

CrossPOINTE

P R E P A R A T O R Y



Parent/Student Handbook
2025-26

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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 (impress upon) 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. A copy of this transcript will be made available to the parents upon request, provided all financial obligations to the school have been fulfilled. 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 Policy

CrossPointe Preparatory follows an admissions procedure similar to those used by many private schools and colleges. Our goal is to thoughtfully identify and admit students from families who understand and support the school's mission, goals, and policies regarding the education of children.

The composition of the school's student body is second only to staff selection in terms of its impact on fulfilling the school's mission. The family-like atmosphere at CrossPointe is nurtured by the shared biblical convictions and principles lived out in the homes of many of our students. As the Lord blesses us with growth and change, we remain committed to preserving and strengthening this unique atmosphere.

5 Step Admissions Process:

As outlined in the admissions tab on our website, these 5 steps are the process of admissions during an open admissions window each spring.

- **Attend an interest meeting:** This required meeting provides an overview of our school, an introduction to our administration, and the opportunity to ask questions. Parents will gain a clear understanding of the unique alternative offered by the University-Model School® plan of education.
- **Complete Application:** Applications are sent individually after attending an interest meeting. The application has a non-refundable application fee of \$150 per family due at the time of submission.
- **Assessment & Interview:** Once the application is complete, **and both faith-based and academic referrals** have been completed, families will be contacted to schedule a short academic

assessment for the student and a family interview. These steps are designed to ensure that both the student and family are positioned for success in a University-Model® setting.

- **Offer of Admission:** Families will be notified of the admission committee's decision via email once the application, assessment, and interview are complete. Please note: current CrossPointe families are given priority during re-enrollment. New applicants may be placed on a waitlist if grade-level space is limited. We will communicate updates throughout the admissions window for the 2026-2027 school year.
- **Complete Enrollment:** If an offer of admission is extended, families will be provided with a link to complete the online enrollment packet and finalize registration. At this time, a **non-refundable enrollment fee of \$350 per student** is required to secure your child's placement.

Important Notes

- All students must register for classes through the school office after completing the admissions and enrollment process.
- Students and parents are required to read the Parent/Student Handbook prior to the start of each school year. The handbook is available at www.crosspointeprep.org.
- CrossPointe Preparatory is not currently equipped to modify its instructional or evaluation practices for students with significant learning disabilities or exceptionalities.

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 19-33).
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 three payment plan options:

OPTION NO. 1: Full Year with 3% Discount

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% 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% Discount

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% 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: Quarterly Payment Plan

Conditions and Guidelines for Option No. 3:

1. The first payment is due by Open House in August. Subsequent due dates, October 28th, February 3rd, and April 1st.
2. The Fees amounts for Additional Activities are divided into 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.

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 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.

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 all deadlines from the Arkansas Department of Education for verifying enrollment or providing other information. There will be multiple deadlines each academic year. Failure to follow 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 a 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 owned by CrossPointe Preparatory that are assigned to the student, such as novel studies, music, Chromebooks, etc.
- 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 mediation 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 50-51).
- 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 their email for school communication
- Use FACTS Management to follow their 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/Discipleship

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.

Code of Conduct

Students are expected to behave in a manner consistent with Christian values, bringing honor to God, their families, the school, and themselves. Student life at CrossPointe includes a variety of activities including academics, athletics, fine arts, LIFE activities, school clubs, and other events. In addition to academic learning, students are encouraged to participate in activities and events in order to develop interests and skills, as well as develop relationships with other students

*Even a child is known by his actions,
by whether his conduct is pure and right. (Proverbs 20:11)*

CrossPointe's Code of Conduct promotes a Christ-like attitude and fosters positive Christian relationships among students. The Code of Conduct is grounded in our Statement of Faith and other foundational principles as articulated in this Handbook. Specific behavior guidelines are in place to maintain a respectful and orderly learning environment. Off-campus conduct that impacts on-campus relationships, the learning environment, or the school's public image may also be addressed.

In our goals to honor God, honor each other, and honor the facility we use, we require the following:

1. Show respect to adults at all times by using appropriate titles (Mr., Mrs., Coach, etc).
2. Treat each other with respect, kindness, purity, and compassion, following biblical teachings.
3. Operate on an honor system based on truth, honesty, and integrity.
4. Maintain cleanliness and orderliness on the school premises, always showing gratitude for our facility.
5. Avoid disruptive behavior like horseplay, running, or yelling between classes.
6. Uphold behavior reflecting the values of the gospel of Jesus Christ.
7. Refrain from profanity, the use of God's name in vain, and inappropriate social media content.
8. Denounce offensive discourse, behavior, or activity that targets any group of people based on specific attributes.

Apart from other detailed policies in the Parent/Student handbook, specific rules for conduct include the following:

1. Public display of affection such as hand-holding, kissing, etc. are not permitted on campus or during school-related activities.
2. CrossPointe does not authorize school-sponsored dances.
3. Tobacco products (including all vaping paraphernalia and e-cigarettes), illicit drugs (illegal or prescription), drug-related paraphernalia, and alcohol are not allowed on school grounds, including the parking lot or at any CPP event.

4. The possession of a firearm or the semblance of a weapon on school property, including the parking lot, is prohibited. The consequence for this offense is mandatory expulsion based on current Arkansas law.
5. 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, even in jest, 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.
6. The use or possession of pornography is strictly forbidden.
7. Cheating, lying, plagiarism, and other forms of dishonesty will not be tolerated. This includes any use of Artificial Intelligence (AI) that does not follow teacher/school policies.
8. All forms of racially, ethnically, or sexist-charged language or slurs, harassment, and threatening behavior are forbidden, including, but not limited to, verbal, physical, sexual, bullying/cyberbullying, and electronic communication.
9. Students are to be in class or study hall while on campus. No loitering on school premises. This includes the parking lot.
10. **Lunch is a technology-free zone.** No Chromebooks or other technology items should be out.
11. Students enrolled for more than one class must attend LIFE each day. Exceptions are handled on a case-by-case basis by the Administrator.
12. All students must check in and out when entering or leaving school. Students should only leave school from the main entrance.
13. 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. The student must follow the check out procedures outlined in the section of the handbook devoted to attendance and absences.
14. Use of cell phones on campus or at student life events is restricted. Phones will be securely stored until the end of the event and available to students if they need to reach out to parents.
15. 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.

