# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of Faith</td>
<td>1</td>
</tr>
<tr>
<td>Mission Purpose and Purpose Statement</td>
<td>2</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>8</td>
</tr>
<tr>
<td>Overall Student Safety Policy</td>
<td>9</td>
</tr>
<tr>
<td>General Policies</td>
<td>11</td>
</tr>
<tr>
<td>Faculty Staff Handbook</td>
<td>23</td>
</tr>
<tr>
<td>Parent and Volunteer Guidelines</td>
<td>56</td>
</tr>
<tr>
<td>Field Trips and Chaperone Policies</td>
<td>58</td>
</tr>
<tr>
<td>Elementary School Handbook</td>
<td>60</td>
</tr>
<tr>
<td>Middle School Handbook</td>
<td>64</td>
</tr>
<tr>
<td>Athletic Philosophy</td>
<td>74</td>
</tr>
<tr>
<td>Athletic Handbook for Coaches</td>
<td>75</td>
</tr>
<tr>
<td>Athletic Handbook for Students and Other Participants</td>
<td>83</td>
</tr>
<tr>
<td>Appendix 1 (DFCS Protocol)</td>
<td>91</td>
</tr>
<tr>
<td>Appendix 2 (Forms)</td>
<td>96</td>
</tr>
</tbody>
</table>
STATEMENT OF FAITH

The Statement of Faith defines the beliefs that guide the Ministry of Midway Covenant Christian School. The doctrinal basis shall be that of the Biblical system commonly called “Reformed Faith” as expressed in the Westminster Confession of Faith together with the larger and shorter catechisms. In this light, we in our educational program stand committed to the following:

1. **Sovereignty of God**: God sovereignly controls all that occurs in His world and in His Church. His plans and purposes always prevail, nothing can thwart them.

2. **Inerrancy of Scripture**: God’s written Word, the Bible, is free from error and completely trustworthy. It is His Truth and the final authority in all matters of faith and practice.

3. **The Triune God**: There is one God, eternal and self-existing in three persons: Father, Son and Holy Spirit. These three are the same in substance, equal in power and glory. They are to be equally loved, honored and obeyed.

4. **God’s Creation of the World and Man**: The triune God, Father, Son and Holy Spirit, alone has existed from eternity past and in His wisdom decided to create the universe from nothing. God spoke and it came into existence. Humanity did not evolve but was created by God. We believe that God wonderfully and immutably created each person as male or female. These two distinct, complementary sexes together reflect the image and nature of God. Together man and woman are made in God’s image and created with dignity and humility in that their purpose is to glorify God and enjoy Him forever.

5. **Fall of Mankind**: All mankind participated in Adam’s fall from his original sinless state and is thus lost in sin and totally depraved.

6. **Jesus, Savior of the Sinners**: Jesus Christ is the unique Son of God and only Savior of sinners. He was born of a virgin and lived a sinless life. He purchased redemption for the elect by His substitutionary atonement on the cross. Jesus bodily rose from the dead, ascended to the right hand of the Father and He will come again in power and glory.

7. **Justification by Faith Alone**: Sinners are justified by faith alone. Justification is unmerited and undeserved. It is totally an act of God’s free grace and received by faith in Jesus Christ.

8. **Empowering Holy Spirit**: Every true believer in Jesus Christ is indwelt and empowered by the Holy Spirit.

9. **Final Judgment and Resurrection**: At the Second Coming of Christ, the saved and the lost will be bodily resurrected and judged. The saved are resurrected to eternal life and the lost are resurrected to eternal condemnation.

*Midway Covenant Christian School is a private, not for profit school. We admit students of believing parents of any race, color, national origin, or ethnic origin who accept our statement of faith. MCCS does not discriminate on the basis of race, color, and national or ethnic origin in administration of its educational and extra curricular programs.*
MISSION AND PURPOSE STATEMENT

“Where Christ is pre-eminent the giver of all wisdom and knowledge
and each member is discipled to be
students, sowers, servants and stewards”

Our desire is to acquaint our students with the riches of God’s creation, using Scripture as the ultimate guide and authority within all curriculum and activities. We acknowledge Christ as the Head of the school, Creator of all things, Redeemer of fallen man, and Sovereign over all areas of life. Midway Covenant Christian School is a ministry of Midway Presbyterian Church to our covenant children. The school, as the other ministries (youth programs, adult ministries, missions, etc.), is under the authority of the church session. The session has final authority in all school matters. Midway Covenant Christian School is a “covenant model” school. This means that one or both parents must be professing Christians, willing to sign the covenant contract for parents, and they must be actively involved in Midway or another evangelical church.

The purposes of the Midway Covenant Christian School are to train our covenant children to see and understand all of life through the teachings and principles of God’s infallible Word; to understand that we are God’s special creation and that we live in a God-centered universe; to develop and articulate a God-centered worldview; to be prepared for higher education, jobs and life. While the responsibility of education and nurturing children rests with parents, we view the Christian school as an extension of the family to help in this process. The goal is to prepare each of our young people to be able to function in the world as a Christian and not be of the world; to influence culture and not be influenced by the culture. The ultimate goal of Midway Covenant Christian School is to teach our students to glorify God and to enjoy Him forever.
PHILOSOPHY OF EDUCATION

Although most Christian schools would agree on certain fundamentals, it is imperative that parents scrutinize the foundational beliefs of any school in which they may enroll their child(ren). Therefore, below are the most important philosophical elements that we at MCCS believe distinguish our approach to education.

1. We believe that the Bible clearly instructs parents, not the Church or State, to “bring children up in the discipline and instruction of the Lord.” The Church’s commission is essentially to spread the Gospel and train believers (Matt. 28:18-20). The State has been directed to enforce God’s laws and protect the innocent (Romans 13). The Church trains parents and the State protects families. The Family raises and educates children (Eph. 6:1-4). Therefore, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.

2. We believe that God’s character is revealed not only in His Word, but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated and can instruct us about God himself.

3. God wants us to love Him with our minds, as well as with our hearts, souls, and strength (Matt. 22:37). Therefore we seek to individually challenge children at all levels and teach them how to learn, by using the centuries-old, proven classical method (see Goals), incorporating instruction in Latin.

4. We want to help parents teach their children that all they do should be done “heartily, as unto the Lord.” Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This includes biblical discipline principles.

5. We have a full K-8 program because we believe that as long as a child is under the parents’ authority and undergoing formal education, he should be trained biblically (Deut. 6:6-7; Proverbs 22:6).

Above all, parents can be confident that their student, at every stage of his development in school, will be loved with Christ’s love in Midway Covenant Christian School.

WE ARE COVENANTAL

A covenantal education is a return to Scriptural mandates, jurisdictions, and relationships. We believe that relationships are at the heart of any true discipleship endeavor. Covenantal education is an investment in one another sacrificially, consistently and scripturally. It is working with the home to develop a biblical worldview with the understanding that knowledge and wisdom come from God.

True education is the substantive process of taking on the mental and spiritual discipleship of our students by establishing intimate tutorial and familiar relationships. This will reinforce both the authority and the responsibility of parents in training the next generation of leaders. We work in chorus with the family to build a community of believers who are striving to be “STUDENTS of God’s Word, SERVANTS of Christ and each other, SOWERS of the message of truth, and STEWARDS of their gifts, time, talents and resources for the glory of God.

All adult members in the school community make a covenant to support and maintain a common set of beliefs based on God’s Word.

WE ARE CLASSICAL

A classical education is a conscious return to those academic disciplines and methodologies which emphasize the basic thinking and character skills necessary to equip young men and women for a journey of growth and learning. This approach develops critical thinking skills, academic acuity, and an industrious ethic. A biblical classical education submits to the authority of God’s word as it trains students to appreciate goodness, truth, and beauty.
THE SUBSTANCE OF CLASSICAL METHODOLOGY

A Classical Methodology…

*Develops A Love For Learning.*

1. Teachers are lovers of learning themselves.
2. They demonstrate a love for what is taught in the presence of the students.
3. They impart a love for learning and a love for the subject.
4. They help students see the loveliness of a subject.

*Teaches Essential Tools For Learning.*

1. Teach so that life-long learning is the result.
2. Teach so that students learn how to think, how to reason, and how to argue for themselves.

*Builds Upon The Three General Stages Of Child Development.*

1. Grammar stage: Memorizing Basic Fact, grades Kindergarten-5
2. Dialectic stage: Logic and Argumentation, grades 6-8
3. Rhetoric stage: Poetic Phase, grades 9-12

*Draws Upon The Great Ideas Of The Past.*

1. Teachers build upon an historical and Biblical foundation.
2. They carry on the “Great Conversation,” listening to great minds of the past.
3. They teach their students to confront new situations in the light of the past.

*Instills An Awareness Of And A Gratitude For Our Western Civilization.*

1. Demonstrate that our American civilization has its roots in Biblical culture and ancient cultures of the past.
2. Show students how to avoid the mistakes of history.
3. Impart a cultural literacy which treasures the history, culture, literature, art, and science which our civilization has produced in the providence of God.

*Teaches The Language Of The Past.*

1. Develop a literacy in a language and culture which preceded our own.
2. Form a connection through language with our cultural past.
3. Provide students a better understanding of their own language.
4. Through an ancient language teach a crossover skill for other disciplines and other language studies.
EXPLANATION OF CLASSICAL EDUCATION

Method

Our method of education is the pattern of taking our students through three stages of development: grammar, logic, and rhetoric. All together these stages are called the Trivium. In medieval education these stages provided the structure for a student’s general education through his childhood years. After completing the Trivium, he would proceed on to what was called the Quadrivium, the study of the various subjects in higher education.

As Dorothy Sayers pointed out, the three stages of the Trivium correspond with what can be commonly observed as stages of development in children. Our responsibility in teaching our students is to require specific things of them when they are naturally most receptive to learn them.

In the grammar stage (Kindergarten-5th grade), we focus on the particulars or facts of subject. “Grammar” refers to the fundamental information of a given subject. Every subject then has a grammar. Children in this stage of development are characterized by an ability to memorize and store away large amounts of information. In the grammar stage of classical education, this natural tendency is further developed. This is particularly an important time for language study.

The next stage is the logic stage. At MCCS, this stage is emphasized in our 6th-8th grade. Children in this group are naturally inquisitive and begin to challenge what they have been taught in an attempt to understand the subject better. This is a key stage to teach them the inter-relatedness between the particulars taught in the grammar stage. The laws of logic and argumentation may now be taught as a method to encourage and temper this natural tendency.

When students have mastered the basic grammar of a subject and the relationship of the rudiments of it to each other, they are ready for rhetoric. Students in this poetic stage are naturally concerned with appearances and presentation. During this stage, students are taught how to express themselves in polished and persuasive ways.

Content

Certainly, classical education is characterized by the presence of certain subjects like those mentioned above: Latin, logic, and rhetoric. But other subjects cannot be overlooked or undervalued. Phonics, penmanship, history, worldview, literature, music, science, mathematics, Bible, and theology are all taught as well. On the other hand, characteristic of a classical education is also the absence of some courses such as those having to do with family issues, or those with a decided anti-biblical agenda. Because classical education aims to be biblical in its presentation of educational material, it is important to consider the biblical basis for each component of the curriculum:

Mathematics: The study of mathematics rests on philosophical presuppositions that assume an ordered universe. This ordered universe points to God’s work as creator and sustainer of all things (Col 1:16-17; Rev 4:11). By assuming this ordered foundation, students of mathematics are encouraged to find order and harmony in nature (Psalm 19:1; Rom 1:20). As the mechanics of God’s creation are discovered through mathematics, students are instilled with an appreciation of God’s standards for truth, goodness, and beauty (Psalm 111:2). Furthermore, because there are many complexities of mathematics that are beyond the capacity of finite human understanding, the disciplined study of mathematics can also build a deeper appreciation for the mystery and wisdom of God (Deut 29:29; Psalm 147:5; Job 11:7; Rom 11:33). A final benefit of studying mathematics regards its ability to discipline the mind. In studying mathematics the student is trained to appreciate precision. This prepares students for problem solving, critical thinking, and patient discipline (Rom 12:2).
Language Arts: The reading and writing of literature is an art form that develops in students many valuable habits that encourage the development of a Christian ethic. These habits include empathy (Matt 9:36; Rom 12:15), moral judgment (Isa 5:20), and consideration of normative structures (Psalm 19:7; 119:1). Moreover, the study of literature also develops skills that are transferable to biblical studies. These skills include: genre recognition, consideration of historical setting, character development, and structural analysis. These skills are all central to the discipline of biblical study (Acts 17:11).

Latin: In the classical curriculum, Latin is considered an integral part of the curriculum. This is largely due to practical and cultural considerations. However, it should also be recognized that both practice and culture rest on a biblical foundation. Practically, Latin is a valuable course of study because it enables students to develop the discipline of studying a foreign language and it prepares them for more effective communication in English. Disciplined thought and good communication are both important aspects of a Christian ethic (1 Cor 14:20; Rom 10:14). Although the practical considerations for studying Latin are often foremost in the mind, the cultural considerations should not be neglected. Because Latin was the primary language of study in Western culture for many centuries, its study reminds learners that they are connected to the traditions of the past. In valuing the traditions of the past, students learn that their identity is shaped by the people that have come before them (John 17:20-23).

Science: According to the Scriptures, the examination of nature can tell the student something about the character of God (Psalm 19:1; Rom 1:20). For this reason, scientific study is an important part of the Christian curriculum. The classical approach to science teaches the student that all thoughts should be submitted to the word of God (Psalm 36:9; 1 Cor 10:5) and that truth is discoverable through critical investigation (Prov 14:15; Rom 1:20). Finally, the discipline of scientific study is also an important aspect of humanity learning to exercise dominion over creation (Gen 1:27-28).

History: Christianity is rooted in the historical life, death, and resurrection of Christ. Without its historical roots there would be no Christian worldview (1 Cor 15:14). Because of this truth, the study of history is given significant importance. Through the study of history, students learn that God is sovereign over every event (Prov 21:1; Isa 46:9; Rom 8:28), the importance of making moral judgments regarding past events (1 Cor 10:11), and to make future plans that take into account God’s recreation (Rev 21:5).

Music and Art: The academic study of music and art teaches students the value of personal expression (Psalm 139:14), tradition (2 Thess 2:15; 1 Cor 11:2), and creative communication (Exo 31:1-5).

Physical Education: Health and fitness and are important aspects of biblical stewardship (1 Cor 3:16-17). Furthermore, a right understanding of sport trains students to win with humility and lose with dignity (Phil 2:3; 1 Cor 10:31).

Technology: The technology curriculum is designed to help students succeed as they further their education and participate in the creation of culture. In this sense, technology is an important aspect of the student’s understanding of the cultural mandate (Gen 1:28; Psalm 8:4-6).

Perspective

This third component, context, recognizes the matter of perspective in our teaching. Teacher and student occupy a real historical and cultural position in the providence of God. Classical and Christian education is a by-product of Western culture. It results from Christ being born in a Hebrew culture during the reign of Caesar Augustus and of the earliest missionaries heading west more than they did east or south. Under God’s sovereign design, our students are living in Western culture. They will learn to appreciate other cultures, seeking to bring the light of the Gospel to them, when they have been thoroughly trained to love their own.
Within this classical framework, our students will gain the tools for a lifetime of learning: a workable knowledge of the timetables of history, a background of art, music, and ideas, a grasp of research and writing skills, a comprehension of math and science basics, a principle approach to current events, with an emphasis on a Biblical world and life view.

Our Faculty shares the philosophy of Midway Covenant School. We emphasize mentoring and personal relationships. Each staff member must make a personal statement of faith in Jesus Christ, the authority of Scripture, and essential Christian doctrine. Each teacher must be a committed Christian. Proven character, love of the teaching profession, high academic qualifications, and experience are the factors used in the hiring process.
ORGANIZATIONAL STRUCTURE

There are 10 members of the school committee. There is one permanent, appointed member (assistant pastor). The MCCS Chancellor is appointed and hired by the MCCS school committee to oversee the day-to-day operations of the school and to provide timely information to the committee regarding long-term decisions on curriculum, school policies, budgeting, and facilities. The Principal is interviewed and hired by the Chancellor and the school committee and is directly responsible for staff development, discipline, and student activities. The Principal provides input to the school committee regarding curriculum, and school policies. The Chancellor provides input to the school committee regarding budget and facility improvement.
OVERALL SAFETY POLICY

CPR AND FIRST AID

All school staff are required to maintain a valid CPR and First Aid certification. This certification will cover training in anaphylactic shock and allergic reactions. It is good for two years and must be renewed once it has expired.

PLAYGROUND

The equipment and playground area are checked quarterly for safety.

BUILDING AND GROUNDS

1. Regular maintenance is provided on grounds and within buildings to ensure a safe environment. The grounds are well maintained as are the buildings.
2. The building and grounds undergo both internal and external inspections.
3. A maintenance request form is filled out if there is an area that needs to be addressed.

ACCIDENTS

Should an emergency occur, the best reaction is one that is already thought out beforehand. For this reason the school will hold regular emergency drills so that in case of an emergency the students will do what they have practiced rather than panic. When an accident does occur, a staff member should fill out the “Accident/Incident” report form located in the appendix. This form must be filled out for any injury that a student incurs to the head.

FIRE ALARM

The step-by-step procedures for leaving the building will be explained to each class by the classroom teacher at the beginning of the school year. These procedures should be reviewed periodically by the teacher.

There will be a total of 10 fire drills throughout the year. Two of these drills will occur during the first month that school is in session. The teachers will be notified by the principal as to the specific time a fire drill is to be held. The students will be notified only before the first drill of the school year. The Principal is responsible for the direction and execution of fire drills. Each teacher is responsible for ensuring that all their students have left the building. Each drill will be documented with the date, time, and the amount of time it took for a safe exit to be accomplished.

Emergency drill evacuation directions/routes are posted in each classroom or office. In the event of an emergency or drill, the teacher will retrieve his or her class attendance records or grade book and retain possession of it during drill procedures. Teachers will, when feasible, call or check roll once the students have exited the building.

Emergency Procedures for Fire drills

1. Students will stop work at the sound of the alarm.
2. Students will not take books or other personal items with them.
3. The teacher will pick up class attendance records and proceed with the class.
4. Students will remain quiet and orderly during the drill. Speed is subordinate to control and order.
5. The last person to exit a room will check to be certain that everyone is out and close the door.
6. All visitors will be instructed to leave the building immediately.
7. All school personnel will leave the building as soon as their designated duties have been completed.
8. Students in lavatories or out of their assigned room will join the nearest line in making an exit. Once the class or line has reached its designated area, the students, with the permission of the teacher or individual in charge, will join their assigned class and inform their teacher.
9. The teacher will direct the class to an assigned area and check attendance. Names of missing students will be given to a school administrator.
10. Students will not stop in an area that may be needed by fire department personnel.

Other Fire Safety Protocols

1. Yearly inspection by Fire Marshall and Director of Maintenance
2. Yearly fire extinguisher checks
3. Yearly fire suppression system check in the kitchen
4. Yearly alarm system check
5. Monthly smoke detector checks

SEVERE WEATHER WARNING

Each grade level has an assigned safe area in the case of a severe weather warning.

1. Watch: A tornado watch means conditions are right for a tornado. During a watch situation, business is conducted as usual.
2. Warning: A tornado warning means a tornado has been sighted. During the warning, we will execute the take cover position. Students need to be at the base of the wall, on their knees with their body and head tucked down. Hands should be over the backs of their necks.
3. Take Cover Drill: Students will be moved to the hallways and other safe areas of the building.

EMERGENCIES

MCCS also has an “Emergency Procedures Manual.” This manual contains unpublished information about our coding system for other severe emergencies.
GENERAL POLICIES

ADMISSIONS POLICY

ALL DOCUMENTATION MUST BE COMPLETED AND RECEIVED.

1. Admission Application
2. Church/Pastor Letter of Reference (One or both parents must be professing Christians, willing to sign the covenant contract for parents, and they must be actively involved in Midway Presbyterian Church or another evangelical church.)
3. Personal Letter of Reference (may be sent directly to MCCS by references)
4. Previous School Records
5. Principal/Teacher Recommendation
6. Copy of the Child’s Birth Certificate (to enter K4 the child must be 4 by September 1; to enter K5 the child must be 5 by September 1)
7. Immunization Certificate—Georgia State Form 3231**
8. MCCS Student Health Form
9. Covenant Fee Agreement and Non-refundable Application Fee
10. Student written evaluation (testing) given to all prospective students to show readiness for the academic rigors of MCCS
11. Parental interview

ENROLLMENT POLICIES

1. Enrollment is for the full school year.
2. A student is expected to meet the academic standards of the school. He must conform to the regulations and customs of the school.
3. The school reserves the right to dismiss a student whose presence in the school is considered detrimental to the best interest of the student, his fellow students, or the school.
4. A student, who has special educational, physical, or other needs that the school cannot address or who discovers such a need during the course of the school year must withdraw from the school.
5. Believing that all people are created in the image of God, no student will be denied admission because of race, color or national origin.
6. Failure to include all pertinent information regarding a child’s physical or emotional health, conduct, and academic problems will be cause for dismissal.
7. The Statement of Agreement and Tuition and Fee agreements must be signed before the first day of school.

MIDWAY SCHOOL HOURS

Half day K4 and K5 ----- 8:30 AM - 12:30 PM
Full Day K5 ----- 8:30 AM - 3:00 PM
1st through 5th ----- 8:30 AM - 3:00 PM
6th through 8th ----- 8:30 AM - 3:15 PM
ARRIVAL/DEPARTURE

NORMAL ARRIVAL

1. Students MAY NOT GO to their classroom earlier than 8:15 a.m. There will not be supervision for students before 8:15.
2. Drop-off runs from 8:10-8:25. Students will wait in the reception area until 8:15.
3. Children will be dropped off. Parents MAY NOT walk their student to class. Children need to become independent, and teachers need to focus on students.
4. The school day begins at 8:30 a.m. It is expected that students be in their classroom ready to begin the day at 8:30 a.m.

LATE ARRIVAL

1. Any student who arrives later than 8:30 AM is considered tardy. If there is not a MCCS employee at the drop off area to help your child out of the car, the child is tardy.
2. Late arrivals must be signed in at the office by the parent or person dropping them off.
3. “Even a child is known by his actions . . .” Believing that one responsibility of Christian education is to instill good work habits and a positive work ethic; we believe that prompt arrival is very important. When students are late, it is disruptive to the classroom and the student begins the day at a disadvantage by having missed part of the day’s activities. The parents of those students who are repeatedly tardy will be called for a conference.
4. All tardiness is unexcused unless a valid emergency or health problem exists.

