

CROSSPOINTE

P R E P A R A T O R Y



Parent/Student Handbook
2023-24

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Our Vision

The vision of *CrossPointe Preparatory, Inc.* is to help parents prepare college-worthy, character witnesses of Christ for the next generation.

Our Mission

CrossPointe Preparatory, Inc. exists:

- To love and glorify God,
- To foster parental involvement in the educational and spiritual discipleship of their children,
- To inculcate students with a biblical worldview,
- To educate with excellence,
- To prepare students for the rigors of a lifetime of learning,
- To train students in the articulation and defense of their faith in Christ,
- To intentionally empower and build Christian families thus laying the foundation for stronger communities, and
- To encourage the start-up of other Christian-based schools wherever parents and educators demonstrate interest.

Educational Approach

CrossPointe Preparatory is a University-Model® School. It is the first concrete expression of this new educational model in Central Arkansas. It is a unique private school that utilizes a university-type schedule and a teacher-parent integrated instructional approach to produce a high level of academic achievement while enabling strong ties between parents and their children. CrossPointe employs the use of two proven elements for educational success – the professional classroom instruction of a teacher and the caring, at-home mentoring of a parent – combined into a single, unified, college-simulated program. Other proven elements of the school’s program include character education, low student/teacher ratios, hands-on-learning, a strong student work ethic, an effective college-preparatory curriculum, character-building student activities, and servant-minded local operation and management.

Guiding Principles

1. LOVE AND GLORIFY GOD AS HE IS REVEALED IN THE HOLY BIBLE.
 - a. “Jesus replied, ‘Love the Lord your God with all your heart and with all your soul and with all your mind.’ This is the first and greatest commandment” (Matthew 22:37-38).
 - b. “And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him” (Colossians 3:17).
 - c. “So whether you eat or drink or whatever you do, do it all for the glory of God” (1st Corinthians 10:31).
 - d. The Holy Bible is the standard of truth and final authority for faith and practice in all matters relating to *CrossPointe Preparatory, Inc.*
 - e. The chief aim of CrossPointe Preparatory is to love and glorify God through everything we do.

2. HELP FULFILL THE GREAT COMMISSION (MATTHEW 28:18-20).
 - a. As the master teacher, Jesus delivered to His disciples the most effective means of education ever devised by intellect to guide and grow the aim of His eternal purpose.
 - b. With the model of the Great Commission as our educational guide, CrossPointe Preparatory seeks to cooperate with Christ’s Great Commission purpose, encouraging all men, women, boys and girls to be both personal disciplined followers and public character witnesses of the Lord Jesus Christ who, as the first generation Christians did, “proclaim Christ everywhere they go” (Acts 8:4).

3. AFFIRM AND ENCOURAGE PARENTS IN THEIR GOD-GIVEN OPPORTUNITIES AND RESPONSIBILITIES.
 - a. “Love the LORD your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up” (Deuteronomy 6:5-7).
 - b. This passage inspires the CrossPointe commitment to parents, God’s first plan for education.
 - c. Whether the issue is instilling positive traits (e.g., respect for authority, personal integrity, honesty, dependability, loyalty, and commitment) or avoiding negative consequences (e.g., teenage suicide, substance abuse, adolescent violence, sexual promiscuity, and teenage pregnancy), CrossPointe believes parents must take their proper place on the front line.
 - d. If the influence of parents ever breaks down, the cost will be measured in lost souls.
 - e. The percentage of children who come to faith later in life is so small, and the consequences of a negative, neglected childhood are so great, that the positive influence of parents early in life must command our utmost attention and priority.

4. EDUCATE WITH EXCELLENCE IN A CHRIST-CENTERED ENVIRONMENT.
 - a. “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).
 - b. Children, like their Lord, are to keep “increasing in wisdom and stature, and in favor with God and man” (Luke 2:52).
 - c. Likewise, “Blessed is the man who finds wisdom, the man who gains understanding” (Proverbs 3:13).
 - d. Also, “Instruct a wise man and he will be wiser still; instruct a righteous man and he will add to his learning” (Proverbs 9:9).
 - e. As we teach and instruct students “as working for the Lord,” the standard of our performance is nothing less than excellence, taking into account applicable research and the best relevant practices concerning teaching and learning.

5. INTEGRATE HOME AND SCHOOL IN AGE-APPROPRIATE WAYS THROUGHOUT THE CURRICULUM DESIGN AND SCHOOL-SPONSORED STUDENT LIFE ACTIVITIES.
 - a. CrossPointe exists to assist parents with the modern-day difficulties of preparing their children for college while also recognizing and supporting the parents’ unique role in communicating their faith and values.
 - b. For parents to succeed in their all-important task of discipleship, it is essential for families to experience meaningful time together.
 - c. The CrossPointe approach, as opposed to traditional school systems, gives time and access back to parents in exchange for their commitment to be academically and relationally involved with their students outside of class according to the college-preparatory curriculum design.
 - d. Such involvement, when lovingly and joyfully administered, leads to greater opportunity for parents to succeed in teaching their most important “subjects” – faith, hope, and love.
 - e. This good-faith partnership between parents and teachers makes home and school integration for a family-strengthening, quality education both possible and practical.

6. REACH OUT TO OTHER COMMUNITIES.
 - a. God’s blessings are for the glory of His name and the enrichment of our world.
 - b. It is right and proper to do everything possible to communicate the CrossPointe approach with anyone who needs and wants it.
 - c. As *CrossPointe Preparatory, Inc.* experiences God’s blessings, it will be about the business of sharing those blessings with interested others.

Statement of Faith

1. The guiding philosophy of *CrossPointe Preparatory, Inc.* centers on the belief that God delivered the Holy Scriptures by the inspiration of His Holy Spirit.
2. We believe this was done for the purpose of proving His wisdom through the sacrifice of His only begotten son, Jesus of Nazareth.
3. We further believe this Jesus is the proven Christ by His resurrection from the dead
 - a. according to fulfilled prophecies contained in the Scriptures and
 - b. that this wisdom is evidenced to the principalities and powers in heavenly places by the Church,
 - c. which consists of those saved to eternal salvation according to the will of God as expressed in the Scriptures (2nd Timothy 3:16-17; Acts 2:30-31; Ephesians 3:10).
4. *CrossPointe Preparatory, Inc.* accepts the following writings as the authoritative, inerrant, and complete Word of God on all matters pertaining to life and godliness (2nd Peter 1:3):

Genesis, Exodus, Leviticus, Numbers, Deuteronomy, Joshua, Judges, Ruth, 1st & 2nd Samuel, 1st & 2nd Kings, 1st & 2nd Chronicles, Ezra, Nehemiah, Esther, Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon, Isaiah, Jeremiah, Lamentations, Ezekiel, Daniel, Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi, Matthew, Mark, Luke and John, Acts, Romans, 1st & 2nd Corinthians, Galatians, Ephesians, Philippians, Colossians, 1st & 2nd Thessalonians, 1st & 2nd Timothy, Titus, Philemon, Hebrews, James, 1st & 2nd Peter, 1st & 2nd & 3rd John, Jude, and Revelation.
5. Finally, we believe it is the divinely appointed role of the parent to spiritually raise the children entrusted them by God.
 - a. While teachers are given the freedom to cite passages as they relate to matters outside the topic of doctrine (e.g., science, mathematics, social studies, character-development, etc.), the function of *CrossPointe Preparatory, Inc.* in answering any questions of faith students may pose is to encourage students to search the Scriptures with their parents for answers.

Sexual Purity Amendment to CrossPointe Preparatory By-Laws

On April 9, 2009, the CrossPointe Preparatory governing board attached Amendment II to its By-Laws. The Amendment reads as follows:

In an age where secular society is increasingly confused about sexual identity and sexual purity, CrossPointe Preparatory believes it is important to be clear about its expectations that anyone affiliated with the school uphold the highest standards of Biblical purity in their interpersonal relationships. Without a clear understanding of sexual identity and consistent practice of sexual purity, CrossPointe Preparatory cannot be an effective agent of the healing power of Jesus Christ to the victims of sexual confusion in our world.

We believe that God's design for the gift of sexuality is that it is to be exercised and enjoyed only within the covenant relationship of marriage between one man and one woman. It is God's intention that those who enter marriage shall seek, in mutual love and respect, to live, one man and one woman, in Christian fidelity as long as both shall live. We believe God has expressly condemned sexual activity outside the marriage covenant. This prohibition applies to married persons committing adultery, to sexual relationships between unmarried men and women, and because God's order intends the sexual relationship to be between male and female, to homosexual practice. It is God's expectation that the unmarried shall live pure and celibate lives, refraining from sexual intimacy.

Because of the serious consequences confused sexuality and unrepentant sin can have on the ministry of CrossPointe Preparatory, anyone affiliated with the school who disagrees with this policy or is unwilling to conform their conduct to it will be expected to terminate association.

Statement on Marriage, Gender, and Sexuality

We believe that God wonderfully and immutably creates each person as male and female. These two distinct, complementary genders together reflect the image and nature of God's purposeful design and plan (Gen. 1:26-27).

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 a marriage between a man and a woman.

We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) 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 CrossPointe Preparatory as an intentionally Christian University-Model school, and to provide a biblical role model to CrossPointe's constituents and the community, it is imperative that all persons employed by CrossPointe Preparatory in any capacity, or who serve as volunteers, agree to and abide by this Statement on Marriage, Gender, and Sexuality.

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, and kindness, respect, and dignity (Mark 12:28-31; Luke 6:31). Hateful and harassing behavior or attitudes directed toward an individual are to be repudiated and are not in accordance with Scripture.

Statement on the Sanctity of Human Life

We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect, and value all human life (Ps. 139).

Denominationally-Unbiased Policy

1. The guiding principles of *CrossPointe Preparatory, Inc.* embrace basic Christian tenets and contain those concepts to which we unreservedly adhere and teach.
2. It is our desire to maintain this position and to do so in all fairness to each family.
3. In honoring this desire concerning the outreach of *CrossPointe Preparatory, Inc.* there shall be no attempt made by parents, staff, or school board members to promote or disparage any doctrinal or denominational beliefs, practices, or positions regarding issues upon which *CrossPointe Preparatory, Inc.* itself has assumed no official stance.
4. We desire to remain united in the salvation and love of Christ, avoiding the dissension that may be caused by denominational distinctions.

Statement of Non-Affiliation

CrossPointe Preparatory, Inc. neither supports nor endorses the World Council of Churches, National Council of Churches, or any other world, national or regional organization which gives Christian recognition to unbelievers or which advocates multi-faith union. (Amos 3:3; 2 Cor. 6:14-17). *This does not prohibit school families from being members of churches who do affiliate with said organizations.*

Non-Discriminatory Admissions Policy

CrossPointe Preparatory recognizes that there can be no preferential treatment with God (Romans 2:11).

CrossPointe Preparatory, Inc. does not discriminate in its student admissions or operating practices, programs, activities, or policies on the basis of race, color, national or ethnic origin, or sex, or on the basis of religion except where necessitated by specific religious tenets held by the institution and its governing body.

Enrollment

CrossPointe Preparatory has an open enrollment for any qualified student whose family follows the Admissions Process. Each student who registers for courses at CrossPointe Preparatory will have a transcript on file with the school, and a copy of this transcript will be made available to the parents upon request. CrossPointe Preparatory is accountable only for the courses taken at CrossPointe Preparatory. Any course instruction received at other schools or instruction provided through home education is the responsibility of the parents.

Admissions Process

CrossPointe Preparatory uses an admissions procedure found at many other private schools and colleges. Our goal is to accurately identify and admit students from families that understand and accept the school's goals and policies regarding the education of children.

The composition of the school's student body is second only to the staff selection in the impact it has upon the school's mission. The family-like atmosphere CrossPointe Preparatory seeks to foster is due in great measure to the similarity of biblical convictions and principles taught and lived out in many of the homes of our students. As the Lord blesses us with growth and change, we want to do all we can to maintain and strengthen that atmosphere.

- A. **Attend a CrossPointe Informational Meeting:** Parents are required to attend an informational meeting about the school. Please call the office to schedule a time.
- B. **Review School Material/Pray/Complete Forms:** If, after the informational meeting, you are still interested in CrossPointe, then please carefully review the material about the school. Please contact us if you have any questions. We do want to help you make the wisest decision possible for your children. If, after reviewing the school material and praying about your decision, you still want to proceed forward, then complete the family application, student page, and pre-registration. Please note that there is a per-student pre-registration fee required at this time.
- C. **Testing and Evaluation:** Placement testing is required for admittance to CrossPointe. Testing is done so that we can more appropriately place students in each course and in order that each family might better determine the comparative relationship between the student and CrossPointe's level of course work.

- D. School Admission’s Family Interview: School admission is a one-time process that is handled by the admission committee. The purpose of this meeting is to make certain that all questions about Cross Pointe have been answered and to make certain CrossPointe is an appropriate school for your family. The admission forms will be given to the Admission’s Committee Director who will call to arrange an interview. Both parents and potential students must attend the interview.
- E. Acceptance: After the interview process has been completed, each family will receive a letter or call from the school administrator indicating the admission committee’s decision. CrossPointe Preparatory is **not** currently equipped to modify its instructional or evaluation practices or procedures in response to a student’s learning disabilities or exceptionalities.
- F. Registration of Class Schedule: All students must register for classes through the office to successfully complete the class registration process. Students and parents are required to read the Parent/Student Handbook prior to each school year. The Handbook may be found at our website, www.crosspointeprep.org.
- G. Classes will be filled in the following order:
1. Students who have a parent teaching for CrossPointe
 2. Date of received pre-registration fee (as space permits)
 3. New siblings of students already in attendance
 4. New families enrolling full-time students
 5. Part-time students by date of received pre-registration fee (as space permits)
 6. Class registration will open for part-time students who have gone through the admission process two weeks after it has opened for full-time students. For robotics and electives, full-time students will receive priority placement.
 7. The administration has set the following student/teacher ratios for all academic classes:
 - Pre-K—1:9
 - Grades K-6th—1:15 + (1)
 - Grades 7th-12th—1:20 + (1)
- H. Due to the unique instructional approach utilized at CrossPointe, new students are generally not admitted after the second week of the first semester. Students wishing to transfer in at the beginning of the 2nd semester will be accepted on a case-by-case basis.

Part-Time Enrollment

For enrollment purposes, full-time and part-time are defined in terms of enrollment in core curriculum classes (math, language arts, science, and history/social science). Notice of Intent to Home School forms must be filed with your LEA District if your child is not taking all four core curriculum classes with CrossPointe, unless the requirements for that area have been met.

If a student is part-time with CrossPointe, then CrossPointe must have on file a copy of the Notice of Intent to Home School that was filed with the LEA District for the current school year.

CrossPointe Preparatory is not responsible for reporting grades/transcripts for any courses not taken through CrossPointe Preparatory.

Conditions for Continued Enrollment

Continued enrollment at CrossPointe depends upon compliance in the following areas:

1. Attendance: A student must not be absent without approval from school more than six days in any semester.
2. Behavior: A student may be expelled for serious breaches of conduct as stated in the Student Code of Conduct (see pages 19-31).
3. Tuition payments: A student whose tuition installment is more than 30 days overdue without arrangements for future payment will be dismissed.
4. Academic progress: If a student's semester grades reflect failure in any core subject, that student is subject to admission review by administration.
5. Financial standing: A family with any account not paid in full by December 31 (fall) and April 30 (spring) will not be allowed to continue enrollment until the account is paid in full, including late charges, **or** until payment arrangements have been made.
6. Parental authority: A student must remain under the parental guardianship and authority while enrolled at CrossPointe Preparatory.
7. Marriage: A student must be unmarried while enrolled at CrossPointe Preparatory.

Payment on Accounts

In order for CrossPointe Preparatory to offer an academic program of excellent stature, we rely on tuition funds for our primary financial resource as we select teachers, staff, and facilities. This is done carefully and with the expectation that every CrossPointe family has prayed through the admissions process and understands it is a **full school-year based financial commitment regardless of withdrawal** except as detailed in the Refund Policy. All fees are non-refundable without exception.

CrossPointe Preparatory has the following four payment plan options:

OPTION NO. 1: Full Year with 3% Terms

Conditions and Guidelines for Option No. 1:

1. The full annual total is due by Open House in August.
2. If employing Option No. 1, a 3% terms discount will apply.
3. All fees are non-refundable. Monies received are applied to fees before tuition.
4. A 3% discount will not be granted if the entire annual amount is not remitted by Open House in August. New students registering after the school year start date will be granted the 3% discount if payment is rendered by the student(s)' first day of classes.

OPTION NO. 2: Two Payments with 2% Terms

Conditions and Guidelines for Option No. 2:

1. One-half of the annual total is due by Open House in August and the second half is due by January 2nd.
2. If employing Option No. 2, a 2% terms discount will apply to each payment.
3. All fees are non-refundable. Monies received are applied to fees before tuition.
4. A 2% discount will not be granted if the payment amounts are not remitted by the due dates. New students registering after the school year start date or after January 2nd will be granted the 2% discount if payment is rendered by the student(s)' first day of classes.

OPTION NO. 3: 8-Month Payment Plan

Conditions and Guidelines for Option No. 3:

1. The first payment is due by Open House in August. Subsequent due dates are September 1st, October 1st, November 1st, January 2nd, February 1st, March 1st, and April 1st.
2. The Tuition, Facility Fee, Curricular Fee, and amounts for Additional Activities are divided into eight equal payments.
3. All fees are non-refundable and monies received are applied to fees before tuition.
4. A \$25 late payment fee will be assessed for payments not received by the due date regardless of check date or postmark date.

OPTION NO. 4: 11-Month Payment Plan

Conditions and Guidelines for Option No. 4:

1. The first payment is due on June 1st. The subsequent ten payments are due on July 1st, August 1st, September 1st, October 1st, November 1st, December 1st, January 2nd, February 1st, March 1st, and April 1st.
2. The Tuition, Facility Fee, Curricular Fee, and amounts for Additional Activities are divided into eleven equal payments.
3. All fees are non-refundable and monies received are applied to fees before tuition. (See guideline no. 6 in this section for an exception.)
4. A \$25 late payment fee will be assessed for payments not received by the due date regardless of check date or postmark date.
5. Tuition and fee adjustments due to course changes (if any) will be reflected beginning with the September 1st payment.
6. In the event of withdrawal before Open House, the following will be refunded: Tuition, Facility Fee, Graduation Fee, and Curricular Fee.
7. If a student withdraws after Open House, tuition will be refunded as per item D under the Refund Policy.

Additional Conditions and Guidelines Applicable to Each Payment Option:

1. Date of payment will be determined by the date on which it is received in the CrossPointe office, **not by the check date or postmark date**. If payment is made through a 3rd party service such as a financial institution or an investment firm, please make arrangements with the service for the payment to arrive by the due date. A \$25 late fee will be assessed for each late payment.
2. **CrossPointe's mailing address is PO Box 1112, Searcy, AR 72145.**
3. For due dates that fall on weekends or holidays, the first following business day will be the due date.
4. Checks returned from the bank for any reason will be assessed a \$25 administrative collection fee as well as the fee charged to the school by the financial institution.
5. A student whose account is more than 30 days overdue without arrangements for future payments will be barred from participation in co-curricular/extra-curricular activities.
6. Families with accounts not paid in full by the end of the school year will not be allowed to continue enrollment for the following school year. In addition, official grades and/or transcripts will not be released and access to FACTS Management will be blocked until the account becomes current.

Tuition Discounts

A tuition discount is available for families who enroll 3 or more children:

1. 20% discount if all students are enrolled full-time
2. 10% discount if all students are not enrolled full-time

The discount applies to Tuition charges for all children, but excludes Fees and amounts for Additional Activities. It may be combined with the 2% or 3% pay-in-full discounts.

External Funding Sources

For students who receive financial awards from sources outside of CrossPointe, if the funding organization does not fund the awards for **any reason**, the recipient families are financially responsible for amounts that were credited to their billing accounts.

Families who participate in the Education Freedom Account (EFA) program through the State of Arkansas are required to follow deadlines from the Arkansas Department of Education for uploading invoices to ClassWallet each quarter. Failure to follow stated deadlines will result in loss of funds, and families will be required to immediately make a payment equal to the EFA quarterly invoice amount to bring the account current.

