

PARENTS & STUDENTS
HANDBOOK



**TULIP CHRISTIAN
SCHOOL**

Parents and Students

Handbook

2023-2024



**TULIP CHRISTIAN
SCHOOL**

MISSION, VISION, VALUES

MISSION

Tulip Christian School endeavors to help our students develop and mature in a positive, Christ-centered environment that integrates true faith and learning by emphasizing Biblical training and academic excellence. With academic excellence, Tulip Christian School partners with Christian parents in educating and discipling their children. We

- stand on the authority of God's Word in all areas.
- train students to think biblically and critically in all subjects.

VISION

Tulip Christian School wants to be a discipleship school and eventually become the standard that other Christian schools worldwide can model after for a solid academic biblical worldview education. We want to stir a passion in parents for the importance of Christian education as we grow leaders in this next generation that will impact the culture and the church and leave a lasting legacy for the Lord.

VALUES

- We are an inclusive and involved community of students, teachers and parents.
- We appreciate each member of our community as an individual with unique talents and abilities.
- We embrace a Christ-centered education and its

approach to teaching that emphasizes God's sovereignty over all things, including all knowledge, critical thinking skills, creativity and inquiry-based learning.

- We deliver an internationally focused curriculum that encourages open-mindedness, tolerance and cross-cultural understanding.
- We require personal integrity and ethical behavior.
- We advocate social responsibility and community service.
- We promote an open and caring dialogue in which each voice is heard.

ACADEMIC EXCELLENCE AT TULIP CHRISTIAN

Academic excellence is the maximum development of one's individual capacity and skills, and is demonstrated by:

- Taking initiative and ownership to broaden one's learning, by taking risks and setting individual challenges to achieve personal growth.
- Applying creativity, knowledge, skills, and teamwork to authentic situations, and local and global problems.
- Reflecting critically on one's work in order to learn from experience and improve future performance.
- Approaching academic pursuits with pride, passion, and integrity.
- Meeting the stated standards and benchmarks as set forth in the Tulip Christian School curriculum.

Academic excellence is achieved through the collaborative efforts of the entire school community: students, faculty, parents, and governing board.

GENERAL INFORMATION

Mailing Address	535 Peoria Cross Street Pella, IA 50219
School E-mail	principal@tulipchristian.org
Phone Numbers	641.858.6985, 641.780.1393, 641.780.9033, 641.780.1850
Homepage	www.tulipchristian.org
Board Co-President	Mr. Jon Neifert
Board Co-President	Mr. Sanjee B. Ang
Board Vice President	Vacant
Board Secretary	Mrs. Kelli Kruid
Board Treasurer	Mrs. Nikki Hol
Chair Ed. Committee.	Mrs. Krystal Lefevre
Principal	Benjamin Anum-Higher principal@tulipchristian.org
Vice Principal	Laura Meyers
Administrative Assistant	Vacant office@tulipchristian.org

THE SCHOOL

The Tulip Christian School was founded in Pella, Iowa in May 2023 as a private co-educational, not-for-profit online Christian school. The medium of instruction is English. It serves qualified international and American students in grades kindergarten through 12 and culminates in a TCS High School Diploma.

School Schedule

Generally, the student day begins at 8:30 a.m. and ends at 3:30 p.m from Monday through to Friday. The school does not engage in any learning activities on Sundays since it is the Lord's Day.

School Life

What is Student Life?:

Student Life offers students at the Tulip Christian School a wide variety of activities throughout the school year. These activities are designed to provide students with the opportunity to grow, learn, have fun and participate in the life of the School Community. Student Life incorporates programs that are designed to enhance a student's experience at TCS. The following programs make up the bulk of Student Life: The Community Service and Service Learning Programs, the After-School Activities Program, Church Education Program, etc. The Student Life Program is administered by the Vice Principal and also covers other facets of the student experience such as recreation events and socials. Here at Tulip Christian School, we

believe that Student Life is an essential part of a child's experience at our school. We strive to provide each student in our School with a variety of opportunities to encourage him/her to take faithful risks, get involved, and feel successful while they engage in TCS online learning..

Goals of Student Life Program:

1. To provide opportunities for each student to enhance their school experience through taking part in activities that will stimulate his/her growth and development as healthy and well rounded individuals.
2. To provide opportunities for each student to learn new skills that complement and enhance his/her learning.
3. To develop in each student the ability to take a faithful risk, make a choice and follow through on that choice.
4. To enhance a student's sense of self -worth and self esteem.
5. To provide a well balanced program that appeals to a maximum number of students and provides each student with a multitude of choices.

Student Life Programs

Community Service and Service Learning Programs

Community Service and Service Learning are implemented by our Vice Principal. We believe that they provide students an opportunity to learn about their community and about some important social/environmental issues, which affect our world.

The programs contribute to the goal of influencing students to become socially aware and responsible global citizens. They provide students with opportunities to:

- Become involved in the local community
- Learn about global, regional and local issues of concern and take positive action related to them
- Value of community service & service learning and of giving up personal time for others
- Make service a lifelong endeavor

Every student will participate in their grade level specific program and can sign up for additional after-school community action events during the year.

Field Trips

Depending on the number of our students in an area, TCS will organize or collaborate with other Christian schools to organize grade level educational trips for our students. The purpose of the trips is to build a sense of community within an entire grade level and create friendships at each grade level. These trips are an important part of our academic program and include class assignments.

Parents will receive student permission forms and details about the trips several weeks before the date of the trip.

In extraordinary circumstances when a student is unable to participate in the trip, a parent will need to write a note to the

School Office indicating the reason that the student will not be participating. All TCS school rules and co-curricular travel guidelines apply to this trip as well.

Advisory Program at Tulip Christian School

Introduction:

At TCS we aim to help our students develop a feeling of “connectedness” even though our learning takes place online. We provide time in our schedule for one of their teachers and a group of their peers to build a meaningful relationship with them via online. This feeling of being cared for and supported helps students become engaged in school, contributes to their thriving academically and to their feeling a sense of belonging at school.

Our advisory program has therefore been created to facilitate the construction of these kinds of relationships and provides the structure that allows for the development of “connectedness” in school. Every other week on a Thursday afternoon students will meet with their advisor and advisory group in order to work together to complete and participate in a variety of online activities and lesson.

In addition, advisors may periodically add additional advisory time for students.

Rationale:

As student’s get closer to adulthood, school can become more

isolating and impersonal. Advisory programs offer the structure to meet students' developmental needs because it is one place in school where students are intimately known as a "whole child". Advisory programs have the potential to ensure that every student has a meaningful relationship with an adult and belongs to a community of peers. At TCS we value the whole child and work as a community to support students as they mature and develop into the unique person that they are. During the school years the Advisory program serves as a vehicle for students to explore, discuss and develop the life skills that they will need to manage their spiritual, academic, social and emotional journey.