DEPARTURES

Students must be picked up promptly - 12:30 (half day K4 and K5), 3:00 (full day K5-5th grade) and 3:15 (6th–8th grade). Not picking up children punctually causes inconvenience and can be frightening and/or embarrassing to the child. Children who are not picked up within 15 minutes of dismissal will be placed in the office, and their parents will be assessed a fee of $1.00 per minute, per child (unless the parents are picking up a child in both lines).

EARLY DISMISSALS/MEDICAL APPOINTMENTS

Please try to schedule all appointments during holidays so that your child does not fall behind. On those occasions when an early dismissal is necessary, a note must be sent on the morning of the early dismissal. Please include the reason for early release as well as the anticipated time of pick-up. There will be no early dismissal after 2:45 p.m.

If someone other than the person who normally transports your student will be picking them up, even if it is a grandparent, please indicate said information on the note.
GENERAL ATTENDANCE POLICY

MCCS believes that class attendance is important for academic growth and for the development of a sense of responsibility. Any unnecessary absences are to be avoided. The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences, and study to achieve the goal of maximum educational benefit for each student. Learning to keep time commitments is part of becoming the person that God would have us to be. Every participant in a class is disrupted by tardiness and absenteeism. Punctuality sets the tone for the day by providing the opportunity to start the day well organized. All MCCS students are expected to be in class and on time daily.

LATE ARRIVALS AND EARLY CHECK-OUTS

1. Students arriving after 8:30 must report to the school office to sign in and receive an admission slip for class. It is expected that students will be in their seats, prepared for class at 8:30.
2. Any student arriving after 11:30 a.m. is considered absent a full day. A student who checks out before 11:30 a.m. and does not return will be counted absent for the day.
3. Any student who is not present when attendance is taken will be counted absent.
4. Late arrival to any class is treated as a tardy.

WHEN CHECKING-OUT EARLY IS NECESSARY

1. A written excuse must be provided before 8:30 a.m. should early dismissal be needed.
2. The parent/guardian is requested to arrange doctor, dental and orthodontist appointments for after-school hours.
3. No student will be permitted to leave school for lunch.

ATTENDANCE AND TARDINESS

Attendance and punctuality are very important for the success of your student and sets the tone for the priority that is placed on school. Excessive absences not due to illness are indicative of a parental problem and will need to be addressed. Habits of promptness and attendance are vital for future educational and occupational success. Please note the following with regard to attendance and punctuality.

No more than 12 absences (excused or unexcused, for any reason, with the exception of absences for which we have specific doctor’s excuses) in each class per semester will be allowed. A student missing more than the 12 days may lose credit for that course for the semester. Special consideration may be given by the Principal in cases of prolonged personal illness, court appearances, serious illness, or death in the immediate family. Approved school sponsored activities or pre-approved activities deemed educationally beneficial by the administration will not be counted against the student.

When a student has accumulated 5 absences in a class during a semester, the parents will be notified by email. When a student has accumulated 10 absences in a class during a semester, the parents will be notified by email that three more absences will result in loss of credit for that class.

1. Georgia law requires students to be enrolled and regularly attend school.
2. The school’s calendar provides ample vacation periods.
3. Prompt arrival is expected. Students arriving after 8:30 a.m. are considered tardy. A pattern of unexcused tardiness will result in disciplinary action.
4. Students may not arrive at school prior to 8:10 a.m. unless there is a pre-arranged situation.
5. Attendance is required at all classes, assemblies, and chapel unless excused by administration.
6. Academic work missed because of an unexcused absence may not be made up. There will be no credit given for work missed due to an unexcused absence.
7. Attendance is taken at the beginning of every class every period of the day.

EXCUSED ABSENCES

An excused absence is:

1. Due to illness
2. Due to severe illness in an immediate family member
3. Bereavement
4. Participation in a school-sponsored event

The student must provide a written excuse that details the reason for the absence and the dates of the absence. The note must be signed and dated by the parent/guardian and be given to the homeroom teacher on the day the student returns to school.

In the case of an extended illness, an administrator will make the determination whether or not the school will provide educational services during the illness. A written doctor's excuse must accompany any request for special treatment. Make-up work will be assigned by the teacher at a time of his/her discretion. Any work that is not completed within 30 days from the date of return will result in an “I” changing to an “0”.

MCCS may question an excessive accumulation of absences, either excused or unexcused. Should absences affect the school community, be excessive or deter the progress of the student a conference will be called and disciplinary action will be taken, ranging from detention to in-school suspension. Excessive absences may result in retention in the grade level for the following school year.
EMERGENCY SCHOOL CLOSINGS

In the event of inclement weather, school will be closed when the Cobb County School System is closed. WSB radio (740 AM), WSB-TV (Channel 2), Fox Atlanta (Channel 5) and WXIA (Channel 11) will broadcast announcements of closings in the area.

VISITORS TO SCHOOL

Please do not visit the classroom during school hours. If you need to speak with your child’s teacher, the office will be happy to make the teacher aware of your request and we will promptly get back to you to arrange a mutually convenient conference time.

All visitors MUST sign in at the reception desk (including helping out in the classroom). A visitor pass will be issued.

CONFERENCES

Conferences will be held at the end of the first grading period. A second conference will be scheduled toward the end of the school term as the parent or the teacher deems necessary. There may be additional conferences set up as the need arises. Communication between school and home is vital, and we encourage keeping those lines of communication open. We would appreciate avoidance of impromptu conferences with teachers as schedules are often full and there may be other pressing responsibilities. Your student’s teacher will get back to you as soon as possible so as to give you uninterrupted attention. Please do not call the teacher at home.

MEDICAL POLICY

In order to keep our school a happy and healthy place for all children, we request that you keep your children home when they are ill or exhibit any of the following symptoms within 24 hours of school. Please, when in doubt, do not send your child to school.

1. Any fever, vomiting, or diarrhea
2. Inflamed throat and/or mouth
3. Rash
4. Coughing, sneezing, runny nose or eyes (unless clear drainage due to allergies)

Conjunctivitis (pink eye): An infection of the eye causing itching, burning, redness, and crusty discharge. This infection is contagious until it is cleared.

Impetigo: A skin infection that is contagious until it completely heals.

Chicken Pox: An acute contagious viral disease. The child is contagious the day before he breaks out in a pimple-like rash and until all the spots have scabbed. Incubation period after exposure is 11-21 days.

Measles: An acute viral disease which is contagious until five days after the development of the rash. Incubation period is 10-21 days.

German Measles: An acute viral disease which is contagious until 3 days after the disappearance of the rash. Incubation period is 12-21 days.
**Mumps**: An acute viral disease which is contagious until the swelling has disappeared. Incubation period is 12-26 days.

**MEDICATIONS**

Office staff will be able to administer medications under the following conditions:

1. The parents provide medication with measuring device, if needed.
2. Specific and signed instructions are provided.
3. Medications must be in the correct bottle.
MCCS DISCIPLINE POLICY

STUDENT CODE OF CONDUCT AND ETHICS

The sinfulness of the human heart is such that it will find creative ways to manifest rebellion and sin. Therefore, this should not be viewed as an exhaustive listing of the expected behaviors of MCCS students. This code is designed to provide a general pattern of conduct that is required of students of MCCS on and off of campus. School administrators will use Biblical wisdom in determining the appropriate course of action in the case of violations of each individual case.

1. Students will not use profanity. This includes the misuse of the Lord’s name.
2. Students will participate in the worship community of a Christian church.
3. Students will honor the authority of their teachers and other school faculty.
4. Students will be honorable in their relationship with other members of the MCCS community. They will not engage in slander, gossip, harassment, or bullying.
5. Students will behave appropriately with members of the opposite sex. They will dress modestly, avoid inappropriate touch, and pursue purity in relationships.
6. Students will use integrity in their academic work. All schoolwork will be the product of the student’s own work.
7. Students will be honest with one another and school faculty. They will not falsely accuse another student.
8. Students will respect the property of others. They will not vandalize or misuse any school property or the property of others in the MCCS community.
9. Students will not use alcohol or tobacco products.
10. Students will not use illegal drugs or misuse legal drugs.

PHILOSOPHY OF DISCIPLINE

Discipline will be determined by the teacher, and if necessary, the administrator. Discipline is used to speak to the heart of the issue. Scriptural mandates, suggestions from Shepherding a Child’s Heart by Dr. Tedd Tripp, and wisdom will direct how discipline should be handled.

All discipline will be based on Biblical principles, e.g. restitution, apologies (public and private), swift punishment, restoration of fellowship, no lingering attitudes, etc. The vast majority of discipline problems are to be dealt with at the classroom level. If the discipline problem cannot be handled at the classroom level, the student will be sent to the office.

1. **Parental Responsibility** (Deuteronomy 6:6-7): The Bible instructs parents to teach their children diligently. Parents are the primary educators of our students. This responsibility includes education regarding behavior. Because parents are the primary educators of our students, our goal at MCCS is to keep the parents informed about the behavior of their children so that they can “train up a child in the way he should go” (Prov 22:6).
2. **Confidentiality** (Matthew 18:15-17): The Bible gives clear guidelines for dealing with sinful behavior and conflicts. At MCCS we want to follow these guidelines as closely as possible. Matthew 18:15-17 encourages us to handle matters confidentially, honestly, and with a spirit of reconciliation. When behavioral problems arise we want to discuss the matter only among the people who are most directly involved. This principle of confidentiality will discourage gossip and the hurt feelings that frequently result due to unnecessary talk.
3. **Proportional** (Exo 21:23-25): Occasionally discipline requires punishments. When punishments are given these should be proportional to the offending behavior.
4. **Ministry of the Heart** (Luke 6:45): At MCCS we believe that behavior is an issue of the heart. Our goal is to disciple children through behavioral issues in an effort to reveal the heart motives. This discipleship
method will provide opportunities for the Holy Spirit to convict and transform the heart. The role of the Principal is to understand the Scriptures and help the child apply the Scriptures to his particular situation. It is the role of the Holy Spirit to provide true conviction and transformation.

Love and forgiveness will be an integral part of the discipline of a student. Discipline that is profitable is redemptive.

**BULLYING AND HARASSMENT**

Bullying can be defined as aggression in which one child, or a group of children, engages in unprovoked and repeated physical, verbal, social, or emotional harm against another child over a period of time. Bullying is a serious matter for many students.

Harassment consists of verbal, visual or physical conduct of a nature that denigrates or shows hostility, aversion, or denigration toward an individual because of his or her race, color, national origin, gender, disability, age or status.

Being part of a Christian community does not guarantee that all the members of that community will behave in a Christ-like manner. If either of these behaviors occur at MCCS, the Principal should be immediately notified. These behaviors will not be tolerated at MCCS and we expect that our students will treat one another with respect.

MCCS neither condones nor allows bullying or harassment of others by anyone attending, employed by, or associated with the school. This would include, but is not limited to, the following:

1. Sexual advances
2. Threatening speech or action
3. Written or graphic material that belittles or is hostile toward another person
4. Epithets, slurs, or negative stereotyping
5. Threatening, intimidating, or hostile acts
6. Graphic verbal comments about an individual’s body
7. Sexually degrading words used to describe an individual
8. Suggestive or obscene letters, notes, or invitation
9. Physical conduct such as touching, assaulting, impeding, or blocking movements

Unfortunately instances of bullying will occasionally result in inappropriate victim behaviors as well. These behaviors might include revenge, gossip, or hatred. These victim behaviors are also sinful, and they also will be addressed by the Principal. In these cases both parties involved will be discipled.

MCCS will not tolerate bullying. Cases of bullying will be dealt with in a manner appropriate to the age of the people involved and the incidents which have occurred.

This policy includes any bullying or forms of intimidation on a student’s personal web page, email, social media, etc.

**PLAGIARISM AND COPYING**

As a Christian School, the students of MCCS are responsible for upholding biblical standards of truthfulness, fairness, and integrity. For this reason, all students are responsible for maintaining the authenticy of their work. When using other sources, it is required to attribute appropriate credit to the original authors, artists, and creators of source material used for class assignments. This policy includes materials both in print and electronic formats. Also, in keeping with our Christian testimony, students, faculty and administrators of MCCS should strive to ensure the truthfulness and appropriateness of all material presented. Students who copy or plagiarize the work of another will receive a disciplinary consequence appropriate to the age of the student and the severity of the incident.
ELECTRONIC DEVICES

E-Readers (such as Kindle, Nook, or iPad) are allowed. However, these devices may not be used for communication, games, music, video, internet, etc. These devices should be used strictly as readers during free time or as text books if available for the class. Cell phones of any sort are not allowed. Students are not to make outgoing or receive incoming calls or text messages on cell phones while in the school building. They are also not allowed to pair their phones with their smart watches for internet or communication purposes. If this occurs, the following actions will be taken:

- **First Offense:** Device will be confiscated and may be retrieved from the office by the parent/guardian at the end of the day.
- **Second Offense:** Device will be confiscated and a $5 fine will be accessed.
- **Third Offense:** Device will be confiscated and the student will serve detention with the accompanying fines.

SOCIAL MEDIA POLICY

Social networking (on-line via computer or phone) is a popular means of social interaction in today’s culture. MCCS advises parents to use caution and to be diligent when deciding at what age and to what extent they allow their children to access these networks. There are significant risks associated with all forms of social media, so we assume you will be monitoring your own children’s use of it. Students are not permitted to be on-line while at school, unless under direct, adult supervision, and then only for purposes related to a class. MCCS administration is responsible to protect the school and to develop guidelines for the use of social networking by school employees, especially as it may pertain to students.

DISCIPLINARY ACTION

Loving, firm guidance will be provided as is necessary to maintain a respectful, cooperative attitude from our students. Misbehaving students will be verbally corrected, restricted, and in persistent or extreme cases sent to the office and a note will be sent home. This disciplinary note must be signed by the parent and returned the next school day. There may be times when a parent will be called. Children learn from their parents the attitudes that they form toward authority.

Please . . .

1. Appropriate consequences need to take place at home when your child is disciplined at school. This should be neither too severe nor should it be of no consequence. (Action = consequence)
2. Excuses will only teach your child that behavior is negotiable and that it is okay to disregard authority if you disagree with a requirement.
3. Even if you disagree with a school rule, do not excuse your child’s behavior. Being submissive to authority even when we do not think it necessary is important to becoming godly adults.
4. Should a disagreement occur, please set up a meeting and talk with the person who imposed the disciplinary action. Please help us to stay united and loving by not gossiping or spreading bad attitudes.

Our goal is to teach your child to have inward restraints and to want to please and glorify God.

“No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.”

Hebrews 12:11 (NIV)
OFFICE VISITS

There are five basic behaviors that will automatically necessitate discipline from the administrator (as opposed to the teacher). Those behaviors are:

1. Disrespect shown to any staff member. The staff member will be the judge of whether disrespect has been shown.
2. Dishonesty in any situation while at school, including lying, cheating, and stealing.
3. Rebellious, i.e. direct disobedience in response to instructions.
4. Fighting, i.e. striking in anger with the intention to harm the other student(s).
5. Obscene, vulgar or profane language, as well as taking the name of the Lord in vain.

During the visit with the Administrator, the nature of the offense and the appropriate discipline will be decided. The administrator may require restitution, janitorial work, parental attendance during the school day with their student, in school suspension, spanking (done by the parent), after school detention (with fine), Saturday School with an accompanying fine to be paid by the student, or other appropriate measures consistent with Biblical guidelines including expelling the student from school, may be taken.

EXPULSION

The School Committee of Midway Covenant Christian School realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, if a student is not able to eliminate behavioral problems the student will be expelled.

SERIOUS MISCONDUCT

Should a student commit an act of serious misconduct, the office process may be bypassed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross violence/vandalism to the school facilities, violations of civil law, or any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct that occurs after school hours.

LACK OF COOPERATION

A student may be placed on probation or requested to transfer out of the school if the school determines that the student or his parents:

1. Are not cooperating with the school’s disciplinary policy.
2. Are spreading seeds of discontentment and/or gossip?
3. Are displaying an uncooperative spirit or one that is out of harmony with the spirit and standards of MCCS, whether or not there is any breach of conduct.

RE-ADMITTANCE

Should the expelled student desire to be readmitted to Midway Covenant School at a later date, the school committee, or its delegated committee, will make a decision based on the student’s attitude and circumstances at the time of reapplication.
ATTENDANCE IS A PRIVILEGE

Students forfeit that privilege if they do not conform to the standards and ideals of the school. Attendance is not a right.
MATTHEW 18 PRINCIPLE

Scripture is very clear in the guidelines we are given to solve disputes. Problems should be dealt with quickly and prayerfully with love, patience, and forgiveness. Open, mature communication and Christ-like relationships are keys to developing a school that is positive and glorifying to God.

Matthew 18 gives principles for dealing with conflict that apply to MCCS faculty, staff, and families. If a conflict arises the following principles should be followed:

1. **Confidentiality (Matthew 18:15-17):** When conflict develops among two or more people, speak only with those directly involved with the situation and be extremely careful not to slander and gossip. These behaviors will only increase the seriousness of a conflict.

2. **Directness (Proverbs 27:6):** Be straightforward in your communication. Make sure the person to whom you are speaking understands the problem clearly, but communicate with a spirit of love. “Wounds from a friend can be trusted, but an enemy multiplies kisses.”

3. **Reconciliation (Galatians 6:1):** The goal of all conflict resolution is forgiveness and reconciliation and it should always be the desire of conflicting parties to settle their differences by speaking to one another and not involving others.

If a conflict is still unresolved after the people directly involved meet, the people in conflict should agree to meet with either the Principal or Chancellor.

Interpersonal problems should be handled confidentially, honestly, directly, and in a spirit of humility. If these guidelines are followed both at home and in school, God will bless our relationships with others.
CHRIST-CENTERED
In all its levels, programs, and teaching, Midway Covenant Christian School seeks to:

1. Teach all subjects as parts of an integrated whole with the Scriptures at the center (2 Timothy 3:16-17).
2. Provide a clear model of the biblical Christian life through our staff and school committee (Matthew 22:37-40).
3. Encourage every student to begin and develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20, Matthew 19:13-15).

CLASSICAL
In all its levels, programs, and teaching, Midway Covenant Christian School seeks to:

1. Emphasize grammar, logic, and rhetoric in all subjects (see definitions below).
2. Encourage every student to develop a love for learning and live up to his academic potential.
3. Provide an orderly atmosphere conducive to the attainment of the above goals.

DEFINITIONS:

Grammar: The fundamental rules of each subject.
Logic: The ordered relationship of particulars in each subject.
Rhetoric: How the grammar and logic of each subject may be clearly expressed.
TEACHER JOB DESCRIPTION

This is not intended to be a complete delineation of all the possible responsibilities of the MCCS teacher. Rather, it is a general description of the basic tasks a teacher will normally be required to perform and be evaluated upon. In addition, it is expected that the teacher will comply with all applicable school policies and guidelines.

This job description is to be used in close conjunction with the Teacher Evaluation Form.

BASIC TASKS OF A TEACHER AT MCCS:

1. Spiritual Leadership – The teacher is expected to consistently exhibit love, joy, peace, and spiritual maturity before his students and the rest of the school. The teacher is expected to be a student and lover of the Bible, God’s only written Word. He is to use the school’s curriculum guide and the Bible in constructing his daily Bible classes. Active, joyful participation in any staff prayer meetings and school assemblies is expected.

2. Classroom Management/Environment – The teacher is expected to maintain a neat, organized, clean, and stimulating classroom environment for his students. This implies that the students will take an active part in cleaning and maintaining their room’s appearance. The teacher should set up simple, manageable class routines to accomplish basic tasks, e.g. taking attendance, homework collection, daily cleaning schedules, materials storage and distribution, etc.

3. Classroom Decorum and Discipline – The teacher should be very familiar with and able to apply the spirit, as well as the letter, of the school rules. An orderly (not necessarily silent) working atmosphere is to be the norm. Students should be aware of the class and school rules and be encouraged to exercise self-discipline. When administrative discipline is necessary, the teacher is expected to accompany the student to the office and give the principal an accurate accounting of the student’s offense. The teacher is expected to diffuse and deal with the vast majority of corrective discipline situations within his classroom.

4. Lesson Preparation and Presentation – The teacher should have a thorough knowledge of and interest in the subjects he is assigned to teach. These will normally include: Bible, reading, mathematics, science, grammar, composition, spelling, handwriting, history and/or geography. Also, in most elementary grades a working knowledge and interest in art, music, and physical education is necessary. (Latin is taught by a specially trained teacher to the third through eighth graders.) All subjects should be taught utilizing the objectives, materials, priorities, and methods within the goals and philosophy of MCCS. The teacher is expected to encourage the students to see how all subjects are interrelated, as parts of God’s integrated universe. Clear language and appropriate vocabulary is also expected.

5. A variety of teaching methods are to be used, with special emphasis to the use of the following:
   a. Comprehension checks
   b. Rephrasing of concepts by students
   c. Inductive questioning
   d. Recitations, chants, songs, acronyms, summaries and reviews
   e. Illustrations, applications, demonstrations

6. Student Learning – The teacher should seek to stimulate and maintain the students’ interest in the material. Recognition and reasonable compensation for individual needs is also necessary. A variety of techniques (in addition to testing) should be used to measure the students’ progress (see the Lost Tools Chart). The elementary school curriculum guide is to be used as the basis for measuring the overall progress of the class and individual students.
7. Planning and Communications – The teacher’s weekly and quarterly plans should reflect creativity and a good use of class time. Copies of the weekly lesson plans are to be turned in each Thursday to the principal. The Curriculum Guide should be used to establish weekly, quarterly, and semester plans. The teacher is to regularly (a minimum of once a week) communicate with the parents in his class. Emphasis should be placed on getting to know the families well, as well as letting them know what is happening in the class. The parents should feel welcome to visit and assist in the classroom.

8. Professionalism – The teacher is to demonstrate pride in MCCS consistently and joyfully through his work, punctuality, speech, attitude, dress, and attention to duties.
PERSONNEL

FACULTY AND STAFF

Each member of the faculty and staff of MCCS shall be a Christian committed to the fundamentals of the Christian faith and the education of all students enrolled in the school.

Strict adherence to Biblical truths and containment within them is required of the faculty and staff. Their longevity as members of the faculty or staff can be affected by proven violations of this tenet.

We are to educate our students, adhere to academic discipline, and promote moral excellence.

ENLISTING FACULTY AND STAFF

Only those persons committed to the Lordship of Jesus Christ and to the truth of Scripture will be employed by MCCS. Biblical Christians living in a secular world must be role models as they teach and pattern Biblical truths, and as they are yielded to God’s divine leadership.

Each applicant is asked to fill out an application, which will include a written testimony of faith, and a copy of transcripts and certifications.