Though not a public school, CrossPointe Preparatory agrees with and adheres to Arkansas law regarding bullying. 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;

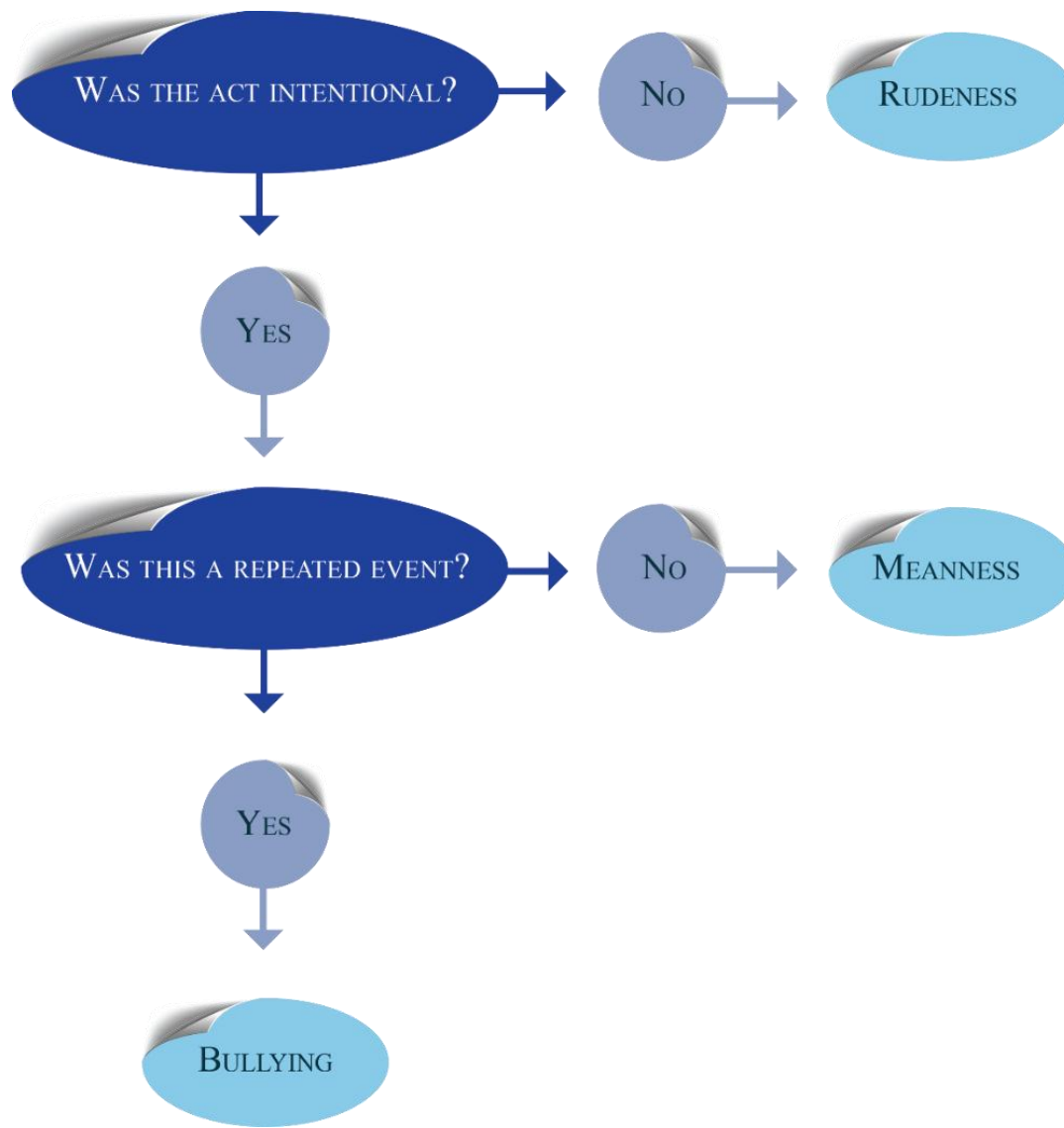
(B) Substantial interference with a student's education or with a public-school employee's role in education;

(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 time to be determined, 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

AR Code § 6-18-514 (2023)

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.
- Use of Artificial Intelligence (AI) that does not follow teacher/school policies.

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

Overview

CrossPointe Preparatory's dress code aims to achieve the following objectives:

- Encourage age-appropriate attire
- Reduce the reliance on clothing for social status
- Maintain a standard appearance that reflects positively on CrossPointe Preparatory students in the community
- Enhance campus security measures
- Prioritize practicality, affordability, and comfort

Uniform attire is mandatory for all students while on campus during school hours.

All clothing must be clean and tidy at the start of the day, free from tears, frayed edges, or any conspicuous features that may draw unnecessary attention. Uniforms should neither be excessively tight nor overly loose, ensuring a proper fit. It is the responsibility of parents to ensure that students come to school dressed appropriately.

Students should avoid outfits that are distracting or violate the dress code guidelines. While it is impossible to list all clothing options, the overarching "intent of the dress code" will guide decisions on attire not explicitly addressed in this handbook. CrossPointe Preparatory staff will assess the suitability of a student's clothing, makeup, or hairstyle.

Outside of school, students should dress in a manner that reflects positively on themselves, embodies Christ-like values, and upholds the school's reputation well. For any school-related event outside of regular hours, on- or off-campus, students are expected to dress appropriately.