Third-party funding awards cannot create a refundable credit on the student's account.

In the event of the withdrawal of student who has received financial awards from an external funding source, CrossPointe Preparatory will calculate the balance due as follows:

- Policies from the organization awarding the funding will govern prorated disposition of those funds, and funds will be applied to or removed from the student account in accordance with the final calculation received from the issuing organization.
- The remaining balance will fall under the guidelines of CrossPointe's stated refund policy.
- Parents are responsible for any remaining balance.

Refund Policy

Please read these policies carefully. It is important to understand that CrossPointe Preparatory enters into contractual agreements with employees and facilities on an annual basis; therefore, we are not able to provide refunds outside of the policies stated below.

There are three types of withdrawal from CrossPointe Preparatory: academic, administrative, and medical. Regardless of the type of withdrawal, charges will be prorated as follows:

- A. All fees including the registration fee are non-refundable.
- B. All fees are owed in their entirety regardless of enrollment duration. All monies received are first applied to fees.
- C. Students are liable for the cost of any textbooks or supplies accepted.
- D. Tuition liability is established as of the date of notification or the student's last date of physical attendance, whichever is later. If withdrawal or termination occurs the tuition refund is calculated as follows:

Prior to or during the first week: 100%

During the second week: 80%

During the third week: 65%

During the fourth week: 50%

During the fifth week: 30%

After the fifth week: 0%

E. All tuition refunds/obligations will be calculated based upon the net tuition charged for the **full school year**.

F. No refunds, partial or otherwise, will be given to students temporarily barred from participation in extra-curricular activities due to academic or disciplinary problems.

G. Any exceptions to the published refund policy must be approved by the Administration.

H. In the event of natural disasters, state/national/global pandemics, or other circumstances that prohibit use of the school building, CrossPointe will not be obligated to refund tuition or fees, nor will we forgo collecting on accounts throughout the remainder of the school year. While the school building may need to close, learning will not stop. CrossPointe has the tools and training in place to continue proactively developing and implementing remote learning. However, extra charges for events like HUT, Retreat, Banquet, etc. that are canceled because of the above-mentioned circumstances will be refunded.

The School-Parent Educational Relationship

Parent Expectations

It is essential that CrossPointe have the involvement and cooperation of both parents and students in order to successfully accomplish the vision initially set forth. We expect parents, as a condition of acceptance to this school, to be in agreement with both our core foundation and established policies. Parent behavior contrary to the policies and expectations of CrossPointe Preparatory as set forth in the Parent-Student Handbook may compromise a student's continued enrollment.

1. Parents must be in agreement with the school's purpose and spiritual objectives, including the statement on marriage, gender, and sexuality, and be willing to abide by the school's rules and regulations.
2. Parents must be committed to the parental responsibility for providing a quality, Christian education for their children in accordance with existing law.
3. Parents must be active members of a Christian church that is in keeping with our school's Statement of Faith.
4. Parents must be willing to use a Christian Conciliation Service if ever necessary.
5. Parents must be willing to provide the school with a completed application form for each child applying for admission, along with transcripts and transfer credit requests from previous schools or home school.
6. Parents must be in agreement with, and supportive of, the school's procedures for handling student discipline.
7. Parents must be willing to provide continually updated immunization records for each child.
8. The student's picture will be published in the school's yearbook unless parents turn in to the office a written note stating that they do not give consent to do so.
9. The family's name, phone number, and address will be listed in the school's directory unless parents turn in to the office a written note stating that they do not give consent to do so.
10. Parents must acknowledge that each child has reviewed the Code of Conduct and Dress Code and is willing to abide by those policies.
11. Parents must also be willing to sign a statement each school year acknowledging that they are responsible to be familiar with and consult the policies of the school as published in the current school Parent/Student Handbook and other official means of communication, and that they agree to any parent-education requirements that might be listed in the statement.
12. **Parents must be committed to ensuring instruction is carried out in the satellite classroom on the days that the child is not attending the central classroom. They are responsible for providing regular structure, for completing satellite classroom assignments, checking assignment sheets, monitoring the student's completion of these assignments, and helping the student as needed (see dismissal policy due to lack of satellite classroom instruction being fulfilled, page 35).**

We also encourage our parents to commit themselves to supporting the following tenets as the Lord allows:

- Pray for the mission, teachers, administration, and Board of CrossPointe Preparatory school.
- Cooperate fully with the educational policies, purposes, and distinctives of CrossPointe, doing the best to make Christian education effective in the lives of each child, that they may love and serve the Lord Jesus all of their lives.

- Support the school financially, in addition to tuition payments, as the Lord gives the opportunity and means.
- Assume volunteer duties and responsibilities for CrossPointe as opportunities arise and as God provides the strength and time.
- Resolve matters of dispute with the person or persons involved, not gossip or criticize the school before children, and follow the Bible's instruction on settling matters of dispute contained in Matthew 18 and summarized, with reference to the CrossPointe Grievance Policy (pages 44-45).
- Seek the advancement of CrossPointe in all areas: spiritually, academically, and physically.
- Become aware of and support the policies of the school.

PEP (Parent Encouraging Partnership) Training

CrossPointe expects parents to participate in applicable PEP training workshops made available through CPP.

Student Guidelines

1. Students must be willing to adhere to CrossPointe's Code of Conduct (see student conduct section).
2. Students must be willing to adhere to CrossPointe's Dress Code.
3. Students must be 5 years old by August 1st to enter Kindergarten.

Curricular Expectations

Parents are expected to purchase textbook and other materials as required for attendance in classes at CrossPointe.

CrossPointe depends on email and other forms of electronic communications. Parents are expected to have reliable and regular access to email.

7th-12th grade students are issued Chromebooks by CrossPointe Preparatory and are expected to utilize them as required for typing papers, preparing presentations, and other academic purposes.

School-Home Communication

Communication between the school and the home is vital in a healthy academic setting. All members of the school community are expected to make proper and ongoing use of any communication methods the school may devise, in accordance with any relevant school guidelines.

CrossPointe Preparatory utilizes email as a primary means of communication with its families and uses FACTS Management to manage all enrollment, financial, demographic, and academic information.

Parents are expected to:

- Regularly check my email for school communication
- Use FACTS Management to follow my child(ren)'s academic grade reporting and progress
- Use FACTS Management as needed to fulfill other needs of the school, such as awareness of my account, updated demographics, etc.

Defined Parental Roles Related to Satellite Classroom Instruction

There are approximately six different roles that parents serve in a University-Model School. Each specific academic class will emphasize only one of those roles as primary. In most cases, though not all, the parent's direct academic role lessens as grade levels increase, coinciding with a student's natural path toward greater independence, a process that needs to occur gradually and under parental guidance and mentoring. The identified parent roles are:

PEP Educator

Courses that use a PEP role are primarily in the elementary area, Language Arts in particular. Language Arts often encompasses more study time than any other subject in the elementary grades, and as a result, responsibilities are often divided between the classroom teacher and the parent. For example, the responsibility for spelling review may be turned over completely to the parent. The classroom teacher simply provides the list and handles the testing for purposes of accountability. Little or no central classroom time is used to review spelling since it can be done more effectively one-on-one in the satellite classroom.

Private Tutor

Many elementary academic courses design this role for the parent. Courses involving this role are made successful because each student has a private tutor (the parent) at home, who is willing and ready to assist. Parents will receive instructions from the classroom instructor on a regular basis outlining homework assignments, follow-up study/instruction over covered material, and any preparation or review needed for their next class.

Guide for Independent Study – 7th/8th

Students in the 7th-8th grades will begin to assume independence from the parent in the completion of assignments. Parents should read each assignment sheet, structure time and place for completing the assignments, offer assistance as needed, and verify that each assignment is completed. Parents should understand that assignment sheets will no longer contain detailed instructions for the satellite classroom concerning the completion of assignments, since students will be expected to learn how to receive verbal instructions and record this through notes. Parents may contact teachers to verify instructions; however, they should reinforce with students the expectation for this skill to be developed. Parents may spot-check work to check for understanding the practiced concept, but should not “pre-grade” assignments unless instructed to do so by the classroom teacher. Teachers use this opportunity for independent practice as an indicator of whether or not there is a need for re-teaching the concept.

Course Monitor

Some courses (like art, foreign language, music) will involve equipment or expertise that necessitate that teaching be done in the classroom and leave little instruction for the parent at home. This role, therefore, will require the least amount of time by the parent, but its importance must not be understated. The primary responsibility of the parents is to track the progress of their son or daughter and to monitor how well he/she is doing. Parents need to show an active interest in their child's studies and should inform the instructor if problems should develop.

Project Assistant

Parent involvement is needed, but not on a regular basis. This role is in many respects similar to that of the Course Monitor but will be needed one or more times during the semester for specific projects. Drama courses, for example, might involve additional help for student costuming, working on sets, etc.

Interactive Discussion/Disciplines

In courses utilizing this role, parents are expected to interact with their student on teacher-directed topics throughout the semester. Students will then reflect on those interactions through class discussions and written assignments. These courses are designed in such a way as to place emphasis on the parent-student relationship by emphasizing and reinforcing the values parents are teaching within their home, especially issues that are of importance during the teen years.

Student Overview

Code of Conduct

*It is by his deeds that a child distinguishes himself,
If his conduct is pure and right. (Proverbs 20:11)*

The purpose of CrossPointe's Code of Conduct is to promote a Christ-like attitude in its learning environment and to encourage the development of Christian relationships among its students. Our Code of Conduct is grounded in our Statement of Faith and other foundational principles as articulated in this Handbook. These statements establish parameters for acceptable behavior. Therefore, it is important that specific guidelines regarding behavior while attending CrossPointe be set. While on-campus concerns are primary, CrossPointe does reserve the right to address any off-campus conduct deemed to be significantly impacting on-campus relationships and/or the learning environment.

If the Code of Conduct could be reduced to one word, it would be **Honor**. As a school we want to collectively honor God, honor each other, and honor the facility we use.

1. Students should show respect to adults at all times.
2. Students should treat each other with respect, kindness, purity, and compassion just as God commands us in Matthew 7:12 and 2 Timothy 2:22.
3. CrossPointe operates on an honor system with its students. This means that students are expected to be truthful, honest, and upright in their words and actions as a matter of personal conscience and beliefs. Violations of the honor system (consistent lying, dishonesty, impure speech or behavior) in matters pertaining to any facet of school life: academics, activities, and personal relationships, can result in consequences that lead toward expulsion.
4. The school facility and grounds should be kept clean, orderly, and in a manner that shows an attitude of gratefulness. Students are expected to be aware of and avoid the off-limits areas of the building or grounds.
5. Students are expected to be obedient in the classroom, the first time something is asked of them. There should be no talking back or arguing with teachers or staff. Non-verbal communication (facial expressions, rolling of the eyes, etc.) that is disrespectful is not allowed. Prompt and cheerful obedience is expected at all times.
6. Students are expected to treat all of the school's materials and facilities with respect and care, as though they were their own. This includes textbooks which may be distributed by CrossPointe to the students.
7. There will be no horseplay, running, or rough play during or between classes.
8. Quiet talk and good manners are to be the visible standard during lunchtime.
9. Use of profanity is not permitted.
10. Students should not take God's name in vain. Please refrain from using slang forms of God's name that do not show our Lord honor and respect.

11. Public display of affection such as hand-holding, kissing, etc. are not permitted.
12. CrossPointe does not authorize school-sponsored dances.
13. Tobacco products (including all vaping paraphernalia), illicit drugs, alcohol, weapons, and pocket knives are not allowed on campus or at any school sponsored event. This includes the parking lot of the school grounds.
14. Students must strive for sexual purity and abstain from sexual immorality, both on and off campus. Students are to dress in conformance with one's biological sex and must use the restrooms, locker rooms, and changing facilities conforming to one's biological sex. In all areas of sexual conduct students must seek to live their lives consistent with the Biblical standards as stated in CrossPointe's Statement of Faith and other foundational principles as articulated in this Handbook. CrossPointe has the right to discipline or ask a student to withdraw for failure to comply.
15. The use or possession of pornography is strictly forbidden.
16. All forms of harassment or threatening behavior are forbidden, including, but not limited to, verbal, physical, sexual, bullying/cyberbullying, and electronic communication.
17. Students are to be in class or study hall while on campus. No loitering on school premises. This includes the parking lot.
18. All students must check in and out when entering or leaving school. Students should only leave school from the main entrance.
19. Whenever a student needs to leave campus during the time he or she is regularly scheduled to be on campus, including lunch, the office must receive a phone call notification at least one hour prior to the time to leave.
20. Students in 7th-12th grades must sign a statement each school year acknowledging that they are responsible to be familiar with and consult the policies of the school as published in the current school Parent/Student Handbook and by other official means of communication, and that they agree to the requirements for enrollment.

Harassment/Bullying Policy

CrossPointe Preparatory is committed to maintaining a Christian environment in which all individuals treat each other with dignity and respect and which is free from all forms of discrimination, intimidation, exploitation, bullying, and threatening language and harassment, including sexual harassment. CrossPointe will not tolerate violation of federal and state laws prohibiting harassment.

Harassment, intimidation, or bullying can include any act that substantially interferes with a student's educational benefits, opportunities, or performance that takes place on school grounds, at any school-sponsored/school-sanctioned activity, or on school-provided transportation, and that has the effect of the following:

- Physically harming a student or damaging a student's property
- Knowingly placing a student in reasonable fear of physical harm to the student or damage to a student's property

- Creating a hostile educational environment due to the severity, persistence, or pervasiveness of the act

Harassment includes, but is not limited to, the following:

- Physical, verbal, or emotional bullying, or cyberbullying
- All forms of insulting remarks about race, gender, socioeconomic status, disability, or sexual orientation, including oral, written, or printed remarks or images
- Threats, intimidation, or coercion in any form
- Unwelcomed, crude, vulgar, or inappropriate contact or communication by any means, including in person, in writing, by phone, e-mails, text messages, or in any other source of social media. This contact or communication could be direct or indirect.
- Cyberbullying includes the following:
 - The transmission, sending, or posting of a communication by electronic means with the purpose to frighten, coerce, intimidate, threaten, abuse, or harass another person, in furtherance of severe, repeated, or hostile behavior towards the other person.

All forms of sexual harassment are prohibited. This includes, but is not limited to, harassment of other students through conduct or communication of unwelcome sexual advances, requests and other inappropriate oral, written, or physical conduct of a sexual nature as defined below, but not limited to the following:

- Verbal harassment or abuse
- Pressure for sexual activity
- Repeated remarks to a person with sexual or demeaning implications
- Inappropriate and unwelcome touching, patting or pinching

Acts of bullying or harassment are not limited to those acts which happen during the school day or at a school sanctioned event. Any act that may disrupt the school day, regardless of its origination, is subject to the administration's investigation.

A student who believes he or she is a target of harassment, intimidation, or bullying must report such conduct immediately to any teacher or administrator.

A prompt and thorough investigation of the alleged incident will be conducted, and appropriate corrective action will be taken, up to and including expulsion or termination. The severity of this disciplinary action will be based upon the circumstances of the infraction. Any complaints of harassment, intimidation, or bullying will be treated as confidential to the extent consistent with adequate investigation and appropriate corrective action.

Retaliation against any student who, in good faith, reports a claim of harassment, intimidation, or bullying, or who cooperates in the investigation of any such claim, will not be tolerated and will be subject to appropriate disciplinary action

Bullying: Definitions, Reporting, and Discipline

RAISING AWARENESS AND PREVENTION *For at one time you were darkness, but now you are light in the Lord. Walk as children of light (for the fruit of light is found in all that is good and right and true), and try to discern what is pleasing to the Lord. Take no part in the unfruitful works of darkness, but instead expose them ... (Eph 5:8-12).*

CrossPointe Preparatory is committed to training not only the minds but also the hearts of our children. Our goal is to train our students in love, respect, and honor for others. Administration, faculty, staff, and parents are tasked with developing, fostering, and maintaining a positive school climate in which everyone in the school takes notice of bullying and knows what to do when it occurs. In order to recognize and prevent bullying, as well as reporting and/or preventing bullying from occurring it is important for the CrossPointe community to be clear about what is and is not bullying.

Definitions

It is important to determine whether an incident is an act of rudeness, meanness, or bullying of some form. Both rude and mean actions can wound deeply and even make a huge difference in the lives of people. Such actions certainly should not be minimized; however, due to the imbalance of power and repetitive nature inherent in bullying, an act of bullying brings larger implications and should be addressed in a more serious manner. Properly categorizing an incident as bullying allows parents and the school to take the actions needed to protect the recipient, to discipline the perpetrator, and to uphold a positive school culture for all students.

Rudeness

Rudeness is inadvertently saying or doing something that hurts someone else. It is usually spontaneous, unplanned, inconsiderate, and based on thoughtlessness, poor manners or narcissism. It is typically not meant to actually hurt someone. Examples could include burping in someone's face, jumping ahead in line, or bragging about achieving the highest grade (Whitson, 2012).

Meanness

Meanness is purposefully saying or doing something to hurt someone occasionally (like once or twice). The main distinction between "rude" and "mean" behavior has to do with intention. While rudeness is often unintentional, mean behavior aims to hurt or depreciate someone. Kids are mean to each other when they criticize clothing, appearance, intelligence, or some other personal trait (Whitson, 2012). The use of sarcasm and/or "just kidding" phrases when used with the intent to hurt and used outside of a proper relational context is considered an act of meanness.

Bullying

Bullying is defined as intentionally abusing one's power—usually in social situations—to harm, manipulate, humiliate, or gain an advantage over another, or to threaten to do so, and is repeated over time (Whitson, 2012). This abuse of power may occur through: (1) the power of words (Prov 12:18; 16:28): (2) physical power (2 Tim 3:3), 3) the power of belonging or acceptance (Matt 7:1-5) or 4) the power of social media and communication devices.

- (1) Verbal aggression can take the form of written or verbal communication.
- (2) Physical aggression includes hitting, punching, kicking, spitting, tripping, hair pulling, etc. (Whitson, 2012).
- (3) Relational aggression takes place when kids use their friendship—or the threat of removing it—to hurt someone. Forms of this type of bullying include social exclusion, shunning, and rumor spreading (Whitson, 2012).
- (4) Cyber-bullying is a particular form of bullying that takes place using electronic devices such as cell phones, computers, or tablets. This often occurs on social media or through text messages, chats, or other communication platforms.