Faculty and staff are enlisted on a covenant basis and not on a contract basis. A covenant or trust agreement simply states that the parties agree to work together on a mutually agreed upon basis. Christian character and integrity require each party to work cooperatively with the other or to discontinue the agreement. God’s word is used as a standard, and integrity is the uniting relationship.

NON-DISCRIMINATORY POLICY

MCCS does not discriminate on the basis of race, color, or national and ethnic origin.

HIRING POLICY

The objective of this section is to provide a clear policy describing the steps and necessary qualifications by which candidates are interviewed, considered, and hired by MCCS School. This policy covers the necessary qualifications, interviews, and hiring of all staff candidates. All paid employees of MCCS will be hired in line with this policy.

Guidelines

1. All full and part-time staff must have a completed application - including references and a written Christian testimony.
2. To be hired by MCCS all teaching and administrative staff candidates will be interviewed by the Hiring Committee (a sub-committee of the School Committee). Selection will be by the Hiring Committee who will present their selection to the entire School Committee for a vote.
3. Interviewing and selection of support staff will be by the administration. The School Committee will be informed of all support staff hirings.
4. A candidate is not an employee until a background check is done and cleared and a covenant agreement is signed for the position.
5. MCCS requires all staff members to be Christians. Otherwise, there is no Biblical discrimination on the basis of race, color, national origin, age, sex, or physical disabilities.
6. The administration will establish the work calendar for all staff each year, as well as the times of all regular work days.

Procedures

1. By March of each year or ASAP, a list of open staff positions for the next school year will be submitted to the Hiring Committee.
2. Open positions will be advertised throughout Midway Presbyterian Church first, then among the broader Christian community, e.g. ACCS, ACSI publications, etc.
3. Hiring Committee interviews for qualified applicants will commence in May and continue until all open positions are filled.
4. The initial interview for each opening which explains the position and provides details pertaining to the opening will be conducted by the administrator. It will be the responsibility of the administrator to obtain all appropriate documentation and references and to see that a background check is done regarding each candidate. Subsequent interviews will be done with the Hiring Committee and the administrator.
5. All necessary documentation for the candidate will be submitted to the Hiring Committee as soon as possible prior to the interviews.
6. Final action on the Hiring Committee recommendation is reserved to the full School Committee
7. Committee decisions will be communicated to the candidate(s) through the administrator.

CHRISTIAN ARBITRATION POLICY

MCCS seeks to work with all its personnel, students and families based on covenant relationship according to Biblical concepts. We pledge to resolve any and all conflicts, which might arise, according to Biblical principles. Please refer to Matthew 18. Should an issue arise which cannot be resolved after prayer, appeals and long-suffering patience, we pledge and promise to use Christian arbitration rather than court action to achieve resolution. All personnel and families connected with MCCS must agree with the school on this policy.

SALARY

The School Committee sets salary structures.

Teaching assistants are hired as 9-month employees. Teachers are 12 month employees. The time without students should be used to plan and take continuing education courses. Teachers will be paid on a 12-month basis with paydays on the 15th and 30th of each month. Teaching assistants are hourly employees and will be paid for the number of hours worked.

SICK DAYS

Salaried Positions

1. Full-time positions which are salaried are allotted 7 personal or sick days per school year. These days may not be accrued from year to year. If more than 7 days are needed, they may be taken upon grant of permission (notice of one week should be given), with the understanding that the teacher will pay for a substitute.
2. Half-day salaried positions are allotted 4 personal or sick days per school year.
3. 3-day salaried positions are allotted 3 personal or sick days per school year.

Objective:
To provide a consistent standard by which administrators can determine and authorize special requests from staff members needing emergency leave (see Personal Leave Policy) and make any necessary salary decisions.

Scope:

This policy would apply to all faculty members of MCCS.

Definitions:

1. Faculty – all teaching, administrative, and year round full time salaried staff members of MCCS.

2. Emergency Leave – unplanned, but necessary time off due to serious circumstances such as illness (personal or family), death in the family, injuries, etc.

Guidelines:

1. Faculty members needing to take time off work for typical illnesses (flu, colds, etc.) should contact the appropriate administrator and let him/her know the circumstances and potential loss of time related to their problem. For these types of illnesses or other emergencies (e.g. minor injuries, etc.) requiring no more than one to seven (1-7) days of missed work, no salary adjustments will be necessary.

2. Faculty members may be granted up to seven (7) consecutive days emergency leave without any loss of pay should the circumstances of the emergency be in the nature of the following:
   a. Extended recovery from injury or illness, but not requiring hospitalization.
   b. Loss of family member and resulting funeral attendance.
   c. Illness or injury of immediate family member (necessitating staff member’s presence).
   d. Circumstances resulting from wife’s giving birth.

3. The administrator may authorize, when he/she deems it appropriate, to grant a staff member full pay for an additional, consecutive five (5) days (totaling twelve (12) maximum). Circumstances to consider in such a grant would be similar to the following:
   a. Loss of pay would greatly aggravate the staff member’s current crisis.
   b. In all probability, the staff member will be able to return to work no later than the end of the consecutive twelve (12) days.
   c. The staff member has demonstrated through time and practice a high degree of reliability and punctuality.
   d. The unique circumstances of the current emergency make it highly unlikely that another such situation will occur within the foreseeable future (at least the current school year).

4. Though pay may not be issued, a staff member may request and be granted further time off (beyond the seven (7) days in #2), if necessary.

5. Allowable emergency leave days, like the personal leave days, are not accumulated from year to year.

6. If a faculty member’s emergency situation requires a prolonged (more than twelve (12) days absence from work, the reasons for the absence and the anticipated events will be presented to the school committee for a case-by-case decision as to salary and substitute issues.

7. It is wise to obtain a disability policy.
PERSONAL LEAVE

Objectives:

To establish basic guidelines for all faculty members to request up to three (3) days of personal leave each academic year.

Scope: This policy covers all faculty members of MCCS desiring personal leave days during the academic year.

Definitions:

1. “Personal leave” is understood to be any planned, non-emergency time taken by any faculty member away from what would otherwise be his/her normal working hours/days. That is, for whatever daily length of time normally devoted to work at MCCS, the faculty member may take personal leave for up to three (3) increments of their working time, without forfeiture of pay. For example, if a teacher has only two classes per day, he may take personal leave equal to missing each of those classes three times.
2. “Faculty” is understood to mean all administrative and teaching personnel, i.e. non-hourly employed personnel.

Guidelines:

The following guidelines are to be adhered to by the faculty member desiring personal leave and the administration in granting the leave:

All faculty members of MCCS may request up to three (3) days (as defined above) of personal leave each academic year.

Requests for personal leave should be submitted in writing (see appropriate form) to the administrator at least two (2) weeks prior to the planned leave. Granting leave on shorter notice is at the discretion of the administrator.

The arrangements for substitutes for faculty members taking personal leave are the sole responsibility of the faculty members. The administrator must be made aware of the arrangements. It will be the administrator’s responsibility to grant and record all personal leave days taken by faculty members. No pay will be received for more than three (3) days of personal leave taken during the academic year unless prior approval has been granted.

Personal leave days may not be accumulated from year to year.

ATTENDANCE

Please refrain from making appointments during school hours.

Black out period for personal days:

1. The first two weeks of school
2. Just before and after a holiday
3. The last two weeks of school
OBTAINING SUBSTITUTE TEACHERS

In the event (normally unforeseen) of a MCCS teacher needing a substitute teacher for any portion of the day, the following procedures apply:

1. The teacher should contact the administrative assistant as soon as possible. When in doubt, call; it's easier to cancel than to arrange last-minute subs. The administrative assistant will maintain an up-to-date list of substitutes.
2. Copies of lesson plans and any necessary material should be made available to the substitute by the teacher. This normally is done by someone bringing in the materials.
3. In case of illness or emergency, the administrative assistant will make arrangements for the substitute. If possible, the teacher may make recommendations of preferred subs to the office.
4. It is the teacher’s responsibility to let the principal know how long a sub will be needed. The teacher should call prior to the end of the first day if the sub will be needed the next day.
5. Substitutes will receive a copy of Guidelines for Substitutes and will be expected to fulfill the teacher’s normal supervisory duties.

PERSONAL DAYS

1. The teacher should obtain a substitute teacher for personal day coverage, as soon as approval is received.
2. A leave request form must be filled out two weeks before time is needed (emergencies excepted).
3. Give the name of substitute to the office.

HOURS

1. Teachers must sign in by 7:45 a.m. and remain on campus until 1:00 p.m. (half day), 3:30 p.m. (elementary) or 3:45 p.m. (middle school).
2. Teaching assistants’ hours are 8:05 a.m. - 3:15 p.m. or 8:05 a.m. - 12:45 p.m. on days scheduled to work.

Be on time! Punctuality is expected! If you are unavoidably detained, please call.

LEAVING CAMPUS

Teachers and assistant staff must receive approval before leaving campus anytime during the school day. This is a privilege and should not be abused. Before leaving, personnel must sign out, and upon returning sign in.

INCLEMENT WEATHER POLICY

MCCS follows Cobb County for school closings due to severe weather. If Cobb County is closed MCCS staff is not require to report to school.

FACULTY MEETINGS

There will be faculty meetings every other week. All faculty are expected to attend. Appointments should be avoided on this day. These meetings are a chief means of maintaining unity, openness, and communication. Each Wednesday at 7:45 there will be a time of prayer in the 1987 sanctuary for homeroom and specials teachers. Once a month there will be a joint faculty meeting including homeroom and specials teachers.
PRE/POST PLANNING

Pre-planning will take place one week before the first student day of school. Post-planning will take place one week after the last student day of school from 9:00-3:00. Pre-planning and post-planning are not optional. Do not make appointments or vacation plans that would impede your presence during plan weeks. Plan to report as mentioned above, however, actual days and hours may be adjusted as needed.

PARENT TEACHER FELLOWSHIPS

Parent Teacher Fellowship meetings are mandatory for all teachers. Your presence shows your support for our school and your students. There are monthly PTF meetings scheduled each school term.

APPEARANCE/DRESS CODE

As positive role models for our students, all faculty and staff should maintain a level of appearance that is professional and appropriate. Meticulous personal hygiene must be maintained. With this in mind and in the hope of avoiding any confusion, the following guidelines are given in the area of attire.

We are professionals and should dress accordingly (business casual). Clothing should not be tight fitting. Just because it can be zipped or buttoned does not necessarily mean that the article of clothing fits properly. All clothing should be neat and care should be given that it is not provocative.

1. Low cut tops must be worn with a tank top
2. Flip flops may not be worn
3. Short tight skirts are not to be worn to school
4. Skirts and dresses must come to the knee or below (spandex shorts worn under an article of clothing does not render the article appropriate)
5. Shirts must be of a sufficient length so as to not reveal the abdomen
6. No tank tops or tank-like tops may be worn (unless being worn under a shirt)
7. Jeans may only be worn on ‘hiking’ field trips
8. Shorts may not be worn
9. Tattoos must remain covered at all times

ENRICHMENT CLASSES

Teachers are required to take at least two enrichment classes every two years to update their credentials. These may be continuing education courses through the county, through a college or university, or, in some cases, through a church.

EVALUATIONS

New teachers will be evaluated at least twice a year. Seasoned teachers will be evaluated once a year or as needed. This will enable the teacher to note strengths, weaknesses and teaching styles. Teachers will need to show improvement in areas of weakness by the next evaluation. A classroom may be visited at any time outside of scheduled evaluations. As part of the evaluation process, a background check will be conducted on each employee every five years.

STAFF COMMUNICATION

Good and open communication among the staff is essential to a healthy working environment. It is important that we support each other. We are all on the same side, working toward the same goal of raising a generation that is
strong in the Lord. Petty grievances and resentments have no place here and should be worked out in accordance with Matthew 18:15. When there are differences, questions or challenges, always go to the source first.

1. GOSSIP - “Sharing of information that concerns another person who is not present in the discussion.” It is expected that the Matthew 18 principle will be followed. Gossip, of any kind, will NOT be tolerated.
2. LOYALTY (to school) - Staff should not talk negatively about the school or the church. Go to the source to resolve grievances.
3. CONFIDENTIALITY - At no time should staff share policies or information regarding students that is not “public knowledge”. Information heard in the school office or in the classroom must be kept confidential.
CLASSROOM AND GENERAL POLICIES

ATTENDANCE RECORDS

It is the responsibility of each teacher to carefully keep a record of students’ attendance. Absences, early dismissals and tardiness are to be recorded. When noting that a child is tardy, the teacher must include the time of arrival.

A note explaining an absence must be turned in to the teacher the day the child returns to school.

CELL PHONES

1. The use of a cell phone, by a teacher or other staff, while students are present, is prohibited.
2. Cell phones must be turned off during class/student time.
3. Students may not use cell phones.

RECESS MONITORING GUIDELINES

1. Plan ahead to be prepared to be outside promptly with the class. Students should not be on the playground unsupervised.
2. Dress appropriately for the weather. This will help keep you comfortable and be a good example to the students.
3. Ensure that you have the necessary equipment (e.g. a watch and whistle).
4. Roam the playground, do not stay in one areas. Roaming will assist you in observing all the children.
5. When you signal that recess is over, station yourself so that the students will not run ahead and you may observe any late-comers.
6. Students are to line-up by class and are dismissed by class as soon as they are quiet. They are to walk into the school building as quietly as possible.

BASIC RECESS RULES

1. Take turns on all equipment.
2. Use all play equipment for only its designated purpose.
3. Each class is responsible for the play equipment issued to the class.
4. Kindness to others, especially younger students is mandatory.
5. No games involving shoving, tacking, and general rough play will be allowed.
6. The teacher must give permission for a student to leave the designated recess area.

APPROPRIATE USE POLICY

As a Christian School, the students, faculty, and administration of MCCS are responsible for upholding biblical standards of truthfulness, fairness, and integrity. For this reason, everyone at MCCS is required to attribute appropriate credit to the original authors, artists, and creators of source material used in class. This policy includes materials both in print and electronic formats. Also, in keeping with our Christian testimony, students, faculty and administrators of MCCS should strive to ensure the truthfulness and appropriateness of all material presented. Regarding appropriate use, the following policy applies to the evaluation and presentation of source material.

1. Observe all copyright laws and ensure permission is granted before duplicating materials that do not fall under the “Fair Use” doctrine (see http://www.copyright.gov/fls/fl102.html).
2. Cite sources and give proper credit to authors of both print and electronic media, and teach students to do the same.
3. Thoroughly screen materials prior to presenting them to students.
4. Use age-appropriate methods to teach students to determine the accuracy and appropriateness of materials.
5. Teach students to think critically from the foundation of a Christian Worldview.

USE OF INTERNET AND ELECTRONIC COMMUNICATION SYSTEMS

Purpose:

This policy is being established to define parameters for use of the Internet and other electronic communication systems. This policy governs the teachers, administrators, staff, volunteers, parents, and students of Midway Covenant Christian School. This policy establishes minimum standards for the conduct of all those involved with MCCS.

Definitions:

1. Computer Network: Two or more computers that can share information, typically connected by cable, data line, or satellite link.
2. Electronic Communication Systems: System used as a means of sending and receiving messages electronically through connected computer systems or the Internet, such as e-mail, Instant Messaging (IM) or voice mail.
3. Internet: An international network of independent computer systems. The World Wide Web is one of the most recognized means of using the Internet.
4. Users: All teachers, administrators, staff, volunteers, parents, and students of Midway Covenant Christian School who use the school’s internet and/or electronic communication systems are defined as users.
   • NOTE: Consultants (such as RenWeb), contract personnel or other non-employees such as volunteers or interns who have access to the school’s internet or electronic communication systems may be required to abide by this policy. All users must follow this policy and any additional policy that may be adopted by the Midway Covenant Christian School where the user is working.
5. Business Use: The school has provided computer systems that allow access to the Internet and electronic communication systems and the property of Midway Covenant Christian School and are provided to facilitate the effective and efficient conduct of business. Users are permitted access to the Internet and electronic communication systems to assist in the performance of their jobs.
   • Users may use the computer systems and application specifically for the work-related purposes for which such equipment and access are provided.
6. Personal Use: Personal use means use that is not job-related. In general, incidental and occasional personal use of the Schools Internet access or electronic communication systems is permitted; however, personal use is prohibited if it:
   a. Interferes with the user’s productivity or work performance, or with any other employee’s productivity or work performance
   b. Adversely affects the efficient operation of the computer system
   c. Violates any provision of this policy, any supplemental policy adopted by the school supplying the Internet or electronic communication systems, or any other policy, regulation, law or guideline as set forth by local, State or Federal law.
   • NOTE: Users employing the Internet or electronic communication systems for personal use must present their communications in such a way as to be clear that the communication is personal and is not a communication of Midway Covenant Christian School.
No Expectation of Privacy:

No user should have any expectation of privacy in any message, file, image or data created, sent, retrieved or received by use of Midway Covenant Christian School equipment and/or access. Supervisors have a right to monitor any and all aspects of their computer systems including, but not limited to, sites, instant messaging systems, chat groups, or news groups visited by school users, material downloaded or uploaded by school user, and e-mail sent or received by school users.

Such monitoring may occur at any time, without notice, and without the user’s permission.

Prohibited Activities:

Certain activities are prohibited when using the Internet or electronic communications. These include, but are not limited to:

1. Accessing, downloading, printing or storing information with sexually explicit content.
2. Downloading or transmitting fraudulent, threatening, obscene, intimidating, defamatory, harassing, discrimina-
tory, or otherwise unlawful messages or images
3. Installing or downloading computer software, programs, or executable files contrary to policy
4. Uploading or downloading copyrighted materials or proprietary agency information contrary to policy
5. Uploading or downloading access-restricted agency information contrary to policy or in violation of agency
   policy
6. Sending e-mail using another’s identity, an assumed name, or anonymously
7. Permitting a non-user to use for purposes of communicating the message of some third party individual or
   organization
8. Allowing students to use a staff computer. This policy applies to children of staff as well as other students
9. Any other activities designated as prohibited by the agency

Security:

The distribution of electronic communications is difficult to control and routing mistakes can easily occur. Copies of electronic communications can be forwarded without the sender’s knowledge or permission to unintended recipients.

Therefore, electronic communications should be drafted and sent with at least the same level of care, professional judgment and discretion as paper memoranda or documents.

USER RESPONSIBILITIES

The conduct of computer users who access the Internet or send e-mail containing the school’s domain address (i.e., ___@MidwaySchool.org) may be perceived as reflecting on the character and professionalism of the school. When engaging in such conduct, whether for personal or official purposes, employees are expected to do so in a responsible and professional manner.

All users are responsible for exercising appropriate care to protect the school’s computer systems against the intro-
duction of Viruses, Worms, Spyware and Trojans. When using the school’s Internet access or electronic communica-
tions, equipment and capability, individuals must:

1. Use the Internet or electronic communication systems only in accordance with school policy;
2. Maintain the conditions of security (including safeguarding of passwords) under which they are granted ac-
cess to such systems;
3. Check with the appropriate agency staff prior to downloading or accessing a file or document if the source of the file or other circumstances raises doubts about its safety.

SCHOOL RESPONSIBILITIES

Midway Covenant Christian School may develop a written policy, consistent with this policy which supplements or clarifies specific issues for the agency. With regard to use of the Internet and electronic communications, the school is responsible for:

1. Communicating this policy and agency policy, if appropriate, to current users and to new users before granting them access to school’s Internet or electronic communication systems;
2. Retaining electronic records in accordance with the retention requirements of the school;
3. Requiring and retaining acknowledgement statements, signed by each user, acknowledging receipt of a copy of this policy and school policy. Midway Covenant Christian School may use, or they may include the acknowledgement statement with other such statements obtained when employees are hired.

• NOTE: Midway Covenant Christian School also may develop procedures by which a user must actively acknowledge reading the policy before access to the system will be granted.

SOCIAL MEDIA GUIDELINES

Social networking (on-line via computer or phone) is a popular means of social interaction in today’s culture. MCCS advises parents to use caution and to be diligent when deciding at what age and to what extent they allow their children to access these networks. There are significant risks associated with all forms of social media, so we assume you will be monitoring your own children’s use of it. Teachers should follow these guidelines when working with social media.

1. Employees are not to initiate friend requests to students.
2. Employees are not to accept friend requests from students.
3. Employees are not to initiate or facilitate any private or isolated types of communication with students that might be interpreted as unprofessional.
4. Employees cannot use social media for non-educational purposes at school.

Again, parents are encouraged to maintain good communication with their children who regularly use social media.

VIOLATIONS:

Violations of this policy must be addressed under the Midway Covenant Christian School Standards of Conduct, or appropriate disciplinary policy or procedures for employees not covered by the school policy. The appropriate level of disciplinary action will be determined on a case-by-case basis by the agency head or designee, with sanctions up to or including termination depending on the severity of the offense, consistent with policy.

AUTHORITY:

This policy is issued by Midway Covenant Christian School Administration.
In an effort to inform the employees of the proper internet use required by this policy, the Midway Covenant Christian School Administration may supplement this policy with such other terms, conditions, and requirements as they deem appropriate.

INTERPRETATION:

The Administration is responsible for official interpretation of this policy. Questions regarding the application of this policy should be directed to the Administration of Midway Covenant Christian School.
STAFF AND STUDENT RELATIONS

STAFF CODE OF CONDUCT AND ETHICS

This code of conduct outlines the behavioral expectations of all employees of MCCS. All staff members are involved in the educational process of the students. As educators, the staff are expected to be faithful and diligent in the exercise of their duty as role models. This role encompasses all behavior whether personal or relational, private or public.

1. Consuming alcohol, smoking, or using tobacco products at school functions or on school property is prohibited.
2. Using, possessing, or being under the influence of illegal drugs is prohibited.
3. Staff are expected to participate in the worship community of a Christian Church.
4. Staff should not mistreat students physically or verbally.
5. Staff must treat all students with respect regardless of race, culture, or religious background.
6. Staff must not use profanity in the presence of students.
7. Staff will maintain a standard of purity that adheres to the biblical description of marriage and encourages students to respect godly relationships.
8. Staff must be free of physical and psychological conditions that might adversely affect the health of students or other volunteers.
9. Staff must portray a positive role model for students by maintaining an attitude of respect, loyalty, patience, courtesy, and maturity.
10. Staff will be expected to act and react with Christian love and understanding in all situations.
11. Staff will be expected to safeguard and hold confidential any information gained through administrative duties involving supervision of students.
12. Staff will do everything in their power to avoid being put in a situation where they are alone with a student that is not their own child.

PROFESSIONALISM

Relationships between staff and students should be professional, friendly, and biblical. In order to facilitate proper professional relationships and inhibit potential sinful behaviors between staff and students, the following guidelines are to be understood as representative of the practices and philosophies of MCCS. More specific guidelines conforming to this policy may be issued by the administrator as necessary.