Our teachers serve as academic advisors, adult role models and mentors who work to build strong personal relationships with the students in their advisory group. Advisors support students in all areas of their life at school; playing the role of organizational, academic, and social coach as students move through this personal and challenging journey. Each year the students will discuss the themes that are pertinent to their developmental stage with the goal of guiding the students to think biblical.

There are three central themes used to guide our advisory program in the school. Teacher advisors will use activities and lessons in the advisory class as well as focus on the themes in the classroom.

THEMES:

1. **Who Am I?:** what are my strengths and challenges academically, socially and emotionally, how do I deal with

change?, what values do I live by? , what do I value? how do I manage my time? what is my organizational style?, how do I learn best?, what do I do when I am faced with dilemmas? how do I work towards goals?

2. **Personal Responsibility:** what is my responsibility as an individual, as a student/learner. as a classmate, as a friend, as a member of the TCS community and as a member of the world at large? (this theme includes service learning)
3. **Reflection:** what does it mean to reflect on one's life? what are the ways that people reflect? why is reflection helpful?, how do I receive and give feedback? how do I use feedback? what does it mean to be mindful? how can mindfulness help me as a learner and a person?

All students will discuss, review, practice and develop the life skills listed below at all grade levels as they discuss the themes listed above in their advisory and in their classes in light of the Word of God.

LIFE SKILLS:

1. How to organize themselves as students and how to manage their time efficiently in and out of school
2. How to take safe risks and how to stretch themselves as God's people and as learners. This includes learning to develop a strategy with goals and plan of action to deal with challenges, failure, safe risks and dilemmas that arise academically, socially and emotionally
3. How to reflect on one's work and relationships

4. How to communicate respectfully and clearly in all classes
5. How to deal with and act responsibly regarding their academic and personal challenges and how to view them as opportunities.
6. How to seek support and assistance as needed from teachers, coaches, the counselor and parents

While advisories will be the place that students begin building these life skills, students will have time throughout their day to practice, apply and live these skills. Our aim is that through mentoring students and allowing them to be safe risk takers, our students will develop into empowered life- long learners who strive for personal and academic excellence.

The Role of Advisor:

1. To care about and get to know your kids so that you can be perceptive enough to find ways to reach them.
2. To supervise how your advisory students are doing academically by checking their work, checking in with them face to face online or through email to review their work.
3. To help them brainstorm their goals and find ways to maintain or improve their academic performance.
4. To be a social and emotional coach; to promote and assure students that there is open communication in the advisory and with you so that you be available to listen to students when they are having a great day or a bad day. To celebrate and support students willingness to take

faithful risks and/or accept challenges. To help them find assistance from other adults when they need it.

5. To be a person to practice social and friendship skills with and to lend continued encouragement as they develop new friendships and try new activities.
6. To provide problem-solving and goal setting assistance. To hear students as they explain the problems they have such as misunderstanding of others/with teachers, social conflicts, bullying, exclusion, weak grades, and stress at home or with friends. To be advice givers.
7. To foster relationships between advisees in order to grow the unseen potential that exists when students help and support one another. To build this advisory into a community of learners.

Academic Policies and Information

Grades and Report Cards

We have established Standards and Benchmarks for each discipline at the school and students are assessed on this basis. Report card grades are distributed four times per school year at the conclusion of each quarter. The report card will be sent electronically to parents during the school year except for the final report card, which will be a hard copy. Students must have been in attendance in the school for at least thirty school days or more to receive report card grades.

Academic letter grades (A, B, C, D or F) are determined from

projects, reports, presentations, quizzes, and tests as well as from a student's participation in class. Behavior and effort grades are recorded in addition to the academic grades. At the beginning of each school year, teachers will explain their grading policies to students and parents. In certain classes or situations, a grade of Pass (P), Fail (F) or Incomplete (I/INC) will be recorded on a student's report card. In other cases, academic outcomes or expectations may have been modified for individual students and an asterisk (*) will appear on the report card with the appropriate explanation.

Parents are encouraged to contact the school with questions concerning a student's performance, and may request a conference at any time during the year by contacting the School Office or emailing the teacher directly. In addition, parent-teacher-student conference days are scheduled twice a year.

Letter Grades, Percentage Values, and Grade Point Average Equivalents

Grade	%Value	GPA		Grade	%Value	GPA
A	93-100	4.0		C	73-76	2.0
A-	90-92	3.7		C-	70-72	1.7
B+	87-89	3.3		D+	67-69	1.3
B	83-86	3.0		D	63-66	1.0
B-	80-82	2.7		D-	60-62	0.7
C+	77-79	2.3		F	Below 60	0.0

Definition of Letter Grades

A Academic Performance that includes

- A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations.
- Consistent evidence of analysis, synthesis and evaluation is shown where appropriate.
- The student consistently demonstrates originality and insight and always produces work of high quality.

B Academic Performance that includes

- A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations.
- The student generally shows evidence of analysis, synthesis and evaluation where appropriate.
- The student occasionally demonstrates originality and insight and usually produces quality work.

C Academic Performance that includes

- An adequate understanding of the required knowledge and skills, and the ability to apply them.
- The student occasionally demonstrates evidence of analysis, synthesis and evaluation, and sometimes produces quality work.

D Academic Performance that includes

- Limited achievement against most of the objectives, or clear difficulties in some areas.
- The student demonstrates a limited understanding of the required knowledge and skills and rarely applies them fully.

F Academic Performance that includes

- The student has clear difficulties in understanding the required knowledge and skills and does not apply them fully.

Description of Behavior and Effort Marks

Behavior and Effort marks are awarded for each class in addition to the academic grade. The following Behavior and Effort marks will appear on report cards: Outstanding, Good, Satisfactory, Needs Improvement, Unsatisfactory.

Behavior:

Follows class rules and expectations
Works cooperatively in groups when necessary

Treats self, others, and the online environment with respect

Effort:

Arrives to class on time
Comes to class prepared
Actively participates in class
Determined to do his/her best

Letter codes for Effort and Behavior:

O Outstanding
G Good
S Satisfactory
N Needs Improvement
U Unsatisfactory

Homework will be assigned on a regular basis, and students should expect to study or do homework every day.

Incomplete Grades

When a student is ill or misses a session with a teacher for any reason, he/she should arrange to have the assignments, re-schedule test dates and make -up all other work. Students are responsible to arrange a final due date with each teacher for make up work to be completed. If the final due date for missed work extends beyond the end of a grading period, an incomplete grade may be recorded by the teacher and changed to the earned grade by the pre-determined date.

Scheduled Student-Parent-Teacher Conferences:

Although parents are encouraged to request conferences with teachers/teams at any time they have a concern about their children's progress, a formal Parent -Teacher Conference Day is scheduled at the conclusion of the first and third quarters. If you know you will be away please inform the teachers ahead to schedule an alternative meeting time if you desire one.