Arkansas law defines bullying as follows: “Bullying” means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that may address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated and that causes or creates actual or reasonably foreseeable:

(A) Physical harm to a public school employee or student or damage to the public school employee's or student's property;

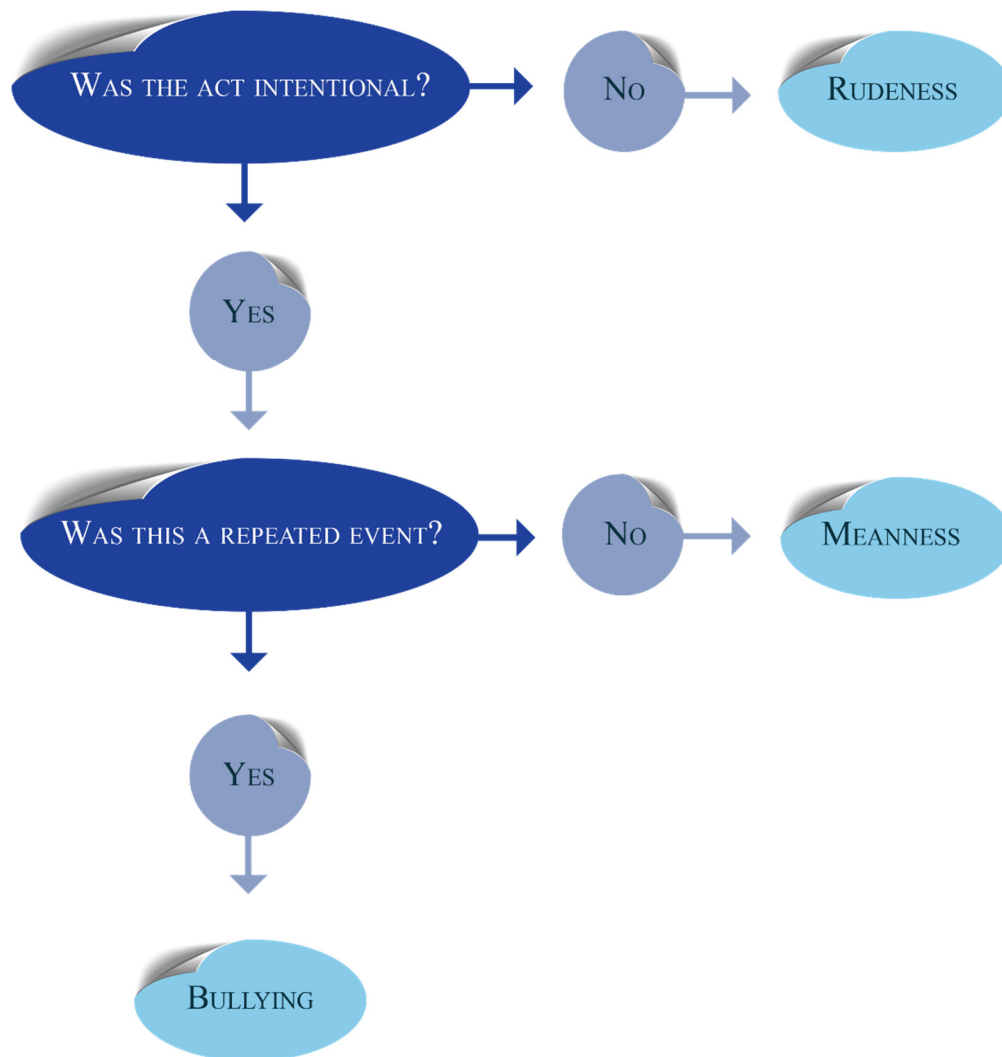
(B) Substantial interference with a student's education or with a public school employee's role in education;

(C) A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act; or

(D) Substantial disruption of the orderly operation of the school or educational environment;

Determining Types of Behavior

Once the type of behavior is determined, then more specific direction can be given on how to best address it. While not a perfect illustration, the flowchart below may help guide you in making the determination.



What to Do?

Recommended action steps depend upon the type of incident. Determine as closely as possible whether the incident should be considered rudeness, meanness, or bullying.

Scope

This policy pertains to the whole of the community, including all faculty, staff, coaches, teachers, students, parents, and volunteers. It applies to conduct occurring at the school, on its property, at or during school-related functions and activities, and in vehicles used for school activities. It also involves the use of school electronic communication and technology. Acts of bullying or harassment are not limited to those acts which happen during the school day or at a school sanctioned event. Any act that may disrupt the school day, regardless of its origination, is subject to the administration’s investigation.

Reporting and Documentation

All assertions of bullying shall be reported to a school employee who is responsible for reporting the information to administration or be reported directly to administration. Before any parent or guardian is notified about any incident of bullying or cyber-bullying, school authorities will consider the health, wellbeing, and safety of any students involved in the occurrence. Administration will investigate the assertion in a timely manner, make appropriate documentation of the incident, and determine the appropriate next steps.

Responsibilities

Any member of the CrossPointe Preparatory community, whether student, parent, faculty, or staff, should take reasonable measures to prevent bullying and is obligated to report any such acts to an appropriate school authority.

Discipline

Disciplinary actions for bullying will follow those outlined in the CrossPointe Preparatory Parent/Student Handbook under Student Discipline Procedures. Given that one aspect of bullying is an intentional abuse/misuse of power (verbal, physical, or social), consequences may include a temporary removal of the “student bullying” from the environment or a removal, for a season, of the privileges that give him/her power. This is aimed at correcting the perpetrator so that the next time he/she is given power, he/she handles it wisely. The perpetrator is taught to use his/her strength to love and protect others rather than to tear down and destroy. Specific consequences issued by school authorities will aim to be consistent, reasonable, fair, age-appropriate, and match the severity of the incident as approved by the appropriate Administrator. Counseling may be recommended for the recipient and/or the perpetrator. Retaliation or threats of retaliation meant to intimidate the recipient of bullying, witnesses, or those investigating the incident will also result in disciplinary action.

References and Resources

Veritas Academy Student Handbook

Stiller, B. (2013). *Bullying and Harassment Prevention In Positive Behavior Support: Expect Respect*. University of Oregon.

Whitson, Signe (Nov 2012). *Rude Vs. Mean Vs. Bullying: Defining The Differences*. Huffpost. https://www.huffpost.com/entry/bullying_b_2188819

CrossPointe Academic Integrity Policy

Integrity is an essential element to the inner workings of CrossPointe. It is the goal of the CrossPointe faculty and staff to encourage a culture of academic integrity based on our desire to serve God and create an atmosphere of mutual respect for others. Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. CrossPointe faculty and staff pledge to strive for honesty and integrity in handling the content of each course and in interactions with students and families. As a CPP student and family it is assumed that you pledge to do the same. Academic dishonesty will be reported to the Administrator and will result in penalties up to and including dismissal from the class with a failing grade. All instances of dishonesty will be handled according to the procedures delineated in the Parent/Student Handbook.

Our Integrity Covenant

(adapted with permission from the Harding University Academic Integrity policy)

We, the members of the CrossPointe community, recognize that our covenant of integrity is with three parties.

- First and foremost, students and faculty recognize their covenant with God. All morality is ultimately defined by the very nature of God, in whom all truth can be found. Desiring to reflect the heart and nature of Christ, we make a covenant with our God to be truthful and transparent.
- Second, we acknowledge that we have a covenant with each other. By doing our own work, working hard, and receiving credit and recognition that represent effort and sacrifice, we create

and maintain an atmosphere of excellence and fairness. As members, therefore, of this Christian community, we covenant with each other to guard and protect our commonly held trust.

- Third, integrity is a covenant we make with ourselves. Our goal of being servants deserves our every effort to dedicate ourselves fully to those disciplines of study and research that will contribute to the formation of our character and our academic skills. Academic rewards obtained without personal and authentic effort rob us of both the spiritual and professional preparation that God desires.

Our academic integrity originates in the very nature of God, manifests itself in our commonly held and protected reputation, and reveals its value in the prepared Christ-like servanthood that results from a disciplined life.

Our Integrity Principle

Honesty: Using only authorized collaboration, information and study aids for assignments and testing. Being completely truthful in all academic endeavors.

Authenticity: Presenting only ideas and creative expressions that are unique, unless properly cited according to teacher stated guidelines. Submitting the work of another constitutes plagiarism.

Accountability: Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

Violations of Academic Integrity

Violations of academic integrity, also called academic misconduct, include, but are not limited to, the following offenses:

1. **Cheating:** Use or attempted use of unauthorized materials, information or study aids in any academic exercise. Such infractions include, but are not limited to, the following:

- Using materials not authorized by the teacher, such as hidden notes, tape recorders, cell phones, cameras, text messages, wands, computers or other electronic devices, for the completion of a quiz or test.
- Copying from another student during a quiz or test.
- Copying another student's assignment or project.
- Obtaining answers to online quizzes and tests.

2. **Plagiarism:** Representing the words, ideas or data of another as one's own in any academic exercise. Plagiarism is a type of stealing, whether done deliberately or by mistake. Such violations include, but are not limited to, the following:

- Purchasing a paper from an electronic source or other entity.
- Downloading a partial paper or an entire paper from the Internet and submitting it as one's own or allowing someone else (including tutors) to write, or significantly rewrite, a paper and then submitting it as one's own.
- Using ideas, paraphrases, and/or direct quotes from a source without clear documentation of that source.
- Recycling a paper from a concurrent class or a class that was previously taken without the permission of the instructor to do so.
- Copying verbatim from a source without using quotation marks, even if the source has been cited.
- Copying, in part or in whole, from a print source, media broadcast or recording, or the Internet or other electronic media without proper acknowledgement of the source.

- Copying another person’s sentence style and structure, key words, organizational plan, or unique words or ideas without proper documentation.

3. **Fabrication:** Falsification or unauthorized invention of any information or citation in an academic exercise. Such misconduct includes, but is not limited to, the following:

- Taking a course, test or quiz for another student.
- Fabricating source information within an assigned paper and/or on the works cited page.
- Fabricating lab or research information.
- Submitting collaborative and/or group work as one’s own, unless the instructor has given permission for students to do so.
- Completing another student’s class assignment for the student.
- Collaborating on out-of-class assignments with students, professors, family members and/or friends when the instructor intended for students to work independently.
- Claiming to have attended an assigned function, such as a service activity, performance, job interview, home visit, symposium, observation or lecture without having attended the function or performed the actual service.
- Lying to a CrossPointe employee about assignments or attendance.
- Making unauthorized use of CrossPointe letterhead.
- Forging a signature for academic purposes.
- Attempting to change an assigned grade or other information on any official CrossPointe document, data source or electronic item.

4. **Aiding and abetting academic dishonesty:** Intentionally helping or attempting to help another student commit an act of academic dishonesty. Such misconduct includes, but is not limited to, the following:

- Allowing another student to copy one’s work and to submit the work as his or her own.
- Stealing an exam or quiz from an instructor or copying a test or quiz and/or sharing it with other students.
- Sharing test questions with another student who has not taken the test.
- Giving answers to online quizzes and tests.
- Sharing test results in a non-proctored test environment in which an honor code is imposed.
- Failing to challenge dishonest conduct witnessed in other students.

5. **Conduct unbecoming a professional while participating in a practicum, internship, field experience or any similar academic experience.** Such academic misconduct includes, but is not limited to, the following:

- Identifying oneself as a CrossPointe student in off-campus locations for unauthorized academic, professional or personal gain (for example, using a student ID badge to gain access for non-educational purposes).
- Violating the legally protected privacy of employees in learning environments.
- Disregarding policies of work environments in which learning occurs.
- Acting in a manner that violates course policies or policies of the academic division.

6. **Theft, abuse, hoarding or concealment of academic property.** Academic property includes, but is not limited to, the following:

- Library resources and materials
- Laboratory equipment and supplies
- Departmental or class resources
- Tests and quizzes

Dress Code

The CrossPointe Preparatory dress code intends to maintain a safe, secure environment in which it is easy to quickly determine who belongs to our CPP student body, prioritize modest dress, and promote confidence and comfort while maintaining a neat, cohesive uniform.

Our dress code is intended to reflect the school's stated aims to honor God and disciple students while also addressing safety concerns. It is designed to encourage modesty, decency, and propriety and to de-emphasize the use of clothing as a significant means of gaining attention or social status (Matt. 6:28-34; 1 Cor. 9:19-23; 1 Peter 3:2-4; 1 Tim. 2:9, 10; James 2:1-5).

The administrator, or one designated to act in his/her stead, retains the authority to determine the appropriateness of a given student's attire or hairstyle, and may remove from the campus or otherwise discipline any student deemed to be inappropriately dressed. The administration also reserves the right to grant a limited variance to these regulations for special purposes. **All elements of the dress code are in force (and may be enforced) on the school's campus from 8:00 a.m. to 5:00 p.m. on school days.** During these times, students must be dressed in proper school attire.

If you personally disagree with certain specifics of the dress code, feel free to communicate your suggestions to the school in writing. We humbly ask that you defer to the present practice and speak respectfully of these matters in your home. We ask this for the sake of the Biblical principles they represent and for the peace and order of the learning environment.

Required Clothing Standards:

CrossPointe Preparatory has partnered with VanWinkle Sports in Searcy to provide our school with embroidered apparel. Screen printed school and spirit shirts will be offered throughout the school year through CPP. We request that all shirts be purchased through VanWinkle and CPP. Or, with approval from the office, clothing may be purchased from other vendors as long as it meets the CrossPointe guidelines. **Note: CrossPointe apparel created independently of CPP designed clothing cannot be worn at school.**

VanWinkle Sports

1112 Benton Ave., Searcy, AR 72143 // 501-268-7100
www.vanwinklesports.com → Team Store → CrossPointe

Pants:

- Blue jeans that are clean, intact (no holes or rips), and fit appropriately
- **NEW!** Business casual joggers made of twill or slacks material (navy, black, or khaki colors)
- Slacks (navy, black, or khaki colors)
- Pre-K to 6th: Shorts, skorts, and jumpers will be allowed. (Please wear biker shorts underneath jumpers/skirts.)

Tops:

- **NEW!** CPP embroidered collared shirts, school tees & spirit shirts in CrossPointe blue, white, grey, or navy colors are allowed each school day. Shirts must be intact (no holes, rips, or stains), and fit appropriately.
- **NEW!** CPP sweatshirts are allowed each school day but students **must** wear a CPP shirt underneath. These sweatshirts will be provided for sale throughout the school year through CPP sign-ups.

- CPP outerwear (coat, sweatshirt, or cardigan) in CrossPointe blue, white, grey, or navy with embroidered/screen printed CrossPointe logo.

Coats: Coats should not be worn inside during school hours. If students are cold-natured, please purchase a CPP-approved sweater or sweatshirt or check our donation rack. *****Heavy coats will only be allowed during outside play.*****

Shoes:

- Shoes that cover the heel
- Sandals with heel straps

Hair & Body:

- Hairstyles should be cleaned, neat, and well-groomed.
- Hairstyles should not be distracting or draw excessive attention. No vibrant or unnatural colors such as pink, orange, green, blue, etc., or extreme cuts.
- Girls are allowed to wear earlobe and ear cartilage piercings. Nose piercings must have a clear nose piercing retainer during school days. Excessive piercings are discouraged.
- Boys are not allowed to have piercings or grow beards, mustaches, or long sideburns.
- No visible tattoos, henna, or body art (whether temporary or permanent).
- **NEW for 2023! (Trial Basis)** CrossPointe caps are allowed during school hours. No other hats are allowed. We expect those who wear hats to mindfully notice moments when removing their cap is a sign of respect. Teachers have the right to ask students to remove caps if they become a distraction in any way. Some classes require students to remove hats due to the course work (i.e. voice ensemble, ASL, drama, etc.). **Please remember to prioritize neat grooming if you choose to wear a cap.**

Athletic Clothing Standards:

Students can change their clothing prior to these classes and their clothing must meet these standards.

- **Modest**, black athletic shorts are allowed and must follow the fingertip rule.
- Black, navy, or grey joggers or sweatpants are allowed during these classes.
- Appropriate running shoes and socks should be worn during all athletic activities.
- Crosspointe spirit shirts should be worn during class.

Unacceptable Clothing:

The following articles of clothing are not acceptable and may not be worn on campus during the school day or to any school-sponsored event:

- Worn-out CPP attire (no holes, stains, or stretched-out necklines)
- Patterned or embellished jeans (i.e. bleached floral patterns, patches, embroidery, cosmetic holes, etc.)
- Overalls
- Tank tops, spaghetti straps, or camisoles of any kind, including muscle shirts, halter tops, bare midriff, or open backs
- Sweatpants, flannel, or fleece pants (this includes joggers made of these materials) outside of athletic classes
- Sports shorts and pants (basketball shorts, running shorts, sweatpants, yoga pants, etc.; this includes joggers made of athletic material) outside of athletic classes
- Visible undergarments or any see-through apparel

- Pajamas
- Slippers (including those with a hard sole) or Flip-flops
- Any article of clothing that is obviously too large or too small for the wearer

Banquet Attire

Modesty and decency in attire should be followed by students and faculty. Clothes were given by God to cover the body (Genesis 3:21), particularly so that our thoughts would remain pure. It is also important that CrossPointe’s standards for clothing and general appearance reflect the mission of our school. The fashion world is constantly changing, and some styles do not appropriately reflect our mission. It is not our desire to claim a style is right or wrong. Rather, we feel we must set a minimum standard which will bring honor and glory to our Lord. Therefore, CrossPointe embraces standards of dress which protect the dignity of student’s sexual identity while providing the atmosphere of freedom necessary for both male and female students to express their God-given uniqueness in an uncompromising manner. If there is any question as to a particular article of clothing, the student can do one of two things: choose not to wear it or seek the advisement of the administrator. CrossPointe does expect a willing spirit of cooperation from students and parents, and the Administration reserves the right to make the final decision in matters of judgement.

Guidelines for ladies
<p>Banquet attire should follow the same modesty and decency code. The emphasis for all dresses is modesty, which is partially a function of the dress, but also a function of the shape of the girl wearing the dress. Therefore, a dress may be modest and approved for one girl yet be immodest and inappropriate for another due to differences in height, weight, and body shape.</p> <ul style="list-style-type: none"> • Regardless of neckline, dresses must not reveal cleavage • Single strapped dresses are appropriate when modest and well-fitting. Sweetheart necklines will be assessed on a case-by-case basis. • Dress length is measured from the highest point of the opaque fabric for all hemlines and must be no more than three inches above the knee (measurement is from the crease in the back of the knee to the highest portion of the hemline). Lace or sheer fabrics are not included in the measurement. Hi-lo dresses are measured at the highest point of the opaque fabric (front, back, or side). • Dress slits should be no more than three inches above the knee. • Midriffs must be completely covered (no see-through materials or cut-outs). No two-piece dresses unless top completely covers skirt even with arms raised. • Dress backs cannot be lower than the shoulder blades. • Sides of dresses must extend from the front of the dress all the way under the arm so that there is no flesh on flesh contact between the arm and the torso. Sides of dresses must be solid with no cut-outs. • No illusion of skin where skin shouldn’t be shown. • Dresses that are cut to be form-fitting must not be skin tight and will be assessed on a case-by-case basis.

Guidelines for gentlemen

Formal event attire etiquette is followed

- Neat in appearance and good taste
- Dress pants, suit pants, tuxedo pants, or dress jeans
- Button-up dress shirt
- Dress coat, suit coat, or tuxedo coat
- Closed-toed shoes

If you have any concerns about your attire please contact the administrator. We would much rather address potential issues before the event than at the event.

Student Drivers

CrossPointe Preparatory expects all student drivers driving to and from school to have a parent-signed permission form on file prior to driving on campus. **Forms may be picked up in the office.**

Student drivers will observe the following guidelines **while on campus**:

- avoid the vehicle crossing the path of pedestrians,
- park the vehicle in Administrator prescribed spaces,
- vehicle should not exceed 5 mph in school parking lot,
- keep the vehicle's audio system turned off,
- obtain parental approval if leaving campus prior to the scheduled departure time,
- no loitering in and around the vehicles,
- any guest-riders must have written parental approval on file with the Administrator prior to entering the vehicle,
- all approved guest-riders must be separately buckled in the passenger area of said vehicle prior to the vehicle leaving the approved parking space, and
- any given student driver shall be solely liable for the results of their actions and any legal consequences that should follow.

General Discipline Policy Guidelines

Discipline Philosophy

*Train up a child in the way he should go, even when he is old
He will not depart from it. (Proverbs 22:6).*

The keys to discipline are that the child must feel he/she is loved, that he/she knows and accepts the boundaries of behavior, and that he/she sees the proper direction in which to head to avoid repeated wrong decisions. The key to discipline for a school is that it gives its students support and direction while also working in harmony with the home.

The backbone of any school is how the teachers and students relate to one another, and how they relate to God, which is manifested in obedience to His revealed will. The teachers' love for their pupils should be visible to all through their love for God and learning, and their desire to intellectually discipline their

pupils to love the same. The students should respond to their teacher's love by heartily embracing the worldview expressed both inside and outside the classroom and by obeying the letter and spirit of all that the teachers command with a joyful heart. Love for the LORD, for His Word, and for one another, within appropriate, established boundaries, should characterize all that we do. Even the most common and mundane areas of our lives are to be lived in such a way that God is honored and glorified. CrossPointe deeply desires that our staff and students would adorn the Gospel of the Lord Jesus Christ by rejecting the anti-authoritarian, selfish, and unloving attitudes that surround us, preferring instead to speak and act with love, grace, and respect, flowing from a grateful and joyous heart. In order that students might have tangible ways to see and then model these intangible ideas, we have listed some guidelines to help them. They are expectations we desire that our parents share as well. The list is not intended to be exhaustive, but representative. At CrossPointe, they are to be cheerfully manifested at all times, in every situation.