1. Staff members are to remember that they serve as professional, adult role-models before the students (Titus 2:7-8). Relationships between staff members and between staff members and students are to be friendly and courteous, not familial or intimate.
2. Staff members are to be careful that any physical contacts and verbal interchanges with each other and with students avoid even the appearance of impropriety (1 Peter 2:12)
3. Flirtation, sexual innuendos, casual disrespect toward authority, excessive familiarity, etc. are examples of the kind of unprofessional and inappropriate behavior that will not be tolerated. Necessary and cautionary measures required to limit these kinds of behaviors should be corporately and individually taken.
4. If it is necessary for a staff member to spend time alone with a student or staff member, it should be arranged that they are easily visible to the public (e.g. an open door, windowed room, etc.)
5. Staff members may not travel alone in a car with one student

CLASSROOM AUTHORITY
Teachers are in charge in their classrooms and are responsible for maintaining order, respect and self-control in both themselves and their students.

Students are to be supervised at all times. Teachers should never leave the classroom during a test and should limit the amount of time they leave their class with a monitor. Children should never be left unattended.

If an emergency arises, teachers should call for a teaching assistant to come and take over the class or call the office using the intercom system and request assistance. You may also use the phone to call for assistance. Phones are located in the music office and in the nursery for emergencies. Just pick up the phone and press the line for the school office.

**CHILD ABUSE**

MCCS adheres to the reporting child abuse requirements found in O.C.G.A § 19-7-5 and 20--751.7 (“mandatory reporting”), as well as the Professional Standards Commission’s state mandated reporting process for students, volunteers, and employees to follow when reporting instances of abuse, including alleged inappropriate sexual or abusive behavior by another school employee.

Any student who has been the victim at school, home or any location of an act of abuse, sexual abuse, sexual misconduct, neglect or other inappropriate behavior by a teacher, administrator, or other school employee is urged to make a report of the act to a school administrator. Any parent/guardian or friend of a student who becomes aware that a student has been the victim of abuse must also make a report directly to DFCS.

This is an extremely confidential situation, and must not be discussed with anyone but the administration and other appropriate authorities. All faculty and staff members will familiarize themselves with the state guidelines in this area. A copy of procedures and guidelines are in the appendix. When in doubt, faculty and staff must check with a school administrator.

**FAQ GUIDE FOR MAKING A DFCS REPORT**

When making a report, DFCS Intake will be engaging the mandated reporter or his/her designee to provide as much detailed information as possible in an effort to address level of concern and immediacy. The following is information you can be expected to answer.

**Demographic Information**

1. Maltreated child(ren) information.
2. Caretaker(s) demographics.
3. Any emergency contact information, or information on family members

**Description of Abuse/Neglect**

1. What was the reported abuse or neglect? What has been observed?
2. Who is the alleged maltreater?
3. When?
4. Where?
5. How often?
6. Description of any marks or bruises
7. Is the child afraid to go home?
**Interventions**

1. Description of any known interventions on the school level or outside agency involved.
2. Have any school representatives been involved with this family?

**Family Interactions**

1. How are the parents involved with the school?
2. What are the known interactions with the child?

**SEXUAL HARASSMENT POLICY**

MCCS is committed to providing a workplace that is free from sexual harassment. Sexual harassment in the workplace is against the law and will not be tolerated. When the school determines that an allegation of sexual harassment is credible, it will take prompt and appropriate corrective action.

Sexual harassment refers to unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Unwelcome actions such as the following are inappropriate and, depending on the circumstances, may in and of themselves meet the definition of sexual harassment or contribute to a hostile work environment:

1. Sexual pranks, or repeated sexual teasing, jokes, or innuendo, in person or via e-mail;
2. Verbal abuse of a sexual nature;
3. Touching or grabbing of a sexual nature;
4. Repeatedly standing too close to or brushing up against a person;
5. Repeatedly asking a person to socialize during off-duty hours when the person has said no or has indicated he or she is not interested (supervisors in particular should be careful not to pressure their employees to socialize);
6. Giving gifts or leaving objects that are sexually suggestive;
7. Repeatedly making sexually suggestive gestures;
8. Making or posting sexually demeaning or offensive pictures, cartoons or other materials in the workplace;
9. Off-duty, unwelcome conduct of a sexual nature that affects the work environment.

A victim of sexual harassment can be a man or a woman. The victim can be of the same sex as the harasser. The harasser can be a supervisor, co-worker, other school employee.

**CLEANING**

1. Wipe off dry erase boards on a daily basis
2. Clean off chalk boards
3. Clean off all counter surfaces
4. Have each child clean off desks
5. Dust off all computer screens on a weekly basis
6. Empty pencil sharpeners and clean off surrounding area of shavings
7. Wipe off and clean classroom sinks on a weekly basis
8. Wipe down and dust all bookcases as needed
9. Clean any window area on a weekly basis
10. Keep teacher’s areas as clean as possible
11. Empty trash
12. Clean floors as needed
13. Provide an orderly atmosphere - Do not allow clutter

**COPYING**

The copy machine is always in big demand. Keep copies at a minimum and use front and back whenever possible.

1. Please use sparingly.
2. Plan ahead 24 hours in advance. Copies will be placed in each teacher’s box as they are completed. It is expected that teachers will check their box in the morning and in the afternoon. It is a great discipline and handwriting practice for children to copy from the board.

**CORRESPONDENCE TO PARENTS**

Good relations and communication with parents are important factors in the success of your students and the school. Teachers should always remain loyal to the school and its decisions in communicating with parents. It is requested that all correspondence to parents, whether through a class memo or handwritten response, should be approved by the administration to keep everyone informed of the situation.

At no time should a staff member share dissatisfaction with curriculum, facilities, school policies or concerns about a student with a parent.

Responses to parental inquiries should be made promptly *(within 24 hours)* and with full cooperation and respect. Please respond on the same day the inquiry is made. Any written communication should be copied, and a note should be made of the time, date and nature of any phone conversations. *Always document.*

**DISCIPLINE**

Each child is made in the image of God and should be treated with respect. Humiliation, yelling or manipulation will not be part of our classrooms.

1st time obedience is expected. Get to the heart of the matter. Behavior modification is not our goal. Lives that reflect our God will affect behavior. Shepherd the heart and model Biblical actions and attitudes.

Be clear and realistic in your expectations.

Be kind and respectful in the way our students are spoken to.

Time out is 1 minute for each year of the child’s age.

Direct disobedience, disrespect, vandalism or doing bodily harm to another person would be reasons to send a child to the principal’s office.
DISCIPLINE IN THE SCHOOL
TEACHING SOCIAL SKILLS TO CHILDREN

ACCEPTING SKILLS

1. Accepting Instructions
   a. Look at the person.
   b. Say, “Okay”.
   c. Do what you have been asked right away.
   d. Check back.

2. Accepting Criticism
   a. Look at the person.
   b. Say, “Okay”.
   c. Don’t argue.

3. Accepting Compliments
   a. Look at the person.
   b. Use a pleasant voice.
   c. Say, “Thank you”.
   d. Don’t look away, mumble or refuse a compliment.
   e. Do not disagree with the compliment.

4. Accepting “No” for an answer
   a. Look at the person.
   b. Say, “Okay”.
   c. Stay calm.
   d. If you disagree, ask later.

5. Accepting Disagreement
   a. Look at the person.
   b. Use a pleasant voice.
   c. Say, “I understand you feel differently”.
   d. Tell why you feel differently.
   e. Give a reason.
   f. Listen to the other person.

GIVING SKILLS

1. Giving an Apology
   a. Look at the person.
   b. Use a serious, sincere voice.
   c. Say, “I want to apologize for …” (Not, “I’m sorry”, unless it is meant)
   d. Don’t make excuses.
   e. Explain how you plan to do better in the future.
   f. Say, “Thanks for listening”.

2. Giving Criticism
   a. Look at the person.
   b. Stay calm. Use a pleasant voice.
   c. Say something positive, or “I understand”.
   d. Describe exactly what you are criticizing.
   e. Tell why this is a problem.
   f. Listen to the person. Be polite.

3. Giving a Report on Others
   a. Look at the teacher or adult.
   b. Use a calm voice. Ask to talk to him or her privately.
   c. Describe the inappropriate behavior you are reporting.
   d. Explain why you are making the report.
   e. Answer any questions the adult has.
   f. Thank the adult for listening.

4. Giving a Compliment
   a. Look at the person.
   b. Smile.
   c. Speak clearly and sincerely.
   d. Tell the person exactly what you like.

5. Giving Time
   a. Look at the person.
   b. Use a pleasant sincere voice.
   c. Ask if you can help. Describe the activity or task you are offering to do.
   d. Thank the person.
   e. Check back when you have finished.
INTERACTING SKILLS

1. Greeting Others
   a. Look at the person.
   b. Use a pleasant voice.
   c. Answer completely.
   d. Return the courtesy.

2. Introducing Yourself to Others
   a. Look at the person.
   b. Use a pleasant voice.
   c. Offer a greeting. Say “Hi, my name is…”.
   d. Shake the person’s hand.
   e. When you (or the person) leave, say, “It was nice to meet you.”

3. Talking with Others
   a. Look at the person.
   b. Use a pleasant voice.
   c. Ask questions.
   d. Don’t interrupt.
4. Getting the Teacher's Attention
   a. Look at the teacher.
   b. Raise your hand. Stay calm.
   c. Wait until the teachers says your name.
   d. Ask your question.

5. Making a Request
   a. Look at the person.
   b. Use a clear, pleasant voice.
   c. Explain exactly what you are asking for. Say, “Please”.
   d. If the answer is “Yes”, say “Thank you”.
   e. If not, remember to accept “No” for an answer.
ASSESSING STUDENT ACADEMIC READINESS
FOR NEW AND RETURNING STUDENTS

PURPOSE: To encourage every teacher to have as accurate an understanding as possible of each student’s academic readiness upon entering a new grade/class. This is especially needful for students transferring into MCCS from other Christian schools, public schools, or home schools.

There are numbers of obvious benefits that are gained by determining a student’s academic background and aptitude as early as possible. A few of these benefits are:

1. The teacher can see his students as individuals and learn their strengths and weaknesses, which will enable him to plan his lessons with individuals in minds.
2. Grouping, especially for reading and math, can be established more knowledgeably and readily, without undue time spent on review. This will be a benefit to the rest of the class as well.
3. The teacher can plan to build on the student’s previous specific growth and can relate that progress more informatively to the parents.

PROCEDURES:

1. **Student Records:** Teachers are to become familiar with all their students’ school files, especially: any standardized test scores, all report/progress forms, any special testing or programs, any specific health problems (e.g. allergies, hearing, vision, etc.) and family composition.
2. **Standardized Testing:** In the absence of a compatible standardized test score in the student’s record, the teacher is encouraged to use in-house SRA testing materials, whenever there is sufficient cause. These can be helpful in determining the student’s general, comparative level of achievement, as compared to his peers. Any completed test sheets should go into the student’s file for future reference. Key tests would be in the reading and math areas.
3. **Previous Grade Curriculum Objectives:** The objectives in the previous grade (to the one the student is enrolled in currently) may also be helpful in determining a student’s relative knowledge in critical areas. Further, individual time with the student, listening to him read, getting a sample of his writing and math skills will be helpful.
4. **Book Reports:** All books reports will be done on books read from the reading list made up by MCCS. Each grade level has a list of books, which span a wide variety of interest levels. We will encourage our students to read a wide variety of literature. As reports are assigned please specify: fiction, biography or autobiography, non-fiction.
   a. 1st and 2nd grade: Each student will be required to do two (2) book reports a year.
   b. 3rd through 6th grade: Students will complete at least one written report. This will help prepare our students for research projects.
   c. 4th grade: Each student will complete a state of Georgia notebook.
   d. 7th through 8th grade: Each student will do at least two (2) reports; one from science and the other from history.
5. **Homework:** Assignments are much like a contract. Students must turn the work in on time and the teacher must be clear about the expectations, grading system, content, format and topic. Teachers must follow through with their assignments and unless they must repent of the assignment due to error, due dates must be adhered to. Everything teachers assign must be well planned. Do not give spontaneous projects. Back peddling makes everyone look bad and frustrates students.
6. **Tests**: Tests are to be given as assigned. Our students may not talk us into postponing assignments or test.

   **If there should arise a legitimate reason for changing assignments or tests said change must be discussed with the school administrator.**

---

**HOMEWORK PHILOSOPHY AND GUIDELINES**

**PHILOSOPHY**: MCCS may assign some amount of homework to many of its students at any given time. Below are the primary reasons or causes to assign homework:

1. Students often need some amount of extra practice in specific new concepts, skills, or facts. In certain subjects (e.g. math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
2. Repeated, short periods of practice and study of new information is often a more effective method for learning than prolonged periods of study.
3. Since MCCS recognizes that parental involvement is critical to a child’s education, homework can be used as an opportunity for parents to actively assist their child in his studies. This will also keep the parents informed as to the current topics of study in the class. *This being said; it is expected that children do their own work. Projects and work should not be done by parents.*
4. Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework, in this situation serves a punitive, as well as practical purpose.

**GUIDELINES FOR ASSIGNING HOMEWORK**: Since homework, by its nature, takes time at home, it is not to be assigned due to the teacher’s poor planning or in place of an assignment which could have been completed in school. The student’s time at home is to be encroached upon for only the best of purposes.

The necessity for doing homework will vary from grade to grade and even from student to student. The guide below should be regarded as *maximum times*, **not** as required minimum times, and then only if homework is assigned.

### GRADE MAXIMUM APPROX. TIME PER WEEK NIGHT*

<table>
<thead>
<tr>
<th>GRADE</th>
<th>MAXIMUM APPROX. TIME PER WEEK NIGHT*</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>NONE</td>
</tr>
<tr>
<td>1st – 2nd</td>
<td>20-30 minutes (infrequently)</td>
</tr>
<tr>
<td>3rd</td>
<td>40-45 minutes (as needed)</td>
</tr>
<tr>
<td>4th - 5th</td>
<td>45-50 minutes</td>
</tr>
<tr>
<td>6th</td>
<td>45-60 minutes</td>
</tr>
<tr>
<td>7th – 8th</td>
<td>60-90 minutes</td>
</tr>
</tbody>
</table>

*Normally homework is not to be assigned on Wednesdays and over the weekend or over holidays and vacation periods.*

**TESTS**

- Monday: no test
- Tuesday: Teacher discretion
- Wednesday: Latin
- Thursday: Math
- Friday: Spelling

No more than two (2) tests should be given on any given day.
GRADING GUIDELINES

Grades are earned and are never to be given. Grades need to reflect the honest work and ability level of our students. If modifications are made in a student’s program, a notation must be made on the student’s report card and listed “with modification.”

OBJECTIVE:

1. To evaluate students
2. Inform parent of student progress
3. Assess progress
4. Move students forward in academic endeavors

Nine-week system.
Deficiency notice to be sent out at four (4) weeks.

PERCENTAGES AND GRADE EQUIVALENTS:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% - 100%</td>
<td>A (Excellent)</td>
</tr>
<tr>
<td>80% - 89%</td>
<td>B (Surpassing)</td>
</tr>
<tr>
<td>75% - 79%</td>
<td>C (Satisfactory)</td>
</tr>
<tr>
<td>70% - 74%</td>
<td>D (Needs Work)</td>
</tr>
<tr>
<td>Below 70%</td>
<td>F (A zero for material not turned in is worth less than an “F”)</td>
</tr>
</tbody>
</table>

Minimum of ten (10) grades per each nine (9) week quarter for each subject’s grade.

Example: A fifth grade student’s quarterly grade in Science:

<table>
<thead>
<tr>
<th>Homework (30%)</th>
<th>Tests/Quizzes (40%)</th>
<th>Projects (30%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 assignments</td>
<td>5 tests/quizzes worth 400 points total</td>
<td>4 projects worth 75 points total</td>
</tr>
<tr>
<td>13 of 15 assignments completed</td>
<td>343/400 total points earned</td>
<td>67/75 total points earned</td>
</tr>
<tr>
<td>87% x .30 = 26%</td>
<td>86% x .40 = 34%</td>
<td>89% x .30 = 27%</td>
</tr>
<tr>
<td>+26</td>
<td>+34</td>
<td>+27</td>
</tr>
</tbody>
</table>

This student received an 87/100 for the final grade.

All academic/objective grading in MCCS will use a criterion-referenced base for evaluations. That is, objective standards will be used to judge student performance.

Quarter grades should be based on the following:

1. Tests/Book Reports
2. Quizzes
3. Homework/Class work

- Note: Virtually all assigned work done for/in class should receive a recorded credit toward a grade. Homework will be noted as complete.
OTHER GUIDELINES:

1. Participation in class discussion may also be graded. If so, daily participation should be recorded on a consistent basis.
2. Projects, depending on the scope of the assignment, may be used in place of tests.
3. Variety in the amount and kind of testing, assignments, and homework is highly encouraged.
4. Behavioral Ratings: The Progress portion of the quarterly report provides an opportunity for an evaluation of the student’s class/school behavior.

Types of Behaviors to Evaluate:

1. Work/study habits – neatness/timeliness of work, completeness of work, works independently, follows directions, and uses free time well.
2. Conduct – Follows rules, avoids unnecessary talking, accepts responsibility, considerate to others, and shows initiative.
3. Skills related to specific subject areas.

Teacher’s comments will be included in a separate section on the report.

PROCEDURES FOR QUARTERLY REPORTING:

1. Report forms will be sent home on each Friday following the last day of each quarter. Grades for the fourth (4th) quarter will be sent home with the students on the last day of school.
2. Teachers are responsible to have the last report card of the year signed by them, the grade listed that the student is promoted to, and have report cards copied before sending them home on the last day of school.

REPORTING A GRADE OF “D” OR “F”

In the event of a student earning an “F” for the quarter in any class or subject, the parents must have received prior notification. That is, no quarter grade of an F is to be assigned unless the teacher has ascertained that the parents and the student understand the reasons (missing assignments, poor grades, etc.) for the forthcoming grade.

COMMUNICATE, COMMUNICATE, COMMUNICATE WITH PARENTS OFTEN AND IN A VARIETY OF WAYS (document each communication)

“Blind-siding”, i.e. surprising parents with an “F” is forbidden. To help prevent this from happening, a specific “F-Day” will be assigned each quarter and communicated to the teachers. The administrator will determine from each teacher that all parents of students potentially receiving “F” for the quarter have been contacted.

**The above policy holds true for D’s.
MCCS HONORS AND AWARDS

MCCS maintains a system of formal honors and awards for several reasons:

1. The recognition of good work is endorsed in the scriptures, from the writings of Solomon (Proverbs), to those of Paul (Romans, Ephesians, I Timothy, etc.). Therefore, we seek to publicly recognize those students accomplishing the necessary prerequisites to receive the applicable award/honor.
2. We hope to encourage the motivation to good work among all the students by demonstrating to them that such work is not overlooked or taken for granted, but rather is noticed and commended.
3. We want to draw public attention to the high quality of work being done by our students, to the glory of God and their parents.

Accomplishments and correlating honors/awards bestowed (other awards/honors may be recognized as appropriate).

<table>
<thead>
<tr>
<th>ACCOMPLISHMENT</th>
<th>HONOR/AWARD GIVEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>All A's in a quarter period</td>
<td>Placement on Honor Roll A</td>
</tr>
<tr>
<td>All A's and B's in a quarter period</td>
<td>Placement on Honor Roll A-B</td>
</tr>
<tr>
<td>All year placement on Honor Roll A</td>
<td>Certificate received at Awards Ceremony</td>
</tr>
<tr>
<td>All year placement on Honor Roll A-B</td>
<td>Certificate received at Awards Ceremony</td>
</tr>
<tr>
<td>100% attendance in school year</td>
<td>Certificate received at Awards Ceremony</td>
</tr>
<tr>
<td>Fitness Award</td>
<td>Certificate received at Awards Ceremony</td>
</tr>
<tr>
<td>Character Award</td>
<td>Certificate received at Awards Ceremony</td>
</tr>
</tbody>
</table>

MCCS STUDENT PROMOTION POLICY

Objective:

To establish a consistent set of standards to be applied in determining grade promotions for all students. This policy is to be applied to all entering and continuing students in grades 1-8. (Students entering Kindergarten must meet only the age and maturity requirements outlined in previously established guidelines.)

Definitions:

1. Promotion: The advancement of a student from the most recent grade completed to the next successive grade.
2. Retention: Requiring a student to repeat the grade in which he was most recently enrolled.
3. New students: Those students entering MCCS for the first time.
4. Current students: Those students enrolled in MCCS during the current year or previously enrolled in MCCS within the last two academic year as.

Guidelines:

1. New students must meet the following criteria to be accepted into the next successive grade level:

   a. Have documentation showing that they successfully completed the previous grade by a demonstrated proficiency of at least 70% or higher in reading, math, and English. They also should have satisfactorily completed science and "social studies" (history and/or geography within the previous curriculum).
   b. If the new student has taken any standardized tests, the student should have earned national scores of at least 50% or higher in reading, math, and language (as appropriate to age level). If he has never taken any standardized tests and there is any doubt as to his abilities, step “c”. should be followed.
c. The results of any in-school testing scores will be used to determine the best grade level at MCCS for that student to enter. If the combined results are not satisfactory, the parents will be apprised of this and be encouraged to consider having their child retained at the previous grade. (It should be noted that MCCS academic program tends to be a challenge with varying degrees of difficulty for students coming into the program. Should a student have had academic difficulties in his previous program, the likelihood of compounding that difficulty would be great were he to be promoted to the next successive grade.)

2. Current students must meet the following criteria to be promoted to the next successive grade:

   a. Pass reading, math, and grammar with at least a 70% average.
   b. Have no more than one “F” per quarter in any given subject.

   It is incumbent upon the appropriate teacher that all due curriculum objectives, grading guidelines, and teaching requirements be faithfully executed. For example, the requirement that there be at least 9 objective grades per subject area by which the quarterly grade is computed has a significant bearing on a complete and accurate assessment of a student's success in that area. Too few grades can force the teacher to make a poorly documented and therefore unobjective judgment call.

3. In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery (see the Curriculum Guide Objectives) of the following skills/subject in the grades noted:

   **Kindergarten to First Grade:** Behavioral maturity and reading readiness for First Grade.
   **First Grade to Second Grade:** Able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension. Able to write neat, complete sentences. Able to add and subtract digit numbers with at least 70% accuracy.
   **Second Grade to Third Grade:** Cumulative mastery of above requirements, plus: able to read fluently and independently, using books of a second grade level. Able to write neatly and correctly identify the basic parts of a sentence. Able to spell correctly with at least 70% proficiency. Able to add and subtract two-digit numbers with at least 70% accuracy.
   **Third Grade to Fourth Grade:** Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.
   **Fourth to Fifth Grade:** Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.
   **Sixth Grade to Eighth Grade:** Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level. In addition, cumulative, comprehensive mastery tests may be administered to assess the students’ readiness for entering high school.