The CrossPointe Preparatory administration retains the right to modify dress code standards as needed. Any changes will be communicated to parents and students promptly.

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

Pants/skirts

- Skirts (denim, navy, black, or khaki colors) may be worn below the knee
- Blue jeans that are clean, intact (no holes or rips), and fit appropriately
- Business casual joggers made of twill or slacks material (navy, black, or khaki colors)
- Slacks/dress-flared pants (navy, black, or khaki colors) that maintain a loose fit through the thighs and hips. Can NOT be skin tight.
- Pre-K to 6th: Shorts, skorts, and jumpers will be allowed. (Please wear biker shorts underneath jumpers/skirts.)

Tops

- 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.
- 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) worn during school hours in CrossPointe blue, white, grey, or navy with embroidered/screen printed CrossPointe logo.

Coats: Coats without a CrossPointe logo 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 clean, 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 wear piercings or grow beards, mustaches, or long sideburns.
- No visible tattoos, henna, or body art (whether temporary or permanent).
- 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.

School-Sponsored Events: Modest apparel is expected at all school-sponsored events.

Unacceptable Clothing

The following articles of clothing are not acceptable and may not be worn on campus during the school day:

- 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

Enforcement

CrossPointe Preparatory staff expects all students to comply with the dress code. Students who come to school dressed inappropriately will be asked to change. Items from the donation rack may be utilized in cases of dress code violation. Please note: in some cases, a parent may need to bring clothes to school during the school day.

Continued violations of the school dress code policy will be treated as insubordination, with resulting disciplinary action. Should a student be in violation, they will be allowed to use the donation rack to correct the violation without disciplinary repercussion, but repeated violations will result in morning detention at 7:00 am for school set up.

The CrossPointe Preparatory dress code is subject to change based upon emerging trends and information that applies to the safety of all students. We reserve the right to address any article of clothing or accessory that does not hold to the set of standards upheld in the dress code.

Banquet Attire

Modesty and decency in attire should be followed by students and faculty. We recognize each family defines modesty according to their conscience, but as a community, we hold to standards of modesty in dress that will honor every individual. It is 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 have set a minimum standard which we hope will bring honor and glory to our Lord. Therefore, CrossPointe embraces standards of dress which protect the dignity of all students 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 should choose not to wear it or should seek the advisement of the Administrator. CrossPointe expects 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

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.

- 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**:

- do not drive a vehicle in 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 purpose of discipline in our school is that it gives its students support and direction while also working in harmony with the home. Our desire is to always promote a culture of honor at CrossPointe. Discipline is part of defining what honor looks like within our school. 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 backbone of any school is how the teachers and students relate to one another, and how their actions honor God and each other. A teacher's love for their pupils should be visible to all through their love for God and learning, and their desire to impart the same love and academic mastery to their students. The students should respond to their teacher's love by respectfully engaging in the classroom experience with an openness to grow both academically and in the application of knowledge to faith.

We uphold the call to honor one another in Romans 12:10 by prioritizing respect, joy, gratitude, and grace in our words and actions every day. A culture of honor means we demonstrate high respect or great esteem for those around us. By honoring another you are saying you see great value in them whether they are a parent, a teacher, or your peers. Honor is a way of showing love and respect. These 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 our earnest effort 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 21-26.

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 assigning appropriate letter grades. 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 prioritized by students and faculty. We recognize each family defines modesty according to their conscience, but as a community, we hold to standards of modesty in dress that will honor every individual. All students and faculty will adhere to the CrossPointe dress code

found in the respective handbooks during school hours. Standards are based on the biblical principles of dignity and honor as well as professionalism.

When athletic, swimwear, or formal wear are appropriate, it needs to maintain our modesty standards to honor both yourself and those around you. The underlying assumption of modesty is to protect and honor each individual. Our handbook policy outlines our guide for our students and faculty to follow. Beyond the guidelines, we ask for discernment about what personally reflects modesty when attending extracurricular events.

Swimsuits: For girls, this is a one-piece swimsuit or modest tankini that is not high-cut at the hip or low-cut at the neckline. Swimsuits will fully cover midriff and bottom and should not have low-dipping backs. For guys, swim trunks or board shorts are appropriate.

Athletic wear: Shorts will reach mid-thigh. No tank tops will be permitted.

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.

Student Activities Policies

At CrossPointe Preparatory, our student life programs align with our mission of partnering with parents to develop witnesses for Christ through academic excellence and character development.

Participation in CPP organized student activities follows the AAA guidelines for participation in after school activities when a student was not at school all day.

- Absence of more than half the school day: A student who is absent from school for more than two periods on a given day is generally ineligible to participate in school activities (athletics, concerts, plays, practices, etc.).
- Early dismissal due to illness: A student who is dismissed early from school because of illness is not eligible for after-school activities that day.
- Late arrival due to illness: A student arriving at school later than 10:45 a.m. due to illness is not eligible for after-school activities that day.
- Excused absences for school-sponsored activities: Absences for school-sponsored activities are generally not counted against a student's eligibility.
- Prior approval from the administrator: In certain circumstances, a student who is absent for reasons other than illness may be able to participate with prior approval from the administrator.

Athletics

We believe in glorifying God in the athletic arena by:

- Showing God's creative power through the unique capabilities of the human mind, body, and spirit.
- Cultivating a strong work ethic, giving our best efforts in practices and games.
- Fostering unity, teamwork, and valuing contributions of others.
- Encouraging self-control, even in intense competition.
- Practicing love and respect for our team members and/or competitors

Participation

Being part of the CrossPointe Preparatory Athletic Program is a privilege where students represent Christ. Through active participation, students dedicate time, talent, and loyalty to the school and community. Students must adhere to training rules and regulations unique to each sport they participate in.

CrossPointe Preparatory will develop both boys' and girls' athletics based on student interest and participation. The purpose of the athletic program is to use athletic competition as a tool to improve the student and to give him or her an opportunity to glorify God with his or her talents and desires.