GUIDANCE AND COUNSELING

The guidance department is available for consultations with all students for personal, academic, career and college/university counseling. The counselors work closely with every student to advise that he/she is enrolled in the appropriate classes and are obtaining the credits necessary for graduation.

The counselors also meet with parents, administrators and teachers regarding academic and socio-emotional concerns of high school students.

- Counseling Services are designed to provide an additional source of support and intervention to students. Services are available on a limited basis to help students address the many typical challenges of adolescence.
- Short -term adjustment counseling and evaluation services are free of charge.

LIVING ARRANGEMENTS AND CONTACT INFORMATION

Parents or a responsible adult assist our students in their learning. Therefore, for a smooth online learning, safety and legal reasons, parents/guardians are required to notify the school if there is any change to the guardianship or living arrangement of a student during the course of the year. If a parent/guardian will be leaving a child at home without adult supervision for a duration exceeding two days, parents should notify the school and communicate an emergency contact. Those in regular violation of this agreement will be asked by the school to remedy the situation or potentially lose the right to attend TCS.

Throughout their attendance at TCS, all students must live with parents, or appropriate guardians who must furnish proof of power of attorney. The school office must have the correct address and telephone numbers at home and at work. In addition, a second telephone number is necessary so that parents can be contacted when necessary. If there is a change to the address or telephone, please inform the office immediately.

WITHDRAWAL FROM SCHOOL

Any student withdrawing from school must complete a student clearance form before school records may be released. Clearance forms certify that a student has returned all their materials and books. Generally, students complete this form during their last week attendance. If students are leaving before the end of the year, please notify the school as early as possible so that the necessary paperwork may be completed.

COMMUNICATIONS (GENERAL)

Regular communication from the school comes in many forms, which includes phone calls, website updates, emails, etc.

Emails are a regular method of communication, and **parents are reminded to ensure that the school has the correct email address.**

WEBSITE

On the public pages of our website both prospective TCS families and our current community will find general information about the school and a detailed description of our curriculum.

EMERGENCY SMS MESSAGES

The school will send emergency information via email and SMS message. Parents need to ensure that the school has correct phone number.

COMMUNICATION (SPECIFIC)

Direct communication is the most effective way for a parent to handle a concern about his or her child's education. Direct communication means that the parent should approach the person most closely connected to resolving the concern, which with most academic issues, is the teacher. Contact can be made at Parent-Student-Teacher conferences, by letter, email, phone, or in a face-to-face online meeting. If the parent and the teacher

cannot agree upon a resolution, or if the agreed upon actions are not carried out, parents are welcome to bring the issue to the attention of the principal. This process not only provides the most direct route to resolving a problem, it also opens up the all-important communication channel between parent and teacher.

STUDENT CARD INFORMATION

Students of our school are entitled to receive a *Student Card*.

STUDENT RESPONSIBILITIES

SOCIAL RESPONSIBILITY

Responsible global citizenship is at the heart of the TCS mission and values. TCS staff aim to build **caring relationships** with their students. These relationships are the cornerstone for building a level of trust to model and educate appropriate behaviors. Inappropriate behavior (online and in-person) is dealt with by both of the following means:

1. Notifying the student of behaviors and implementing consequences that aim to be progressive and relevant;
2. Using the incident as a learning experience by allowing students to work with school staff to recognize ways to remedy the situation and develop the skills to make better future decisions.

CLEAR EXPECTATIONS

- Respect everyone's right to learn.
- Be on time and prepared for class
- Be rested, fed, and alert.
- Give your best effort.
- Do your own work.

TCS is a learning environment for everyone

- Use appropriate language
- Show respect in your social interactions with students and adults
- Clothing while learning with others online should respect the Dress Code
- Team with our community, share relevant information and work toward our common mission and values

Clear expectations also entail the clear communication of consequences for infractions. Most infractions are handled through progressive consequences, which can include working with students through counseling, self-reflection, problem-solving, parent notification/dialogue, and documenting instances within a student's file or in letters to future schools or universities.

CITIZENS OF THE TCS COMMUNITY: BULLYING AND HARASSMENT

Each of us plays an important role in upholding a school environment that is safe and secure for all students. We expect students, as citizens of our school community, to practice the

ideas of tolerance and acceptance in their interaction with others.

As empowered citizens who play a part in determining the daily culture of TCS, we expect students to be familiar with and work towards preventing any interactions in which students are being bullied or harassed by others. **Bullying and harassment are wrong.** There are no exceptions to this statement. It is every student's right to log in to school system and feel comfortable and safe learning online.

For the sake of this handbook, bullying / harassment are flagrant and/or repeated actions - violent and/or nonviolent, verbal and/or non-verbal - that cause fear, distress or harm, committed by an individual or group towards another individual or group.

Bullying and harassment can take place in any setting including the use of technology. In short, if it affects the TCS community, it falls under the umbrella of this policy.

Bullying and harassment can include:

- Being the target of uninvited or unwanted physical action or the threat thereof
- Being teased in a hurtful way
- Being singled out and/or having hurtful things said about a specific attribute such as appearance, race, gender, religion, sexuality, abilities, or family background
- Having lies or untrue rumors spread
- Having their friends turned against them
- Being threatened or forced to do hurtful things in order to become part of a group

- Being blackmailed.
- Cyber-bullying (which is further defined below)

Cyber-bullying is being cruel to others by sending or posting harmful material or engaging in other forms of social cruelty using the Internet or other digital technologies. Cyber-bullying can take different forms, including:

- Flaming. Online “fights” using electronic messages with angry and vulgar language.
- Harassment. Repeatedly sending offensive, rude, and insulting messages.
- Denigration. “Dissing” someone online or in some other public forum. Sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships. This includes sharing “opinions” about students, teachers, or school in public forums.
- Impersonation. Breaking into someone’s account, posing as that person and sending messages to make the person look bad, get that person in trouble or danger, or damage that person’s reputation or friendships.
- Outing and Trickery. Sharing someone’s secrets or embarrassing information or images online. Tricking someone into revealing secrets or embarrassing information, which is then shared online.
- Exclusion. Intentionally excluding someone from an online group, like a “buddy list.”
- Cyber-talking. Repeatedly sending messages that include threats of harm or are highly intimidating. Engaging in other online activities that make a person afraid for his or her safety.

- Cyber-threats are either direct threats or distressing material that raises concerns or provides clues that the person is emotionally upset and may be considering harming someone, including harm to self.

It does not include opinion statements made to friends verbally or critical opinions made online or in print that are made in an appropriate and respectful manner in a proper forum.

- **Please note we do not support or expect students in grades 6 and 7 having a FaceBook account as students are not age appropriate according to age requirements given by the web page.**

Plagiarism, Piracy and Copyright Infringement

- Students will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
- Students will not download or install pirated software, music, video or files that infringe on copyright laws onto computers. Possession of unlicensed or pirated software is illegal.
- Students will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements.
- If you are unsure whether or not you can use a work, you should request permission from the copyright owner.