Discipline Procedures

Discipline is to be thoroughly biblical, defined by the Scriptures, proceeding from a biblical philosophy of discipline. CrossPointe believes parents should work in partnership to ensure scripture is used when addressing discipline administered to a child. The primary goal of the CPP staff will be to practice "preventative" discipline through the use of good teaching techniques, as CPP expects parents to instill the importance in their children having respect for others and good manners. The school will control the impact of serious discipline by limiting or withdrawing the participation privileges of consistently uncooperative students. The scriptures that CrossPointe believes are important for parents and staff to utilize in a partnership are the following:

1. motivated by and performed in love (Proverbs 3:12, 13:24; Hebrews 12:6);
2. effective with wise recipients (Proverbs 17:10);
3. often identified with the use of mild rebuke (Proverbs 29:15);
4. often accompanied by restitution and/or apologies, public and private (Matthew 5:23-24);
5. and completed by repentance (including no lingering attitudes), a restoration of fellowship, love, and forgiveness (2 Corinthians 2:6-8, Matthew. 18:15).

Discipline will be administered in light of a student's particular offense and attitude. There are two levels of offense at CrossPointe, each treated with a particular procedure:

1. "Office visit"
2. Classroom level

The vast majority of discipline is handled at the classroom level through the use of mild verbal rebuke for the purpose of sound classroom management. It is CrossPointe's desire that parents be supportive, active, and involved in their child's training through the use of godly discipline.

Corporal Punishment: CrossPointe Preparatory does not administer corporal punishment.

Office Visits

There are six basic behaviors CrossPointe will not tolerate and that will automatically necessitate discipline from the Administrator. Those behaviors are:

1. **Disrespect** shown to any staff member or peer, whether in the form of a look, a response, or any other action. The staff member will be the judge of whether or not disrespect has been shown. (Exodus 20:12; Proverbs 6:16-17; Romans 13:1&7)
2. **Dishonesty** in any situation, including lying or otherwise deceiving, cheating, forgery, and stealing. (Exodus 20:15-16; Proverbs 6:16-17, 19)

3. **Rebellion**, i.e., outright disobedience (active or passive) in response to instructions. (Colossians 3:20; 1 Samuel 15:23)
4. Malicious or selfish **physical harm** or intent to harm another student, including fighting, shoving, tripping, etc. (James 4:1; 1 Corinthians 13:5)
5. **Obscene, vulgar, profane, or malicious language or action**, including swearing, taking the Lord's name in vain, name-calling, and dirty-joke telling. (Ex. 20:7; Ephesians 4:29-31; 5:4)
6. **Verbal abuse, bullying, cyberbullying, and harassment**. (Eph. 4:31) See the specific discussion of bullying, cyberbullying, and harassment on pages 20-24.

Normally, during an office visit, the Administrator will:

1. Investigate and determine the nature of the offense (consulting teacher, student, others)
2. Contact the student's parents to explain the situation
3. Seek to give godly and biblical counsel to the student (2 Timothy 3:16)
4. After the parents have dealt with the offense, the Administrator will also: Require restitution or apology, if appropriate. And then pray with and for the student before the student reenters their classroom.

If a student is sent to the office, the following accounting will be observed. Within either **semester** of the school year:

1. The first time a student is sent to the Administrator, the student's parents will be contacted and punishment will be dealt with by the parents.
2. The parents' assistance and support in averting further problems will be sought.
3. The second office visit will be followed by a meeting with the student's parents and the Administrator.
4. Should the student require a third office visit, a **two-day suspension** will be imposed on the student and the student may be assigned community service hours to be fulfilled.
5. If a fourth office visit is required, the student will be **expelled** from the school.
6. A third-party administrator or staff member will be present for disciplinary matters involving suspension or expulsion.

Expulsion

The CrossPointe School Board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his/her parents not be able to eliminate behavioral problems before a fourth office visit, the student will be expelled.

Tuition obligations will follow the stated refund policy. (Proverbs 13:20; 22:10)

Serious Misconduct

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

A third-party administrator or staff member will be present for disciplinary matters involving suspension or expulsion.

Re-admittance

Should the expelled student desire to be readmitted to CrossPointe at a later date, the administration, or its delegated committee, will make a decision based on the student's attitude and circumstances at the time of reapplication.

Dismissal due to the responsibilities in satellite classroom being unfulfilled

CrossPointe is designed for those families in which parents take an active role in the oversight and implementation of their children's education. As the level of parental involvement progresses from being a partner in the elementary years to a guide for independent study in Junior High to more of a course monitor in the Senior High courses, parents are expected to continue exercising loving and active responsibility for their children all the way through graduation. If this central-classroom and satellite-classroom educational relationship is broken, the school is unable to work effectively toward its intended goals and vision. Thus, if it has been verified (by continued unfulfilled student-assigned work for the satellite-classroom) that the educational relationship is not being fulfilled, the student will not be allowed to continue enrollment. The family is still responsible for fulfilling any remaining tuition for the balance of the semester. All tuition is non-refundable except as stated in the Refund Policy.

If the family wishes to appeal, it must submit its formal request for readmission in writing to administration, stating its reasons for wanting to negotiate a new and more restricted admission agreement with CPP.

Re-admittance, if granted, may only be on the condition that the family obligates itself to a new and revised admission agreement, complete with the administration's required corrective actions, restrictive measures, and future accountabilities. Failure to keep the new agreement can result in automatic forfeiture of the student's admission status with no permission to appeal.

Classroom Level Procedure

Other school and/or classroom offenses that may not fall under the above enumerated "office visit" offenses are disciplined according to the following procedure. While teachers have opportunity to exercise discretion with each occurrence of a behavioral/attitudinal infraction, they should normally and regularly apply the following procedure in order to maintain consistency within their own classrooms and with other teachers. This procedure is also to be followed by any teacher substitute and/or volunteer teacher or aid when they are acting with the delegated authority of a CrossPointe teacher.

First Offense

1. Firm and loving rebuke that identifies inappropriate behavior.
2. Teacher communicates rebuke to parents when necessary.

This initial rebuke offers the student the opportunity to demonstrate that he/she is "wise" and desires to honor both the LORD and his/her parents with his/her obedience and response to correction (Proverbs 17:10). It also alerts parents to potential problems (especially with regard to attitude) and helps them to assume final responsibility for correcting their child (Ephesians 6:4).

Second Offense

1. Repeat above steps.
2. The teacher notifies parents and Administrator and the incident is recorded in the student's file.

This second rebuke is really an additional, not just a repeated, rebuke—he/she is rebuked not only for the initial behavior, but also for his/her unwillingness to respond in wisdom to the first rebuke (Proverbs 29:1).

Third Offense

1. Repeat first offense steps.
2. The teacher will send the child to the office and now the offense will follow the “Office Visit” procedure outlined above.

Behavior Periods

Kindergarten through 2nd grade students will be allowed a "slow-start" first week in which, although all rules are made clear to the students up front, and no misbehavior will go verbally uncorrected by the teacher, teacher and students will focus on particular types of behavior each day, making students fully accountable [subject to the procedure] for the behavior introduced that day as well as any behavior previously focused on.

Character Grades

Teachers assign character grades each quarter, as described in the chart below. For consistency purposes teachers will use the CPP character grade rubric to assist in ascribing appropriate letter grade. Repeated/prolonged grades of Unsatisfactory may result in CrossPointe denying continued enrollment.

Letter Grade	Notes
E	Excellent
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Off-Campus Behavior

Although CrossPointe Preparatory recognizes that we have no direct control over students when they are away from school, **any violation may still be considered grounds for disciplinary action.** The testimony of a student’s conduct when at school or in public is a testimony which reflects upon Christians in general and students at CrossPointe Preparatory in particular.

As stated on page 20 of the CPP Parent/Student handbook, the purpose of CrossPointe’s Code of Conduct is to promote a Christ-like attitude in its learning environment and to encourage the development of Christian relationships among its students. CrossPointe reserves the right to address any off-campus conduct deemed to be significantly influential to on-campus relationships and/or the learning environment.

CrossPointe Sanctioned Trips/Off-Campus Activities

The CPP codes of conduct remain in force while on school-sponsored activities away from campus. Please remember the desire to be people of *honor*.

Specifically, please remember the following:

- Students should treat each other with respect, kindness, purity, and compassion just as God commands us in Matthew 7:12 and 2 Timothy 2:22.
- CrossPointe operates on an honor system with its students. This means that students are expected to be truthful, honest, and upright in their words and actions as a matter of personal conscience and beliefs. Violations of the honor system (consistent lying, dishonesty, impure speech or behavior) in matters pertaining to any facet of school life: academics, activities, and personal relationships, can result in consequences that lead toward expulsion.

- Use of profanity is not permitted.
- Students should not take God’s name in vain. Please refrain from using slang forms of God’s name that do not show our Lord honor and respect.
- Public display of affection such as hand-holding, kissing, etc. are not permitted.
- Tobacco products, illicit drugs, alcohol, or weapons are not allowed at any school sponsored event.

Modesty and decency in attire should be followed by students and faculty. Clothes were given by God to cover the body (Genesis 3:21), particularly so that our thoughts would remain pure. People who dress in a seductive manner are asking for attention from the opposite sex that is neither holy nor godly. It is just as important to our male students that our female students dress appropriately as it is for the girls. Both need to understand that our beauty comes from within, not from our outward appearance. Therefore, CrossPointe embraces standards of dress which protect the dignity of students’ sexual identity while providing the atmosphere of freedom necessary for both male and female students to express their God-given uniqueness in an uncompromising manner. When swim attire is appropriate to wear it needs to be modest. For girls this is a one-piece swimsuit or appropriate tankini. This means that your chest is covered, your stomach sides are covered, your buttocks are covered, and no low dipping backs. For a tankini, your stomach must remain fully covered even with your arms raised. For guys, swim trunks or board shorts are appropriate.

CPP students will not participate in activities in violation of federal, state, or city laws or that violate Biblical moral codes of conduct. For example: possession or use of tobacco, alcohol, illegal drugs, pornography, sexual immorality, harassment, cyberbullying, etc.

- **No tobacco, alcohol, unlawful drugs, or firearms are permitted. Vaping is not permitted.** The legal age for consuming alcohol varies, but if there is evidence of CPP Students using alcoholic beverages and/or illegal drugs or abusing medication of any kind while on school sanctioned trips, the student will be disciplined. CPP may require drug testing as part of an investigation into alleged drug usage and/or as part of a student’s continued enrollment.
 - Students who are found to be in possession of firearms or destructive devices will be subject to disciplinary action which may include removal from school. The appropriate law enforcement agency will also be contacted.
- **Inappropriate/Sexually Immoral Behavior:** Students are expected to live their lives consistent with Biblical standards. Students who engage in inappropriate behavior, including immoral activities, are subject to disciplinary action.
- **Harassment:** All forms of discrimination, intimidation, exploitation, bullying, and threatening language and harassment, including sexual harassment, are prohibited.

Consequences

Offenses while on a school-sanctioned trip may result in immediate termination of the trip for the student. The extra expense of the student being sent home will be paid for by the student’s family. No refunds for the unused portion of the trip will be given. Offenses may result in suspension or expulsion/withdrawal from CrossPointe Preparatory. Because the goal of our disciplinary program is restoration, each situation will be dealt with on an individual basis with parent involvement. Special consideration may be given to any student who comes voluntarily to the administration and displays an attitude of openness and honesty. Egregious offenses will be referred to the Administrative Team for resolution and final disposition. The student may be suspended at the discretion of the Administration.

Search and Seizure

CrossPointe Preparatory respects the rights of its students against arbitrary intrusion of their person and property. At the same time, it is the responsibility of school officials to protect the health, safety, and welfare of all students enrolled in the school in order to promote an environment conducive to student learning. The Administrator and his or her designees have the right to inspect and search school property and equipment. They may also search students and their personal property in which the student has a reasonable expectation of privacy, when there is reasonable and individualized cause to believe such student or property contains illegal items or other items in violation of school policy or dangerous to the school community.

The student, by being enrolled at CrossPointe Preparatory, consents to and grants CrossPointe Preparatory upon reasonable and individualized cause the right to search the student's backpack/cart/bag, automobile on campus, person and possession on school grounds, computer files/phones and data-storage devices, and for a reasonable period of time, to maintain possession of anything by which the student violates the rules and regulations of CrossPointe Preparatory.

Search dogs may be used whenever the administration feels such action is desirable.

Technology/Electronic Devices & Communications

Cross Pointe Preparatory Technology, Internet, and Electronic Communication Devices: Acceptable Use Policy & Code of Computing Practice

CrossPointe Preparatory recognizes that computers, telecommunication devices, and other technologies continue to change the ways that information may be accessed, communicated, and transferred. Our goal is to recognize the role electronic devices play in students' lives and to educate students about efficient, ethical, and appropriate uses of technological resources. Furthermore, we strive to use technology to enhance student learning and to develop digital literacy.

As Christians, we should use technology in a manner that honors God. CrossPointe expects ethical behavior at all times. Behavior must be consistent with state and federal laws and regulations and must reflect the values and standards of our school.

Our technology policy is designed to safeguard the student culture and learning environment at each school level. As such, our faculty, staff, and administrators are tasked to strictly enforce or to enhance these policies for two purposes: (1) to guard our campus culture and ensure accountable engagement; and (2) to partner with parents to teach responsible technology usage and etiquette to our students.

Cell Phones and other Personal Technology Devices

- Smart watches, fitness trackers, and cell phones must be powered off and put away until the end of the CrossPointe school day. They must be stowed in a locked cabinet at the front desk upon arrival at school.
- Should students need to use a phone, they may do so with permission at the front desk or in the school office. Students are not permitted to use a phone in any other location without permission.
- Cell phones should not be out or used in a restroom at any time.
- **Computers/tablets from home may not be used on campus.** Any exception to this guideline must receive administrative approval.
- If a student brings a device from home, CrossPointe Preparatory will not be held liable if the device is damaged, stolen, or lost, and CrossPointe Preparatory assumes no responsibility for content displayed on or content control on the device.
- Music devices, electronic gaming devices, and personal media players are not allowed.
- Personal devices, including cell phones, smart watches, and fitness trackers, will be collected if they are being used outside of the designated areas. A device will not be returned to a student once it has been collected. A parent/guardian will be required to come to the office to pick up the device.

General Guidelines

- Individual teachers will stipulate the extent to which technology devices can be used within their classroom.
- CrossPointe-issued devices should only be used 1) during class with permission of the instructor for the purpose of a specific classroom activity or 2) in Study Hall only for school-related purposes.
- CrossPointe uses GoGuardian as a filtering and monitoring tool for school-issued Chromebooks to maintain institutional standards and compliance with the Children's Internet Protection Act.
- When using a CPP-issued device, for the purpose of accountability the device screen must be oriented such that an adult can see what the student is working on.

- Images displayed on computers, including background wallpaper, must conform to CPP guidelines. Students displaying inappropriate images will be subject to penalties enumerated under Enforcement below.
- Students should access only files or apps on the device or internet sites which are relevant to the classroom curriculum. Games are not permitted.
- A student may not use headphones, earbuds, or a Bluetooth headset with any device inside the school building unless he or she has been granted **specific** and **limited** authorization to do so. Authorization applies only to the day and class period in which it was granted. Earphones/earbuds/etc. should not be worn while walking in the hallway, between classes, etc.
- On school-issued devices, CrossPointe Preparatory reserves the right to disable/prevent access to social media and other websites not applicable to the learning environment.

Acceptable Use Policy

Students should remember that they are an ambassador for CrossPointe Preparatory in all online activities, whether at school or away from school, and that their actions on social networking sites such as Facebook, Twitter, Instagram, etc. should not reflect negatively on fellow students, teachers, or CrossPointe Preparatory. Students should uphold and follow the expectations of the CrossPointe Preparatory Code of Student Conduct in all online activities.

1. Respect and protect the privacy of others.
 - Use only assigned accounts.
 - Do not view, use, or copy passwords, data, or networks that are not authorized for your use.
 - Do not distribute private information about others or themselves through electronic means, including through use of Facebook, Twitter, Instagram, instant messenger services, email, blogs, cell phone texts or videos, or similar methods.
2. Respect and protect the integrity, availability, and security of all electronic resources.
 - Observe all network security practices, as posted.
 - Report security risks or violations to a teacher or network administrator.
 - Do not destroy or damage data, networks, or other resources that do not belong to you, without clear permission of the owner.
 - Conserve, protect, and share electronic resources with other authorized users.
3. Respect and protect the intellectual property of others.
 - Do not infringe copyrights (no making illegal copies of music, games, or movies!).
 - Do not plagiarize.
4. Respect and practice the principles of community.
 - Communicate only in ways that are kind and respectful.
 - Report threatening or discomfoting materials to a teacher.
 - Do not intentionally access, observe, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
 - Do not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
 - Do not use electronic resources to further other acts that are criminal or that violate the school's Code of Conduct.

- Do not send spam, chain letters, or other mass unsolicited mailings.
- Do not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.
- During school hours, do not access chat rooms, social media sites (Facebook, Instagram, Twitter, etc), or have direct communication such as internet relay chats, online chat, or instant messaging without teacher knowledge and permission.

At All Times...

Using technology in inappropriate ways, even at home, reflects on the entire CrossPointe community and will not be tolerated. Administration may take action to remediate or remove a student from CrossPointe Preparatory if it is deemed that a student's actions inside or outside of CrossPointe entices others to participate in inappropriate use of technology.

Code of Computing Practice for CrossPointe Technology Resources

1. Students may use school computers for school purposes only.
2. Students must use CPP computer resources responsibly.
3. Students may not retrieve, save, or display hate-based, offensive, or sexually-explicit material using any CrossPointe computer resource or pursue material that could be considered offensive.
4. Students must notify an adult immediately if they accidentally encounter materials that violate appropriate use.
5. Students may not use technology resources in a way that disrupts the activities of others.
6. Students may not videotape teachers, staff, or students without their permission or knowledge.
7. Students may not attempt to bypass security settings or internet filters or interfere with the operation of the network by installing illegal software, shareware, or freeware on school computers.
8. Students may not modify or destroy equipment, programs, files, or settings on any computer or other technology resource. Such actions are considered vandalism.
9. Students must respect the intellectual property of other users and information providers and must follow local, state, federal, and international copyright and intellectual property rights & laws.
10. Students may not use or access files, software, or other resources owned by others without the owner's permission.
11. Students may only use those school network directories that are designated for their use or for the purpose designated by teachers or administration.
12. Students must follow all guidelines set forth by CPP and/or individual teachers when publishing schoolwork online (e.g., to a website, blog, wiki, discussion board, podcast or video server, etc.) or using web-based tools.
13. Students who are members of any CPP class information website shall not share personal log-on information with others and shall not allow unauthorized reproduction or distribution of any content from that website. Students must comply with the teacher's instructions for using that website.
14. Students may not use the CPP network for downloading large files or software updates.
15. Students may not use the CPP network for any commercial activity.
16. Use of email accounts assigned by CrossPointe Preparatory must follow all Acceptable Use and Code of Computing Practice guidelines as well as additional guidelines developed for email usage.

Google Workspace for Education

CrossPointe Preparatory assigns student accounts to 5th-12th grades for use with Google Workspace for Education. Specific guidelines will be implemented for Google Workspace for Education and compliance will be required of all students using Google Workspace for Education accounts. Legally required parental disclosures will be provided to each family.

Student email addresses are restricted as follows:

- Students may only send or receive email to/from users with a crosspointeprep.org email address.
 - For students 13 and over, the restriction above may be lifted with written parental permission. Forms to provide permission are available in the office, and a parent must complete a written form for each student.
 - Exceptions are as follows:
 - All student email accounts will be able to receive email sent from FACTS Management on behalf of CrossPointe.
 - If specific classes have technology integrated into their curriculum, the integrated service will be enabled to send email to a student account. One example of this would be the online design program used by our Journalism staff.

Chromebook Use Agreement

All students issued a Chromebook will sign an agreement that discusses care, maintenance, responsible use, and expectations of students and parents.

Enforcement

CrossPointe Preparatory reserves the right to review, monitor, intercept and record all activities transpiring on CrossPointe Preparatory computers for the purposes of enforcing this Code of Practice, securing the CrossPointe Preparatory computer environment against malicious or inappropriate content, performing general system maintenance, and maintaining compliance with the Children's Internet Protection Act.

By accessing CrossPointe Preparatory's systems, users expressly consent to such reviewing, monitoring, intercepting or recording.