Middle School Athletic Philosophy (Grades 5-8)

When CrossPointe begins athletics for grades 5-8, our middle school team will focus on skill and team development, ensuring significant playing time based on skills, athleticism, and attendance. Coaches will decide playing time and may conduct try-outs for team selection.

High School Athletic Philosophy (Grades 9-12)

High school athletics aim for success at the highest level while emphasizing fair play. Athletes with advanced skills focus on skill development, game strategies, and team success. Playing time is at the coach's discretion, with possible try-outs for team selection.

Infractions and Consequences

Due to the dynamic nature of competition, an exhaustive list of infractions cannot possibly be printed below, but the following will serve as a guide for coaches/teachers and the administration to implement appropriate disciplinary strategies in response to infractions that may unfortunately occur due to misconduct/negative behavior. These are in addition to the general school behavior policies, which are, of course, also applicable in the competition.

Minor Offenses: include negative behaviors including but are not limited to obvious displays of arrogance, temper, rudeness, dishonesty, or disrespect such as facial expressions, quiet comments, or physical gestures that are not flagrant but violate the code of conduct nonetheless.

Major Offenses: include but are not limited to flagrant displays of arrogance, temper, rudeness, dishonesty, or disrespect such as yelling or shouting with the intent to berate, insult, complain, or discourage any athlete, official, coach, or opposing fan. When such misconduct results in penalties like technical fouls or red cards, the school may administer penalties such as removal from the current game, suspension from future games, or removal from the team.

Communication Protocol

Communication is important, but timing and presentation are crucial. Approaching a coach/teacher during a game or performance is not appropriate. Players and parents must wait at least 24 hours after an event before addressing the coach about a conflict or concern. A specific chain of command should be followed:

1. Student talks to the coach/teacher
2. Student reports to the parent(s)
3. Student and parent(s) talk to the coach/teacher
4. Student and parent(s) talk to the coach/teacher and administrator

Athletes

Participation in athletics at CrossPointe Preparatory is a privilege. By choosing to participate in athletics, you agree to lead by example in and out of the classroom and during competitions. As representatives of our values, athletes must be willing to make sacrifices, set priorities, and abide by the signed code of

conduct in the handbook. Below are the guidelines for students participating in the athletic program at CrossPointe Preparatory.

Coaches/Teachers

Coaches play a vital role in creating a successful and positive athletic experience. They must exercise patience, teach necessary rules and skills without discrimination, and model Christian behavior. Coaches should promote sportsmanship, fair play, and a healthy competitive spirit. They need to communicate expectations clearly, meet with players and parents to convey coaching philosophy, and be pre-approved before participation. Coaches must always prioritize Christ first, academics second, and sports third.

Parents and Fans

Parents and fans are reminded to uphold Christian values, especially during sporting events. They should watch their words and actions, following biblical principles of love and respect. Sporting events can evoke strong emotions, but it's crucial to maintain decorum and positive behavior. Remember the power of words and strive to embody Christian virtues both on and off the field.

Eligibility

All students who desire to participate in co-curricular activities must meet the 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 academic eligibility 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 full-time 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.
4. NOTE: These standards are subject to change and/or to be clarified in more detail.

Age Limitation Affecting Eligibility

Students who turn 19 years of age by August 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

Other Requirements for Athletic Participation:

- Students must play on a varsity team for that sports' entire season.
- Students must participate in the majority of practices.
- Students must meet regular enrollment requirements for full- or part-time enrollment and be enrolled for at least 1 class at CrossPointe.

Other Requirements for Fine Arts Participation:

- Students must attend the majority of practices.
- Students must participate in public performances.
- Students must take at least 1 class at CrossPointe.

Other Guidelines

Student Safety: Background Checks Staff, chaperones, volunteers, and coaches must agree to submit to a background check every two-years. They will also agree to complete a "Child Abuse Prevention Training" course every two-years through a licensed training facility and provided by our school facility.

Behavior at event: All attendees are expected to respect the authority of the faculty/staff leaders. Parent chaperones are responsible for the safety and conduct of students assigned to them. Specifically, parent-chaperones are responsible for students assigned their cars. Parents will assist faculty/staff to ensure students are supervised at all times. Chaperones should immediately report to the faculty/staff leaders any behavior or activity that poses a threat to any student or is otherwise believed to be unacceptable.

Student Conduct: Students are expected to behave in a manner consistent with Christian values, bringing honor to God, their families, the school, and themselves. The student life program at CrossPointe includes a variety of activities including athletics, fine arts, LIFE activities, school clubs, and events. Students are encouraged to participate in activities and events in order to develop interests and skills, as well as develop relationships with other students.

Code of Conduct: The CrossPointe Preparatory Code of Conduct promotes a Christ-like attitude and fosters positive Christian relationships among students. Its standards are in place in all student life activities.

School Integrity & Reputation: All members of the CrossPointe community are expected to uphold the school's standards both during and outside of school hours. Activities that may tarnish the school's reputation are strictly prohibited. These include inappropriate online behavior, involvement in questionable social media groups, and immoral conduct.

Public Displays of Affection (PDA): PDA is not allowed on campus or during school-related activities to maintain a focus on fellowship and friendship rather than romantic relationships.

Banquet: Banquet policies are in place to ensure events are supervised, music is appropriate, and attendees adhere to a dress code and code of conduct.

Music Policy

Music may be used at CrossPointe events as a tool to enhance the spirit and purpose of the occasion. Music that attracts excessive attention to itself, diverting focus from the main purpose of the event, should be avoided.

Music played while traveling to, during, and returning from school-sponsored events must align with the overall vision of CrossPointe Preparatory. All controllable music choices should therefore be in line with basic Christian values without contradicting them. This doesn't mean that all music needs to have explicitly Christian lyrics, nor does it imply that any song with Christian lyrics automatically fits.