REPORTING PROCESS AND CONSEQUENCES

Harassment and bullying are serious actions that threaten the

safety of our school community. All reported acts of bullying will be investigated and acted upon. The school expects all members of the school community to report incidences of bullying.

Students should be able to trust and confide in teachers, administrators, siblings and parents who in turn can help the student report the matter. The school understands that students are often afraid to report and will implement protective measures. The safety of the student who reports the incident of bullying will be addressed by the student being part of the decision-making process as it relates to future action.

Depending on the nature and severity of the incident, reactive measures will include counseling, parent involvement and a full range of possible consequences including expulsion. In some cases, the school may be required to alert the proper legal authorities about the incident.

For the purpose of this handbook, bullying and harassment do not include:

- the legitimate exercise of an individual's supervisory or instructional authority
- the expression of complaints, whether orally or in writing, if communicated in a manner consistent with the intent of the guidelines above.
- Naturally occurring, occasional conflict, which is an inevitable part of social interaction.

SUSPENSIONS (Procedural)

In severe or repeated cases of inappropriate behavior, a suspension represents a serious disciplinary consequence. Suspensions can take two forms, which are outlined below. All suspensions become part of the student record. The student has lost the right to attend classes. For attendance purposes, suspended days are marked as "Suspended".

TCS is ethically required to provide future schools and universities with information about suspensions and expulsion.

Suspended student will be able to complete work while in school and if these assignments are turned in on time, they will receive a Grade. (There will be no grade deductions resulting from the suspension itself.)

ACADEMIC/DISCIPLINARY PROBATION AND EXPULSION WARNING

The purpose of the probation process (both Academic and Disciplinary) is to identify students who are having difficulty meeting the requirements necessary for continued enrollment in grades 1-12 and to ensure that additional support is provided to those students and their parents. The aim is to identify these students early enough and to work as a team with parents to provide the necessary help for students to be successful at TCS.

Students will be placed on Academic Probation according to the criteria outlined in the section (below) under Academic Eligibility.
Procedure:

1. Parents will be informed by means of a letter from the principal that the student has been placed on academic probation, and the parents and student will be required to meet with the principal and/or the counselor to discuss the conditions of academic probation.
2. Students on academic probation may be required to complete regular self-evaluations to help with academic or organizational issues.
3. The Academic Probation period will be specified by the school, usually consisting of at least a full academic quarter. At the end of each reporting period, the principal and designated staff review each student's grades and probationary status.

A student who repeatedly meet the conditions of Academic Probation, or whose academic performance is severely missing expectations, will be placed on an **Expulsion Warning**. In this case, a student is in serious jeopardy of not being allowed to continue their studies at TCS. At this point, a contract detailing the conditions for continued enrollment is drawn up and signed by the principal, parents and student.

DISCIPLINARY PROBATION

Students who exhibit repeated inappropriate behavior, including two violations of Academic Honesty, will be placed on Disciplinary Probation with procedures that parallel the ones listed above.

DISCIPLINARY REVIEW COMMITTEE

Discipline issues will initially be dealt with at the grade level; problems that exceed these bounds may be referred to the Principal. In such cases, the principal will decide which sanction is most appropriate. If the planning process is not effective in changing student behavior, then suspensions may be considered.

If severe or repeated disciplinary infractions are apparent, including issues of Academic Honesty, a Student Disciplinary Committee may be convened to determine appropriate consequences. This Committee will not meet until parents have been notified. These consequences can include suspension or expulsion.

This Disciplinary Review Committee will consist of at least four (4) members. The Committee will typically consist of a Principal or Vice Principal, Administrative Assistant, Counselor(s), and staff members, who are not involved in the particular incident.

In the circumstances where the principal listed above has been significantly involved in the investigation and /or may be aware of significant background knowledge, which might constitute a conflict of interest, a substitute TCS Administrator will serve as Committee Member and facilitate the meeting. The decision rests with the Board President.

The Committee will:

- allow the student (and parent) to hear the details of the

incident(s)

- allow the student (and parent, if desired) to make statements regarding the incident
- review the incident(s) and, within two school days, produce a written response which can include future conditions for enrollment and/or a recommendation to the Board President for expulsion.

CLASS SKIP

A student is deemed to have skipped class if he/she failed to log in to the system and misses a class without notifying the school office. Skipping class is a serious offense as it strikes to the heart of our purpose as a school. In addition to the academic consequences, the incident is documented in the permanent student file, parents are notified, and other disciplinary actions may be taken, including detention and suspension.

DRESS CODE

Students, teachers, and administrators all conform to a common ethos with regards to dress that shows respect for the online community in which they are working. Clothes are chosen which are practical, comfortable, and sensible for the activity undertaken.

One's clothing choices must be respectful of the particular demands of an international online school community; it must show recognition of a diversity of cultural norms and a seriousness of academic purpose.

It is the expectation that these guidelines can be addressed by any staff member.

The dress code applies to school sponsored trips.

Clothing:

Should be clean, and without ripped holes -

Should not expose undergarments or be overly revealing.

Should be opaque.

Clothing or jewelry should be free from references to drugs, alcohol, and sexual, racial or offensive messages.

Low-cut tops, bare midriffs and short dresses, skirts or shorts are prohibited. Skirts and dresses must be sufficiently long to cover mid-way to the knee and beyond the full length of extended arms and fingertips. Shorts must be sufficiently long to extend beyond the extended arm and thumb.

CONSEQUENCES:

- All students who violate the dress code will be asked to change clothes.

PUBLIC DISPLAYS OF AFFECTION (PDA)

On field trips and occasions when several students gather

together in person, it is important that students demonstrate an attitude and behavior regarding interpersonal relationships that would be acceptable to people of various cultural, ethnic, and social backgrounds. TCS recognizes that genuine feelings of affection may exist between students; however, intimate public displays of affection are not acceptable. Anything beyond holding hands or a short quick kiss is considered PDA.

SCHOOL ATTENDANCE

ATTENDANCE BELIEFS

Attendance at school is extremely important. **Absences diminish learning.**

As a guideline, we are concerned when a student has missed more than four days of school in a semester. These absences generally result in:

- added stress for the student who must catch-up with their work
- complications with student relationships when the student is unable to fulfill group work obligations
- gaps in the student's education because they are not receiving the full "educational experience"
- impacting the education of other students when teachers are unavailable because they have to help absent students with missed work

ATTENDANCE: FAMILY SUPPORT

We ask families for their support in making sure that school attendance remains a priority. While every possible allowance is made for students who are absent due to illness, family emergency, religious observation, or participation in a school-sponsored activity, **absences resulting from extended vacation and family trips are inappropriate** reasons to miss school. Please attempt to schedule doctors visits or appointments outside of the school day.

