



CHRISTIAN HERITAGE
CLASSICAL SCHOOL
CHARACTER • DILIGENCE • SCHOLARSHIP

Christian Heritage Classical School
Family Handbook
2025-2026

2715 FM 1844
LONGVIEW, TEXAS 75605
903-663-4151
CHCSLONGVIEW.COM



Dear CHCS Parents,

Welcome to a new school year! Each August brings with it a fresh sense of anticipation and purpose, and this year is no different. As we begin again, I want to take a moment to share what anchors us as a school and why this handbook matters.

Christian Heritage exists not simply to educate minds but to shape hearts. Our mission is the formation of students who love what is true, good, and beautiful, and who are being shaped in virtue through Christ-centered, classical education. That kind of formation doesn't happen in isolation. It requires partnership.

This handbook reflects our shared commitment. It is one way we seek to walk in unity with clarity, consistency, and grace. Within these pages, you'll find policies, procedures, and expectations. But more importantly, I hope you'll see the heart behind them, a desire to cultivate a joyful, orderly, and Christ-honoring environment where every student is known and loved.

Your role as parents is essential. The strength of our school is found in the partnership between home and classroom, between parents and teachers who are united in purpose. As we each bring our loaves and fishes--our time, our gifts, our presence--Jesus multiplies them for the good of our children and for His glory.

Thank you for entrusting us with the great privilege of helping to shape your child's education and formation. It is our joy to walk alongside you this year. May the Lord guide, bless, and strengthen us as we steward God's children and serve Him together.

In His Service,

Stephanie Jones
Head of School

Table of Contents

Mission, Values, and Educational Philosophy	7
History.....	7
Secondary Doctrine.....	9
Parental Roles and Responsibilities	10
Faculty	10
Academic Growth.....	10
Character Growth.....	10
Communication Philosophy.....	10
Cooperation with the School	11
School Governance and Accreditation.....	11
Board of Trustees.....	11
Administrative Team and Key Staff Members	11
Accreditation	11
Campus Policies and Procedures	11
Office Hours and School Phone Number	11
School Hours.....	11
Bell Schedule for Upper School Classes on Regular Days	12
Drop-Off and Pick-Up Procedures	12
Drop-Off.....	12
Pick-Up.....	12
Closed Campus Policy & Students Leaving Early.....	13
Visitor Check-In.....	13
Health Policies and Procedures	13
Illness	13
Immunizations	13
Medication	14
Student Vehicles and Parking.....	14
School Lunch Program	14
Students without a Lunch	14
Student Birthdays	15
Class Parties	15
Student Use of School Phone	15
Student Use of Electronic Devices and Cell Phones.....	15
Student Romantic Relationship Policy	15
Overt Displays of Affection	16

Senior Privileges	16
Student’s Social Networking	16
Lost and Found.....	16
Verification of Enrollment and Attendance Form.....	17
Academic Competitions	17
Library	17
Parental Involvement and Communication.....	17
RenWeb and Mobile App.....	17
Website.....	17
ZipCast Weekly Podcast	17
GroupMe Text	18
Email	18
Parent-Administrator Communication.....	18
Parent Participation Plan.....	18
The Village	18
Parent-Teacher Conferences	18
Change of Family Contact Information	19
Off-Campus School Events and Field Trips.....	19
Yearbook.....	19
Student Attendance & Absences Policies and Procedures.....	19
Procedures for Unplanned Absences.....	20
Procedures for Planned Absences.....	20
Medical or Dental Appointments	20
Family Absences.....	21
College Visits for Juniors and Seniors.....	21
School-Related Absences	21
Tardiness	21
Tardies to School—Grammar Students.....	21
Tardies to Class—Upper School	22
Unprepared for Class—Upper School	22
Missed Classwork and Assessments due to Absences and Tardies	22
Excused Absences and Tardies.....	22
Unexcused Absences and Tardies	22
Attendance-Related Eligibility to Participate in School Activities	22
Truancy.....	22
Financial Policies and Procedures	22
Tuition and Fees	22

The Sentinel Fund	23
Sending Money to School	23
Student Safety Policies and Procedures.....	23
General Information.....	23
Safety Drills.....	23
School Closings	24
Student Injury.....	24
Restricted Items	24
Search and Seizure	24
Bullying or Harassment.....	24
Student Discipline Policies and Procedures.....	24
Discipline Philosophy.....	24
Expectations for Student Behavior and Character.....	25
Culture	25
Overall Approach to Discipline.....	26
Discipline and Correction Procedures in the Grammar School	26
Discipline and Correction Procedures in the Logic and Rhetoric School	27
Coaching Chances	27
Conduct Choices.....	28
Intimidation or Harassment of a Student.....	29
Academic Dishonesty	29
Disciplinary Measures.....	30
Saturday School	30
Student Dress Code and Enforcement	30
Grammar School Dress Code Enforcement	30
Logic and Rhetoric Dress Code Enforcement	31
Academic Policies and Procedures	31
Academic Achievement and Homework.....	31
Posting Homework on FACTS RenWeb	31
Logic and Rhetoric Homework Load.....	31
Logic and Rhetoric Students Missing Assignments (Late Work)	31
Grade Reporting	31
Academic Eligibility for Athletics and Extracurricular Activities	32
Standardized Achievement Testing	33
Retention and Promotion	33
Academic Probation	34
Failing Grade Reassessment for Logic and Rhetoric Students.....	34

Rhetoric School Graduation Requirements	34
Distinguished Graduate Program—Advanced Measures	34
Determination of Valedictorian and Salutatorian.....	35
National Honor Society	35
Senior Thesis Project.....	35
Honors/AP (Advanced Placement) Course Enrollment	35
AP Testing Requirements	36
Student Admissions and Registration Policies and Procedures.....	37
Requirements for Admission	37
Non-Discrimination Policy	37
Admissions Process	37
Re-Enrollment.....	38
Transcripts, Records, and Recommendation	38
Withdrawal from Christian Heritage.....	38
Course Selection.....	38
Schedule Changes	38
APPENDIX A: Logic and Rhetoric Extracurricular Activities Handbook.....	39
Purpose of Extracurricular Activity	39
Cheer and Robotics Teams.....	39
Extracurricular Goals	40
Extracurricular Eligibility Policy	41
Athletic Policies and Guidelines	41
Playing Time	42
Number of Games and Practice Schedules	42
Practice or Rehearsal Participation.....	43
Fall/Spring/Summer Leagues for Athletics.....	43
Extracurricular Letterman Jackets	43
Lettering Qualifications for Athletics.....	43
Lettering Qualifications for Chorale	44
Lettering Qualifications for Orchestra.....	44
Lettering Qualifications for Theatre.....	44
Lettering Qualifications for Visual Arts.....	45
Guidelines for Handling Grievances.....	45
CHCS Family Agreement 2024-2025 (Due by September 5, 2024).....	46
Student Agreement for Rhetoric Students	46

MISSION, VALUES, AND EDUCATIONAL PHILOSOPHY

Mission Statement

Christian Heritage Classical School exists to partner with the home to provide excellent Christ-centered, classical education to develop biblical reasoning and a desire in each student to savor God and serve his fellow man.

Core Values

Pursue Excellence.

We give our highest effort to glorify God.

Embody Christlikeness.

We serve each other in a spirit of love, humility, and grace.

Value Community.

We build relationships, foster unity, and encourage teamwork.

School Motto

Our school motto is “Character, Diligence, Scholarship.”

History

In 1994, a local pastor and several like-minded families who shared a vision for reclaiming the excellence of a classic American education founded Christian Heritage School. Through prayer, sacrifice, and God’s generous blessings, the school has matured into a safe, dynamic instructional environment, realizing all that is good about classical, Christ-centered education. Having outgrown two rented facilities, we now occupy a campus that we own.

Christian Heritage also enjoys the involvement of its families through a *Parent Participation Plan* whereby all Christian Heritage families commit to supporting the school with their prayers, time, talents, and treasures. Christian Heritage is a multi-denominational institution that ascribes to historical evangelical Christian beliefs. Its families and staff represent over thirty local churches.

Vision Statement

Develop Students with True Godly Character

Godly character begins with the fear of the Lord. At CHCS, we strive to develop wise students, not just knowledgeable ones. Our hope is that students will possess a heart of grace and one that seeks to please the Lord in all endeavors and pursuits. Through biblical teaching and role modeling, we believe the evidence of the fruit of the spirit will come forth in daily interactions between students and the community. Through the development of godly character, we believe our students will develop a strong, active conscience and be able to speak out against the false doctrines and teachings in our culture today and promote the cause of Christ.

Pursue the Discipline of Critical Thinking, a Lifelong Love of Learning, and an Understanding of God's Unique Calling

All CHCS students should embrace challenging subjects and topics to the best of their ability while exhibiting excellence in their work. Developing a life-long love of learning will ensure a student’s maturity and growth in all areas including intellect, spiritual, emotional, and physical. We believe CHCS inspires such learning and fosters an environment of safety to ask curious questions and go deeper into all subject matters. Fostering a culture in which the end goal is not a specific grade or GPA, but a culture in which the mastery of skills and the desire to learn more are preeminent. Students will learn to read and write carefully and critically as well as speak eloquently and often to refine comprehension and presentation skills. Preparing students for their next level of education, vocation, gap year, or wherever the Lord leads them is an important end-goal for CHCS. Encouraging students from an early age to pursue God’s “calling” on their lives, not just a “career”, enables students to consider God’s greater call to advance the cause of Christ in the world through their career or vocation or next step after graduation.

Train Students to become Effective Christ-like Leaders

Cultivating leadership skills and God-given passions among our students will impact the cause of Christ for generations to come. We encourage our CHCS students to pursue servant-leadership in their school, family, church, and community. We believe the opportunities for interaction between our upper school students and lower school students provide excellent opportunities for the upperclassmen to become role models to the younger students and lead by example. Through leadership in small groups, worship team, National Honor Society, community service days and more, our school is an excellent training ground for student leadership and a place for faculty and staff to guide and mentor students as they see students' passions and abilities unfold. Holding students to a high presentation standard through the practice of classical rhetoric and persuasive argument sets our students apart as they are then able to go into the world and speak eloquently, write persuasively, debate logically, and be effective leaders.

Impart a Distinctively Christian Worldview and Embrace the Classical Methodology

Imparting a distinctively Christian worldview to our students solidifies the spiritual foundation they will need to evaluate worldly wisdom in light of biblical truth as well as to engage the culture. At CHCS, our rigorous, classical curriculum challenges students to think critically and contextually enhances the students' core beliefs, values, convictions, and principles to prepare them for their next steps after graduation. Applying Christian worldview principles to everyday life and decision-making is one of the most important gifts we can give to our students. Through the study and examination of history, literature, culture, rhetoric, liberal arts, classical texts, as well as various philosophies and belief systems, our students learn how to converse with those of other faiths, backgrounds, and worldviews. This gives students the ability to defend their faith for the cause of Christ.

Launch Disciples into the World through Christ-Centered, Classical Education

Through our educational system, we are disciplining the minds and hearts of our students. Working in tandem with the home and the local church, CHCS exists to help cultivate God's calling in the lives of our students. We seek to equip and propel our students into the world as committed followers of Christ with the goal of spreading the gospel and making an impact for Him.

Statement of Faith

- We believe the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God (II Timothy 3:16, II Peter 1:21)
- We believe there is one God, eternally existent in three persons—Father, Son, and Holy Spirit (Genesis 1:1, Matthew 28:19, John 10:30).
- We believe in the deity of Christ (John 10:33), His virgin birth (Isaiah 7:14, Matthew 1:23, Luke 1:35), His sinless life (Hebrews 4: 15, 7:26), His miracles (John 2:11), His vicarious and atoning death (I Corinthians 15:3, Ephesians 1:7, Hebrews 2:9), His Resurrection (John 11:25, I Corinthians 15:4), His Ascension to the right hand of God (Mark 16:19), and His personal return in power and glory (Acts 1:11, Revelation 19:11).
- We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature and that men are justified on the single ground of faith in the shed blood of Christ and that only by God's grace and through faith alone are we saved (John 3:16–19, 5:24; Romans 3:23, 5:8–9; Ephesians 2:8–10; Titus 3:5).
- We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of condemnation (John 5:28–29).
- We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9, I Corinthians 2:12– 13, Galatians 3:26–28).
- We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life (Romans 8:13–14; I Corinthians 3:16, 6:19–20; Ephesians 4:30, 5:18).
- We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God (Gen. 1:26-27). Rejection of one's biological sex is a rejection of the image of God within that person.
- We believe that the term “marriage” has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in scripture (Gen. 2:18-25). We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (1 Cor. 6:18; 7:2-5; Heb. 13:4). We believe that God has commanded that no intimate sexual activity be engaged in outside of marriage between

a man and a woman.

- We believe that any form of sexual immorality is sinful and offensive to God (Matt 15:18-20; 1 Cor. 6:9-10).
- We believe that in order to preserve the function and integrity of Christian Heritage Classical School as a Body of Christ, and to provide a biblical role model to the school and community, it is imperative that all persons employed by Christian Heritage Classical School in any capacity, or who serve as volunteers, agree to and abide by this position statement on marriage, gender and sexuality (Matt. 5:16; Phil. 2:14-16; 1 Thess. 5:22).
- We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ (Acts 3:19-21; Rom. 10:9-10; 1 Cor. 6:9-11).
- We believe that every person must be afforded compassion, love, kindness, respect, and dignity (Mark 12:28-31; Luke 6:31). Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with scripture nor the doctrines of Christian Heritage Classical School.

Secondary Doctrine

Christian Heritage regards doctrinal issues that the Christian Heritage Statement of Faith does not address as *Secondary Doctrine*. Any school discussions of secondary doctrine should be simply informative and not persuasive. Teachers should present all sides of the issue in a non-partisan way. The teacher should be careful not to speak concerning these issues in a way that would offend someone holding a different view. The teacher should encourage the students to follow up with any questions they have with their parents and pastor.

Philosophy of Education

Christian Heritage is a Christ-centered and classical school.

By Christ-centered, we mean:

- All knowledge is made complete only when seen and understood in relation to the eternal glory and purposes of the triune God.
- Each aspect of our educational endeavor is founded upon and informed by a thoroughly biblical worldview.
- All subjects are taught as part of a unified, integrated whole that demonstrates God's character and glory as revealed through creation, providence, and Scripture.

By classical, we mean:

- It follows the methodology of the Trivium, seeking to identify appropriate analogies of grammar, logic (dialectic), and rhetoric in all subjects and to teach all subjects in a manner consistent with the appropriate stage of development of the child.
- It understands the term "classical education" in the context of the classical search for wisdom and virtue through the pursuit of truth, beauty, and goodness.
- It emphasizes and seeks to preserve and pass to successive generations the richness of Western cultural heritage.