4. All appeals for diverging from or waiving the requirements of this policy will be submitted to the administrator. He may seek whatever counsel he deems necessary to render a proper judgment.
GUIDELINES FOR STUDENT RETENTION

PURPOSE:
These guidelines have been created to compliment and support the school’s Promotion Policy and should be used in such manner. The primary purpose of these guidelines is to increase the communication from the school to the home in the instance of a child possibly needing to repeat a grade. This is to assist the parents, as the final decision-makers regarding their child’s education, in making as informed a decision as possible.

GUIDELINES:
Considering and recommending a student for possible retention in a grade is always a very serious matter, and every step of the process should be well-documented.

CONSIDERATIONS:
A number of similar questions have emerged in our experience which may help in the initial stages of considering whether or not a student may need to repeat a grade. The following is not intended to be an exhaustive list, but includes samples of some pertinent questions the teacher may want to document and go over with the parents:

1. How old is the child? Age plays a tremendous role in a child’s ability and maturity to succeed in school. The more mature, the easier school tasks become.
2. What is the sex of the child? Very frequently boys will have a harder time adjusting to school patterns than girls will. Boys often need more time to mature than girls.
3. Did the child attend Kindergarten? Certain school habits and behaviors are begun even in Kindergarten. Depending on where and whether the child attended can reveal some insights to the behavior and aptitude causing the current concern.
4. What is the home life like for the child? Things to consider include: saved vs. unsaved, single-parent, divorce, remarriage, working parents, etc. Essentially, is the child’s home life one that instils security and love, with predictable patterns of living? The importance and influence of the home is without equal in the life of a child.
5. Is reading and the love of books evident in the home? No other single academic factor plays a greater role in the success of a child in school. Do the parents like to read and do/did they read to the child frequently?
6. Is the cause for concern here primarily behavioral, academic or a combination of both? If possible, the primary cause for concern should be singled out. Behavioral problems may still indicate retention is necessary, but identifying the concern will help determine the best plan for correction.
7. Has the child had to repeat a grade before? If so, when and why did the child repeat? Due to the rapid physical growth of a child, we do not recommend a child repeating the same grade more than once. It is also unlikely that repeating two grades would really address the problem.
8. What are the specific indicators the teacher has identified that give rise to the current consideration? These should be documented as indicated in the Recommendation section below.
9. Are learning disabilities representing a significant factor in the progress of this student? Does the child need to be tested? Would this child benefit and be adequately serviced by the Discovery Program?

RECOMMENDATIONS:
This section includes the formal communications that, in addition to the normal reporting schedule, should be made when a child is being considered for possible retention. NOTE: The first three (K-2) years are the most critical years for a child to set the patterns and learn the basic skills that will be built upon in later school life. Retention should be a greater possibility in these years, rather than in upper grades, in order to give the child more time to mature and master the basic skills before going on.
Therefore, the following timeline and recommended procedures are aimed at the primary grades especially, although not exclusively.

At the time of reporting for:

1. The First Quarter there will be a Parent-Teacher Conference day. At that time, a child who has had difficulty (as compared to a normal rate of progress), should have a short written summary included with the report card. This summary should identify the specific concerns of the teacher.
2. A copy should go to the parent and the original to the student's file. Any suggestions for additional help the parent may be able to provide should also be noted. Obviously this summary should be gone over with the parents at the conference.
3. The First Semester, if the same concerns still exist regarding the child's progress, another Progress Summary should be written at the time report cards go out. (The teacher should use the appropriate form for this.) Again, the specific concerns should be well documented and described by the teacher. Recommended actions the parents can take should also be clearly described. The original form goes to the child's file and a copy to the parent to be signed.
4. The Third Quarter the Parent-Teacher conference for the child in question should focus on any progress on the items documented to date. If, in the teacher's opinion, inadequate progress has been made, the teacher should make that clear to the parent, with as much documentation and examples as possible. A written summary of the conference should be made by the teacher and filed. Unless the child cannot meet the criteria for passing the grade (as prescribed in the Promotion Policy), it is not recommended that retention be planned at this time. If there is any possibility that the child could satisfactorily pass the grade, planning retention at this time would be premature.
5. The Fourth Quarter Mid-Term another conference should be held with the parents to seriously consider retention, if inadequate progress has been made. If the Promotion Policy requirements have not been met, retention will likely be required. If there is some question, the teacher should document his/her recommendation regarding both retention and activities the parents could assist the child in over the summer. In questionable cases (i.e. not involving the policy), the parents will make the final decision regarding retention. The teacher's recommendation will go into the child's school file along with a documentation of the parents' decision.

**CLASS SIZE POLICY**

This section aims to provide the administration with approved guidelines on preferred class sizes. This policy applies to all students, K-8, and staff members.

From the beginning, MCCS has planned for, and seen the benefits of a relatively small student:teacher ratio in the classrooms. Due to the critical developmental skills young students need to acquire and practice, more personal attention is desirable. Therefore, in the elementary grades, class sizes will normally be limited to a maximum class size of 18 with an ideal size of 16.

**Priority Placement:** In order for student placement in classes, the following priority listing will be adhered to:

1. School-age children of staff.
2. Continuing students properly re-registered.
3. New students from continuing families (e.g. younger siblings).
4. New Midway Church families.
5. New students from the general public.
**Contingency Accommodations:** Class sizes may exceed the above class sizes under circumstances similar in nature to the following:

1. When students of staff members or continuing families would be excluded from a class.
2. When there would not be an inordinate burden placed on the classroom teacher or facilities.
3. When restoration of the approved ratio is possible in the foreseeable future.

**DISMISSAL**

1. A child is never to be released to any unauthorized individual.
2. Anytime a child needs to be dismissed early, they should be sent to the reception area to await the arrival of their parent.

**EQUIPMENT**

1. Please use the sign up sheet in the supply closet to avoid conflicts with the media players.
2. Use should be very limited.
3. Please be discriminating in the choice of videos. All newly introduced videos must be approved by the principal.
4. Rarely should videos be shown for entertainment.
5. At no time should students operate equipment.
6. Students should never be left unsupervised with the media players.
FIELD TRIPS

Field trips are a wonderful way to enrich our academic program. It is recommended that teachers be sensitive to a few areas when planning field trips.

1. Grades K4-5 may schedule up to 3 field trips per year, some of which may be in house. MS may schedule up to 2 field trips, some of which may be in house. 7th and 8th grade should try to schedule on the same day.
2. Teachers need to fill out a field trip form and have it approved ahead of time. Field trips must be enrichment based. “Picnic” field trips should include a learning opportunity.
3. Try to be cost sensitive when planning trips. The cost of field trips should not exceed $5.00-$6.00 per student per trip or approximately $25.00 per student per year.
4. Teachers may wear modest jeans only when going on hiking field trips. If it is weather appropriate, walking shorts may be worn.
5. Parents who are helping with field trips should be reminded of appropriate dress.
6. Send field trip permission slips home giving adequate details 2 weeks before the event.

IN-CLASS ENTERTAINMENT GUIDELINES

Teachers and students will want to have, from time to time, a party or other form of entertainment in the classroom. These guidelines present standards that should provide consistency in the allowance of entertainment. Teachers desiring a deviation from these guidelines should check with the administrator prior to allowing the entertainment to take place.

GUIDELINES:

In-Class Party

1. The party must be in the afternoon.
2. No party should exceed 45 minutes in length.
3. If a video is used in conjunction with a party (see Video below), it must fit within the above prescribed time limit.
4. The teacher is responsible for all activities related to an in-class party, even if the students do the planning.

Video Use

1. All videos used in class should conform to the principles of propriety listed in Philippians 4:8 and must be rated G.
2. All videos must receive prior approval by the principal before use.
3. Videos may be used in class for two reasons, educational or entertainment.
   a. Educational – Includes historical, documentary, and literary videos. These should be used sparingly, i.e. no more than two (2) per semester. No literary video should be shown unless the book has already been read by the students. The time limit above does not apply to educational videos.
   b. Entertainment – No more than one video per semester will be allowed for entertainment purposes. They must conform to the above time limits.
LESSON PLANS

A copy of the coming week’s lesson plans must be turned in by Thursday of each week. Please provide the office with a copy of your schedule. Be sure to update it as needed.

PARENT CONFERENCES

Teachers should schedule a conference with each parent after the first nine-week report card, and if needed, again at the end of the 3rd grading period. Samples of children's work should be available for the parents. Notes of documentation must be kept for each conference. Please make no diagnosis of a learning problem to parents unless you have discussed the situation with the principal.

GUIDELINES FOR PARENT-TEACHER CONFERENCES

These guidelines can be applied to almost any scheduled conference with a family, but are specifically intended for use during the planned Conference Days after the end of the First and Third quarters.

1. Schedule each conference for about 15 minutes. Let the parent(s) know this at the beginning of the conference so that they, as well as you, are mindful of the time. If it looks like more time will be needed, schedule another conference when you both will have adequate time.
2. If at all possible, have both parents at the conference. Dads and moms see things differently and frequently are a good balance for each other.
3. Be prepared for the conference: know what you intend to cover, but allow time for some questions. Have a folder of the student’s materials to use for illustration of your points.
4. Be positive, especially in the case of a “problem” student. Enlist the parents’ help and ideas on ways to improve the situation. For example: what do they do at home?, is a good question. Seek more ways for the home and school to compliment each other.
5. Be direct! Don’t beat around the bush; if you have a concern or question, state it plainly. Too much time is wasted on vague references and many times the point is lost or misunderstood. The best way to accomplish this is to have the student’s applicable class work, or similar examples to show the parents. The more concrete your reference, the better. (KEEP RECORDS/WORKS OF EACH STUDENT; this file will be very helpful.)
6. Sit with the parents, as opposed to behind your desk. It helps open up communication if you are all “equally” sharing. Talk to both parents. The tendency is to talk to just the mom or let her do all the talking. Ask the dads specific questions, especially about discipline.
7. Stay on the point; don’t go off on tangents. Also, without being rude, cut the time used on pleasantries. If you don't have much to discuss related to school say so, thank them and prepare for the next conference.
8. Listen carefully to the parents! They may say a lot without saying much and it can help you understand their child better. Ask open-ended questions when appropriate.
9. Write down any action or objectives for the coming quarter. At the end of the conference, remind the parents of any specific actions or objectives. (You’ll really impress them by referencing those specifics at the next conference and describing any action taken.)
10. Be sure to write down and follow up on any concerns or questions that will take some research on your part. Check with the principal on any policy-related or confusing issue raised during the conference.
11. NEVER EVER GET INTO DISCUSSING ANOTHER STUDENT DURING A CONFERENCE, EVEN IF THE COMMENTS ARE POSITIVE. Parents talk to each other and it’s very easy to cause unintentional offense through second-hand conversations.
12. Be cordial, polite and thank them for coming. Pray with parents only when you believe it would be appropriate.
HOLIDAY OBSERVANCES

MCCS chooses not to celebrate Halloween but will emphasize Reformation Day. Our Christmas observance will focus on the birth of Jesus. Be respectful of children who believe in Santa Claus by not making an issue out of it. If it comes up in your class, you might want to do a biography on Saint Nicholas and refer children to their parents.

1. You may have 1 party a year (Christmas). There will be a corporate end of the year event that will serve as the end of the year party for everyone. Any other planned parties must take place after school hours.
2. Birthday parties may not be conducted at school; however, teachers will acknowledge birthdays. Parents should refrain from sending treats.

MONIES

Field trip money and other monies that may need to be collected throughout the year are the responsibility of the teacher. Keeping track of who has/has not paid is the teacher’s responsibility. Please do not leave money in an unlocked desk.

PHONE USAGE

Students may not use the phone. If it is necessary to contact a parent, a quick call by a staff member will be made on behalf of the student.

Teachers are requested to keep any personal phone usage to a minimum.

SUPPLIES

An order request form is located in the school office. Please write what is needed. If you have a specific request, please have the catalog name and catalog number to insure the exact item is ordered.

Please put things back after use and be a committee of one to keep the storage area neat and tidy.

GRADING GUIDELINES

90% - 100% = A (Excellent)
80% - 89%  = B (Surpassing)
75% - 79%  = C (Satisfactory)
70% - 74%  = D (Needs Work)
below 70%  = F (A zero for material not turned in is worth less than an “F”)


The family unit is of first importance to MCCS since the family is the most important human institution ordained by God. No other institution is given the high calling of bringing forth and raising up children. Therefore, MCCS is continually seeking ways to constructively involve the parents, grandparents, and siblings of our students in the school’s regular and special programs.

All who work with students have a crucial role to play in helping to shape aspects of their lives so it may enhance their future development. It is a great privilege and a unique opportunity to be able to interact with children and young people in ways that are both affirming and inspiring. This guidance has been introduced to help those who volunteer to work with students of MCCS. The goal is to establish safe and responsive environments that help to safeguard our students and reduce the risk of adults being accused of improper or unprofessional conduct.

**GOALS**

1. Being Healthy: Enjoy good physical, social, and spiritual health while participating in a healthy environment
2. Staying Safe: Protection from harm or neglect
3. Enjoying and Achieving: Getting the most out of life and developing the skills for adulthood.
4. Making a Positive Contribution: Involvement with the community and not engaging in anti-social behavior.

**COMMUNICATION**

Communications with the school’s parents, in terms of critical parental involvement, are only second to having the parents actually in the classroom. The parents should never have to be in the position of wondering what is happening in their child’s class or wonder how their child is progressing.

1. The teachers are required to communicate with all the class parents at least once every week. (A once-a-week, planning form is very common.) This may be done in a written or verbal form. Work not turned in or left incomplete must be communicated and follow-up must be done.
2. All formal, written communications to class parents must be read and approved by the administrator or his/her delegate, prior to being disseminated.
3. After the first and third quarters of the school year, formal parent-teacher conferences will be arranged. (See Conference Guidelines.) Informal conferences may and should be arranged as needed.

**PATHS FOR POTENTIAL PARENTAL VOLUNTEERING:**

1. Home room parents
2. PTF organization activities
3. Guest speakers
4. Field trip host or chaperons
5. Teacher aides
6. Library aides

**VISITING THE SCHOOL**

1. Parents and volunteers must check in at the front desk
2. Parents and volunteers must wear a visitor pass
3. Parents and volunteers must wear modest and appropriate clothing when visiting the school

PLANNING AND PREPARATION

Careful planning and preparation of activities will help to ensure that parents and volunteers maintain a clear understanding regarding roles and responsibilities.
FIELD TRIPS AND CHAPERONE POLICIES

Throughout the year your child’s class may take trips. You will receive written notice informing you of the nature of the trip, anticipated chaperone cost and the need for drivers. Field trips are viewed as a valuable enhancement of the student’s educational experience. We will need parental support to make these trips possible. All drivers and chaperones must abide by the following guidelines:

REQUIREMENTS FOR DRIVERS
4. Completion of a background check.
5. A copy of your current drivers license and insurance identification card must be on file in the school office.
6. Drivers must be at least 25 years of age.

DRIVER SAFETY
1. Students must wear a seat belt at all times while being transported in a car.
2. Chaperones must not talk on the cell phone while driving students.
3. Do not make any unplanned stops (shopping, fast food, for example).
4. Do not provide special treats for the children in your group.
5. Maintain control of the group.
6. Chaperones must follow all traffic and pedestrian laws.

GENERAL SAFETY
1. All chaperones must complete a background check.
2. All who work with students of MCCS need to think and act carefully to avoid situations which could lead to difficulties, embarrassment, accusations, or temptations.
3. No chaperones will be left alone with students to facilitate an activity.
4. All chaperones at MCCS are responsible for their own actions and behavior and should avoid any conduct which would lead another person to question their motivation and intentions.
5. Chaperones must follow the general school dress code.
6. Chaperones must follow all traffic and pedestrian laws.
7. All chaperones are accountable to mandatory reporting of child abuse and should familiarize themselves with the child abuse sections of the faculty manual.
8. Chaperones should respect confidentiality but never promise to keep secrets especially if a young person is at harm or risk of being harmed.
9. Call the office in the event of any emergency.

OVERNIGHT ACCOMMODATIONS
1. Occasionally field trips will use camps or hotels for overnight accommodations on field trip. Events that require overnight accommodations require a minimum of 4 leaders (two of each sex). The optimal ratio of chaperone to student participation is 1:7 or better.
2. Preference will be given to camp locations that allow for large sleeping quarters that can accommodate multiple bunks and at least two adults in the room with the students.
3. If a hotel or dormitory style room must be used, preference will be given to structures that allow rooms with adjoining suites for chaperones. On some occasions a chaperone will need to stay in the room with a group of students, but chaperones will never share a bed with another student unless it is their own child.
**VOLUNTEER CODE OF CONDUCT AND ETHICS**

1. Consuming alcohol, smoking, or using tobacco products on school functions is prohibited.
2. Using, possessing, or being under the influence of illegal drugs is prohibited.
3. Volunteers should not mistreat students physically or verbally.
4. Volunteers must treat all students with respect regardless of race, culture, or religious background.
5. Volunteers must not use profanity in the presence of students.
6. Volunteers will maintain a standard of purity that protects the biblical description of marriage and encourages students to respect godly relationships.
7. Volunteers must be free of physical and psychological conditions that might adversely affect the health of students or other volunteers.
8. Volunteers must portray a positive role model for students by maintaining an attitude of respect, loyalty, patience, courtesy, and maturity.
9. Volunteers will be expected to act and react with Christian love and understanding in all situations.
10. Volunteers will be expected to safeguard and hold confidential any information gained through administrative duties involving supervision of students.
11. Volunteers will do everything in their power to avoid being put in a situation where they are alone with a student that is not their own child.

**RESPONSIBILITY FOR ADDRESSING IMPROPER CONDUCT**

Any suspicion, observation, or experience of any improper conduct should immediately be reported to an administrator or teacher.
Our desire is to acquaint our students with the riches of God’s creation, using Scripture as the ultimate guide and authority within all curriculum and activities. We acknowledge Christ as the Head of the school, Creator of all things, Redeemer of fallen man, and Sovereign over all areas of life. Midway Covenant Christian School is a ministry of Midway Presbyterian Church to our covenant children. The school, as the other ministries (youth programs, adult ministries, missions, etc.), is under the authority of the church session. The session has final authority in all school matters. Midway Covenant Christian School is a “covenant model” school. This means that one or both parents must be professing Christians, willing to sign the covenant contract for parents, and they must be actively involved in Midway or another evangelical church.

The purposes of the Midway Covenant Christian School are to train our covenant children to see and understand all of life through the teachings and principles of God’s infallible Word; to understand that we are God’s special creation and that we live in a God-centered universe; to develop and articulate a God-centered worldview; to be prepared for higher education, jobs and life. While the responsibility of education and nurturing children rests with parents, we view the Christian school as an extension of the family to help in this process. The goal is to prepare each of our young people to be able to function in the world as a Christian and not be of the world; to influence culture and not be influenced by the culture. The ultimate goal of Midway Covenant Christian School is to teach our students to glorify God and to enjoy Him forever.
ELEMENTARY SCHOOL DRESS CODE

Please understand, Midway Covenant Christian School has a “Uniform Dress Code”, except on days when “free dress” is granted. Uniform apparel must be purchased from the designated uniform supplier. When “free dress” days are granted, students must adhere to the dress code outlined in this section.

K4 STUDENTS

1. The free dress policy below applies to K4 students everyday.
2. A navy uniform shirt is required for K4 students for field trips.

GIRLS: K5 – 5TH GRADE

1. Jumper - navy plaid (shorts under skirt during PE.).
2. Slacks, shorts, skort or capris. navy or khaki
3. Blouse for jumper, white peter pan collar, long or short sleeve
4. Polo shirts (with school crest) in white, yellow, navy, hunter green, or red (long or short sleeve)
5. Sweater, Windbreaker Jacket or Fleece Jacket – navy with school logo, jewel neck or v-neck style.

* Items to be purchased from uniform supplier.

BOYS: K5 – 5TH GRADE

1. Slacks or shorts, plain or cargo, navy or khaki
2. Polo shirts (with school crest) in white, yellow, navy, hunter green, or red (long or short sleeve)
3. Sweater, Windbreaker Jacket or Fleece Jacket – navy with school logo, jewel neck or v-neck style.

* Items to be purchased from uniform supplier.

Pick up a uniform brochure from the school office for a full listing of approved styles.

ITEMS THAT APPLY TO THE DRESS CODE

1. Uniform shirts must be tucked in at all times.
2. T-shirts may be worn under short or long sleeve shirts. They must be neat, clean and matching to the uniform (navy, yellow, white/gray or green (boys), **NO PATTERNS**
3. Belts must be worn with uniform slacks and shorts. Belts should be matching to the uniform (solid colored – tan/khaki, navy, brown or black).
4. Shoes must be worn at all times and be neat and clean. No skate shoes, shoes with lights, sandals or backless shoes. **ALSO, APPLIES TO FREE DRESS DAYS.**
5. Socks and/or tights must be worn at all times and be neat, clean and matching to the uniform (tan/khaki, navy, white/gray, yellow). **NO PATTERNS.**
6. Leggings may be worn under skirts or skorts. They must be neat, clean and matching to the uniform (tan/khaki, navy, white/gray, yellow). **NO PATTERNS.**
7. Choose uniform items from those listed above. Sweaters, button up shirts, etc. are not required but if desired they must be the uniform approved items purchased from the designated uniform supplier. Belts, socks, tights, shoes, backpacks, camisoles, bike shorts, turtle necks, hair accessories, etc. are listed in the uniform brochure but do not have to be purchased from the uniform supplier.
8. Chapel dress is your choice from the uniform items listed above.
9. ANY Midway t-shirt may be worn on ANY Friday with uniform bottoms. The shirt must be tucked.
10. The “MCCS” logo on the back of the slacks and shorts is not required.
11. Shorts, skirts and skorts must be of modest length and fit (no shorter than 5 inches above the knee). Athletic shorts or spandex shorts MAY NOT be worn. ***ALSO, APPLIES TO FREE DRESS DAYS.***
12. Boys may not wear earrings to school.
13. Hairstyles and/or color should not draw undue attention to an individual or interfere with the educational process. Young men must keep their hair length at or above the eyebrow, the middle of the ear and about the shirt collar.
14. Caps and hats may not be worn during school inside the school building.
15. Sneakers MUST be worn on PE days. Shorts, pants or skorts are preferred for girls on PE days. If a jumper or skirt is worn, shorts MUST be worn underneath.
16. The principal will make final decisions regarding interpretation of the dress code.