The school offers ample time during vacations throughout the year for family travel and parents are asked to contact the office as far in advance as possible for a foreseen absence. The school reserves the right to require medical documentation related to student absences.

COMMUNICATION OF ABSENCE(S) BY STUDENT/FAMILY

Notify TCS Administrative Assistant about absences. She can be reached at office@tulipchristian.org. Please notify teachers in advance of any planned absence.

For unplanned absences, notify the office in writing or by phone within three days upon returning with parent permission for the absence so the unexcused absence (UA) can be changed to an excused absence (EA). These terms and consequences are clarified below.

ABSENT STUDENT'S GUIDE TO LEARNING

Beliefs:

- Students who are absent from class will not receive the same quality of education.
- Teachers cannot recreate the same learning environment that the student missed.
- Students need to work toward the goal of becoming independent and lifelong learners.

When absent the student will:

Expect that work or tasks that were due on the missed school day are due on the school day that the student returns. Absence is no reason for an extension.

- Initiate prompt communication with peers or teacher to collect task materials. If possible this should be done by email before the student returns to school.
- Review materials and attempt the task(s).
- Meet with the teacher on the first day of return to school to ensure work is on track and determine deadlines and a time to make-up work.
- If the student does not understand the task, then the student needs to prepare a written list of specific questions that will structure a conversation with peers or teacher.

These questions:

- Cannot be vague and must make references to specific

elements of the task.

- Demonstrate that the student has thought about a hypothetical solution.
- Abide by due dates as set forth in the student handbook and agreed upon with the teacher.

The student will not:

- Expect the teacher to re-teach the lesson
- Ask open-ended questions like:
 - What did we do?
 - How do I do this?

The teacher will:

- Provide materials that were shared with other students.
- Not answer vague questions, but instead give the student a Socratic reply, thus allowing the student to refine their thinking and to become a more independent learner.
- Answer student questions that are written and demonstrate a review of material and possible solutions.

The teacher will not:

- Attempt to re-teach the lesson since this would require a full class and full block of time.
- Do the work for the student.
- Excuse the student from mastery of curricular learning objectives.

TYPES OF ABSENCES

Absences fall into two categories:

Excused Absences (EA) - Parental notification of student absences resulting from illness or emergency.

Unexcused Absences (UA) - classes that are missed when students leave mid-day (skipping) without prior office notification, classes missed without parental notification within three school days,

For excused absences, the student has the opportunity to meet the learning objectives at the teacher's discretion. For unexcused absences re-assessment is not permitted. TCS reserves the right to include attendance information, including unexcused and excused absences, on a student's report card, transcript and letters to future schools.

Medical Leave of Absence

Occasionally medical leaves of absence may be necessary for effective management or treatment of a medical or emotional issue. Leaves of this nature may be implemented when requested by a Student and his/her parent, counselor, presiding Principal or Board President deem it necessary. Medical leaves can be required by the School for diagnostic evaluation or treatment. A follow up letter will be sent to the family outlining conditions of medical leave.

EXCESSIVE ABSENCE POLICY AND EARNED CREDITS

For the sake of the policy below, an “Absence” applies to both is Excused or Unexcused Absence. School sponsored absences (sports trips, field trips, etc.) do not count toward the policy described below. However, when academic performance suffers due to significant absences from school-sponsored events, the school reserves the right to counsel or limit participation in such activities.

TCS requires certain minimum hours for attendance in classes for credit to be earned.

Any student who has been absent for eight (8) or more school days in any individual class for any semester shall be referred to a Student Review Committee (described above).

The purpose of the Review Committee (for attendance issues) shall be to explore the extent to which the student has demonstrated the Learning Objectives of the course in order to receive credit for the semester.

In preparation for the meeting:

- The teacher(s) will share the Learning Objectives in question and comment upon the student’s work toward meeting these objectives.
- The student / parent will be able to present a written statement (to be shared at the meeting) explaining the nature of the absences as well as any evidence / explanation regarding the student’s effort and/or

attainment of the Learning Objectives in question.

Possible outcomes of this meeting could include:

- Action steps for supplemental course expectations, or
- Loss of credit for the course

ATTENDANCE: ACTIVITY / SCHOOL BALANCE

Given the fact that absences have academic consequences (direct or indirect), we strive to help students better understand the time

that is involved in the choices they make, both academic and activity, and provide clear guidelines as to the balance we feel would be advisable. We recognize that each student is capable of different levels of involvement, but we also wish to reinforce the general guideline regarding activities and university admissions: seek quality over quantity - a commitment(s) that demonstrates leadership and growth are more meaningful than participating in a large quantity of activities.

Students should consult the yearly calendar, and plan activities (considering the school absences that will result) with the consultation of parents and the counselor / academic advisor.

TCS states the following guidelines to help students / parents in the planning process.

No more than three (3) classes per subject away from school per semester. No trip should be taken within a month of another trip, with the exception of two trips for the same sports/activity team.

The philosophy of this guideline is not to limit student activity for those who manage a healthy balance with more activities than

the guidelines suggest. It is simply to keep academics at the forefront of our planning and decision-making process.

For students who wish to have the guidelines relaxed, an appeals process is possible. Students should:

Write to the Administrative Assistant stating the specific request and why they feel able to maintain strong academics even with the increased extra -curricular commitment. The written request must be signed by a parent/guardian.

The Administrative Assistant will base the decision on factors such as:

- Student progress in classes. The timeliness of completing assignments is important as well as grades.
- Past student record of responsible completion of class work missed from previous absences due to activities
- Evidence of student stress level and ability/inability to cope with stress
- Number of absences

TARDY VS. ABSENT

Late arrivals to class, known as "Tardies", are disruptions to the learning environment and violate the aforementioned "clear expectations". Students tardy four or more times for a class per quarter will be required to face some consequences. Each subsequent tardy beyond four will receive an additional consequences. Chronic tardiness will incur more severe consequences. It is the student's responsibility to be proactive

and organize any make-up work with the teacher.

Semester Exams offer unique assessment opportunities because they allow students to demonstrate unassisted work for an extended period of time in a controlled environment. The exam experience is important preparation for university exams.

Therefore a semester exam cannot be exempt, even for illness.

ELEMENTARY SCHOOL DEPARTMENT

Grades K-5 students will take courses in all core subjects and electives for the preparatory years of learning. For the core subjects, TCS students will study English/language arts, math, science, and art. Coursework is a mix of online and hands-on work, catering to various learning styles. Unit and course assessments are built into each subject, and easy-to-use online planning and progress tools keep you and your student on track.

TCS TEACHER - PARENT PARTNERSHIP

In the preparatory years of learning (grades K-5), Tulip Christian School teachers work with the parents or any responsible adult in the student's life to establish a smooth learning environment.

TCS teachers provide individual and small group instruction via online synchronous sessions.

