(s), guardian(s), or the person(s) responsible for paying the student's tuition. The Counselor or Chaplain shall be provided a follow-up report after the assessment.

   a. Following the assessment outlined above, the student and, when applicable, the parents/guardians will follow all advice and recommendations of the assessment. CCES accepts that recommendations may include, but not be limited to, inpatient drug and/or alcohol treatment; intensive outpatient treatment; mental health counseling; or drug abuse education counseling. The cost of any treatment will be borne by the student's parent(s), guardian(s), or, or the person(s) responsible for paying the student's tuition. The Counselor or Chaplain shall be provided periodic updates on the status of the student's treatment, and CCES will be supportive of the student's treatment if support can be provided without jeopardizing the welfare of the larger school community.

   b. Concurrent with any other consequence applied under this policy, the student must meet with the appropriate school Counselor. The Counselor shall coordinate all communication between the school and any professionals or institutions chosen to carry out the directives of a student’s probation. The student and the student's parent(s) or guardian(s) shall sign a release of information in order to allow the Counselor and any other appropriate school personnel to communicate regarding all matters involved with a student's probation. As deemed necessary by the Director, Assistant Director, or Counselor, the Chaplain will be available for
pastoral care and support to the student and parent(s) or guardian(s) of the student.

c. If for any reason a student must withdraw from CCES to attend a residential treatment program or any kind of inpatient treatment facility for substance abuse issues, CCES, in its discretion, may require the following as a condition of returning to CCES as a student:

i. The student or the student’s parent(s) or guardian(s) must present written certification that the student has successfully completed an appropriate treatment/rehabilitation program;

ii. The student and the student’s parent(s) or guardian(s) must commit to adhere to any aftercare program recommended by the treatment/rehabilitation program or any professional engaged to recommend an aftercare program thereafter;

iii. The student and the student’s parent(s) or guardian(s) must provide a copy of a written aftercare plan to the Director for review;

iv. The Counselor or Chaplain will monitor the student’s and the parent(s) or guardian(s) compliance with any recommendations for aftercare and the student’s reintegration to the school community.

NOTE: In the case of a Middle School student, the Division Director will perform the same tasks as the Assistant Director in Upper School student cases.

TECHNOLOGY/INTERNET ACCEPTABLE USE POLICY

Vision Statement

We envision that technology for the faculty, staff, and students of CCES:

• will be an integral part of the way we work, teach, and learn;
• will be a tool, not an end itself;
• will be ongoing in its growth, access, training, and use;
• will create an active and interactive working/learning environment that approaches innovation ethically, thoughtfully, and enthusiastically promoting mutual respect and integrity for all users, their ideas and work, and the CCES network.

Guidelines:

Etiquette and Rules for Appropriate Use of Electronic Devices

Acceptable use is always ethical, reflects honesty, and shows restraint in the consumption of shared resources. It demonstrates respect for intellectual property, ownership of information, system security mechanisms, and the individual’s rights to privacy and freedom from intimidation, harassment, and unwarranted annoyance.

All use of the Internet, personal electronic devices, school-issued Chromebooks, and network must be in support of education and research, and consistent with the educational objectives of CCES. Use of other networks or computing resources must comply with the rules governing those networks. Transmission of any material in violation of any federal or state laws or regulations is prohibited; this includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret. Access to computer systems and networks owned or operated by CCES imposes certain responsibilities and obligations on users and is subject to CCES policies and local, state, and federal laws.

Access is both a privilege and a responsibility. Student devices used on the CCES network must be registered with the Information Technology (IT) Department. Inappropriate use by any person will not be tolerated.

Users should be aware that electronic mail (email) and other digital messaging is not guaranteed to be private, and CCES maintains rights of ownership of emails and documents on the school’s network or systems. Personal
electronic devices (including student mobile phones) may be confiscated and content and messages searched if deemed appropriate to protect student safety and well-being. Messages relating to or in support of illegal or inappropriate activities will be reported to the appropriate authorities.

As a CCES student:
- You hold the ownership rights to your intellectual works.
- You have a right to privacy.
- You have a right to expect integrity within the electronic community.
- You have the right to expect that computers and information resources shall be available for your use.

Students are prohibited from the following specific activities:
- Changing or corrupting the basic set-up parameters, control panels, screens, or administrative programs of CCES devices.
- Engaging in acts of vandalism. Vandalism is prohibited and will result in disciplinary and/or legal action. Vandalism includes any malicious attempt to harm hardware or software; or to destroy data of another user, intranet, Internet, or other networks that are connected to any of the Internet infrastructures. Vandalism also includes, but is not limited to, the uploading or creation of computer viruses, deletion or alteration of other user files or applications, removing protection from restricted areas, or the unauthorized blocking of access to information, applications, or areas of the network.
- Accessing or attempting to access inappropriate or restricted information, such as pornography or other obscene materials, or other information not directly related to the educational purposes for which access is being provided. Creating, forwarding, or otherwise passing along inappropriate, unethical, restricted, or obscene content. Restricted information includes obscene, libelous, indecent, vulgar, profane, or lewd materials; advertisements for products or services not permitted to minors by law; insulting, fighting, and harassing words; and other materials that may cause a substantial disruption of the academic environment. Violations of this policy will result in disciplinary and/or legal action.
- Sending abusive electronic messages to others. Profanity, vulgarity, or other inappropriate language is prohibited. Illegal activities are strictly forbidden.
- Disconnecting a computer from the network or using a computer that is not logged onto the network.
- Loading or installing any software without the teacher’s permission.
- Connecting a notebook or personal electronic device to the school’s network without registering the device with the IT Department.
- Attempting to circumvent firewalls or filters, including cloud-based filters on school issued Chromebooks; accessing restricted areas of the network.
- Using another’s log-in or allowing another student to use your log-in. (Do not tell others your password. Notify the IT Department if yours is no longer secure.)
- Downloading and/or saving any programs anywhere on network or local hard drives of CCES devices.
- Using excessive CCES network resources, including uploads and downloads of a non-CCES related nature, or ones that consume excessive bandwidth. Contact the IT Department for assistance with processes of this type if needed for educational purposes.
- Printing unnecessarily. (Please use copy machines for multiple copies).
- Playing arcade-style games.
- Chatting on the Internet unless specifically authorized by a teacher for academic purposes.
- Including identification numbers or other personally identifiable information in documents, email, chat room messages, texts, and any other forms of direct communication. For example, do not reveal personal home addresses or phone numbers to others.
- Publishing or posting to any public or private forum student pictures (video or still) or audio clips without permission from the student’s parent(s) or guardian(s) and prior approval of the Division Director.
- Publishing or posting to any public or private forum original student work without permission from the
student’s parent(s) or guardian(s) and prior approval of the Division Director.

- Spamming and phishing.
- Disrupting, harassing, or annoying other users.
- Sharing passwords. The only person who should ever use an account is the person to whom it belongs.
- Disclosing without authorization, using, or otherwise disseminating personal identification information regarding minors and/or students, faculty, and staff.

**Use of G Suite for Education**

Students in grades 3-12 will have access to a personal G Suite account. Lower School students will not have access to Gmail.

CCES IT administrators reserve the right to add educational applications to student managed devices. These third-party applications will be accessible via the student’s school-issued G Suite credentials and will be COPPA (Children's Online Privacy Protection Act) compliant.

**G Suite for Education Notice to Parents and Guardians**

This notice describes the personal information we provide to Google for these accounts and how Google collects, uses, and discloses personal information from students in connection with these accounts.

Using their G Suite for Education accounts, students may access and use the following “Core Services” offered by Google (described at [https://gsuite.google.com/terms/user_features.html](https://gsuite.google.com/terms/user_features.html)):

- Gmail (including Inbox by Gmail)**
- Calendar
- Classroom*
- Contacts
- Drive
- Docs
- Forms
- Groups*
- Keep*
- Sheets
- Sites
- Slides
- Talk/Hangouts*
- Vault*
- *Not used at CCES          **Not used in Lower School

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from G Suite for Education accounts in its G Suite for Education Privacy Notice. You can read that notice online in its entirety. Below are answers to some common questions:

**What personal information does Google collect?**

When creating a student account, Christ Church Episcopal School may provide Google with certain personal information about the student, including, for example, a name, email address, and password. Google may also collect personal information directly from students, such as telephone number for account recovery or a profile photo added to the G Suite for Education account (this is not required at CCES).

When a student uses Google services, Google also collects information based on the use of those services. This includes:

- device information, such as the hardware model, operating system version, unique device identifiers, and mobile network information including phone number;
- log information, including details of how a user used Google services, device event information, and the user’s Internet protocol (IP) address;
- location information, as determined by various technologies including IP address, GPS, and other sensors;
- unique application numbers, such as application version number; and cookies or similar technologies which are used to collect and store information about a browser or device, such as preferred language and other settings.
How does Google use this information?
In G Suite for Education Core Services, Google uses student personal information to provide, maintain, and protect the services. Google does not serve ads in the Core Services or use personal information collected in the Core Services for advertising purposes.

Does Google use student personal information for users in K-12 schools to target advertising?
NO. For G Suite for Education users in primary and secondary (K-12) schools, Google does not use any user personal information (or any information associated with a G Suite for Education Account) to target ads, whether in Core Services or in other Additional Services accessed while using a G Suite for Education account.

Can my child share information with others using the G Suite for Education account?
Christ Church Episcopal School may allow students to access Google services such as Google Docs and Sites, which include features where users can share information with others or publicly. When users share information publicly, it may be indexable by search engines, including Google. (Not common and not applicable for lower school).

Will Google disclose my child’s personal information?
Google will not share personal information with companies, organizations, or individuals outside of Google unless one of the following circumstances applies:

- **With parental or guardian consent.** Google will share personal information with companies, organizations or individuals outside of Google when it has parents’ consent (for users below the age of consent), which may be obtained through G Suite for Education schools.
- **With Christ Church Episcopal School administration.** G Suite for Education accounts, because they are school-managed accounts, give administrators access to information stored in them.
- **For external processing.** Google may provide personal information to affiliates or other trusted businesses or persons to process it for Google, based on Google’s instructions and in compliance with the G Suite for Education privacy notice and any other appropriate confidentiality and security measures.
- **For legal reasons.** Google will share personal information with companies, organizations or individuals outside of Google if it has a good-faith belief that access, use, preservation or disclosure of the information is reasonably necessary to:
  - Meet any applicable law, regulation, legal process or enforceable governmental request.
  - Enforce applicable Terms of Service, including investigation of potential violations.
  - Detect, prevent, or otherwise address fraud, security or technical issues.
  - Protect against harm to the rights, property or safety of Google, Google users or the public as required or permitted by law.

Google also shares non-personal information -- such as trends about the use of its services -- publicly and with its partners.

What choices do I have as a parent or guardian?
You can access or request deletion of your child’s G Suite for Education account by contacting Leon Katsaros at Christ Church Episcopal School. If you wish to stop any further collection or use of your child’s information, you can request that we use the service controls available to limit your child’s access to features or services, or delete your child’s account entirely. You and your child can also visit [https://myaccount.google.com](https://myaccount.google.com) while signed in to the G Suite for Education account to view and manage the personal information and settings of the account.

What if I have more questions or would like to read further?
If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please review the [G Suite for Education Privacy Center](https://edu.google.com/about/), the [G Suite for Education Privacy Notice](https://edu.google.com/privacy), and the [Google Privacy Policy](https://policies.google.com/).
Use of GoGuardian on CCES issued Chromebooks
CCES issues Chromebooks to all students in grades 6-8. To help keep students safer and more scholarly online, the school has adopted online services provided by GoGuardian.

How is GoGuardian Used?
CCES has chosen GoGuardian Admin services to:
• Help protect students against harmful and inappropriate online material
• Help students stay “scholarly” and more focused when learning online

When and how does GoGuardian operate?
GoGuardian’s web-based services operate on the school’s managed G Suite for Education Chrome accounts (i.e. when a student is logged into Chrome or a Chromebook with his/her school email address). The filter remains on the device 24 hours a day 7 days a week but is not monitored outside of school hours.

What are the school’s responsibilities?
CCES selected GoGuardian services to help students stay safer and more scholarly online. Teachers will work with students during class time to help teach them digital responsibility and safety.

What are the parental/guardian and student’s responsibilities?
Students should use their school-managed Google accounts and school-managed devices for educational purposes only, both at school and away from school. While using CCES issued Chromebooks, both on campus and at home, students are to adhere to the CCES Technology Acceptable Use Policy.

When a student is off campus, parents are responsible for supervising internet access and usage. Parents are encouraged to discuss rules for appropriate internet usage with their child, and to reinforce lessons of digital citizenship and safety with them. Students and parents are further encouraged to report any potential cyberbullying or other sensitive issues to CCES administration.

How does GoGuardian help protect student privacy?
To help students remain scholarly and safe online, GoGuardian collects certain personally identifiable information about users. GoGuardian has consulted with privacy experts, participates in privacy organizations, is a proud signatory of the Student Privacy Pledge, and has been awarded certifications by iKeepSafe for complying with both the Family Education Rights and Privacy Act and California student privacy laws. For more detailed information about GoGuardian, visit GoGuardian’s website, Trust & Privacy Center, GoGuardian’s Product Privacy Policy, and the attached COPPA Notice and Disclosure Form.

Use of Laptops and other Personal Electronic Devices (PEDs)
All devices using the school’s wireless network must be registered with the IT Department.
Students in Upper School may bring personal laptop computers and other PEDs to school to use on the CCES network providing they have been registered with the IT Department. The school assumes no financial liability for the security of a private laptop/PED. Students are responsible for securing their own electronic equipment and ensuring the equipment is in good working order and running an up-to-date anti-virus program. Teachers may allow students to use private laptop computers or PEDs as appropriate and will outline specific guidelines for use in their classrooms. The use of a PED may not in any way disrupt the classroom. Laptops must be operated on battery and on the wireless network. Any violation of the Acceptable Use Policy will result in revocation of the permission to use the device at school. Students are permitted to register one (PED) unless special permission is granted by the IT Director. Smartphones and personal, wearable electronic devices are not eligible for use on the CCES network.
Recording of Lectures

Faculty are permitted to record their lectures at their discretion. CCES recognizes that there are occasions when students may wish to record lectures to support their learning. Where a student believes that there are good academic reasons to request permission to record a lecture, the following policy applies. The policy seeks to protect the intellectual and privacy rights of both staff and students and take account of the relevant legislation concerning data protection and copyright issues.

For the purposes of this policy, the term “recording” refers to any audio recording of a lecture or other teaching session using any type of recording device or storage medium.

1. Only audio recording is allowed under this policy. Video recording is not permitted.
2. The recording of sessions in which other students are presenting is permitted with verbal consent from the student. Parental consent is required if recordings are posted publicly.
3. Students are not permitted to make any unauthorized recordings of lectures or teaching sessions. A student who wishes to record a lecture or session must ask the permission of the member of staff giving the lecture prior to the lecture. The lecturer concerned shall have the right to decline permission, but the school encourages consistent and reasonable grants of permission where a sound educational purpose has been demonstrated.
4. If permission is granted, all students should be told at the start of the lecture that an audio recording is being made, and the lecturer will retain the right to direct that the recording device be turned off at any point if the lecturer determines that it would be inappropriate for the recording to continue.
5. Any recordings made are for personal use only. Personal use is defined as use by an individual student for the purpose of studying or completing course assignments. Students may not use any recording devices on campus to record conversations where the parties involved have a reasonable expectation of privacy without the express written consent of the individuals being recorded.
6. Under no circumstances should recordings be made available to other individuals through any means, such as websites or podcasts. Students who disregard this requirement will be deemed to have committed an offence under the appropriate Division’s Code of Conduct or Disciplinary Policies.
7. The student agrees to return all recorded lectures to the lecturer, or destroy all the recordings that were made, when they are no longer needed for his/her academic work.