K4 AND “FREE DRESS” GUIDELINES

1. “Free Dress” is scheduled for the 3rd Friday of each month, unless otherwise announced.
2. Free dress clothing should be neat, modest and clean. No torn jeans. No tank tops. No low-cut shirts. Shirts must cover the torso completely. Violation forms will be issued.
3. T-shirts and undershirts with slogans and advertisements are not acceptable. Please be discriminating about the types of pictures which are portrayed on clothing.
4. Shorts, skirts and skorts must be of modest length and fit (no shorter than 5 inches above the knee). Athletic shorts or spandex shorts MAY NOT be worn.

UNIFORM VIOLATIONS

It is expected that all members of the MCCS community will support the uniform dress code of the school. Provisions have been made should a problem arise. The school administration is the final authority in matters concerning dress and hair styles. A student who is not in dress code will call his/her parent or guardian to bring a change of clothing. The student will wait in the office for appropriate clothing to be brought by the parent or guardian. Missed assignments may receive no credit. Repeated violations will result in additional consequences.
CONDUCT

The standards of conduct presented within this section of the handbook are intended to help students develop self-control, show respect for others, be protected, and to provide for the orderly operation of our school.

GENERAL STANDARDS

1. The student should be courteous, thoughtful, respectful, honest, and obedient at all times.
2. Lying, cheating, stealing, profanity, or disorderly conduct will not be tolerated.
3. Full cooperation from both the student and parent is expected.
4. Respect for school property is expected. The appearance and care of Midway Covenant Christian School is part of how we respect others. Damage to property will not be tolerated.
5. Damage to or destruction of school/church property must be reported and must be paid for, whether willful or accidental.
6. Chewing gum is not allowed on school property at any time.
7. Electronic devices are prohibited – examples of, but not limited to: cell phones, CD players, iPods, games.

CLASSROOM STANDARDS

1. Each teacher is given the liberty of making and upholding discipline within the classroom in accordance with Christian principles and discipline as set forth in Scripture.
2. A respectful attitude is to be shown at all times.
3. Students must be prepared and ready for class by having all needed supplies on hand in the classroom.
4. Students are not to disturb others.

HALLWAY RULES

Students are expected to show respect for others as they move through the hallways. These expectations include but are not limited to:

1. Walking quietly to not disturb other classes
2. Keeping hands by sides and not touching the walls or the displays on the walls.
Our desire is to acquaint our students with the riches of God's creation, using Scripture as the ultimate guide and authority within all curriculum and activities. We acknowledge Christ as the Head of the school, Creator of all things, Redeemer of fallen man, and Sovereign over all areas of life. Midway Covenant Christian School is a ministry of Midway Presbyterian Church to our covenant children. The school, as the other ministries (youth programs, adult ministries, missions, etc.), is under the authority of the church session. The session has final authority in all school matters. Midway Covenant Christian School is a “covenant model” school. This means that one or both parents must be professing Christians, willing to sign the covenant contract for parents, and they must be actively involved in Midway or another evangelical church.

The purposes of the Midway Covenant Christian School are to train our covenant children to see and understand all of life through the teachings and principles of God's infallible Word; to understand that we are God's special creation and that we live in a God-centered universe; to develop and articulate a God-centered worldview; to be prepared for higher education, jobs and life. While the responsibility of education and nurturing children rests with parents, we view the Christian school as an extension of the family to help in this process. The goal is to prepare each of our young people to be able to function in the world as a Christian and not be of the world; to influence culture and not be influenced by the culture. The ultimate goal of Midway Covenant Christian School is to teach our students to glorify God and to enjoy Him forever.
MIDDLE SCHOOL DRESS CODE

Please understand, Midway Covenant Christian School has a “Uniform Dress Code”, except on days when “free dress” is granted. Uniform apparel must be purchased from the designated uniform supplier. When “free dress” days are granted, students must adhere to the dress code outlined in this section.

MIDDLE SCHOOL GIRLS

1. Skirt. navy plaid (shorts under skirt during PE).
2. Slacks, shorts, skort or capris in navy or khaki.
3. Polo shirts (with school crest) in white, yellow, red, or navy, long or short sleeve.
4. Oxford cloth shirts (with school crest) in white with long or short sleeve.
5. Sweater vest pullover, v-neck or crew neck in navy or red, with school logo.
6. Sweater cardigan, jewel neck or v-neck in navy or red, with school logo. **NOTE**
7. Windbreaker jacket or fleece jacket in navy, with school logo. **NOTE**

• Items to be purchased from uniform supplier.

MIDDLE SCHOOL BOYS

1. Slacks or shorts, plain or cargo in navy or khaki.
2. Polo shirts (with school crest) in white, yellow, navy, red, or hunter green, long or short sleeve (only boys have the hunter green option in polo shirts).
3. Oxford cloth shirts (with school crest) in white with long or short sleeve.
4. Sweater vest pullover, v-neck or crew neck in navy or red, with school logo.
5. Sweater cardigan, jewel neck or v-neck in navy or red, with school logo. **NOTE**
6. Windbreaker jacket or fleece jacket in navy, with school logo. **NOTE**

• Items to be purchased from uniform supplier.

**NOTE** The sweater, windbreaker jacket or fleece jacket MUST have the school logo on it if your child will be wearing it inside the classroom during class. “School Logo” outerwear is not required to and from school or outside the building. Outer wear is to be worn seasonally only, not to avoid wearing a belt or tucking in a shirt. Other outerwear items with the school name may be approved as the need arises.

ITEMS THAT APPLY TO THE DRESS CODE

1. Uniform shirts must be tucked in at all times.
2. T-shirts may be worn under short or long sleeve shirts. They must be neat, clean and matching to the uniform (navy, yellow, white/gray or green (boys), **NO PATTERNS**
3. Belts must be worn with uniform slacks and shorts. Belts should be matching to the uniform (solid colored – tan/khaki, navy, brown or black).
4. Shoes must be worn at all times and be neat, clean, and seasonally appropriate. No skate shoes, shoes with lights, sandals or backless shoes. ***ALSO, APPLIES TO FREE DRESS DAYS.***
5. Socks and/or tights must be worn at all times and be neat, clean and matching to the uniform (tan/khaki, navy, white, gray, yellow, or red). **NO PATTERNS.**
6. Leggings may be worn under skirts or skorts. They must be neat, clean and matching to the uniform (tan/khaki, navy, white/gray, yellow). **NO PATTERNS.**
7. Choose uniform items from those listed above. Sweaters and button up shirts are not required but if desired they must be the uniform approved items purchased from the designated uniform supplier.

8. Chapel dress is your choice from the uniform items listed above.

9. **ANY** Midway t-shirt may be worn on **ANY** Friday with uniform bottoms (sports, field day, etc.).

10. Middle school girls only - Makeup must be modest and not call undue attention to the individual or interfere with the educational process. Putting on makeup in the classroom is prohibited.

11. Shorts, skirts and skorts must be of modest length and fit (no shorter than 5 inches above the knee). Athletic shorts or spandex shorts **MAY NOT** be worn. ***ALSO, APPLIES TO FREE DRESS DAYS.***

12. Boys may not wear earrings to school.

13. Hairstyles and/or color should not draw undue attention to an individual or interfere with the educational process. Young men must keep their hair length at or above the eyebrow, the middle of the ear and above the shirt collar.

14. Caps and hats may not be worn during school inside the school building.

15. **Sneakers MUST be worn on PE days.** Shorts, pants or skorts are preferred for girls on PE days. If a jumper or skirt is worn, shorts **MUST** be worn underneath.

16. The principal will make final decisions regarding interpretation of the dress code.

---

**“FREE DRESS” GUIDELINES**

1. **“Free Dress” is scheduled for the 3rd Friday of each month,** unless otherwise announced.

2. Free dress clothing should be neat, modest and clean. **No torn jeans. No tank tops. No low-cut shirts. No athletic shorts, spandex, or sweatpants. Shirts must cover the torso completely. Violation forms will be issued.**

3. T-shirts and undershirts with slogans and advertisements are not acceptable. Please be discriminating about the types of pictures which are portrayed on clothing.

---

**UNIFORM VIOLATIONS**

It is expected that all members of the MCCS community will support the uniform dress code of the school. Provisions have been made should a problem arise. The school administration is the final authority in matters concerning dress and hair styles. A student who is not in dress code will call his/her parent or guardian to bring a change of clothing. The student will wait in the office for appropriate clothing to be brought by the parent or guardian. Missed assignments will receive no credit. Repeated violations will result in additional consequences.
MAKE UP WORK DUE TO ABSENCE

EXCUSED ABSENCE

A written excuse must accompany the student on the day of return in order for the student to make up work. It is the responsibility of the student to make up any tests or work that is missed. A grade of “0” will result for all assignments/tests not completed in the designated time.

1. Make-up time is equal to the number of days a student is absent and includes all papers, projects, tests and daily assignments.
2. Previously assigned work (tests are included) must be turned in the day the student returns to school. There may be consideration in some circumstances granted by the instructor.
3. Work not made up during the prescribed time will result in a “0” for each missing assignment.

UNEXCUSED ABSENCE

In the case of an unexcused absence, the student will not receive credit for missed assignments, tests, quizzes, homework, etc. for those days. A “0” will be given for the work missed.
MIDDLE SCHOOL CONDUCT POLICIES

PLEASE . . .

1. Appropriate consequences need to take place at home when your child is disciplined at school. This should be neither too severe nor should it be of no consequence. (Action = consequence).
2. Excuses will only teach your child that behavior is negotiable and that it is okay to disregard authority if you disagree with a requirement.
3. Even if you disagree with a school rule, do not excuse your child’s behavior. Being submissive to authority even when we do not think it necessary is important to becoming godly adults.

Should a disagreement occur, please set up a meeting and talk with the person who imposed the disciplinary action. Please help us to stay united and loving by not gossiping or spreading bad attitudes.

Our goal is to teach your child to have inward restraints and to want to please and glorify God.

“No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.”

Hebrews 12:11-NIV

MIDDLE SCHOOL BEHAVIOR PLAN

It is the intent of MCCS to provide structure which will aid in the orderly operation of our school. The standards of conduct presented within this section of the handbook are intended to help students develop self-control, show respect for others, as well as provide a safe and orderly environment.

Discipline will be determined by the teacher, and if necessary, administration. Discipline is used to speak to the heart of the issue. Scriptural mandates, Shepherding A Child’s Heart by Dr. Tedd Tripp, and wisdom will direct how discipline should be handled.

All discipline will be based on Biblical principles, e.g. restitution, apologies, (public and private), swift punishment, restoration of fellowship, no lingering attitudes, etc.

Love and forgiveness will be an integral part of the discipline of a student. Discipline that is profitable is redemptive. It is our prayer that discipline will disciple our students to demonstrate:

2. Respect for faculty, staff and peers.
3. Increasing responsibility for behavior.
4. Self-control and adherence to the established norms.

The goal is to move students from obedient young people to responsible young people. An obedient person does what they are asked when they are asked respectfully. A responsible person knows what should be done and acts accordingly without being reminded.
INTEGRITY CODE

Believing that integrity is at the heart of discipleship, the following code is established. Our students will refrain from all dishonest behavior and conduct themselves with the utmost integrity. They will refrain from stealing, cheating, and lying and will encourage others to do the same.

God’s word is clear in its instruction concerning integrity. Living a life of integrity:

1. Reveals God (Joshua 1:5)
2. Provides a school climate that operates with decency and order (I Corinthians 14:40)
3. Frees us to be submissive to authority (Hebrews 13:17)
4. Demonstrates Christian character (2 Peter 1:5-8)
5. Encourages self-discipline (Psalms 119:165-168)

Communication and cooperation between home and school is vitally important. Children learn from their parents the attitudes they form toward authority. This code, while not exhaustive, is intended to provide general guidelines for appropriate behavior.

GENERAL STANDARDS

1. The student will be courteous, thoughtful, respectful, honest and obedient at all times.
2. Appropriate behavior is expected in the school building. Running, yelling or acting in an unruly manner is not permitted.
3. Full cooperation from both the student and parent is expected.
4. Inappropriate language will not be tolerated.
5. Taking the Lord’s name in vain will not be tolerated.
6. Respect for school property is expected. Damage to property will not be tolerated. Damage to or destruction of school/church property must be reported and must be paid for whether willful or accidental.
7. Restitution is required for malicious or carelessly defacing or damaging property. Lost, damaged, or abused books or equipment will be paid for by those responsible.
8. Chewing gum is not allowed on school property at any time.
9. Possession of, consumption of, distributing, or the selling of any restricted substance including but not limited to tobacco, alcohol, and drugs, or items alleged to be illegal, is forbidden. If a student is involved with any of these activities, expulsion may result. MCCS reserves the right to search the possessions of any student suspected of violating this rule.
10. Littering on campus, including the lunchroom, is prohibited. Students who do not take responsibility in this area will be assigned clean-up tasks.
11. It is expected that students will participate in the pledge to the American and Christian flags.
13. Weapons of any kind, such as guns or knives, etc., must not be brought on the school grounds or to any school event. MCCS reserves the right to search personal possessions of any student suspected of violating this rule. Toy or look alike weapons may not be brought on school property.
14. Detention ($4 fine), Saturday School ($10 fine), In School Suspension, or Suspension and a conversation with parents may result from disruptive conduct, disrespectful behavior, physical abuse or inappropriate language. A parent may be asked to attend class with their student.

HALLWAY RULES

Students are expected to show respect for others as they move through the hallways. These expectations include but are not limited to:
1. Walking quietly to not disturb other classes.
2. Keeping hands by sides and not touching the walls or the displays on the walls.

Administration has final discretion in decisions involving detention, suspension, or expulsion. Repeated suspensions may result in expulsion or denial of re-enrollment.

**OFFENSIVE MATERIALS**

MCCS reserves the right to confiscate and destroy offensive or immoral material brought to school. These may include books, magazines, posters, tapes, cards or other media. The administration reserves the right to determine whether an item is offensive or immoral based on Philippians 4:8.

**REPRESENTATION OF MCCS**

Any student who is involved in any activity which reflects negatively on the mission of the school may be disciplined or dismissed whether said activity happens on or off campus.

**SEARCH POLICIES**

Reasonable questioning of students to investigate and address misbehavior will be done by the administration to maintain order in our school.

Searches may be conducted of lockers or, if warranted, book bags, should reasonable suspicion be demonstrated.

Suspicion of the presence of items such as, weapons, drugs, alcohol, cigarettes, or inappropriate materials may precipitate a search without hindrance or delay.

In the event that the search of a student’s personal possessions or locker reveals that the student is in possession of material which is prohibited by law, authorities will be notified. The administration will attempt to notify parents in the event local law enforcement officers are called. Confiscated items will remain in the possession of the school or turned over to the proper officials.
EXPLANATION OF THE DEMERIT SYSTEM

The Middle School utilizes a demerit system. This system uses points to help parents and students understand the weight of offenses and the cumulative effect of repeated offenses.

1. **Level One:** After accumulating a total of 3 points, it is recommended to the teacher that the student be given a punishment that is appropriate to the behavior such as silent lunch.

2. **Level Two:** After accumulating a total of 5 points the student will be automatically referred to the Principal and receive a punishment that is appropriate to the behavior. A detention may be assigned at this time. A description of the visit will be written out and sent home via RenWeb.

3. **Level Three:** After accumulating a total of 10 points, the student will be referred to the Principal, the parents will be notified, and at least one detention will be assigned with an accompanying $4.00 fine. Punishment might range from 1 day of detention to 2 days of suspension.

4. **Level Four:** After accumulating a total of 15 points, the student will be referred to the Principal, the parents will be notified, and at least one detention will be assigned with an accompanying $4.00 fine. Punishment might range from 1 day of detention to 3 days of suspension.

5. **Level Five:** After accumulating a total of 20 points, a letter will be sent home, the student will serve a minimum of a one-day suspension, and a conference will be scheduled with the Principal and parents. Following the parent conference, the student will be removed from extracurricular activities for a period of time. Return to active status will require that no more points be accumulated during the period of non-activity.

6. **Dismissal:** After accumulating a total of 30 points, a conference will be held with the parents and administration to discuss the possibility of dismissal. No extra-curricular activities will be allowed.
MIDDLE SCHOOL ACTIVITIES

ATHLETICS

Athletic teams (5-8th) are fielded in cross country, basketball, cheerleading, volleyball, and baseball. Students who wish to participate in a team activity must meet the eligibility standards required by MCCS.

ELIGIBILITY

Extra-curricular activities provide rich experiences for our students and assist in developing their gifts. These activities are secondary to the main purpose of any academic institution. To this end, participation in extra-curricular activities is reserved for those students who meet the following criteria stated by MCCS.

Students involved in extra-curricular activities will have their grades reviewed at the nine and eighteen week grading periods.

1. 9 week report---A student must have passed all core subjects each grading period, and must maintain a 2.0 GPA. Eligibility for the first grading period is based on the final grades for the preceding school year. Eligibility for participation in leadership, performances, games and practices will be lost for 15 days of the next grading period; beginning of the first day report card is issued. A student may return to practice after this period but may not play, perform or lead until their GPA has risen to the minimum 2.0.
2. All students must be in good standing behaviorally.
3. Students must pay all enrollment and participation fees to participate in the athletic program.
4. A current physical must be on file with the Athletic Director to participate in the athletic program.
5. All participants representing MCCS are expected to demonstrate positive behavior and to show respect for the opposing team and fans. Rudeness, poor sportsmanship, and profanity in any form are prohibited and subject to disciplinary action, including exclusion from participation in athletic events.

JUNIOR NATIONAL BETA CLUB

Beta Club provides eligibility for students in grades 6-8. Selection for membership is based on the following criteria:

1. Scholarship
2. Leadership
3. Service
4. Character
5. Citizenship

Members must have a 3.5 GPA to be considered. Current members of JNBC are evaluated on a yearly basis. Should they fail to meet the criteria, they will be placed on probation for a semester and removed from active membership.
COMMUNICATION

In the event that an urgent message must be relayed to a student during the school day, the receptionist will relay the message to the homeroom teacher for said student. Telephones open at the receptionist’s desk at 8:15 AM. The delivery of messages placed after 2:30 PM cannot be guaranteed prior to school dismissal.

It is vital that all parents/guardians supply the school with accurate home, cell and work phone numbers. If you do not wish for your number to be published, please contact the office during the first week of school.

RENWEB

Assignments and homework as well as grades are posted on RenWeb. This valuable tool helps us to communicate effectively with our families.

To access Renweb, go to www.midwayschool.org and click “Parents Web Login” at the top, right of the screen. Click on “First–time Users”. Type in your email address (Mom’s or Dad’s) and click on “New Parent Login”. You will be given an opportunity at that time to create a password of your choosing.

RESERVATION OF RIGHT

MCCS reserves the right to enforce disciplinary procedures when the health and welfare of an individual or the community is best served. The school reserves the right to require a student to withdraw for cause, medical or otherwise.

The MCCS School Committee and Administration reserves the right to make changes in the entire handbook and to the policies contained herein. Parents will be notified in writing of any changes deemed necessary.

We count it a privilege to serve you and your family. Thank you for the trust that you have place in us by placing your student in our care.
ATHLETIC PHILOSOPHY

MCCS provides a Christ-centered education through the teaching of Christian principles. The athletic program serves as an integral part of the total education program.

Participation in a sound athletic program produces many positive qualities within the athletes who compete. The MCCS athletic program serves as a channel to develop, above all else, a strong Christian character in lives of the athletes. Participation fosters the spiritual growth of an individual and team. The MCCS athletic program may contribute to the athlete's development of good sportsmanship, positive self-image, dedication, and commitment to personal and team goals, physical fitness, athletic skills, emotional maturity, and social interaction. Romans 12:1 “Therefore, I urge you, brothers, in view of God's mercy, to offer your bodies as living sacrifices, holy and pleasing to God- this is your spiritual act of worship.”

Through athletic participation, the athlete learns how to work with others to attain a goal, how to take adversity without complaining, how to be gracious in defeat or humble in victory, and how to treat others with respect and consideration. The athlete will learn the value of discipline, emotional control, and compliance to the rules. Philippians 2:5 “Your attitude should be the same as that of Christ Jesus.”

Athletes are encouraged to view their abilities as gifts from God and to seek out ways in which they can minister to others through participation in sports. Athletics is a powerful tool for ministry. Coaches and athletes are challenged to consider practical ways in which they can serve and witness to others using sport as a platform for their ministry.

MCCS is committed to excellence in athletics. The educational benefits of an excellent athletic program develop a balanced lifestyle in the spiritual, mental, physical, and social dimensions of one's total being.

As educators, coaches try to meet the emotional, spiritual, and personal needs of the athlete. Midway coaches are encouraged to provide opportunity for skill development in their particular sport for their athletes out of season. While this out-of-season participation is NOT MANDATORY, athletes are encouraged to develop their God-given talents and with the counsel of their parents, participate in off-season workouts when appropriate.
COACHING RESPONSIBILITIES

GENERAL DUTIES

The coach is one of the most important positions in education today. It is a position that is constantly open to public display and with it will come both criticism and praise.

1. The coach and his assistants should first and foremost be leaders of young men and women constantly setting a fine personal example of what it means to be an athlete and more specifically, a Christian athlete.
2. The MCCS coach should integrate a spirit of competition with fairness, always abiding by competition rules, integrity, Christian consideration for all opponents, and other conduct that will bring glory to God. In short, each athlete should be taught that bringing glory to God is more important than winning.
3. The conduct of the coach and participants must be in-line with school code of conduct. This includes the avoidance of scheduling games or practices on Sunday in order to encourage teachers and students to participate in the worship community of a Christian Church.
4. The coach must work to develop fundamental skills, encourage the development of the athlete’s ability to cope with the stresses of athletic competition, and strive to unite the individual members into a cohesive team working toward common goals.
5. The coach needs to keep abreast of all current trends and ideas pertaining to his particular sport. These could include literature, clinics, and camps of any other means that are made available.
6. In short, the effective coach must be concerned with all aspects of the players’ and the team’s development.
7. Coaches are responsible to the Athletic Director. It is recommended that in the case of any professional problem or concerns involving athletics at MCCS, the Principal be informed. If the concern cannot be remedied or satisfied, then other administrators can assist with the concern.

APPROPRIATE ATTIRE

1. Dress clothes (tie, slacks, coat, skirt)
2. Sweat-suit
3. Coaching attire

CONDUCT

Coaches are expected to conduct themselves in a professional manner. Coaches are in the public eye; therefore, they must conduct themselves in a way that is pleasing to God, MCCS, and to the profession.
SPECIFIC DUTIES

Coaches are responsible to the Athletic Director. Should any problem or concern become evident the Athletic Director must be informed.