Violation of the general technology guidelines, the Code of Computing Practice, the Acceptable Use policies, or the Google Workspace for Education Use Guidelines may result in, but is not limited to, the following actions:

- Temporary or permanent suspension of the user account and of the privilege of using the CPP network or any electronic devices at school
- Disciplinary action as permitted under the Parent/Student Handbook
- Search and/or seizure of the device(s)
- Prosecution under federal or state law

Any violation of these guidelines or disruption could result in the confiscation of the device, regardless of who owns it. **In the event of a search, students may be requested to unlock password protections on their devices.**

The CrossPointe Student Council is the student governmental organization elected by the student body. The group's purpose is to act as a student representative for the entire school, providing opportunity for students to engage in a structured partnership with teachers, parents and administration in the operation of their school. The student Council will set its own objectives each year while working within the framework of CrossPointe's principles and policies as stated in the Parent/Student Handbook and Governing By-Laws. The general objectives include the following:

- To enhance communication between students, administration, staff, and parents
- To promote an environment conducive to educational and personal development
- To promote friendship and respect among pupils
- To support the management and staff in the development of the school
- To represent the views of the students on matters of general concern to them

The key functions and activities of Student Council should support the aims and objectives of the Council and promote the development of the school and the welfare of its students. In planning and undertaking activities during the course of the school year, the Council should:

- Work closely with school administration, teachers and parents,
- Consult regularly with students in the school, and
- Involve as many students as possible in the activities of the Council.

The elected members must demonstrate outstanding leadership ability, above average grades, and high moral standards.

Students who wish to be a candidate for Council shall:

- Possess and display positive character traits.
- Maintain an acceptable academic average of 2.6.
- Be enrolled as a full-time student during the school term serving on the student council. Exceptions may be granted by the administration.
- Display strong interpersonal qualities.
- Express an interest in being a representative by completing an application.
- Attend majority of the school events.
- Set a good example to peers by abiding by all school rules and policies.

Nominations for Eligibility:

- Students must complete an application form and have two faculty recommendations to be eligible for the elections.
- Review of the application will be made by the administration to ensure qualifications are met.

Other Eligibility Guidelines:

- To run for the offices of President, Vice President, or Secretary, a student must be in 10th grade or higher.

Grievance Policies and Guidelines

Handling Conflicts and Concerns

When conflicts or concerns arise due to things that have happened (or not happened) at school, our Lord has given clear directions in Matthew 18 on how to resolve an issue. The basic principle is to go in private to the people whose business it is to solve the problem. To communicate with anyone else will nearly always make the problem worse. For this reason, we ask that parents who have a concern about the school or their child please make an appointment with the faculty member or members in charge to resolve the issue. If the issue is not resolved, a conference with the school administrator should be scheduled. Further appeals, if necessary, should follow the guidelines as stated below.

Grievance Policies and Guidelines

It is important that institutions that purport to be Christian in their mission and relationships actually demonstrate a fidelity to Christian principles in their spheres of influence. To this end, CrossPointe has established biblical guidelines for the resolution of disputes and grievances in the operation of CrossPointe Preparatory. These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of CrossPointe's operations, between any two parties connected in a direct way to the school. This includes students, parents, volunteers, staff, administration, and board.

Students/Parents to Teachers

1. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. A respectful, Christ-honoring demeanor is required at all times, by all parties involved.
2. If the problem is not resolved, the parents or student may bring the concern to the appropriate administrator. If the student brings the concern, he/she must have permission from his/her parents to do so.
3. If the problem is still not resolved, the parents should appeal the decision to the Administrator. If there is still no resolution, they should request a hearing in writing from the CrossPointe School Board.
4. If the concern involves an administrator's or faculty member's child, an independent third party (such as another administrator) will be present.

Parents/Patrons to Administration

1. If the parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the appropriate person. A respectful, Christ-honoring demeanor is required at all times, by all parties involved.
2. If the situation is not resolved, they should present their concerns to the Administrator.
3. If there is still no resolution, they should request a hearing in writing from the CrossPointe School Board.
4. This procedure also will apply to school board members who are acting in their capacity as parents/patrons, and the said parent will not act as representatives of the CrossPointe School Board.
5. If the concern involves an administrator's or faculty member's child, an independent third party (such as another administrator) will be present.

CPP will follow the recommendation of the Association of Christian Schools International (ACSI) for resolving arbitration between all Board Members, Staff, Instructors, students, and student's families.

The parties to this agreement are Christians and believe that the Bible commands them to make every effort to live at peace and to resolve disputes with each other in private or within the Christian community in conformity with the Biblical injunctions of I Corinthians 6:1-8, Matthew 5:23-24, and Matthew 18:5-20.

Therefore, the parties agree that any claim or dispute arising out of, or related to, this agreement or to any aspect of the school relationship, including any claim or statutory claims, shall be settled by Biblically-based mediation.

If resolution of the dispute and reconciliation do not result from such efforts, the matter shall then be submitted to a panel of three arbitrators for binding arbitration. The selection of the arbitrators and the arbitration process shall be conducted in accordance with the Rules of Procedure for Christian Conciliation of the Institute for Christian Conciliation as printed in the Guidelines for Christian Conciliation.

The parties agree that these methods shall be the sole remedy for any controversy or claim arising out of the school relationship or this agreement and expressly waive their right to file a lawsuit against one another in any civil court for such disputes, except to enforce a legally binding arbitration decision.

Each party, regardless of the outcome of the matter, agrees to bear the cost of his/her/its own arbitrator and one-half of the fees and costs of the neutral arbitrator and any other arbitration expenses.

Policies Regarding Controversial Issues

Principles and Policy Guidelines for Treating Difficult or Controversial Topics

Out of respect for the purposes and instructions of the Lord, and for the educational example He has given us, this school recognizes the following principles for treating difficult or controversial topics and adopts the accompanying policy guidelines which we believe faithfully reflect and implement those principles.

Principle 1: One of God's purposes in the training of disciples is to equip them to reach others with the gospel of Jesus Christ and to then teach them to obey all that He has taught us.

Policy Guideline 1: We will not encourage our children to retreat from contact with a sinful world, but rather train them to effectively reach out to unbelievers.

Principle 2: In order to effectively reach others, we must learn to build personal and cultural bridges, to in effect follow in the footsteps of the apostle Paul by “*become[ing] all things to all men*” (I Cor. 9:19-23) for the sake of the gospel. This means that our students must develop the ability to understand others and their cultures and thought forms, and to use that understanding for the purpose of effective communication.

Policy Guideline 2: We will from time to time engage in the study of other peoples, cultures, and thought forms, including godless cultures and thought forms, so that our students might be better able to understand and so communicate with all with whom the Lord, in His sovereign authority, may bring them into contact.

Principle 3: God explicitly warns His children against becoming worldly in their thought and attitudes. This does not mean that they are to avoid all knowledge or study of difficult, unpleasant, or sinful realities (or indeed they would have to avoid much of the word itself), but rather that they are to become increasingly proficient in distinguishing between good and evil and increasingly inclined to reject the evil in favor of the good by learning to evaluate all with which they come into contact by the standards and examples contained in the word of God. By doing so, they will develop the ability to reach others without sacrificing those habits of thought, attitude, and conduct which are distinctively Christian and necessary for true obedience to the Lord.

Policy Guideline 3: Whenever they are brought into contact with difficult or controversial realities, students will be taught and encouraged to evaluate and correctly respond to those realities in light of God's word, so that they may be able to confront the world without becoming stained by the world.

Principle 4: Dealing effectively with difficult and controversial issues and topics generally requires the use of higher order thinking skills, such as analysis and evaluation. Thus difficult and controversial issues and topics can and should be used to develop these skills. Furthermore, the scriptures encourage us to develop wisdom, which includes the exercise and application of higher level thinking skills.

Policy Guideline 4: Teachers will use the pedagogical opportunities presented by the treatment of difficult or controversial issues to challenge their students to develop skills in analysis, evaluation, synthesis, and proper applications, and to apply those skill to godly purposes.

Summary

At this school, we do not intend to shield our students from all of the sin and ugliness inherent in a fallen world, but rather to teach them to confront those realities openly and honestly and, especially, from a God-centered perspective, so that they might be *in* the world—and have an impact on the world—without becoming *of* the world. All disciples, including our students, are and will continue to be engaged in warfare. We believe it is our responsibility to train them under controlled but not unrealistically soft circumstances so that they might be able to take ground for the Kingdom without becoming casualties.

Academic Policies & Graduation Requirements

Academic Evaluation

We believe that grades are not a commentary on the relative worth and value of the individual, but rather an accurate reflection of the quality of his/her work in a given subject at a given time.

CrossPointe Preparatory views 85% and above as mastery, 80%-84% as proficient, and 70%-79% as conditional based on combined administrative and parental agreement for academic advancement. Exceptions to this policy will be handled on a case-by-case basis and must be approved by the appropriate Academic director and the Administrator. At CrossPointe Preparatory we believe every child can reach his/her full potential and should make every effort to do so.

The purpose of classwork and satellite-classroom assignments is to aid the student in reaching mastery before taking a test. CrossPointe students may revise/retake one test per class, per semester. The final score will be the average of the two scores. Policies on homework and quizzes (such as dropping the lowest quiz) are determined by the individual teacher.

At CrossPointe Preparatory, grades serve four basic purposes:

1. Help us teach, correct, and train;
2. Help us in the on-going placement of students at a level and in subjects responsive to their needs, background, and abilities;
3. Provide us with an ongoing and widely understood means of communicating a student's progress and mastery to his/her parents and other parties, such as college entrance boards or other schools to which the student may transfer;
4. Provide us with a just and legitimate means of holding students accountable for the quality of their work.

In the elementary school, grades will be based on a 10-point scale, described in the chart below.

CrossPointe recognizes the difference in elementary grade reports and the need for a Grade Point Average (GPA) for secondary students. The school also recognizes the difference in rigor between standard, honors, and Advanced Placement courses for secondary students by weighing honors courses by .5 points in the GPA, and by weighing A.P. courses by 1 point. The following charts describe grades & remarks that may be assigned at CrossPointe:

Letter Grade	Range	Standard course GPA	Honors Course GPA	AP Course GPA	Notes
A	90-100	4	4.5	5	Excellent
B	80-89	3	3.5	4	Very Good
C	70-79	2	2.5	3	Average
D	60-69	1	1.5	2	Below Average
F	0-59	0	0	0	Failure

Letter Grade	Notes
E	Excellent
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Other guidelines affecting grades:

1. No course grades in excess of 100% are awarded; however, a cumulative GPA over 4 is possible due to the differential between standard and honors courses.
2. No grade points are awarded for any failed course, even though the course may have a percentage grade value above a 0, since no credits are earned for a failing grade of 0-59.
3. Other transcript designations recognized by the school are WP (withdrew passing) and WF (withdrew failing).
4. Withdrawing from classes
 - a. A student may drop a course as late as week seven in any given semester without having the dropped course affect his or her GPA. Should he or she drop a course after this time but before the semester exam, a record of his or her enrollment will appear on the transcript and he or she will receive a grade of WP (withdrew passing) or WF (withdrew failing). This designation will have no impact on the student's GPA.
 - b. If a student drops a course during the semester, CrossPointe can furnish a record of work completed at CrossPointe. If the withdrawal reduces the student's enrollment status below that of full-time, parents will need to file a Notice of Intent to Home School with the LEA District and furnish a copy to CrossPointe. The approved Notice must be provided to CPP **before** a class can be dropped that reduces a student's enrollment below that of full-time. Parents are responsible for meeting all deadlines and other requirements of filing the Notice of Intent to Home School as established by the LEA District.
 - c. Students who withdraw completely from the school may, at the discretion of the administration, receive a designation of I (incomplete) for all courses dropped at the time of withdrawal.
5. Transfer of grades from an accredited institution will be awarded the letter grade as designated by the issuing institution. When appropriate, weighted average points will be awarded.
6. Specific criteria for grade assessments in any given course will be determined by the instructor in that course. All such criteria must honor any standards, requirements, or limitations imposed by curriculum guides and other relevant policies for the establishment of grading criteria within a given course.

Standardized Tests

CrossPointe administers a standardized test each spring as one measure of academic evaluation. Any student enrolled in a core (math, science, English, or social science) course must take the standardized test.

Semester Exams

All students 7th through 11th grade will take a final exam in their core classes (math, science, English, and social science) at the end of each semester. Seniors take a final exam at the end of the fall semester, but not at the end of the spring semester.

- Final exams are comprehensive, focusing on material that was emphasized by the teacher (not textbook only) during the semester.
- All students registered as 7th or 8th grade must take semester exams.
- High school students with an average of 95 or above at the end of week 14 of each semester are exempt from taking final exams. This will be on a course-by course basis. The exemption is

intended to reward students who consistently achieve excellence in learning throughout the semester and provide incentive for other students to achieve this same excellence.

- Students with more than 4 absences cannot be exempt from exams.

Modifications for Learning Disabilities

CrossPointe Preparatory is **not** currently equipped to modify its instructional or evaluation practices or procedures in response to a student's learning disabilities or exceptionalities. All students will receive (or not receive) credit based upon what they have (or have not) done relative to a common standard rather than upon individualized standards developed in response to special needs.

Late Work Policy

Whoever loves discipline loves knowledge, but he who hates correction is stupid. (Proverbs 12:1)
Diligent hands will rule, but laziness ends in slave labor. (Proverbs 12:24)

CrossPointe desires to promote both godly character qualities and high academic standards, and therefore has adopted the following general principles concerning student assignments turned in at some time beyond their due date. These principles are designed to promote the development of godly character qualities such as self-discipline, diligence, and self-control in the lives of our students and to give faculty members a framework within which they may formulate their individual class policies.

1. An academic penalty (10% Elementary/ 20% Secondary) **may** be assessed for any work turned in late, unless the teacher feels that the student had sufficient reasons for turning the work in late or unless prior arrangements had been made. In general, "sufficient reasons" are events or conditions, such as illness, whose initiation or termination is outside the immediate control of either the student or his/her family. This principle was adopted as a means of encouraging our students to adopt and cultivate the biblical values of self-discipline, diligence, and self-control.
2. Late work, if turned in the next class day following the original due date, will be accepted and evaluated, allowing the student to receive at least some credit for his/her efforts. This principle was adopted as a means of encouraging students to complete assignments, even when late, so that they might benefit from the learning opportunities those assignments represent.
3. Unless prior arrangements have been made with the individual teacher or unless there are sufficient reasons for turning the work in later, no late work will be accepted after the next class period beyond its due date, or anytime after the end of the semester in which it is due. This principle was adopted in order to assure that a student's grade at any given time is a reasonably accurate reflection of both his/her actual level of work and achievement up to that time and his/her current standing in the course.
4. All students will be notified through the teacher syllabus of the specific ways that the individual teacher will apply these principles. This principle was adopted in order to assure that students would know how a given teacher intends to hold them accountable for any demonstrated lack of appropriate responsibility, diligence, or self-discipline.
5. Secondary students who habitually turn in late work (after the second time) will no longer have the privilege of turning in late work for credit.

Credits

Definition of Credit

In general, CrossPointe Preparatory students earn one credit for a full year of instruction in a particular course. The Fall and Spring semesters at CPP are scheduled for 18 and 17 weeks of instruction respectively to provide adequate time to master the course.

Promotion

Student promotion is on a course-by-course basis. CPP maintains a standard of academic excellence. It is our utmost desire that every student perform to these expectations. As a result, students who achieve an 80% and above average will receive unconditional advancement to the next level in that course. Students receiving a 70%-79% average will receive conditional advancement to the next level in that course based upon combined administrative and parental agreement for advancement. Exceptions to this policy will be handled on a case-by-case basis and must be approved by the appropriate Academic director and the Administrator.

When considering promotion, as well as placement, emphasis should be given to the appropriate level of mastery of the following skills/subjects for the grade under consideration. The following list identifies subject- and skill-level expectations for specific grades:

Kindergarten: Upon entering Kindergarten, the student is expected to know personal information such as first and last names, age, birthdate, telephone number, and home address. The student should be able to name basic parts of the body. Gross motor and visual motor skills should be at age-level. The prospective student should be able to print his/her first and last names; recite the alphabet; sort objects by size, color, and shape; count to thirty; match single-digit quantities to numerals; count two groups of objects for a sum up to ten; read upper or lower case letters; knows the front/back of a book; understand left to right and top to bottom progression of a book; use sentences of at least five words; and be 90% intelligible in his/her speech. Behavior should be at age-level maturity.

First Grade: Cumulative proficient completion of above requirements, plus: Behavioral maturity, reading and handwriting readiness for First Grade. Students must have mastery of primary sounds and all letters of the alphabet as well as a sound base of high-frequency words as predetermined by the phonics instruction. Students must have mastery of the order of numbers as well as patterns and basic addition and subtraction knowledge.

Second Grade: Cumulative proficient completion of above requirements, plus: Able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension. Be able to write complete sentences with neat lettering. Students must have mastery of sorting and pattern rules as well as basic subtraction facts. Students must be able to distinguish between volume, mass, and length as well as tell time to five-minute intervals. They must also be able to add and subtract single digit numbers. Note achievement percentages under the Academic Status for Students heading.

Third Grade: Cumulative proficient completion of above requirements, plus: Able to read fluently and independently, using books of a second grade level. Be able to write neatly and correctly identify the basic parts of a sentence. Be able to spell at grade level. Students must have mastery of all addition, subtraction, and 0, 1, 2, 5, and 10's multiplication facts as well as an understanding of measurements, place value to the 100's, rounding to the 100's, multiplication, and basic geometric figures. Students must have mastery of telling time to the minute and counting money. Note achievement percentages under the Academic Status for Students heading.

Fourth Grade: Cumulative proficient completion of above requirements, plus: Ability to proficiently complete curriculum objectives for this grade level. Students must have mastery of identifying and classifying sentence parts as well as a sound base in one- and two-point expository paragraph writing. Students must be able to read and communicate through rich literature discussion at the third grade level. Students must be able to add, subtract, and multiply as it relates to mental computation. They must have mastered multiplication facts 0's through 10's. Students must also have an understanding of fractions, perimeter, and area. In addition, students should be able to estimate measurements and simplify simple expressions. Note achievement percentages under the Academic Status for Students heading.

Fifth Grade: Cumulative proficient completion of above requirements, plus: Ability to proficiently complete curriculum objectives for this grade level. Students must have mastery of identifying and classifying sentence parts. Students must have mastery of writing two-point expository paragraphs as well as a sound base in writing three-point expository paragraphs. Students must have mastery of cursive writing. Students must have understanding of estimation, patterns, and sequencing as well as percentages. Students must also have a sound base in place value from hundreds to millions, measurement, and unit conversion as well as grade level statistics, probability, and data display and analysis. Students must have mastered multiplication facts to 12's. Students must be able to add/subtract fractions and divide with 2-digit divisors. Note achievement percentages under the Academic Status for Students heading.

Sixth Grade: Cumulative proficient completion of above requirements, plus: Ability to proficiently complete curriculum objectives for this grade level. Students must have mastery of grammar and writing techniques as predetermined by the grammar instruction. Students must have mastery in composing expository paragraphs as well as other stylistic writing. Students must be able to add/subtract decimals, factor, rename fractions, find the area of basic shapes, simplify simple expressions, and multiply and divide fractions. Students must have understanding of place value to the billions, ratio, proportions, and percents. Students must also have a base knowledge of how to read and interpret frequency tables, collect, display and analyze data as well as identify complimentary and supplementary angles. Note achievement percentages under the Academic Status for Students heading.

Seventh Grade: Cumulative proficient completion of above requirements, plus: Ability to proficiently complete curriculum objectives for this grade level. Students must have mastery of using sentence writing, structure, and style as part of daily instructional technique as well as have mastery of creative exemplary writing and prose. Students at this level must have mastery of multiplying and dividing decimals, order of operations, exponents, squares, square roots, greatest common factor, least common multiple, comparing and ordering fractions, comparing and ordering decimals, and renaming units of measure. Students must also have a sound base in pre-geometry using variables as part of patterns that generalize abbreviations in formulas, and unknowns in problems. Note achievement percentages under the Academic Status for Students heading.

Eighth Grade: Cumulative proficient completion of above requirements, plus: Ability to proficiently complete curriculum objectives for this grade level. Students must have mastery of stylistic as well as expressive writing techniques as predetermined by the course syllabus. Students must have a sound base of the elements of style as it relates to cleanliness, accuracy, and brevity in English composition. Students must also have mastery of whole numbers, decimals, number theory, fractions, forms of rational numbers, using percents, measurements, introductory geometry, introductory algebra, area volume, probability, statistics, and integers. Students must have basic understanding of relations, functions, logic, and set theory.