Students with specific learning needs, difficulties, disabilities and long-term conditions

8. For students with identified learning needs, difficulties, disabilities and long-term conditions, recording devices may be permitted if recording has been determined by the Achievement Center to be an appropriate practice or accommodation and identified on the Student Learning Plan (SLP). In those circumstances, a lecturer will not have the right to prevent or stop recording absent extraordinary circumstances. The other elements of the foregoing policy will apply to such students.
9. In situations where it is not possible or appropriate for recording to take place, an alternative solution should be agreed with the student concerned, with advice being taken from the Achievement Center.

Consequences

Students who violate the terms of this policy or who otherwise misuse their access to the network will be subject to disciplinary action, up to and including expulsion and legal action. Network access privileges also may be canceled for up to one year.

TELEPHONES

Landline phones are available for student use when deemed appropriate by teachers and/or office administrators. See division specific policies regarding use of cell phones/smartphones (Lower School, Middle School, Upper School).
TESTING
Copies of all psychoeducational reports/evaluations MUST be provided to the school. All paperwork and communication regarding psychoeducational testing, whether completed reports or requests for information from faculty or administration, must be handled through the Director of the Achievement Center. Completed forms are NOT returned to parents/guardians.

TOBACCO
CCES is a tobacco-free campus. Vaping, inhaling any substance from an electronic cigarette or similar device, and student possession of tobacco in any form are prohibited on campus and at off-campus school functions. Violation subjects a student to disciplinary action.

TUTORING, BABYSITTING, AND ONE-ON-ONE INTERACTION
Tutoring Services are available through the Achievement Center. The possible need for tutoring should be identified and initiated cooperatively with faculty, administrators, parents, and the student. CCES faculty and staff encourage students to explore ways to receive additional assistance prior to moving to a formal individual tutoring program (i.e., extra help from classroom teacher, academic clubs, learning specialists, etc.). For those students that do require an individual tutor, the school's Achievement Center staff will assist families in coordinating with our approved on-campus tutors in various areas of specialties.

A student's current teacher may not tutor that student for pay. Members of the faculty may be available for special tutoring outside of school hours. For more information regarding tutoring, including fees, please contact the Achievement Center.

In order to help ensure a safe, secure environment for students, and as outlined in Diocesan policies adopted by the School and reaffirmed in the Safeguarding God's People training program administered to all employees, no CCES employee should ever be one-on-one with a CCES student at any time, in any place, for any reason, except in the following specific circumstances:

(i.) an employee may be one-on-one with a student on campus in a classroom, office, or other enclosed space provided the access door to such space remains open at all times;
(ii.) an employee may be one-on-one with a student on campus in a classroom, office, or other enclosed space with the access door closed provided there is a window on or adjacent to the door which provides a clear line of sight to both the employee and the student; or
(iii.) an employee who is a parent of a CCES student may be one-on-one with another student who is interacting with the employee's child, provided the parent or guardian of the other student has prior knowledge of the interaction and has consented to the same.

The preceding prohibition and exceptions regarding employee one-on-one interaction with a CCES student apply to all circumstances and all situations, including without exception off-campus tutoring and babysitting.

VISITORS
All visitors and parents/guardians must use the security buzzer at each division and sign in at the Division Office. They may also be asked to receive and display a visitor badge.

All requests to visit or audit CCES should be submitted through the appropriate Division Office or the Admission Office. Students auditing for more than 5 school days must submit any required admissions paperwork and pay pro-rated annual tuition based on the total number of days attended.
VOLUNTEER PROCEDURES: BACKGROUND CHECKS, SAFEGUARDING GOD’S PEOPLE TRAINING COURSE, AND ADDITIONAL REQUIREMENTS

All volunteers who will be working with students or be in the presence of students while chaperoning a day trip or overnight trip sponsored by CCES are required to complete a background check and participate in the Safeguarding God’s People training course prior to engaging in the volunteer activity. Motor vehicle (driving) records will also be reviewed on all volunteers who offer to drive a group of students to/from an off-campus event. Background check procedures and Safeguarding God’s People training course sign up procedures are located in the Parent Volunteer Opportunities section on the school website that can be accessed by logging into the Online Campus Community (OCC). For procedural questions please contact the Payroll & Benefits Administrator in the Business Office. All background checks can be done from home and are free of cost to the volunteer. The background check process is supervised through the Business Office. All information is handled in a confidential manner.

The following additional procedures govern the interaction of volunteers with CCES students:

- No volunteer, except in case of emergency, is allowed to drive a single student to/from an off-campus event unless the student is the volunteer’s own child.
- Anytime a volunteer enters a classroom containing a student or students, the faculty member assigned to the classroom must remain in the classroom the entire time that the volunteer is present.
- Visitors who serve the school by occasionally reading or performing other interactions in a classroom on an individual case basis will not be required to complete a background check or participate in the Safeguarding God’s People training course so long as a faculty member remains in the classroom at all times.
- No volunteer (either volunteering on-campus or at an off-campus school sponsored event) should be one-on-one with a student at any time, in any place, for any reason, except in the specific circumstances (i), (ii), or (iii) detailed in the TUTORING, BABYSITTING, and ONE-ON-ONE INTERACTION section above.

CCES reserves the right in its sole discretion to put in place additional requirements and procedures to govern volunteers from time-to-time as needed and without notice.
ACADEMICS

THE CURRICULUM
The personal interaction between teachers and students is the most important element in the Lower School. Sensitive, dedicated and professional teachers guide and challenge our Lower School students throughout the primary years.

The curriculum is designed to provide the students with a balance of cognitive, affective, social, and psychomotor learning to help them develop to their fullest potential. In our structured program, readiness activities are followed by formal instruction in a variety of subjects that involve the basics of reading, writing and computing.

Core academic subjects include:

Reading
Mathematics
Science
Social Studies
Geography
Vocabulary
Grammar
Phonics
Writing
Spelling

Additional subjects include Christian Education, art, computer, library, creative writing, music, physical education, health, and foreign language. Chapel services are held two days a week in addition to daily Morning Devotions. Community service is an important part of our Lower School curriculum. Field trips to nearby points of educational interest and a creative writing/art publication round out the Lower School’s enrichment program.

CCES is an authorized International Baccalaureate Primary Programme (IB PYP) School. This inquiry-based way of teaching is for students Primer through fourth grade. Six transdisciplinary units of inquiry are taught at each grade level. These units focus on these areas: Who we are, Where we are in time and place, How we express ourselves, How the world works, How we organize ourselves, and How we share the planet. The goal of this program is to create students who are “inquiring, open-minded, principled, knowledgeable, thinkers, caring, reflective, communicators, courageous, and balanced.”

GRADING/REPORT CARDS
There are four marking periods in the academic year. Conferences are held with parents/guardians or reports are posted online at the end of each mid-semester and semester. The spring conference is student-led. In Grades 3 and 4, numerical averages are used to report a student’s progress and achievement in core subjects.

CCES Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>65-69</td>
</tr>
<tr>
<td>F</td>
<td>64 and below</td>
</tr>
</tbody>
</table>
HOMEWORK
The school feels a serious obligation to teach students effective work habits and to motivate them to improve academic skills. To reinforce this, regular homework will be assigned in grades Primer–4, Monday through Friday. The length of the assignment varies according to the grade. The approximate time to complete homework should be as follows:

- Primer: 20 – 30 minutes
- Grades 1-2: 30 – 40 minutes
- Grade 3: 40 – 50 minutes
- Grade 4: 50 – 60 minutes

As a general rule, if a student spends more time than this on homework, please contact the teacher(s) with your specific concern.

We encourage students to take pride in all their work, both homework and class work. A positive parental attitude can make the difference between the success and failure of the homework program.

PROMOTION
A student will normally be promoted if the year averages are satisfactory or above as noted on the report card. Approved tutorial work may be recommended or required based on teacher recommendation. In grades Primer–4 the homeroom teacher, in consultation with the Administration, shall determine promotion.

SUMMER TUTORING
For any student who is recommended or required to have summer tutorial work, a summary evaluation of progress must be submitted to the Director of the Achievement Center prior to the beginning of the academic year. This evaluation should include the name of the person tutoring or the program attended, number of and length of sessions, focus areas, materials utilized, strengths and weaknesses noted, and recommendations and/or suggestions.

YEAR FAILURES
Failure to complete tutoring may result in testing for grade level readiness prior to entering the next appropriate grade.

POLICIES AND PROCEDURES

ATTENDANCE
We firmly believe that there is no substitute for class attendance and that all students should be at school and in class every day on time in order to achieve the highest levels of academic success. Absenteeism generally results in diminished understanding and consequently lower subject grades because of the missed interaction and sharing of information. When absences do occur, it is the responsibility of the student to make sure that the missed work is completed.

Parents/Guardians are requested to schedule all vacations, trips, doctor appointments, and other planned absences around the published school calendar in order to avoid placing a hardship on themselves, their children, and the faculty.

All absences must be documented. Parents/Guardians of a student who will be absent from school must call the Lower School Office (864.299.1522 x 1281) or email haydend@cces.org to explain an illness, injury, or family emergency. In addition, when the student returns to school, a written excuse should be given to the homeroom
teacher. In the case of a long-term illness (longer than three consecutive days), a note from a physician must be sent upon a student’s return to school.

NOTE: All absences beyond ten (10) days within an academic year MUST be documented by a physician’s statement. Absences beyond ten (10) days that are not documented by a physician will require review by the administrator in coordination with the classroom teacher. Consequent action could include recommended or required tutoring and, in extreme cases, recommendation for retention. Students must be in school for a period of three (3) hours or more or they will be marked absent.

In the event of an illness or other unplanned absence, assignments and books may be picked up by a classmate or by parents/guardians at the end of the school day.

In the event of a planned absence, a written request should be submitted to the Lower School Director and classroom teacher at least two weeks in advance of the planned absence. This will allow the teacher to gather assignments for the student. Recognizing that these assignments may not be exactly what the class will actually be doing, the student and parents/guardians need to be responsible for conferring with the teacher to make up any work missed upon return. This may involve some after school work or work during recess time.

Arrival Time
Students should arrive at school between 7:30 and 8:00 a.m. Students who arrive before 7:30 a.m. must remain with parents/guardians until 7:30 a.m. Students who arrive after 8:15, must brought in to the front desk by the parent.

Early Dismissals
Unless previously approved by the administration, early dismissals fall under the same requirements as absences. If a Lower School student leaves for any reason during the day, a parent/guardian must sign out the student. A student must be in school three (3) hours or more to be counted present for that day. Students attending school less than three (3) hours in a day will counted absent.

Tardies
It is important for students to begin the day in an organized fashion. Morning work is often assigned by teachers. Therefore, it is extremely important for students to be on time (prior to 8:00 a.m.). If a student is tardy, he or she must be signed in by an adult. (After 8:15 am)

BOOKS, TEXTS, and WORKBOOKS
Students are issued books by the homeroom teacher. An appropriate fee will be charged for any textbook lost or damaged beyond normal use.

CHAPEL
The Chapel of the Good Shepherd is a sacred space that offers our community a life of worship, prayer, education, and silence. There is no photography of any kind allowed during our worship services. We ask that any food or drink be left outside the chapel. Please turn off cell phones and refrain from texting during our services. Hats should be removed while indoors. For group usage of this facility outside of our weekly worship services, please contact the Senior Chaplain. Parents and families are always welcome to attend our weekly services.

CODE OF CONDUCT
Recognizing that the process of education is enhanced by a safe and orderly environment, and to govern the behavior of students when they are in our care, the faculty and administration of the Lower School have adopted the following community agreements. Please take a moment to discuss these expectations with your child, being
certain that he/she understands how they apply to everyday life at CCES.

1. Take care of yourself.
2. Respect the rights and feelings of others.
3. Respect the property of others and our environment.

Within this framework, each class, with guidance from the teacher, creates specific rules to meet the needs of the particular environment.

It is our hope to teach students that we are a part of a larger community and that rules help us work together, play together, learn together and live together effectively and productively.

**DRESS CODE**

Parental support of the dress code is very important. All clothing must be purchased from Lands’ End. All shirts, sweaters, vests, and jackets worn inside the building must be embroidered with the CCES School Seal. T-shirts and sweatshirts may be any CCES design.

Clothing items can be purchased at: [www.landsend.com/school](http://www.landsend.com/school) | School Code: 900117490

**LOWER SCHOOL DRESS CODE**

**DAILY DRESS (Including Chapel and Field Trips)**

**BOYS**
Lands’ End white, navy, or blue polo, oxford, or turtleneck (with School Seal)
Lands’ End khaki or navy shorts or pants
CCES sweatshirts (no hoods), Lands’ End white or navy sweater or fleece (with School Seal)

**GIRLS**
Lands’ End white, navy, or blue polo, oxford, knit, or turtleneck (with School Seal)
Lands’ End khaki, navy, or clear blue plaid shorts, pants, skirts/skorts, or jumper
CCES sweatshirts (no hoods), Lands’ End white or blue sweater or fleece (with School Seal)

**FRIDAY DRESS**

**ALL STUDENTS**
Any item from daily dress OR CCES t-shirts or Lands’ End plain t-shirts (no writing or hoods) Lands’ End khaki or navy shorts or pants
Lands’ End khaki, navy, or clear blue plaid skirts, skorts or jumpers (girls)

**GENERAL POLICIES**

**Hair:** Hairstyles for students should reflect the same standards as dress: neat, clean, and unexaggerated.

**CCES Logo:** All shirts, sweaters and outerwear worn in the building must have CCES logo.* Please note that school policy prohibits merchandise and/or clothing containing school name or logo to be donated/distributed into the community or overseas. The maintenance department should be contacted for Cavalier Closet items and/or other obsolete inventory for proper recycling of logoed clothing.

**Shoes:** Athletic shoes are preferred. Lands’ End School shoes or lookalikes. No crocs, sandals, clogs, flip flops, wheels, lights, ballet flats, or boots. Shoes must cover toes and heels and stay on feet.

**Layering:** No visible layering of t-shirts, short sleeves over long sleeves, camisoles, etc. Undershirts must be white or navy.
Other Vendors: Items that can be purchased from CCES/other vendors are limited to:

• Belts: Must be black, brown, navy, CCES plaid, or CCES. Belts are not required.
• Shoes: Athletic Shoes are preferred. See description and limitations above.
• CCES t-shirts (Bookstore)
• Socks: Solid white, navy, black, or brown.
• Tights or long leggings: Solid white or navy.
• CCES ties (Bookstore) not required in LS
• CCES sweatshirts (Bookstore) or plain sweatshirts (no writing)

*All other outerwear/accessories MUST be removed in the building including scarves, gloves, and hats. Lands’ End sweaters, vests, etc. displaying the CCES logo may be worn indoors.