Curriculum

The classical Christ-centered curriculum finds its bedrock in the treatment of knowledge, understanding, and wisdom in the Scriptures—especially in Proverbs—with Proverbs 2:6 ("For the LORD gives wisdom; from His mouth come knowledge and understanding.") being a key foundational passage. The classical Christ-centered curriculum, divided into three components of learning (grammar, logic, and rhetoric), best complements the three stages of cognitive development in children.

Grammar students love to sing, play, and imitate things they see, so their classes are filled with chants, songs, and recitations that teach them about the wonder of God's good world. During their time in the Grammar Stage, we hold before them things that are worthy of imitation to hone their skills and awaken their moral imagination.

Logic students begin to use their knowledge of the world to craft arguments as they seek to make sense of the world around them. Because of this, students at Christian Heritage begin to study formal and informal Logic, which teaches them how to recognize, construct, and utilize sound arguments in their thinking and writing.

The development of these skills reverberates through all their classes as they interact with their teachers and peers and creates an exciting learning environment.

Rhetoric students have a natural desire to present themselves well, so classical education uses this propensity to cultivate and hone students' speaking and presentation skills. Capitalizing on their logic training, students not only construct sound arguments, but articulate them informally (through the course of a normal class discussion) and/or formally (through a major presentation or paper) throughout the course their Rhetoric School career. The cultivation of wisdom and eloquence during these years prepares them for a lifetime of service to both God and man.

Through its classical Christ-centered curriculum, Christian Heritage seeks to equip every student to fulfill his/her God-given potential in all subjects, to develop critical thinking skills within each student through didactic instruction and Socratic dialogue, and to teach each student to communicate eloquently, persuasively, and effectively.

Because of our fundamental desire to integrate faith and learning, our teachers are free to evaluate and adapt curriculum materials so that they accurately express God's truth. In doing so, teachers seek to inspire biblical scholarship and independent thinking in their students, with the ultimate goal of interpreting the subject matter in the light of a biblical worldview.

Parental Roles and Responsibilities

God has given parents the privilege and responsibility to rear their children to become godly men and women. At Christian Heritage Classical School, we desire to partner with parents as we stand together against the tide of our culture and nurture our students in the pursuit of righteousness. As a school, we seek to complement, not replace, the necessary training and teaching provided by both church and family. Foundational to the vision of the school is the concept of *in loco parentis*, a Latin phrase meaning that we work alongside the parent. The students study under-skilled and godly teachers to gain knowledge, understanding, and eventually wisdom.

Faculty

Christian Heritage Classical School is blessed with a diversified faculty whose members are expected to exemplify Christ in their daily lives. They have been carefully selected for their genuine Christian commitment to teaching and their love and ability to work with students. The faculty frequently meets to pray for daily needs, discuss the progress of students, and review upcoming events. Keeping current with ongoing teacher training, they use their gifts and their educational qualifications to assist your students in excelling according to their God-given abilities.

Academic Growth

We desire to teach your child and to lead him/her toward a love of learning. You can help by ensuring your child's consistent attendance and by seeing to it that your child completes assigned work in a careful, thorough, and timely manner.

Character Growth

Christian Heritage believes that character growth and development establish the foundation upon which the academic success of each student is built. Christian Heritage designs our standards of character and conduct to challenge each student to a closer walk with God. We desire to partner with parents to exhort students to develop character and conduct that honors God and to reinforce their efforts as they strive to meet this goal. We especially need your support when our staff has challenged your child in the area of his/her character.

Our faculty, staff, and administrators consider it a privilege to participate in the education of your child. Knowing that your child was hand-crafted by God for His pleasure and unique purposes, we want your child to develop into all that God desires, and we will work diligently to give praise for successes and to assist in overcoming and moving beyond failures.

Communication Philosophy

We have a core value of open, honest, two-way communication with our families. We know you desire to have a

realistic picture of your student’s progress academically, physically, emotionally, morally, and spiritually as we see it at school. Therefore, we will call, email, or send home reports to keep parents informed about a variety of areas. We will also schedule conferences as needed to meet with parents, and we will contact them when any pressing concern arises. Likewise, we need parents to contact school personnel with your concerns and questions. Direct communication is biblical, eliminates confusion, and prevents further problems.

Cooperation with the School

Christian Heritage believes that a positive and constructive working relationship between the school and a student’s parents and guardians is essential to the accomplishment of the school’s educational mission. Cooperation means that each parent and guardian agree to comply with school policies as outlined in this handbook, family admissions/enrollment contracts, and the Christian Heritage Bylaws.

SCHOOL GOVERNANCE AND ACCREDITATION

Board of Trustees

The responsibility and privilege of leadership at Christian Heritage belong to the Board of Trustees. Charged with guarding and advancing the school’s mission, the Board sets policy in alignment with the school’s bylaws and Statement of Faith, to which each trustee subscribes.

The Board meets monthly, typically on the second Tuesday at 7:00 PM in the school cafetorium. Meetings are open to parents, teachers, and other interested parties. A current list of board members is available on the school website. To recommend a board candidate, please contact any current trustee.

While the Board defines policy, the Head of School is responsible for daily operations within the boundaries the Board sets.

The list of current board members is found on our website.

Administrative Team and Key Staff Members

- Head of School:** Stephanie Jones
- Grammar School Principal:** Courtney Skelton
- Upper School Principal:** Cyndi Brumit
- Athletic Director:** Grant Gaston
- Office Manager:** Pam Fisher
- Admissions Director:** Jana Horne
- Development Director:** Reneé Robertson
- Assistant to the Head of School:** Cheryl Upchurch
- Assistant to the Athletic Director:** Leslie Dorrough
- Accountant:** Crista Hood

Accreditation

Christian Heritage is accredited through Cognia, an accrediting agency recognized by the Texas Private School Accreditation Commission.

CAMPUS POLICIES AND PROCEDURES

Office Hours and School Phone Number

Office hours are generally 7:30 AM – 3:45 PM Monday through Friday during the school year. To contact the office, or to leave a message on the answering machine, call 903-663-4151.

School Hours

- The first bell rings at 7:55 AM. Classes begin at 8:00 AM.
- Students are tardy if they arrive after 8:00 AM. (See the Tardiness Policy under *Student Attendance Policies and Procedures*.)
- The school day ends at different times based on the student’s grade.
 - Grades K4 – K: School ends at 3:00 PM (2:15 PM on Wednesday)
 - Grade 1 – 5: School ends at 3:15 PM (2:25 PM on Wednesday)
 - Grades 6 – 12: Last class ends at 3:30 PM (2:40 PM on Wednesday)
- Check the academic calendar for Early Release days.

Bell Schedule for Upper School Classes on Regular Days

Monday through Thursday, classes are 45 minutes with a 5-minute passing period. The exception is for first period, which has an extra 5 minutes built in for announcements, Bible reading, prayer, etc. We call this time “morning chapel.” Friday is our chapel day, so classes are scheduled for either 40 or 45 minutes, depending on the period. Early release days’ schedule will vary.

Monday-Thursday	Friday
1 st : 8:00 – 8:50	Chapel: 8-8:25
2 nd : 8:55-9:40	1 st : 8:30-9:15
3 rd : 9:45-10:30	2 nd : 9:20-10:00
Snack	3 rd : 10:05-10:45
4 th : 10:40-11:25	Snack
5 th : 11:30-12:15	4 th : 10:55-11:35
Lunch & Recess	5 th : 11:40-12:20
6 th : 1:05-1:50	Lunch & Recess
7 th : 1:55-2:40	6 th : 1:05-1:50
8 th : 2:45-3:30	7 th : 1:55-2:40
(no 8 th period on Wednesday)	8 th : 2:45-3:30

Drop-Off and Pick-Up Procedures

Drop-Off

Please do not drop off your student before 7:30 AM. To ensure the safety of students, we have established a plan for directing vehicle traffic on and off the school campus. Enter the parking lot from the west entrance and join one of three lines. A staff member will assist your student from the vehicle and in crossing through traffic. Do not use your cell phone in the school zone areas.

Pick-Up

Afternoon pickup times vary based on the grade of student (see below). Parents should arrive at school according to the scheduled pickup times and move into an available lane nearest to the school building. If you arrive before your designated time, you may temporarily park in the gravel parking lot.

Be sure to display carpool tags in the windshield to aid staff in quickly loading students into cars. Do not leave your vehicle while in carpool lines. If you must get out of your vehicle, park in a designated parking area. Also,



remember that cell phones are prohibited within school zones during school hours, and that includes within carpool lines. If a student is to be picked up by someone other than the normally scheduled person, parents must call the school office to let them know who is picking the student up. If a parent is late, parents must park and come in to sign the student out. After 3:45, grammar students will be signed in to After School Care (ASC), and parents will incur a fee for this time.

<p>First Carpool Grades K4 and K Begins at 3:00; late at 3:15 Wednesday begins at 2:10; late at 2:25</p>	<p>Second Carpool Grades 1 – 5 Begins at 3:15; late at 3:30 Wednesday begins at 2:25 PM; late at 2:45</p>	<p>Third Carpool Grades 6 – 12 Begins at 3:35; late at 3:45 Wednesday begins at 2:45; late at 3:00</p>
--	---	--

School personnel and Christian Heritage Classical School are not liable for students who are on campus before or after school hours (unless they are students participating in school-sponsored after school activities). We strongly encourage parents and students to arrange for rides home immediately after classes have ended. If a student is participating in a school-sponsored activity, the student is expected to be in that activity’s designated area and with that activity’s designated sponsor or coach.

Closed Campus Policy & Students Leaving Early

Christian Heritage operates under a closed campus policy. Students must stay on the school grounds from the time they arrive at school until the end of their school day unless a parent or guardian signs them out in the school’s office.

- Parents are encouraged to minimize granting permission for students to leave early.
- If a student is to leave school with a person other than the usual parent, the school must have permission for him/her to do so from the parent, guardian, or person responsible for the care of the child.
- When a student must leave school early or arrive late, the attending parent must come into the school office to sign the student in or out of school. If the student drives herself/himself to school, the parent will call or email the school office to notify the school. Students will not be allowed to leave with any non-family member unless permission is given ahead of time.
- Seniors may be granted permission to leave early each day as a Senior Privilege after their scheduled classes are completed for the day (including Athletics). (See receptionist for a form to complete.)

Visitor Check-In

When arriving on campus, all visitors (including parents) must come to the school office, sign in, and get a visitor badge. We use the Raptor Visitor Management System to screen visitors so we can maintain a safe and secure environment for our staff and students. As a courtesy to our teachers, we also ask that parents and other guests give 24 hours’ notice before a planned visit to a classroom.

Visitors other than alumni and parents must get prior approval from the administration to eat lunch with the students.

Health Policies and Procedures

Illness

For the welfare of your students and the others in the school, please keep ill students at home. Parents should adhere to the following guidelines in determining when a student may return to class:

- No fever greater than 100 degrees within 24 hours (medication-free temperature reading)
- No vomiting or diarrhea within 24 hours
- If antibiotics are prescribed, the student must have a full dose for at least 24 hours before returning to school.

Immunizations

The State of Texas requires that children be immunized against certain infectious diseases at specific ages.

Parents/guardians must file a copy of their student's current immunization records with the Christian Heritage Office. Parents/guardians must complete an *Exemption Form* for any student requiring special exemptions from immunizations.

Medication

Christian Heritage personnel will not administer any medication (prescription or non-prescription) to a student at school unless and until that student's parents/guardians complete a *Medical Form* and submit it to the Christian Heritage Office. All such forms require clear instructions for administration of the medication and must be signed by the student's parents/guardians. Parents/guardians must submit all medications to the Christian Heritage Office in their original containers with the student's name on the label.

Parents/guardians must report all allergies their students have to the Christian Heritage Office. Students with life-threatening allergies must have a *Plan of Action* on file with the Christian Heritage Office. Parents/guardians must leave all medication(s) associated with these conditions (including Epi-pens, where applicable) with the Christian Heritage Office.

Students must never have any kind of medication on their person unless otherwise agreed upon by the administration and parents.

Student Vehicles and Parking

It is a privilege for qualified students to drive a vehicle to school. Christian Heritage will enforce the following policies regarding students who drive:

- Students must register all vehicles that they drive to school with the Christian Heritage Office.
- Each student driver should be an example of courteous, careful driving habits.
- The campus speed limit is ten miles an hour.
- Students must respect campus traffic signs and personnel directing traffic.
- Vehicles must not display offensive or inappropriate window or bumper stickers.
- Keep parked cars locked.
- All passengers are to be seated in the vehicle with seatbelts fastened while the vehicle is in motion.
- Students must turn down music before entering school property.
- No student drivers may transport other students without written permission from all involved parents and approval to do so from the Christian Heritage administration.
- Students are not allowed to go to their cars during school hours without permission.

Repeated failure to observe the policies will necessitate cancellation of the student's privilege to bring a vehicle to school.

School Lunch Program

Hot lunches, milk, and juice are offered Monday through Friday at Christian Heritage. Lunches are ordered, one month at a time, on RenWeb accessed through the Christian Heritage website. Detailed ordering information is available in the office. Students who do not purchase hot lunches must bring a sack lunch from home. Parent volunteers serve lunch and help monitor lunchroom cleanup. Hot lunch options are not available until September.

Grammar lunchtime is divided into two periods. Grades K4-1st lunch begins at 11:00 and 2nd-5th lunch begins at 11:30 AM. On Monday-Thursday, grades 6-12 lunch begin at 12:15 PM, but on Friday at 12:20 PM. Parents are welcome to eat lunch with their children; parents must sign in at the school office.

Students without a Lunch

If possible, the office will contact parents when a student has forgotten a lunch so the parent can drop one off at the school office. However, if that is not possible, a sack lunch will be provided to the student at a cost not to exceed \$4.00. This cost will be billed to the parents through the office. This is intended to be an emergency option; parents are expected to provide lunch each day for their children.

Student Birthdays

Birthdays are special, and in order to celebrate them and to honor your student, parents may send cupcakes or snacks for the entire class. Parents must also send napkins, plastic flatware, and cups and plates. For students who have summer birthdays, Christian Heritage classes celebrate their special days on a designated day during the school year. Students may not issue invitations to personal parties at school unless they are inviting their entire class.

Class Parties

In grades K4-5, the Room Parent will schedule parties with the teacher in celebration of Christmas, Valentine's Day, and Easter. Additionally, Room Parents will plan Back-to-School and End-of-Year parties for the entire grade. Parents will furnish special foods and other items and are encouraged to implement party ideas. For all of these parties, we emphasize having fun together over gifts or party favors. We want these celebrations to point to things that are true, good, and beautiful. Therefore, as we celebrate these occasions together, we also strive to avoid emphasizing secular symbols that may distract us from the school's goal to honor God by emphasizing the Christian aspects of these holidays. For all of these things, the goal is fellowship and enjoyment of one another, not on getting gifts or material things.

Student Use of School Phone

Students may use the office phone when they have permission from school personnel.