Leaders should evaluate music selections for any school event based on:

- The main purpose of the event.
- The audience of the event (students, parents, grandparents, friends, etc.).
- The lyrics, style, harmony, rhythm, and volume of the music. Extreme volumes, styles, or content that could potentially offend the audience (participants and spectators) or distract from the event's purpose should be avoided. Preference should be given to music selections that are likely to be well-received by the average Christian listener and suitable for the event's purpose.

Due to the complexity of music analysis and the diverse interpretations of its effects, the administration at CrossPointe Prep will make final decisions on what constitutes appropriate music for school events as necessary.

CPP School Van Etiquette

- Seatbelts are worn at all times. No exceptions.
- Only students who have received permission for travel may ride.
- Students will follow the etiquette of the van **and** instructions of the driver.
 - Flashlights or lasers will not be allowed at night
 - Hands, feet, and all other objects will be kept to yourself
 - No gum
 - Water only
 - If you bring it in, take it out – all trash needs to be clean

Game Night

- Only currently enrolled 7th-12th grade students may attend game night each month
- No former student or alumni are allowed to attend without permission of the host
- Students will group in 3+ people during game night

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 to contact their parent, 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 front desk area. 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.
- Cell phones can be used at the front desk for emergency only. Students are not allowed to retrieve their phone to check text messages from friends and send them.

General Guidelines

- Individual teachers will stipulate the extent to which Chromebooks and calculators 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 if GoGuardian is not available.
- 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 wireless headphones, earbuds, or a Bluetooth headset with any device inside the school building. Student must obtain **specific** and **limited** permission to use earbuds or headphones that **plug in directly** to their Chromebook. Authorization applies only to the day and class period in which it was granted. Wireless earphones/earbuds/etc. will be collected if they are being used anywhere in the school and will not be returned to a student once it has been collected. A parent/guardian will be required to come to the office to retrieve.
- will be 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.
- **Lunch is a technology-free zone.** No Chromebooks or other technology items should be out.

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. The 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.

AI Use Policy

Use of AI is considered a tool now available to students in the same way technological resources are available (i.e.: YouTube tutorials, Khan Academy, etc.). The heart of the issues of AI-generated content is one of academic honesty. The goal is to use AI as a tool to enhance learning rather than to replace the genuine teaching and learning process. Students are permitted to use AI-assisted resources, unless otherwise directed by the teacher, in the same way a student might appropriately use other technological resources such as Google, tutoring services, or even a calculator.

Students must cite AI-generated content by submitting AI conversations alongside the student work, if AI was used at any point in the creation process.

Copying and pasting any amount of text from AI-generated content, unless otherwise directed by the teacher, is considered plagiarism.

Suspicion of uncited AI-generated content will disqualify the assignment. Each disqualified assignment is subject to a review by the teacher and Administration. After this review, if suspicion of AI-generated content is upheld, the teacher can deny a student the opportunity to resubmit work. Confirmation of AI-generated content, whether through an online AI Detector or other means, will result in standard plagiarism consequences.

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 an incoming 10th grader 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

At CrossPointe, 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.

Out of respect for the purposes and instructions of the Lord, and for the educational example He has given us, CrossPointe 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*” (1 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 instructional 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 skills to godly purposes.

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. Depending on the student's age, mastery reports or number grades are assigned to help measure the student's progress.

The purpose of classwork and satellite-classroom assignments is to aid the student in reaching mastery before taking a test or progressing to the next concept. **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 teach, correct, and train;
2. Assist in the placement of students at a level and in subjects responsive to their needs, background, and abilities;
3. Provide 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 a just and legitimate means of holding students accountable for the quality of their work.

In the elementary school, some classes will be evaluated by specific mastery rubrics. Older elementary classes will have grades 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 the GPA for honors courses by .5 points and A.P. courses by 1 point. CrossPointe may require that a student pass the A.P. exam with a specific score to receive weighted credit. Also, three-hour or greater college courses will typically qualify for a 1-point weight, subject to individual administrative review. The following charts describe grades & remarks that may be assigned at CrossPointe:

Letter Grade	Range	Standard Course Weight	Honors Course Weight	AP or College Course Weight	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 courses and honors, AP, and college courses.
2. No grade points are awarded for any failed course, even though the student 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 or incurring the drop fee charge of \$100. 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 course (math, science, English, or social science) 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, and the 95% average must be maintained for the remainder of the term. The exemption is intended to reward students who consistently achieve excellence in learning throughout the semester and to provide incentive for other students to achieve this same excellence.
- Students with more than 4 absences per semester 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.

Accommodations & Learning Differences

Accommodations allow a student to learn the same material, but in a different way. Modifications change what a student is taught or expected to learn. Accommodations can help students learn the same material as their peers. This allows them to meet the same expectations. While CrossPointe is not equipped to meet the needs of children with learning disabilities, there are some learning difficulties that with simple accommodations a student can be very successful. CrossPointe will not modify expectations but may offer simple accommodations. Below are recommended accommodations for home (satellite) days, for students who have a professionally-diagnosed learning difficulty.

ADHD at Home:

- Give directions out loud, in writing, and have students repeat them back.
- Provide organizational structures--ie color-coding, folders, supply baskets.

Auditory Processing at Home:

- Provide an assistive listening device (to be taken to school) to make it easier to distinguish the teacher's voice.

Dysgraphia at Home:

- Provide pencil grips or different types of pens or pencils to see what works best.
- Provide paper with different-colored or raised lines to help form letters in the right space.
- Provide lined paper or graph paper to help line up math problems.
- Proofread papers before returning them to school.

Dyslexia and/or Visual Processing Issues at Home:

- Utilize audiobooks where possible.
- Use reading guide strips to help focus text; send one in a backpack for use in school.
- Provide highlighter for use in books (except elementary rental books) and highlight key ideas for the student.
- Provide loop scissors and/or colored glue sticks to provide borders for writing/drawing.
- Read visual schedules and instructions aloud.
- Typing assignments when possible.