Academic Status for Students

The University-Model education at CrossPointe Preparatory is designed as a fast-paced partnership between parents and educators to achieve high standards in academics for students who want to excel. As a result of this design, students are not “just moved through the system.” Students must continually perform at a satisfactory level of performance, or they will not be successful in the model. Students each semester receive a classification that outlines for the parents their past academic performance at the school. Listed below are the six student academic standings:

1. “Academic Mastery Standing”: Achieving a 85% + in all courses at CPP for the current school year.”
2. Academic Proficient Standing”: Achieving a 80%-84% in all courses at CPP for the current school year.
3. “Academic Standing”: Achieving 70%-79% in any course at CPP for the current school year.
4. “Academic Warning”: Failing a maximum of 1 class in the past semester at the school. The student must retake the course if a 70% + grade is not achieved by the end of the course.
5. “Academic Probation”: Failing 2 or more classes in the past semester. This student will be given the balance of the school year to achieve a 70% + grade in the courses. If the student is not successful in raising the grade in the courses to 70% +, the student will be required to retake the course. If the student is not successful in achieving a 70% + in the course when taking it a second time, he or she will be placed on “Suspended” status.
6. “Suspended”: A student who is not eligible to register at the school due to not achieving the necessary grades to continue.

Students who are placed on academic probation, and their parents, will be required to attend a conference with the Administrator and teacher within the first two weeks of the probation semester. The purpose of this conference will be to develop an individual academic improvement plan for said student. The student’s teachers may be in attendance at this conference. If a student is unable to take the course that is failed the following semester, the student will be required to make up the course using an approved correspondence course. Please see the Administrator for a list of approved correspondence schools. The student will be required to turn in the registration form as well as the official transcript from the school.

CrossPointe Preparatory is **not** currently equipped to modify its instructional or evaluation practices or procedures in response to a student’s learning disabilities or exceptionalities. Students who are found to be in need of instructional modifications due to learning exceptionalities that CrossPointe is not equipped to handle will not be eligible to continue their enrollment at CrossPointe.

Academic Status for Secondary Students

Students must earn a semester GPA (grade point average) of 2.0 or above each semester they are in attendance at the school to remain in academic standing. A student whose semester GPA falls below 2.0 and/or is failing 2 or more classes at the completion of the semester may, at the discretion of the Administration, be placed on **academic probation**. A student placed on academic probation must raise his/her GPA to a 2.0 and/or raise failing grades to passing grades by the end of the semester to return to good academic standing. If a student should earn a GPA less than 2.00 for two consecutive semesters, he/she may be blocked from further enrollment in classes at CrossPointe or be required to retake any classes in which he or she earned a grade less than a 2.0. Exceptions to this policy will be handled on a case-by-case basis and must be approved by the appropriate Academic director and the Administrator.

Repeated/Failed Courses

Students enrolled at CrossPointe Preparatory will earn course units on a semester-by-semester basis (with .5 Units typically awarded for one semester).

Any sequential course required for graduation that a student fails must be successfully repeated before the student will be allowed to enroll in the subsequent course. Once the student successfully completes the failed course, the passing grade earned will absolve the failing grade, which will be struck from the transcript. When a failing grade has been absolved in this manner, both attempts at taking the course will be noted on the transcript, but only the passing grade will be recorded, and only the passing attempt will affect the GPA. On the transcript, the failing grade of an absolved failed course will be replaced with NG (no grade).

Students may attempt to absolve a failing grade in another academic setting, such as another school or an approved (by the administration) correspondence course. In this case, students must request transfer credit through the usual channels following the successful completion of the course, should they desire to have the course credit recognized by CrossPointe. If such credit is granted, it will absolve the failing grade on the student's transcript. Both attempts will be noted, but only the passing grade will be recorded, and only the passing attempt will affect the GPA. On the transcript, the failing grade of an absolved failed course will be replaced with NG (no grade). Responsibility for tuition/fees related to credit recovery are the responsibility of the parent.

Any student, including one who has been granted transfer credit, may be required to take a placement test to be able to enroll in any course.

Courses for which a student earns an A or B may not be repeated. A secondary student who earns a C or D in a course may nonetheless elect to repeat the affected course before continuing in the course sequence. However, his/her enrollment in the course is subject to administrative approval and on whether there is sufficient space available for him/her after all other existing students who have earned the right to register for the course have had the opportunity to do so. Should a student elect to retake a course in which he or she has already earned a C or D, and the grade earned during the second attempt is higher, both attempts at taking the course will be reported on the student's transcript but the grade earned during the first attempt will be replaced with a grade of NG (no grade) and will then cease to affect the student's GPA (since no credit will be awarded for any course in which a student has been given NG as a grade).

Graduation Requirements:

There are three paths for completing academic studies at CrossPointe Preparatory:

1. College Preparatory Diploma
2. College Preparatory Diploma with Academic Distinction
3. Certificate of Coursework Completion

To receive either of the diplomas offered, all candidates must meet the residency requirements described below.

Residency Requirement

To receive either of the diplomas offered, all candidates must register for and successfully complete on campus the following minimum requirements at CPP:

1. If enrolled **only** for the senior year:
 - 5 credits (units) total
 - 3 credits (units) must be from the academic core (math, English, science, and social studies)
2. If enrolled for the junior **and** senior years:
 - 3 academic core classes (math, English, science, and social studies) each semester

Classes that qualify as dual enrollment shall be considered as meeting the CrossPointe residency requirement. See more information about Dual Enrollment on p. 57.

Other guidelines

1. **When CrossPointe begins assigning class rank, a student must attend CrossPointe for his/her junior and senior years in order to be named the class valedictorian or salutatorian.**
2. Students must also maintain a Grade Point of 2.0 or above for the College Prep Diploma or 3.25 or above for the College Prep with Distinction Diploma and must submit scores from either the ACT or SAT as well as complete the course requirements that apply to their desired diploma. **Students must have their test results sent to CrossPointe Preparatory, school code 042-244.**
3. Flexibility with the junior & senior enrollment requirements *may* be granted for those choosing an accelerated path toward graduation.
4. Students must complete 24 hours per year of documented service in grades 9-12. **Seniors must turn in their service hours before Spring Break of their senior year.**
5. Students who do not meet CrossPointe graduation requirements but who complete the senior year shall be awarded a Certificate of Coursework Completion.
6. A student must declare his or her choice of diplomas by the end of the 10th grade year.

College Prep Diploma

The College Prep Diploma requires **22 units** of credit in the State of Arkansas. The credits must be earned by a student in grades 9-12, unless exceptions are approved by the Administration.

College Prep with Distinction Diploma

The College Prep with Distinction Diploma requires **25 units** of credit at CPP. The credits must be earned by a student in grades 9-12, unless exceptions are approved by the Administration.

Subject	CPP Diploma (22 units)	CPP Diploma with Academic Distinction (25 units)
English	4 Total Credits 1 unit of English I 1 unit of English II 1 unit of English III 1 unit of English IV	4 Total Credits 1 unit of English I 1 unit of English II 1 unit of English III 1 unit of English IV
Math	4 Total Credits 1 unit of Algebra I 1 unit of Geometry 1 unit of Algebra II 1 unit of math higher than Algebra II All students must take a math course in grade 11 or 12.	4 Total Credits 1 unit of Algebra I 1 unit of Geometry 1 unit of Algebra II 1 unit of Pre-Calculus or higher All students must take a math course in grade 11 or 12.
Science	3 Total Credits, with Lab 1 unit of Physical Science 1 unit Biology 1 additional science unit	4 Total Credits, with Lab 1 unit of Physical Science 1 unit Biology 1 unit Chemistry 1 additional science unit
Social Studies	3 Total Credits 0.5 units Civics or Government 0.5 units Economics 1 unit U.S. History 1 unit World History	4 Total Credits 0.5 units Civics or Government 0.5 units Economics 1 unit U.S. History 1 unit World History 1 additional unit
Physical Education	0.5 Credits	0.5 Credits
Foreign Language	2 Credits	3 Credits 2 units must be of the same language.
Health & Safety	0.5 Credits	0.5 Credits
Oral Communications	0.5 Credits	0.5 Credits
Fine Arts	0.5 Credits	0.5 Credits
Worldview	1 Credit	2 Credits
Electives	3 Credits	2 Credits
Cumulative GPA	2.0	3.25
Other Requirements		
Technology	At least 1 digital learning course	
Personal/Family Finance	Credit in a course that includes personal/family finance	
CPR	Complete CPR training/certification	
Service Requirement	25 hours/year of documented service. Seniors must submit service hours before spring break.	
Computer Science	Beginning with the 9th grade class of 2022-23, 1 unit of computer science will be required	
ACT	Take and submit ACT scores prior to graduation. School code 042-244.	

Credits for Physical Education or Athletics

1. .25 Carnegie units will be given for a 2 semester hour P.E. class.
2. .5 Carnegie units in physical education will be given for the completion of 2 seasons of competitive extracurricular sports.
3. Students may earn P.E. credit by serving as a manager or trainer for athletic team.
4. No grades awarded for P.E. will be used for student academic standing.
5. .5 Carnegie units is the maximum credit awarded to any student for P.E. or sports.

Definition of Carnegie Units—Secondary

In general, one CrossPointe unit is equivalent to one full year of instruction in a given course of study. **Students enrolled at CrossPointe Preparatory will earn course units on a semester-by-semester basis** (with .5 Unit awarded for one semester). On the secondary level, standard 1 unit core courses will meet at CPP for 150 minutes per week, for 35 weeks, with instruction equal to 55 minutes **minimum** given for each day in the satellite school. This schedule constitutes a minimum of 150 clock hours of instruction in one school year. Thus, a student meeting the minimum attendance requirement for a standard CrossPointe Preparatory course earns the equivalent Carnegie unit, the credit commonly reported on high school transcripts and widely recognized by college admissions departments.

Transfer of Credit

Students wishing to transfer high school credit from another school for use toward earning a diploma at CPP should make their request in writing by submitting the proper form to the Administrator. Approval of such transfers shall be a function of the Administration. Each high school course requested as a transfer credit toward diploma requirement will be processed in terms of the following equivalents:

1. 1 complete semester course at a full-time traditional educational school = 1/2 unit.
2. 1 complete year course at a full-time traditional educational school = 1 unit
3. Each complete semester course in a home school or umbrella school program will be individually determined for transfer of credit based on a general equivalency and mastery of course content.
4. Transfer of grades from an accredited institution will be awarded the letter grade as designated by the issuing institution. When appropriate, weighted average points will be awarded.
5. Students transferring coursework from another institution must meet all requirements of the course from the issuing institution.
6. Students planning to take courses at another institution (regardless of delivery format) are encouraged to have CPP administration review the course prior to the start of class to confirm it meets CPP requirements.
7. Students who have taken courses at a public or private full-time school will not be granted transfer credit unless their grade is a “C” or above.

Those transferring courses from a home-schooled or umbrella school program will be asked to provide satisfactory evidence of course completion and appropriate learning. CrossPointe will evaluate the evidence and then determine if and how credit will be awarded. Evidence may include any of the following:

1. Homework/workbooks/work completed
2. Consistent grade reports/grade book
3. Chapter/unit/semester tests
4. The curriculum followed. Please note that not all curricula will be accepted. For example, Rosetta Stone will not be acknowledged as acceptable for foreign language credit.
5. Additional documentation as deemed necessary the Administrator.

6. High school students who have taken home-school classes will receive credit toward graduation, but typically these courses will not count toward the Grade Point Average (GPA) or class ranking system.

Dual Enrollment (Concurrent Enrollment)

A CrossPointe student who chooses to enroll as a high schooler at a community college or university to earn both high school and college credit needs to submit in writing to Administrator the plan to do so.

A class taken for dual/concurrent credit must be equivalent to or exceed the requirements and scope of the corresponding CrossPointe class or the graduation requirement to which it will apply. CrossPointe may require documentation including the syllabus before evaluating the proposed class. Failure to seek approval will jeopardize the transferability of the credit.

It is the responsibility of the parent/student to make sure that CrossPointe receives documentation and grade earned of the “dual enrollment” class for the credit to be granted on CrossPointe transcript.

Generally, a one-semester **three**-hour college course is equal to a year-long **one**-credit high school course. In order to protect the integrity of the CrossPointe diploma, CrossPointe reserves the right to limit the number of credits earned through dual/concurrent enrollment.

Courses taken for dual enrollment do not count toward full-time status for CPP billing purposes. Because some freshman scholarships have limits on dual-enrollment credits, students should beware of accumulating too many credits and thus forfeiting their freshman status; check with the colleges administering the scholarships.

Limits on Dual Enrollment: A student may take and transfer credits for one dual-enrollment class taken off campus each semester, except for the senior year, when a student may take and transfer credits for two courses per semester.

Independent Study

In rare and extenuating circumstances, CPP may allow a student to take an independent study under the guidance of the CPP Administrator or faculty.

Incompletes

Students may be awarded a grade of I (incomplete) when circumstances beyond their control render them incapable of fulfilling all of the requirements for completing a given course by the end of the semester in which it is offered. All “academic incompletes” must be approved by both the teacher and the administration and must be filed with the administration.

All course requirements must be fulfilled by the date determined by the course instructor and the administration. Any required work not completed by that date will be awarded a grade of “0”. A student’s final grade will be calculated after the date given for completion of the course using whatever grading system was employed for all other students in the course (unless other arrangements have been previously made) and including all grades earned up to that time. Teachers must provide the administration with a description of the grading system to be used as well as any and all evaluation materials (e.g. tests and keys) necessary for completing the course.

Attendance and Tardy Policies

In general, a tardy will be treated as a discipline problem. A student will be allowed one unexcused tardy in any given semester. For each unexcused tardy thereafter the student will be referred to the administration by use of a discipline slip. In order to be excused, a student must supply a note signed by a parent or guardian or a school staff member to the teacher of the affected class when reporting to class. Only those tardies beyond the immediate control of the student or his or her parents or guardians will normally be considered excused.

Attendance Requirements

A student enrolled in CrossPointe is expected to be present and on time in school every day school is in session. The actual number of days school is in session will be determined by the yearly school calendar. Students are also expected to attend and complete all requirements for every course offered. Due to the limited number of central-classroom days, it is vitally important to each student's progress to attend each class day and period. Please use the ample time in the non-class days to schedule personal activities (e.g., dentists, etc.).

Should CrossPointe need to utilize remote learning plans, attendance expectations for synchronous and asynchronous learning portals will be implemented in order for students to meet school attendance requirements. A quarantined student who is asymptomatic must attend class virtually at the designated class time if the option is available. Failure to do so will result in a recorded absence.

1. Short-term absences: If a student needs to be absent from school for a day, for any reason, the parents should contact the school office by email or phone as soon as possible.
2. Long-term absences: If a student needs to be absent for two or more consecutive days, the parents should notify the school in writing explaining the circumstances prior to the absences. This will permit the office to inform the appropriate teacher(s) and to compile the necessary schoolwork, which the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork.
3. Extended absences: We will cooperate with families taking their children from school for vacations, etc. However, when extended absences are voluntary (versus emergency or illness) we expect all schoolwork to be completed ahead of the absence. We require that prior to any planned, extended absence, the student's teachers and the school administration be notified in writing 30 days in advance. It is the parent's responsibility for the student's work to be completed and turned in.
4. Maximum absences: In order to successfully complete a course of study, students must attend at least 90% of that course's regularly scheduled central classroom sessions. This means that **a student may not be counted absent (excused or unexcused) more than four times during a semester for a course meeting twice a week, or six times during a semester for a course meeting three times each week.** Students failing to meet these attendance requirements will not be recognized as having completed the course. They will receive a grade of Incomplete (I) and, in the case of credit-bearing high school courses, **will not receive credit for the course.** In most cases, a failure to successfully complete a course because of excessive absences will also prevent a student from being able to register for the next course in the sequence. The Incomplete can be removed by making-up course work prescribed by the school or by administrative variance. (Exceptions will be made for absences in excess if doctor's excuses are on file in the administration's office.)

Absence and Tardy Time Definitions

1. Students who arrive after class has begun are considered tardy.
2. A student is absent if he or she misses more than half of a class period.
3. For grades K-6:
 - a) Full-time students who arrive at school after 10:00 will receive a half-day absence.
 - b) Full-time students who leave school before 11:00, and do not return, will receive a half-day absence.
4. For grades 7-12:
 - a) Attendance will be taken on a class-by-class basis.
5. An **Excused** Absence is one in which a student is permitted to make up school work that was missed as a result of the absence. Absences will be considered excused for the following reasons:
 - a) Personal illness, injury, or doctor's appointments that cannot be scheduled after school hours. (Repeated appointments, such as orthodontist appointments, should be scheduled at different times of the day so that the same classes will not be missed often.)
 - b) Illness in the family, which requires the student's presence
 - c) Death in the family
 - d) Those absences that have been approved by the principal prior to the absences (i.e. college days). All other absences are likely to be considered unexcused.
6. An **Unexcused** Absence means that a student is not allowed to make up the work that was missed on the day of the absence.
 - a) Oversleeping or sleeping in will be considered an unexcused absence.
 - b) Skipping class will not be tolerated. Such absences will be considered unexcused.

*Each tardy occurrence will be compiled. When the total number of tardies is equal to 3, the student will be recorded for missing a day of school.

Student Transfer Policy

In order for CrossPointe Preparatory to transfer student records to another school, the family requesting such records must fill out a record request form from the school the student is enrolling to. CrossPointe Preparatory is not able to make copies of student records unless the receiving school has submitted a written request form. Parents of CPP are not allowed to take student records off campus to make copies.

Student Records Policy

Requests for academic records, including transcripts, require a minimum notice of 48 hours.

Eligibility Requirements for Co-Curricular/Extra-Curricular Activities

All students who desire to participate in co-curricular activities must meet the following requirements to remain eligible for participation. Participation in these activities requires additional time and effort that does not supersede the student's responsibilities to:

1. represent the school and their fellow students with excellence and
2. not jeopardize academic preparation and success.

****Co-Curricular/Extra-Curricular activities do not, at any time, take precedence over the academic program.****

Performance Standards Related to Eligibility

CrossPointe Preparatory will follow the standards set forth by the Arkansas Activities Association (AAA), which are the following:

1. A student must have a 2.0 GPA in the last recorded semester.
2. A student must be registered in a minimum of 4 courses in the current semester.
3. A student must not have failed more than 1 course in the past semester.

Age Limitation Affecting Eligibility

Students who turn 19 years of age by September 1 of their senior year are not eligible to participate in Co-Curricular/Extra-Curricular Activities as part of the school.

Financial Accounts and Eligibility

A student whose account is more than 30 days overdue without arrangements for future payments will be barred from participation in co-curricular/extra-curricular activities

Books and Materials

CrossPointe will provide complete booklists and recommended sources with contact information upon acceptance and registration. Parents must acquire all curricular materials by orientation for students to begin coursework.

Every year at CrossPointe Preparatory, textbooks will come up for a review and evaluation, and every year there may be some new selections made. Extensive effort will be expended to find texts that cover a particular academic area in a format that is as cost-effective as possible. Major consideration will be given to how well the text of choice aligns with our Christian values; however, we may not always be able to find Christian texts with the academic criteria we stress at CrossPointe. Consideration must also be given to how well a text can perform in the school classroom as well as at home with the parent and student.

There is no “perfect” textbook (except the Bible, of course). In fact, experience has shown that even Christian-based texts can occasionally include things that some of us may disagree with or find offensive. Whenever our teachers become aware of these areas of concern, they will make an effort to clarify our basic Christian beliefs and identify how a particular item is in conflict with those beliefs. We encourage you as parents to do the same. Help your children to understand that all things written in books are not necessarily true. Help them to test all things by the Truth revealed in the Bible.

Our primary aim and objective at CrossPointe is to avoid having textbook-driven courses. We will strive to find ways to use textbooks as “resources” and to make the curriculum come alive.

It is the policy and practice of CrossPointe Preparatory to trust God to provide the necessary funds to operate the school. Tuition is priced to cover the school's operating costs. The school relies upon gifts for all major acquisitions, for capital improvements, and for scholarship or other financial aid funds.