The coach is responsible for all school equipment under his jurisdiction. The coach will issue all uniforms and equipment no more that ten days prior to the opening contest and collected no later than ten days following the final contest. It is VITAL to keep an accurate account of all equipment. The uniform checkout sheets are to be handed in to the Athletic Director prior to the first contest. The equipment inventory must likewise be submitted to the Athletic Director. The coach will return his/her copy to the Athletic Director after the coach collects all uniforms and warm-ups.

1. Coaches will assign all duties to assistant coaches, managers, and statisticians.
2. Coaches are expected to have complete charge of team discipline.
3. Coaches will make sure that the lights are turned off and that facility is secure before leaving. All facility problems will be reported to the school office.
4. Coaches will work closely with the Athletic Director in scheduling, official assignments, eligibility, and facilities.
5. Coaches will prepare and submit to the Athletic Director an itemized budget for his/her sport.
6. Each coach is responsible for coordinating team transportation. The coach will confirm vehicle sign-up.
7. Coaches will check locker rooms and showers after games and practices. These areas will be kept clean and neat. Likewise gymnasiums and fields will be kept clean and neat.
8. Coaches will verify athletic physicals and eligibility for each athlete prior to tryouts or preseason activity. No student will be allowed to participate without the signed medical and eligibility form.
9. Coaches will alert the office of any injury and fill out an accident report within 24 hours of the injury.
10. Coaches are required to know the academic progress of each athlete.
11. It is the duty of the coach to devise a set of written rules governing the conduct of all squad members. It is also the duty of the coach to inform the team and staff of the penalty should these rules be violated. The coach will submit this team information sheet to the Athletic Director for approval. The coach will stress to the athletes the importance of communication to parents. Media players are not permitted at home or away games. This is to be a time for positive social interaction with teammates and coaches.
12. Coaches will inform the main office if a scheduled practice is canceled.
13. Coaches will communicate postponements and cancellations to the athletes.
14. A medical kit will be kept for the team at each practice and game.
15. The coach will obtain approval from the Athletic Director to utilize a manager who is the opposite sex from the team.
16. It is the coach’s responsibility to have at least two responsible adults present at all practice sessions.
17. It is the coach’s responsibility to keep bench areas free of all spectators.

Any dismissal of an athlete will be communicated to the Athletic Director prior to the dismissal!

The selection of a team is the responsibility of the Coach. The Athletic Director will be informed of any potential cuts before final team selection is determined and announced.

Coaches will turn a copy of a season summary sheet in to the office at the conclusion of their season highlighting important information.

Coaches are responsible for the care and use of scoreboards. The Athletic Director will approve all scoreboard operators. Each operator will receive training on scoreboard panels.
COACHING CRITERIA

1. Knowledge of sport/team
2. General knowledge – common sense
3. Teaching skill
4. Professional attitude
5. Discipline
6. Organization – on and off the court/field
7. Good school and community relations
8. Sincerity
9. Desire to improve
10. Spiritual leadership – Spiritual example
11. Ability to communicate
12. Encourager

COACHING METHODS

The coach should:

1. Be a man or woman of God. Athletes need to see the coach as one who loves the Lord and walks with him daily.
2. Be a teacher. Providing demonstration, constructive criticism, corrections, and repetition of skills until proper execution is achieved.
3. Be a student of psychology. Strength and character are built through overcoming problems by desire, determination, and hard work.
4. Insist on punctuality! The coach should be firm!
5. Praise. Statistics show that for every point of constructive criticism, an individual should hear 7 words of praise or encouragement.
6. Command strict attention.
7. Encourage teamwork and unselfishness.
8. Be committed to Christian education.
9. Provide spiritual leadership, which demonstrates commitment to Christ and MCCS. Inclusion of devotions and prayer are vital in MCCS programs.
10. Demonstrate and teach qualities necessary for successful Christian living such as respect, discipline, citizenship, cooperation, courage, and industriousness.

SQUAD SELECTION SUGGESTIONS

1. Identify spiritual maturity of players
2. Determine physical abilities of players
3. Determine the proper position for each player
4. Determine the best combination of players
5. Provide every player an opportunity to demonstrate his ability
6. Consider team spirit and morale
7. Be impartial
8. Observe each player’s ability to handle pressure
OBSERVE

1. Quickness/Speed
2. Size
3. Strength
4. Coordination/Balance
5. Determination
6. Character
7. Fundamentals
8. Enthusiasm
9. Self-control
10. Eligibility
11. Attitude
12. Spiritual Interest

Sixth (6th) Graders are generally not to compete on the Varsity level, nor will 8th graders participate on the Junior Varsity level. The Athletic Director must clear any exceptions for 6th graders participating on a Varsity team.

Coaches should be sensitive when explaining squad selection. This should be done on an individual basis, coach to student (cuts should not be determined on the first day of try-outs).

As a guideline, coaches are encouraged to carefully consider an 8th grade athlete who has been a member of the team for the previous two years for selection to the team.

Athletes should be encouraged to develop and improve their skills in order to maintain their position on the team. The final decision of how well the 8th grade athlete meets the criteria for the team is to be determined by the coach.
MANAGERS

Managers are a vital part of any team. Therefore, it is equally important that the selection process for managers be handled carefully and thoroughly. The Athletic Director must approve a manager who is the opposite sex from the team.

MANAGER RESPONSIBILITIES

1. Academically eligible
2. Responsible
3. Willing to serve and commit to the team
4. Attend games
5. Responsible for equipment
6. Any other duties the coach designates
7. The Athletic Director will approve a manager who is the opposite sex from the team.

BUDGET

During the year, the budget will be developed by the Athletic Director as part of the overall school budget process. Coaches are to submit a list of desired items for review. The Athletic Director will review the approved budget with coaches. Requisitions for specific items will be submitted.

REQUISITIONS

All requisitions for the expenditure of athletic funds will contain the following information:

1. Name, telephone number, and address of company receiving the order
2. Date
3. Description, catalog number/quantity, and price of equipment
4. Total cost
5. Signature of Athletic Director/Headmaster

CONDITIONING

ELEMENTS

1. Mental – be mentally prepared. Understand your role, your team, your opponent, your job. Learn about your game! Good coaches have good knowledge and develop themselves and transmit that to their team(s).
2. Physical – be the team that is in better condition than your opponent. Understand the value of rest.
3. Spiritual – grow spiritually as a team. The potential fellowship of a Christian athletic environment is tremendous. Be sensitive to individual and team needs. Time is set-aside for prayer, devotion, and spiritual growth. Devotional and prayer time with your team is essential. Participation by all involved is a necessity if real spiritual growth is to occur.
TEAMWORK

Coaches need to use every available method to develop teamwork and team spirit on the squad. Teamwork and spirit must be encouraged at every appropriate opportunity. Each player must be eager to sacrifice personal glory for the welfare of the team. The coach should be constantly alert to prevent demoralizing or selfish traits. Success will come easier with the team concept!

ATTITUDE

Experts in many fields of athletics believe attitude is one of the most important words in the language. Personal growth comes from positive attitudes, determination, and commitment. Attitude will produce results! “Good Attitude – Good Results. Fair Attitude – Fair Results. Bad Attitude – Bad Results.”

Coaches should set the example towards authority and exemplify Christ through their own character. This should filter to their players in all areas of competition and life. It is important athletes understand who is the authority and who is to be respected at all times (coaches, officials, opponents, teammates).

“Brethren, be followers together of me, and mark them which walk so as ye have us for an example.”
Philippians 3

GOALS

Every organization, every team, and every individual needs to establish long and short-term goals. Coaches can lead the athletes in helping develop team and individual goals during the season and planning for the off-season. Goals obviously give something to strive for and will give better organization to the coach and team.

ORGANIZATION

If there is any one answer to the key to success, it undoubtedly is ORGANIZATION. With organization you have automatically made it possible to make the best use of that all-important factor – time.

With organization:

1. You have made it possible to evaluate your strengths and weaknesses and thereby make needed adjustments.
2. You eliminate confusion and breed confidence within the whole department.
3. You will receive consistency.
4. Success has been calculated.

Without organization success will be a stranger.
**ATTITUDES FOR SUCCESS IN ATHLETICS**

1. **Desire** – Dedicated athletes have a strong desire to improve, to compete, to win.
2. **Determination** – The refusal to quit or accept defeat. The persistence to try again, the willingness to practice long and hard. Determined athletes are relentless in their efforts to improve and to win.
3. **Responsibility** – Winners take responsibility for their actions. They recognize their own mistakes and the need for change and improvement. They admit errors and do not make excuses or blame others.
4. **Leadership** – When needed, winners enjoy stepping forward and taking charge. They are dynamic people who like to influence others and take control of situations.
5. **Self-Confidence** – Winners believe in their abilities and can act decisively. They never doubt their ability to meet challenges and handle unexpected situations.
6. **Emotional Control** – Successful athletes can handle the pressure of competitive sports. They stay cool, adjust quickly, and are not upset by bad breaks or bad calls. They deliver top performances regardless of the circumstances.
7. **Mental Toughness** – Winners can accept strong criticism and rigorous training from a demanding coach. They don’t fall apart when the going gets rough.
8. **Coachability** – Winners respect the coach and the coaching profession, knowing that it is important in their development and progress as athletes.
9. **Conscientiousness** – Winners have high standards of character. They have a deep sense of obligation. They know a team must have discipline to be successful, so they put the welfare of the team first and don’t bend the rules to suit themselves.
10. **Trust** – Winners are believers. They accept people at face value and know that mutual trust is a major factor in building team morale and unity. Winners communicate and cooperate better with their teammates and coach.

*From The Institute of Athletic Motivation*
DEVELOPING CHRISTIAN MATURITY IN ATHLETES

CONSISTENCY

1. Our walk must mirror our talk
2. Our reactions ought to be predictable and based on biblical truth
3. Be approachable

PRACTICAL APPLICATIONS

1. Read some Scripture or have a verse every practice – but make it applicable.
2. Have Bible visible.
3. Pray with team daily – not always as leader, not always at same time.
4. Pray unselfishly – how do you define winning and is that all you pray for?
5. Explain your actions as much as possible.
6. Be willing to admit your errors.
7. Honor the Lord’s Day

CONFRONTATION

1. Do not turn your back on problems or rule violations.
2. Your values will be glaringly clear from what your team sees you deal with and what you overlook.
3. Learn to command respect.

PRACTICAL APPLICATION

1. Demonstrate that you are living by the same rules you insist they live by.
2. Discipline as close to the offense as possible.
3. Make sure all athletes and their parents know what is expected.
4. Do not overlook any misuse of language and watch yours.
5. Do not tolerate the “cocky athlete” syndrome.
6. Share similar mistakes growing up and what you have learned from them.

CARING

1. If we do not genuinely care about the development of Christian maturity in the men and women we are coaching, then we are in the wrong profession.
2. Matthew 18:5-6 “And whoso shall receive one such little child in my name receiveth me. But whoso shall offend one of these little ones which believeth in me, it were better for him that a millstone were hanged about his neck, and that he were drowned in the depth of the sea.”

**The more like Christ you become, the more like Christ your players will become.**
In order to achieve excellence in our athletic program, policies, regulations, and principles have been defined in this Athletic Department handbook. It has been developed as a reference and resource for those involved in MCCS athletics. A heartfelt thanks goes to all who contribute their enthusiasm, dedication, and commitment to the athletic program at MCCS.

“And whatever you do in word or in deed, do all in the name of the Lord Jesus, giving thanks through Him to God the Father.”
Colossians 3:17
PHILOSOPHY OF ATHLETICS AT MCCS

MCCS provides a Christ-centered education through the teaching of Christian principles. The athletic program serves as an integral part of the total education program.

Participation in a sound athletic program produces many positive qualities within the athletes who compete. The MCCS athletic program serves as a channel to develop, above all else, a strong Christian character in lives of the athletes. Participation fosters the spiritual growth of an individual and team. The MCCS athletic program may contribute to the athlete's development of good sportsmanship, positive self-image, dedication, and commitment to personal and team goals, physical fitness, athletic skills, emotional maturity, and social interaction. Romans 12:1 “Therefore, I urge you, brothers, in view of God’s mercy, to offer your bodies as living sacrifices, holy and pleasing to God—this is your spiritual act of worship.”

Through athletic participation, the athlete learns how to work with others to attain a goal, how to take adversity without complaining, how to be gracious in defeat or humble in victory, and how to treat others with respect and consideration. The athlete will learn the value of discipline, emotional control, and compliance to the rules. Philippians 2:5 “Your attitude should be the same as that of Christ Jesus.”

Athletes are encouraged to view their abilities as gifts from God and to seek out ways in which they can minister to others through participation in sports. Athletics is a powerful tool for ministry. Coaches and athletes are challenged to consider practical ways in which they can serve and witness to others using sport as a platform for their ministry.

MCCS is committed to excellence in athletics. The educational benefits of an excellent athletic program develop a balanced lifestyle in the spiritual, mental, physical, and social dimensions of one’s total being.

As educators, coaches try to meet the emotional, spiritual, and personal needs of the athlete. Midway coaches are encouraged to provide opportunity for skill development in their particular sport for their athletes out of season. While this out-of-season participation is NOT MANDATORY, athletes are encouraged to develop their God-given talents and with the counsel of their parents, participate in off-season workouts when appropriate.
MIDDLE SCHOOL PHILOSOPHY

The middle school athletic program should meet the needs of the middle school child. Special concern must be given to the unique emotional, physical, and mental stages of the 10-14 year-old child. The primary goals of a middle school athletic program should be:

1. Participation – Our desire is to involve as many students as possible in athletic activities. To accomplish this, we will field “JV” and “V” teams whenever possible. Developing skills is as important as winning games at the middle school level.

2. Positive Attitudes – We want to teach responsibility and positive attitudes. Christian character, sportsmanship, team effort and enthusiasm are more important in the big picture of sports and life than specific athletic skills.

3. Physical Development – Because this is an age of intense physical changes, coaches should monitor physical training carefully. While some middle school students have gone through puberty and their physical development is similar to an adult, others are still children in physical development. The physical training for middle school teams should be less intense than that of high school teams. Teaching health habits of proper rest, balanced diet, etc., is also part of middle school coaching.

Cutting at the middle school level is always a major concern, and should be done with great care. When cuts are needed, consideration should be taken to avoid singling out one or two individuals.
GENERAL ATHLETIC POLICIES

The athletic program is a visible entity of our school. It is vital that our athletes represent MCCS in a positive way. Hence, athletes are expected to conduct themselves in a manner, which will not embarrass the individual, MCCS, or our Lord. These policies apply to all participating athletes, whether or not they are enrolled at MCCS.

ELIGIBILITY

Age: An athlete may not have reached his/her 15th birthday by June 30th immediately preceding the school year, and must be at least 10 years old before the first game or meet.

ATTENDANCE:

1. If an athlete is absent from school during a semester for a total of 15 or more days, the athlete will lose his/her eligibility until he/she has been in attendance for a total of 60 school days following the 15th day of absence.
2. An athlete must not be tardy to school for more than 3 times in a semester to maintain eligibility.

CONSENT OF PARENT OR GUARDIAN

An athlete is eligible only if there is a signed permission and commitment form for the particular sport involved on file in the office.

PRE-PARTICIPATION PHYSICAL EVALUATION

An athlete is eligible only if he/she has participated in a pre-participation physical evaluation performed by a licensed physician of medicine or osteopathic medicine, a certified registered nurse practitioner, or a certified physician assistant before an athlete's first sports season's first practice day of that school year. Before each subsequent sports season's first practice day of that school year, the athlete must be re-evaluated or certified that his/her condition is satisfactory before he/she commences practice for the sport. The pre-participation physical evaluation for fall sports shall not be performed earlier than June 1st. The re-evaluation or certification for all other sports shall not be performed earlier than 6 weeks prior to the first practice day for each applicable sport.

Prior to the first day of sport participation, each athlete must have a MCCS Athletics Physical Form on file in the school office. Only one physical is required per school year regardless of the number of sports in which an athlete participates. The physical must be on file prior to the athlete’s first day of sport participation.

Coaches must verify that the appropriate information for each of their athletes is on file in the school office.

ACADEMIC AND CURRICULAR REQUIREMENTS

1. An athlete must pursue a full-time curriculum.
2. An athlete must be passing at least 4 subjects and not failing 2 or more subjects or the equivalent as of each Friday during the grading period. If an athlete fails to meet this weekly accountability requirement, he/she will lose his/her eligibility from the following Sunday through the Saturday immediately following the next Friday as of which he/she meets this requirement.
3. An athlete must have passed all core subjects each grading period, and must maintain a 2.5 GPA. Eligibility for the first grading period is based on the final grades for the preceding school year. If an athlete fails to meet this requirement, he/she will lose his/her eligibility for 15 school days of the next grading period, beginning on the first day report cards are issued.
4. Academic eligibility is reviewed and determined every 4.5 weeks at the mid-point and conclusion of each marking period. The Athletic Director will inform the athlete of ineligibility. The athlete may no longer participate the day following the actual determination of ineligibility.

PROBATION

1. Behavioral Probation: A student becomes ineligible for sports if he/she is placed on behavioral probation. Behavioral probation is established as a result of the faculty and administration recommendation.
2. Academic probation: A student becomes ineligible for sports if he/she is placed on academic probation.

Athletes who are removed from a team for academic or behavioral probation will not be eligible to receive a team award. They are not eligible to be recognized at athletic assemblies or banquets.

QUITTING A TEAM

Quitting should not become common in the MCCS athletic program. Quitting is harmful to both the individual and the team. If an athlete contemplates quitting a team during a season, the coach should counsel the athlete not to do so because of possible consequences. The coach should counsel, encourage, and pray with and for the athlete as the decision is being made. Parents will be called to discuss the situation before any decision is made. Prior to the next season in which the athlete desires to participate, a conference will be held between the athlete, coach, parents, and an administrator. This meeting will be used to determine the athlete's understanding of the obligation in being a team member and commitment to fulfill this obligation. Athletes who quit will not participate in the awards assembly.

1 Corinthians 9:24-27 “Do you not know that in a race all the runners run, but only one gets the prize?”

2 Timothy 4: 7-8 “I have fought the good fight, I have finished the race, I have kept the faith. Now there is in store for me the crown of righteousness, which the Lord, the righteous Judge, will award to me on that day – and not only to me, but also to all, who have longed for His appearing.”

ABSENCE POLICY

There are two standards that must be upheld when making policy and administering policy regarding excused and unexcused absences from practices and contests.

1. The athlete makes a commitment to the team when he joins the team and is responsible to fulfill this commitment by being at team practices and contests and any preseason training sessions that are required.
2. The athlete must communicate with the coach as early as possible when absence is anticipated or a problem arises.

Illness or a death in the family may always be considered an excused absence. Other reasons may seldom be considered excused such as family vacations, trips, or outings etc. Other reasons will never be considered excused absences such as not showing up at a practice or contest without notifying the coach. Each coach will determine the guidelines for his/her team and will explain them to the athletes at the pre-season team meeting.

**Prior notification to a coach concerning an anticipated absence does not automatically guarantee that the absence will be considered excused.**
CODES OF CONDUCT

Athletics is a visible entity of our school. It is vital that our athletes represent the Lord and MCCS in a distinctive way. Hence, athletes are expected to conduct themselves properly.

1. The use of alcohol, tobacco, or any harmful drug is strictly forbidden.
2. Verbal abuse of officials, opponents, or coaches will not be tolerated.
3. Athletes are expected to respect MCCS faculty, staff, students, property, and parents on a consistent basis.
4. Hazing will not be tolerated. Any student athlete who participates in the hazing of another individual will receive appropriate discipline as deemed necessary by the coach, Athletic Director, and Principal.

If an athlete's actions violate this code, the following procedures will ensue:

1. The use of alcohol, tobacco, or drugs shall immediately terminate the athlete's privilege to participate in the remainder of that season. The athlete may return to participate only through the consent of the Principal, Athletic Director and the present coach.
2. The coach shall govern verbal violation and disrespect of property of individuals. If any action continues, the athletic director reserves the right to remove such player(s) for an indefinite period of time.
3. Athletes will abide by school codes and regulations. If an athlete is consistently disregarding school regulation, he/she may be dismissed from participation.

PARENTS’ CODE OF CONDUCT

Parents attending athletic contests are expected to speak and act as representatives of the Lord and MCCS. Expectations of fans can be no less than those for players, coaches, and officials as they respond to the events of the contest.

1. Parents are expected to support not only their children but also the team, the coach, and MCCS. Parents should not be verbally arrogant or verbally abusive to any person at a contest.
2. Parents are expected to deal with their concerns with the person most directly involved before taking their concerns to the Athletic Director.
3. Parents are expected to help their children learn dependability, promptness, and accountability by being aware of the practice and game schedule and other responsibilities.
WE WANT NO “ONE-MAN” PLAYERS, NO “STARS”

No chain is stronger than its weakest link, no team is stronger than its weakest player. One player attempting to “grand-stand” can wreck the best team ever organized. We must be “one for all” and “all for one” with every player giving his very best every second of the game. The team is first, individual credit is second. There is no place for selfishness, egotism, or envy on our squad.

We want a squad of fight, afraid of no club, not cocky, not conceited, a team that plays hard, plays fair, and plays to win – always remembering that “team that won't be beaten, can't be beaten”. We want our players to believe that “a winner never quits and a quitter never wins”. Make up your mind before the game that you won't lose, that you can outsmart and outfight the opposing team; in other words, if you have confidence in your team’s ability to win, you will be plenty tough to whip.

*Others may be faster than you are, larger than you are, and have far more ability than you have – but no one should ever be your superior in team spirit, fight, determination, ambition, and character.*

John Wooden

*A coach can only do his best, nothing more, but he owes that not only to himself but also to the people who employ him and to the youngsters under his supervision. If you truly do your best and only you will know – you can consider yourself successful. The actual score will be immaterial.*

John Wooden

“No it is required that those who have been given a trust must prove faithful.”

1 Corinthians 4:2

“There is no profound secret. It’s plain, hard work with lots of fundamentals. We concentrate on basics every day”.

Jerry Kindall

Keep yourself in training for a godly life. Physical exercise has some value, but spiritual exercise is valuable in every way, because it promises life for the present and for the future.

1 Timothy 4:7-8

“Faith makes me be a good steward of the mind and body I’m blessed with. If faith merely made me accept defeat and failure, it would be a crutch – a weak, sad alibi. Christians who are less competitive have missed the point of the faith. To call myself a Christian and then not strive to be the best I can do the most I can, with what has been given to me would be the height of hypocrisy. Being a Christian is no excuse for mediocrity or passive acceptance of defeat. If anything, Christianity demands a higher standard, more devotion to the task.”

Orel Hershiser
Dear Athlete,

Welcome to the Midway Covenant Christian School Athletic Program. You have been given a copy of the Student Athlete Handbook. This must be read by you and your parents. Please sign below stating that you have read, understand and agree with the Handbook. The Athletic Physical form is also included in the back of the Handbook for you to take to your physician for completion.

Return this signed form along with your Athletic Physical form by _________________ to be eligible to participate.

____________________
Signature of Athlete

____________________
Signature of Parents

Date __________
MCCS adheres to the reporting child abuse requirements found in O.C.G.A § 19-7-5 and 20-751.7 ("mandatory reporting"), as well as the Professional Standards Commission’s state mandated reporting process for students, volunteers, and employees to follow when reporting instances of abuse, including alleged inappropriate sexual or abusive behavior by another school employee.

Any student who has been the victim at school, home or any location of an act of abuse, sexual abuse, sexual misconduct, neglect or other inappropriate behavior by a teacher, administrator, or other school employee is urged to make a report of the act to a school administrator. Any parent/guardian or friend of a student who becomes aware that a student has been the victim of abuse is also urged to make a report direct to DFCS.

This is an extremely confidential situation, and must not be discussed with anyone but the administration and other appropriate authorities. All faculty and staff members are required to familiarize themselves with the state guidelines in this area. When in doubt, faculty and staff should check with a school administrator.

**WHAT IS THE PURPOSE OF THE MANDATORY REPORTING LAW?**

The Georgia law mandates reports of suspected child abuse by school employees § 19-7-5(a) states that its purpose is to provide for the protection of children. Mandatory reporting of abuse is intended “to cause the protective services of the state to be brought to bear on the situation.” Finally, it states that the law “shall be liberally construed so as to carry out the[se] purposes.”

**WHAT IS CHILD ABUSE?**

Child abuse includes, but is not limited to, physical injury; death; neglect; exploitation; sexual abuse and sexual exploitation (including prostitution or sexually explicit conduct); verbal, psychological, or emotional abuse (see O.C.G.A. § 19-7-5).

**TO WHOM DO THESE REQUIREMENTS APPLY?**

*All school employees and volunteers are mandatory reporters under the law.*

Anyone “employed by or volunteering at a business or an organization, whether public, private, for profit, not for profit, or voluntary, that provides care, treatment, education, training, supervision, coaching, counseling, recreational programs, or shelter to children” is a mandatory reporter (see O.C.G.A. § 19-7-5[b][5]).

**WHEN DOES THE REPORT HAVE TO BE MADE?**

An oral report of suspected abuse, “shall be made immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused, by telephone or otherwise and followed by a report in writing, if requested, to a child welfare agency providing protective services . . . or, in the absence of such agency, to an appropriate police authority or distract attorney” (O.C.G.A. § 19-7-5[c]).

**WHAT ARE THE PENALTIES FOR FAILURE TO REPORT OR AN UNTIMELY REPORT?**
In addition to professional repercussions, such as termination of employment, a person required to report a suspected case of child abuse who knowingly and willfully fails to do so shall be guilty of a criminal misdemeanor (see \textit{O.C.G.A. \S\ 19-7-5[h]}).

\section*{WHAT DOES THE LAW SAY ABOUT HOW TO MAKE A REPORT?}

\textit{If danger is imminent, call DFCS at (770) 319-3700 and if no answer, call 911.}

If a person is required to report child abuse, “That person in charge of the facility, or the designated delegate thereof, and the person so notified shall report or cause a report to be made in accordance with this Code section. An employee or volunteer who makes a report to the person designated pursuant to this paragraph shall be deemed to have fully complied with this subsection” (\textit{O.C.G.A. \S\ 19-7-5}).

\textit{See below for MCCS's method by which administrators should report or cause a report to be made.}

An administrator “may be consulted prior to the making of a report and may provide any additional, relevant, and necessary information when making the report”; however, under no circumstances shall any person, including administrators, “exercise any control, restraint, modification, or make other change to the information provided by the reporter” (\textit{O.C.G.A. \S\ 19-7-5}).

\section*{HOW DOES AN EMPLOYEE REPORT ABUSE?}

As discussed above, Department of Family and Children Services (DFCS) must be immediately notified, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. All MCCS employees and volunteers are mandated reporters.

1. Contact an administrator who will place an immediate call to DFCS Intake at (770) 319-3700 to verbally report the information. If an administrator is not available, the mandated reporter shall make the call on his/her own.
2. Complete the “Suspected Child Abuse/Neglect Report Form” that is located in the forms section of this Policy Manual and give a copy of this report to the Principal.

The MCCS employee should not call the student at home and ask about the suspected abuse; nor make any contact with any member of the student’s family unless the contact is with another student and is necessary to determine if reasonable cause exists to report that this student may also be a victim of abuse. Asking for more information than is necessary to make a DFCS referral may have negative repercussions on the student and the ability of law enforcement to handle the matter.

\section*{AFTER HOURS REPORTING}

1. Immediately call centralized Intake for the State of Georgia at 1 (855) 422-4453, weekdays after 5:00 p.m., Saturday, Sunday, furlough days and holidays (see http://dhr.georgia.gov for furlough dates).
2. Complete the “Suspected Child Abuse/Neglect Report Form” and give it to the Principal.

\section*{HOW DOES A VOLUNTEER REPORT ABUSE?}

1. Immediately call DFCS Intake at (770) 319-3700 to verbally report information.
2. Report the call to a school administrator who will complete the “Suspected Child Abuse/Neglect Report Form.”
After Hours Reporting

1. Immediately call centralized Intake for the State of Georgia (855) 422-4453, week days after 5:00 p.m., Saturday, Sunday, furlough days and holidays (see http://dhr.georgia.gov for furlough dates).
2. Immediately report the call to a school administrator who will complete the “Suspected Child Abuse/Neglect Report Form”.

WHAT IF AN EMPLOYEE IS THE SUSPECTED ABUSER?

A report to DFCS will be made as discussed above, and the reporter should notify an administrator at the time of filing a report.

WHAT IF THE SITUATION INVOLVES AN EMERGENCY OR A SUICIDAL IDEATION?

If danger is imminent call 911 and DFCS at (770) 319-3700 or Crimes Against Children at (770) 801-3470.

1. Contacting Emergency Medical Services (EMS)/911 in connection with abuse reporting.
   a. If the student is in need of emergency medical services in the context of an abuse situation.
   b. Notify DFCS using the process outlined above
   c. Contact a school administrator
   d. Notify the parent/guardian that the student has been transported to the hospital, explain the physical reasons for transporting the student (i.e., the student was complaining of dizziness and you fear a possible brain concussion) but DO NOT indicate that child abuse is the suspected cause of the injury.
2. Contacting Prevention/Intervention in Connection with Suicidal Ideations
   a. If the student is expressing suicidal ideations in connection with an abuse situation, the school should notify DFCS where abuse is present/suspected/alleged.
   b. Make sure the child remains safe.
   c. Do not leave the child alone.

WHEN SHOULD I CONTACT CRIMES AGAINST CHILDREN (CAC)?

If you have made the required report and DFCS, Crimes Against Children (CAC), or other law enforcement agency has not responded and the student is afraid to go home:

1. Employ professional judgment considering such factors as whether or not the student has a previous history of abuse or if there are visible signs of abuse. If you do not believe the environment to be potentially dangerous at that time, allow the student to go home.
2. If a student expresses concern about a parent/guardian reaction to a bad grade or a discipline incident, DFCS, CAC, and other law enforcement agencies may not respond to this concern. This child should be encouraged to go to carpool.
3. If you keep a child at school and the end result of the inquiry is that the student must be sent home, you will have to make arrangements for the student’s transportation. You may not share with the parent/guardian that the student missed carpool due to the fact that he/she was afraid to go home because of possible abuse (O.C.G.A. § 49-5-40).

WHAT ABOUT CHILDREN WHO ARE HOME ALONE?

If you have concerns regarding a student being home alone, make an immediate referral to a school administrator.
WHAT IF I NEED ADDITIONAL ASSISTANCE OR HAVE QUESTIONS?

1. If you have not developed reasonable cause to believe abuse has occurred, but you are unsure whether further action is required, that employee or volunteer should consult with an administrator.

2. If an employee or volunteer is unsure whether a report is required, DFCS may be consulted about whether a report should be made. An administrator can assist with this consultation. If the employee develops reasonable cause to believe that a report should be made (whether or not DFCS agrees), the process outlined above will be immediately followed. If the employee, in consultation with DFCS, determines that no reasonable cause to believe the child has been abused exists, he or she should document the day, time and person spoken with at DFCS, as well as the circumstance that led to the call and send documentation to the Principal.

3. Should you have any questions or concerns about a DFCS report that has been made contact the Principal or Principal.

ARE CHILD ABUSE REPORTS CONFIDENTIAL?

Yes. All reports of child abuse are confidential as provided by law.

WHAT IF A PARENT/GUARDIAN CONFRONTS THE SCHOOL ABOUT A SUSPECTED REPORT?

School staff cannot confirm any information about reports of child abuse. Records or information regarding the referral shall not be released to the parent/guardian (see O.C.G.A. § 49-5-40).

IS THE REPORTER PROTECTED?

Yes. Any person or entity participating in the making of a report or causing a report to be made is “immune from any civil or criminal liability . . . provided such participation pursuant to the Code section or any other law is made in good faith” (O.C.G.A. § 19-7-5[f]).

WHAT ABOUT CHECKING STUDENTS’ BODIES AND PHOTOGRAPHS?

In some cases, it may be necessary to examine parts of a student’s body to determine the urgency of risk to the student and to guide the response of DFCS. Review the following first:

1. Is the student willing to be checked? If not, the school must not force the student. If DFCS of CAC is coming, wait for them.

2. How old is the student? Even if the student is willing to be checked, the age of the student should be considered. Extreme care should be used in determining whether the school staff should check any part of a student in the 6th grade or older.

3. What about checking student’s intimate parts? Intimate body parts include the primary genital area, anus, groin, inner thighs, or buttocks of a male or female and the breasts of a female. School personnel should not check intimate body parts.

4. Who needs to be present if I check a student? At least two school staff should be present when a student is checked. At least one of these should be a school administrator. If possible these two employees should be the same sex as the student. If law enforcement or the investigating agency is checking the student, a school administrator may be present if the investigating agency requests that he or she be there for the comfort of the student; however, a school employee should not be a participant in the examination.

In some cases, it may be necessary for law enforcement to photograph parts of a student’s body to preserve evidence of abuse. This should not be done by a school employee. It is the responsibility of DFCS or CAC.
WILL SCHOOL PERSONNEL BE TRAINED REGARDING REPORTING?

All school personnel who have contact with students shall receive training in the identification and reporting of student abuse and neglect with annual updates in the form of memoranda, directives or other written information. The school will give an in-service on the child abuse protocol and mandated reporter laws, including signs and symptoms of possible abuse, within the first month of each school year.
APPENDIX 2
FORMS

Accident/Incident Report .........................................................................................................................95

Employee Leave Request Form ................................................................................................................96

Pre-participation Physical Examination Form .........................................................................................97-98

Reimbursement Request Form ...............................................................................................................99

Suspected Child Abuse/Neglect Form ...............................................................................................100
ACCIDENT/INCIDENT REPORT

Student’s Name: ______________________________________ Date: ____________________________

Time of Accident: __________________ Adults Present: _______________________________________

INJURY (CHECK ALL THAT APPLY)

___ Abdomen   ___ Elbow   ___ Foot   ___ Hip   ___ Mouth   ___ Shoulder
___ Arm   ___ Eye   ___ Hand   ___ Knee   ___ Nose   ___ Teeth
___ Back   ___ Face   ___ Head   ___ Leg   ___ Scalp   ___ Toes
___ Chest   ___ Finger

Other (Specify): __________________________________________________________________________

TYPE OF INJURY (CHECK THOSE THAT APPLY)

___ Abrasion   ___ Amputation   ___ Bruise   ___ Burn   ___ Discoloration   ___ Puncture   ___ Shock
___ Asphyxiation   ___ Concussion   ___ Cut   ___ Laceration   ___ Poisoning   ___ Scald   ___ Sprain
___ Bite

Other (Specify): __________________________________________________________________________

DESCRIPTION OF INCIDENT

________________________________________________________________________________________
________________________________________________________________________________________

LOCATION OF INCIDENT: __________________________

TYPE OF FIRST AID ADMINISTERED: __________________________

CHECK THE FOLLOWING

___ School Office Notified   ___ Parent Notified
___ Parent not available   ___ Ambulance called (Taken to _________________________________ hospital)

ADDITIONAL COMMENTS

________________________________________________________________________________________
________________________________________________________________________________________

SIGNATURE ______________________________________________________________________________
EMPLOYEE LEAVE REQUEST FORM

This form should be completed at least one week prior to the date of the planned absence. All employees are requested to make appointments after school so the student’s regular routine is not interrupted; however, if an appointment is necessary during the school day, the below policy applies.

Name of Employee: ________________________________________ Date: ____________________________

Date of Absence: ________________________________________

_______    All Day

_______    Early Dismissal Time ____________________

_______    Tardy Arrival Time ____________________

0-4 Hours Missed = Half Day Pay Deduction
4-8 Hours Missed = Full Day Pay Deduction

REASON

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

SUBSTITUTE NAME:

__________________________________________________________________________________________

(Teachers are required to obtain a substitute for pre-planned absences.)

Leave Approved   ___  Yes___  No   Signature:   ___________________________________________

Salaried Employees Only:

___  Half Day

___  Full Day

___ Days Remaining (7 Alloted)
Preparticipation Physical Evaluation

(Note: This form is to be filled out by the patient and parent prior to seeing the physician.)

Date of Exam: __________________________

Name: __________________________________________________________________________________ Date of birth: __________________________

Date of Exam: ___________________________________________________________________________________________________________________

(Note: This form is to be filled out by the patient and parent prior to seeing the physician.)

In case of emergency, contact:

Name: __________________________  Relationship: __________________________  Phone: __________________________

Medicines and Allergies: Please list all of the prescription and over-the-counter medicines and supplements (herbal and nutritional) that you are currently taking below:

Do you have any allergies? □ Yes □ No  If yes, please identify specific allergy below.

☐ Medicines  ☐ Pollens  ☐ Food  ☐ Stinging Insects

Explain “Yes” answers below. Circle questions you don’t know the answers to.

GENERAL QUESTIONS

Yes  No

1. Has a doctor ever denied or restricted your participation in sports for any reason?

2. Do you have any ongoing medical conditions? If so, please identify specific medical condition below:

3. Do you have any ongoing medical conditions? If so, please identify specific medical condition below:

4. Have you ever had surgery?

5. Have you ever had discomfort, pain, tightness, or pressure in your chest during exercise?

6. Have you ever had heart palpitations or irregular heartbeats?

7. Does your heart ever race or skip beats (irregular beats) during exercise?

8. Has a doctor ever told you that you have any heart problems? If so, check all that apply:

☐ High blood pressure  ☐ A heart murmur  ☐ Other:

☐ High cholesterol  ☐ A heart infection  ☐ Kawasaki disease  ☐ Other:

9. Has a doctor ever ordered a test for your heart? (For example, ECG/EKG, echocardiogram)

10. Do you get lightheaded or feel more short of breath than expected during exercise?

11. Have you ever had an unexplained seizure?

12. Do you get more tired or short of breath more quickly than your friends during exercise?

13. Does anyone in your family have a heart problem, pacemaker, or implanted defibrillator?

14. Does anyone in your family have hypertrophic cardiomyopathy, Marfan syndrome, arrhythmogenic right ventricular cardiomyopathy, long QT syndrome, short QT syndrome, Brugada syndrome, or catecholaminergic polymorphic ventricular tachycardia?

15. Does anyone in your family have a heart problem, pacemaker, or implanted defibrillator?

16. Has anyone in your family had unexplained fainting, unexplained seizures, or near drowning?

17. Have you ever had an injury to a bone, muscle, ligament, or tendon that caused you to miss a practice or a game?

18. Have you ever had any broken or fractured bones or dislocated joints?

19. Have you ever had an injury that required x-rays, MRI, CT scan, injections, therapy, a brace, a cast, or crutches?

20. Have you ever had a stress fracture?

21. Have you ever been told that you have or you have had an x-ray for neck instability or atlantoaxial instability? (Down syndrome or dwarfism)

22. Do you regularly use a brace, orthotics, or other assistive device?

23. Do you have a bone, muscle, or joint injury that bothers you?

24. Do any of your joints become painful, swollen, feel warm, or look red?

25. Do you have any history of juvenile arthritis or connective tissue disease?

I hereby state that, to the best of my knowledge, my answers to the above questions are complete and correct.

Signature of athlete: __________________________  Signature of parent/guardian: __________________________  Date: __________________________

Preparticipation Physical Evaluation
PHYSICAL EXAMINATION FORM

PHYSICIAN REMINDERS
1. Consider additional questions on more sensitive issues
   - Do you feel stressed out or under a lot of pressure?
   - Do you ever feel sad, hopeless, depressed, or anxious?
   - Do you feel safe at your home or residence?
   - Have you ever tried cigarettes, chewing tobacco, snuff, or dip?
   - During the past 30 days, did you use chewing tobacco, snuff, or dip?
   - Do you drink alcohol or use any other drugs?
   - Have you ever taken anabolic steroids or used any other performance supplement?
   - Have you ever taken any supplements to help you gain or lose weight or improve your performance?
   - Do you wear a seat belt, use a helmet, and use condoms?
2. Consider reviewing questions on cardiovascular symptoms (questions 5–14).

EXAMINATION

<table>
<thead>
<tr>
<th>Height</th>
<th>Weight</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>BP</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Pulse</td>
<td>Vision R</td>
<td>L</td>
<td>20/</td>
</tr>
<tr>
<td>20/</td>
<td>Corrected</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

MEDICAL

<table>
<thead>
<tr>
<th>Appearance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marfan stigmata (kyphoscoliosis, high-arched palate, pectus excavatum, arachnodactyly, arm span &gt; height, hyperlaxity, myopia, MVP, aortic insufficiency)</td>
</tr>
<tr>
<td>Eyes/ears/nose/throat</td>
</tr>
<tr>
<td>Pupils equal</td>
</tr>
<tr>
<td>Hearing</td>
</tr>
<tr>
<td>Lymph nodes</td>
</tr>
<tr>
<td>Heart</td>
</tr>
<tr>
<td>Murmurs (auscultation standing, supine, +/- Valsalva)</td>
</tr>
<tr>
<td>Location of point of maximal impulse (PMI)</td>
</tr>
<tr>
<td>Pulses</td>
</tr>
<tr>
<td>Simultaneous femoral and radial pulses</td>
</tr>
<tr>
<td>Lungs</td>
</tr>
<tr>
<td>Abdomen</td>
</tr>
<tr>
<td>Genitourinary (males only)b</td>
</tr>
<tr>
<td>Skin</td>
</tr>
<tr>
<td>HSV, lesions suggestive of MRSA, tinea corporis</td>
</tr>
<tr>
<td>Neurologicc</td>
</tr>
</tbody>
</table>

MUSCULOSKELETAL

<table>
<thead>
<tr>
<th>Neck</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back</td>
</tr>
<tr>
<td>Shoulder/arm</td>
</tr>
<tr>
<td>Elbow/forearm</td>
</tr>
<tr>
<td>Wrist/hand/fingers</td>
</tr>
<tr>
<td>Hip/thigh</td>
</tr>
<tr>
<td>Knee</td>
</tr>
<tr>
<td>Leg/ankle</td>
</tr>
<tr>
<td>Foot/toes</td>
</tr>
<tr>
<td>Functional</td>
</tr>
<tr>
<td>Duck-walk, single leg hop</td>
</tr>
</tbody>
</table>

*Consider ECG, echocardiogram, and referral to cardiology for abnormal cardiac history or exam.

b Consider GU exam if in private setting. Having third party present is recommended.

c Consider cognitive evaluation or baseline neuropsychiatric testing if a history of significant concussion.

☐ CLEARED for all sports without restriction
☐ CLEARED for all sports without restriction with recommendations for further evaluation or treatment for

☐ NOT CLEARED
  ☐ Pending further evaluation
  ☐ For any sports
  ☐ For certain sports

Reason

Recommendations

I have examined the above-named student and completed the preparticipation physical evaluation. If conditions arise after the athlete has been cleared for participation, the physician may rescind the clearance until the problem is resolved and the potential consequences are completely explained to the athlete (and parents/guardians).

Name of physician (print/type) __________________________ Date ________________
Address __________________________________________________________________________ Phone _________________________
Signature of physician _______________________________________________________________________________________________________________________, MD or DO

REIMBURSEMENT REQUEST FORM

Name ___________________________  Date: ___________________________

Amount __________________________

Check ____________  Cash ____________

MAKE CHECK PAYABLE TO: ____________________________

PURPOSE
please, attach your receipt

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Approval ________  Signature: _____________________________________________________________
SUSPECTED CHILD ABUSE/NEGLECT FORM

Name of Student: ________________________________________  Date: ____________________________

Name of Employee/Volunteer Who Became Aware of Suspected Abuse: ______________________________________________________

Date Employee/Volunteer Became Aware of Suspected Abuse: _____________________________________________________________

Date Incident Reported to DFCS: ___________________________________________________________________________________

Name of Person who Made Report to DFCS: __________________________________________________________________________

Name of DFCS Worker to whom Report was Made: _____________________________________________________________________

How was the Report Made? ________________________________________________________________________________________

Date This Form was Given to an Administrator: ______________________________________________________________________

DESCRIPTION OF THE EVENT
2014-2015 AFTER SCHOOL PROGRAM REGISTRATION

Student Name: _______________________________ Grade Level: ___________

1. _________________________________________________________________ _________________

2. _________________________________________________________________ _________________

3. _________________________________________________________________ _________________

4. _________________________________________________________________ _________________

FAMILY INFORMATION

Street Address: ______________________________________________________________________________

City: _______________________ Zip: _________________ Home Phone: _________________________________

Father’s Name: _______________________________ Mother’s Name: ________________________________

Father’s Cell Phone #: _________________________ Mother’s Cell Phone #: _________________________

Father’s Work Phone #: _________________________ Mother’s Work Phone #: _________________________

Emergency Contact: ___________________________ Emergency Contact #: _________________________

Preferred Email Address: ______________________________________________________________________

PAYMENT OPTION

☐ 1 Semester ($800.00 per student)

☐ 20 Sessions ($180.00 per student)

☐ 1 Session ($15.00 per student)

The After School Program is offered every full day of school from 3:00-5:30. Please let the front office know as soon as possible if you plan to use one of our occasional use options. If a child is picked up after 5:30, there will be a $10.00 charge.