Student Use of Electronic Devices and Cell Phones

As a general rule, students in grades K4-5 should not bring electronic devices to school. If a device is brought to school, the device will be collected by the teacher, and the parents will be contacted by the teacher. This rule applies to digital watches or anything else that might be a distraction to the learning environment.

Students in grades 6-12 may bring their devices (phones, watches with internet access or texting capabilities, etc.) to school, but they must be **turned off** and placed in the phone basket of the first-period teacher. The devices will remain in the baskets until the student leaves for the day. The devices will remain off until the student leaves the building. Violation of this policy will result in an escalating series of consequences:

- 1st offense: The phone or device will be given to the receptionist to be picked up at the end of the day. A conduct notice will be issued by the principal.
- 2nd offense: The device will be given to the principal who will contact the parent and issue a conduct notice. The device will be taken to the office and remain there until the parent collects the device and pays a \$20 redemption fee (or until other arrangements are made with the parents).
- Additional offenses: to be determined by the administration.

The Christian Heritage administration reserves the right to search any device with probable cause.

Student Romantic Relationship Policy

It is our goal at Christian Heritage to maintain an environment where students can pursue the Lord, their academic studies, and non-romantic friendships unhindered by the pressures of dating and other expressions of romantic interest. We believe it is in the best interest of our school to clearly state our position on male and female relationships and to provide a policy which promotes that interest.

Our philosophy and policy on male/female relationships look vastly different from that of our culture. While Christian Heritage encourages non-romantic friendships among its students, we permit no forms of physical or romantic interaction between them while at school or related school functions. While Christian Heritage does not govern decisions made by its families concerning dating, we actively discourage dating relationships while at school so that our environment remains one where the primary focus is on developing Godly character and building unity and community among believers.

Overt Displays of Affection

Christian Heritage strives to maintain an environment in which students can pursue their academic studies and enjoy friendships. Christian Heritage also understands that spontaneous displays of support, encouragement, and consolation are part of normal relationships between young people. Therefore, these are permissible between Christian Heritage students. However, apart from these, Christian Heritage students should avoid overt displays of affection, including physical and/or romantic interaction, while on the Christian Heritage campus or at Christian Heritage events.

Senior Privileges

Because of their tenure at Christian Heritage and their position within the student body, seniors are expected to provide significant exemplary leadership to their fellow students in all grades. Consequently, Christian Heritage expects its seniors to set the example for adherence to the school's guidelines, dedication to academics, participation in school events, etc. At the same time, Christian Heritage recognizes that these students stand on the brink of adulthood. Therefore, Christian Heritage Seniors are granted privileges that no other student has. Traditionally, these have been things such as buying drinks from the vending machine in the kitchen, wearing free dress after finishing the Thesis Project, painting a reserved parking space, occasionally leaving school early when the schedule permits it, and enjoying an approved Senior Skip Day.

Senior Leadership Traditions include, among other things, planning and organizing the Rhetoric Back-to-School Retreat, planning and leading the Logic School Retreat, choosing the quote for the Friday t-shirt for their senior year, leading Small Groups, and blessing the school with a yearly Senior Prank.

Student's Social Networking

Students must understand and agree that Christian Heritage shall have the right to monitor or examine any postings on the Internet or other electronic medium which includes but is not limited to text messages and postings on personal web sites, social networking sites, for example, Instagram, or other private or public domains. Such monitoring includes but is not limited to all verbiage, pictures, depictions, graphics, and videos. Students understand and agree that they are responsible for and may be subject to disciplinary action for inappropriate material they send, post, make available, show others, or possess.

Computer Access and Use

Only those students authorized by Christian Heritage and who are under the supervision of a Christian Heritage staff member may use a Christian Heritage computer, access any local network, or access outside telecommunication resources such as the Internet. Students are expected to observe network etiquette and are prohibited from pretending to be someone else, transmitting obscene messages or images, revealing personal information (including phone numbers and addresses) about themselves (or anyone else), accessing all social networking sites on a Christian Heritage computer, sending personal emails and other messages, and/or using school computers in a disruptive manner.

Christian Heritage, its staff, and students will uphold all copyright laws and federal and state laws regarding electronic data transfer or communication. This includes, but is not limited to, making copies of copyrighted software, invading networks, computer systems, or files to alter data therein (via viruses or changing data), and bringing pirated software into offices or labs. No one may copy software from any Christian Heritage office or lab computer.

Violation of these guidelines is a major offense and will be treated accordingly per the Discipline Section of this handbook. Each student and parent will be held financially responsible for any damage to Christian Heritage computer equipment caused by that student.

Lost and Found

Christian Heritage provides a Lost and Found bin for items found in the common areas. **All items, including clothing, should be clearly marked with the student's name to help the school return items to the student.** *Christian Heritage is not responsible for items left on campus or at any off-campus Christian Heritage event by your student.* The

school will periodically hold a sale to sell unclaimed items.

Verification of Enrollment and Attendance Form

Rhetoric students wanting a TEA Verification of Enrollment and Attendance Form to present to the Department of Public Safety as part of the driver's license application process must be enrolled and in attendance for at least 80 days of the Fall or Spring Semester preceding the date of application. A TEA form may be obtained by completing a request found under Parent Resources on our website.

Academic Competitions

Christian Heritage is a member of the Association of Classical and Christian Schools (ACCS) and the Texas Association of Private and Parochial Schools (TAPPS). Our students participate in music, speech, theater, and drama competitions.

Library

Students in all grades are regular visitors to the Christian Heritage library. Students may check out books to read at home or to facilitate the completion of school assignments. Several library-sponsored reading programs are offered throughout the school year. The Librarian also provides a summer reading program for volunteer readers in the Grammar School. The goal in our library is to foster a love for reading, to acquire knowledge of reference skills, and to grow in personal responsibility. Students who do not return their books on time will be charged a fine. Books that are lost will need to be replaced at current market prices. All library fines must be paid before the end of the school year.

PARENTAL INVOLVEMENT AND COMMUNICATION

RenWeb and Mobile App

RenWeb is the primary mode of communication with the teacher and parent/student. In one location and online, teachers can provide parents and students with homework assignments, student grades, teacher contact information, school-wide announcements, and school calendar events. Additionally, RenWeb is the tool used to order student lunches.

Parents may access RenWeb through the school website or by downloading the app on any smart device. Financial accounts must be current for RenWeb to be accessible. For help using RenWeb or the app, please contact the school office.

Teachers will update the homework assignments for the upcoming week by Sunday at 4:00 PM. Additionally, RenWeb will be used to automatically email parents whenever unexcused absences or tardies are entered into RenWeb, when failing grades are recorded/changed (including missing assignments), and when demerits are issued.

Website

We keep our website (chcslongview.com) updated with helpful information. This is a go-to place for information about upcoming events, referencing handbooks, getting a verification of enrollment, uploading vaccination records, and so much more. You will need your FACTS/RenWeb login information to access many of the pages within the Parents tab (see above).

ZipCast Weekly Podcast

This year, we are introducing a new mode of communication in the form of a podcast. To get weekly updates with CHCS announcements and helpful segments on parenting and Christ-centered, classical education delivered by text to your phone, text CHCSTX to 833-409-4823, or scan this QR code:



GroupMe Text

Since most communication through classroom GroupMe texting has to do with school and classroom events, please include the appropriate teacher/administrator so that necessary clarification can be given. However, out of consideration for the group members, please do not use this app in lieu of appropriate direct one-on-one communication with the teacher. Additionally, when discussing parent-to-parent plans/issues, please contact the parent directly instead of using GroupMe.

Email

We ask that parents let the office know if an email address changes, as we use email to regularly communicate.

Parent-Administrator Communication

The Christian Heritage administration welcomes comments and concerns. We want to help you in any way possible. We are here for you!

However, given that people are involved, we know that sometimes situations arise that might warrant having a difficult conversation. In this case, we ask that you schedule a time to meet with the administrator over the appropriate area by emailing the administrator. Email addresses are on our website.

Generally speaking, if you have a concern, we ask that you contact the person with whom you have an issue, always seeking to assume the best of the other person. We are all on the same team! If the issue is not resolved by meeting with that person, then go to that person's direct supervisor and so on until the issue has been satisfactorily addressed.

If you have taken the concern all the way to the Head of School without resolution, please consider contacting the Board of Trustees President to arrange an opportunity to discuss the issue and/or bring your concern before the full board at a future monthly meeting.

Parent Participation Plan

Throughout the school year, our staff and families host several school events. The Parent Participation Plan allows you to describe your area(s) of interest and expertise so that the Christian Heritage leadership team can involve you as a working team member in events each school year. Christian Heritage gathers this information during re-enrollment. If you have an area of special interest or ability, please let the Administration know so that you may work in that area. Parents are a vital part of Christian Heritage.

The Village

Created to support the PPP, the Village is a group of parents committed to linking families and providing for the needs of our school. Their goal is to foster deeper community among Christian Heritage families by hosting events throughout the year. In addition to hosting events, they will link grammar school families who wish to participate with willing upper school families so that these families can provide information about the school traditions and be a support to one another. Additionally, the Village periodically provides PErC classes (Parent Extra-Curricular Classes) for Rhetoric students and offer classes such as Cooking, Adulting (budgeting), Yoga, Auto-mechanics, etc. during study hall hours to provide our students with more learning opportunities. All parents are welcomed and encouraged to join The Village by supporting them through prayer and/or coming alongside them to achieve their goals. For more information on how to be a part of the village, email them at thevillage@chcslongview.com.

Parent-Teacher Conferences

Once every semester, a Grammar School parent/teacher conference time will be scheduled to discuss each student's progress. Parents should openly discuss any concerns they may have regarding their student with their student's teacher(s). Teachers will likewise review commendations and concerns they may have for each student with his/her parents. However, *at any time*, any parent may contact a teacher to schedule a time to discuss concerns. If issues, conflicts, or concerns have not been resolved with the teacher, then parents may contact the school administration.

Change of Family Contact Information

RenWeb allows parents to update personal contact information via their personal parent page. If you do not have Internet access, please report any change in mailing address, telephone number, and/or any other personal information to the School Receptionist by calling (903) 663-4151 as soon as the change occurs. It is always vital that the school maintains current contact information.

Off-Campus School Events and Field Trips

Christian Heritage considers off-campus school events an important component in the total development of each student. Off-campus events, from field trips to multi-day events, provide students with opportunities to grow in knowledge and develop skills. The events must be consistent with the goals and vision of Christian Heritage and are, therefore, primarily academic and/or spiritual in nature. Some activities will encompass serving together in helpful deeds and ministry. Christian Heritage will provide event information in written form to parents and students in a timely manner. Each field trip will have a Christian Heritage designated administrator.

A student's parent or legal guardian completes a permission form as part of the enrollment process which allows students to travel with a teacher, coach, or parent on school trips.

Volunteers are often needed to help chaperone and/or provide transportation for off-campus events. The teacher organizing the field trip will communicate whether this help is needed. Whenever adults volunteer to accompany the class on a field trip, the volunteer is considered a chaperone and will, therefore, follow all guidelines provided for any chaperone. Additionally, volunteer drivers must provide a copy of their driver's license and current insurance card and complete and submit a *Volunteer Driver Form*, available in the front office. For most overnight events, an adult chaperone must stay in each room. Christian Heritage will specify a dress code for each off-campus event.

Off-campus events are an extension of the classroom; therefore, siblings may not attend these events, and normal Christian Heritage attendance policies will be in effect. Off-campus events may require students to pay for event expenses. Christian Heritage may assist each student in raising funds necessary for these valuable programs.

A student who is not able to attend an off-campus event may be asked to complete a related assignment. The assignment will be specific to the event missed, and it will provide, to the highest degree possible, the same knowledge and skill outcomes of the off-campus event. Possible assignments include research and writing reports, service projects, and/or spiritual growth activities. The student may be asked to attend school for the duration of the event.

Yearbook

Christian Heritage Classical School publishes an annual yearbook showcasing the students and special activities that made the year unique. The yearbook is made available for purchase throughout the school year for all students. Yearbooks are delivered at the beginning of the following school year.

STUDENT ATTENDANCE & ABSENCES POLICIES AND PROCEDURES

At Christian Heritage, a student is exposed to various types of instruction. Because each class period should contribute significantly to the curriculum objectives of Christian Heritage, and because the instructional program is progressive and sequential, consistent attendance is encouraged and expected in all classes. Class periods devoted to lectures, discussion, and in-class activities cannot be made up if they are missed. Simply doing the written exercises in no way replaces the classroom experience. Much of what a student learns at school comes from classroom experiences that are never recorded as a grade. Therefore, even justifiable absences often result in lower course grades because class time is missed. However, in recognizing the authority of parents over their children, we understand that parents may decide that it is in the best interests of their child *not* to attend school on a particular day.

Required Attendance

Christian Heritage chooses to use Texas state law as a guide for attendance requirements. This law states that a student must not miss more than 10% of the school days in a school year in order to be promoted to the next grade level or receive course credit. Therefore, Christian Heritage has established policies and procedures based on this law.

Absences Defined

In grades K4-5, a student is considered absent from school if he misses the entire school day or if he or she arrives later than 11:30 AM.

In grades 6-12, student absences are recorded on a class-by-class basis. If a student misses more than ten (10) minutes of a class (whether at the beginning or end of the class), the student is considered absent for that class.

Number of Allowable Absences

To prevent a student from ever reaching this 10% number, if a student accumulates *five (5) absences in a quarter, eight (8) absences in a semester, or twelve (12) absences in a year* whether the absences are excused or unexcused, administration will schedule a meeting with the parent to determine what course of action needs to be taken to ensure the student receives credit for the course(s). Factors taken into consideration will be the nature of the absences, the diligence of the student to turn in make-up work from absences, the degree to which course objectives are being met, etc.

Types of Absences

There are two basic types of absences that occur during the year—unexpected and prearranged. Unexpected absences are absences due to illness, death in the family, or other expected emergency situations. Prearranged absences are ones in which parents know ahead of time that the student will be missing school and, therefore, can plan with the school ahead of time to prepare for the absence. We ask for at least two weeks' notice on prearranged absences if at all possible.

Procedures for Unplanned Absences

When an absence is unexpected, **the parent is expected to email or call the school office the morning of the absence as early as possible.** Until the parent has contacted the school, a designation of AU (absent unexcused) will be recorded in RenWeb, and an automatically generated email will be sent to the parent to alert the parent of the absence. The absence will remain unexcused until the office hears from the parent either by a call or email. It is especially important that **parents of our student drivers** let us know as soon as possible of a student's absence so that we know the driver is safe and where he or she needs to be.

Once a parent emails or calls the office, the school will determine whether the absence is excused or unexcused.

If a parent would like the teacher(s) to collect assignments during an absence, the parent will let the office know when he/she calls the office. However, we will not collect assignments on the first day of an absence. Assignments will be left in the office by the student's carpool time.

With a prolonged illness (more than 3 consecutive days) a doctor's note must be supplied when the student arrives back at school for the absence to be considered excused.