Although the school is not a church, it is an important part of the Lord's work. Giving to the school is giving to the Lord's work of training God's children. The giving of money to the Lord's work is a spiritual matter. Generous Biblical giving indicates the interest of one's heart (Matt. 6:19-21; 1Tim. 6:17). Money is service transmitted into currency, or talents and efforts made negotiable. Our giving reveals our heart attitudes, our willingness to trust God and our commitment to Christ. The true basis for giving is our love for God.

All fundraising activities must have the prior authorization of CrossPointe Preparatory.

Acceptable Activities:

1. Appeals to the school family and the Christian community of gifts of support of a specific need.
2. Telethons in keeping with the purposes of the school and for a specific need
3. Appeals to individuals, groups, foundations and similar organizations that are known to provide for specific projects
4. Fall festival, jog-a-thon, and spring fling
5. Offerings
6. Silent auctions
7. Service projects for the school family and community at large
8. School store, Book Fairs
9. Marketing

Prohibited Activities:

1. Any game of chance or other activity that is or suggests gambling
2. Any illegal or morally questionable activity
3. Any commercial activity or any activity that requires or results in the CPP name being used in a commercial advertisement without CrossPointe Preparatory's prior authorization.
4. Raffles, bingo, slots, and video equivalents

Lunch

All lunches are “brown bag” and must be brought by the students. We ask that parents think very carefully about the snacks and lunches they send to school with their children. Whole foods, as opposed to processed, pre-packaged ones, are always best. Foods with high levels of sugar are an unwise choice, as they will invariably lead to poorer classroom performance. In addition, students should have clear or light-colored drinks, due to the likelihood of spills, particularly with the younger children.

Student/Teacher Ratio

The administration has set the following student/teacher ratios for all core academic classes:

Pre-K—1:9

Grades K-6th—1:15 + (1)

Grades 7th-12th—1:20 + (1)

Visitors on Campus

All visitors, including parents, must check in at the front desk. We encourage Student L.I.F.E. visits and lunch visits, especially lunchroom helpers.

Classroom visits must be scheduled in advance and may not always be possible due to space limitations and the disruptions visits cause.

1. All visitors must check in at the front desk upon arriving at the campus and wear a badge while on the premises. At a minimum, visitors must be prepared to show their driver’s license or other picture identification, explain their intended business, and indicate how long they expect to be on campus. A record of this information will be kept.
2. All visitors must be willing to comply with all rules and regulations governing student and/or staff conduct, including the appropriate dress regulations (variances for legitimate and honorable reasons may be granted).
3. Any student who is not a current or former student of the school (who left or graduated in good standing) must be accompanied by an adult unless provisions have been made with administration for shadowing.

School and Office Hours

The school day begins promptly at the designated time for each grade level and ends at the times posted on the schedule. When classes are in session, the CPP office is open from 7:45 a.m. to 4:30 p.m.

Arrival and Dismissal

Please drop your children off at school no more than 15 minutes prior to the scheduled start time. Please call the school office if you will be more than 10 minutes late to pick up a child, or if there are any unusual car pool changes. We must be notified if anyone other than a family member or the regular car pool will pick up a child. A late fine of \$5 per 15 minutes may be charged for individuals who are habitually picked up late.

All students must be signed in and out when entering or leaving school.

Lost and Found

Due to limited storage space, lost and found items are only kept for ten days. At the end of ten days the items will be given to charity. Parents should carefully mark their children's supplies and clothes so that, in the event they are misplaced, they may quickly find their way home.

Emergency Preparedness

Emergency preparedness drills and procedures are in place for fire, earthquake, storm/tornado, bomb threats, and crisis situations which might endanger the students. Drills are executed on a regular basis and are monitored by school administrators, teachers, and support staff.

Inclement Weather

The school's decision to close due to inclement weather will be emailed to parents. It may be communicated through local radio and/or television stations, as time permits. Parents are also encouraged to subscribe to CrossPointe's text-message notification service.

Medical Policy

1. Please report all contagious diseases to the school. This is of great help when other students in the class develop symptoms.
2. Please do not send a child to school until they are symptom-free for at least twenty-four hours.
3. Prescription medicine should be given at home. A written letter of authorization is required by the parent and turned into the school office prior to any non-prescription medication being taken by the student. If you have any special needs, please contact the school office.

Illness Policy

NOTE: The following illness policy may be changed at any point due to community spread of contagious illnesses and/or directives from local or state officials, the Arkansas Department of Health, or the Arkansas Department of Education.

We ask that families follow the procedures below when deciding whether or not to send a student to school with certain symptoms. CrossPointe Preparatory reserves the right to request a physician's note of clearance for return to school.

1. Intestinal viruses: Students suffering from intestinal viruses are permitted back in the classroom once the symptoms of nausea are gone, assuming there is no fever associated with the illness.
2. Fever: Students running a fever of 100° or higher are not permitted in class. If a student becomes ill at school and has a fever of at least 100°, the parents will be contacted to come pick him/her up.
3. Illnesses which require antibiotics: Students should follow their physicians' recommendations regarding when they can be exposed to other children. For example, students with strep throat are typically told not to be around others for at least 24 to 48 hours after the first antibiotic treatment.
4. Common colds: Students are permitted to class with colds. However, if flu-like symptoms appear such as a fever, parents will be contacted to pick-up their child.
5. Pink Eye (conjunctivitis): Please notify the office if your child has pink eye. Students may return to school after treatment has been in effect for 24 hours.
6. Covid-19: Students can come to school if they can answer NO to the following questions:
 - Have you taken any fever reducing medications like acetaminophen or ibuprofen in the last six hours?
 - Have you had any of the following symptoms in the past 48 hours?
 - Fever (Temp. >100.4°) and/or chills, cough, fatigue
 - Shortness of breath, sore throat, body aches, nasal congestion
 - Headache, diarrhea, nausea and/or vomiting, loss of taste or smell
 - CrossPointe Preparatory may require students to follow guidelines of the CDC or the Arkansas Department of Health and may require proof of a negative test for presence at school.

Pre-Kindergarten Philosophy

Jesus said, “*Let the little children come to me and do not hinder them, for the kingdom of God belongs to such as these.*” Mark 10:14 is the foundation on which the CrossPointe Preparatory Pre-Kindergarten operates daily. Children need to know they are a blessing to God, to their parents and family, and to other Christians. Parents are the most important teachers and nurturers of their children. We want to partner with parents in teaching each child that he or she is special because God made him or her.

Developmental Goals for Children

The children will experience intellectual growth and educational stimulation by:

- Developing positive attitudes toward learning.
- Making choices and decisions about what to do and how to do it.
- Sharpening sensory awareness by exploring, observing, listening to, touching, tasting and smelling their environment.
- Developing language skills by verbally expressing thoughts, ideas and feelings, speaking about, dramatizing, and graphically representing experiences.
- Developing the ability to comprehend others’ spoken, written, dramatic, and graphic representations.
- Developing concepts and understandings to the world from mathematics, science, social science, language arts, and other curriculum areas.
- Experimenting with materials, tools, and equipment.

The children will experience emotional growth by:

- Developing a positive self-concept by learning to value themselves as unique individuals.
- Becoming independent and thinking of themselves as capable individuals.
- Learning to persevere and experience success.
- Learning how to deal with opposition and lack of success.
- Identifying and expressing emotions in acceptable ways.

The children will experience social growth by:

- Building positive relationships with their family, peers, and other adults.
- Learning to respect the rights of others.
- Accepting responsibility for oneself and the group; learning how to cooperate.
- Participating as a leader as well as a follower.
- Accepting responsibility for caring for oneself, possessions, and the property of others.
- Accepting the limits involved in a democratic society.

The children will experience physical growth by:

- Developing both large and small muscle control and coordination.
- Establishing desirable health habits.

- Developing wholesome attitudes toward the body and bodily functions.
- Practicing safety procedures, including poison, fire, and traffic safety, as well as safety practices during work and play.
- Experiencing a balanced program of activity, relaxation, and rest.
- Accepting and understanding individual differences in themselves and others.

The children will experience creative growth by:

- Using language and art as well as other materials to express thoughts, ideas, and feelings.
- Being allowed to explore and discover for oneself.
- Exploring actively with all the senses.
- Discovering relationships through direct experiences.
- Being allowed to choose materials and activities for oneself.
- Drawing, painting, and making models out of clay, blocks, etc.

The children will experience spiritual growth by:

- Listening to and appreciating Bible stories and music.
- Interacting with Christian teachers.
- Developing an awareness of God and His love.
- Developing an overall Christian attitude toward life.

Expectations for Students Entering Pre-Kindergarten

Gross Motor

Children entering a preschool program in the fall will be expected to have control over their large muscle groups, those in their legs, arms and torso. They should have an understanding of personal space and be able to avoid accidental collisions with other children, furniture, or walls. It is important that they are able to sit attentively for approximately 15 minutes keeping their hands and feet to themselves.

Fine Motor

Children in preschool will be asked to draw, paint, or use crayons on a daily basis using the proper grip. They should begin to attempt to write their first name. Children will be expected to work with scissors and should be able to hold them properly by the end of Prekindergarten.

Auditory Processing

Prekindergarten children are expected to understand and follow two-step commands. They are expected to follow directions without needing reminders or additional requests. Children are expected to interact comfortably and independently with peers in play and work situations. This includes listening to and understanding comments or directions from other students, and responding appropriately. It is expected that children may need some adult supervision and assistance to help initiate peaceful and productive group work. Teachers expect to occasionally help mediate disagreements between children.

Visual Discrimination

When children begin preschool, they are expected to observe their new surroundings and use visual cues to help them learn the classroom routines. For example, if children are assigned specific places for hanging coats, listening to a story, or working with crayons, they will be expected to take note of these locations and procedures and remember them.

As part of the pre-reading curriculum, children will be introduced to the 26 letters and 10 numerals early in the school year. Visual discrimination skills are vital for learning to distinguish and name each letter or number. When children start preschool, they are expected to recognize their first name in print.

Social and Emotional Development

During the first week of school, teachers understand that many children will be anxious when separating from their parents. However, teachers expect that children will separate from their parents with some hesitation and be willing to engage in the activities presented by the teacher. Even for children who become upset at the moment their parents leave the classroom, teachers expect that these children will calm down within five or ten minutes.

Children are expected to display developmentally-appropriate patience and self-control. This includes, for example, following directions to remain seated and wait patiently while the teacher is working with another child. Some children may need to be reminded to wait patiently. Children are expected to follow all classroom rules and to respect all property in the room.

Personal

Pre-Kindergarten students must be daytime potty-trained and be able to take care of all bodily functions (bathroom, nose, etc.) and toileting needs.

Appendix: Curricular Objectives & Academic Catalog

Curriculum Objectives

It is our goal at CrossPointe Preparatory to satisfy our modified classical, college-preparatory academic agenda with rigorous and relevant curricula. We solidify our curricular choices by evaluating them using the following criteria:

- Academic validity, accuracy, and excellence
- Firm grounding in Biblical absolutes to allow ease of Biblical integration throughout all course materials
- Parent-friendly, teacher-directed lessons with a secondary component of experiential, hands-on activities as a means to solidify previously imparted knowledge

Academically, CrossPointe Preparatory exists to help students to rise to their highest potential. This includes subject mastery, but more importantly, helping students develop tools for lifelong learning and application. We teach students how to learn, and we train them intentionally and systematically so that this skill becomes second nature.

Because of these aims, CPP's curriculum is challenging. We do not apologize for this. For lifelong learning success, students need to stretch forward at every level, working toward starting the next level on a firm foundation.

Students constantly amaze us by rising to appropriate challenges. With caring and encouraging believers as teachers, and with loving and engaged parents as helpers, our students are enabled to do their best.

Course Descriptions

****Note:** Not all courses described may be offered in a given year, and the continued growth of the school may lead to the development of courses not included in the course descriptions. Course descriptions may be modified after the date of handbook publication.**

CrossPointe has single-core subjects with single-grade groupings. There are some exceptions for smaller size classes.

Language Arts

Our language arts program for elementary and secondary is divided into 3 main components: reading, spelling/writing, and grammar. Early reading instruction is phonics-based and is paired with beginning handwriting, spelling, and grammar. The introduction of quality literature is soon to follow along with the modeling of foundational grammar and writing techniques through various examples and activities. Some of the Language Arts curricula we use include:

- A Beka
- Spelling Plus
- Institute for Excellence in Writing
- Novel Studies approach
- Easy Grammar

In order to succeed in every area of life, children must hone the skills needed to communicate confidently and effectively. Through the process of learning to write well, students learn how to think clearly and to express themselves eloquently and persuasively. Our goal is to equip students in this process utilizing writing techniques taught in **Institute for Excellence in Writing**.

Latin & Greek Root Word Study The study of Latin & Greek word roots begins in 3rd grade. Many of the three or more syllable words we use today come to us from Latin or Greek, making Latin and Greek studies an excellent English vocabulary builder. The objective is to enable our students' vocabularies to grow steadily and securely, based on knowledge of the deepest roots of the languages.

English/Literature

In grades 7 through 12, students will continue to develop their grammar and writing composition skills while utilizing the Omnibus curriculum. In Latin the word *omnibus* means “all encompassing” or “everything.” So, utilizing this curriculum allows the student to explore and understand the Great Books that have guided and informed thinking people in Western Civilization. This is the literature that has stood the test of time. The works come from many sources, starting with the Hebrews and the Greeks and extending to their Roman, European and Colonial heirs. The Omnibus takes the student on a path through the Great Books following a chronological pattern of Ancient, Medieval, and Modern periods. It focuses on sharpening the skills of logical analysis and increasing the rhetorical skills of the student. As our students work their way through this material we want our students to come to share in godly antipathy. The fear of the Lord is to hate evil (Ps. 97:10; Prov. 8:13). In every generation, in all movements, in all schools of literature, the men and women involved are either obeying God or disobeying Him. They are either trusting Him or they are not trusting Him. All students are learning to love God, or they are not learning to love God. We do not want to build a fortress for our students to hide in; we want to give them a shield to carry along with a sword. Students who have faithfully worked through this course of study will not likely subscribe to a romanticized view of ancient paganism offered up by a liberal culture. Instead, they will have worked through a Christian response to true paganism. Our desire is that we will have inculcated in our students a real appreciation for Christ so that they might live out His example in this dark and dying world.

English I provides students with a formal grammar study to ensure that grammatical understanding and mechanics are firm. The 5-paragraph essay is refined as a process of thinking, explanation, and argumentation, and other basic essays are taught and practiced throughout the year. A basic research paper is also written. Multiple whole-book literature pieces are read, with students learning how to critically analyze through both discussion and literature response journals. Students are taught how to analyze and evaluate written information. They begin to understand the importance of developing their own opinions about the reading and how to support those opinions.

English II builds on grammatical and mechanical competencies established in English I. Complex written structures are taught with a formal handbook being used as a resource for skill reinforcement. The study of grammar and mechanics is more connected to extensive writing that is done, yet it is still directed and intentional. Essay types and structures taught in English I are reinforced. A research paper is written, and in all writing critical thinking skills must be evident. The same is true for literature. Multiple whole-book literature pieces are read, and through class discussions and response journals, students are expected to have more meaningful analysis and discussions than in English I. Students are expected to be comfortable with analyzing and evaluating written information, assessing the validity of evidence and reasoning, and identifying thematic and rhetorical features of writing.

English III students take a grammar assessment at the beginning of the year to determine their weak areas. Many essays are written during the year, and through this writing intentional focus will be given to

strengthening grammatical and mechanical weak spots. The required research paper is longer than in English I or English II, and the literature discussions and response journals will be more intense with the focus on preparing the students for college coursework. Students are expected to integrate and evaluate multiple sources of information, delineate and evaluate reasoning, premises, purposes and arguments in text, and analyze written information for themes, purposes, and rhetorical features with good proficiency.

English IV students take a grammar assessment at the beginning of the year in order to determine their weaknesses. These weaknesses will be strengthened through the essays, literature response journals, and research paper throughout the year. The research paper and literature discussions for English IV will carry more expectations of depth and support than in any of the other grades. Students are expected to integrate and evaluate multiple sources of information, delineate and evaluate reasoning, premises, purposes and arguments in text, and analyze written information for themes, purposes, and rhetorical features with strong proficiency.

Math

Early, concrete math instruction is foundational for any further inquiry into the abstract areas of algebra, trigonometry, and calculus. BJU's 3rd edition mathematics curriculum provides multiple pathways to learning comprehension. It provides a student-friendly text and a wide range of resources and tools for teachers. Its design incorporates the opportunity to blend instruction with online resources, a feature that fits into our modified classical, UMS model of instruction.

CrossPointe Preparatory uses BJU's Math 3rd edition from Kindergarten through Algebra II.

Algebra I develops an understanding of algebra by justifying methods and by explaining how to solve problems. Concepts discussed include graphing, solving systems of equations, operations with polynomials and radicals, factoring polynomials, solving rational equations, and graphing quadratic functions.

Geometry helps develop thinking processes that are essential for future math courses and for everyday life. Lessons focus on proving theorems, calculating with formulas, reinforcing geometry concepts and developing critical thinking skills. Algebra I is a prerequisite.

Algebra 2 builds and expands on concepts from Algebra I. It focuses on developing reasoning skills through the discussions of advanced algebra concepts such as quadratic equations, polynomials, complex numbers, logarithms and trigonometry. Students will learn to solve algebraic functions and graph them. Algebra I is a prerequisite.

Pre-Calculus (Pearson) equips students for college with pre-calculus skills. This advanced math curriculum emphasizes functions, graphing, and trigonometry throughout and introduces differential calculus. Algebra I, II and Geometry are prerequisites.

Trigonometry (to be offered as needed for one semester) Students will learn to verify trigonometric identities and solve trigonometric equations. They will develop the Pythagorean Identities and use them to verify other identities and simplify expressions. Students will also develop and use trigonometric formulas including sum and difference formulas and multiple-angle formulas. They will solve trigonometric equations algebraically and graphically and use appropriate technology when needed. Algebra I, Algebra II and Geometry are prerequisites.

Statistics (to be offered as needed for one semester) Algebra II is a prerequisite to this course. This class will provide students with an understanding of the concepts of mathematics analysis and normal

curve distribution and measures of variability. Basic statistical topics such as percentiles, the normal distribution, standard deviation, and fitting curves to data will be studied. To develop a student's critical sense in reading numerical information, the course will discuss ways of expressing quantitative data numerically, via percentages and proportions, and visually, using tables, graphs, and charts.

Transitional Math This course emphasizes understanding of mathematics concepts rather than just memorizing procedures. Students learn the context behind procedures and understand why to use a certain formula or method to solve a problem. By engaging students in real-world applications, Transitional Math develops critical thinking skills that students will use in college and their careers. Note that Math Ready is not designed to prepare students for advanced mathematics in STEM majors.

Science

CrossPointe is delighted to have the privilege of helping students see all of life through the lens of a Christian worldview—a way of looking at reality with a Biblical perspective. God created all that exists. The world did not just happen by random chance; therefore, we can perceive a purposeful design in the natural world. The Bible provides us with the foundations on which to build all our scientific knowledge. The Science curriculum is incredible. CrossPointe believes it is important to utilize great tools that engage the students in investigating, observing, and thinking about the world around them. By encouraging natural curiosity, teaching students how to ask good questions, and designing practical experiments to answer them, we treat the study of science as a “means to an end,” and not an end in itself. CrossPointe utilizes the Purposeful Design Curriculum for 2nd grade and the Jeannie Fulbright Apologia Series from 3rd-6th covering the following in incredible detail: Astronomy, Botany, Zoology, and Elementary Anatomy and Physiology.

The following Apologia, Purposeful Design, or Kendall Hunt science courses are offered at the Junior High and Senior High school level:

Life Science encourages students to embrace science as the systematic study of God's creation through observation and experimentation and to use the study of life science to help us better understand and appreciate God's creation. Units of study include the basics of life science (including cells and taxonomy), viruses, bacteria, plants, animals, the human body, genetics and heredity, and ecology.

Space & Earth Science presents an engaging study of scientific philosophies and models, outer space meteorology, geology, and oceanography through a Christian perspective.