Students must attend and meet with teachers to receive direct instruction and remediation. These sessions vary by grade level and are scheduled by your teacher based on a student's Individualized Learning Plan. The parent or responsible adult will help to facilitate the student's progress and work to modify the pace and schedule as needed.

Grades K-2: About 15% of learning is online. The parent or responsible adult's involvement in the student's life is critical in these grades.

Grades 3-5: Students might have increased independence, but the parent or responsible adult's involvement is essential for about 70 percent of school time, and approximately 30 percent of learning is online.

ATTENDANCE

Grades K-2: Students should spend approximately 4-7 hours on schoolwork per school day for five days per week

Grades 3-5: Students should spend approximately 5-7 hours on schoolwork per school day for five days per week

ASSESSMENTS

Students in the preparatory stages of learning (grades K-5) must show mastery of each lesson by achieving 80 percent or better on all lesson assessments. Assignments that demonstrate student mastery in lessons must be sent to the teacher. If a student is finding it difficult to master a lesson, the parent or responsible adult must contact the student's teacher immediately. Teachers offer many support sessions to assist their students.

TCS teachers will regularly assess our students. Our purposeful and meaningful testing drives our instructional practices to serve your child's needs best.

All of our elementary level students (K-5) must take the Measures of Academic Progress (MAP) test or specific state-mandated testing requirements.

SCHOOL COMMUNICATION

Email is the primary form of communication between the school and families. Parents, responsible adults, and students are required to check and respond to emails daily.

MIDDLE SCHOOL DEPARTMENT

Student learning changes in the middle school to a semester-based approach where students are required to earn a passing grade of 70 percent or above on their assignments and online lessons. Due dates are assigned to lessons to encourage consistent, steady progress for academic success. Attending teacher-led, online synchronous classes and completing coursework will also assist with student success.

Middle School teachers will work with families to ensure students progress academically as expected. To succeed, students must follow the pacing schedule assigned for each course.

TCS TEACHER - PARENT PARTNERSHIP

Tulip Christian School Teachers set the pace of instruction, but the parents or responsible adults help the student stay on track. This partnership is essential because students in grades 6-8 become more independent, taking on more responsibility and ownership for their learning. The parent or responsible adult will help build the student's organization and time-management skills. Middle school students build self-advocacy skills and work more directly with teachers, but the parent or responsible adult is essential for approximately 20 hours a week.

Students will be required to attend live class sessions with their teacher(s) based on the student's individual needs. During class sessions, students will receive direct instruction from teachers and have opportunities to interact with classmates. In addition to regular, synchronous classroom instruction, teachers may offer

support or small group sessions to assist in student learning. Parents or responsible adults are encouraged to contact their child's homeroom teacher with questions or concerns.

ATTENDANCE

Middle school students should spend approximately 6-7 hours on schoolwork per school day for five days per week.

ASSESSMENTS

Students in the middle school (grades 6-8) must show mastery of each lesson by achieving 70 percent or better on all lesson assessments. TCS teachers will regularly assess our students. Our purposeful and meaningful testing drives our instructional practices to best serve your child's needs.

All of our middle school students (6-8) must take the Measures of Academic Progress (MAP) test or specific state-mandated testing requirements.

SCHOOL COMMUNICATION

Email is the primary form of communication between the school and families. Parents, responsible adults, and students are required to check and respond to emails daily.

HIGH SCHOOL DEPARTMENT

Our high school offers a rigorous academic curriculum incorporating the whole student—mind, body, soul, and spirit. Our passionate teachers lead our students to build self-esteem while challenging them to think biblically, independently, open-mindedly, critically, and creatively. The focus is preparing students to lead and serve in God's world, a fast-changing global community.

Through God-centered, purposeful, active mentorship, our faculty help students develop practical skills of college preparation and learning habits that extend into all areas of life. We value precision in thinking, effective communication, independent reading, revision strategies, critical thinking, creativity, and, most important, a passionate love of learning.

Tulip Christian School offers Dual enrollment courses through a partnership with several colleges and also has a Career readiness courses to prepare our students for the future. Our staff will guide the students with college and career planning tools. Our high school students will also enjoy In-person teacher-led and school-sponsored events where students can meet their peers.

TCS TEACHER - PARENT PARTNERSHIP

Tulip Christian School Teachers set the pace of instruction, but the parents or responsible adults provide oversight and help when needed. This partnership is essential because students in

grades 9-12 become more independent, taking on more responsibility and ownership for their learning. The parent or responsible adult will help build the student's organization and time-management skills. High school students build self-advocacy skills and work more directly with teachers, but the parent or responsible adult is essential for approximately 10 hours a week.

Students will be required to attend live class sessions with their teacher(s) based on the student's individual needs. During class sessions, students will receive direct instruction from teachers and have opportunities to interact with classmates. In addition to regular, synchronous classroom instruction, teachers may offer support or small group sessions to assist in student learning. Parents or responsible adults are encouraged to contact their child's homeroom teacher with questions or concerns.

ATTENDANCE

High school students should spend approximately 6-7 hours on schoolwork per school day for five days per week.

ASSESSMENTS

High School students (grades 9-12) must show mastery of each lesson by achieving 70 percent or better on all lesson assessments. TCS teachers will regularly assess our students. Our purposeful and meaningful testing drives our instructional practices to best serve your child's needs.

All our high school students (9-12) must take the Measures of Academic Progress (MAP) test or specific state-mandated testing requirements.

SCHOOL COMMUNICATION

Email is the primary form of communication between the school and families. Parents, responsible adults, and students are required to check and respond to emails daily.

REQUIREMENTS FOR TCS HIGH SCHOOL DIPLOMA

The minimum requirement for students who have been enrolled in TCS since the ninth grade is to accumulate 24 credits distributed among the academic departments as listed below. A credit is earned for the successful completion of one course that has met for five class periods each week for an entire year. A half credit (0.5) **may** be earned for each single semester course.

TCS HIGH SCHOOL GRADUATION CREDIT DISTRIBUTION

The responsibility to track Graduation Requirements is shared between the student, parents and school.

24 CREDITS + Computer

Bible: 4 units

English language arts: 4 units

Social studies: 3 units (must include 1 unit of American history and $\frac{1}{2}$ unit of government)

Mathematics: 3 units

Science: 3 units (must include chemistry and physics, which may be offered in alternating years)

Health: 1 unit

PE: 1 unit

Financial literacy: $\frac{1}{2}$ unit

CPR Training

What is a unit of instruction?

In grades 9 through 12, a unit is a course that meets one of the following criteria:

- It is taught for at least 200 minutes per week for 36 weeks;
- It is taught for the equivalent of 120 hours of instruction;
- It requires the demonstration of proficiency of formal competencies associated with the course (according to State guidelines)

A fractional unit must be calculated in a manner consistent with how a full unit is calculated.

Parent-Teacher-Student Conferences

Parent-teacher-student conference days are scheduled twice a year. It is strongly encouraged that all parents and students attend these conferences to ensure clear, concise and informative communication between all parties.