Home Assignments

- Assignments are given for the satellite (home) days only. Elementary students should spend approximately one-three hours for Language Arts (depending on grade level) and one hour for math. Science and Social Studies should take no longer than one hour.
- Teachers should balance the overall assignments for Wednesday to make it easier for families who attend church on this day.
- Secondary students should spend approximately one to two hours on satellite day assignments per hour in class. However, English and math assignments may take longer. Long-term reading assignments would be in addition to the normal class time.

- Teachers should grade and return assignments no later than the second-class period after it was turned in.
- Teachers should include sufficient information in the “*Additional Instructions*” on the assignment sheet so the parent can understand what is required in the satellite (home) day.
- Due dates for long-term assignments should be listed on each assignment sheet so the student is reminded to make progress or if previous assignment sheets are misplaced.
- Students will be given a minimum of one-week notice on the assignment sheet for any test or major assignment.

Penmanship

Beginning in third grade, teachers should include good penmanship and neatness as a component when grading formal written assignments. Students may have the option of typing assignments.

Cursive handwriting will be taught beginning in second grade and mastery will be expected of all students by the end of 3rd grade. If new incoming students have not mastered cursive by the end of 3rd grade, they will be required to learn it at home.

By seventh grade and continuing through high school, all major writing assignments must be typed in all classes. Throughout junior high and high school, neatness and consistent presentation of written work is required.

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 a written class overview provided by the teacher 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 17 and 18 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.

Advancement for students whose grade is below 70% may be subject to academic review, and additional academic work may be required, at the family's expense, to ensure that the student's skills are at a place for the student to experience success in the next class. 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. Other skills/knowledge include:

- The student should be able to name basic parts of the body.
- Gross motor and visual motor skills should be at age-level.
- Be able to print his/her first and last names; recite the alphabet; sort objects by size, color, and shape.
- Be able to count to thirty, match single-digit quantities to numerals, count two groups of objects for a sum up to ten.
- Be able to read upper- or lower-case letters.
- Know 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.
- Be 90% intelligible in his/her speech.
- Behavior should be at age-level maturity.

First Grade: Upon entering first grade, students are expected to be proficient in the 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: Upon entering second grade, students are expected to be proficient in the above requirements, plus:

- Be 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.

Third Grade: Upon entering third grade, students are expected to be proficient in the above requirements, plus:

- Ability to proficiently complete curriculum objectives for this grade level.
- Be able to read fluently and independently, using books of a second-grade level.
- Students are expected to know the basics of cursive handwriting.
- Students should 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, 10 multiplication facts with rapid recall (2 seconds or less).
- Students must have an understanding of measurements, place value to the 100s, rounding to the 100s, and basic geometric figures.
- Students must have mastery of telling time to the minute and counting money.

Fourth Grade: Upon entering fourth grade, students are expected to be proficient in the above requirements, plus:

- Ability to proficiently complete curriculum objectives for this grade level.
- Students must have mastery of identifying and classifying sentences parts as well as a sound base in one- and two-point expository paragraph writing.
- Students must have mastery of cursive 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 through 12 with rapid recall (2 seconds or less).
- Students must also have an understanding of fractions, perimeter, and area.
- In addition, students should be able to estimate measurements and simplify simple expressions.

Fifth Grade: Upon entering fifth grade, students are expected to be proficient in the 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 mastered multiplication facts 0 through 12 and division facts 0 through 12 with rapid recall (2 seconds or less).
- 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 be able to add/subtract fractions and divide with 2-digit divisors.

Sixth Grade: Upon entering sixth grade, students are expected to be proficient in the 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.

Seventh Grade: Upon entering seventh grade, students are expected to be proficient in the 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.

Eighth Grade: Upon entering eighth grade, students are expected to be proficient in the 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 Standing

The University-Model® education at CrossPointe Preparatory is designed as a partnership between parents and professional educators to achieve high standards in academics. As a result of this design, students are not “just moved through the system.” Excellence is our goal, and students must continually perform at a satisfactory level, or they will not be successful in the model.

Promotion at CrossPointe is on a class-by-class basis. Generally, elementary students who attend class regularly and who stay caught up with satellite-day expectations will progress to the next grade at the end

of the year. Final determination will be made based on mastery- or skill-based grade reports and/or gradebook grades and report card grades.

For secondary students, there are several steps involved in the academic review process if a student is not performing satisfactorily.

Academic Probation

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 good standing. A student whose semester GPA falls below 2.0 and/or is failing 1 or more core classes for any given quarter will be placed on **academic probation** and will be required to meet with the Academic Dean, the Administrator, and the teacher and develop a plan for academic improvement. The improvement plan may involve meetings with the teacher, administration, tutoring (at parents' expense), summer instruction, or other measures to move toward growth and success. Parents will be required to meet with the administration as part of the growth plan.

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. Earning a GPA less than 2.00 for two consecutive semesters may result in the student being denied further enrollment in classes at CrossPointe or the requirement 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.

Credit Recovery

No credit is awarded for a failed course. Students who fail a course must recover the credit to count the course toward graduation requirements. If the failed course is part of a sequence (such as Algebra), the credit for the failed course must be recovered before the student will be allowed to enroll in the subsequent course. Once the student successfully completes the failed course, the passing grade will replace the failing grade, which will be removed 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. The administration must approve the school providing the credit recovery, and upon completion of the course, the student must request transfer credit through the usual channels. If such credit is granted, it will absolve the failing grade on the student's transcript. Tuition/fees related to credit recovery are the responsibility of the parent.

Students who do not recover credit prior to the start of the next school year will be required to re-take the failed course and will need to schedule a meeting with the school administration to discuss a new graduation timeline.

Placement Testing

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

Repeating a Course (Secondary)

If a student earns an A or B in a course, the course may not be repeated. A secondary student who earns a C or D in a course may choose to repeat the 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 students who are taking the course for the first time have registered

for it. Should a student elect to retake a course, and if 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.

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. 64.

Other guidelines

1. Students must 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 the ACT 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.**
2. Flexibility with the junior & senior enrollment requirements *may* be granted for those choosing an accelerated path toward graduation.
3. Students must complete 25 hours per year of documented service in grades 9-12. **Service hours for seniors are due prior to spring break.**
4. Students who do not meet CrossPointe graduation requirements but who complete the senior year shall be awarded a Certificate of Coursework Completion.
5. A student must declare his or her choice of diplomas by the end of the 10th grade year.

Valedictorian & Salutatorian

1. When CrossPointe begins recognizing Valedictorian and Salutatorian, these awards will be calculated and determined after the end of the 3rd quarter and before the end of 4th quarter of the senior year.
 - a. The student with the highest GPA will be Valedictorian, and the student with the second-highest GPA will be Salutatorian.

- b. Numerical averages will be carried out to four decimal places, if necessary. In the event of a tie, co-recipients will be named.
- 2. The five-point scale, as described for honors, A.P., and college classes, will be used to determine class rank.
- 3. To be eligible for selection as Valedictorian or Salutatorian, a student must have been enrolled full-time at CrossPointe for the four semesters of the junior and senior years.
- 4. Non-credited classes will not be used for academic calculations.

College Prep Diploma

The College Prep Diploma requires **23 units** of credit. 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 **26 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 (23 units)	CPP Diploma with Academic Distinction (26 units)
English	4 Units 1 unit of English I 1 unit of English II 1 unit of English III 1 unit of English IV	4 Units 1 unit of English I 1 unit of English II 1 unit of English III 1 unit of English IV
Math	4 Units 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 Units 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 Units, with Lab 1 unit of Physical Science 1 unit Biology 1 additional science unit	4 Units, with Lab 1 unit of Physical Science 1 unit Biology 1 unit Chemistry 1 additional science unit
Social Studies	3 Units 0.5 units Civics or Government 0.5 units Economics 1 unit U.S. History 1 unit World History	4 Units 0.5 units Civics or Government 0.5 units Economics 1 unit U.S. History 1 unit World History 1 additional unit
Computer Science	1 Unit	1 Unit
Personal Finance	0.5 Units	0.5 Units
Physical Education	0.5 Units	0.5 Units
Foreign Language	2 Units	3 Units 2 units must be of the same language.
Health & Safety	0.5 Units	0.5 Units
Oral Communications	0.5 Units	0.5 Units
Fine Arts	0.5 Units	0.5 Units
Worldview	1 Unit	2 Units
Electives	2.5 Units	1.5 Units
Cumulative GPA	2.0	3.25
Other Requirements		
Computer Science	Beginning with the 9 th grade class of 2022-23, 1 unit of computer science will be required	
CPR	Complete CPR training/certification	
Service Requirement	25 hours/year of documented service. Seniors must submit service hours before spring break.	
ACT	Take and submit ACT scores prior to graduation. School code 042-244.	

ADDING AND DROPPING COURSES

Core courses may be added to a student's initial course enrollment schedule no later than the end of the third full week of classes, provided that the student is in good standing with the school and that space for him/her is available in the desired course. A student may drop a course pursuant to the guidelines enumerated in the section Grading, Evaluation, and Feedback above. A course drop fee of \$100 will be applied to a student's bill if a course is dropped after week seven in any given semester.

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 NOT earn P.E. credit by serving as a manager 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. There is an additional fee for an independent study of \$475.

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.

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.

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.

CrossPointe wishes to avoid having textbook-driven courses. We will strive to find ways to use textbooks as “resources” and to make the curriculum come alive.

Attendance and Tardy Policies

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 online 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. In accordance with laws of the State of Arkansas, CrossPointe Preparatory complies with compulsory school attendance laws for students.
2. For all absences, parents should notify the school office by 8:15 a.m. Types of absences
 - a. **Excused Absence (EA):** absences are recorded as Excused based on the determination by the Administrator if the parent has called the school office by 8:30am and explained the rationale for the absence. Final determination rests with the Administrator.
 - b. **Medical Absence (MA):** absences are recorded as Medical Absences when the parent provides documentation from the appropriate healthcare professional (such as a note from the doctor, orthodontist, or therapist).
 - i. Repeated appointments such as for the orthodontist or physical therapist should be scheduled outside of the central-classroom days as much as possible. When a student must miss class for a repeated appointment, the appointments should be scheduled at different times of the day so that the same class will not be missed repeatedly.
 - c. **School Absences (SA):** absences due to the student's direct participation in a school-sponsored activity. These absences do not count in a student's total absences.
 - d. **Unexcused Absences (UA):** Absences not covered by the above definitions will likely be recorded as Unexcused.
 - i. Suspension of a student from a class for disciplinary reasons will be considered an Unexcused Absence.
 - ii. Dress code violations can result in an Unexcused Absence for a class.
 - iii. Failure to notify the office of a planned absence ahead of time may result in the absence being counted Unexcused.
 - iv. Oversleeping or sleeping in will be considered an Unexcused Absence.
 - v. Skipping class will not be tolerated and will be considered an Unexcused Absence. A student who skips class jeopardizes his or her privilege to continue as a student at CrossPointe.
3. Planned absences
 - a. Families must notify the **office and all teachers** in writing at least 2 weeks prior to a planned absence.
 - b. Students must discuss missed work with each teacher prior to the absence and make a plan for submitting it.
 - i. To the extent possible for the teacher, a teacher may require that students submit work prior to the absence. Failure to comply will result in the work being considered late.
 - ii. If the teacher does not require work prior to the absence, it will be due the first day a student returns to school.
4. Unplanned absences
 - a. Families should check FACTS, Google Classroom, and/or the assignment sheet for information about school work. They should also contact the teacher. Work should be submitted by the deadline established by the teacher.
5. Absences and school work
 - a. Students are allowed to make up school work that is missed as a result of an Excused Absence, Medical Absence, or School Absence.
 - i. The teacher determines when make-up work is due.
 - ii. To the extent possible for the teacher, a teacher may require that students submit work prior to the absence. Failure to comply will result in the work being considered late.
 - iii. Students will be allowed to make up work missed in a timely manner if not submitted prior to the absence. The sooner it is made up, the better. In some

- situations, it is not unreasonable to expect a student to turn in work or take a test the first day he or she returns to school.
- b. Students may not make up work missed or take tests that occurred on the day of an Unexcused Absence.
6. Maximum absences
- a. **Elementary:** A maximum of **4 absences** are allowed per semester, per class.
 - b. **Grades 7-12:** A maximum of **6 absences** are allowed per semester, per class.
 - c. If the total number of absences exceeds the allowed number, the student will not receive credit for that semester. Exceptions may be granted for extenuating circumstances upon the submission of a written petition to the Administrator. This petition should be submitted as soon as it is known that the student may exceed the maximum number of absences.
7. Tardies, Absences, and Taking Attendance
- a. A **tardy** is defined as not being in the room and in place when the bell rings.
 - b. In general, a tardy will be treated as a discipline matter.
 - c. Students who arrive after class has begun are considered tardy. A record of tardies will be kept, and 3 tardies will be considered 1 absence for the class.
 - d. For grades K-6
 - i. Students who arrive at school after 10:00 a.m. will receive a half-day absence.
 - ii. Students who leave school before 11:00 a.m. and do not return will receive a half-day absence.
 - e. For grades 7-12
 - i. Attendance will be taken on a class-by-class basis.
8. Students may not leave the building during class time for any reason, including illness, without permission from the office. Should a student need to leave during the day, the following sign-out procedures must be followed:
- a. If the student is being picked up, the individual picking up the student must come in to the building and sign out the student. If the student returns to school that day, he or she must sign back in upon arrival.
 - b. If the student is a student driver, the office must receive direct communication from the parent allowing the student to leave campus.
 - c. Failure to follow the above guidelines may result in the absence(s) being declared Unexcused.
9. Student activity participation
- a. A student who misses school because of illness may not participate in or attend school activities on the day of the absence unless he/she has been in class from 12:30 p.m. to the end of the school day.
10. Student LIFE: Students enrolled for more than one class must attend LIFE each day. Exceptions are handled on a case-by-case basis by the Administrator.

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

Custody Laws

Request to Release Child

Due to safety, security, and confidentiality concerns, it will be the general policy of CrossPointe for that Administrative staff—rather than regular faculty, coaches, or other support staff—to release a child where custody issues are at stake.

Divorced Parents

1. When only one parent of a student has legal custody of the child, a copy of the official custody papers must be submitted to the CPP office.
2. CrossPointe will only release a child to the custodial parent. An exception can be made only upon the written request of the custodial parent, delivered in person to the school office, or a court order. Written requests shall be kept on file.
3. A change in custody should be noted with a copy of the court order or court document and kept on file.
4. A non-custodial parent may request to receive a copy of his/her child's report card, attendance information, name of teacher, class schedule, standardized test scores, and other records typically available to parents, unless prohibited by court order. This request must be submitted to the Administrator in writing and must include the non-custodial parent's mailing and email addresses.

Separated Parents

CrossPointe will release a child to either parent unless there is a court order on file that specifies otherwise.

Request to See Child at School

Divorced Parents

CrossPointe will notify custodial parent, if appropriate. CrossPointe will abide by the court document (a divorce decree), if on file.

Separated Parents

CrossPointe will permit either parent to visit unless a court order specifies otherwise.

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.

Lunch is a technology-free zone. No Chromebooks or other technology items should be out.

Student/Teacher Ratio

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

Pre-K—1:10

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.

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 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 Math from Kindergarten through Pre-Calculus.

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 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 Cengage Forensic 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 area includes 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

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.

Computer Science This course provides an introduction to computer science, encompassing programming concepts, career paths, and computational thinking. Students will explore data analysis, visualization, and emerging technologies in the field of computer science with culturally responsive, real-world learning. The course will have open-ended projects encouraging creativity and personalized learning.

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.

2025-2026 ACADEMIC CALENDAR

Academic Calendar

Fall 2025		Spring 2026	
All teacher in-service	July 30 & 31	Week 1	Jan. 8-9
Open House	Aug. 7 th	Week 2	Jan. 12-16
		MLK Holiday	Jan. 19
Week 1	Aug. 11-15	Week 3	Jan. 20-23
Week 2	Aug. 18-22	Week 4	Jan. 26-30
Week 3	Aug. 25-29	Week 5	Feb. 2-6
Labor Day Holiday	Sept. 1	Week 6	Feb. 9-13
Week 4	Sept. 2-5	Week 7	Feb. 16-20
Week 5	Sept. 8-12	Week 8	Feb. 23-27
Week 6	Sept. 15-19	Week 9	Mar. 2-6
Week 7	Sept. 22-26	End of third grading period	
Week 8	Sept. 29-Oct. 3		
End of first grading period		Week 10 (IOWA Testing)	Mar. 9-13
		Week 11	Mar. 16-20
Week 9	Oct. 6-10	Spring Break	Mar. 23-27
Week 10	Oct. 13-17	Week 12	Mar. 30-Apr. 3
Week 11	Oct. 20-24	Week 13	Apr. 6-10
Week 12	Oct. 27-31	Week 14	Apr. 13-17
Week 13	Nov. 3-7	Week 15	Apr. 20-24
Week 14	Nov. 10-14	Week 16	Apr. 27-May 1
Week 15	Nov. 17-21	Week 17	May 4-8
Thanksgiving Break	Nov. 24-28	Graduation	May 8
Week 16	Dec. 1-5	Week 18	May 11-14
Week 17	Dec. 8-12		
Christmas break	Dec. 12-Jan. 7	Family Picnic, Student Showcase, Talent Show	May 14

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