If you have a question that cannot be answered by a Lands’ End representative:
Please call or email Ms. Valerie at 864.299.1522 x 1283 or riddlev@cces.org.

EDUCATIONAL RECORDS
A student’s educational records are strictly confidential and are available to staff only. If the custodial parent(s)/guardian(s) wishes copies sent elsewhere, written notification must be sent to the Lower School Office.

FIELD TRIPS
Field trips are an important part of the curriculum and are appropriate to the student’s interest and studies. Parents/Guardians will be billed as appropriate for field trips.

FORGOTTEN ITEMS
If your student forgets his/her lunch or books, these items should be taken to the Lower School Office, not to the student’s room.

LATE STAY
Extended care for students in grades Primer–4 is offered by CCES. Policies and procedures regarding Late Stay are included in the back-to-school information packet.

MEDICATION
No medication (including acetaminophen and ibuprofen) will be given to students without permission from a parent or guardian. All medicine must be checked in with the School Office and will be administered by the office staff or Health Room volunteers. It is the responsibility of the parent(s) or guardian(s) to notify the School Office of any chronic or special medical problem.

MESSAGES
When necessary, you may leave a note in the teacher’s box in the School Office, call the School Office and ask that a message be left in the teacher’s box, or send an email. Please note that teachers may not have the opportunity to check messages or respond during the school day as their main priority is in the classroom with their students. Call early in the day, as teachers typically check their boxes around lunchtime. Please do not go to the classroom during the day, as this interrupts the entire class.

PARTIES and BIRTHDAYS
Students whose birthdays fall during the school year may bring a treat to share with their classmates on their birthday if prior approval is obtained from the teacher. Each Monday during the Chapel Service, students having a birthday that week are recognized by being called to the altar and given a special blessing. Students with summer birthdays are also recognized during the course of the school year. Parents/Guardians will be notified when special prayers are offered for their student so that they may attend. Please do not distribute party invitations (birthday or
other) on the school grounds or use the school’s email. This will avoid hurting the feelings of any who might not be included and also avoid disruption in the classroom.

RULES FOR E-READERS FOR STUDENT USAGE
The e-reader is the student’s responsibility. The school is not responsible for damages or loss. Parents/Guardians must give permission for the e-reader to come to school via an email or note to the student’s teacher stating that they have discussed this responsibility with their student:

- The e-reader will remain in the owner’s hands only.
- The device is used for reading an appropriate, previously downloaded book during times that the teacher has given permission. This would include use during early arrival time only in the third and fourth grade commons when a teacher is present.
- Wi-Fi must be turned off and/or airplane mode “on”.
- Games are not to be played at school, even at recess, except on school-owned devices with teacher approval. The e-reader is for reading only.

SCHOOL BOOKSTORE
The Lower School Bookstore is operated for the benefit of the students by parent volunteers. Either cash or charge slips may be used, but parent/guardian approval is required for single purchase charges in excess of $5.00. Students in grades 1–4 may charge only if they have a permission card on file. The store is open before school. To encourage responsibility as a consumer, we ask that parents/guardians monitor purchases made by their student.

SNACKS
All grades have a mid-morning snack time. Snack time is only 10 minutes so please send something light and healthful. Do not send glass containers. Check to see if your teacher has specific guidelines. Chewing gum is not allowed at school. All students are requested to bring their own water bottle to school.

STUDENT FUNDRAISING
See Student Fundraising under School-wide Policies.

TELEPHONE USE
The telephone is for school business. Students will be called from class for emergencies only. Parents/Guardians are requested not to call in messages unless it is absolutely necessary. Social arrangements and carpool changes should be made prior to the school day. Likewise, students are not permitted to use the phone unless a specific, legitimate need is perceived by a teacher, who may grant an exception. Students are not permitted to have cell phones/smartphones at school.

TOYS, MONEY, and VALUABLES
Students are not to bring toys, Game Boys, radios, CD players, cameras, mp3 players, Nintendo DS’s, video games, or cell phones/smartphones/smartwatches without permission from teachers. Toy guns, knives, or weapons (simulated or real) are not allowed at school. No student should bring more than a small amount of change to school any day, and as a rule, even small change is best left at home. If these items are brought to school they will be taken to the office. Parents/Guardians may retrieve the items.

Personal property of significant value, such as a musical instrument, is brought to school at the owner’s risk and is not covered under the school’s insurance policy. It is strongly recommended that such items not be left at school for extended periods of time unless arrangements have been made for secure storage.

Smart Watches, Fitbits, electronic tablets, and iPods (any electronic device with calling or texting capability) are not allowed during the school day. Only school devices with teacher supervision may be connected to the internet.
# The Middle School
(FIFTH – EIGHTH GRADE)

## MIDDLE SCHOOL SCHEDULES

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5/6 Middle School Schedule 2019-2020</strong></td>
<td><strong>8:05-8:45 1</strong></td>
<td><strong>8:05-8:20 Cav Time</strong></td>
<td><strong>8:05-8:10 Homeroom</strong></td>
<td><strong>8:05-8:10 Homeroom</strong></td>
<td><strong>8:05-8:10 Homeroom</strong></td>
</tr>
<tr>
<td><strong>8:45-9:25 2</strong></td>
<td><strong>8:20-9:05 2</strong></td>
<td><strong>8:10-8:50 3</strong></td>
<td><strong>8:10-8:55 4</strong></td>
<td><strong>8:10-8:55 5</strong></td>
<td></td>
</tr>
<tr>
<td><strong>9:25-9:45 Prayer</strong></td>
<td><strong>9:05-9:50 3</strong></td>
<td><strong>8:50-9:30 4</strong></td>
<td><strong>8:55-9:40 5</strong></td>
<td><strong>8:55-9:40 1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>9:45-10:25 3</strong></td>
<td><strong>9:50-10:35 4</strong></td>
<td><strong>9:30-10:10 5</strong></td>
<td><strong>9:40-10:25 1</strong></td>
<td><strong>9:40-10:25 2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>11:25-12:10 Y</strong></td>
<td><strong>11:35-12:15 Y</strong></td>
<td><strong>11:05-11:45</strong></td>
<td><strong>11:25-12:10 Y</strong></td>
<td><strong>11:25-12:10 Y</strong></td>
<td></td>
</tr>
<tr>
<td><strong>12:10-12:55 Study Hall</strong></td>
<td><strong>12:15-1:00 Study Hall</strong></td>
<td><strong>11:45-12:35 Chapel</strong></td>
<td><strong>12:35-1:10 Study Hall</strong></td>
<td><strong>12:10-12:55 Study Hall</strong></td>
<td><strong>12:10-12:55 Cav Time</strong></td>
</tr>
<tr>
<td><strong>12:55-1:35 5/6 Lunch</strong></td>
<td><strong>1:00-1:40 5/6 Lunchbbbbbbbb</strong></td>
<td><strong>1:10-1:45 5/6 Lunch</strong></td>
<td><strong>12:55-1:35 5/6 Lunch</strong></td>
<td><strong>12:55-1:35 5/6 Lunch</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1:35-2:20 4</strong></td>
<td><strong>1:40-2:20 5</strong></td>
<td><strong>1:45-2:25 1</strong></td>
<td><strong>1:35-2:20 2</strong></td>
<td><strong>1:35-2:20 3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2:20-3:05 5</strong></td>
<td><strong>2:20-3:05 1</strong></td>
<td><strong>2:25-3:05 2</strong></td>
<td><strong>2:20-3:05 3</strong></td>
<td><strong>2:20-3:05 4</strong></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>---------</td>
<td>-----------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td>8:05-8:45 1</td>
<td>8:05-8:20 Cav Time</td>
<td>8:05-8:10 Homeroom</td>
<td>8:05-8:10 Homeroom</td>
<td>8:05-8:10 Homeroom</td>
</tr>
<tr>
<td></td>
<td>8:45-9:25 2</td>
<td>8:20-9:05 2</td>
<td>8:10-8:50 3</td>
<td>8:10-8:55 4</td>
<td>8:10-8:55 5</td>
</tr>
<tr>
<td></td>
<td>10:00-10:40 3</td>
<td>10:05-10:50 4</td>
<td>9:45-10:25 5</td>
<td>9:55-10:40 1</td>
<td>9:55-10:40 2</td>
</tr>
<tr>
<td></td>
<td>12:55-1:35 Study Hall</td>
<td>1:00-1:40 Study Hall</td>
<td>1:10-1:45 Study Hall</td>
<td>12:55-1:35 Study Hall</td>
<td>12:55-1:35 Cav Time</td>
</tr>
<tr>
<td></td>
<td>2:20-3:05 5</td>
<td>2:20-3:05 1</td>
<td>2:25-3:05 2</td>
<td>2:20-3:05 3</td>
<td>2:20-3:05 4</td>
</tr>
</tbody>
</table>
ACADEMICS

Balancing the Lower School commitment to nurturing the whole student and the Upper School commitment to a departmentalized, academically motivated approach, the Middle School serves as a transition between the Lower School and Upper School.

Teachers in the Middle School are responsive to academic concerns and have an understanding of the physical, emotional, and social behaviors attributable to this age student. The curriculum is student-centered, focuses on the “how to’s” of learning, and is varied in an effort to meet the needs of different learning styles.

The Middle School recognizes the importance of creating an environment in which each student can explore interests and talents. Through a variety of programs, students develop skills and enhance growth. An advisory program tailored to each grade level complements the Middle School experience. Faculty serve as role models in each of these areas, and the curriculum is conducive to the positive growth of each Middle School student. The Athletic program places an emphasis on skill development, sportsmanship, cooperation, and team spirit. Community service programs have been designed to develop the attributes needed for positive citizenship and an awareness of one’s environment. The Fine Arts program offers a wide variety of opportunities and gives each student experiences that develop skills in these areas.

ACADEMIC CONCERN

At the end of each semester and mid-semester, any student with a grade below 70 will be placed on Academic Concern (AC) for the following semester. A student on AC will have his/her progress closely monitored by his/her advisor and Assistant Director. In addition, a conference attended by the student, parents/guardians, advisor, Director or Assistant Director, and one or more teachers may be called to discuss an improvement plan that may involve discontinuation of participation in extracurricular activities. If a student’s academic standing does not improve during the subsequent semester, he/she may be placed on Academic Probation (AP).

ACADEMIC PROBATION

A student who scores below 70 in two or more courses for a semester or one grade below a 65 will be placed on Academic Probation (AP) for the following semester. A student’s academic standing is such that restrictions apply as outlined for AC, but with a greater sense of urgency. In addition, consideration may be given to the appropriateness of grade retention and/or continuation as a CCES student.

NOTE: A student who is on AC or AP, Disciplinary Probation, or Honor Probation is not eligible to run for a school leadership position.

ACCEPITION CENTER EXECUTIVE SKILLS PROGRAM (ACES)

Please refer to the Achievement Center section of the handbook for further information.

ADVISORY PROGRAM- “CAV TIME”

Every Middle School student is assigned to a Faculty Advisor. The Advisor serves as a touchstone for students and a liaison for parents/guardians. Students report to their advisory group every morning for homeroom. On Tuesdays, students participate in a morning meeting that is connected to the theme of what will be learned in Cav Time on Fridays. CavTime will take place every Friday in place of the study hall period.

COMMUNICATION

Middle School parents/guardians should be aware that school communication regarding their specific student will usually come in the form of email or a Schoology notification. Parents/Guardians should be certain that the School Office has a current email address for them and that email and Schoology is checked on a regular basis. Parents/Guardians without email access should notify the School Office and their student’s advisor. Schoology is used to keep parents/guardians up to date with all graded assignments and to send messages for specific grade
levels or for the entire Middle School division. Report cards are issued electronically.

**EXAMS (Semester)**

Students should keep all completed work throughout the year to assist in preparation for semester exams.

Grades 7 and 8 administer semester exams according to the following schedule:

- Math, English, and Modern and Classical Languages at the end of each semester.
- Science and Social Studies administer an exam or culminating project at the end of each semester.

These tests are typically not given prior to scheduled dates. Review sheets are provided at least one week prior to a scheduled exam, and two formal review days are scheduled in each class. The semester exam/project counts for 10% of the semester grade in grade 7 and 15% of the semester grade in grade 8.

If a student cannot take an exam due to illness, a parent or guardian should contact the teacher and the Assistant Director. Exams are generally to be completed when the student returns to school or during the summer.

**EXTRA HELP**

Students are encouraged to take advantage of the availability of faculty members for extra help during study hall and after school. Faculty members are at school until at least 3:45 p.m. each day. Any after-school extra help should be pre-arranged between the teacher and student.

**GRADING**

The school year consists of two semesters of approximately 18 weeks each with a mid-semester report issued every nine weeks. The mid-semester grades are benchmarks for reporting a student's progress.

**Grading Scale:** The CCES grading scale has numeric grades with corresponding letter grades that more accurately reflect the rigor of the school's academic program. A numerical system (0-100) is used to determine individual averages.

<table>
<thead>
<tr>
<th>CCES Grading Scale</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A+</strong></td>
<td>97-100</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>93-96</td>
</tr>
<tr>
<td><strong>A-</strong></td>
<td>90-92</td>
</tr>
<tr>
<td><strong>B+</strong></td>
<td>87-89</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>83-86</td>
</tr>
<tr>
<td><strong>B-</strong></td>
<td>80-82</td>
</tr>
<tr>
<td><strong>C+</strong></td>
<td>77-79</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>73-76</td>
</tr>
<tr>
<td><strong>C-</strong></td>
<td>70-72</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>65-69</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>64 and below</td>
</tr>
</tbody>
</table>

**HIGH SCHOOL UNITS**

As appropriate, the Middle School places advanced students in high school level courses. However, these courses are offered for acceleration purposes only and if taught in the Middle School, do not earn credits toward graduation from CCES Upper School.

**HOMEWORK**

In general, Middle School students should expect to spend the following amount of time on homework each night:

- Grade 5: 50-60 minutes
- Grade 6: 60-70 minutes
- Grade 7: 70-80 minutes
- Grade 8: 80-90 minutes
If substantially more or less time is consistently spent on daily assignments, parents/guardians are encouraged to contact the student’s advisor or classroom teacher. Homework breaks take place during the following holidays: Fall Break, Thanksgiving Break, Christmas Break, Spring Break, and Easter Break.

**HONOR ROLL (Grades 7–8)**

A student in 7th and 8th grade earns Honor Roll for each semester in which his/her semester GPA for all graded courses is 90 or better, with no grade below 80. High Honor Roll is awarded for any student who has a semester GPA of 93 or better, with no grade below 90. For both Honor Roll and High Honor Roll designation, a student must earn a Pass (P) in all Pass/Fail (P/F) courses and receive a numerical grade in core courses in which he or she is enrolled.

**MATH PLACEMENT CRITERIA FOR MIDDLE SCHOOL**

Possible math placements by grade level:
- Rising Grade 6: Math 6 or Advanced Math 6 (A few students may be recommended for Pre-Algebra 6)
- Rising Grade 7: Pre-Algebra 7 or Advanced Pre-Algebra 7 (A few students may be recommended for Algebra 1 Honors)
- Rising Grade 8: Pre-Algebra 8, Algebra 1, Algebra 1 Honors, or Geometry Honors

Math teachers in the Middle School consider several aspects to ensure that every student is placed in the appropriate math class according to his or her academic development. Middle School students are considered for math placement individually each school year, and placement in a particular class for one year does not necessarily predetermine placement for future years. There is always open communication between teachers to allow a student to move from one level of math to another as that student matures and develops academically.