Procedures for Planned Absences

Medical or Dental Appointments

Because absences in the upper school are recorded by class period, it is recommended that parents vary the time in which they schedule these appointments. It is best if these appointments are scheduled after school or during study hall periods. A note from the doctor, dentist, therapist, etc. must be presented to the receptionist upon return from an appointment to receive an excused absence. **Although the absence excused, students are expected to turn in assignments that are due on the day of the absence since they were at school and able to do so.** Any assignment not turned in on the day due will be subject to a late penalty (see the *Academic Policies and Procedures* section). Appointments should not be scheduled on test and quiz days.

Family Absences

Christian Heritage has always valued the quality time students share with parents and family. Sometimes these occur during the school year, and an absence is unavoidable. Generally speaking, the administration will approve all family absences when enough notice is given. If, however, a student is struggling academically or has excessive absences, the request may not be approved.

Parents must follow the following procedures to be granted an excused family absence:

1. The parent must submit a **Family Absence Form (found on our Parent Portal)** to administration **at least two weeks** (if possible) before the intended absence. This advanced notice allows the administration time to check the student's attendance records and academic performance to decide about granting the excused absence. We understand that emergencies and unforeseen circumstances may arise, and we encourage parents to communicate with the administration as soon as possible in such cases.
2. The administrator will notify the parent within two business days from the date of submission whether the absence is approved.
3. If the absence is approved, the administration will email the student's teacher(s), so he or she is aware of the impending absence.
4. Meanwhile, at least two weeks before the absence, the student shall meet with each teacher to discuss a plan for assignment completion and missed lessons. At the teacher's discretion, the teacher will provide assignments to the student to complete while absent. During the absence, additional materials will be collected by the teacher. Upon return from the absence, the student will meet with the teacher to make final arrangements for completion of missed work. If the student fails to miss the due dates set by the teacher, the work will receive a late work penalty.
5. A Family Absence may not be used for the purpose of excusing a student from a field trip or retreat (see *Field Trips* for further information).
6. If parents do not provide sufficient notice or if the administration does not approve the absence, any resulting student absence will be classified as unexcused.

College Visits for Juniors and Seniors

Students in grades 11 and 12 are allowed three days per year to visit prospective colleges to gain first-hand information about college life. Students should give the administration **at least one-week** prior notice and provide documentation to the administration upon return. If these procedures are followed, these days will not be counted in the eight total allowable absences. Students should keep key schoolwork, extracurricular activities, projects, etc. in mind when scheduling college visits so as not to miss these key dates. Students are encouraged to schedule college visits during breaks and holidays as much as possible, and students should avoid college visits during times they are already lots of class time for sports and other extra-curricular activities.

School-Related Absences

Absences due to a school function in which a student's participation is expected are considered a school-related absence. These are events such as field trips, athletic competitions, choir competitions, etc. These absences will not be counted in the total allowable absences. For the purpose of grading penalties and assignment due dates, the absence is considered an excused absence.

Tardiness

Being prompt and prepared is a sign of responsibility and respect. When a student is only a few minutes late, it causes a disruption to instruction. Tardies should be avoided. An accumulation of five (5) tardies, both excused and unexcused, will equal one absence. The office will contact parents should the number of tardies reach five (5). Should tardies continue to accumulate beyond this, a \$10 fee will be assessed and billed to the family through FACTS for every tardy to school or class beyond the 5th tardy. Renweb will be unavailable to the family until the fee is paid.

Tardies to School—Grammar Students

When a student is not in the school building when the 8:00 AM bell rings, the student is considered tardy to school.

The parents must escort the student (through 4th-grade) inside the building and report to the school receptionist to provide the reason for the tardy.

Tardies to Class—Upper School

When a student arrives at school after the 8:00 AM bell, the student is considered tardy. The student will stop by the school office upon arrival and get a tardy slip from the receptionist. The receptionist will determine whether the tardy is excused or unexcused. Excused tardies are granted for tardiness due to appointments (dentist, orthodontist, doctor, etc.), provided the student presents the receptionist with a note from the practitioner. Sleeping in, alarms not going off, etc., are not excused. The student will present the tardy slip to the teacher of the class to which the student is late. (If a student is late to chapel on Friday, the student will present the slip to the principal.) Tardies are counted per class, not per day for upper school students. If a student is tardy to a class five (5) times, the office will alert the parent.

Unprepared for Class—Upper School

To prevent arriving to a class before the tardy bell, students should be in the building by 7:55. This gives them time to get to their locker before the tardy bell rings. If a student arrives to school “on time” but is not in class when the tardy bell rings, the student will be considered unprepared for class. In situations such as these, the teacher will direct the student to sign the Coaching Chances sheet where we will keep track on whether this is habitual (see *Student Discipline Policies and Procedures* section for more details about this.)

Missed Classwork and Assessments due to Absences and Tardies

Missed classwork and assessments are to be made up in a timely manner. In all situations, this is a blessing to the teacher and a benefit to the student.

Excused Absences and Tardies

With excused absences and tardies, the student will be allowed to make up work from the absence or tardy with no grade-related penalty, provided that the student turns in the assignment(s) at the agreed-upon time(s). Generally speaking, students have one day for each day of absence to make up missed work. However, assignments that were due on the day of absence are due immediately upon return unless other arrangements have been made with the teacher. It is the responsibility of the parents/students to obtain missed work from the teacher and turn it in within the required time or else the work will be subject to late work penalties.

Unexcused Absences and Tardies

Any unauthorized non-attendance will be considered an unexcused absence. Unexcused absences are taken very seriously. All daily work missed due to an unexcused absence, or tardy, will normally receive a grade of zero.

Attendance-Related Eligibility to Participate in School Activities

Students must be in school for at least one-half day (Grammar School) or four (4) academic class periods (Logic and Rhetoric Schools) to participate in extra-curricular school activities scheduled to occur that same day.

Students serving a suspension from school may not participate in school activities during the term of their suspension. If the suspension term includes the day before a weekend or holiday, the student may not participate in any school activity until he/she returns to class.

Truancy

Truancy is an absence from school for any reason without the knowledge and consent of parents/guardians and/or Christian Heritage officials. Truancy is a violation of state law and, therefore, will be handled in accordance with the discipline policy as outlined in this handbook.

FINANCIAL POLICIES AND PROCEDURES

Tuition and Fees

Tuition and fees represent an annual commitment to support the educational programs of Christian Heritage Classical School. Income from tuition underwrites Christian Heritage’s annual operating costs, including employee

salaries and benefits, curriculum materials, utilities, and all other expenses required to operate the school. Our goal is outstanding stewardship of these resources as we provide the best possible education to our students. For the convenience of our families, we offer the option of making tuition payments on an annual, semi-annual, or monthly basis. *Although the monthly and semi-annual payment options are available, the family is obligated for the entire annual tuition.* If a student is withdrawn or dismissed for any reason, please refer to the terms outlined in the family contract for the financial obligation.

Families may fulfill their annual tuition commitment via monthly, semi-annual, or annual payments by indicating their selection on the Enrollment Contract. Annual tuition payments are due by June 5. Semi-annual tuition payments are due by June 5 and December 5. All monthly tuition payments require an ACH automatic draft and are withdrawn on the 5th of the month. A \$20 fee is charged for all late payments, and a \$20 fee is charged for any returned check. If checks from your account are returned two or more times, you will be required to pay all financial obligations with cash or money orders. If tuition is 30 days late, students will not be admitted to class. A history of bad credit with the school indicates a breach of commitment and is grounds for dismissal. Christian Heritage collects a non-refundable Enrollment Deposit upon enrollment or re-enrollment in the school. Additional fees will be assessed during the year for athletics, field trips, and class events. The athletic fees for students in 6th through 12th grades pertain only to students who wish to join organized school sports, and they are applied toward the cost of uniforms and other expenses. Tuition and fees amounts are reevaluated annually.

The Sentinel Fund

Donations to The Sentinel Fund help close the gap between income from tuition and the actual cost of a Christian Heritage education. The Sentinel Fund raises the additional revenue needed to sustain our commitment to providing each student with the highest quality education possible without having to raise tuition significantly. Sentinel Fund donations help cover operating costs like tuition assistance funds, teacher training and staff development, and student events and activities. Each year our CHCS families, grandparents, alumni and community have an opportunity to support our school through donations to the Sentinel Fund through various fundraising activities

Sending Money to School

When sending money (cash or checks) to the school, parents should always send it in a sealed envelope with the student's name, the amount, and purpose clearly written on the envelope. Any payments must be given directly to the Christian Heritage bookkeeper or, in his/her absence, to a Christian Heritage Office staff member. Parents and students should never leave money on a staff member's desk. Teachers will not collect tuition payment, fee payments, or other monies normally collected by the Christian Heritage bookkeeper. Christian Heritage is not responsible for any monies lost, stolen, or misplaced.

STUDENT SAFETY POLICIES AND PROCEDURES

General Information

The safety of our students is a priority at Christian Heritage. For this reason, all exterior doors remain locked throughout the school day. A buzzer system is available to alert the receptionist to a visitor's presence. Upon entering the school, each visitor must provide their state-issued id to be screened using the Raptor Visitor Software and will be issued a visitor pass to wear while on campus. There are three security gates at the sides of the building that will always remain locked. For the 2023-2024 school year, CHCS has added the following measures to increase our level of security: trained Guardians and a full-time security officer on campus.

Safety Drills

Throughout the school year, the administration will lead the students and faculty through tornado drills, fire drills, bomb drills, chaos, and lockdown drills. All drills are designed to prepare the students and staff for the safest conditions possible in case of an emergency.

School Closings

If the school must close and/or cancel classes due to inclement weather (snow, ice, etc.) or other emergencies, the Christian Heritage administration will notify the Christian Heritage community via some or all of the following means:

- School-wide text message—RenWeb alert
- Announcement on KLTN (Channel 7)
- Announcement on KVNE (FM 89.5)
- Posting on Christian Heritage website
- RenWeb email
- Homeroom parent phone/text tree

While Christian Heritage recognizes the right of parents to pick up their child, Christian Heritage will monitor situations as needs arise and make the best decision to provide safety and well-being for all students and faculty. It is important that parents rely on official Christian Heritage communication prior to making the decision to pick up their child.

Student Injury

In the event of a major injury on school grounds, an adult will remain on the scene while the administration is informed, and parents are contacted. The injured person will not be left alone. Only a professional medical person will move a person with unknown or severe injuries, as the safety of the students is our highest priority.

Restricted Items

Students may not have the following items in their possession at any time while on the Christian Heritage campus or while attending any school-sponsored event (on- or off-campus): guns, knives, or any item that could be used as a weapon, sexually explicit materials, tobacco, alcohol, vaping paraphernalia, and/or illegal drugs. Possession and/or use of such items at school or outside of school may be grounds for immediate expulsion.

Search and Seizure

Any Christian Heritage staff member may conduct a reasonable search of a student and/or his/her backpack, locker, automobile, and/or belongings when the staff member has probable cause to believe that the student has an item, the possession of which, may constitute a criminal offense under the Laws of Texas and/or that may violate the prohibitions of this handbook.

Bullying or Harassment

Christian Heritage Classical School is committed to maintaining an academic environment in which all individuals (staff, students, and parents) treat each other with dignity and respect that is free from all forms of bullying or harassment. The school is prepared to take all necessary action to prevent and correct any violations of this policy. Anyone who violates this policy will be subject to discipline, up to and including expulsion (in the case of students and/or parents) or termination (in the case of a staff member). Report any harassment immediately to a teacher, administrator, or the Board of Trustees. (See *Intimidation or Harassment of a Student* under Discipline and Correction in the Logic and Rhetoric School.)

STUDENT DISCIPLINE POLICIES AND PROCEDURES

Discipline Philosophy

Students and adults require biblical discipline to assist in developing the behaviors necessary to live a life wholly committed to Jesus Christ. The school's role of administering discipline is viewed as *in loco parentis* (in place of the parent). As such, it is imperative that the school's intent and method of discipline are clear so that parents may join with us and support the mutual efforts to disciple students.

It is vital to remember that *discipline* and *disciple* share the same Latin root. Therefore, *discipline* refers to much more than correction for wrong behavior. It is a comprehensive look at the student to direct him/her to act in a respectful

and Godly manner. Our desire is that students learn to behave well for intrinsically motivated reasons over the desire to gain positive reward or avoid negative extrinsic motivators.

We believe that discipline is necessary for the benefit of each student, as well as for that of the entire Christian Heritage community. We believe discipline should be applied in a manner that keeps the behavioral standards of the school high while being administered in a manner that keeps the student's dignity intact.

The Bible emphasizes the importance of personal discipline and appropriate conduct (Proverbs 12:1, Ephesians 4:17-32, Philippians 1:27, 2:1-4). The goal of discipline is to help students move toward maturity as individuals and as believers. It is a process of personal growth. Christian Heritage also acknowledges that God has given parents the primary role in teaching and disciplining their children (Deuteronomy 6:4-9, Proverbs 22:6, Ephesians 6:4). Teachers and administrators provide a supporting role in the process of teaching and disciplining students. Logistically, this discipline policy enables Christian Heritage to provide a school climate that is safe and conducive to learning.

The faculty and administration will seek first to live lives submitted to the Lordship of Jesus Christ and to the authorities under which God has placed them. Each will allow God to develop within him/her a heart for constructive relationships with the students. Out of these relationships, students will prayerfully learn to respond willingly to correction and to practice self-control.

Acknowledging the authority of the parent's role in children's lives, Christian Heritage will always seek to involve the parent in the discipline process. Teachers and administrators rely heavily upon parental responsibility in managing their children's behavior. Teachers pray with and for students to encourage them to be strong in character and self-government.

In a normal school day, the classroom teacher will deal with most of the student discipline issues. There are times when it will be necessary for a teacher to refer a student to an administrator in the discipline process. Parents will be informed and are expected to be involved at this point. It is the goal of Christian Heritage to treat each student fairly and with dignity. Consequences will vary because students are individuals of differing ages, genders, and personalities who respond in differing ways to discipline. The purpose of all discipline is to shepherd a child's heart.

Expectations for Student Behavior and Character

As a Christ-centered classical school, we should honor Jesus Christ in all that we do. Each student has a responsibility to contribute to the overall atmosphere of the school through his/her behavior. The expectations for daily behavior and at school activities are as follows:

Do all work to the glory of God.

"Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving." Colossians 3:23-24

Follow all instructions immediately, properly, and quietly.

"Obey your leaders and submit to their authority. They keep watch over you as men who must give an account. Obey them so that their work will be a joy, not a burden, for that would be of no advantage to you." Hebrews 13:17

Respect all Authority.

"Everyone must submit himself to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God." Romans 13:1

Respect one another as precious in God's eyes.

"For God so loved the world that He gave His one and only Son, that whoever believes in Him shall not perish, but have eternal life." John 3:16

Keep our school and classroom neat.