Physical Science includes such topics as atmosphere, hydrosphere, weather, structure of the earth, environment, physics of motion, Newton's Laws, gravity, and astrophysics. The author concentrates on the myths generated by environmentalist movement. Labs included.

Biology is designed to be a college-prep biology course that provides a detailed introduction to the methods and concepts of general biology. The vocabulary of biology is heavily emphasized as it provides the student with a strong background in the scientific method, the five-kingdom classification scheme, microscopy, biochemistry, cellular biology, molecular and Mendelian genetics, evolution, dissection, and ecosystems. It also provides a complete survey of the five kingdoms in Creation.

Chemistry In order to be successful in chemistry, the student needs to be enrolled in or have completed Algebra II. The course is designed to give the student a rigorous foundation in chemistry, preparing him or her for a college-level course. The course covers significant figures, units, classification, the mole concept, stoichiometry, thermo-chemistry, thermodynamics, kinetics, acids and bases, redox reactions, solutions, atomic structure, Lewis structures, molecular geometry, the gas laws, and equilibrium.

Forensic Science in its broadest definition is the application of science to law. Students learn about the many disciplines within forensic science – pathology, toxicology, anthropology, archaeology, and entomology, to name a few. However, the student will learn that the profession of forensic science encompasses an even wider range of activities, with work taking place in the field, the laboratory, and the courtroom. Students will learn some of the newest and best methods to gather, analyze, and interpret data.

Anatomy and Physiology (to be offered; prerequisite: biology, 1 unit) This class is design to develop an understanding of the organization of the human body through studies of the body systems, tissues, and the cell and its chemistry. Students will be engaged in hands-on laboratory experiences at least 20% of the instructional time.

Physics (to be offered) Physics is a college-prep course designed for the student who has completed Algebra I & II and has had an introduction to the definitions of sine, cosine, and tangent. It provides a detailed introduction to the methods and concepts of general physics, heavily emphasizing vector analysis; the course is ideal preparation for a university-level physics course. It provides the student with a strong background in one-dimensional and two-dimensional motion, Newton’s laws and their applications, gravity, work and energy, momentum, periodic motion, waves, optics, electrostatics, electrodynamics, electrical circuits, and magnetism.

History

History is the framework that gives shape to CrossPointe’s modified classical philosophy of education. Students begin their journey through history with a colorful narrative of colonial American history from Jamestown through the War for Independence while explaining Colonial era clothing, farming, shop keeping, and kings and queens. Their study continues by learning about the growing pains of the new nation from the Constitutional Convention through the Civil War and the westward expansion. They study celebrations and traditions, the transcontinental railroad, ranchers, cowboys, and outlaws of the Wild West. They finish out this heritage study by highlighting nineteenth century America and the remarkable growth and impact of immigration, evangelism, missionary endeavors, inventions, and much more. History and geography “come alive” through the use of many forms of information and research, including biographies, illustrations, maps, music, art, foods, architecture, and class projects. Map studies are included.

Mystery of History At the fourth grade level students begin a chronological study that weaves the story line together of both world history and Biblical history, unfolding the connections in history for students like no other curriculum. *The Mystery of History* follows history in the order that it happened all over the world. By keeping a growing timeline and a Student Notebook divided by continents, students are able to pull together what was happening when and where. Like ornate beads on a string, they can thread the stories together and take them apart again.

The Mystery of History I (Creation – AD 30) explores world history from Creation to the death and resurrection of Jesus Christ. The text spans the incredible stories of ancient times, ancient lands, and ancient peoples. It includes chronologically based stories from *all* around the world. Beginning with the Garden of Eden, stories will spread from Sumer and Babel to Troy, Phoenicia, and Assyria. The study of early civilizations will include King Wu of China and Asoka of India as well as King David, Julius Caesar, and Xerxes of Persia. Even North America is visited in our look at ancient peoples.

Mystery of History Volume II (AD 30 - 1456) explores the history of the world from the Father’s promise in Acts 1:8 of sending the Holy Spirit to the fall of the Roman Empire and the Dark Ages that followed. It delves into the chivalry of knights and damsels, kings and queens, and the peasants who faithfully served them. Students visit Vikings and villains; castles and crusades; and the poetry of Dante

and Chaucer. Beyond Europe, students examine the life of Mohammed and the spread of Islam along with the rise and fall of dynasties in Japan and China. In Africa, Volume II looks at the Coptic (Egyptian) Church, Great Zimbabwe in the south, and unveils the rituals of the Aztecs and the gold of the Incas in Peru. And in two distant corners of the earth, at nearly the same time, the peoples of New Zealand and Greenland emerge into our view of world history. All along the way, students see the struggles within the church as it grows, expands, and threatens the authority of emperors and kings. This volume ends with the tragic death of Joan of Arc, the fall of Constantinople, and the invention of the printing press which spreads the Word of God across Europe.

Mystery of History Volume III leads our students to discover people and events from 1455 to 1707 which includes the Renaissance, the Reformation, and the Growth of Nations. The Medici's, the Inquisition, and Christopher Columbus; Michelangelo, Martin Luther, and Henry VIII; Copernicus, Shakespeare, and Pocahontas are but glimpses of great power, great minds, and great passion. *The Mystery of History Volume III* looks at what was going on all over the world in the order in which it happened. So, while the Renaissance and Reformation were taking shape in Europe, it also looks at the rise of wealthy empires in West Africa; the Mogul dynasty of India; and the peaceful lives of the Aborigines of Australia. We also take a look at Ivan the Terrible in Russia and the Tokugawa family in Japan. Of course, the stories of the master painters and sculptors who made the Renaissance famous as well as the scientists and philosophers who dissected it will be studied. And the time period wouldn't be complete without boarding a ship or two to circumnavigate the globe for spices and riches in the East.

Mystery of History IV weaves major events of U.S. history into world history giving a broader appreciation of both. It integrates American history with "world" events in a refreshing and meaningful way. The text will cover The Great Awakening; Voltaire and the Enlightenment; The French Revolution; Karl Marx and the Communist Manifesto. Also discussed in this study are Hudson Taylor and the Taiping Rebellion; Charles Darwin and the Theory of Evolution; and The Theory of Intelligent Design and The Theory of Creation. Finally, Vladimir Lenin Forms the U.S.S.R.; Benito Mussolini and the Rise of Fascism; Joseph Stalin; and Adolf Hitler and the Holocaust are also discussed. This study should prove helpful in giving your older students a Christian perspective of world history events that may be absent in other texts covering the same events.

Arkansas History To satisfy the Arkansas History requirement, CrossPointe will cover a unit of Arkansas History each year during the elementary grades, and students will participate in an Arkansas History fair project held the end of each school year. CPP will also offer an intense semester study of Arkansas History to be taken during the 7th or 8th grade year.

Cultural Geography takes a tour of eight cultural regions and 184 countries while studying the earth, cultures, land forms, climates, resources, economy, religions, and government of each country as God created them. Lessons emphasize the principles of geography and have a strong biblical basis. The study provides a survey of both geographic principles and a study of every country of the world through a regional approach.

American Government This course prepares students for responsible citizenship with a discussion of the principles and mechanics of a constitutional republic. Material discussed includes the Constitution, in depth insights into the three branches of government, political parties, elections, foreign policy, and more, from a biblical perspective.

Economics This course covers the financial concerns of the country, businesses, and the home, with Scriptural principles applied to all areas. The text demonstrates the laws of supply and demand, plus the circular flow of income and products. It depicts the use of money, banking, and governmental

intervention promoting free market ideals. It explains business competitions, unemployment, productivity, and inflation.

Personal Finance This course covers broad areas of financial literacy needed as one transitions to personal independence. Major focus areas include employment/income, college and career planning, acquiring credit and its implications, banking and money management, types of insurance, and saving/investing.

Cultural Perspectives An integration of the disciplines of history, philosophy, religion, culture and their influence in shaping ideas and values in different areas of the world. This class will develop an awareness of the basic social, economic, and political issues in international communities. A weekend stay at HUT (Harding University at Tahkodah missionary training village for third world cultures) provides hands on learning experience. A research project is required to receive .5 credits (see administrator for project rubric).

United States History This course recounts the story of our nation's history from its discovery and colonization up to the present day. Special attention is given to God's providence and America's Christian heritage. The class focuses on the causes of events, forces, and people that have shaped our American history in an informative and thought-provoking survey of U.S. history. Within a Biblical worldview, students gain an understanding of the forces, issues, and events that have shaped United States history and the people who made it happen.

World History This course guides the student through the story of history from the dawn of civilization to the present world. Students are encouraged to explore the past and delve into the twists and turns of world history through relevant activities and class discussions. The class includes discussion of how a Christian worldview affects the study of history, illustrating the crucial nature of viewing history through the lens of the Bible. *World History* provides an essential survey key to future study.

Now to Him who is able to establish you by my gospel and the proclamation of Jesus Christ, according to the revelation of the mystery hidden for long ages past, but now revealed and made known through the prophetic writings by the command of the eternal God, so that all nations might believe and obey Him - to the only wise God be glory forever through Jesus Christ!
(Romans 16:25-27)

Foreign Language

Spanish I This course introduces the Spanish language at a beginning level. It seeks to develop the language skills of listening, speaking, and reading. Through a basic text and a variety of supplemental reading and enrichment activities, students will learn to communicate in Spanish and will be introduced to the culture of the Spanish-speaking world.

Spanish II This course builds on Spanish I as students continue to develop their listening, speaking, reading, and writing skills. Grammatical structure and vocabulary needed for developing communicative competency will be continually reinforced by various drills and activities. The culture, history, and geography of Spanish-speaking countries continue to be explored.

American Sign Language I- This course is designed to acquaint students with the methods and techniques of learning and using American Sign Language (ASL). It will also introduce students to Deaf culture and its history by comparing and contrasting ASL with spoken English. The course will focus on specific language and cultural behaviors, as well as introduce students to the grammar of ASL. Both

expressive and receptive skills of students will be the focus of the course, with a major emphasis placed on receptive skills.

American Sign Language II- This course builds on American Sign Language I moving from signing concrete concepts to abstract concepts. Additional vocabulary, grammar and culture is covered to build on the core knowledge of the language. Both expressive and receptive skills of students will be the focus of the course, with an equal emphasis.

Electives

LEGO Club is a great way to excite children about problem solving and innovative thinking. CrossPointe utilizes this program to build the skills in younger students needed to participate in FLL or VEX Robotics. The younger students are introduced to science and technology in a developmentally appropriate way designed to engage children in basic engineering challenges and teach engineering concepts, which can be a difficult subject to target. However using LEGOs simplifies teaching engineering because the children already play with LEGOs. With LEGOs, you skip the step of having to teach children how to use certain equipment and then giving them the challenge. Instead, you can just go directly to giving the children challenges.

VEX Robotics VEX Robotics Competition (VRC) is a robotics competition for middle and high school teams. Using mathematic, scientific, engineering, and coding skills, teams design, build, and program robots to compete at tournaments. Game matches are played on a 12'x12' square field. Two alliances, composed of two teams each, compete in matches consisting of an autonomous period followed by a driver-controlled period. The object of the game is to attain a higher score than the opposing alliance. Teams also compete in the Robot Skills Challenge where one robot takes the field to score as many points as possible. These matches consist of driving skills matches, which are entirely driver controlled, and autonomous coding skills matches, which are autonomous with no human interaction.

Computer Applications Keyboarding is a basic skill that is mandatory for future educational success. The Computer Applications class is designed to teach students the fundamentals of using the keyboard. Topics include basic keyboarding: finger placement, basic computer parts, speed and accuracy, using home keys, alpha keys, punctuation, and number keys. It may incorporate online keyboarding resources. Building on the learned basic keyboarding skills the students will also learn an overview of command keys used in different computer software programs, such as Google Docs, and the basics of creating, editing, and saving word processing documents, spreadsheets, and use of presentation software. This class will also provide a basic introduction to the Modern Language Association (MLA) Style for writing and formatting papers.

Technology (prerequisite: keyboarding skills; may be offered in conjunction with Computer Applications) Students will learn basic operations and concepts of technology and the social, ethical, and human issues that go along with them. They will learn productivity tools, communication tools, research tools and problem-solving and decision-making tools.

Oral Communication This class will address the dynamics of effective communication including a foundational understanding and participation in expressing ideas and presenting information in formal and informal settings. Students will analyze the following scope of elements in the communication process: basic needs, motivation, perceptions, self-confidence, nonverbal body language, paralanguage, appearance, standard English, jargon/slang/dialect, questioning techniques, interviewing skills, listening skills, and conflict resolution. Each student will prepare formal and informal speeches to communicate information, persuade, and demonstrate.

Health and Safety It is assumed that CrossPointe high school students have been provided at home the content and learning experiences in personal health and wellness, nutrition, disease prevention, human growth and development, healthy life skills, personal health and safety, community health and promotion, decision making skills, interpersonal communication skills, and information regarding the use and abuse of medications, alcohol, tobacco and other drugs, and the practice of health-enhancing behaviors to avoid or reduce health risks. This class is therefore intended to reinforce that instruction and to provide students with emergency response skills focusing on the principles and techniques of safety and first aid. Students will gain the knowledge and proficiency in basic life support and in actions necessary to minimize patient discomfort and prevention of further complications.

Journalism This class provides the student with hands-on learning experience in the skills of collecting data, reporting on events, and writing specifically for print media. The student will get instruction on good writing, the laws of journalism, ethics, how to layout pages and format, editing, design, and photography. Students will build background skills like knowing their audience, generating and narrowing ideas, and investigation and interviewing. The culminating projects are the school yearbook and school newspapers, *Pointe of View*.

Physical Education Sports Skills This class includes a planned curriculum that provides content and learning experiences in basic motor and movement skills as they apply to physical activity, health related physical fitness, and lifetime sports and recreation. The purpose of this class is to coach students in the basic fundamentals, rules, and sport specific skill training of team sports including, but not limited to, basketball, soccer, and baseball/softball.

Lifetime Sports This class will meet on four different days (typically a Friday or a Saturday) throughout the semester. The class will have a planned curriculum that provides the content and learning experience to understand the importance and health benefits of participating in life-time sports and recreation. Students will learn responsible personal and social behavior that respects self and others in a physical activity setting. Typical day activities could be one of the following: canoeing, fishing, rock climbing, horseback riding, hiking, indoor sports, archery, and track and field.

Basic Art is designed to teach students the basic elements of art and principles of design through artistic compositions already created and modeling the concept. The students will explore a variety of media (such as clay, paint, charcoal, and pastels), techniques, processes, and tools to compose original works that develop their artistic abilities and to learn & appreciate the elements of art and principles of design. Students will also be introduced to different artists and their preferred media.

Art (7th-12th) is designed for students who have successfully completed Basic Art instruction. Students will further expand their knowledge of the elements of art and principles of design through the research, production, and criticism of visual art. Students are expected to use a broad variety of media, techniques, processes, and tools to create original, complex compositions that reflect personal growth, solve visual art problems, and communicate ideas. Students will critique artwork and reflect on the impact of art upon society as well as societal influences on art. Students will exhibit artwork and will assemble portfolios.

Drama Participation in school productions through supervised rehearsals and performance or technical production work. Students will participate in activities that develop the creative process in theatre involving script writing, sensory-awareness, analyzing, designing, and planning. They will also participate in activities that develop the performance process in theatre involving researching, acting, directing, and designing, constructing, and responding.

Christian Communicators builds confidence and public speaking skills through performance projects based in a Christian worldview. Students learn clear speech, vocal projection, characterization, and

movement while enjoying team-building games and imaginative exercises. In addition to acquiring communication skills, students have an opportunity to bond with one another in a trust-centered classroom environment in which their individual gifts and interests can emerge. The class culminates in end-of-semester shows for parents and the community.

Music/Strings Instrumental Students benefit from music education because it develops the whole person, gradually building music literacy while cultivating intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. Students will sing or play on instruments a varied repertoire of music, learn to read and notate music, create music, and listen to, analyze, evaluate, and describe music. They will also relate music to various historical and cultural traditions. It is our goal to provide a broad experience with many types of music. The preparation, planning, and festivity of public performance will be celebrated.

Vocal Ensemble is a performance-oriented class for 4th-12th grade students interested in singing in a group. The selected repertoire is drawn from a range of classical, popular (jazz and musical theatre) choral literature. Rehearsal and performing practices as well as basic music reading are included in the course of study. This class will also provide students with the opportunity to explore their natural singing voice and find their vocal identity. Concepts and skills introduced in the class include the basic techniques in vocal production: alignment, breathing, vowels, resonance, and energy. A concert is scheduled at the end of each semester. Previous choral experience is not required. Admittance may be granted to 6th graders upon request and tryout.

Study Skills (mini session as needed) This class is intended to teach students effective ways to take advantage of their unique, brain-compatible learning strengths and preferences in order to do better in school. It prepares students to make smart choices about how, when and where they study. It will also help students strengthen the study skills necessary for all subject areas and empower them to be more resourceful, reliable, and resilient learners.

Worldview I & II (9th-12th, non-sequential) The Worldview classes acknowledge that our teens are engaged in a battle. Today's culture presents ideas from all directions, and it is difficult to know how to make sense of the world. This class presents contemporary ideas, trends, and philosophies for discussion within the context of the Christian mindset and encourages students to analyze what they believe and why they believe it. The class format consists of lecture on Tuesday and a Socratic discussion of the material on Thursday. Off-campus work includes typing a personal response to the subject that was viewed and discussed. Parents are encouraged to be actively engaged with their teens in discussions at home about the subjects covered. Parents are welcome to check out the lecture to listen to at home when it is not in use by the school. Details about the curriculum and lectures may be found at www.summit.org/resources/summit-lecture-series.

Photography is designed to develop and expand student skills in producing both artistic and commercial photographs using digital DSLR cameras and equipment. Students learn to take artistic digital photos following rules of composition, light, and exposure, elements of art and principles of design which also enhances their ability to produce quality commercial work. Adapting and updating student's skill set to the ever changing software and hardware technology is a constant goal of the photography course.

QUEST class is Project Based Learning (PBL) intended to prepare students for academic, personal, and career success, and readies young people to rise to the challenges of their lives and the world they will inherit. Students work on a self-selected project over an extended period of time – from a semester up to two semesters – that engages them in solving a real-world problem, answering a complex question, or developing a useful product. They demonstrate their knowledge and skills by developing a public product or presentation for a real audience.

2023-2024 ACADEMIC CALENDAR

Academic Calendar

Fall 2023		Spring 2024	
All teacher in-service	July 24-25	Week 1	Jan. 8-12
Open House	Aug. 1	MLK Holiday	Jan. 15
Week 1	Aug. 3-4	Week 2	Jan. 16-19
Week 2	Aug. 7-11	Week 3	Jan. 22-26
Week 3	Aug. 14-18	Week 4	Jan. 29-Feb. 2
Week 4	Aug. 21-25	Week 5	Feb. 5-9
Week 5	Aug. 28-Sept. 1	Week 6	Feb. 12-16
Labor Day Holiday	Sept. 4	Week 7	Feb. 19-23
Week 6	Sept. 5-8	Week 8	Feb. 26-Mar. 1
Week 7	Sept. 11-15	<i>End of third grading period</i>	
Week 8	Sept. 18-22	Spring Break	Mar. 4-8
Week 9	Sept. 25-29	Week 9	Mar. 11-15
<i>End of first grading period</i>		Week 10	Mar. 18-22
Week 10	Oct. 2-6	Week 11	Mar. 25-29
Week 11	Oct. 9-11	Week 12	Apr. 1-5
Fall Break	Oct. 12-13	Week 13	Apr. 8-12
Week 12	Oct. 16-20	Week 14	Apr. 15-19
Week 13	Oct. 23-27	Week 15	Apr. 22-26
Week 14	Oct. 30-Nov. 3	Week 16	Apr. 29-May 3
Week 15	Nov. 6-10	Graduation	May 3
Week 16	Nov. 13-17	Week 17	May 6-9
Thanksgiving Break	Nov. 20-24	Family Picnic, Student	
Week 17	Nov. 27-Dec. 1	Showcase, Talent Show	May 9
Week 18	Dec. 4-7		
4-week Christmas break	Dec. 8-Jan. 5		

For the school **Calendar of Events**, please refer to the Google Calendar on the school webpage. This calendar is updated regularly.