When considering placement, math teachers examine a combination of the following criteria and look for baseline scores as they are listed below:

<table>
<thead>
<tr>
<th></th>
<th>Academic grades</th>
<th>ERB Math Stanines</th>
<th>Score of 87 or higher on 52 exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current 5th to Advanced Math 6</td>
<td>93+</td>
<td>7+</td>
<td>15+/30 Continental Math</td>
</tr>
<tr>
<td>Current 6th grade Math to Advanced Pre-Algebra 7</td>
<td>93+</td>
<td>7+</td>
<td>20+/30 Continental Math</td>
</tr>
<tr>
<td>Current 6th grade Advanced Math 6 to Advanced Pre-Algebra 7</td>
<td>90+</td>
<td>7+</td>
<td>20+/30 Continental Math</td>
</tr>
<tr>
<td>Current 6th grade students in Pre-Algebra 7 Advanced to Algebra 1 Honors</td>
<td>90+</td>
<td>7+</td>
<td></td>
</tr>
<tr>
<td>Current 7th grade students in Pre-Algebra 7 to Algebra 1 (8th grade students who do not maintain a year end average of an 80+ will be required to repeat Algebra 1 in 9th grade)</td>
<td>85+</td>
<td>5+</td>
<td></td>
</tr>
<tr>
<td>Current 7th Pre-Algebra 7 to Algebra 1 Honors</td>
<td>93+</td>
<td>7+</td>
<td></td>
</tr>
<tr>
<td>Current 7th Pre-Algebra 7 Advanced to Algebra 1 Honors</td>
<td>85+</td>
<td>7+</td>
<td></td>
</tr>
<tr>
<td>Current 7th Algebra 1 Honors to Geometry Honors</td>
<td>90+</td>
<td>7+</td>
<td></td>
</tr>
</tbody>
</table>
**PROGRESS REPORTS**

Middle School parents/guardians have online access to their student's grades through Schoology, and they are encouraged to check that information on a regular basis. However, teachers will continue the practice of phone or email communication with parents/guardians when there are concerns about a student's progress. Parents/Guardians are also encouraged to communicate directly with their student's subject-area teachers and/or advisor when concerns or questions about academic progress arise.

**NOTE:** Mid-semester reports and semester report cards are only available online through OCC.

**PROGRESSION AND PROMOTION**

Middle School provides every student, without exception, both the opportunities and the necessary support to benefit from a high-quality educational experience. A challenging, rigorous curriculum expressly articulated for Middle School students is implemented in all content areas.

CCES believes that student retention (repeating a grade) is a last resort. Therefore, students who are struggling or who are at risk of failure are identified early and provided with the necessary support to meet standards and to prepare them for the next level.

**Progression**

Performance in all full-year courses matters when determining progression to the next grade level. Middle School students are expected to pass all required courses at each grade level to be promoted to the next grade level. This includes earning passing scores in the following courses in grades 5–8:

- English, Reading and Writing
- Math
- Science
- Social Studies
- Modern or Classical Language
- Enrichment
- Physical Education

CCES notifies parents/guardians of their student's progress toward achieving the standards for promotion and transition to the next grade level at the end of each school year. If a student has exhibited unsatisfactory progress toward the promotion and transition standards during the school year, parents/guardians are notified by the administration in the form of a personal telephone call or letter as soon as possible.

**SCHEDULE CHANGE POLICY**

Any requests for schedule or course changes must be completed prior to the start of an academic year. Students may not change courses mid-year. Students are not allowed to have gaps in their schedules. They must continue to attend the courses on their schedule until an official program change has been made and a new schedule has been issued.

Once school begins, schedule changes will only be considered for the following reasons:

1) Skill level/placement is inappropriate (teacher recommendation required)
2) Inability to pass a course after exhausting all available resources (teacher recommendation required)
3) Administrative discretion

Please note: Modern and Classical Language selections that are made in grade six are intended to be a three-year commitment.
SUMMER WORK
Any summer course taken for remediation of a failure must be approved by the Middle School Director ahead of
time for credit to be granted. Summer work will be noted in the student’s file, but the grades will not be averaged
into a student’s CCES GPA.

NOTE: Students who earn final year grades of 69 or below (D’s or F’s) will be required to complete an approved
summer program or repeat the course the following year, based upon the recommendation of the department,
teacher, and Middle School Director.

Special details of this policy:
1. A year-end grade of “F” in any Modern or Classical Language will require enrollment in that same level
the following school year.
2. With a year-end grade of “D” in any Modern or Classical language, regular tutoring during the summer
with satisfactory progress noted by the tutor is required before promotion to the next grade level.

For any student who is required to complete summer work, a summary evaluation of progress must be submitted
to the Division Director prior to the beginning of the academic year.

POLICIES AND PROCEDURES

ATTENDANCE
In order to promote student success, we believe there is no substitute for class attendance and that all students
should be at school and in class every day in order to achieve the highest levels of academic excellence. Absenteeism
generally results in poorer academic performance because of missed interaction and sharing of information. When
absences do occur, it is the responsibility of each student to make sure that any missed work is completed.

The following guidelines have been established for Christ Church Episcopal Middle School:

• Attendance in classes, chapel, advisory, assembly, and school meetings is required.
• Appointments (medical, dental, etc.) and family vacations should be scheduled to avoid missing class time.
• All absences are to be called in by parents/guardians to the Middle School attendance line at 864.299.1522
  x 1252 or emailed to Alicia Knauff at knauffa@cces.org and Diane Waldrep at waldrepd@cces.org by 9:00
  a.m.

In the Middle School, ALL absences must be documented.

Unplanned Absences
If a student is unexpectedly absent for one to three days, please call the Middle School Office (864.299.1522 x 1252)
or email to knauffa@cces.org and waldrepd@cces.org to explain an illness, injury, or family emergency. In the case
of long-term illnesses (longer than three consecutive days), a note from a physician should be sent upon a student’s
return to school. These notes should be given to the Middle School Office. In the case of a long-term absence,
parents/guardians should call the office as mentioned above.

Planned Absences
In order to arrange a planned absence, a Planned Absence form must be completed. Forms can be obtained from
a student’s advisor once one weeks prior notice has been provided to the office. Once the form is completed, the
student must obtain the Dean of Student’s signature. Arrangements for tests and quizzes must be made prior to the
planned absence. Absences near the end of a grading period should be avoided if possible. If no advance notice is
given to the school, it is possible that no arrangements for assignments will be made and zero credit will be given
for missed assignments.
Only a doctor’s note will excuse a student from Physical Education (PE) classes. All such excuses should be cleared through the Dean of Students. Except in rare circumstances, students who have a medical excuse are still expected to attend PE classes.

NOTE: ALL absences beyond ten (10) days within an academic year, whether entire days or same class periods, MUST be documented by a physician’s statement or approval must be granted by the school administration. Absences beyond ten (10) days that are not documented by a physician or approved by the school administration may result in a student being unable to participate in certain school sponsored events.

Tardies
Students are expected to be on time for classes, assemblies, advisory, chapel, and all required meetings and will be subject to disciplinary action if they are not. Students are marked tardy to school if they are not in their advisory group when the 8:05 a.m. bell rings. A warning bell rings each day at 8:02 a.m. Additionally, students are tardy to class if they arrive more than three (3) minutes after the first bell rings for class.

Make-Up Work
All work for planned absences should be turned in before the absence occurs, when possible. Work for unplanned absences should be turned in as agreed upon by the student and teacher, usually allowing one make-up day per day of absence. Parents/Guardians or students should check with advisors for information about how to procure assignments during unplanned absences. All makeup work not turned in as agreed upon will receive a penalty of 10% per school day.

AUTOMOBILES
No Middle School student may have a vehicle at school.

BIRTHDAYS and other SPECIAL OCCASIONS
To avoid hurt feelings among students, birthdays and events such as Halloween treating, holiday gift-giving, Valentine surprises, etc., should be celebrated away from school. This includes limousine and other special modes of transportation to and from school, intended for only a select group of students. An exception to this policy may be made if an entire advisory group or grade level is involved together.

BULLYING
Bullying is inappropriate, unwanted, aggressive behavior among school-aged students that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can take place using social media in cyberspace.

An Imbalance of Power: Students who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying: Includes actions such as making threats, intimidating others, spreading rumors, attacking someone physically, verbally, or socially, and excluding someone from a group on purpose.

There are many kinds of bullying that include:

Verbal bullying is saying or writing mean things. Verbal bullying includes:
  • Teasing
• Name-calling
• Inappropriate sexual comments
• Taunting
• Threatening to cause harm

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
• Leaving someone out on purpose
• Influencing other students not to be friends with someone
• Spreading rumors about someone
• Embarrassing someone in public
• Cyberbullying

Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
• Hitting/kicking/pinching
• Spitting
• Tripping/pushing
• Taking or breaking someone's things
• Making mean or rude hand gestures

NOTE: Refer to Disciplinary Protocol for a description of appropriate consequences.

CARPOOL PROCEDURES
Middle School begins promptly at 8:05 a.m. and ends at 3:05 p.m.

Drivers who drop off and pick up at the Middle School are asked to follow the procedures below:
• Drivers should display the carpool nametag (issued through the office) on the driver’s side dashboard.
• The Wenwood entrance is a one-way traffic loop. Drivers may turn right out of the parking lot.
• For dropping off, drivers should pull up as far as possible along the sidewalk and ask students to leave the car from that point, as quickly and safely as possible. Loading and unloading should happen from the right (passenger) side of the car. Use of the left (driver) side of the car will not be permitted, and stepping between cars to load/unload from the back is dangerous.
• In the afternoon, drivers should form a line circling through the Middle School parking lot. The faculty on duty will provide reminders, and cars should please pull up as far as possible along the sidewalk. Students should walk to the point where the car stops; please help keep the line moving.
• At NO time during the day should cars be left unattended along the sidewalk. If you need to come into the building, please park in the parking lot.
• Cell phone/Smartphone usage is a distraction and therefore, a danger. Please make and receive calls before and after carpool.

Interdivisional Carpool and Other Information
The fronts of each division building are the only designated carpool areas. Students who are dropped off and/or picked up at other points on campus are violating policy and are subject to potential danger, due to lack of supervision. It is strongly encouraged that Middle School students be dropped off and picked up at the Middle School building. However, for families/carpools that include students at other divisions, the following options are available:

Mornings
Middle School students may walk from the Lower or Upper Schools after being dropped at the front of one of those buildings.
Afternoons

- Middle School students who ride with Lower School students may walk to the Lower School Commons, where they will be asked to follow Lower School carpool procedure, and a Middle School teacher will be on duty to assist the Lower School faculty. Middle School students who are still waiting at the Lower School at 3:30 p.m. will be taken back to the Middle School, where they can be picked up in front.
- **Because there is no supervision present, no Middle School student should leave from the Upper School and/or “gym area.”** However, Upper School students who drive carpools including Middle School students may drive around to the Middle School for pickup. In addition, Upper School students who ride in a carpool with Middle School students may walk to the front of the Middle School for pickup.
- Please note that there should be no students waiting anywhere in the Middle School building, including the office, library, or lunchroom after school. Students who have sports practices/games are to proceed directly to sports Late Stay at the end of school. Students are not allowed to go to the Upper School.
- Middle School students who are still waiting for their rides at 3:30 p.m. will be sent to Late Stay at an additional charge.

**CELL PHONES AND SMARTPHONES**

Landline phones are available to students with permission. Students may not use cell phones/smartphones on the school campus during school hours. If present at school, cellphones/Smartphones should be turned off and stored in a student’s locker or book bag. This policy is in effect from 7:30 a.m. until the end of the school day. Cell phones are not permitted to be used at any time in ways that are detrimental, distracting, or otherwise harmful to our school community. Violation of this policy will result in a disciplinary referral and confiscation of the phone during school hours. Repeated instances of cell phone/Smartphone violations for the same student will result in further disciplinary action.

Students will be permitted to bring cell phones on overnight field trips in 7th and 8th grade only. Other devices, such as laptop computers or tablets, should be left at home. Please review the following as it relates to cell phones and other electronics during overnight trips.

1. Cell phone usage on a field trip is limited to appropriate use of music, games, and photography only and at designated times. While touring, students are permitted to take photographs; listening to music or playing games detracts from the experience of a field trip and are not permitted unless specific permission is given by a chaperone.
2. Students may call or text home as needed, but all other cell phone communication is prohibited (for example, FaceTime or use of social media messaging).
3. The use of social media on overnight field trips is not permitted at any time.
4. Each night, students will be asked to turn in their phones (turned off) to a chaperone, at a time designated by the trip leader. CCES Faculty reserve the right to confiscate phones for the remainder of the field trip if they suspect inappropriate use by a student. Parents will be notified immediately.
5. The student is responsible for the security and use of his or her cell phone. By bringing a cell phone, the student and his or her family assumes risk of damage, theft, or other loss.

**CHAPEL**

Middle School Chapel is generally held on Wednesdays from 11:45 a.m. – 12:35 p.m. Parents/Guardians are invited to attend. Please remember that students must be dressed appropriately for Chapel Days (see Dress Code). It is strongly requested that Middle School family and/or student activities be scheduled so as to avoid conflicts with weekly Chapel times.

**CHROMEBOOKS (6-8 GRADES)**

Providing students with an individual device in a 1:1 environment creates the opportunity to enhance each student’s
overall learning experience. This 1:1 personalized learning promotes responsible use of today's ever-changing technologies for creative and collaborative work. This technology is to be utilized as an educational tool as directed by teachers and administrators at CCES. All Chromebooks used in grades 6–8 are required to be purchased through the CCES IT Department. A CCES profile will be installed on the device, and the device can be monitored and filtered while on the network at CCES and others by the mobile device management program. This profile can be removed if the student leaves CCES.

**Student Responsibilities**

**Caring for the device**
- Students will use protective cases and leave devices in cases.
- Students will travel with devices securely closed in cases.
- Never place weight on top of the device to protect its screen. Pack accordingly.
- Only use a soft cloth to clean the screen.
- Do not leave device in a cold or hot car.
- Every device will have a passcode. Students must share passcodes with CCES administration.

**Safeguarding and Maintaining as an Academic Tool**
- The device is required to be at school daily, fully charged.
- If a device is left at home, students are still responsible for all work.
- Non-educational content is for personal use only and should be kept on a home device.
- Earbuds/headphones must be used if an assignment requires sound.

The device is subject to routine monitoring by teachers, administrators, and the technology staff. If the Acceptable Use Policy is violated, the device may be remotely locked down, wiped, and/or confiscated.

**Prohibited Uses Include:**
- Accessing inappropriate material (language, content, visuals, games, etc.).
- Cameras – Students must use good judgment and follow the CCES rules of conduct when using the camera. The student agrees that the camera will not be used to take inappropriate photographs or videos, nor will it be used to embarrass anyone in any way. Any use of cameras in restrooms or the locker room, regardless of intent, will be treated as a serious violation.
- Use of the camera and microphone are strictly prohibited in the classroom and hallways unless permission is granted by a teacher.
- Misuse of Passwords/Unauthorized Access – Students must set a passcode to their device to prevent other students from misusing their device. Students may be asked to give their passcode to the IT Department to keep on file. If the passcode is changed and forgotten, the device will have to be wiped clean, and files and data may be lost. Any student caught trying to gain access to another student’s accounts, files, or data will be subject to disciplinary action.

**CLUBS & ACTIVITIES**

Optional clubs and activities are offered in a mid-day period for Middle School students. However, participation is subject to the following academic and behavioral conditions:
- Students who would like to participate in more than one club or activity must have a strong academic standing (all A’s and/or B’s) for the previous semester or, in the case of fall semester, all A’s and/or B’s for the previous year’s final averages.
- Students and parents/guardians should be aware that registration for a club or activity is considered a commitment for the entire run of the program.
- Faculty sponsors/instructors reserve the right to dismiss any student from their club or activity.
CODE OF CONDUCT

CCES Students Always:
• Attend school daily and arrive on time.
• Adhere to the CCES Honor Code.
• Arrive promptly to each class. Enter the room quietly, take assigned seat, and begin work immediately.
• Come prepared to work.
• Complete homework and bring it to class when it is due.
• Dress according to policy and keep neat, appropriate appearances throughout the day.
• Respect all CCES buildings and property. (Defacing any part of campus is prohibited.)
• Carry a daily planner at all times. Use it to write all assignments, long-term plans, and ideas.
• Behave appropriately during all school activities, whether on or off campus.

CCES Students Never:
• Strike or physically abuse anyone.
• Verbally abuse or speak disrespectfully to anyone.
• Use or display any inappropriate language or symbol.
• Damage, tamper with, or take another person’s property.
• Cheat or plagiarize on any test, quiz, assignment, or paper.
• Lie, misrepresent, or deliberately deceive.
• Buy, sell, or use any tobacco, alcohol, illegal, or harmful substances and associated paraphernalia.
• Participate in any inappropriate display of affection.
• Bring or view pornography at school or any school-sponsored event.
• Bring knives or weapons to school or any school-sponsored event.
• Violate CCES written policies regarding attendance, lateness, dress code, or off campus privileges.

DISCIPLINARY POLICIES AND PROCEDURES

CCES disciplinary policies are in place to support a safe and academically productive school environment. Disciplinary consequences for violations of these policies and procedures may range from minor sanctions to expulsion from school. In cases involving suspension, dismissal, or expulsion, students will be given notice of the alleged misconduct and an opportunity to meet with appropriate CCES administrators to discuss the allegations and consequences.

Disciplinary Protocol:
Behavioral expectations at the Middle School focus on the four core values: Character, Community, Excellence and Service. Just as students learn academics, educators will explicitly teach behavioral expectations to our students. Students will have opportunities to learn “The Cavalier Way” and participate in the application of these skills. While these expectations are in place, we recognize that part of educating the whole child is to make this an opportunity for growth as habits children begin to develop at this age can determine the character that they will carry into adulthood. Our middle school students experience a tremendous period of growth; therefore, we partner with families to create a positive atmosphere that fosters individual maturation and a sense of community.

The Role of the Teacher:
Every faculty member in the middle school plays a vital role in communicating and upholding disciplinary expectations throughout our environment. In the classroom setting teachers will have a behavior management plan in place and will communicate their expectations to students, parents, and administrators. If a child is having difficulties within the classroom environment, a teacher will first address the student. While individual plans may vary, they all will fall under the umbrella of The Cavalier Way and our policies as outlined in this Handbook. If a child is assigned a consequence for a specific behavior, a parent will receive communication from the teacher.
Disciplinary Referrals:
A teacher should refer a student to the Dean of Students in instances of repeated minor behaviors and more serious misconduct. Administration will investigate all referrals and determine appropriate consequences if necessary. The Dean will keep records of all referrals, consult with the Director and/or Assistant Director as necessary, and notify students and parents of the referral and possible consequences. A parent may be asked to come in and speak about the incident with his/her child and administration.

The following list of behaviors and consequences is not meant to be an exhaustive list. CCES administration has the discretion to determine appropriate consequences for students who engage in inappropriate conduct.

Actions that could prompt a referral include, but are not limited to, the following:
- Repeated minor behaviors such as: cell phone violation, dress code violation, classroom disruptions, tardiness to class
- Disrespect for property, Acceptable Use Policy violation
- Disrespectful behavior, including inappropriate language, bullying others, insubordination
- Honor Code violations

Detentions:
Detention will be assigned as an appropriate disciplinary action for minor violations of school regulations or policies. Detention in the middle school comes in two forms. Lunch detention will typically take place in the front office with interaction from an administrator. During this time, students will eat lunch and have an opportunity to reflect on the minor violation with the ultimate goal of learning from the experience. Morning detention will take place when students have accumulated 3 lunch detentions and/or have displayed more serious behaviors. All detentions will be recorded, and parents/guardians will be notified. Morning detentions typically take place on Friday mornings from 7:15 am-7:55 am with an administrator. Failure to report to detention will result in an additional disciplinary action. Administrators have reserve the right to individualize consequences when appropriate to best meet the needs of the child and the expectations of the school.

Suspension:
Students who engage in more serious inappropriate behaviors as determined by the Middle School administration will be subject to suspension from school, in-school or out-of-school. Behaviors include, but are not limited to, insubordination, theft, viciousness, arson, fighting, involvement with tobacco/drugs/alcohol, weapons, disruption of the instructional program, physical/emotional/sexual harassment, vandalism, repeated misbehavior, or violation of rules and guidelines. In the Middle School, students with a pattern of repeated referrals that have not resulted in behavioral improvement may be subject to suspension. Students who are suspended are responsible for all school work assigned, due upon return to school or as specified by the teacher. Students may receive additional assignments from administration to complete during suspension. This is meant to serve as a learning opportunity and time for reflection. After suspension is imposed, further accumulation of misconduct will incur escalating penalties ranging from additional detentions, suspension, or dismissal/expulsion.

Disciplinary Probation:
This designation will be assigned to a student for excessive and/or continued behavioral violations or disrespectful behavior toward faculty and/or school policies. Students placed on Disciplinary Probation will be determined by the Director, Assistant Director, and/or Dean of Students. Students will attend a conference with their parents/guardians, school administrator, their advisor, teachers, and possibly coaches, to appropriately plan for improved behavior. Students placed on disciplinary probation will remain on probation for one or two semesters, and the designation will be removed after that time, provided the student has demonstrated consistently appropriate behavior. Students placed on disciplinary probation may lose privileges that they might enjoy, including removal from student activities and/or off-campus class events. In addition, any student who is on disciplinary probation may not run for student council office or other school-wide leadership positions. If a child is placed on
disciplinary probation, parents will receive a letter for their personal records.

**DRESS CODE**

Parental support of the dress code is very important. All clothing must be purchased from Lands' End. All shirts, sweaters, vests, and jackets worn inside the building must be embroidered with CCES design. T-shirts and sweatshirts may be any CCES design.

Clothing items can be purchased at: [www.landsend.com/school](http://www.landsend.com/school) | School Code: 900117490

**MIDDLE SCHOOL DRESS CODE**

**CHAPEL DRESS**

**BOYS**

- Lands' End long khaki or navy pants and belt
- Lands’ End blue or white oxford shirt
- CCES tie, Lands’ End navy blue tie, or Lands’ End navy/light blue striped tie (grades 7 & 8 only)
- Lands’ End blue or white sweater or Lands’ End navy or cobalt fleece

**GIRLS**

- Lands’ End long khaki or navy pants
- Lands’ End khaki, navy, or clear blue plaid skirt, skort, or jumper*
- End blouse or turtleneck
- Lands’ End blue or white sweater or Lands’ End navy or cobalt fleece

For boys and girls, hooded sweatshirts are not permitted on Chapel Dress days and shirts must be tucked in at all times (excluding girls button front Peter Pan shirt).

**DAILY DRESS**

**BOYS**

- Lands’ End khaki or navy shorts or pants Lands’
- End blue or white polo or oxford shirt
- CCES outerwear, Lands’ End blue or white sweater, Lands’ End navy or cobalt fleece

**GIRLS**

- Lands’ End khaki, navy, or clear blue plaid shorts, pants, skirt, skort, or jumper*
- Lands’ Blue or white polo or oxford shirt
- Girls may wear black, white, gray, or navy leggings or tights
- CCES outerwear, Lands’ End blue or white sweater, Lands’ End navy or cobalt fleece

**FRIDAY/SPIRIT DAY DRESS**

**ALL STUDENTS**

- Any item from daily dress CCES t-shirts
- Blue denim jeans (no jeggings/leggings/shorts)
- No frayed edges, holes, or embellishments.

**PHYSICAL EDUCATION DRESS**

Students are permitted to wear school appropriate t-shirts and athletic shorts for physical education classes.

**General Policies**

Skirts, skorts, shorts, and jumpers may be no shorter than fingertip length with hands at the side.
Hair: Hairstyles for students should reflect the same standards as dress: neat, clean, and unexaggerated. For both boys and girls, hair should allow visibility of facial features. Hair color should be a natural one. As with other elements of the dress code, the administration reserves the right to require adjustments of hairstyle when deemed necessary.

CCES Logo: All shirts, sweaters, and outerwear worn in the building must have the CCES logo.* Layering: No visible layering of t-shirts, camisoles, etc. under approved wear. Please note that school policy prohibits merchandise and/or clothing containing school name or logo to be donated/distributed into the community or overseas. The maintenance department should be contacted for Cavalier Closet items and/or other obsolete inventory for proper recycling of logoed clothing.

Shoes: No higher than 1½ inch. No flip flops/athletic sandals/Crocs. Sandals must have a back.

Other Vendors: Items that can be purchased from CCES/other vendors are limited to belts, shoes, denim for Friday Dress, and CCES t-shirts and ties (available in the Bookstore)

*All other outerwear/accessories MUST be removed in the building including scarves, gloves, and hats.

EARLY ARRIVAL
There is no supervision for students before 7:30 a.m.; therefore, students should not be dropped off before that time. Between 7:30 a.m. – 7:50 a.m., students in grade 5 will be supervised in the 5th grade commons and students in grades 6–8 will be supervised in the Atrium.

EARLY DISMISSALS
Unless previously approved by the Middle School Director, early dismissals fall under the same requirements as absences. If a Middle School student leaves for any reason during the day, a parent/guardian or other adult designated by the parent/guardian must sign out the student.

ELECTRONIC DEVICES
If students need to call home, they are permitted to use a phone in the Division Office or the main reception area. Many students attend after-school activities and need a cell phone/smartphone for that time of day. For this safety consideration only, cell phones/smartphones may be brought to school but must remain out of sight and turned off during the school day. Similar electronic devices, including portable music players, Smartwatches, video game gear, and other smart devices, also must be kept out of plain sight and powered off during school hours. If used during the day, they will be taken away and brought to the Dean of Students Office. Repeated offenses will result in a Disciplinary Referral to the office.

EMERGENCY DRILLS
Held periodically, emergency evacuation and lockdown drills are necessary to maintain a safe campus. A quick, quiet response is vital. All students, faculty, and staff are expected to treat such drills seriously. Students receive emergency evacuation and lockdown drill orientations from their respective divisions.

EXPULSION
If a student’s conduct is deemed prejudicial to good order and discipline, tends to impair the morale or good conduct of the students, or if a student consistently refuses to conform to CCES policies, rules, and/or regulations, the respective Director may recommend to the Head of School that the student be expelled from CCES. The Head of School reviews such recommendations and decides whether to proceed with an expulsion.

FIGHTING
Fighting/aggressive behavior and bullying among students will not be tolerated at CCES. Students who are involved in fights or physically aggressive behavior on campus while involved in school activities will be subject to disciplinary
FOOD
Generally, food and drink are not permitted outside designated lunchroom areas. For Middle School students, food and drink are to be consumed at Break and Lunch ONLY. Chewing gum is not allowed within the school buildings or at carpool.

LIBRARY MEDIA CENTER
The Library Media Center is committed to the promotion of reading and information skills. It is a goal of CCES to ensure that students become effective users of ideas and information, develop a lifelong love of reading, and are prepared to meet the challenges of an ever-changing world. The Library Media Center reflects the philosophy of the school and is designed to meet the needs of students, faculty, and staff in the pursuit of academic, professional, and personal growth. It is an integral part of the school community and a critical element in students’ intellectual development. The Library Media Center is where students and faculty come to access information, research, and read for academic needs as well as for enjoyment.

Students are encouraged to browse the collection and check out materials for curriculum support as well as for pleasure. Books may be checked out for a period of three weeks. Reference books, reserved books, and magazines may be circulated overnight; they must be returned before school the following morning. Students who lose a library item are expected to pay the replacement cost.

Quiet talking is permitted. Food and beverages are not permitted. Students must present signed passes as they enter the Library Media Center and check in at the circulation desk. Behavior deemed inappropriate by the librarian may result in the loss of library privileges and/or disciplinary action.

The Library Media Center houses extensive book collections, along with numerous periodicals, computers with research and educational software, and printers for student use. Classes use the Library Media Center for research lessons and class projects. Students are encouraged to make extensive use of the school’s resources and computer workstations.

LOCKERS
Every student will be issued a locker and upon request, a combination lock. Excessive damage or abuse will result in a replacement or clean-up charge. Because CCES retains ownership of the lockers used by the students, CCES administration may conduct searches of the lockers. This serves as notice to students that lockers may be searched at any time.

LUNCH
Parents/Guardians are welcome to have lunch with their students in the Middle School lunchroom. In the interest of inclusivity, if parents/guardians choose to bring in lunch from an outside source, it is requested that those lunches be limited to the student and the parent/guardian, rather than a “select group” that includes a few other students. Exceptions to this would be a treat intended for an entire advisory group or grade level. See Birthdays and other Special Occasions.

MEDICATIONS
Prescription and non-prescription medications brought to school must be given, along with dosage directions, student name, and name of medication, to authorized school personnel (usually the Middle School nurse, administrative assistant, or health room worker) and dispensed by school personnel or designee. Without express permission from the school, Middle School students are not allowed to have medications in their possession at school or while involved in school-sponsored activities. In addition, attempts to sell, distribute, or abuse prescription or over-the-counter medication is expressly forbidden. Violation of this policy will result in disciplinary action.
OFF-LIMIT AREAS
The following areas are off-limits for students without faculty authorization:
• wooded areas, the auditorium, and maintenance area
• the parking lot or in cars during the school day
• the back stairwell to the 5th Grade Level (except en route to/from class)
• Upper School (except in the mornings, en route to MS) and area near the Upper School
• Lower School (except during carpool and in the mornings, en route to the MS)
• Gym (except during P.E.)
• Areas designated for faculty, including workrooms and desks

NOTE: Students found in violation of this policy may be subject to disciplinary action.

PERSONAL PROPERTY
Personal property of significant value such as musical instruments, calculators, tablets, and laptop computers, is brought to school at the owner’s risk and is not covered under the school’s insurance policy. It is required that such items not be left at school for extended periods of time unless arrangements have been made for secure storage.

SCHOOL BOOKSTORE
The Middle School Bookstore is operated for the benefit of the students by parent volunteers. Students may purchase items at the bookstore with cash or by charging their student account. If a parent/guardian wants to limit or prohibit a student’s ability to purchase at the bookstore, the parent/guardian is to contact the Middle School Bookstore Chair. The store is open before school and during lunch. To encourage responsibility as a consumer, we ask that parents/guardians monitor purchases made by their student. Please note the Upper School Bookstore is available to Middle School students who are involved in after-school activities from 3:30 p.m. – 4:00 p.m. The Upper School Bookstore closes at 4:00 p.m.

SCHOOL TRIPS
Day trips and overnight trips are an important part of the social and academic experience at CCES. Parents/Guardians must sign permission forms and are billed as appropriate. The cost of field trips is based on the number of students participating. Once a description of a planned field trip is sent home and a permission slip is signed by the parents/guardians, refunds will not be given except in extenuating circumstances. The school cannot incur cost for students once the invoices have been submitted to the Business Office. On trips where a deposit is collected (i.e., international trips), the deposit is non-refundable.

SKATEBOARDS
For safety reasons, skateboards are not allowed on campus at any time.

STUDENT FUNDRAISING
See Student Fundraising under School-wide Policies.

SUPERVISION AT CCES SCHOOL-WIDE EVENTS
At most school events, supervision for students who are Middle School age and younger is NOT provided. Students of these ages should never be “dropped off” to attend these events without a parent/guardian or other responsible adult.

SUSPENSION
A student may be suspended for conduct that is prejudicial to good order and discipline at CCES or that impairs the morale or good conduct of the students. Violations may include, but not be limited to, insubordination, theft, viciousness, arson, fighting, involvement with tobacco/drugs/alcohol, weapons, disruption of the instructional
program, physical/emotional/sexual harassment, vandalism, repeated misbehavior, or violation of rules and
guidelines.

Notice of suspension is given to the parent/guardian. These violations also may lead to expulsion depending upon
the circumstances.

Any student whose conduct warrants disciplinary action may be denied or removed from organization membership,
offices, special trips, and similar privileges.

**TELEPHONE USE**
The telephone is primarily used for school business. Students will be called from class for emergencies only.
Parents/Guardians are requested not to call in messages unless it is absolutely necessary. Social arrangements and
carpool changes should be made prior to the school day. When students need to contact a parent or guardian, they
may ask for permission in the School Office.

**TESTS AND QUIZZES**
Students and teachers should communicate to prevent an overload of tests, homework, and long-range projects. In
addition to in-class notification for tests and quizzes, dates for such assessments will be available online and in each
common area at school. Tests and long-term assignments will be scheduled and posted at least one week in
advance. Quizzes may be given at any time. The schedule is designed to avoid students in grades 7 and 8 having
more than two tests or major long-term assignments on any one day. Students in grades 5 and 6 generally have no
more than one test or major assignment/project on any one day.

Tests will take the majority of class time. A quiz is an assessment that can be completed in 20 minutes or less and
assesses a student on recent information.

**NOTE:** Testing schedules are subject to change and should be checked regularly.

**TEXTBOOKS**
Students will be issued most of their textbooks as part of school tuition. These materials belong to the school, and
students are expected to return them in good condition (with reasonable wear and tear). Students must purchase
paperback and expendable texts, workbooks, and materials. For any text that shows excessive use or damage, a
student will be charged for a replacement. Students will be charged for texts not returned by the announced
deadline.
### The Upper School
NINTH – TWELFTH GRADE

#### Upper School Schedule
2019-2020
FIVE-DAY ROTATIONAL SCHEDULE

<table>
<thead>
<tr>
<th>Day 1 Mondays</th>
<th>Day 2 Tuesdays</th>
<th>Day 3 Wednesdays (Chapel)</th>
<th>Day 4 Thursdays</th>
<th>Day 5 Fridays</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:10 – 8:55 1st Period</td>
<td>8:10 – 9:00 2nd Period</td>
<td>8:10 – 8:50 3rd Period</td>
<td>8:10 – 9:00 4th Period</td>
<td>8:10 – 8:55 5th Period</td>
</tr>
<tr>
<td>10:00 – 10:30 Assembly</td>
<td></td>
<td></td>
<td>10:15 – 10:30 Break</td>
<td></td>
</tr>
<tr>
<td>12:45 – 1:30 3rd Period</td>
<td>12:30 – 1:20 4th Period</td>
<td>1:00 – 1:40 5th Period</td>
<td>12:30 – 1:20 1st Period</td>
<td>12:45 – 1:30 2nd Period</td>
</tr>
</tbody>
</table>
ACADEMIC POLICIES

THE CURRICULUM
Welcome to the academic challenge of Christ Church Episcopal Upper School, where expectations are commensurate with strong preparation for college, leadership, and life. Course offerings are designed to provide the background for and to fulfill the requirements for admission to and success in college. The International Baccalaureate (IB) Diploma, Advanced Placement (AP), Global Online Academy (GOA), and Honors or Advanced classes provide the additional challenges and rewards sought by many of our students. The IB Diploma Program begins in 11th grade for those students interested in pursuing a comprehensive, six-subject, pre-university course of study leading to externally assessed examinations. Similarly, the AP program offers talented and motivated students the opportunity to complete college level work in a wide variety of subjects. But even the non-AP and IB curriculum at CCES is college preparatory and rigorous.

More information about our curriculum is available in a separate document called the Upper School Curriculum Guide. CCES also has a rich co-curricular program that encompasses numerous athletic teams, clubs, and organizations. Community service activities are required for all students and are an integral part of what makes a CCES student responsive to the needs of our greater community.

In addition to an impressive array of course offerings in math, science, English, modern & classical languages, history and the social sciences, the fine arts, Christian education, physical education, computer science, and publications, the Upper School curriculum requires the completion of both a Sophomore Project and either a Senior Thesis or an IB Extended Essay for graduation. All three types of projects are based on topics at the discretion of the student, are guided by faculty mentors, and culminate in research-based papers and oral presentations. Please be advised that courses will be offered each academic year based on student interest and teacher availability.

Students should expect to challenge themselves as well as be challenged by their coursework, teachers, and coaches. Over the years, CCES graduates have emphasized that their being required to stretch themselves intellectually and physically as well as in the scheduling of their time has been a significant factor for their success in college and later in life.

COURSE LOAD
Students are required to be enrolled in six academic credits each year. Ninth graders are recommended to take seven academic credits each year, though ninth and tenth graders may elect supervised study hall instead of a seventh course. Choosing study hall will result in fewer credits earned, but will not prevent a student from being on track for graduation. Eleventh and twelfth graders are free to study or socialize on campus during periods not filled with academic classes. Any reduced course load must be approved by the Upper School Director or Assistant Director.

ADVANCED, HONORS, AP & IB COURSES
Each department sets prerequisite criteria for placement in these higher level courses. All students taking an AP or IB course are required to take the AP or IB exam in the spring. A student who misses an AP or IB exam will incur a 10 point (1 letter grade) deduction in the final transcript grade for the corresponding course, unless extenuating circumstances are approved by School administrators. These exams bear additional financial expense for students enrolled, as outlined in other publications. A grade of 3 or better (out of 5) is considered a passing score on the AP exam; a grade of 4 or better (out of 7) is considered a passing score on the IB exam. However, each college has its own policies for granting credit, independent of what CCES, the College Board, and the International Baccalaureate Organization state. In recognition of the increased demands of AP, IB, and Honors courses, CCES weights each student’s GPA as described below for each Honors, AP, or IB course.
GRADUATION REQUIREMENTS

English  4 units
Mathematics  4 units
History  3 units (must include 1 unit of US History)
Science  3 units (Biology and Chemistry are prerequisites for 3rd lab course)
Modern and Classical Languages  3 units (of the same language in Upper School)
Religion  1 unit
Fine Arts  1 unit
Physical Education  1 unit (½ of which may be fulfilled through participation on a CCES athletic team during Upper School)
Sophomore Project  If enrolled during 10th grade
Senior Thesis  0.5 unit (or Extended Essay for IB Diploma candidates)
Other Coursework  3.5 units
  24 units total
Community Service  15 hours per year

NOTES:

Coursework completed during Middle School (prior to Grade 9) may advance a student's placement but will not count as credit toward a CCES diploma, even if that coursework was high-school level.

CCES will in sole discretion of its academic personnel interpret course work from sending institutions as to its fulfillment of CCES graduation requirements (i.e. in the case of students transferring to CCES). To earn a CCES Diploma, a student must meet the above requirements or their determined equivalent, enroll at CCES no later than the start of 12th grade, and remain in good standing through the Commencement exercises.

GRADING SYSTEM

The school year consists of two semesters of approximately 18 weeks each with a mid-semester reporting period at the halfway mark. The mid-semester grades are interim checkpoints for reporting a student's progress. Only semester grades are used in calculating Honor Roll and Academic Concern or Probation. A student's final numerical grade for the year is computed by averaging the grades earned in each semester and is the grade that will appear on a student's official transcript. Letter grades are only indicated by a scale in the legend.

The CCES Grading Scale uses a numerical system from 0-100, with corresponding 10-point letter-grade bands, to determine individual course grades, as below. These numerical course grades are then used to compute a student's GPA on the 100-point scale. While individual course grades are rounded to the nearest whole number, GPAs are not. In recognition of the increased demands of AP, IB, and Honors coursework, an extra 3 point weight is averaged into the GPA for each Honors course, and an additional 7 point weight is averaged into the GPA for each AP or IB course. The additional weights are only added into the final computation of the GPA and are NOT reflected in the student’s course grade.

In addition to calculating student GPAs on the 100-point CCES scale described above, the Upper School continues to utilize the South Carolina Uniform Grading Policy (UGP) in calculating and reporting GPAs and grades to South Carolina colleges and universities for the purpose of Palmetto Fellows, Life, and other state awards. While CCES follows the South Carolina UGP for determining class rank for all Upper School students, rank is not released to college admission offices. More information on the South Carolina UGP can be found here, and questions regarding it should be directed to the College Counseling Office.
For the first semester only, no semester grade below 50 will be recorded. There is no minimum grade recorded for second semester. The intent of this policy is for students who find themselves in an early academic deficit to feel encouraged to make up that deficit as material accumulates through the school year.

Students who earn final numerical grades in the F range will not receive credit for the course, and will be required to remEDIATE that credit either in an approved summer school program or the following school year if the credit is required for graduation. In addition, students who earn final grades in the D range will be required to complete an approved summer tutoring program or to repeat the course the following year, based upon the recommendation of the teacher, Department Head, and Director.

**CCES Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>65-69</td>
</tr>
<tr>
<td>F</td>
<td>64 and below</td>
</tr>
</tbody>
</table>

**EFFORT GRADES**

In addition to a numerical grade, students receive an effort grade for each course. Effort grades are not reported on a transcript, but are included on report cards as follows:

1. **Superior** – displays exceptional effort; works enthusiastically and conscientiously; asks thoughtful questions; often goes beyond assigned work; willing to share thoughts; listens and contributes attentively and appropriately to class discussions.

2. **Acceptable** – completes assignments on time and with care; listens to class discussions; has relatively independent work habits; seeks help when needed; generally shows interest; is punctual in attendance and with assignments.

3. **Needs Improvement** – student is deficient in one or more areas: attendance, class attention/participation, punctuality of assignments, attitude in class, lack of effort in seeking help.

**SUMMER ACADEMIC WORK**

Some Upper School courses require summer assignments. Summer is best utilized for these assignments, for purposes of remediation or enrichment, or for the small number of for-credit courses offered by CCES through Summer Encounters. For students seeking CCES credit for any courses offered at other institutions, pre-approval must be obtained from the appropriate Department Head and either the Director or Assistant Director. Approval documentation will be recorded in the student’s file, and credit will be granted, but grades will not be included in the CCES GPA.

**ACADEMIC CONCERN AND PROBATION**

**Academic Concern (AC):** At the end of a semester, any student with a grade below 70 will be on Academic Concern for the subsequent semester. A student on AC will have his or her progress monitored by the advisor and the Grade Level Dean of Students. A conference involving the student, parents/guardians, advisor or Dean of Students, Assistant Director or Director, and one or more teachers will be called to discuss an improvement plan to include such interventions or supports as a schedule of attending extra help during E periods and free periods, recommendation for tutoring arrangements, or the discontinuation of participation in extracurricular activities. If a
student’s academic standing does not improve during the subsequent term, he/she will be placed on Academic Probation.

**Academic Probation (AP):** A student who scores below 70 in two or more courses or below 65 in a single course for a semester will be placed on Academic Probation for the subsequent semester. If a student’s academic standing is such that he/she would be on AC for a second consecutive semester, that student is instead placed on AP. The same interventions and supports as for AC will be implemented for students on AP, with greater urgency. In addition, consideration will be given to the appropriateness of continuation as a CCES student.

**NOTE:** A student who is on Academic Concern or Probation, Disciplinary Probation, or Honor Probation is not eligible to run for a school leadership position.

**ADD/DROP**
In the Upper School there is an add/drop period of three weeks at the beginning of the school year (and two weeks at the beginning of the second semester for semester courses) during which a student may change his/her courses. Any course dropped after the add/drop period will result in a transcript designation of either W (withdrew) or W/F (withdrew/failing), and it will not be possible to add another course in replacement, unless it is another level of the same course. CCES is required to show on the transcript all coursework undertaken.

**ATHLETIC ELIGIBILITY (Upper School – South Carolina High School League)**
CCES is a member of the South Carolina High School League (SCHSL). Please refer to the SCHSL website (http://www.schsl.org) for further information about athletic eligibility (both upon transferring to CCES and based upon ongoing academic performance). All inquiries regarding CCES student-athlete eligibility should be addressed to the Athletic Director.

**CUM LAUDE**
CCES is a member of the Cum Laude Society, the secondary school equivalent of Phi Beta Kappa. Membership in this academic honor society is based upon academic achievement, integrity, and leadership. Each year, the school is allowed to induct up to 10% of the Junior Class and up to an additional 10% of the Senior Class to membership. Students are not considered for membership until they have completed one full academic year at CCES. Also, the Society is allowed to select faculty and honorary members each year.

**GREENVILLE FINE ARTS CENTER (FAC)**
All students are strongly encouraged to pursue their interest in fine arts on campus and within the academic framework of CCES. Logistics, distance, and conflicting schedules can make co-enrollment in the Greenville Fine Arts Center and CCES difficult. If, however, a student wishes to enroll in the Greenville FAC while maintaining full-time status at CCES, the procedure below should be followed:
1. The student should express an interest in the Greenville FAC to CCES administrators before the student applies to the FAC.
2. Upon written acceptance to the Greenville FAC, the student and parents will meet with the Assistant Director to plan for meeting CCES graduation requirements.
3. The student’s academic standing will be reviewed by CCES, and continued co-enrollment may be rescinded if the student is on Academic Probation.

**EXAMS**
Upper School Exams are given at the end of each semester and carry a weight of 20% of the semester grade. No exam grade below 40% will be recorded for a student who completes the entire exam with effort in a course. Seniors will take second semester exams according to a schedule coordinated around AP and IB exams during the month of May. Any graduating senior who has earned a grade of 93 or better in both semesters of a course may be excused from sitting for the second semester exam in that course at the teacher’s discretion. Any senior who is not on track
to pass classes required for graduation or has not met attendance requirements for the school year will be required to report to school when not taking exams during May to meet requirements for graduation. Please refer to the Excessive Absences policy. Exams are expected to be taken according to the schedule provided. Requests for re-schedule should be made to the Upper School Assistant Director with plenty of advance notice and will be granted only under the most extenuating of circumstances.

**HONOR ROLL (Grades 9 – 12)**
A student earns Honor Roll for each semester in which his/her semester GPA (weighted as described above) for all graded courses is 90 or better with no grade below 80 (or failure in a non-numerically graded course). High Honors is awarded for any student who passes all courses and has a semester GPA of 93 or better with no grade below 90.

**SOPHOMORE PROJECT**
The Sophomore Project is based on the philosophy that students have the potential and the creative confidence to positively impact their communities and the world. Connected to the study of World Literature, the Project allows students to work collaboratively in English classes, and requires research skills in identifying a real-world, ethnographic problem. Further, the Project aims to develop empathy in understanding the needs and desires of others, collaboration in working with teammates, and creativity in proposing solutions. The project culminates with an oral presentation before peers and invited guests.

**SENIOR THESIS**
The Senior Thesis is initiated with the choosing of a topic and a mentor and is concluded with a formal juried presentation. Papers receive pass, fail, or honors grades and are recorded on a student’s transcript. Students are required to complete the Senior Thesis as follows:

A. Produce a research-based paper of approximately 15 pages OR incorporate a project portion or hands-on activity relating to a paper of 10 pages.
B. Select a faculty mentor to guide the student in the paper/activity.
C. Document hours spent throughout process.
D. Present an oral presentation as a major component.

**IB EXTENDED ESSAY**
A required component of the IB Diploma Program, the Extended Essay begins in the spring of the junior year under the guidance of a faculty mentor and concludes in December of the senior year. In January and February, Extended Essay oral presentations are made.

**STUDENTS WITH DISABILITIES**
Please refer to the Achievement Center for full details on services and accommodations.

**TEST DAYS**
The Upper School employs specified testing days by curricular subjects. A student whose courses have assigned more than two tests and/or a major paper on the same day may appeal to one or more teachers or to the Assistant Director for an extension of no more than one school day.
ATTENDANCE POLICIES AND PROCEDURES

We firmly believe that there is no substitute for class attendance and that all students should be at school and in class every day in order to achieve the highest levels of academic excellence. Absenteeism generally results in lower course grades because of the missed interaction and sharing of information. When absences do occur, it is the responsibility of the student to make sure that the missed work is completed in a timely manner agreed upon by student and teacher.

Further, evidence suggests that frequent absence or less than full attendance in classes, chapel services, assemblies, and other school meetings often correlates with decreased student wellness and sense of belonging. We believe that there is ample time set aside from the school calendar for the scheduling of most medical and dental appointments and family vacations without these encroaching on school time. Student absence, especially when not communicated properly, results in substantial re-structuring of lesson plans and administrative time for teachers that would better be spent working with students.

We take responsibility for students’ whereabouts during the school day seriously. All absences are to be called in by parents/guardians to the Upper School at 864.299.1522 x 1225 or emailed to harlingl@cces.org no later than 8:30 a.m. on the day of the absence. Phone and email messages may be left 24 hours a day. If students are unaccounted for at the start of school, we will begin trying to contact parents/guardians.

In the case of a medical or dental appointment or a long-term illness (longer than three consecutive school days), a note from a physician must be sent upon a student’s return to school. These notes will be filed in the office.

For full or partial day planned absences that involve trips or otherwise non-routine events, a Planned Absence Form must be picked up from the office, signed by a parent or guardian with description of reason for absence, circulated to all teachers, and returned to the office AT LEAST THREE SCHOOL DAYS IN ADVANCE OF THE ABSENCE. Simply notifying teachers of an absence, or completing the Planned Absence Form but not submitting it, or submitting it after the absence is not sufficient. The Planned Absence Form includes a mechanism for the rescheduling of tests and due dates. This form is the student’s responsibility. Failure to follow this policy for planned absences may result in disciplinary consequences as well as loss of credit for any work missed.

Early Dismissals
Upper School students who leave school early for medical/personal reasons must have a parent/guardian call or email the office, or provide a written note from a parent/guardian, requesting an early dismissal. In addition, students leaving early must sign out in the office; failure to do so may result in disciplinary consequences. Parents/Guardians of students who do not drive may come in to the office in lieu of written or phoned request for early dismissal, but in such cases, the student must remain in the School Office until the parent or guardian arrives.
Late Arrivals
Students must always sign in to school in the office when arriving late or returning from an appointment or dismissal. Failure to do so may result in disciplinary consequences. In general, students should always pass through the office and communicate with a school administrator whenever entering or leaving school other than at the regular start or end of the school day. Parent/Guardian acknowledgment of the late arrival does not preclude a disciplinary consequence.

Make-Up Work
Students who are absent are responsible for obtaining their assignments via Schoology, classmates, or email communication or personal conversation with a teacher. This work must be made up within a reasonable period of time agreed upon by teacher and student – generally one school day per day of absence.

College Visitation Policy
Families are encouraged to use summer vacation, fall break, spring break, and other school holidays for college visits. However, we support college visitations during the school year and allow juniors and seniors to take four excused college visit days per year. The Planned Absence Form procedure described above should be used for College Visits, with the additional step requiring the signature of the College Counselor.

Extracurricular Activities
A student must attend at least four of his/her classes on the day of an extracurricular activity or event in order to participate in the activity or event unless specific permission has been granted ahead of time by the Director or the Assistant Director. This policy includes, but is not limited to, all athletic practices and competitions as well as all school performances.

Excessive Absences
Any student who misses more than 20 class periods in any full-year course, or more than 10 class periods in any second semester course, will be required to report to school after the conclusion of the school year. Seniors will be required to report during the first 3 weeks of May, scheduled around their AP, IB, and CCES exams. Seniors must complete May attendance requirements in order to participate fully in Senior Week activities and receive their diplomas at Commencement. Ninth, tenth, and eleventh graders will be required to report to school after completing semester exams. The number of days a student must report will be proportional to the extent of the record of absences. Students will report to the Upper School front office to complete assignments at school relevant to the courses in which they missed classes. These details will be communicated during a meeting attended by the student, one or both parents or guardians, and the Grade Level Dean of Students, at which extenuating circumstances such as bereavement and documented chronic illness will be considered only when previous and adequate communication has occurred between parents or guardians and school administrators.

Under this policy, students with more than 10 absences in any class during the school year will receive communication from the Grade Level Dean of Students. After such communication, if frequent absence continues, a conference attended by students and parents/guardians to discuss the nature of the absences and plans for improved attendance may become necessary. Further, teachers have grading policies and design assessments that include participation components such that excessive absence directly affects course grades.

DISCIPLINARY POLICIES AND PROCEDURES

CCES disciplinary policies are in place to support a safe and academically productive school environment. Disciplinary consequences for violations of these policies and procedures may range from minor sanctions to expulsion from school. In cases involving suspension, dismissal, or expulsion, students will be given notice of the alleged infraction and an opportunity to meet with appropriate CCES administrators to discuss the allegations and consequences.
It is important for students to recognize that at all times they are members of the CCES community. For that reason, CCES reserves the right to discipline any student who is involved in an activity on or off campus that reflects in a negative way on the school or any activity that may have a direct and detrimental effect on, or seriously threaten, the discipline, educational environment, safety, or general welfare of students, faculty, staff, and/or administrators of CCES. The administration reserves the right to enforce disciplinary measures when, in its judgment, the health and welfare of an individual student or the community are best served. Engaging in criminal conduct at any time, on or off campus, subjects a student to possible disciplinary action, including expulsion.

The following list of infractions and consequences is not meant to be an exhaustive list. Members of the CCES administration have the discretion to determine appropriate consequences for students who engage in inappropriate conduct on or off campus.

1. **Disciplinary Referrals**
   A teacher should refer the student to the Grade Level Dean of Students. The Grade Level Deans will keep records of all referrals, consult with the Assistant Director as necessary, and notify students of consequences. If necessary, the Grade Level Dean or Assistant Director will notify parents/guardians and set up any conferences. Actions that could prompt a referral include, but are not limited to, the following:
   a) Tardiness
   b) Dress code violation
   c) Disruption of classroom activity, including unauthorized use of a personal electronic device
   d) Disrespectful behavior, including inappropriate language

2. **Detentions**
   Detention will be assigned as an appropriate disciplinary action for minor violations of school regulations or policies. Lunch detention may include separation from peers and dining room clean-up, though students will have an opportunity to eat lunch. Failure to report to detention will result in additional disciplinary action. After serving five lunch detentions, a student will be assigned a Friday after-school detention from 3:15 – 4:15 p.m. On the eighth and tenth lunch detentions, a student will serve an additional Friday after-school detention. If a student reaches twelve lunch detentions, he or she will serve a day of in-school suspension (ISS). All detentions will be recorded, and parents/guardians will be notified of repeat offenses.

3. **Suspensions**
   Students who engage in more serious inappropriate behaviors as determined by the Upper School administration will be subject to suspension from school, in-school or out-of-school. In the Upper School, the following infractions will result in suspension:
   a) Improperly leaving campus
   b) Cutting class
   c) Pattern of repeated referrals that have not resulted in behavioral improvement
   Students who are suspended in-school or out-of-school are responsible for all school work assigned, due in timely fashion upon return to school.
   After ISS is imposed, further accumulation of infractions will incur escalating penalties ranging from additional detentions to out-of-school suspension to expulsion.

**DISCIPLINARY PROBATION**
This designation will be assigned to a student for excessive and/or continued behavioral infractions, tardies, or disrespectful behavior toward faculty and/or school rules. Students placed on Disciplinary Probation will attend a conference with their parents/guardians, the Assistant Director, their advisor, teachers, coaches, and sponsors as appropriate to plan for improved behavior, including possible loss of privileges or discontinuation of participation in extracurricular activities. A student who is on Academic Concern or Probation, on Disciplinary Probation, or on
Honor Probation is not eligible to run for a representative school-wide leadership position.

**DISCLOSURE OF HONOR CODE AND DISCIPLINARY INFRACTIONS TO COLLEGES**

CCES reserves the right to report any incidents of Honor Code or disciplinary violations that result in probation, suspension, dismissal, or expulsion, regardless of the grade level in which the incident occurred, when such information is requested by colleges and universities in the college application process. Students are advised and expected to disclose such Honor or disciplinary incidents on all college applications that ask for a student's Honor or disciplinary history (including the Common Application). Moreover, a senior who receives an Honor Code violation or a suspension after his/her college applications are submitted is obligated to report the change of disciplinary record to those colleges that request such disclosure on the application. Students should consult with the College Counseling Office to determine the appropriate procedure for notifying colleges.

**GENERAL POLICIES AND PROCEDURES**

**AUTOMOBILES**

Students with a valid South Carolina driver's license in grades 10 through 12 are permitted to drive on campus and park in designated areas. Vehicles must be registered in the office with a signed parking agreement, and a parking permit must be displayed in the vehicle. A fee will be charged for the parking decal and space assignment. Students must park in their assigned parking lot spaces between 7:30 a.m. and 4:00 p.m. The speed limit on campus is 10 MPH. Students who drive recklessly, park illegally, or violate other traffic laws may lose their privilege to park on the campus and be subject to fines. Parking spots are generally not made available for 9th graders; please contact the 9th grade Dean of Students to present hardship circumstances, usually related to continuity of enrollment or extra-curricular participation, or short-term family circumstances.

Any accident that occurs on campus must be reported to the office immediately. At no time are Upper School students allowed to drive a Lower/Middle School student off campus without written permission from the Lower/Middle School student’s parents or guardians.

**BRING YOUR OWN DEVICE (BYOD)**

A BYOD environment creates the opportunity to enhance each student’s overall learning experience. This 1:1 personalized learning promotes responsible use of today’s ever-changing technologies for creative and collaborative work. Students in grades 9-12 must bring a device fully-charged and ready for school use. This technology is to be utilized as an educational tool as directed by teachers and administrators at CCES. All devices are required to be registered with the CCES IT Department. Appropriate devices include newer model laptops, tablets, and Chromebooks. Smartphones, iPods, Smartwatches, and similar devices are not permitted to access the CCES network. Students are required to adhere to the Acceptable Use Policy when using personal devices at CCES.

**BUILDING SECURITY**

The Upper School building is kept locked other than during brief intervals during arrival and dismissal times. Visitors may enter by ringing the intercom located at the main entrance or by calling security staff using the number posted at the main entrance. Students are issued proximity (proxy) cards at the beginning of the school year that allow them access between the approximate hours of 7:00 a.m. and 5:00 p.m. These proxy cards double as student identification cards and scan cards for the student bookstore and dining service. Proxy cards will be checked periodically, and cards not presented will be deactivated and eventually result in a replacement charge. After 5:30 p.m., students remaining at school without a CCES faculty/staff supervisor will be asked to wait outside of the Upper School building.

**CELL PHONES AND SMARTPHONES**

The Upper School is committed to the integration of technology into classroom teaching and student learning. Almost all of our students have smartphones that allow for functionality beyond just a telephone. Unless permitted
by a teacher in a particular class, cell phones/smartphones must be turned off or on silent mode and be kept out of sight. A storage receptacle is provided in each classroom. At no time should students disrupt other students who are in class or academic areas with electronic communication. During academic class times, phones should not be used, seen, or heard. Phones should be dropped in advisee meeting spaces before Chapels, assemblies, other full-School gatherings, and grade level meetings. Violation of this policy will result in escalating consequences including lunch detention for each occurrence, confiscation of the phone for a full school day upon the second occurrence, confiscation of the phone for a full school week upon the third, and In-School Suspension (ISS) upon the fourth.

Students may use their cell phones/smartphones during free periods, breaks, and lunch in commons areas of the Upper School.

DANCES/EVENTS
Students should understand that during school social functions, whether on or off campus, all school regulations, rules, and policies apply and are enforced. Some dances and events may call for special dress code standards, and most are limited to CCES students. Only 11th and 12th graders may purchase tickets and invite guests to the Prom, and no guest in 9th grade or younger or older than 20 may attend Prom without special dispensation from the Upper School Director. All students inviting non-CCES students to the Prom must complete a special form.

DRESS CODE
Dress is important in all of our daily activities, and learning to dress appropriately for various situations is part of the educational experience. Toward the goal of providing a respectful and safe learning environment for all Upper School students, policy for school day dress is focused on neat, clean, and unexaggerated attire. Specifically, the dress code allows for the following:

1. Collared shirts or collared or collarless blouses (non T-shirts) that cover midriff and cleavage. Blouses must have straps at least three fingers in width. Full-buttoned shirts must be buttoned and worn as shirts, not as “jackets”.

2. Skirts, dresses, and shorts may not be shorter than fingertips when arms are at the side.

3. Hair well-groomed in an unexaggerated style and color.

4. School Activities Dress: Sports teams and performing groups may choose to wear matching (identical) t-shirts, shirts, or jackets in support of that day’s game or performance. This may not take place on a Chapel Dress day. Dress-code-appropriate bottoms must be worn.

5. Friday Dress: CCES t-shirts and/or sweatshirts may be worn with dress-code-appropriate bottoms. Only 2nd semester seniors may wear college or university official logo collarless t-shirts.

CHAPEL DRESS
1. Boys: Khaki or dress pants with belt if belt loops are visible, button-down shirt (tucked in), tie and shoes.

2. Girls: Dress, dress slacks, or skirt with a dressy blouse or button-down shirt, and shoes.

3. All Students: No sweatshirts of any type, denim bottoms, cargo or athletic-type pants, T-shirt-type tops or rompers. Shoes must be worn, not flip flops. This attire is to be worn for the full school day and must adhere to items 1 through 4 in general dress code above.

When there is a question about the attire of an Upper School student, the Grade Level Dean of Students will make a determination of appropriateness in collaboration with other administrators.

Examples of items that will definitely be considered inappropriate include, but are not limited to, the following:

- Facial hair, with exceptions made for documented medical reasons.
- Visible piercings other than in ears.
- Strapless shirts or dresses
- Transparent/translucent outer tops or bottoms; another top/bottom must be worn underneath that meets all of the dress code requirements (strap width, no cleavage/midriff, etc.)
• Leggings (black or any other color, “jeggings”) are only to be worn under skirts or dresses that adhere to the fingertip length rule, not under long t-shirts
• Headwear, including hoods pulled over the head, except for documented medical or religious reasons
• Excessively baggy pants, sweat pants, “pajama”-type bottoms, gym shorts, boxers, bike shorts, cut-offs, nylon shorts, scrubs, athletic pants
• Any clothing bearing inappropriate slogans, symbols, or pictures; reference to negative language or alcohol, drugs, tobacco, or controlled substances
• Clothing not properly fitted, hemmed or containing holes or rips
• Camouflage wear

The Upper School faculty and administration make every effort to enforce this policy consistently, and the support of parents/guardians is very important. If the clothing worn by an Upper School student is deemed inappropriate by an administrator, the student will be asked to change clothes. If a dress code violation means that a student must return home, parents/guardians will be notified. If a student must call home to request that a parent or guardian deliver clothing to school, the student will be required to wait in the office. In either case, a student is responsible for all missed school work in a timely fashion.

LOGOED CLOTHING
Please note that school policy prohibits merchandise and/or clothing containing school name or logo to be donated/distributed into the community or overseas. The maintenance department should be contacted for Cavalier Closet items and/or other obsolete inventory for proper recycling of logoed clothing.

ELECTED POSITIONS
To run for an elected student leadership position, a student must not be on Honor Probation, Academic Concern or Probation, or Disciplinary Probation, must not hold two major elected offices simultaneously, and must satisfactorily complete the required application while abiding by the specifications in the application.

FIGHTING
Fighting among students will not be tolerated at CCES. Students who are involved in fights on campus or off campus as a result of actions on campus will be subject to suspension, dismissal, or expulsion.

FOOD
Food and drink are not permitted in classroom or academic areas without permission. Students may bring lunches from home, but we request that food from restaurants not be delivered by parents/guardians or others. Parents/Guardians wishing to supply food for a school event are asked to use FLIK, the school food service. Chewing gum is not allowed in academic classrooms or during class time, or in the Chapel.

LEAVING CAMPUS and OFF-LIMITS AREAS
A student must remain on the Upper School campus during the school day unless he or she has received permission from a school administrator to leave campus or go to other areas of campus. Specifically, a student is not allowed in the parking lot, in his or her vehicle, in the wooded or athletics areas of campus, or in Lower or Middle School academic areas during the school day without permission from a school administrator.

LOCKERS
Every student who requests one will be issued a combination locker without any fee. Students are encouraged to keep personal belongings and books secure in their lockers. Excessive damage or abuse will result in a replacement or clean-up charge. Because CCES retains ownership of the lockers used by the students, CCES administration may conduct searches of the lockers. This serves as notice to students that lockers may be searched at any time.
PERSONAL EQUIPMENT

CCES Upper School aims to provide a technology-friendly environment. However, students should only bring to school video and camera equipment, laser pointers, music-playing devices, hand-held video games, laptop computers, cell phones/smartphones or personal data organizers, or any other equipment or electronics for educational or appropriate recreational use. School personnel reserve the right to confiscate such equipment or limit its use. In addition, such items are brought to school at the owner’s risk and are not covered under the school’s insurance policy. They should not be left at school for extended periods of time unless arrangements have been made for secure storage.

The Upper School will provide lost and found areas for clothing and personal items left unattended. Students are not to use these areas for their personal storage.

SCHOOL COMMUNICATION WITH PARENTS

Mid-semester and semester report cards are published online through the OCC a total of four times per school year. The report cards contain summary information about academic progress and attendance, as well as comments from each teacher and student-written comments at least twice per school year. Parents/Guardians are also encouraged to utilize Schoology as a tool for remaining informed about their student’s assignments, academic performance and progress, and attendance, and to contact faculty or school personnel with concerns or inquiries. Because of the nature of the school day routine for teachers, initial contact is most effectively made via email. Faculty and school personnel will try their utmost to respond within 48 hours, though certain circumstances may prevent ideal response time. In addition, notices will be posted to the Online Cavalier Community (OCC) and included calendars. Parents/Guardians are encouraged to check the OCC and remain attuned to Schoology notifications for important information and should contact the Upper School Office if they are not receiving such communications.

SCHOOL DAY

The daily schedule for the Upper School has classes running from 8:10 a.m. to 3:10 p.m. E period begins at 3:10 p.m. This period is for academic extra help, test review, and make-up work. Occasionally, E period will be used for class and group meetings. Athletic practices and other extracurricular activities may not start before 4:00 p.m.

SCHOOL TRIPS

Day trips and overnight trips are an important part of the social and academic experience at CCES. Parents/Guardians must sign permission forms and are billed as appropriate. Any student who does not attend a school trip (other than for an illness) is required to attend school. The cost of field trips is based on the number of students participating. Once a description of a planned field trip is sent home and a permission slip is signed by the parents/guardians, refunds will not be given except in highly unusual extenuating circumstances. The school cannot incur unreimbursed cost for students once the invoices have been submitted to the Business Office. On field trips where a deposit is collected (international trips), the deposit is non-refundable.

SENIOR PRIVILEGES

Seniors may arrive late or leave early when free periods in their schedules occur at the beginning or end of the school day, provided they have submitted the proper permission form. However, even in such cases, seniors must attend school assemblies, chapels, and advisee periods. Seniors must sign in and out in the office when coming in late or leaving early. Failure to comply may result in loss of the privilege and other disciplinary consequences.

STUDENT FUNDRAISING

See Student Fundraising under School-wide Policies.

TEXTBOOKS

Students will be issued most of their textbooks as part of school tuition. These materials belong to the school, and students are expected to return them in good condition (with reasonable wear and tear). For any text that shows
excessive use or damage, a student will be charged for replacement or clean-up. Students will also be charged for
texts not returned. Some classes may require students to purchase paperback books, expendable texts and
materials, technology applications, or supplemental resources. When practical, the Upper School will attempt to
include these expenses in the annual grade level MSDT (Materials, Supplies, and Day Trips) fee, for convenience.
The Achievement Center

The Achievement Center (AC) provides academic student support services to the entire CCES community. Our professionals are committed to meeting the individual needs of students, while supporting and extending the rigorous academics offered at CCES.

SUPPORT SERVICES:

LOWER SCHOOL
The Lower School is served by at least one full-time Learning Specialist. The Learning Specialist(s) provide(s) direct services through the provision of small-group intervention programming. The Learning Specialists also write Student Learning Plans (SLPs) for those students with documented learning differences or documented giftedness. The SLPs, based on data obtained from an up-to-date psycho-educational evaluation, are shared with teachers to enhance understanding of a student’s learning profile and create recommendations for classroom differentiation. Additionally, Learning Specialists provide consultation services to families and teachers around prevention, intervention and differentiation strategies. Learning Specialists provide in-house academic screenings, assist with Admissions testing, help coordinate services with outside providers & tutors, schedule meetings, and assist with ERB standardized testing.

For students who require one-to-one direct intervention, beyond what can be provided within the classroom, fee-based tutoring support for remediation is available. These services can be provided during the school day, when referred by the student’s teacher, with approval from the Lower School and Achievement Center Directors. Lower School students will require an SLP in order to receive ongoing services during the school day. However, due to the importance of early intervention during this developmental period, the SLP may follow the initiation of these services if deemed appropriate by the Lower School and Achievement Center Directors. There are times in which a short term intensive intervention may be provided when the nature of the child’s difficulty appears to be transitory. Collaboration amongst families, teachers, learning specialists and directors will occur to determine appropriate services for students.

When it comes to testing accommodations for our youngest learners, teachers have much more discretion in making adjustments than they do as students develop test-taking skills and move on to the Middle School. At the Lower School level, teachers may differentiate within their classrooms at their discretion. So students who do not have SLPs, may receive accommodations, as well as those who do. Testing accommodations in the Lower School are typically provided within the classroom, or through the use of classroom assistants. While SLPs are written based on data provided by psycho-educational evaluations, the provision of specific accommodations and interventions at CCES is at the discretion of the Achievement Center or her designee.

MIDDLE SCHOOL
The Middle School is served by at least one full-time Learning Specialist. The Learning Specialist(s) provide(s) direct services through the provision of Directed Studies courses. Students with an up-to-date psycho-educational evaluation confirming a documented, language-based learning disorder may be enrolled in a Directed Studies class in place of an otherwise required modern or classical languages course. In rare cases we waive the requirement of a student requiring a documented, language-based disorder to be enrolled in Directed Studies. In these rare cases the Middle School Director may grant an exemption from a language course to a student who would be better served by Directed Studies. Achievement Center Director approval is also required.

The Middle School Learning Specialist(s) also write Student Learning Plans (SLPs) for students with documented learning differences, or students with documented giftedness and updated psycho-educational evaluations. These SLPs are shared with students’ teachers to assist them in classroom differentiation and the provision of classroom services.
accommodations for the student. While SLPs are written based on data provided by psycho-educational evaluations, the provision of specific accommodations and interventions at CCES is at the discretion of the Achievement Center Director or her designee.

Students who qualify for modified classes in the Middle School, based on documented need and Middle School and Achievement Center Directors’ approval, may take Achievement Center classes in place of certain courses in the Middle School. The Achievement Center offers Reading, English, and Mathematics small group, fee-based classes.

**The Achievement Center Executive Skills program (ACES)**

ACES is an after-school program that assists students in developing positive homework, organizational, and planning skills. This fee-based program is available to all students referred by parents, teachers, or administrators.

Tutoring support is a fee-based program open to all students who have first worked with their teachers, but require additional, ongoing, one-to-one support for content area classes, academic coaching, or specialized interventions/therapies. Students may be referred to tutoring by parents, teachers, or administrators. Tutoring may be provided during the school day during study halls or Directed Studies class time. It may also be provided before school, at 7:30 a.m., or after school until 5:00 p.m., Monday-Thursday, or until 4:00 p.m. on Friday. The Achievement Center Assistant also serves as the Tutor Coordinator at CCES, and all initial tutor requests should go through her office.

**MIDDLE AND UPPER SCHOOL TESTING ACCOMMODATIONS**

Testing accommodations are provided for students with documented disabilities. The purpose of testing accommodations is to provide students with disabilities equal access to the school's programs and services. Testing accommodations promote access to assessment as well as more challenging courses and programs. Testing accommodations should not be excessive and should alter the standard administration of the test to the least extent possible. Testing accommodations may include changes in timing, scheduling, setting, or presentation. Testing accommodations are neither intended nor permitted to: alter the construct of the test being measured or invalidate the results; provide an unfair advantage for students with disabilities over students taking tests under standardized conditions; or substitute for knowledge or abilities that the student has not attained.

To qualify for accommodations, the student must have an evaluation by a provider qualified by law to make the diagnosis (For example, a licensed Speech/Language Pathologist for a speech or language disorder). With physical disabilities, documentation must be provided by the student's physician, noting how the physical disability substantially limits the student's academic functioning and whether the disability is temporary or permanent. Please be aware that we are unable to accept a doctor's statement or prescription written by an immediate family member. For learning disabilities and mental disorders (Specific Learning Disorders, Attention Deficit-Hyperactivity Disorder, and other DSM-5 disorders) that substantially limit the student's academic functioning, families will be required to submit a current comprehensive evaluation report (current is less than three years old) from a provider who can make this determination (licensed Psychologist, School Psychologist, or Psych-educational Diagnostician). However, to receive accommodations at CCES, the outside evaluation report must be reviewed by the Director of the Achievement Center or her designee to verify that the data from the assessment suggest a learning or mental disorder that is substantially limiting academic performance to warrant the accommodations. **Ultimately, the Achievement Center Director, or her designee, makes the final determination of whether a student qualifies for accommodations at CCES and what accommodations are approved.**

Students who receive testing accommodations based on their SLPs, such as extended time, small group testing, or oral testing, may take their classroom tests in the Achievement Center, as needed. In order to take tests with accommodations, students should follow the steps outlined by divisional Learning Specialists.
UPPER SCHOOL

For accommodations on standardized tests for college admission, the Upper School Learning Specialist(s) serve(s) as the school’s Services for Students with Disabilities (SSD) Coordinator and is available to assist students and families with submitting documentation and requesting accommodations on standardized tests for college admission such as the PSAT, SAT, ACT, and AP examinations (grades 10 and above). However, students and parents/guardians should be aware that receiving accommodations at CCES is a necessary, but not sufficient, condition to receive accommodations on standardized testing. In some cases, the student will not receive the same accommodations on standardized tests that he/she might be granted at CCES. Each test publisher has specific criteria for eligibility for accommodations. The SSD Coordinator will not make a school generated application on behalf of a student to the testing agencies until the student has been using the accommodation consistently for four months. CCES is not responsible for final determination of eligibility for standardized testing accommodations.

The Upper School is served by at least one full-time Learning Specialist. The Upper School Learning Specialist(s) writes Student Learning Plans (SLPs) for students with documented learning differences, based upon data provided in updated psycho-educational evaluations. These SLPs are shared with a student’s teachers and provide information about a student’s learning profile, as well as any accommodations a student receives.

Directed Studies is a mentored study session during the school day in the Upper School. The program is led by the Upper School’s Achievement Center Learning Specialist(s) and is designed for students who are motivated to succeed but require additional support and structure. Close contact is maintained with the students’ teachers so that, together, strategies for success may be developed and practiced, and students can be guided through problem-solving and self-advocacy. Students who participate in Directed Studies must have a documented disability, a current evaluation on file at the Achievement Center (within 3 years), and approval from the Achievement Center Director. Directed Studies is provided four days per week (with one day of study hall) as students enter the Upper School, and as they progress and become increasingly self-directed over their years in Upper School, they may spend fewer days in Directed Studies per week and more days in independent study hall work. The number of days per week a student requires Directed Studies, rather than study hall, will be determined by the Upper School Learning Specialist(s). By second semester of 11th grade, it is assumed students will no longer require Directed Studies.

Hybrid Spanish is an Upper School fee-based Achievement Center class that provides a means to students with language-based learning disorders to meet the language requirements for graduation of three years of same-language study. Hybrid Spanish allows a student to take Spanish 1 over two years, and then the student takes Spanish 2 as the third year of Spanish study. Students must have Achievement Center Director approval to take Hybrid Spanish and must have a current up-to-date psycho-educational evaluation on file that documents a specific learning disorder.