"Diligent hands will rule, but laziness ends in slave labor." Proverbs 12:24

Culture

A school culture refers to the set of shared beliefs, values, traditions, and behaviors that shape the environment and experiences within a school community. It encompasses the norms, relationships, and attitudes among

students, teachers, staff, and administrators, influencing how they interact and work together. A positive school culture fosters a sense of belonging, supports academic achievement, and promotes social and emotional well-being. At Christian Heritage, we seek to cultivate a school culture that is characterized by genuine love and respect from an outflow of the abundant love, grace, and forgiveness we have received from Christ.

To describe and communicate the culture we seek, we have created “Culture Points.” These culture points flow from the principles found in the above standards. Culture points are straightforward, easy to remember descriptions of how we want our Sentinels to move and be within our school community.

Grammar Culture Points

1. Love and respect others as God commands.
2. Speak only what is useful and helpful.
3. Take care of our community and our campus.
4. Recognize and respond when someone is speaking to you.
5. Respond with “Yes/No Ma’am” or Yes/No Sir” when answering a question.
6. Raise your hand and wait silently to be addressed before speaking.
7. Show respect to other classes by walking quietly in the hallways.
8. Obey any teacher at any time
9. Be aware and be prepared.
10. Respect other’s property.

Logic and Rhetoric Culture Points

1. Love and respect others as God commands.
2. Use your time to honor God and others.
3. Measure your words and season them with truth, goodness, and beauty.
4. Be good stewards of the campus (look down for trash, look out for others, look up to God)
5. Endeavor to follow school rules, even if it is inconvenient
6. Respond to adults appropriately, respectfully, and winsomely
7. Treat the learning environment as a sacred space in your actions, attitudes, and attention.

Overall Approach to Discipline

Our approach to discipline will consider the following scriptural truths:

- Discipline is motivated by love for the students (Hebrews 12:6 and Proverbs 3:12).
- The purpose of discipline is to help our students in their personal growth and improvement and to promote self-discipline and self-control (Hebrews 12:11).
- Additionally, this approach affirms and clarifies boundaries which promote a safe learning environment.
- The method of our discipline will be to correct and encourage with great patience and careful instruction (II Timothy 4:2).

Discipline and Correction Procedures in the Grammar School

Aristotle says, “We are what we repeatedly do. Excellence, then, is not an act, but a habit.” At CHCS, we want to cultivate a heart of virtue in character building through intentional training and habit formation within our students. To help us do this, we provide a consistent structure for correcting discipline issues, and the result is that our classrooms are full of joy and healthy learning. In the grammar school, we:

- Believe discipline and culture should be built on God’s word. (2 Timothy 3:16)
- Treat discipline as an act of love.
- Have procedures in place that are clear to all.
- Recognize all are sinners and fall short.
- Believe discipline should be led by the Holy Spirit. (Galatians 5:16-26)
- View discipline as virtue formation and habit-building practice to live under God’s authority.
- View discipline should be a partnership between home, school, and God’s word.

Grammar teachers will use a clip chart system to daily track and communicate how well students are demonstrating the Grammar Culture Points. Teachers will regularly send home an accountability sheet so parents will know

whether a student is meeting expectations, is near meeting expectations, needs improvement, or is behaving unacceptably. This is not a behavior-modification system. Instead, by daily communicating what we are noticing at school, we are partnering with parents to love and disciple the students God has entrusted to us. Occasionally, behavior issues warrant more than a clip move and will need to be addressed by the principal. Such behaviors include:

- using physical force intended to harm another,
- outright, blatant, disobedience or rebellion,
- dishonesty: lying, cheating, or stealing, or
- obscene language or gestures.

Discipline and Correction Procedures in the Logic and Rhetoric School

At Christian Heritage, discipline is a vital part of discipleship—an expression of love aimed not merely at correcting behavior, but at shaping students’ hearts to reflect Christ. Grounded in Scripture and led by the Spirit, our approach emphasizes personal responsibility, respect, and self-discipline. We view mistakes as opportunities for growth, reflection, and restoration, and we partner closely with parents in this process. Teachers handle most issues in the classroom with grace and consistency, but patterns of concern or serious infractions require unified support from both home and school to guide the hearts of our students well.

Discipline correction procedures in the upper school follow two main paths:

- **Coaching Chances** are used to address responsibility-related struggles, such as beginning class unprepared, habitual missing assignments, or minor disruptions that stem from habits rather than intentional misbehavior.
- **Conduct Choices** address intentional behaviors that damage relationships, disrupt the culture of the classroom, or show defiance toward authority.

Every step is designed to shepherd students toward maturity with love, accountability, and a commitment to restoration.

Coaching Chances

These address behaviors rooted in underdeveloped habits like organization, focus, and responsibility, not defiance. Students are coached through clear expectations and accountability, with responses such as Lunch Reflections (working or service-based tasks under supervision). Examples of Coaching Chances:

- Being unprepared for class (not seated with materials at the bell)
- Minor disruptions (blurting, side talking, excessive fidgeting)
- Three or more missing assignments in a class

Response Overview:

- Students receive verbal and written warnings that are tracked within the classroom.
- Continued behaviors lead to Lunch Reflections.
- Parents are notified by the principal when Reflections are assigned.

Additional Supports:

- Students may be assigned a Responsibility Check-In Plan for ongoing challenges.
- Classroom procedures include consistent routines for stepping out, resetting, and returning respectfully

Lunch Reflections

Lunch Reflections provide students with an opportunity to reflect, reset, and take responsibility in a supportive, supervised setting. They are not punitive but aim to build responsibility and restore good habits.

- **Service Session:** Assigned for repeated unpreparedness or disruptive behavior. After lunch, students complete a cleaning task under principal supervision to foster a servant-hearted mindset. Parents are notified by the principal.
- **Work Session:** Assigned for multiple missing assignments, academic, or organizational neglect. Students eat and work quietly in a supervised space to catch up on assignments. Logged by the teacher, parents are contacted if the pattern continues.

Conduct Choices

While Coaching Chances address developing habits like responsibility and self-management, Conduct Choices respond to more intentional behaviors, such as defiance, disruption, or harm to relationships. These actions require a higher level of accountability and are addressed through a leveled system that ensures consistency, fairness, and meaningful opportunities for growth. Each level reflects the seriousness of the offense and the appropriate consequence or intervention. Depending on the severity of the behavior, consequences range from Lunch Reflections (see *Coaching Chances*) to In-School Suspension, Saturday School, or Expulsion.

Level 1

The choices that are classified as Level 1 are the least serious; however, these choices show lack of self-control and care of others. Examples of choices resulting in Level 1 disciplinary action include, but are not limited to:

- Disrespectful or unkind language toward students, including name-calling
- Roughhousing, running, or pushing on school premises
- Electronic device violations (see *Communication Policies* and *Technology Use* sections)
- Tampering with or taking another person's property (e.g., lockers, supplies)
- Romantic displays of affection
- Persistent behaviors left uncorrected by coaching chances (see *Coaching Chances*)

Level 2

These are serious infractions that significantly disrupt classroom life, break trust, or undermine school authority. Examples include blatant defiance, authority-challenging behavior, or harmful actions toward others. Examples of choices resulting in Level 2 disciplinary action include, but are not limited to:

- Actions or attitudes that are spiritually detrimental to the school; this includes sharing inappropriate material in print or electronically with other students, such as pictures, videos, music, games, etc.
- Disrespecting any teacher or staff member, verbally or nonverbally
- Blatantly refusing to obey a teacher or administrator immediately and completely
- Defacing or damaging school property,
- Using profanity or foul language,
- Threatening, intimidating, abusing, bullying, or harassing another student in any form, including digitally (see “Intimidation or Harassment of a Student” section below for the procedure that will be followed),
- Academic dishonesty (see “Academic Dishonesty” section below for more information),
- Fighting, whether initiated or in retaliation
- Persistent Level 1 choices not previously corrected through disciplinary action

Level 3

These are rare but serious offenses that violate the core values and safety of the CHCS community. Examples of choices resulting in Level 3 disciplinary action include, but are not limited to:

- Any violation that transcends the scope of the above, such as the use, possession, or distribution of weapons, illicit drugs, alcohol, vaping paraphernalia, tobacco products, or other illegal substances
- Possessing or exposing others to pornography
- Premeditated and/or planned actions of violence
- Immorality or sexual experimentation of any kind
- Taking, posting, or sending sexually oriented images/videos of any kind for any reason
- Other serious violations of the law.

N.B. Christian Heritage reserves the right to require drug testing at the student’s expense if reasonable suspicion exists.

Disciplinary action and consequences for Conduct Choices are summarized on the following page.

Conduct Choices Disciplinary Action and Consequences

Level	Description	
Level 1	<ul style="list-style-type: none"> • Conduct Notice recorded and parent contacted • Starts over each quarter 	<ul style="list-style-type: none"> • 1st–2nd Notice: Same-day consequence if possible—usually a lunch reflection • 3rd–4th Notice: Parent-student-teacher conference; more serious consequence; principal assumes responsibility • 5th Notice or more: Escalates to Level 2 Conduct Choice
Level 2	<ul style="list-style-type: none"> • Immediate referral to principal • Parent contacted • Notice recorded • Notices accumulate throughout the school year 	<ul style="list-style-type: none"> • 1st Notice: After-school detention or In-School Suspension • 2nd Notice: Saturday School or In/Out-of-School Suspension • 3rd Notice: Out-of-School Suspension; review by Discipline Committee; possible expulsion • 4th Notice: Out-of-School Suspension; Discipline Committee review; probable expulsion
Level 3	<ul style="list-style-type: none"> • Immediate referral to principal • Parent contacted • Notice recorded • Notices accumulate throughout the school year 	<ul style="list-style-type: none"> • 1st Notice: Out-of-School Suspension; Discipline Committee review; possible expulsion • 2nd Notice: Expulsion

Intimidation or Harassment of a Student

Christian Heritage takes seriously any form of bullying, intimidation, or harassment. We will do our best as a school to create an environment where this type of behavior cannot occur. This includes providing specific training and teaching to upper school students about such behavior. However, if a student believes he/she is a victim of such behavior, he/she should report this to an adult as soon as possible. Once an accusation has been made, the administration will take the following steps:

- The administration will contact the parent of the accuser and the accused to ensure all parents are aware of the situation.
- The administration will ask the accuser for all details of the event.
- The administration will ask the accused about the details and whether it occurred.
- Should the accused deny the validity of the accusation, the administration will conduct a thorough investigation to ascertain the truth of the accusation.
- Throughout the interviews and subsequent investigation, the students will remain separated from each other, either at school or at home, whichever administration and the parents deem to be in the best interest of each student.
- If it becomes necessary to interview additional students, the parents of those students will be contacted should the accusation involve anything of a sexual nature.
- After thoroughly investigating the allegations, the administration will administer consequences, if warranted.
- The final step in this process is restoration. Administration will work with parents and students to work towards forgiveness and restoration for those involved in this process.

Academic Dishonesty

“Better to fail with honor than succeed by fraud.” – Sophocles

Academic dishonesty, or cheating, refers to any form of unethical or deceitful behavior that undermines the integrity of the educational system, specifically actions that misrepresent a student’s work, knowledge, or skills in order to gain an unfair advantage or receive higher grades. Examples of academic dishonesty include copying homework, collusion, plagiarism, fabrication, unauthorized assistance from any person and/or source (including AI) on homework, assignments, exams, tests, or quizzes. Academic dishonesty is a Level 2 conduct choice.

In addition to the Level 2 consequence, the student will receive a “0” on the initial submission of the assignment regardless of its nature. If the assignment is a major assignment, the student will resubmit or submit a new original assignment to the teacher for a new grade at a time set by the teacher. The teacher will average that grade with the grade of the original submission (a “0”), and the average of those grades will constitute the final grade on the assignment.

Disciplinary Measures

Lunch Reflections (see *Coaching Chances*)

In-School Suspension

In-school Suspensions (ISS) are served as directed by the administration. An ISS involves removing a student from his/her peers (but not from the school environment) for the term of the suspension. Students serving an ISS work on that day’s assignments under the proximate supervision of a Christian Heritage staff member and are responsible for turning in all such work on time. The administration may also design special assignments that relate to the student’s offense for him/her to complete during an ISS. Students scheduled to take tests on days they serve an ISS will do so while serving their ISS.

At-Home Suspension

An at-home suspension involves removal of the student from the Christian Heritage community for a period set by an administrator. The student is expected to be under the care of his/her parents or guardians during this time and is to reflect with them on the behaviors that prompted the suspension. Students serving a suspension from school will receive the work they missed and have the same number of days as the term of their suspension to make it up.

Saturday School

Christian Heritage will notify parents when their student is to serve a Saturday detention. A Saturday morning detention will be held from 9:00 AM until noon. Parents will be notified of the specific arrangements and proctoring fee to be paid on the day of the detention. During a Saturday detention, students will work on schoolwork or read a book. Whether or not a student may use technology to complete schoolwork will be handled on a case-by-case basis.

Expulsion

Christian Heritage realizes that expelling a student from school is a profoundly serious matter and considers such action carefully on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his/her parents choose not to eliminate behavioral problems, fail to display sincere contrition, or if the student is guilty of a serious offense, the student may be subject to expulsion.

Re-Admittance after Expulsion

Should an expelled student desire to return to Christian Heritage, the student may apply for admission in the next school year. Any application of an expelled CHCS student will go to Precursory Review. The Admissions Committee will consider multiple factors, including the student’s attitude and circumstances at the time of reapplication.

STUDENT DRESS CODE AND ENFORCEMENT

Our student dress code provides many choices and lots of flexibility for the student. We have chosen for our students to wear a uniform as a blessing to them. Teachers are committed to helping them enjoy this blessing by enforcing the dress code. It is the student and parent’s responsibility for the student to wear the correct uniform. It is the administration and the teachers’ responsibilities to notice when a student is not wearing the correct thing. The Dress Code Handbook is available on the parent resources tab on our website.

Grammar School Dress Code Enforcement

Because parents are the ones ultimately responsible for wearing the correct item, teachers should text parents or send a note home in the take-home folder the first time a student is not in dress code or when it happens

infrequently. For repeated occurrences, the teacher should text the parent to bring the correct clothing to the office so the student may change into the correct clothing. For haircut infractions, the teacher will communicate to the parent that the hair must be cut by Monday.

Teachers should communicate how dress code will be enforced during the Curriculum Night meeting.

Logic and Rhetoric Dress Code Enforcement

When a teacher sees a student wearing the wrong clothing, the student will be sent to the office to call home for the parent to bring the correct item. We know this is inconvenient, but we believe this will reduce the number of instances where students are not in compliance with our dress code policy. While the student is waiting for the parent to bring the correct clothing, the student may return to class. If a parent cannot bring the clothing before lunch, the student will serve a lunch detention that day.

There are situations that do not warrant a call home. For example, if a student is wearing outerwear (sweatshirts, jackets, etc.) that is not in dress code, we will ask the student to give the item to us to hold until the end of the school day. If a student's hair needs to be cut, we will tell the student that their hair must be cut by Monday, giving them a weekend to rectify the situation. In this case, we will also inform the student's parent, so they are aware of the need for a haircut.

Our goal is to communicate in a kind and considerate manner; we are not trying to "catch" students. Instead, we aim to help them enjoy the blessing of our policy.

ACADEMIC POLICIES AND PROCEDURES

Academic Achievement and Homework

Christian Heritage provides a rigorous educational program. A certain amount of homework should be expected at Christian Heritage, but that amount will vary greatly based on the student's grade and course selections, especially in the upper grades. Homework includes all assignments such as those related to specific subjects, spelling, corrections, research papers, book reports, reading, and any special projects assigned by the classroom teacher. The purpose of homework is to equip students with the necessary tools for learning and to reinforce the concepts presented by the curriculum during the school day.

Posting Homework on FACTS RenWeb

Teachers will post plans for homework, tests, and quizzes on RenWeb by Sunday evening each week to assist students and families with planning.

Logic and Rhetoric Homework Load

The guideline for total homework in the Logic school is no more than two hours total per day and no more than three hours per day for the Rhetoric School. However, we hope that most students will have far less than this each day. If a student is regularly spending more than this amount of time on homework, the parent should contact the teacher.

Logic and Rhetoric Students Missing Assignments (Late Work)

If a student does not have homework ready at the start of class, an M is entered in RenWeb, triggering an automatic email to parents. The assignment may be submitted within one week for a 25% deduction. After that, it may still be accepted with a 50% deduction. At the teacher's discretion, a working lunch may be required to complete missing work. Repeated missing assignments will result in a Coaching Chance (see Student Discipline section).

If the late assignment is a major grade assignment, 10% of total points will be deducted from the total possible points for each day it is late, for up to three (3) days. After three days, the assignment will be entered as a zero. Because consistently turning in late work or not turning in work at all is indicative of a character issue, repeated late work may result in lunch detention, a Saturday School, or a meeting with the student and his/her parent(s) to resolve the issue. (See *Disciplinary Measures* for details about lunch detention or Saturday School.)

Grade Reporting

Christian Heritage issues report cards every nine (9) weeks during the school year. Report cards are posted on RenWeb at the end of each quarter. However, because our teachers record grades weekly on RenWeb, parents are expected to use RenWeb to keep up with the student's grades throughout the quarter. Note: financial accounts must be current to have access to RenWeb. If a parent is concerned about his/her student's grades, the parent should contact the teacher to schedule a conference.

Grade Reporting for K4 and Kindergarten Students

Students in grades K4 and K will not be given number grades. Instead, we will use a form of evaluation called narrative evaluation or narrative grading. Using objectives for the Art of Numbers, the Art of Words, and Readiness for Learning, teachers will communicate where a student is on the continuum from requiring lots of one-on-one intervention on the objective to mastery. Mastery means that a student independently understands and applies the content and concepts. Parents should not expect mastery during the first quarter because a student has not mastered a skill or concept until the student has had a chance to forget it and then remember it. Mastery takes time.

Grade Reporting for 1st through 5th-Grade Students

In grades 1 through 5, report cards will report the numerical percentage for each academic subject. A=90-100

B=80-89

C=70-79

F=anything below 70

Special area grades (Art, Music, PE, and Strings) and character grades will be indicated with these designations:

E = Exemplary, S = Satisfactory, N = Needs Improvement or Time, U = Unsatisfactory

These letter designations are defined as follows:

- Exemplary (E): Students who have demonstrated exemplary work and participation during the grading period should receive an E. An exemplary student is one who demonstrates mastery of skills and has exceeded expectations.
- Satisfactory (S): Students with minimum to average ability or participation should receive an S. A student who demonstrates satisfactory skills has met grade-level requirements and teacher expectations. A teacher may give an S+ or an S- to provide a more precise evaluation of the student's level of mastery.
- Needs Improvement (N): Students who need improvement will receive an N and will be provided with a written plan to bring performance to a satisfactory level.
- Unsatisfactory (U): Students who refuse to try or to participate will receive a U.

Grade Reporting for Logic and Rhetoric Students

In grades 6 through 12, report cards will report the numerical percentage for each course. A=90-100 B=80-89

C=70-79

F=anything below 70

Character Development Grades

All students are graded each quarter in two character development areas with a grade of E for Excellent, S for Satisfactory, N for Needs Improvement, or U for Unsatisfactory.

These are:

- **Self-Government**: the ability to govern one's own behavior with little or no requirement for the imposition of external direction.
- **Respect for Authority**: the ability to give proper honor and obedience to adults and those in authority.

Academic Eligibility for Athletics and Extracurricular Activities

Students must maintain passing grades on their report cards to be eligible to participate in athletics. The policy and guidelines for these requirements are outlined in the Christian Heritage Athletic Handbook in the appendix.

Directed Studies

In logic school, all students will be scheduled in a Directed Studies (previously referred to as Study Hall) two to four times a week. In rhetoric school, students may choose to take Directed Studies as an elective. The purpose

of these classes is to provide time for students to diligently work on any homework they may have. It is also a time for students to seek help from teachers. To be a good steward of this available time, and out of respect for both the teacher and students in the class, students must come prepared to silently work and study. Should students claim they have nothing to work on, the teacher will find something for them to do.

Standardized Achievement Testing

Christian Heritage administers nationally normed, standardized tests each spring to all students in 3rd-11th grades. Parents are notified of test results the following summer.

Christian Heritage offers the PSAT to at least 10th and 11th-grade students every fall.

Retention and Promotion

A strong foundation in reading and math skills is crucial to later academic success. For most students, the acquisition of these skills is an exciting and enjoyable process. For a few, however, the process can be difficult. The cause for this lack of academic success can be related to a variety of factors, including inappropriate grade-level placement, lack of maturity/development, and below level achievement. During the year, the faculty and staff constantly seek to identify students who may be having academic difficulty. Based on academic performance, standardized test results, and other diagnostic tools, there may be occasions when retention is in the best interest of a student. The Christian Heritage administration would make such an important decision only in close consultation with a student's family and teacher(s).

Promotion in the Grammar School

To be promoted in grades K4-5, a student must pass Reading, English/Language Arts, and Math with an average that demonstrates a solid mastery of each subject. In addition, the student must pass at least two of the following subjects: Bible, History, and Science. Also, there must be an overall satisfactory character/behavior rating, and the teacher and administrator must recommend a promotion.

If a student achieves at a level that demonstrates minimal mastery of subject matter content in several subjects, the student may be considered for retention. When a student is retained due to inadequate mastery of Reading, English/Language Arts, and Math, the student may receive help from various resources, such as summer school or private tutoring at the family's expense. The Christian Heritage administration must be notified before the student participates in these resources and provide documentation of successful completion to the Christian Heritage administrative staff. Before being promoted to the next grade, the student must successfully pass a Christian Heritage administered test that demonstrates the appropriate level of subject mastery.

Promotion in the Logic and Rhetoric Schools

In the Logic and Rhetoric Schools, if the final grade average (the average of the first and second semesters) for a course is at least 70, Christian Heritage awards full credit for the course to the student. Christian Heritage awards no credit for courses students fail (a cumulative grade average below 70). Parents may utilize various resources to help a student who is struggling academically, such as private tutoring, online courses, and summer school through the local public schools. Parents must coordinate these with Christian Heritage, the student must complete the course by the start of next school year, and parents will undertake them at the family's expense. Students attending summer school, other than on the Christian Heritage campus, must notify the Christian Heritage administration before enrolling in the course. Likewise, parents and students must provide documentation of successful completion of the off-campus course to the Christian Heritage administrative staff.

If a student fails two or more courses, or if a student and his parents do not make a plan with the administration to retake failed courses, the student will not advance in standing to the next grade. For example, if a student fails two or more courses when he/she is a freshman, he/she will not be considered, in standing, to be a sophomore. He/she will still be considered a freshman. If a student cannot advance with his/her class and needs to take classes designed for lower grades, Christian Heritage does not guarantee that it can or will offer the classes the student needs at a time that will not conflict with other classes the student needs. The Christian Heritage administration, however, will work with the parents and the student to accommodate the student whenever possible.

Academic Probation

Christian Heritage may invoke academic probation whenever a student fails to demonstrate satisfactory academic progress. Probation is intended to produce a mutual effort on the part of the school and home to correct academic deficiencies.

Failing Grade Reassessment for Logic and Rhetoric Students

A goal at Christian Heritage is to assist each student in maintaining his/her full academic potential. The purpose of this policy is to provide the student who **has failed a quarter in a particular class** with a platform for achievement and opportunity. It targets the student who can meet class requirements and who has the motivation and desire to succeed in the class. This measure of grace would allow a student a second chance to show evidence of his command of the subject material that was covered during the failed quarter and thereby earn a passing grade for that quarter.

A failing student requesting reassessment will be expected to meet the following requirements:

- The request for reassessment must be presented within the quarter following the grading period for which the failing grade was received.
- The student must show marked improvement in in-class assignments and tests during the following grading period.
- The student must present the request for reassessment, along with a plan for additional effort to improve grades outside of class (e.g., tutoring), to the teacher and appropriate administrator. They will review the request and determine eligibility for the reassessment.
- If approved by the reassessment team (teacher, curriculum lead, and administration), the student will have the option to retest on the work for which the failing grade was received and earn a maximum of a 70 average for that quarter grading period. No more than one (1) quarter grade per course may be reassessed.
- The student must maintain passing quarter grades in the course throughout the remainder of the school year for the earned “70” to be reported on his/her final report card. If another failing quarter grade is earned for that course, the reassessment policy would no longer be in place.

Rhetoric School Graduation Requirements

All Christian Heritage graduates will meet or exceed the Texas State Distinguished Achievement Program. At a minimum, 28 credits are required for graduation, which must include:

- English (4 credits)
- Rhetoric (2.5 credits)
- Mathematics* (4 credits)
- Science (4 credits)
- History & Government (4.5 credits)
- Economics (0.5 credit)
- Theology (2.5 credits)
- Foreign Language (3 credits)
- Fine Arts (2 credits)
- Physical Education (1 credit)

*All students are required to take a math class in their senior year, so students who take Honors Algebra I in 8th grade will graduate with 5 credits in math, giving them at least 29 total credits.

Distinguished Graduate Program—Advanced Measures

All graduates who achieve at least one of the following will graduate as a *Distinguished Graduate*:

- Successful completion of an Honors Thesis (see *Senior Thesis Project*)
- A score of a three (3) or higher on a College Board Advanced Placement (AP) examination before the senior year
- A score on the PSAT that qualifies a student for recognition as a Commended Scholar or higher by the

Determination of Valedictorian and Salutatorian

After the junior year, the top four academic students are identified and notified. Then, after the fall semester of the senior year, the GPAs are verified, and the top students are notified again. For these calculations, all honors classes for which there is a grade-level option are given a weighting of 5 additional points, AP classes are given a weighting of 10 additional points, and no electives are included in the calculations. A student must have attended the Rhetoric School for a total of 5 semesters to be considered for salutatorian or valedictorian.

National Honor Society

The Christian Heritage Classical School chapter of the National Honor Society (NHS) strives “to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character” in students of our school. During the spring, any sophomore or junior student who has a cumulative non-weighted 3.0 GPA on a 4.0 scale from all non-elective Christian Heritage courses is invited to complete a candidate application form in which he or she documents service and leadership experiences. Teachers complete a faculty evaluation form which scores each candidate in the areas of scholarship, leadership, service, and character. Candidate forms and faculty evaluations are reviewed by a five-member faculty council which is appointed by the principal. Upon a majority vote by the faculty council, students are then inducted into the school’s chapter of the National Honor Society at an induction ceremony.

Senior Thesis Project

The senior thesis project is the culmination of the Christian Heritage Classical School education. It offers the student an opportunity to expand critical thinking, research, and rhetorical abilities by preparing, presenting, and defending a substantive argument. Students are expected to prepare a paper as formal evidence of learning and skill acquired at Christian Heritage. As such, the paper should reflect both the classical and Christian instruction the student has received at Christian Heritage.

There are five stages in the completion of the senior thesis: (1) Students will select and do preliminary research on a topic to be proposed to the faculty; (2) Students will work with their thesis advisor to perform further research on the approved topic; (3) Students will write the thesis in a series of drafts that are reviewed by the thesis instructor(s) in preparation for an essay that adequately defends a position on the issues relevant to a chosen topic; (4) Students will carefully prepare a final draft of the essay; (5) Students will present and defend the completed essay to the rhetoric school, faculty, and invited guests at the Senior Thesis Defense. Successful completion of all five stages in the senior thesis is a requirement for graduation.

Students have the choice of preparing a regular thesis or an honors thesis. To successfully complete an honors-level thesis, students must:

- Develop, present, and defend a 16–20-page persuasive research essay that cites 20+ approved sources,
- Complete a Works Cited and an Annotated Bibliography in MLA format,
- Draw from two or more of the disciplines within the Humanities and/or Maths & Sciences,
- Implement a Christian worldview and offer viable solutions to contemporary problems/issues of national, global, or eternal significance,
- Maintain an 85 quarterly average in the thesis course throughout the year and earn an 85 or more on both the final paper and presentation grades, and
- Meet all deadlines as outlined on the thesis calendar.

Completion of the honors thesis is one of the advanced measures which qualifies a student to be named as a Distinguished Graduate. Each student’s thesis grade will be included on his/her final transcript.

Honors/AP (Advanced Placement) Course Enrollment

Christian Heritage is blessed to offer two levels of rigor in their course offerings for many of their courses.

When two options are available, the following criteria are used to determine student suitability for the more

rigorous option:

- the grade the student achieved in the grade-level course in the same subject of the previous year
- the recommendation from the teacher of the grade-level course in the same subject during the previous year
- passing a qualifying exam Christian Heritage chooses to give for a given Honors/AP course
- recommendation from the Honors/AP course instructor or Principal.

A student desiring to transfer into an Honors/AP Course once the school year begins may do so only with the recommendation of the current grade level teacher, the recommendation of the Honors/AP instructor, and approval of the administration.

Students who have been placed in an Honors or AP course (per the above guidelines) without having completed the Christian Heritage Honors/AP-level prerequisite course or without teacher recommendation for advancement are given PROBATIONARY enrollment in this new course. If a student does not maintain an 85 average or above in the new course during the first quarter, the student's enrollment in the Honors or AP course will be reviewed and may be discontinued. Enrollment in an Honors or AP course is conditional upon the student thriving in this advanced curricular setting without undue burden being placed on the teacher for outside tutorials and/or remediation.

Towards the end of the academic year, a sheet is given to each student, which provides his or her teacher's recommendation for either a grade level or Honors/AP placement in each academic subject where there is an Honors/AP option. If the teacher's recommendation is different from the student and parent's desire, the above criteria may be reviewed. Honors/AP enrollment is by school year, and the final placement decision is made by the administration.

A semester grade of less than 80 in any Honors/AP course may result in a student being placed on academic probation and if so, will require a parent/teacher conference.

AP Testing Requirements

Situational Requirements for an AP Exam

If a student opts into an AP-specified course (i.e., choosing AP English over grade-level English), students will be required to take the AP exam for that course at the student's expense (approximate \$90 per test which will be billed in the spring.) If a student is enrolled in an AP-course that has no grade-level alternative (i.e., an AP Calculus course with no grade-level alternative), the student and/or family hold the discretion to take the AP exam for that course.

Options for a Final Exam and Class Time Exemptions as a Result of AP Exams

- If a student opts out of the AP exam:
 - Students will be required to remain in attendance for the remainder of the course and take the teacher-issued final exam at its assigned time according to the Christian Heritage calendar. The final exam may not be taken early.
- Students who take an AP exam, whether by mandate or choice:
 - Students are exempt from the teacher-issued final exam.
 - The principal may set conditions for "open campus" options in lieu of remaining class time. This will be handled on a case-by-case basis.

Final Grade Improvement Option

For any student taking an AP exam, students may return to class to complete any class material and/or the final exam and have the potential to raise their existing class average. There will be no possibility for a student's average upon the day of the AP exam to be lowered as a result of returning to class.

STUDENT ADMISSIONS AND REGISTRATION POLICIES AND PROCEDURES

Christian Heritage Classical School offers a classical Christ-centered education to students in 4-K through 12th grade. Fully embracing the concept of integrating faith and learning, Christian Heritage strives to prepare students for life at each stage of their development through its distinctive academic programs and inculcation of a well-informed biblical worldview so that they can contribute to and influence contemporary culture.

Christian Heritage seeks students who desire rigorous academics in a positive Christian atmosphere centered on God's Word and who desire to lead and influence the world around them. Christian Heritage reserves the right to place all students at the grade level for which they are best prepared.

Christian Heritage Classical School reserves the right to select students based on their academic performance, spiritual commitment, and personal qualifications, including their willingness to cooperate with the school administration and to abide by school policies.

Requirements for Admission

- At least one parent agrees with the Christian Heritage Statement of Faith.
- At least one parent acknowledges personal salvation through faith in Jesus Christ on the application and in the interview.
- The parent(s) and the student regularly attend a Christian church that is in agreement with our Statement of Faith.
- Each parent acknowledges an understanding of the doctrines believed and taught at CHCS as defined by our Statement of Faith.
- Each parent acknowledges an understanding of the use of the Classical Model of Education in the curriculum at CHCS.
- At least one parent is willing to commit to helping our school community through parent participation.
- Christian Heritage must receive favorable recommendations from the last school attended; students who are currently suspended, expelled, or on academic or disciplinary probation may not be considered for admission to Christian Heritage.
- Students entering K4 must be four years old by September 1 of the school year for which they are applying, and students entering Kindergarten must be five years old by September 1 of the school year for which they are applying.
- Students who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other students in their grade. Christian Heritage Classical School is not equipped to provide a separate classroom, program, or staff to provide the educational services desired by the parents.
- Christian Heritage will need to receive favorable recommendations from the last school attended and receive satisfactory scores on admission testing.
- All entrance interviews will be conducted with the parents or guardians; students who are applying for 7th- 12th grades will also be interviewed.

Non-Discrimination Policy

Christian Heritage Classical School admits students of any race, color, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate based on race, color, or national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic programs, or other school-administrated programs.

Admissions Process

1. Complete New Family Inquiry & Screening (including the Statement of Faith).
2. Schedule a tour with the Director of Admissions.
3. Complete an application for admissions online at www.chcslongview.com and submit a non-refundable

fee along with birth certificate and shot records.

4. Schedule and complete testing. Students entering 7th grade or above shall be evaluated based on his or her academic level, social interaction, and desire and attitude concerning enrollment at Christian Heritage.
5. Interview with the Christian Heritage Admissions Committee and administration.
6. Admission decision by Christian Heritage Admissions Committee and administration.
7. Complete enrollment in Christian Heritage upon acceptance and receipt of family contract and by paying appropriate fees.

Re-Enrollment

1. Re-enrollment is not automatic. However, students enrolled for the current academic year are given priority for re-enrollment before enrollment is offered to the new families.
2. Current students and their families who desire to enroll in subsequent years must meet the following criteria:
 - a. Students must demonstrate a cooperative attitude toward their work, faculty, fellow students, and the policies of Christian Heritage.
 - b. Students and their families must maintain personal conduct that is consistent with the biblical spirit and standards that Christian Heritage seeks to maintain.
 - c. Tuition, fees, and other charges must be current at the time of re-enrollment.
3. The non-refundable re-enrollment deposit and financial contract must be submitted with re-enrollment information to secure a place for the coming year.

Transcripts, Records, and Recommendation

Students needing letters of recommendation for school transfer, college application, and scholarship, or job applications should give the Christian Heritage administration at least three business days' notice. Students needing transcripts, official or unofficial, School Profiles, or other school records must give seven business days' notice. Official transcripts for college applications will be sent directly to the college or university requested. Financial accounts must be current to receive any of the above records.

Withdrawal from Christian Heritage

If parents decide to withdraw their student(s) during the school year, they must notify the administration in writing. Each family who leaves Christian Heritage for reasons other than graduation may be asked to participate in an exit interview. To withdraw a student from Christian Heritage:

1. All departments must clear the student, and all financial accounts must be paid in full before any records can be released.
2. Any refund of tuition is governed by the terms of the family contract.

Course Selection

Each spring, we will provide course selections to the upcoming 9th to 11th-grade students.

Schedule Changes

Students may request a schedule change during the first ten (10) class days of the school year. Procure a schedule change form from the front office and get required signatures.

APPENDIX A: LOGIC AND RHETORIC EXTRACURRICULAR ACTIVITIES HANDBOOK

Purpose of Extracurricular Activity

Athletics, Competitive Academics, and Fine Arts play an important role in the lives of many students while attending Christian Heritage Classical School. As Christian coaches, sponsors, thespians, musicians, vocalists, and athletes, we desire to place Christ at the center of our attention, both on and off the athletic field or stage. We are to have His attitudes, His beauty, His actions, His grace, and His mindset in every endeavor. Extracurricular activities can be an excellent place to learn and practice these virtues.

Cheer and Robotics Teams

CHCS has two clubs for our logic and rhetoric students—cheer and robotics. Our cheer team participates in summer camps, holds mini cheer clinics for our littlest Sentinels, hosts an annual Daughters of King Valentine’s Dance, organizes and leads our pep rallies, and cheers on our teams. Our robotics teams design, build, and program robots for competitions and projects, applying STEM principles in a hands-on environment. The club fosters teamwork, problem-solving, and creativity, preparing students for potential careers in engineering and technology while offering opportunities to compete and innovate.

Athletic Department Mission Statement

CHRISTIAN HERITAGE Athletics utilize the arena of competitive sports to help students grow physically, intellectually, and spiritually as they face the challenges of competition in a manner that glorifies God.

Athletics Program Overview

The **Athletics Programs** are a tool to teach that Godly character that will prevail in circumstances that are sometimes challenging or difficult. The court and the field are great classrooms to teach hard work, discipline, and the importance of working together. Athletes must learn to maintain self-control in the heat of competition, humility in victory, and self-respect in defeat. Our desire is to help our athletes deal with each situation in a manner that would bring glory to God, and that would instill in them a confidence that God will strengthen us in any temptation or struggle faced in the future.

We, as a classical Christ-centered school, should be different from the world in our attitudes and actions. We need to encourage our student participants, sponsors, coaches, and parents to pursue the elevation of Christ’s reputation. We must learn to determine our success, not from the final score or rating, but in the process of becoming all God would have us be.

Fine Arts Mission Statement

The role of the fine arts program at Christian Heritage Classical School is to encourage students to explore, discover, and develop their God-given abilities with excellence in the musical, theatrical and visual arts in order to glorify their Creator and influence their world for Christ.

Choral Arts Overview

The choral program at Christian Heritage is committed to providing students with a wide range of musical experiences through both individual and group activities. Students are challenged to become confident, well-rounded musicians, possessing an appreciation for many styles and genres of music. All choral students are instructed in proper vocal/choral technique through a wide variety of music—including, but not limited to, unison and part-singing, acapella and accompanied, classical and contemporary, small and large ensembles, and solo singing. A thorough study of sight-reading skills is achieved through daily, progressive instruction using the Kodaly system. Students are given the opportunity to participate, both within a group and individually, in various choral/vocal competitions through the TMEA (*Texas Music Educators Association*) and TAPPS (*Texas Association of Private and Parochial Schools*) programs. In addition, non-competitive performance opportunities are offered throughout the year in the form of school/community concerts and musical theatre productions.

Orchestral Arts Overview

The strings program at Christian Heritage is committed to providing students a variety of musical experiences

through individual and group playing opportunities. All students in the strings program are instructed in the basics of musicianship—that is, intonation, note-reading, note-writing---as well as the general discipline of what it means to be a member of an orchestral ensemble. Instructional repertoire includes, but is not limited to, the following string-methods series: *Strictly Strings*, *Suzuki*, *Essential Elements*, and *Muller-Rusch*. In addition, hymns and other classical, sacred, and contemporary literature are used throughout the year, employing both unison and harmony playing. Students are given the opportunity to participate, both within a group and individually, in various strings/orchestral competitions through the TMEA (*Texas Music Educators Association*) and TAPPS (*Texas Association of Private and Parochial Schools*) programs. In addition, non-competitive performance opportunities are offered throughout the year in the form of school/community concerts.

Theatrical Arts Overview

The theatre program at Christian Heritage is committed to providing students a variety of speech and drama experiences through individual and group opportunities. Through the use of drama, the imagination, concentration, and team-working skills of each student are sharpened. The class incorporates pantomime and improvisation to enhance creativity, sensory awareness, and movement. In addition, students learn the importance of voice projection and diction, proper blocking and staging, and character development.

Students are given the opportunity to participate, both individually and within a group, in various speech/drama competitions through the TAPPS (*Texas Association of Private and Parochial Schools*) OAP (*One-Act Play*) District and State Contests, as well as the TAPPS State Academic, Speech, and Visual Arts Meet. Non- competitive performance opportunities are also offered throughout the year in the form of school/community plays and musical theatre productions.

Visual Arts Overview

The visual arts program at Christian Heritage recognizes that as children of a Creator Father, we have an innate capacity to create. The art elective, thus, is committed to encouraging observation and discovery of the beauty of God’s creation and assisting students in discovering their own creative potential. Exposure to artists from various periods helps to inspire students in their own work and allows the opportunity to evaluate art based on principles of design learned in class. Assignments/projects are manageable by students of all skill levels. By applying the elements of art, that is, line, shape, color, texture, etc., and the principles of design, students discover not only how to create aesthetically pleasing artwork and photography, but also how to “read” the work of other artists. Students are given the opportunity to enter their work in a competitive setting each year through the TAPPS (*Texas Association of Private and Parochial Schools*) State Academic, Speech, and Art Meet, as well as local art/photography contests/festivals. In addition, non-competitive artistic opportunities are provided in the form of school/community plays and musical theatre productions.

Extracurricular Goals

It is vital that each Christian student participant, sponsor, coach, and spectator be willing to grow and mature so that God will be pleased. As such, we have listed below some goals of our extracurricular programs. We desire to:

- Teach each student to conform to the image of Christ.
- Teach students to work hard together with Christ-like attitudes and actions, sportsmanship, and cooperation.
- Teach submission to authority on and off the field of play or stage.
- Teach diligence; give all your ability and strength to complete a task.
- Teach intensity; give 100% to the task at hand.
- Teach dependability; to do what is expected in all situations, to be faithful to attend all practices, shows, contests, and games.
- Teach humility; to demonstrate that God is the source of your abilities, talents, and successes.
- Teach endurance; to handle stress, hard work, and problems with God’s strength.
- Teach self-control; not to let a situation control you, but to control yourself in the situation.
- Teach responsibility; to do all that is expected, with or without direct supervision.
- Teach love; to be self-sacrificing and show real concern for the team or ensemble members, coaches or sponsors, and opponents.
- Teach a Christian perspective of success; making God-honoring choices, giving your best, and having a purpose beyond self.

Extracurricular Eligibility Policy

At the 4½ week point of any quarter, school administrators will run progress reports for all 6th-12th grade students. Any **logic or rhetoric student** with at least three C's or one F will be placed on **Academic Warning** and his/her grades will be monitored on a weekly basis. The Logic and Rhetoric Principal will contact his/her parents and clearly communicate the eligibility policy and offer any assistance to the student, in conjunction with the student's teacher, to begin a course correction for the class or classes in question. Students are eligible to participate in athletics and fine arts events while on Academic Warning.

At the end of the quarter, every logic and rhetoric student with at least one F on his/her report card will be **ineligible** for any interscholastic competition or performance for a **minimum of two weeks**.

At the end of the initial two-week period, the student will be eligible to participate if he/she is no longer failing any class. If the student is failing at the two-week mark, grades will be reviewed weekly.

Ineligible students may participate in practices (up to one hour) but may not participate in any athletic or fine arts events (a fine art event may be allowed if administration determines it is required for the curriculum).

Athletic Policies and Guidelines

CHRISTIAN HERITAGE Athletics has developed these policies and guidelines as tools to help keep athletics in its proper place among priorities at CHRISTIAN HERITAGE. Athletes, coaches, and parents must remember that participation in athletics is an extra-curricular privilege that students must earn and maintain. Athletes are leaders.

The purpose of athletics is to partner with parents and the school to develop students spiritually, physically, and mentally. We do this by teaching the following principles: 1) The importance of character. Our character matters in all situations, good and bad. Athletic practice and competition are great places to learn how to deal with success and failure. 2) The importance of self-control. Being responsible for our actions, words, and work matters. 3) The importance of accountability. Being part of a team requires sacrifice and the giving of oneself. Others depend on you.

Therefore, Christian Heritage Classical School expects its athletes to be leaders in positive ways – both spiritually and academically. The school expects players to show good conduct, sportsmanship, and a Christ-like attitude on and off the field or court.

1. Our 6th graders' participation in logic sports will be dependent upon the actual number of 7th and 8th-grade athletes and the particular sport played. Some sports require more players than others which makes it more conducive for adding 6th graders. The Athletic Director will assess each sport and the number of players to decide based on the information given.
2. All logic and rhetoric athletes will pay a fee for each sport played. Rhetoric sports are \$300/sport (golf is \$225); logic sports are \$200/sport. Fees are due by the first practice of each sport (golf is a two-season sport). This fee offsets the cost of uniforms, officials, concessions, tournament fees, etc.
3. All athletes must complete a physical before entering logic school play and must have an updated physical each year a student plays a sport until graduation.
4. Students must return ALL FORMS in a timely manner, respecting deadlines, or they will not be eligible to play.
5. Athletes must be at all practices and games unless excused by the coach.
6. Excused absences to practices and games include family emergencies, sickness, and/or school or church events that conflict with games or practices.
7. Athletes must keep equipment and uniforms issued by CHRISTIAN HERITAGE in good condition and return them at the completion of the athletic season. If uniforms are not returned to the athletic office by the established deadline, a fee of \$25 will be assessed.
8. Student-athletes must maintain passing grades in all subjects (at least a 70).
9. Grades checks will occur at mid-term and at the end of the nine-week grading period under both CHRISTIAN HERITAGE and TAPPS guidelines.
10. While the athlete is ineligible, the athlete will attend practice with his/her team, but not dress or associate with the team at games.

11. It is the athlete's responsibility to ask for assignments that he/she may miss due to games and/or travel. Additionally, before leaving early for a game, the athlete must turn in assignments for classes he/she will miss by leaving early.
12. Because we have limited school transportation, athletes may be responsible for finding transportation to and from games and practices. Athletes must make these arrangements before game day. The Athletic Department will provide addresses to away games. Athletes may drive themselves to and from activities within a 20-mile radius of the school.
13. Athletes must wear a complete uniform with shirts tucked in. No jewelry is allowed, and long hair must be pulled away from the face.
14. Street clothes worn to games must reflect a level of modesty consistent with the CHRISTIAN HERITAGE dress code.
15. Athletes must agree to represent with integrity the name of our Lord, our families, and our school.
16. CHRISTIAN HERITAGE athletes and fans should leave any venue in better shape than it was prior to their arrival.
17. Athletes will set up and break down the CHRISTIAN HERITAGE gym on game days. Coaches will arrange systems to ensure this happens.
18. Any athlete ejected from a game is responsible for paying all fines associated with the ejection. If an athlete is ejected, disciplinary actions may be taken by the Athletic Director. Any athlete receiving two ejections in the same sport may be removed from the team at the discretion of the athletic director.
19. Students who quit a sport during the season will not be eligible for postseason awards. Also, the student will not be allowed to participate in the following sport (practice or games) until the sport they quit is completely finished. If there are extenuating circumstances, then a conference will be held with the parents, the athlete, and the athletic director and a final determination will be made by the Athletic Director.

Playing Time

Each student will have different roles in sports and in life. Our students must learn that God desires for us to live righteously in the role we are given. Our desire is to teach each student to participate from a Christian perspective with honorable attitudes and actions regardless of ability. Coaches make selections for playing time based on talent, attitude, and team need. Every member participates equally in practice. All players will have some playing time during the season, but not in every game. The Athletic Department attempts to schedule scrimmages, B team, and junior varsity games for extra playing time and learning experience. A coach must evaluate all the factors subjectively and make the choices for the best combination to fulfill the responsibility that he or she has to the team, and not to just one individual. We should teach our athletes to fulfill their assigned roles without grumbling or complaining. The Athletic Director and the coaches humbly ask for your prayers and support as we strive to develop a physically disciplined, intellectually alert, and spiritually alive athlete. We need your encouragement and cooperation as we work together for the benefit of our children and our school.

Number of Games and Practice Schedules

Logic Sports Number of Games

- Soccer, Volleyball, Basketball: the number of games will be determined by the number of conference (CSAC) teams. When available, we will schedule 3 to 4 non-conference games if necessary. There will be 2 tournaments allowed, including the end-of-season conference tournament.
- Football: no more than 8 games.
- Baseball: will be determined by the number of teams participating in the East Texas Middle School Baseball league. Typically, it provides 10 - 12 games per season.
- Track: 3 meets plus the conference meet at the end of the season is typical.

Logic Practice Schedules

- Preseason: the maximum number of practices is 3 per week.
- In Season: if there are 2 scheduled games there will be a maximum of 2 practices. If there is only one game scheduled in a week, there may be a maximum of 3 practices held.

Rhetoric Sports Number of Games

- Rhetoric team schedules will be in accordance with the TAPPS calendar, and the number of games allowed. District schedules are determined by the district's Athletic Directors.

- The athletic office and school administration will consider the students' school calendar and classwork load.
- Students may not miss more than 2 full days of school per sport in the pre-season. These 2 full days do not count toward district games or playoff games as required by TAPPS.

Rhetoric Practice Schedules

- Preseason: available players (those who are not still involved in their previous sport) will practice at least 3 - 4 times per week.
- In Season: the following criteria will be in effect per week
 - 1 game/3 practices minimum
 - 2 games/2 practices minimum
 - 3 + games (tournament) - practice will be at the coach's discretion

Practice or Rehearsal Participation

Practice participation is not optional. Student athletes and those who have committed to fine arts extracurricular activities are expected to attend all practices and rehearsals as scheduled. However, we understand there are extenuating circumstances. Missed practices and rehearsals can be broken down into two categories: excused and unexcused.

For athletics, excused absences will result in the student having to make up for missed conditioning and possible playing time deduction at the coach's discretion. Unexcused absences will result in having to make up conditioning, mandatory playing time deduction (length to be determined by the coach), and possible dismissal from the team if the issue continues. Makeup conditioning must be completed before participation in any athletic event.

For fine arts, the consequences for missing rehearsals will vary but could result in the student being unable to participate in the final performance or event.

It is the parents' and students' responsibility to work appointments around practice and rehearsal times. Examples of excused and unexcused absences are listed below:

Excused Absences

- An academic or school event that **requires** the student's participation
- Youth or Church event such as Bible study or prayer meeting
- A personal emergency such as a family member or close friend in the hospital
- An injury requiring physical therapy or special conditions
- A substantial and/or contagious illness (please provide a doctor's note if possible)
- A funeral of a family member or close friend
- An event discussed and permission given by the Athletic Director, coach, or sponsor prior to the absence

Unexcused Absences:

- Couldn't find a ride to practice
- Social activity such as a youth group event to Six Flags or "Movie Night"
- Too much homework
- Anything not discussed with the coach, Athletic Director, or sponsor prior to the absence
- Anything deemed unexcused by the coach, Athletic Director, or sponsor

Fall/Spring/Summer Leagues for Athletics

Competition in leagues outside of normal school-sanctioned competition is always encouraged, but teams wearing Sentinel labeled equipment should be limited to Christian Heritage School athletes. In extenuating circumstances, athletes from other schools may help form a team if authorized by the Athletic Director.

Extracurricular Letterman Jackets

Lettering Qualifications for Athletics

Students who have successfully completed their second season in a single school-sponsored sport will be eligible to purchase a letterman jacket. If a student transfers into CHRISTIAN HERITAGE, past participation at other schools will apply. Students who participate as managers for a team for two seasons will also be eligible to purchase a jacket. When a student meets the requirements for a letter, he or she will receive an award notification that will allow him/her to purchase the letters for his/her jacket.

Students will be notified of their current point total in art, choir, orchestra, and/or theatre each spring, prior to the deadline for submitting letter jacket orders. Any student/parent questions regarding points may be directed to the CHCS Fine Arts Curriculum Lead.

Lettering Qualifications for Chorale

Students in the Christian Heritage choral program (grades 9-12) may earn their letter in choir by earning a minimum of 10 points through completion of a combination of the following requirements:

- Freshman/first-year choir students may earn 3 points at the end of the school year for consistent participation in class, attendance/participation at all choir concerts/ performances, and enrollment in choir for the following year.
- Sophomore/second-year choir students may earn 3 points at the end of the school year for consistent participation in class, attendance/participation at all choir concerts/ performances, and enrollment in choir for the following year.
- Junior/third-year choir students may earn 4 points at the end of the school year for consistent participation in class, attendance/participation at all choir concerts/ performances, and enrollment in choir for the following year.
- Placement in the TMEA (*Texas Music Educators Association*) High School All-Region Mixed Choir will earn 3 points.
- Placement in the TMEA (*Texas Music Educators Association*) High School Pre-Area Choir will earn 2 points.
- Placement in the TMEA (*Texas Music Educators Association*) High School All-State Choir will earn 2 points.
- Class 1 or Class 2 solos that are awarded a *1st Division* ranking at the TAPPS (*Texas Association of Private & Parochial Schools*) State Solo & Ensemble Contest will earn 3 points.
- Class 1, Class 2, or Class 3 ensembles that are awarded a *1st Division* ranking at the TAPPS (*Texas Association of Private & Parochial Schools*) State Solo & Ensemble Contest will earn 2 points.

Lettering Qualifications for Orchestra

Students in the Christian Heritage orchestra program (grades 9-12) may earn their letter in orchestra by earning a minimum of 10 points through completion of a combination of the following requirements:

- Freshman/first-year orchestra students may earn 3 points at the end of the school year for consistent participation in class, attendance/participation at all orchestra concerts/ performances, and enrollment in orchestra for the following year.
- Sophomore/second-year orchestra students may earn 3 points at the end of the school year for consistent participation in class, attendance/participation at all orchestra concerts/ performances, and enrollment in orchestra for the following year.
- Junior/third-year orchestra students may earn 4 points at the end of the school year for consistent participation in class, attendance/participation at all orchestra concerts/ performances, and enrollment in orchestra for the following year.
- Placement in the TMEA (*Texas Music Educators Association*) High School All-Region Orchestra will earn 4 points.
- Placement in the TMEA (*Texas Music Educators Association*) High School All-State Orchestra will earn 3 points.
- Class 1, Class 2, or Class 3 solos that are awarded a *1st Division* ranking at the TAPPS (*Texas Association of Private & Parochial Schools*) State Solo & Ensemble Contest will earn 3 points.
- Class 1, Class 2, or Class 3 ensembles that are awarded a *1st Division* ranking at the TAPPS (*Texas Association of Private & Parochial Schools*) State Solo & Ensemble Contest will earn 2 points.

Lettering Qualifications for Theatre

Students in the Christian Heritage theatre program (grades 9-12) may earn their letter in theatre by earning a minimum of 10 points through completion of a combination of the following requirements:

- Freshman/first-year theatre students may earn 3 points at the end of the school year for consistent participation in class, attendance/participation at all theatre events/ performances, and enrollment in theatre for the following year.
- Sophomore/second-year theatre students may earn 3 points at the end of the school year for consistent participation in class, attendance/participation at all theatre events/ performances, and enrollment in theatre for the following year.

- Junior/third-year theatre students may earn 4 points at the end of the school year for consistent participation in class, attendance/participation at all theatre events/ performances, and enrollment in theatre for the following year.
- Participation in a TAPPS (*Texas Association of Private & Parochial Schools*) OAP (*One-Act Play*) cast/crew that places at the TAPPS District OAP Contest will earn 3 points.
- Participation in a TAPPS OAP cast/crew that places at the TAPPS State OAP Contest will earn 4 points.
- Placement in the TAPPS OAP All-Star Cast/Crew at the district contest will earn 2 points.
- Placement in the TAPP OAP All-Star Cast/Crew at the state contest will earn 2 points.
- Honorable Mention recognition as a member of a TAPPS OAP All-Star Cast/Crew at the district contest will earn 1 point.
- Honorable Mention recognition as a member of a TAPPS OAP All-Star Cast/Crew at the district contest will earn 1 point.
- Participation in a speech/acting event that receives 1st, 2nd, or 3rd-place honors at the TAPPS State Academic, Speech, & Art Contest will earn 3 points.

Lettering Qualifications for Visual Arts

Students in the Christian Heritage visual arts program (grades 9-12) may earn their letter in art by earning a minimum of 10 points through completion of a combination of the following requirements:

- Freshman/first-year art students may earn 3 points at the end of the school year for consistent participation in class, attendance at/participation in all art events, and enrollment in art for the following year.
- Sophomore/second-year art students may earn 3 points at the end of the school year for consistent participation in class, attendance at/participation in all art events, and enrollment in art for the following year.
- Junior/third-year art students may earn 4 points at the end of the school year for consistent participation in class, attendance at/participation in all art events, and enrollment in art for the following year.
- Participation in a visual arts event that receives 1st, 2nd, or 3rd-place honors at the TAPPS (*Texas Association of Private & Parochial Schools*) State Academic, Speech, & Art Contest will earn 3 points.

Guidelines for Handling Grievances

If an issue or concern arises regarding your student, please contact his/her coach or sponsor during school hours and request an appointment to speak with him or her. If the coach or sponsor is a volunteer and works outside the school, please contact him or her after a practice or game to determine an appropriate time to talk. If you cannot reach the coach or sponsor, please contact the Athletic or Fine Arts Director to ask him/her to set up a meeting with the coach or sponsor. If, after meeting with the coach or sponsor, you feel that the issue is not resolved, please meet with the Athletic or Fine Arts Director to address concerns. If there is still no satisfactory resolution of the issue at this point, please schedule a meeting with an administrator to fulfill the final step in the resolution process. We hope to resolve all issues in a manner that is biblical and satisfactory to all parties involved.

CHCS FAMILY AGREEMENT 2025-2026 (DUE BY SEPTEMBER 4, 2024)

Thank you for paying close attention to the following policies in the handbook before signing this family agreement.

- Student Use of Electronic Devices and Cell Phones (p.15)
- Absences and Tardies, including Family Absence Procedures (19-21)
- Discipline and Correction in the Logic and Rhetoric School (p.27-29)
- Dress Code Enforcement (p.30-31)

Christian Heritage Classical School holds the premise that parents are their child’s primary teacher and should be involved in their on-going formal education. We consider ourselves partners with you in this endeavor. To that end, the school has established the following agreement:

I have read the Family Handbook, and I agree to abide by it; and I agree with the Christian Heritage Statement of Faith.

_____ Printed Name of Parent/Guardian	_____ Signature of Parent/Guardian	_____ Date
--	---------------------------------------	---------------

Student Agreement for Rhetoric Students

Dear 9th through 12th-graders,

We, the faculty and staff at Christian Heritage, understand that you have turned the corner from childhood into young adulthood. We are committed to partnering with you to help you reach your educational goals and to mentor you in your faith. We believe that an atmosphere of mutual respect among all of us is essential in a happy and effective educational community. We would like to hear from you that you are also excited to work with us in the coming school year.

Sincerely,
Administration and Faculty of Christian Heritage

If you agree with the statement in bold below, recopy it on the lines; then sign and date the bottom of the form.

I agree to actively take part in Christian Heritage and to work to make this school better. I am thankful for this opportunity, and I agree to put myself under my teachers' and administration's authority for the coming school year.

If you cannot agree with the statement in bold above, please sign your name below to indicate that you have read and understand the policies and procedures found within the Family Handbook.

_____ Printed Name of Rhetoric Student	_____ Signature of Rhetoric Student	_____ Date
---	--	---------------

If you have more than one rhetoric student, please have each student acknowledge his/her agreement on the back of this page or on a separate copy of this form.

Return this signed form to the office by Thursday, September 4, 2025.