GRADING AND REPORTING STUDENT PROGRESS

TCS Foundational Beliefs on Grading and Reporting

1. Grades should convey how well students have individually achieved standards. Unless otherwise indicated in a standard, skills and behaviors such as group/cooperative skills, punctuality, organization, work ethic, etc. will be reported but will not affect the academic grade.
2. The primary audience for the message conveyed in grades are students, parents and TCS teachers; grading policies should aim to give them useful, timely, actionable information. Administrators and other educational institutions are secondary audiences.
3. Grading policies will support student motivation to learn. We will aim to minimize situations in which a student's failure is inevitable.

Grading and Reporting Glossary

Grading can have one of two related definitions:

1. the scoring of individual tasks/assessments whose score

will represent feedback relating to standards and benchmarks

2. combining several assessments/tasks, (i) translating the result to evaluate student learning of the standards/benchmarks and (ii) reporting the resulting grade in a formal way.

Reporting – the sharing of evaluative feedback that does not necessarily factor into a final grade based on achievement of standards and benchmarks. Reporting can include descriptors (such as “excellent” and “very good”), numbers (1-7 or percentages) or letters (A-F). Categories of reported information can include standards and benchmarks but can also include other criteria such as “effort,” “punctuality” (late work), “desire to learn,” etc.

Academic Achievement (sometimes called ***summative assessment***) aims to measure, at a particular point in time, student achievement relative to content standards.

Summative assessments:

- a) are scheduled in advance with clear expectations for students,
- b) occur after students have been presented with adequate instruction, practice, opportunities for feedback and time for preparation,
- c) try to measure a student’s unassisted, independent achievement and can take numerous forms (traditional exams, authentic assessments, problem-based learning, etc.)

Academic Practice (sometimes called ***formative assessment***)

informs both teaching and learning. Effective formative assessment allows for timely adjustments to teaching and learning. It will affect what the teacher and the student do next. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses. Ex. most homework

One distinction between these types of assessments is to think of formative assessments as 'practice'. Generally, formative assessments do not affect a student's grade.

TCS Grade* – a grade representing achievement of the TCS standards/benchmarks. The percentage grade is converted to a letter grade for the report card and transcript.

Students should meet their deadlines so that their work does not pile up. Lateness should not provide advantages such as receiving extra time or assignment feedback from peers.

- **Work Not Handed In (NHI)**: All graded (formative or summative) work not handed in (NHI) will receive a temporary grade of "NHI", which calculates as a grade of zero. This temporary zero will be removed when the work is submitted and graded.
- Late **summative assessments** will not be penalized for being late (except in cases of unexcused absences and academic dishonesty, see below). Student achievement will be graded and the tardiness of an assignment will be reported. Summative assessments which are late will not

be graded if submitted after the teacher has returned the assessment to other students in the class; however, feedback is possible.

Demonstrating mastery of outcomes is sometimes possible in subsequent assessments. Otherwise the student must arrange another assessment, which is a great inconvenience to everyone. This subsequent assessment will likely happen outside school hours, contain topics that have not necessarily been emphasized in class and have a definitive deadline.

- Students who repeatedly miss summative exams (or make-up exams) with excused absences should be referred to the Principal where a date for the assessment can be determined (in partnership with the teacher) and the following information is shared in advance with parents, student and teacher:
 - a) The “grade” consequence for missing the newly agreed upon date
 - b) Completion of all summative work is required before students earn the privilege to travel on school trips.
 - c) To protect test validity, teachers will attempt to administer all make-up exams prior to the exam being handed back to the rest of the class. Students who need to take a make-up exam should expect to face a different exam.
- Late formative assessments will not be penalized for being late if it is submitted before the teacher returns the class set and before the summative assessment. Once the **formative assessment** deadline is missed, it is scored

with a temporary zero. The teacher will provide an additional window (e.g. “before the summative exam date”) whereby the student must complete the formative assessment and earn an achievement score (if indeed the formative assessment was scored for all students). Graded formative work not turned in prior to the summative assessment may receive a score of zero, as its formative purpose is lost.

- a) formative work is there to provide practice and feedback for the eventual summative work, not necessarily to earn points directly.
- b) Students who turn in formative work late or close to the date of the summative assessment should understand that they can expect limited feedback on that work since the student has not left enough time for the teacher to mark and return the work with the same level of feedback; we encourage the student to specify to the teacher which part of the work he/she would like feedback on. The major consequence of late formative work is limited feedback.

Assessments (formative or summative) that are not completed due to Unexcused Absences or violations of Academic Honesty **would receive an automatic “V” (Violation) on the Report Card** and have the grade reduced by 40% of the actual achievement grade. (E.g., A student skips a class and misses an assessment. When the student finally takes the assessment, he scores a 90%. Because it was an unexcused absence, the score will be reported as 50%, and “V” would go on the report card.) Repeated violations will be treated as serious behavioral violations instead of academic behaviors, and could affect the

right to attend TCS.

Makeup Work / Re-Takes: Summative makeup work is contingent upon an application to the teacher. Typically the application requires students to complete formative assignments, to demonstrate to the teacher why this attempt will be more successful and to abide definitive deadlines set by the teacher. The demonstration can include showing practice work and “spot-check” assessments to determine student preparedness for makeup assessment. Success of the application and deadline for the work is at the discretion of the teacher. Work must be done by the teacher’s deadline or the opportunity for makeup is forfeited.

A student’s permanent grades are reported at the end of each semester (not each quarter) through a Report Card. These grades become part of the student’s personal file and will be communicated on the student’s transcript upon transfer/graduation.

Printed grades will be given at the end of the first and third quarter. These quarterly reports should be considered “mid-semester” reports and do not represent part of the student’s permanent records.

If there are questions regarding the individual or overall scores, parents/students should check with the individual teachers as grading categories and weights will differ. When an assignment has not been turned in (for any reason), teachers are asked to enter a score of a temporary zero in it's place, and therefore have

a temporary negative effect on the student's overall percentage. We do this to raise attention to the missed work and to avoid future negative surprises resulting from the transfer of a "No Grade" mark to a zero.

MID-SEMESTER TRANSFERS

Students arriving in the middle of a semester will be graded according to the following guidelines.

- Students arriving prior to the end of the 1st or 3rd quarter will be graded as full-time student and receive a .5 credit if they have a passing grade (over 60%) at the end of the semester. Individual teachers will make decisions regarding whether the student will need to make up and/or be responsible for the material that was missed. This decision is made on a class-by-class basis.
- Students arriving during the 2nd or 4th quarter will be graded within the narrative part of the Report Card. Officially, the student will receive a NG (No Grade) and will not receive the .5 credit.

In some circumstances, the principal will either carry forward a previously earned grade and/or specify a level of attainment that is necessary at the end of a semester for the student to earn a .5 credit. limited to, digital, physical and oral sharing of answers to school work.

HOMEWORK

Homework is the extension or reinforcement of classroom activities. TCS believes the homework is useful if it helps students practice for classroom demonstrations of academic standards. Therefore, homework may be assigned by teachers but not always graded. In no way should this be understood that homework is not important.

Homework provides the most obvious way that students can receive feedback on their attainment of classroom expectations.

- Extended projects or essays or major readings are normal requirements, and students must allocate time accordingly so that not all the work is left until too near the deadline.
- Teachers are asked to tell students the amount of time they believe the homework should take. Time should be allocated for students to ask clarifying questions about the homework. During the next class teachers might do a “quick check” to gauge the amount of time that students spent on the homework.
- These guidelines also apply to weekends and holidays.
- Students can have no more than 2 tests or major projects due on the same day. On receipt of notification of a “third” test on the same day, the student should immediately talk to the teacher concerned and negotiate a new date. If a satisfactory agreement can’t be reached the matter should be referred to the Principal who will arbitrate. If the student does not contact the teacher giving the “third” test within a day of it being assigned, the student forfeits the

opportunity for consideration under this rule.

How do we want TCS High School Students to spend their time?

Sleep	8+ hours
School	7 Hours
Exercise	2 Hours
Homework	1-3 hours
Meals / Family Time / Social	3-5 Hours

TEXTBOOKS AND CLASSROOM MATERIALS

Students are responsible for materials checked out to them and are expected to take good care of them. Textbooks, library books, and materials provided by the school must be paid for if lost or damaged. Generally, each student should have the following school supplies: notebooks, pencils and erasers, pens, textbooks, and a calculator. Students also need a personal thumb/pen drive to save files.

FIELD TRIPS

The goals of trips are:

- To build strong friendship bonds between peers and teachers.
- To acquaint students with the cultural features of the region they are visiting.
- To provide students with leadership opportunities and to promote self-reliance.
- For students to participate in challenging outdoor physical activities.

Participation in trips is compulsory unless there are documented medical reasons that preclude participation.

Typically, unless otherwise stated, tuition covers the entire cost of the trip. The school does not have individual health policies for each student so parents are advised to consult their policies for applicability during Field Trips. Parents are also responsible for securing any visas that may be required for their student.

Please be reminded that all school rules and policies apply on trips. Misbehavior may result in a student plan, travel ban, exclusion from co-curricular participation, suspension, and possibly expulsion. Students will, if feasible, be sent home at their parent's expense if their behavior justifies a travel ban.

Prior to the trip, all students will be required to sign a declaration saying that they have read the handbook and that they agree to

abide by all of the rules. In addition, the principal will designate chaperones who may make a reasonable search of a student if there is reasonable belief that the student has in his/her possession an item that is contrary to school rules and/or dangerous. The search will be conducted in the presence of a third party.

INSTITUTIONAL VOCABULARY

Administration – shall mean the School Principal, Vice Principal, and Administrative Assistant.

The School or TCS – shall mean the Tulip Christian School

School Official – shall mean the School Board President, Principal, Vice Principal, Administrative Assistant, and Counselor. The Board President or Principal may designate any other member of Staff as a “School Official” if circumstances warrant such an action

ACADEMIC PROBATION

The School vice principal will maintain procedures for academic probation. Such procedures are designed to ensure student success. Regular and formal communication between faculty and parents will be the keystone to this process. Administrative policies regarding academic probation will be contained in the Faculty and Student handbooks and will also be communicated

to the parents.

Students who successfully complete the guidelines for academic probation will be considered as regular students again and will be able to participate in activities as normal.

Students who are still unsuccessful at the end of the probationary period will face the following consequences:

1. any Junior High School Student who has failed two (2) core subjects may be retained at the end of the academic year; and
2. any High School Student failing three (3) core courses or failing two (2) core courses and carrying two D's in other core courses at the end of the academic year will not be readmitted to the School unless the academic board recommends re-admission.

STUDENT SUSPENSION

Students whose behavior violates the rules of the School, interferes with the educational program and/or whose behavior results in the destruction of School property may at the discretion of the Principal, be suspended from School for a period of up to ten (10) days.

Before any case of suspension a Student will be informed of the reason(s) for suspension and a written notice of the reason(s) for suspension will be sent to the Parents. The Student shall have the right to an explanation of the evidence supporting the reason(s) for suspension and an opportunity to present the Student's side of the story.

Upon termination of the suspension period the Student may return to the School as normal after the Parent has had a conference with the Principal.

STUDENT EXPULSION

Students whose behavior violates the school rules and interferes with the educational program may be expelled by the Principal.

If the student denies the charges leading to expulsion, the student shall have the right to an explanation of the evidence supporting the charges and an opportunity to present the student's side of the story.

STUDENT DUE PROCESS RIGHTS IN THE CASE OF EXPULSION

The steps below shall be followed in the case of expulsion:

1. a written notice of the expulsion and the reasons thereof shall be given to the parents of the expelled Student. This notice shall be provided in sufficient time (minimum of three (3) days ahead) to give the student a chance to prepare a written defense;
2. the student and parents of the expelled student shall be provided with a copy of the Board's policy in regards to student expulsion at the same time as the notice;
3. the student shall be permitted to examine documents related to the matter;
4. the student shall be permitted to obtain legal counsel;
5. the Board will have a special, closed session-meeting with

the student, the parent of the student and/or the retained legal counsel, along with the school's counsel and those school personnel who have knowledge or information about the events leading to the expulsion of the student in ten (10) days following receipt of the student's appeal;

6. the Board will examine the facts based on the decision of the Principal and on the written defense of the student; the Board may ask questions from the student to clarify the matter;
7. the student may deny to answer any questions of the Board;
8. the Board will resolve the matter and announce its decision in the closed session-meeting;
9. a written notice of the Board's decision will be followed in three (3) days.

Tulip Christian School Parent–Student Handbook Agreement

Dear Parent(s)/Guardian(s): By signing below you have read, discussed, and agreed to all aspects of the Handbook, including student behavior and expectations, the acceptable use policy with your child. Your child is/are aware that he/she will be responsible to follow all the expectations listed above. If he or she does not, they will face consequences.

If you have any questions regarding these policies, please feel free to contact the school office.

Our aim for this handbook is to provide clear expectations for students, and we expect that students will continue to act in a mature, responsible manner when it comes to providing a safe and harmonious learning environment. A safe and transparent learning environment is supported by educational research for its positive effect on learning. Thank you for your ongoing support of the school.

I have read and discussed all aspects of the Student Handbook, including student behavior and expectations, and the acceptable use policy with my child. My child is aware that he/she will be responsible to follow all the expectations listed above. If he or she does not, they will face consequences.

Print Student's Name/Grade:

Student's Signature:

Print Parent/ Guardian Name:

Parent/Guardian Signature: