



East Cobb Christian School Parent Handbook

Revised August 2026

**AS A MINISTRY OF EAST COBB PRESBYTERIAN CHURCH, OUR
MISSION IS TO COVENANT WITH CHRISTIAN PARENTS NOT
ONLY TO TEACH THE MINDS OF THEIR CHILDREN, BUT ALSO TO
REACH THEIR HEARTS WITH THE LOVE, GRACE, AND WONDER
OF GOD.**

LETTER FROM THE HEAD OF SCHOOL

Dear ECCS Families,

Welcome to ECCS for the 2026-2027 school year!

As we begin our journey together for this school year, I am excited for the privilege to partner with you in your child's educational experience at ECCS. Because we believe that every child is created in God's image, we also understand that each child is also capable of experiencing the beauty and wonder of God in many ways through their educational experience. By God's grace, ECCS provides a quality Christian education to the covenant families of East Cobb Presbyterian Church and the surrounding Christian community.

This family handbook is designed to help you better understand, and serve as a reference for, ECCS's foundational beliefs, policies, and procedures. It is important that you take the time to read through this handbook carefully, as it contains a vast amount of important information that will enable families to have a clear understanding and will enhance the success of our school year together. If you have any questions, please contact the school office for clarification. Please understand that our school policies as listed in this parent handbook may be subject to change at times.

Accordingly, the information in the handbook is intended to be accurate as of the time of publication, but ECCS reserves the right to interpret, add, change or terminate policies as circumstances warrant. This handbook is not intended to give an exhaustive description of any policy or to be a contractual statement. Any changes to policy will be communicated to you in a timely fashion.

Understanding the need for flexibility, the philosophical, educational, administrative and financial policies which follow are part of an important framework that allows the successful operation of the ministry of East Cobb Christian School. As we seek to carry out the mission of ECCS, we strongly believe in these policies and expect you to adopt them as your own during your time at ECCS.

I am pleased and honored that you have chosen to be a part of the covenant community at ECCS for this coming year and beyond! I look forward to serving your covenant children alongside you!

Sincerely in Christ,

Billy Creech
Head of School
August 2025



EAST COBB
CHRISTIAN SCHOOL

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SECTION ONE: PHILOSOPHY AND OPERATION

GOVERNING BODY

East Cobb Christian School is administered by the Head of School and by the School Ministry Team. School Ministry Team (SMT) members are persons who are members of East Cobb Presbyterian Church or other evangelical churches in the community and have (or have had) students attending ECCS. They volunteer their time and efforts toward stating and upholding the policies and procedures of ECCS, approving the hire of school employees & admission of new families, and praying for all functions of the school. The Head of School, also an SMT member, is to administer the needs of the school and faculty on a daily basis, report to the SMT regularly, and conduct the general business of the school. The Head of School reports to the ECPC Senior Pastor and is under the general oversight of the ECPC Session.

ECCS: A MINISTRY OF EAST COBB PRESBYTERIAN CHURCH

As a ministry of East Cobb Presbyterian Church, ECCS comes under the governmental rule of the church as administered by the Session. The Session has delegated responsibility for making policy and governing the school to the Head of School in partnership with the SMT.

Recognizing the benefits provided by ECPC, ECCS works together with ECPC to maintain a clean, safe building. Dual usage presents some challenges and many benefits. Please report any concerns that arise related to space sharing or any other church and school dual usage issue to the school office.

PROFESSIONAL MEMBERSHIP

ECCS became members of **Christian Schools International (CSI)** in 2013 and obtained full accreditation in 2017 for grades K-8. The goal of accreditation with CSI is ongoing school improvement. CSI values the philosophy and approach of ECCS. ECCS maintains a CSI approved school improvement plan that is reviewed and updated annually. Every 5 years, this plan is re-written through a process that includes a self-study by our school improvement team as well as a site visit conducted by other school administrators and teachers appointed by CSI. The school improvement plan must be ultimately approved by the SMT as this plan also serves as the road map for the school's ongoing strategic plan. This plan and the school's progress towards achieving it will be reported on to the ECCS school community each year. In addition, ECCS is also accredited in grades 4-8 with the **Georgia Accrediting Commission**.

ECCS is a member of the **ChildLight Association of Schools**, which currently has 20 member schools, five in the Atlanta area, eleven others in the southeastern United States and three international schools. The ChildLight Association of Schools exists to build community by fostering edifying relationships among school educators through an intentional commitment to the belief that children are persons and are image bearers of Jesus Christ. The member schools are committed to the truth contained in the educational philosophy of Charlotte Mason as understood and applied from her writings. By their inclusion, educators become fellow pilgrims that support one another in falling under the tutelage of the Holy Spirit in a continued quest of learning, embracing, and practicing the living ideas that enable us to enjoy Him forever.

STATEMENT OF FAITH

The following is a universal statement of faith that all faculty, staff members and school families hold in agreement.

1. We believe the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God. (2 Timothy 3:15, 2 Peter 1:21)
2. We believe there is one God, eternally existent in three persons--Father, Son, and Holy Spirit. (Genesis 1:1, Matthew 28:19, John 10:30)
3. We believe in the deity of Christ (John 10:33); His virgin birth (Isaiah 7:14, Matthew 1:23, Luke 1:35); His sinless life (Hebrews 4:15 and 7:26); His miracles (John 2:11); His vicarious and atoning death (1 Corinthians 15:3, Ephesians 1:7, Hebrews 2:9); His resurrection (John 11:25, 1 Corinthians 15:4); His ascension to the right hand of the Father (Mark 16: 19); His personal return in power and glory (Acts 1:11, Revelation 19:11).
4. We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature; and that men are justified on the single ground of faith in the shed blood of Christ and that only by God's grace and through faith alone we are saved (John 3:16-19 and 5:24, Romans 3:23 and 5:8-9, Ephesians 2:8-10, Titus 3:5).
5. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of damnation (John 5:28-29).
6. We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9, 1 Corinthians 12: 12-13, Galatians 3:26-28).
7. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life (Romans 8:13-14, 1 Corinthians 3:16 and 6:19-20, and Ephesians 4:30 and 5:18).

A SYNOPSIS OF THE BELIEFS OF THE PRESBYTERIAN CHURCH IN AMERICA

1. The Bible is the inspired and inerrant Word of God, the only infallible rule of faith and practice.
2. There is one God, eternal and self-existing in three persons (Father, Son, and Holy Spirit), who are to be equally loved, honored, and adored.
3. All mankind participated in Adams's fall from his original sinless state and is thus lost in sin and totally helpless.

4. The Sovereign God, for no other reason than His unfathomable love and mercy, has chosen lost sinners from every nation to be redeemed by the quickening power of the Holy Spirit and through the atoning death and resurrection of His son, Jesus Christ.
5. Those sinners, whom the Spirit quickens, come to believe in Christ as Savior by the Word of God, are born again, become sons of God and will persevere to the end.
6. Justification is by faith, and through it the undeserving sinner is clothed with the righteousness of Christ.
7. The goal of God's salvation in the life of the Christian is holiness, good works, and service for the glory of God.
8. At death, the Christian's soul passes immediately into the presence of God, and the unbeliever's soul is eternally separated from God unto condemnation.
9. Baptism is a sign of God's covenant and is properly administered to children of believers in their infancy as well as to those who come as adults to trust in Christ.
10. Jesus Christ will return to earth, visibly and bodily, at a time when He is not expected, to consummate history and the eternal plan of God.
11. The Gospel of God's salvation in Jesus Christ must be published to all the world as a witness before Jesus Christ returns.

DOCTRINAL STATEMENT OF BELIEF

All new families who enroll or employees who are hired are asked to sign a doctrinal statement of belief (see document in addendum) that summarizes the ECCS statement of faith as well as the school's beliefs about human sexuality. This doctrinal statement of belief is provided at the time of admission (families) as well as to new employees as part of the hiring/orientation process.

SECONDARY DOCTRINES

Doctrinal issues which are not addressed in the ECCS Statements of Faith or Doctrinal Statement of Belief are considered secondary doctrines (e.g. mode of baptism). School positions are not normally taken on these issues though the school reserves the right to take a position where it is deemed appropriate by church and school leadership. Students are encouraged to think about secondary issues through the lens of the primary doctrines of the Christian faith. Hence, classroom discussion on any of these secondary issues should be on an informative, non-partisan basis. Teachers, parents and students are instructed to be careful not to have discussion in the classroom about these issues in a manner which would cause offense to students or their parents. If it is deemed appropriate by a teacher to discuss one of these issues in the classroom (teachers are free to limit or not allow discussion on these issues), the teacher is encouraged to allow discussion about and/or to present all

sides of the issue. Teachers are also asked to encourage their students to follow-up on any questions they may have on a secondary doctrinal issue with their parents and pastor of their church. Parents with concerns about the way any secondary issues may have been handled in the classroom should follow the Matthew 18 principle of conflict resolution in addressing their concern.

PHILOSOPHY OF EDUCATION

The primary purpose of East Cobb Christian School is to assist the members of East Cobb Presbyterian Church and other Christian families in the responsibility of educating covenant children. The school is to function as an extension of the home. We believe:

1. Covenant children are to be trained and nurtured primarily by their parents, but also receive assistance and encouragement from the entire body of the church, reflecting the commitment of God's people to support one another.
2. Children are a precious gift from God and made in His image. As such a child is a fearfully created person to be respected, nurtured, and treated as an image bearer with responsibility to God.
3. God, after establishing the world, gave His children the "creation mandate," the responsibility to subdue the earth and gain dominion over all His works.
4. God, after man fell into sin, gave the "redemptive command" that those who come to a true knowledge of God by repentance and faith will be able to enter a relationship with Christ, which will enable them to understand the Truth and glorify Him.
5. At the fall, the image of Christ in man was broken. As God disciplines those He loves, children need discipline from parents and teachers to develop godly habits that assist them in learning and living.
6. Understanding the Truth involves the acquisition of wisdom through the fear of God, not just the accumulation of knowledge. To deprive a child of truth is to deprive him of life. Thus the reality of God's grace must accompany a commitment to integrity, diligence and moral purity.
7. Glorifying God involves children living abundantly for Him and serving others in their present vocation as students, not just preparing for a future occupation.
8. We believe that the single most important thing for a child to learn is how to have a personal relationship with God. A clear distinction between learning biblical data and growing in character should be made. The building of character involves the development of faith, moral excellence, knowledge, self-control, perseverance, godliness, brotherly kindness and Christian love. (2 Peter 1:57)
9. We believe that to provide education that produces character, the curriculum must be designed in such a way that God's truths are not divorced from a responsible

lifestyle. The truths of Christianity must be integrated into a balanced curriculum in such a way that students will learn Christianity as a way of life and not as a religion.

10. We believe that the Bible is the inspired and infallible Word of God. We hold to the doctrines of Scripture as clearly outlined in the Westminster Confession of Faith. Although our basic stance is of the "Reformed" position, we will not take dogmatic positions on debated doctrines on which godly, evangelical, fundamental Christians disagree, i.e., mode of baptism, eschatological issues, and special spiritual gifts. Discussions on these kinds of issues will be handled according to our school secondary doctrines policy above.

UNDERSTANDING A CHILD'S ACADEMIC CAPABILITIES

1. We do not believe that development of spiritual character is a substitute for academic excellence. When proper emphasis is given to character development, we believe that academic performance goes hand in hand. Therefore, the development of Christian character enhances academic performance.
2. Though we will maintain a high standard of academic achievement, we recognize that all students have been given different gifts and talents. We will provide instruction for those needing special attention in certain subjects, in as much as we can adequately meet their needs.
3. Though we believe the quality of the faculty is more important than the size of the class, we will keep a teacher-pupil ratio in relation to our philosophy.
4. We recognize that all students have been given different gift and talents. We will plan teaching-learning experiences that help each student achieve the stated objectives. We will plan a variety of teaching strategies to match the learning styles of the students, in as much as we can adequately meet their needs.

STUDENT OUTCOMES STATEMENT

Through the pursuit of our ECCS mission and philosophy of education, ECCS desires God to work in our students' lives towards the following outcomes by the time they graduate from ECCS:

- Students who have a passion for learning, can think critically and creatively to solve problems, and desire to understand and engage the world around them.
- Students who are well rounded and prepared academically in order to reach their God-given potential.
- Students who understand that all truth is God's truth and that all true learning about God's creation is rooted in a proper understanding of God as creator and sustainer of the world.
- Students who are open to learning in a variety of ways and who are willing to develop a wide range of imaginative sensibilities.
- Students who know and can articulate Biblical truth in the context of a relationship with God through Jesus Christ.
- Students with hearts open to humbly receive the grace of God and with a desire to extend that grace to others starting with their family and classmates.

- Students willing to love, serve, engage and influence their community and beyond through productive citizenship, effective communication, generous giving and servant leadership.

FAMILY COMMITMENT

Responsibilities of East Cobb Christian School Parents

1. We as parent(s) or guardian(s), accepting God's responsibility which says, "Train up a child in the way he should go and when he is old, he will not depart from it" (Proverbs 22:6) do affirm that this training is carried on in the home. We purpose to set a model through daily times of personal devotion, family devotion, and regular attendance as a family at the Christian church of our choice where we serve as members in good standing.
2. We have carefully examined the Parent Handbook and agree with the Christian purpose and educational philosophy of ECCS and desire the school to work with us in the total education of our children.
3. In full cooperation with the school, we pledge to meet the following minimal parental involvement commitments:
 - Attend Schoolwide Campus Meetings (about three a year)
 - Attend Class Meetings with prayer time for students (about three a year)
 - Attend Parent/Teacher Conferences
 - Invited to attend classroom and school wide events such as Family Blast and performances
 - Drive Field Trips for Classrooms about 3-4 times a year after a background check is completed
 - Classroom Activity Sign-ups
 - Serve on a School Team
 - 1st and 2nd Grade Families have Enrichment Days on Fridays.
4. We understand that in Grades 1 and 2, parents are asked to teach a minimum of four learning experiences (Enrichment Days) during the year. We also recognize that parents are responsible for assisting the parent lead teacher four times. We recognize that fathers are asked to participate in two or more E.D. depending on the number of their children in the school.
5. We pledge our loyalty to the aims and ideals of the school and will bring any and all questions and concerns directly to our child's teacher so that they may be properly dealt with by those in authority. When we have appropriate suggestions and input to improve our school, we will take these to the Head of School.
6. The teachers and administration are given full discretion in the discipline of our children, with the guidelines stated in the ECCS Parent Handbook.
7. We pledge that if for any reason our child does not meet the academic requirements or cooperate with the disciplinary standards (these standards include Dress, Hygiene, Care of School Property, and Conduct and Discipline) of the school, we will withdraw him or her without delay. However, the school reserves the right to dismiss, suspend, or otherwise discipline any student who does not adhere to the standards stated in the ECCS Parent Handbook.

8. We understand that the school will provide competent teachers, a full and balanced curriculum, regular reporting, supervision of the Head of school and cooperation with the home. We further recognize that the school is not equipped to handle the educational needs of all children. Parents must submit copies of all previous testing and submit to additional testing of their child if the need for such arises.
9. ECCS Families must be members in good standing of an evangelical protestant church. We commit to notifying ECCS if our church membership changes.
10. We agree to pay our tuition and fees when they are due. We realize that late fees are assessed.

MATTHEW 18 PRINCIPLE OF CONFLICT RESOLUTION

A Christian school is made up of people – parents, administrators, teachers and students. Like any other collection of earthly mortals, the people associated with a Christian school have the potential for misunderstanding, disagreement, and even wrongdoing. Nevertheless, it is God’s will that we live and work together in harmony. Because of our human nature we may at times irritate others, resulting in misunderstandings or strong disagreements. In Matthew 18:15-17 Jesus gives His formula for solving person-to-person problems. ECCS bases its conflict resolution process on this passage of scripture.

If your brother or sister sins, go and point out their fault, just between the two of you. If they listen to you, you have won them over. But if they will not listen, take one or two others along, so that every matter may be established by the testimony of two or three witnesses. If they still refuse to listen, tell it to the church, and if they refuse to listen even to the church, treat them as you would a pagan or tax collector.

There are several clear principles that Jesus taught in solving people-to-people problems:

1. **Keep the matter confidential** – The very pattern of sharing the problem only with those directly involved establishes the principle of confidentiality. The Bible has much to say about those who gossip or malign others with their words. “The hypocrite with his mouth destroys his neighbor: but through knowledge the righteous will be delivered” (Prov 11:9).
2. **Keep the circle small** – “If your brother sins against you, go and tell him his fault between you and him alone”. The first step and most often the only step needed in solving a person-to-person problem is for one of the two people involved to initiate face to face dialogue. Most problems are solved at the two people level. If either party believes others in the school community share their view of fault or wrong in a particular situation, those others should be encouraged to speak for themselves using the same conflict resolution process.
3. **Be straightforward** – “Tell him his fault”. Jesus tells us to be forthright and to love honestly. Sometimes it is difficult to be straightforward and tell someone the very heart of the matter. But restoration and improvement can only come when the issues are lovingly yet clearly presented. The Scripture says, “Faithful are the wounds of a friend” (Proverbs 27:6). This step should be done with humility and with the realization that a perception of hurt or fault may be just as valid and necessary to resolve as actual hurt or

fault. Humble, honest and straightforward communication between parties can go a long way towards solving a problem.

4. **Be forgiving** – “If he hears you, you have gained your brother”. This implies that once the matter is resolved we should wholeheartedly forgive and restore the person whose fault has offended us. Galatians 6:1 reads, “If a man is overtaken in any trespass, you who are spiritual restore such a one in a spirit of gentleness; considering yourself lest you also be tempted”. Most school problems are resolved at step 2 (estimated at 80% of Christian school conflict). Forgiveness and restoration is the normal happy conclusion. But what is the Matthew 18 principle if the individual will not “hear” you or openly disagrees with your version of the problem? Let’s say you are a parent of a student in a Christian school. You are unhappy with a teacher because you believe your child is being treated unfairly in the classroom. The two of you have met and talked together, and you are not satisfied with the outcome of your discussion. What is the next step using Matthew 18 principle?
5. **The parent and the teacher should agree to share the matter with the Head of School.** At this stage the counsel of Jesus would be “...take with you one or two more, that by the mouth of two or three witnesses every word may be established.” For our school’s purpose, this verse means that both parent and teacher should present their version of the issue or issues with the school’s Head of School. Each person should come to the meeting in a spirit of prayer and humility, willing to submit to the Lord’s will in the matter and also willing to submit to reproof and correction if needed. Those of us who bear the name of Christ should joyfully conform to the will of Christ. An open and honest discussion among people who are sensitive to godly principles will most often reach an amiable solution. (An estimated 18% of Christian school conflict is resolved at the Head of School level). If however, the issue is unresolved (i.e. either party disagrees with and/or is unwilling to abide by the decision of the Head of School), the SMT represents the next level in conflict resolution (filling in for the Church in Jesus’ instructions).
6. **The Head of School should explain the problem to the chairman of the SMT. The chairman will decide how the matter should be presented to the SMT.** Depending on the complexity of the problem, it may be appropriate for the SMT chairman to request that all persons involved be present at a SMT meeting (or a subset of the SMT). The goal of such a high-level meeting is (1) a clear understanding of the problem; (2) solving the problem; (3) reproof and correction if necessary; and (4) forgiveness and wholehearted restoration of those who have made amends.

In summary, the Matthew 18 principle requires that parents talk to the teacher about student problems before they talk to administrators. If unresolved at the two people level, the matter is prayerfully and in an orderly fashion moved upward in the school organizational structure. This is the Lord’s way of solving people-to-people problems. Satan would like to destroy the normal flow of harmony and good fellowship in Christian school education. That is not possible if all of us follow the Matthew 18 principle of solving school problems.

* Based on ACSI policy and modified for ECCS use. ACSI policy is used by permission of ACSI, Colorado Springs, CO.



SECTION TWO: ADMISSIONS, REGISTRATION, AND CONTINUOUS ENROLLMENT

ADMISSIONS POLICY

1. To begin the admissions process, a prospective family should contact the school office and speak with the Admissions Coordinator to schedule a campus tour. This can be arranged with the Admissions Coordinator either by phone or through the school web site. Please see Admissions Process page for steps in Admissions.
2. ECCS admits students of any race, color, national or ethnic origin to all the rights, privileges, programs and activities accorded or made available to students at the school.
3. This school exists primarily as a ministry of East Cobb Presbyterian Church to [covenant children](#). Therefore, applicants must be members in good standing of an evangelical, protestant church. Please also refer to our Mission Statement and the Statements of Faith.
4. ECCS is an extension of the home and values [parent partnership](#). Please refer to the Family Commitment statement for more information about this partnership.
5. The school reserves the right to deny admission to a child if his ability, behavior or emotional development indicates that he could not be best served by our school program. An Academic Assessment is required before admittance to ECCS. The Admissions Team will meet after the assessment to determine if the applicant will move forward in the admissions process.
6. The application is online on our website. In addition to completing a campus tour and online application, applicants must watch a video about East Cobb Christian School's history and philosophy and must read the book *For The Children's Sake* before interviews are scheduled. No family will be admitted without an interview of both parents and potential student with the School Ministry Team.
7. To enroll a child in kindergarten, a child must be five years old before September 1.
8. ECCS is unable to accommodate international students who require I-20 forms.
9. Since our class sizes are kept quite small, maximum enrollment can be reached quickly.
 - After the Admissions Team reviews all applications, references, transcripts, psychological reports, and academic testing, there will be a recommendation about moving forward or rejecting an applicant for an interview.
 - Next, the interview is scheduled with two School Ministry Team Members.
 - After the family interview, the School Ministry Team recommends acceptance or rejection of a family to The Head of School for approval.
 - An email offer of acceptance or nonacceptance and a personal phone call will follow only after all admissions requirements have been met.
10. Georgia law requires these documents to enter school:
 1. Certificate of Immunization Georgia Form 3231 for all kindergarten and seventh grade students. (Certificates of immunization must be marked by "Complete for Attendance" or have a future expiration date) or a notarized DPH Form 2208 Affidavit of Religious Objection to Immunization
 2. Georgia Form 3300 - Certificate of Vision, Hearing, Dental and Nutritional Screening
 3. Birth Certificate
11. Priority in admission and continuous enrollment is given based on determination of a family and student being a good fit for ECCS academically, spiritually, and philosophically. If there are more applications than openings for good fit families at the time admissions decisions are

being made, priority for admissions and re-enrollment will be given based on the following factors:

1. Current students in good standing
2. Staff of East Cobb Christian School/Church
3. Siblings of current students
4. Long-time members of East Cobb Presbyterian Church
5. Other members of East Cobb Presbyterian Church
6. Members of other PCA churches
7. Families referred by a school family who whole-heartedly embrace our philosophy
8. Members of other evangelical churches
9. Overall needs of the school in various classes (including factors such as male/female ratios)

	APPLICATIONS OPEN	SUBMISSION DEADLINE	DECISION LETTERS*	APPLICATION FEES
Early Application	November 1	February 28	By March 31st	\$150
Late Application	March 1	April 15	By May 31st	\$250
	April 16	July 15	By July 30th	\$250

**East Cobb Christian School admits students based on best fit and not based on the time of application submission.*

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

WITHDRAWALS

If it becomes necessary for any reason for parents to withdraw their child at any point after enrollment, A [Change of Enrollment Form](#) must be submitted. The notification should be received as early as possible and include a reason for withdrawal. Because the school's expenses are incurred on an annual basis, the school sets the budget and teacher contracts based on the parents' enrollment commitment. **Therefore, if a student is withdrawn at any point after initial enrollment (before or during the school year) a withdrawal fee equal to one quarter of the annual tuition is due and payable. This is in addition to the tuition due through the last day of the month the school is notified in writing. Fees are not refundable.** Records will not be forwarded to another school until all financial obligations have been satisfied.

The school's financial calendar is June 1 - May 31. Tuition is automatically drafted monthly via FACTS Tuition Management or paid in full by June 1st for the following school year.

CONTINUOUS ENROLLMENT POLICY

ECCS now operates on a new [continuous enrollment policy](#). A Student will be **CONTINUOUSLY ENROLLED** until graduation from East Cobb Christian School UNLESS the Head of School has been notified with a [Change of Enrollment Form](#).

Families must meet the following requirements to be **CONTINUOUSLY ENROLLED** at ECCS:

1. Have faithfully kept the commitments signed on the Family Commitment statement as evidenced by the following:
 1. Completion of all Enrichment Day/Field Trip responsibilities
 2. Fulfillment of the pledge to proper communication by addressing all concerns directly to the proper person(s) without gossip or outside criticism (Matthew 18)
 3. Support of the faculty in their attempt to be the extension of the parents' home
 4. Submission to the discipline policy of the school regarding their children
 5. Prompt payment of all fees and tuitions with no outstanding balances
 6. Good attendance at all required school meetings with only allowable absences
 7. Prompt arrival at both morning and afternoon carpools
 8. Continue to be active church members

ENROLLMENT AND CLASS SIZES

East Cobb Christian School in keeping with its philosophy of the discipling nature and educational benefits of small classes, *recommends* the following class size ranges:

Kindergarten- 3rd Grade: 10-12 students

Fourth – Eighth Grades: 12-16 students

Exceptions may be made by the Head of School with approval from the SMT. Space limitations may make a larger or smaller class necessary. A student who is retained by a late decision of parents and the school may be added to a full class to give one student above the desired enrollment level. Every effort will be made to help a family reach this decision before enrollment in January.

STUDENT PLACEMENT

Parents will not be allowed to request a specific teacher for their child at any grade level. The school administration may use discretion in placing certain students in the class of a specific teacher due to special needs addressed by that teacher's gifts. Parents may request a non-teacher related placement due to other factors that involve social, academic or emotional needs (i.e. separation for another child). No class placement request can be guaranteed to any parent and changes may take place at any time at the discretion of the Head of School.

NON-DISCRIMINATORY ADMISSIONS POLICY

It is and shall be the policy and practice of ECCS, in the admission of students or the hiring of employees, not to discriminate on the basis of the applicant's race, color, sex (as determined biologically at birth) or national or ethnic origin.



SECTION THREE: EDUCATIONAL POLICIES

INDIVIDUALIZED INSTRUCTION

Because children are gifted differently and have different learning styles, a variety of teaching methods must be used to serve each student. In a graded system (i.e. 1st, 2nd, 3rd grade etc.), it is difficult to establish different lesson plans for each child. Basic content objectives are established for each grade level. Teachers and parents will work together to discover the best methods to help each student learn. All instruction at home or school should include visual, auditory, and tactile methodologies (seeing, hearing, touching) to appeal to each child's individual learning style. Students will be exposed to various methods as a part of their learning experience.

Since individualized instruction is viewed this way, such instruction may include:

1. Learning centers and individual projects
2. Separate reading assignments and narrations
3. Cooperative learning experiences
4. Interactions between students, teachers, and material through well-constructed activities using oral interpretations and visual aids
5. Assignments for parents working with students at home as tutors
6. And, where deemed necessary, additional therapy and assignments for students with specific learning disabilities

SPECIAL NEEDS

While ECCS is often able to work well with children with a variety of learning needs, students with certain learning needs might not always be best served at ECCS because of a need for specialized services or significant individualized attention. ECCS's ability to work with children with special needs is determined on a case-by-case basis. Many factors are explored that relate to the whole child, family, severity of need, support available, etc. Children who are determined by the school to be able to be served by its existing educational program may have individual learning resource plans developed to help accommodate their needs (see *Learning Intervention* section). These plans and the progress of the student are evaluated regularly to determine whether ECCS continues to be the best environment for the child. ECCS reserves the right to discontinue the enrollment of a child with special needs at any time if it is determined that ECCS is not the best educational environment for that child.

Children with unique needs and weaknesses in some areas are occasionally helped through the diagnosis and programs provided by trained professionals in the area(s) of need. Though ECCS faculty and staff may have some expertise in these areas, they are not able to perform or provide professional services outside the scope of the school's existing educational program that might assist children with special needs. When either the school or parents determine that special services may be necessary to assist in the education of a child, it will be necessary to determine if the student receiving these services is able to remain enrolled at ECCS. If this is possible, a written Learning Resource Plan will be required to be put in place documenting what services will be provided and how that plan is able to integrate with the educational program being provided by ECCS. If outside professionals are required to help serve the needs of the child, the school will, where possible, work to provide space and time in the school day to accommodate these services, however this cannot be guaranteed. Parents of children requiring special services are responsible for any costs related to providing those services.

Educational testing is normally required to determine what type and level of services are needed to serve a child with special needs. Parents may choose to pursue testing through the public school system. The IDEA (Individuals with Disabilities Education Act) gives parents the right to have their child evaluated in the county of the public school they are zoned. If a parent or ECCS request evaluation and consideration for eligibility for special education, the family should request testing from the school system where the student lives. It can take six to nine months to have this done. To receive services from the school system, the student would have to enroll in public school. Parents may also choose to pursue testing through a private educational psychologist in which testing results may be available significantly sooner. At times, school administration may request testing to diagnose the learning needs of a student and how they may best be served. When this or any other type of specialized service is requested, parents are asked to promptly pursue seeking these services. At times, these requests will be required to be met for a student to be considered to be able to continue enrollment.

LEARNING INTERVENTION

From time to time, the teacher or parents may notice that a student is experiencing ongoing difficulties in the classroom or a sudden or drastic decline in performance. Whenever any of these situations arise, the teacher will not only communicate with the child, but also will communicate with the parents about these difficulties. At this point, the teacher will begin to document the concern using anecdotal records to help collect data about the concern and document initial strategies being implemented into the classroom (peer tutoring, teacher- conference, seat change etc.)

Nature of Poor Performance

In conjunction with the communication with the student and parents, the teacher will attempt to determine the nature of the poor performance, as well as how to address it most appropriately. The nature of the poor performance is likely to fall into one or more of the following:

Behavioral/ Lack of Discipline The student knows what needs to be done or understands the correct form to be applied but does not have the habit of doing so.

Academic/ Foundational The student has a fundamental lack of information, concepts, or strategies with which to perform well.

Developmental The student lags behind his peers in his performance but is making progress at an appropriate rate to preclude specific intervention.

Learning Resource Program Description

If, after utilizing best practices over a sustained period of time (e.g. 4-6 weeks) and communication between parents and teachers, learning or behavioral difficulties continue to persist, additional staff or resources may be needed to address the identified concerns.

The ECCS Learning Resource Coordinator (LRC) may be consulted at this point. Utilizing the data collected to this point as well as any testing results, the LRC will consider whether a Learning Resource Plan (LRP) would be helpful to address the identified concerns. If a plan is determined to be appropriate, the LRC will take the lead in developing a LRP. The LRC may consult with additional professionals to elicit their support, services, and/or recommendations in developing an intervention plan to target specific needs. Before implementing, this plan will require the review and approval of the parents and administration, including any required costs.

The ECCS Learning Resource Program and any LRP that is developed are built upon the Multi-Tiered Systems of Supports (MTSS) framework. Please refer to the [MTSS framework information sheet](#) and the description of the tiers below for more information. Once appropriate Tier 1 supports have been implemented and evaluated, a student may be referred to be considered for enrollment in the ECCS Learning Resource Program (see referral process below).

TIER I

As teachers utilize various best practices to teach, students engage in the ECCS Curriculum and demonstrate mastery of at least 80% of presented instruction and/or defined benchmarks. Teachers may also want to consult with co-teachers, the Elementary or Middle School Coordinator or the LRC to consider if there are other appropriate classroom strategies to implement to attain appropriate mastery. The teacher will also notify and consult with parents regarding ongoing student difficulties through informal or regularly scheduled parent/teacher conferences. Assuming appropriate progress has not been achieved in a defined period of time (e.g. 4-6 weeks), additional interventions may be required.

TIER II

Based on a review of the data accumulated from Tier I and in consultation with the LRC, a plan requiring Tier II interventions may be developed to address remaining concerns. If not already initiated, testing by a qualified educational psychologist may be recommended at this point. These interventions normally occur outside of the time dedicated to core instruction, in small groups (or could be one on one), and focus primarily on providing increased opportunities to practice and learn skills taught in the time of core instruction. These services could be either push in or pull out depending on the need. Pull out services may require an outside tutor for tier II.

TIER III

If the student concerns do not respond to Tier II interventions or if the problem is determined to require more specialized interventions (supported by testing from an educational psychologist), a plan including tier III interventions may be developed based on recommendations from the ed psych report. Tier III focuses on remediation of skills, is provided for a longer duration of time (both in overall length of intervention and regularly scheduled minutes of instructional time) and will normally require individual pull out services. Pull out services in tier III will normally require an outside tutor.

Oversight and Progression of Plan

Because the planning, documentation, and data collection for overseeing a LRP for Tier II or Tier III services is very specific, the LRC will be primarily responsible for directing activities at this level. The LRC will of course work closely with the classroom teacher, parents and school administration in the implementation and oversight of student's educational plan.

It may not be necessary for all student concerns to go through each tier of the problem-solving process. Instead, school staff and parents will look at the individual issues of each child to determine the appropriate services (and to what extent those services are needed) to resolve the problem.

Learning Resource Referral Process

A student may be recommended for enrollment in the ECCS Learning Resource Program by a parent, teacher, or the LRC. After receiving the referral, the LRC will discuss the concerns with the classroom teacher (and administration if appropriate) and may decide to schedule an initial conference (with the parents and classroom teacher) as well as conduct an in-class observation. The LRC may also review the student's assessment documents from the student's portfolio or from an outside testing agency. If evidence is provided that the student would benefit from learning resource services, the parent may be offered the opportunity to enroll their child in the ECCS Learning Resource Program (and/or utilize outside private tutoring).

Policies of the ECCS Learning Resource Program

- The ECCS Learning Resource Program is designed for current students who demonstrate ongoing learning difficulties that are not able to be effectively addressed in a reasonable period of time at the Tier I level. The Learning Resource Program is not primarily designed for new students who already have or are suspected to have learning difficulties that will need intervention at the Tier II or III level.
- The ECCS Learning Resource Program is not designed to be a separate track for pull out services except in rare cases at a Tier III level for one or possibly two subjects when staffing is available and it is determined to be in the best interest of the school and the student.
- For a student referred for and determined to need additional services, an LRP must be created annually (and updated as necessary quarterly) to address their specific learning needs through the ECCS Learning Resource Program. If the parent agrees to the plan, a written LRP will be presented for parent signature including the cost of the plan. Costs for administering an LRP are determined annually and, once agreed upon, will be charged and paid through FACTS on a regular basis (plan fee charged quarterly/other services monthly).
- Enrollment in the ECCS Learning Resource Program normally includes developing not only an LRP, but also receiving services to address specific learning needs. Services may be provided by ECCS or other tutors/agencies. An additional cost beyond student tuition will normally be required to use these services. These costs will normally be paid on a monthly basis in addition to regular tuition. Costs for Learning Resource Program services (such as pull out services) are determined annually and, once agreed upon, will be charged and paid through FACTS.
- Students who need accommodations for standardized testing, should have that need documented through outside testing. This testing should be on file at ECCS and reviewed by the LRC no less than 30 days before standardized testing begins. Proctors will be provided for

those who require this accommodation. There will be an additional fee for providing a proctor (unless provided in lieu of regular services), for any testing resources that need to be marked in and for time spent bubbling answers for those who mark in a test booklet. Costs for testing accommodation services are determined annually and, once agreed upon, will be charged and paid through FACTS.

- If a current psychological report suggests recommendations that the school cannot provide (due to staffing, resources or space) or if parents do not wish to follow the recommendations from the report through developing an LRP, the student's current enrollment status cannot be guaranteed.
- ECCS reserves the right to refuse services through the Learning Resource Program. Reasons for refusal of services may include lack of capacity in the program, insufficient staffing, insufficient space on-site, lack of evidence of need for services or a level of need greater than can reasonably be met at ECCS through this program.

ECCS Learning Resource Coordinator Responsibilities

The LRC primarily serves as a resource to ECCS teachers in assisting with their delivery of Tier I services at the classroom level. Where appropriate, the LRC may be available to consult with teachers and parents regarding needs that develop among existing ECCS students. The LRC is to oversee the LRP for any student enrolled in the ECCS Learning Resource Program. This may include tutoring, conferences, observations, and screenings. The LRC will also assist in monitoring the progress of LRP children in classrooms and assisting, where possible, in the coordination of space use for private tutoring, interacting with the educational psychologist and the test results, etc.

General Education Teacher Responsibilities

Teachers at ECCS strive to see children flourish in their God given potential. They will closely monitor and collaborate with the LRC and parents to provide as much supplementary support in the classroom as possible. Classroom teachers are normally only responsible for Tier 1 instruction. Teachers are not authorized to recommend outside testing or tutoring or other services without first consulting with the LRC or school administration.

Parents' Responsibilities

ECCS esteems parents and their role as teachers in their children's lives. Therefore, ECCS strives to partner with parents using frequent communication and conferences per the school calendar. We value each parent's insight into their child's unique needs and want to empower parents to meet their child's needs. Parents should always first consult with their child's teacher before consulting with the LRC.

Outside Educational Resources

While outside testing and tutoring may normally be required to participate in the ECCS Learning Resource Program, they may not necessarily always be required. However, ECCS reserves the right to require the use of outside resources or testing. The decision to require the use of outside resources or testing will rest with the LRC and school administration. These resources or testing would be at an additional cost for the parent beyond the cost of the ECCS Learning Resource Program.

Follow-up Conference

The LRC, in coordination with school administration, will be in charge of implementing the LRP and will work in coordination with parents and the teacher to monitor and supervise the LRP as well as give regular feedback on the LRP. Regular feedback will occur each reporting period. Where appropriate, the LRC will participate in conferences with the parents and classroom teacher.

Administration Involvement

The LRC will use discretion to determine when and whether to involve the administration in the development or implementation of the LRP. If the teacher, parent or LRC believes it would be helpful to involve administration, then the Head of School should be asked to participate in the process. Regardless of the Head of School's involvement in any one situation, the LRC will report directly to the Head of School and will regularly consult with the Head of School on any significant decisions. Though most duties are delegated to the LRC, the Head of School is ultimately responsible for the Learning Resource Program at ECCS.

Working with Current ECCS Students

ECCS teachers are expected to provide occasional additional help for students for coursework of the general ECCS curriculum during the school year through informal times with their teacher and/or occasional prearranged times with their teacher outside of class time. This time differs from on-going tutoring due to the nature of instruction provided. This applies to concepts/ benchmarks recently taught in the classroom wherein the student does not demonstrate mastery. These times are not designed for students who lag behind their peers in one subject consistently or whom consistently demonstrate poor mastery in multiple areas. These are situations that may require services through the ECCS Learning Resource Program.

Tutoring with Current ECCS Teachers

Current ECCS teachers may not tutor current ECCS students without specific permission from the Head of School prior to engaging in tutoring (teachers may not tutor students they are currently teaching). For the purpose of this policy, tutoring includes all assistance on academic work whether part of the ECCS General Curriculum or not for which the teacher is paid. In making a decision on whether to allow a tutoring arrangement, the Head of School will consult with the LRC and consider whether there is a conflict of interest. Following this approval process also assists the LRC in progress monitoring each grade level to ensure appropriate practices are in place. It also determines whether or not Tier I supports are needed in the classroom or whether it is an individual student need requiring Tier II or III support. If it is an individual student need (will be determined by going thru the ECCS Learning Resource protocols referenced above) a LRP may need to be developed so a paper trail is created to properly document the student's individual need and begin a process for the LRC to progress monitor that student. Exceptions to this process can be granted if the LRC and Head of School determine it to be appropriate. Exchanges of money will be determined case by case. If the tutoring arrangement is approved, the school reserves the right to have the family invoiced and have the additional tutoring money put in the employee's monthly paycheck.

TEACHER QUALIFICATIONS

The parental role of the teachers at East Cobb Christian School perhaps requires the most significant character qualities. Not only must our teachers love children and have the gift of teaching, they also must be able to communicate with and understand the concerns of parents. They must be willing to solicit from and submit to the parents' input when appropriate in educating their children.

Besides the requirement of a parental role, some other criteria for employment at East Cobb Christian School are as follows:

- See their job at ECCS as a ministry to Christ for the children's sake
- Have a college degree or above in an area of education (unless an exception is granted by school leadership)
- Be willing to seek to upgrade their knowledge and skills through educational training
- Meet standards of accreditation

We believe that the redeemed personality of the teacher is the most important catalyst to learning at East Cobb Christian School. Therefore, our teachers are selected with much care and prayer.

DISCIPLINE POLICY

The word "discipline" means to make a disciple. This involves both the intrinsic and extrinsic aspects of teaching a child to live properly before God and in all spheres of life. A change in heart (intrinsic) is accomplished only by prayer, but structure, boundaries, and consequences help develop habits of discipline.

Classroom behavior that pleases God is essential to a good learning environment. Any behavior that significantly interferes with maintaining an appropriate classroom learning environment should be addressed by both teacher and parent. With the understanding that the heart determines behavior, appropriate inward motivation will be emphasized in addition to appropriate outward conduct. Opportunities for repentance and resulting grace will be rigorously pursued.

In general, student discipline during the school day is the responsibility of the classroom teacher. Nevertheless, every member of the faculty and staff shares the responsibility for our children's nurture and discipline anywhere in the school. Discipline should be fair, consistent, and administered in love. Teachers will attempt to discuss a student's personal problems privately with the student and will refer a student to the Head of School's office when appropriate.

The school will generally follow the biblical principles outlined in *Shepherding a Child's Heart* by Tedd Tripp. Teachers will pray over the situation and attempt to determine the heart issue behind the behavior. Teachers will tailor the disciplinary action to the offense using the steps listed in the following "Expectations for Student Behavior and Guidelines for Discipline Procedure" section. Teachers will not use schoolwork as punishment (assigning additional homework, for example) nor will they punish the entire class for the actions of a few. Teachers will document the use of discipline and will report

disciplinary measures to the child's parents in a timely manner. Consistently disruptive children (including those who consistently engage in behaviors outside of acceptable boundaries), will be removed from the classroom and referred to the Head of School's office. Parents will be contacted by the teacher or Head of School, as appropriate.

Expectations for Student Behavior and Guidelines for Discipline Procedure

The school expects a high standard of behavior from all our students. This standard of behavior is proactively taught from grades K-8 through instruction in learning habits. Some of those habits are attention, truthfulness, personal initiative, self-control, quick perception, fortitude, self-discipline, godly thoughts, etc... In addition, teachers develop appropriate expectations for their own classroom. Along with these expectations, each teacher will generally use the "P.E.A.R.L." rule as a behavioral guideline. This acronym stands for:

P- politeness - to one another and to the parents in charge; use respectful titles to authorities (Yes Sir, Yes Ma'am)

Matt. 22:39 - "Love your neighbor as yourself."

Eph.4:32 Be kind and compassionate to one another."

Phil. 2:4 "Each of you should look not only to your own interests, but also to the interests of others."

E- example - set a good example for others. Follow general school rules (i.e. no running or talking in the halls.)

Matt. 5:16 "In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven."

Phil. 2:13 "For it is God who works in you to will and to act according to his good purposes."

A- attitude - have a good attitude; a cooperative attitude.

Phil. 2:2 - "Make my joy complete by being one in spirit and purpose."

Phil. 2:5 "Your attitude should be the same as that of Christ Jesus."

R- respect – thinking about and treating others in a way that shows you value them (e.g. that raise hands to talk in the classroom unless permission is given to talk out at random.)

1 Peter - 2:17 "Show proper respect to everyone"

Romans 12:10 "Honor one another above yourselves."

L- listen - to instructions and to grownups in charge; follow orders the first time.

James 1:19 "My dear brothers, take note of this: everyone should be quick to listen, slow to speak, and slow to become angry."

STEPS

When discipline is necessary, the following steps will normally be followed. While sometimes these steps will be followed sequentially, the steps at times may be repeated, combined and/or skipped depending on the frequency or severity of the offense.

- Talk/Conference
- Employ use natural/logical consequences
- Document the offense
- Notify the Parents
- Involve Head of School

AN EXPLANATION OF THE STEPS

- Talk/ conference with the student, i.e., appeal to his/her conscience through
 - encouragement- to inspire and fill with hope and courage,
 - correction- remedies something wrong,
 - rebuke- censures behavior,
 - entreaty- involves, soliciting, urging,
 - instruction- the process of providing a lesson, a precept, or information that will help your student understand their world,
 - warning- informs of probable danger,
 - teaching- process of imparting knowledge
 - (see *Shepherding a Child's Heart*, chapter 9.)
- Employ natural/logical consequence, such as, but not limited to
 - removal from the activity
 - time in the office
 - prohibition from participating in a similar future activity
 - fixing up/ cleaning up the physical damage
 - completing work at less desirable time (recess, center time, at home)
 - stopping the activity
 - losing privileges
 - offering apology; asking forgiveness
 - Note: Teachers will tailor the disciplinary action to the offense. Teachers will not use schoolwork as punishment (assigning additional homework, for example) nor will they punish the entire class for the actions of a few (where the few are known).
- Document the offense. The teacher should document significant disciplinary issues or patterns of behaviors in their anecdotal records and in FACTS. Such documentation should remain confidential except for the purpose of assisting in conversations with students, parents or administration regarding disciplinary issues.
- Notify the parents. Depending on the severity of the issue a note/email, phone call or combination of the two will be made to parents the day of the disciplinary issue or as soon as possible. Developmental issues, issues of habit development, or minor issues will be communicated to the parent in a reasonable time period but not always the day an incident occurs. Parents are requested to respond promptly to any note/email or phone call from the teacher or administrator regarding a disciplinary matter.
- Involve the Head of School. If the severity of the issue warrants, the Head of School may be involved at the outset of the situation.

In each situation, the teacher should consider the appropriate disciplinary response in light of the age of the student, the severity of the offense, evidence of repentance, and previous disciplinary

actions. In other words, the above steps are not always sequential. The goal is to have the corrective measure fit the offense and involve parents in the resolution of the incident where appropriate. Teachers at each grade level will develop a classroom management plan based on the above guidelines. This plan will be shared with parents and administration at the start of each school year. Significantly disruptive or dangerous behaviors will necessitate referral to the Head of School's office regardless of the progression through the steps of the disciplinary process.

In addition, the following behaviors **may** necessitate referral to the Head of School's office for discipline (in coordination with the teacher). Those behaviors are listed below:

1. Any action that interferes with the learning process of the child and his classmates (horse play, talking when the teacher is talking, etc.)
2. Any action that would possibly cause physical or emotional harm to the child, his classmates, or his instructors including the following actions:
 - a. Ugly verbal comments and adjective towards others
 - b. Ugly and violent verbal threats made towards others
 - c. Bullying, intimidation, or retribution tactics towards others
 - d. Demeaning or derogatory comments about others
 - e. Hitting, pushing, or any other physical contact made on others with ill intent
3. Any action that is in direct violation of an established school rule or procedure (cheating, fighting, stealing)
4. Any action of willful disrespect* toward his classmates, his teacher or any adult authority
5. A willful failure to complete assigned work in a reasonable amount of time.
6. A use of language that is profane, blasphemous, or unduly crude

***Disrespect**

1. Talking when another person has the floor
2. Complaining, including body language
3. Arguing or talking back to a teacher
4. Any communication that puts down or slanders another student

We believe that there are some cases where corporal punishment by parents may be an effective means of punishment. However, our staff and supervising parents do not use corporal punishment as a discipline option at school. In the event of serious or repeated misbehavior of a child, the Head of School or teacher will normally call home and the parents may be required to come to the school immediately to take him or her home. If excessive discipline problems continue, suspension and ultimately, expulsion could occur.

Addressing disciplinary issues referred to the Head of School:

1. The Head of School will address disciplinary issues when teachers have followed the appropriate disciplinary steps as listed above or when the disciplinary issue is significant enough to bypass the above steps. For significant transgressions the Head of School may include a teacher (or other staff member) to help determine the level of disciplinary action and any related action plan.
2. An action plan may be implemented with the intent to correct the student's heart and cause the pattern of misbehavior to be broken. The general time frame for an action plan may be established that is up to a three-month period, but is subject to a shorter or longer period based upon the level of the offense.
3. The Head of School will meet with the parents and if appropriate, the student will be placed on probation (normally in conjunction with an action plan). At any time during the probationary status, the level of discipline can be increased or decreased depending upon the level of severity related to the offense or an event transpiring after the student was placed on probation. In such cases, the Head of School retains primary discretion to apply such changes.
4. Notwithstanding action taken by the Head of School to the contrary, the school policy will include a three-offense approach in dealing with unacceptable behavior for students with a documented action plan:
 - First Offense: The student is sent to the Head of School. The Head of School (in consultation with the teacher) will apply the appropriate discipline. The Head of School (or teacher) will contact the parent. The parent may be required to take the child home from school for the remainder of the day.
 - Second Offense: The student is sent to the Head of School. The Head of School (in consultation with the teacher) will apply the appropriate discipline and contact a parent. A parent may be required to take the child home from school for the remainder of the day and the next one to two days.
 - Third offense: The student is sent to the Head of School. The Head of School will apply the appropriate discipline (in consultation with the teacher) and contact a parent. A parent may be required to take the child home from school for the remainder of the day and determination will be made as to whether the school is the right environment for the child.

STUDENT CONDUCT AND RELATIONSHIPS

It is our desire for our parents to discipline and disciple their children regarding proper Christian character. However, since parenting styles and convictions are sometimes diverse, it is appropriate for the school to set a limited number of guidelines that we encourage among all our students. All of our parents are asked to support the following guidelines.

1. Students are expected to respect each other as a person, an image bearer of Christ. Inappropriate touching or teasing is prohibited.
2. Students are expected to respect each other's property. Rummaging through someone else's locker, backpack, books, purse or other belongings or reading personal notes or letters of another student are prohibited.
3. Students are expected to give good reports; this includes refraining from gossip, slander, and complaining about fellow students or teachers.
4. Students are expected to remember that family convictions are not always the convictions of their peers. Parents may set standards for their families that are not practiced by others. Students must be careful not to judge the spirituality or character of another child based on differing family standards. This requires Christian maturity and help from their parents.
5. Students are expected to refrain from judging others due to the style of dress or expense of clothing. Though most people look at the outward appearance, we encourage our students to base relationships on the heart.
6. Students are expected to develop proper boy-girl relationships that foster group activities rather than commitments more appropriate for later years. Specifically, the school does not promote or encourage "going together" or dating among middle school students nor activities that encourage the pairing off of couples.

BULLYING POLICY

Definition of Bullying

Bullying is sometimes difficult to identify as it requires evidence of both intent and affect and can be difficult to discern from normal relationships between students.

Bullying occurs when a person or group is intimidated, frightened, excluded, hurt or discomforted by a **pattern of behaviors** directed at them by others.

It is helpful to see bullying not only regarding a defined range of actions but also by the impact any pattern of action has on the victim. This itself may or may not indicate bullying is occurring, but the response of the recipient does.

The following actions in an ongoing form **may** be forms of bullying:

- Physical aggression – including hitting, punching, shoving, kicking, tripping, giving swirlies
- Teasing or verbal abuse – including putdowns, insults, name calling or racial/sexual remarks
- Unjustified exclusion from activities or friendship groups
- Gossiping or slandering
- The setting up of humiliating experiences

- Damaging a person's property/possessions or taking them without permission
- Threatening gestures, actions or words
- Written or electronic messages (email, camera, video, internet messaging, chat rooms, blogs, mobile phone) that contain threats or put-downs

The Scriptures instruct us how to live in community. God intends for us to live together in a way that acknowledges differences and accepts others because we are all made in God's image. As a result of sin, our relationships with each other are not always the way that God would have them.

Bullying by nature and the hurt it causes must be responded to appropriately. We desire to deal with the bullying itself and also teach strategies to help students deal with bullying behaviors.

It is our desire to:

- Stop the bullying behavior
- To rebuild relationships based on biblical principles of confession, repentance, forgiveness, restoration
- To develop appropriate social skills and attitudes in the victims, perpetrators, and bystanders of bullying
- To promote and reinforce at every opportunity of Christian care and respect for each other
- To provide clear procedures to deal with bullying
- To support and restore those who have experienced bullying

To effectively handle bullying, it is important for students, parents, faculty, and staff to work together by:

Students:

- Students being bullied should report it to a teacher, the Head of School, and/or parents.
- Students who are aware of bullying should report it to a teacher.
- Students should take appropriate steps to discourage or prevent bullying.
- Students should be willing resolve bullying situations, employing forgiveness and some change in behavior.

Parents:

- Parents are encouraged to listen to what their children say and report bullying concerns to the school
- Parents need to accept that the whole story may be quite complex and trust the school to resolve bullying matters according to the aims and procedures set out.
- Parents not satisfied with the action should follow the Matthew 18 conflict resolution policy.

Faculty and Staff:

- Faculty and staff members should refer all allegations of bullying to the appropriate Coordinator or the Head of School.

- Faculty members should establish whether an incident is isolated or an ongoing pattern of bullying behavior.

Procedures for dealing with bullying incidents or patterns of behavior

- All parties should be spoken to (victim, bully, and sufficient bystanders) to establish the facts of the situation and to hold them accountable for their actions/inaction. All parties should be asked to give a verified account of what has happened to understand the whole picture.
- All incidents should be documented in the behavior section on FACTS.
- Investigations into bullying allegations should be undertaken promptly and should be carried out in such a way as to minimize the risk of escalation.
- Parents of the victim and the bully should be informed and involved in the process.

ELECTRONICS POLICY

Students in kindergarten through eighth grade should not bring electronic devices to school unless there is a pre-approved academic reason to bring them. This includes personal electronic devices such as (but not limited to) headphones, cell phones, smart watches, laptop computers, calculators, handheld or battery-operated games, i-pods, i-pads or any i-touch devices, etc. These devices (or others not listed here) are not allowed to be brought or displayed on campus at ECCS or during any school function, including field trips (including overnight class trips), without explicit teacher and administration permission. Electronic devices that are observed to be used in violation of this policy may be collected by the teacher/administration who will contact parents to pick them up. Appropriate disciplinary action may be taken towards those who misuse personal electronic devices. Please refer to the middle school handbook for other policies on personal electronic devices specific to middle school students.

While personal electronic devices can be fun and convenient tools for various tasks, we have decided that there is not sufficient reason for students to have them at school. Please note that while there is not a value judgment being placed on the use of these items, we believe that having them at school generally tends to distract from the school's educational objectives and decreases productive interaction between students and/or teachers. If you believe your child has a valid educational reason (including testing documentation of this reason) to be allowed the accommodation of using a personal electronic device during the school day, please speak with your child's teacher and school administrator about this request.

HOMEWORK GUIDELINES

Before homework is assigned, teachers will assess if the assignment is beneficial and if it is necessary for the student to complete the task at home. Does it offer the opportunity for real learning, or is it an assignment that will be rushed to be done with homework? Research does not necessarily show a correlation between more homework and higher achievement. Several studies show a negative relationship between students' achievement and how much time is spent on homework.

Homework should normally be limited to the following time ranges per night:

- K-2nd: up to 30 minutes (on average for all subjects)
- 3rd-5th: 30-60 minutes (on average for all subjects)

- 6th-8th: 60-90 minutes (on average for all subjects)

The teacher should occasionally check in with parents (e.g. at parent meetings) regarding how long homework is taking the children in their class to complete and make adjustments as necessary. Homework should not normally be assigned during school breaks and projects should not normally be due immediately upon return from a break. Homework should also not normally be assigned over weekends (this does however sometimes happen). Examples of the kinds of homework assignments given across the grades at ECCS are reading, narration, verse memorization, writing assignments, research projects, etc...

GRADING AND REPORTING STUDENT PROGRESS

Grades K-2

Most educators agree that the use of traditional grading systems in the early grades is unnecessary and could be harmful to the development of children. At ECCS, our desire is for children to be motivated to learn by an intrinsic interest in the creation of God with a desire to know and understand more about Him. When extrinsic motivation is needed, we believe that the encouragement and discipline of Christian parents and teachers will be the necessary catalyst. A young child does not often understand a performance rating of a letter or numerical grade. Therefore, we hope to build a foundation where students learn to work for the enjoyment of learning and thus pleasing Christ, not to obtain a grade. To provide written records for verification and in case of transfers, his teacher completes a report card covering all areas of the child's performance each quarter. These are kept in his permanent record and copies are given to parents.

Students in grades K-2 will have report cards sent home at the completion of each quarter, with all students receiving ratings in the areas of relational attributes, specials classes, and academic benchmarks. Homework assignments in these grades are not graded for content but for completion. While accuracy of the content is important, the goal is primarily to reinforce what was learned in the classroom and help the teacher gauge understanding as well as determine whether further review is needed.

Ratings for relational attributes and specials classes will be listed as follows:

R- Rarely
S- Sometimes
O- Occasionally
C- Consistently
NA- Not assessed

Rating for academic benchmarks will be listed as follows:

E- Emerging
D- Developing
P- Proficient
NA- Not assessed

Grades 3-5

As children grow older, the introduction of a grading system can be helpful. It can provide a more objective assessment of the student's progress for his/her parents. Grades can provide the student with some accountability and personal responsibility as he grows and matures. Finally, the introduction of grading does help prepare the student for the inevitable grading pressures that he will face once he leaves ECCS.

There is a gentle transition into a grading system beginning in 3rd grade at ECCS. In addition to continued ratings for students in the areas of relational attributes, specials classes and academic benchmarks, students in third grade will additionally receive grades for math, spelling, and language arts. In fourth and fifth grades, students begin to receive grades for all academic subjects. While homework continues to be primarily to reinforce what was learned in the classroom and to help the teacher gauge understanding, homework will occasionally be graded not only for completion, but also for content.

Grades 6-8

As children enter middle school, the grading system has now been fully implemented. Middle school students and their parents are expected to track student grades in FACTS and continue to take more and more personal responsibility for all areas of their relational and academic progress. Grading in all subjects is done on a 9-week basis. As in all grade levels, report cards are sent home for students after each quarter. Teachers are asked to keep accurate records of grades in their grade books in FACTS and be able to explain to both the student and his/her parents the reasons for any grade.

In grades 6-8, some incomplete assignments are indicated with a "0" in FACTS. This entry sends a notification email allowing parents to be made aware of the missing work. Each teacher holds a similar policy of earning credit back indicated in their syllabus. The "0" email is a tool we feel helps keep students accountable and in communication with their parents of their progress.

Teachers are responsible for regular documented communication with parents of students who are struggling academically. A failing grade on a report card should not come as a surprise to parents.

The scale used for graded academic subjects in **3rd-8th grade** at ECCS is as follows:

90 – 100 A
80 – 89 B
74 - 79 C
70 - 73 D
0 – 69 F

The scale used for graded specials subjects in **6th-8th grade** at ECCS is as follows:

90 – 100 A
80 – 89 B
70 - 79 C
0 – 69 U

All subjects also have skill set grades provided for each quarter in addition to grades. The skill sets that are graded include participation, prepared for class, respects teacher, respects classmates and exhibits self-control. The grading scale for skill sets in grades 3-8 as well as for all specials is as follows (no plusses or minuses are given on these grades):

E = Excellent

G = Good

S = Satisfactory

NI = Needs Improvement

Teachers are expected to post assignments given to students in FACTS and in their grade book. Assignments should be posted in advance of their due date as follows:

- o Tests, Quizzes, Essays: minimum of one week in advance
- o Major Tests, Significant Projects, Research Papers: minimum of two weeks in advance

Grades in FACTS should be posted a minimum of once each week or no later than a week after an assignment is turned in. Daily homework assignments should be posted as soon as they are graded. Parents should be notified of delays in posting grades.

ARTIFICIAL INTELLIGENCE POLICY

ECCS desires to encourage independent thought and critical thinking skills through schoolwork, homework assignments, and assessments given to our students. Therefore, ECCS prohibits the use of Artificial Intelligence (AI) tools, including content generators and paraphrasing tools without express written permission from their teacher and approval from school administration. Use of an AI content generating or paraphrasing tool without express written permission is considered plagiarism and subject to the consequences outlined in our parent and middle school handbook. ECCS requires students to submit only original work, while acknowledging external sources through proper citation (excluding citing of AI tools which are not allowed).

The topic of Artificial Intelligence may be introduced or discussed in a teacher-guided environment in our middle school classes (e.g., digital citizenship lesson in computer class) when it is tied to clear educational objectives. Any such discussion of AI will support the policy listed here.

STANDARDIZED TESTING

Description and Purpose of Standardized Testing

Each spring ECCS administers a standardized test to students in grades 2-8. This is a Norm-Referenced Test which compares each student's performance on the test to the performance of a representative sample of students nationwide of the same age and grade. Norm-Referenced Tests consist of broad, general knowledge and basic skills questions including reading, language arts, social studies, science, and study skills.

As any other school day, students are expected to be in school throughout the week that standardized testing takes place. Students who miss class during this week due to either an excused

or unexcused absence will be required to make up the portion of the standardized test missed. Those with an unexcused absence will be required to bear the cost of receiving the make-up test (normally the cost of a proctor). Please note that non-emergency family trips may not be approved as excused absences during testing or make up weeks. Additionally, any student who marks in or damages testing materials will be required to pay for the replacement of those materials (price to be determined by administration). This includes students who are allowed to mark in their book due to agreed upon accommodations.

Parents receive a copy of their child's test scores at the end of the school year. This report provides the parent and student with a comprehensive view of the student's test performance including national percentile ranks, raw scores, stanine scores (used in identifying broad differences) and measures of grade equivalency. Results on standardized tests are only one measure of student academic achievement and, like all measures, have a degree of error inherent in them. For this reason, ECCS places emphasis on classroom assessment of individual student progress and uses the standardized test results to identify and track trends in school-wide achievement and curriculum development.

Students with Disabilities and Testing Accommodations

Students with learning differences may receive testing accommodations during standardized testing. The need for accommodations is determined on a case-by-case basis by school administration and must be documented in a current (within 3 years) educational psychologist report that remains on file in the student's records. Possible accommodations are delineated specifically for standardized testing and may include a separate testing area, extended time on the test, non-reading portions of the test read aloud, and the recording of answers directly in the test booklet (for which a nominal fee may be charged). Notification of this need must be agreed upon by parents and school administration at least 30 days prior to the beginning of test administration. The cost of providing test accommodations will be passed along to parents when such cost is beyond normal test administration costs.

PARENT/TEACHER CONFERENCES

Regular parent-teacher conferences are scheduled in October and March to discuss student progress (6th grade has conferences in September instead of October and 8th grade has conferences in January instead of March). When possible, both parents are encouraged to attend, but only one is required. Students may be required to be present to see the parents and teacher working together to help them learn to be a thoughtful seeker of truth and obedient follower of Christ. Teachers or parents may initiate a conference at any time to discuss character and academic issues. An effort is made to coordinate the conference schedule for families with multiple children in the school.

READINESS, PROMOTION, AND RETENTION

The philosophy of East Cobb Christian School includes the acknowledgment that the chronological age of children is not always the best criteria to determine either readiness for school or grade placement. With the aid of placement testing and a review of the overall student academic record, parents, teachers, and administration should collaborate to determine the best grade placement for each child including his promotion or retention each year. The final decision on readiness or

retention decisions rests with school administration. Our desire is the best situation emotionally, academically, spiritually, and physically for each of our students.

PERMANENT RECORDS

A cumulative educational record of each child's progress is kept in the school office. Included are student application and admission records, progress reports, standardized test scores, previous school records, health and immunization records, notification of major disciplinary actions, etc.

The Education Records shall be retained at the school and the Head of School or a designee shall be the custodian of the record. Education Records do not leave the school office without prior approval of the Head of School (or designee). All Education Records shall remain at the school (or at another location agreed upon and determined by the school or church) indefinitely in a secure location. Should ECCS ever cease to operate, all of its Educational Records will be transferred to the possession of East Cobb Presbyterian Church for safe-keeping.

Parents, legal guardians, school employees and students eighteen years of age or older have the right to review, inspect, and copy a student's Education Record. Both natural and adoptive parents of a student have the right to inspect and copy records unless prohibited by Court Order. Please note that the school may not be able to release copies of any Educational Records for a student until all financial obligations have been met or brought current. Extenuating circumstances may be appealed in writing to the school's finance committee. If ECCS receives a request for a copy of a child's education records from another school system in which a student seeks or intends to enroll, the school may send the records without the consent or notification of the parents.

Representatives of recognized accrediting organizations may inspect student Educational Records. Juvenile Justice and Law Enforcement Officials may inspect Education Records. These officials and authorities to whom such information is disclosed should certify in writing to ECCS that the information will not be disclosed to any other party except as provided under State law without the prior written consent of the parent of the student.

In emergencies, ECCS may provide hospitals, law enforcement agencies, rescue squads, and other such individuals with necessary information from a student's education records, if the emergency threatens the health or safety of the student or other persons.

A parent may authorize, in writing, any person, or firm who has a legitimate educational interest for examining the records to have access to and to copy all or any part of a student's Education Record. The release form must be signed by the parent and shall be placed in the student's Education Record.

The content of any student's education records may be reviewed and copied by those named above at any reasonable and pre-agreed upon time. The school may require that a school official competent in interpreting the records be present. The school may also charge a reasonable fee for copying any record. The person reviewing the record shall be asked to sign a form acknowledging the date, time, and place of the review of the records.

CURRICULUM POLICY AND APPROVAL

East Cobb Christian School continuously explores and reviews available curriculum for use in its classes. We desire to use the best available curriculum (including textbooks) in each subject area that meet our criteria of presenting God's truth. Our criterion does not limit us to using books only by Christian publishers but rather to those books that best present the truth of God's creation in an academically sound and morally acceptable manner. Therefore, our curriculum comes from a variety of publishers. Textbooks are not to be the primary source of learning at ECCS, but rather one of many tools used by the teacher who presents God's truth creatively.

All changes, additions or deletions in the school's main curriculum resources must be approved by the Head of School or his designee. Currently, this responsibility is delegated to the School Improvement Team.

QUESTIONABLE CONTENT POLICY

The curriculum of ECCS necessitates the use of materials that expose students to an age appropriate, but a broad range of living ideas. Accordingly, not all materials are explicitly Christian in their perspective. In their choice of materials, it is the policy of East Cobb Christian School to guard against the truth of God being distorted in materials in such a way to promote non-Christian occultist beliefs. Because of the diversity and nature of these instances, it is given to the school faculty and administration to use their discretion and to pray for wisdom to screen such materials. If a parent has some concern over a specific book, display, or illustration, it should be reported directly to the teacher. Though it is difficult to remove every instance of material that would be inappropriate to every parent, we desire to make reasonable decisions that avoid offensiveness.

Regarding fables and fantasy such as Santa Claus & the Tooth Fairy, our policy is to "lowkey" these concepts as much as possible so as not to diminish or exceed the parents' teaching regarding such.

Regarding evil characters such as witches, ghosts, and goblins, we recognize their use in both fiction and nonfiction as forces of Satan. Caution is used to keep them in proper perspective as what they are: EVIL, not allowing them to be presented otherwise. As in *The Chronicles of Narnia*, we do believe that such beings are necessary for certain literature to produce conflict. Elimination of all evil forces in children's literature is not realistic to real life. Extremes of this principle are closely guarded, however.

Regarding societal mores and relationships of peers, caution is taken to screen materials that thrust children into roles and situations that are not age appropriate. We desire to provide literature that does not depict children as miniature adults, no matter how clever they may seem.

MEDIA USE GUIDELINES

Teachers who wish to use audio or visual curriculum resources should ensure the resource is already listed in the curriculum guide or seek approval from administration (Coordinator or Head of School). In general, all media use should be limited to educational purposes and must be approved in advance.

TECHNOLOGY USE GUIDELINES

Each classroom is equipped with networked and internet accessible computers or laptops. Access to printers is also available. Teachers should utilize these resources for email communication with parents, word processing, lesson planning, grading, etc. Some computers may also be available for student use, including student writing and editing, as well as student research. Early elementary students will have limited, if any, supervised access to computer resources. 3rd-8th grade students will have regular access to computer resources through computer class where they will receive further training and teacher-supervised access in the use of computers and the internet, including internet safety, typing, word processing programs, and presentation programs. All who have regular access to the use of school computer equipment, the school network and/or the internet, will be expected to sign and abide by an acceptable use agreement provided by school administration.

RESPONSIBILITIES OF ROOM PARENTS

Each class at ECCS has Room Parent representatives. These individuals or couples play an essential role throughout the school year coming alongside the teacher and parents within the class to ensure proper volunteers are available for specific activities as well as helping to lead the parent meetings.

General Duties of Room Parents:

- The Room Dad leads Parent Meetings throughout the school year. This includes working with the teacher to generate an agenda for the meeting, leading a brief devotion, leading a dedicated time of prayer, keeping the meeting on schedule and closing out the meeting.
- The Room Mother will communicate with parents who did not attend meetings to give any information missed. Parents are asked to inform the room parents if they are absent from a parent meeting.
- The Room Mother works with the teacher to determine times throughout the year when the teacher needs parent volunteers for parties and, special activities.
- The Room Mother is responsible for initiating communications with the class parents on any items that arise during the year.
- The Room Mother will nurture the class and pay particular attention to new families who may need additional assistance.

FIELD TRIPS

The purpose of field trips is to provide valuable learning experiences for our students. In addition to providing transportation for field trips, the parents driving are responsible for supervising (in conjunction with the teacher on the field trip) the students, so they get as much as possible from the experience as possible. Parents should help to keep the children as a group to make sure the children are paying attention, being respectful, and considerate to all. The teacher should be able to look at parents and find their group with them. When returning to school, the students should quietly walk into the building and wait with the parent until the teacher has arrived. While the field trip might be interesting to the parent drivers, parents should remember their primary role is one of supervision.

Drivers and Safety

The field trip coordinator will handle signing up for field trips. Parents are expected to drive their fair share of field trips each year. If a parent is unable to drive on a field trip, the parent must find

another parent to take his/her place. The assigned alternate driver is on standby emergency replacement on the day of the trip. Notify the teacher should of any changes.

Once a replacement driver has been found, please call the field trip coordinator to let her know of the change.

Except on Enrichment Day field trips, teachers will assign students to vehicles. For safety reasons, students will ride in the same vehicle going and returning. Drivers are to be given the Medical Consent forms for the students riding in their car.

Students must be buckled in a seat belt. It is not acceptable to double-buckle or to squeeze extra children for a school-sponsored activity just to minimize the number of cars driven. Parents need to be examples of safety and show that they value human life.

Georgia law requires that children younger than eight years old to sit in car seats. Parents must arrange to have a car seat for their child for field trips. ECCS will follow current Georgia Seat Belt laws.

Field Trip Information

The teacher or Enrichment Day parent will normally communicate details about the field trip via email or department newsletters. The communication should include the dress code for the trip, if there will be an early arrival or a late return to school, and lunch or snack details. It is important for parents to pay attention to these details. Students arriving late or improperly dressed may miss the field trip.

If necessary, drivers should get gas for their car the night before. Drivers are to arrive at school ready to go at the time set by the teacher. If there is an accident and a child has to be taken to the hospital in an ambulance, write down the name of the ambulance company and the hospital to which the child is taken. Write down the name, address, tag number, and insurance information of the other vehicles in the accident. Insist on a police report and find out where to pick it up. Never admit fault in an accident. That is up to the police to decide.

Food and Beverages

If foods or drinks are necessary, please send them in disposable containers only, so parents will not have to keep up with lunch boxes and thermoses. If the day is hot, send the drink frozen and omit any food that could spoil in a hot-parked car. Do not send messy foods (sticky, drippy, crumbly) in the car. Parent drivers may not provide special treats or stop to buy snacks for the students in their car.

Music/TV in the Car

Students are encouraged to interact with others in the vehicle. Therefore, watching videos, using iPads or cell phones is not allowed. Because family preferences vary, please limit music to classical or Christian.

ENRICHMENT DAY RULES AND PROCEDURES (1st & 2nd Grade)

Enrichment Days (EDays) are most Fridays during the school year for first and second grades. Parents lead the morning activities and lessons or field trips. EDays are an opportunity to be in the classroom with your children and their peers to teach and interact together with them in the learning environment. At ECCS, our covenant parents have agreed and are responsible to our children along with their peers for a positive EDay experience. This information is a general overview of what parents are responsible for and what they might expect as they lead EDays. EDay training is done at the beginning of school year to equip you to be a parent teacher.

General Goals of Enrichment Day

By participating in well-planned EDay activities, the students will:

1. Learn information by seeing, hearing, doing, and feeling
2. Relate the activity to God's glory by verbally pointing out God's active role in all things, big and small
3. Learn and exemplify Christian character attributes
4. Develop a closer relationship as part of the family of God among class members and between parents and the class
5. Learn proper behavior for a variety of situations such as, listening to guest speakers, interacting in discussions with politeness, working in groups, and attending field trips
6. Enjoy a variety of subjects and experiences including, serving others, science, fine arts, history, government, and geography

Accountability Procedure for Parent Participation

Each parent is vitally important in living out the philosophy that parents are the primary educators of their children and the school comes alongside. The Parental Roles Coordinator (PRC) will prepare and send out a schedule of all EDay assignments at the beginning of the year. Reminders will also be sent out within 2 weeks of each EDay. The PRC should be contacted if there are any conflicts in parent participation in the EDay schedule.

Responsibilities of All First and Second Grade Parents

To have meaningful EDays that direct our children toward spiritual and intellectual growth, each parent must be a vital part. The duties of all parents are:

1. To choose and commit to teaching approximately four EDays and/or assist in four EDays. The size of the class will determine the number of times each parent will need to teach or assist during a school year.
2. To have fathers either teach or assist in at least two EDays during a school year.
3. To evaluate the day and complete the inventory and evaluation forms.
4. To speak with your child before the EDay to remind them of the attitude and behavior expected while you are serving as the teacher and assist.
5. To take the appropriate time in preparing for your teaching day. Know the lesson well so you can transition from one activity to another without any downtime which invites disruption and behavior issues. Your classroom should be ready by 8:00 to accept children and begin the learning day by 8:15 am.

6. To guide, love, correct, educate, protect, and lovingly discipline each child as if he/she were your child by structuring the time carefully, developing a relationship with the children, talking with the children, encouraging kind and wholesome conversation among the children (Philippians 4:8) and administering corrective discipline when necessary.
7. To accept the responsibility as a teacher of the class and be attired in the same type clothing as a teacher.

Planning Enrichment Days for First and Second Graders

Lesson plans have been designed and written for each EDay taught throughout the school year. Also, resource bins have been assembled to include most items needed for the EDays. Therefore, creating and developing a lesson based on the topic is not the primary responsibility of the parent.

1. Each family in the class will sign up on the EDay Master Calendar to implement up to four EDays during the year. These four EDays may or may not be consecutive. An EDay meeting/training session is held early in the school year. At this meeting parents will be trained on the purpose and how to lead EDays.
2. All the first and second grade EDays are on Fridays. In addition to organizing or assisting with the EDay, help can be needed as a last-minute emergency. An EDay substitute may be needed in the case of illness of the scheduled EDay parents. The teaching parent will ask another parent to trade lessons days if they are not able to attend their assigned day.
3. Resource bins should be checked out via the PRC at least 10 days before the scheduled EDay. This allows for adequate time for preparation. Some materials will need to be acquired before the teaching takes place or you can arrange for needed items to be secured by the Parent Roles Coordinator.
4. When completing the evaluation form, please give feedback if you believe something needs to be updated in the lesson or it is missing needed components.
5. If a last-minute emergency arises and you cannot be in the classroom, check to see if another parent from your classroom can substitute for you. You also can let the Room Mom know of the need so she is able to assist in letting the other parents know the need. Please let the PRC know who the substitute is and/or if you need further assistance.

Specific Rules for Enrichment Day

The following rules apply to ensure smooth operation on Enrichment Day:

1. Childcare is available for younger siblings of parents doing Enrichment Day. Contact the PRC to make reservations for Friday. There is a \$5.00 charge per child. Please cancel your reservation if you don't plan to use it. The childcare provider or additional help may not be needed.
2. The parent leaders are encouraged to arrive in the classroom 30 minutes before starting time (7:45 a.m.). This allows 15 minutes for setting up materials, as students begin arriving at 8:00, and the parents must be unoccupied and ready to supervise early arrivals with activities.
3. Students should never be allowed to run around the classroom, building or grounds in an undisciplined manner. At 8:15, start the day with a devotion and prayer time. Good learning habits can be reviewed before you get into your topic for the day. For most lessons a PowerPoint is provided.

4. For field trips, chaperones must always have emergency numbers in their possession. Emergency folders are available in each classroom (check with the teacher or PRC for location).
5. If a child is not going to participate in an EDay activity, the child's parent must notify the parent organizer. Missing an EDay is considered an official school day absence. The EDay leader should indicate any absences on the attendance form and turn into the school office.
6. Following the EDay, please leave the classroom clean, neat, and organized. If the kitchen is used, all items used should be cleaned put away. Desks should be arranged as directed by the classroom teacher.
7. Students are picked up at the end of the day in the regular carpool line.

Discipline on Enrichment Days

Students are expected to interact according to the ECCS excellent learning habits and good conduct. It is essential that all parents have the same high expectations (e.g., first-time obedience, respect, etc.) so that children learn to respect any parent who is teaching, just as he or she would the classroom teacher. Part of our covenant commitment to each other is that we will hold each other's children accountable. Bringing a discipline matter to the attention of the parent is expected as part of our commitment to one another.

At the end of each EDay, EDay lead parents are required to complete a faithful learner form to be sent home with each child. On this, you will indicate whether a child's attitude and work habits. Specific guidelines for this are explained during the EDay training. Parents are responsible for seeking out the EDay teaching parents if their child does not receive an acceptable mark to find out the nature of the inappropriate behavior and to have the child make amends with the teaching parent. The teaching parents are also welcome to talk with the parents of the offending child.

EDay Field Trip Procedures

1. If food or drinks are necessary, please send them in disposable containers only, so EDay parents will not have to keep up with lunch boxes and thermoses. Do not send messy foods (sticky, drippy, crumbly) in the car for field trips as it is not easy to clean up.
2. All students begin the day by going to their classroom. The teaching parents will take a few minutes to review directions for the assigned field trip. Review the ground rules expected of the students and pray before you leave.
3. Check that all students are dressed appropriately for the field trip. According to the dress code, if a student is not dressed properly you or the Head of School may call the student's parent to come and take the child home and not participate in the field trip or bring appropriate attire if time allows.
4. Assign students to cars, and have them walk in a quiet, orderly line as they go.
5. A Field Trip folder will be given to you that will consist of each child's medical consent form, car assignments, emergency numbers, and directions to the location. A medical kit kept in the classroom is taken as well.
6. Please be conscientious and give each child his own seat belt. It is not acceptable to double-buckle or squeeze in extra children for a school-sponsored activity just to minimize the number of cars driven.

7. Please make sure all students have their seatbelts on before leaving the school parking lot. Students are encouraged to interact with others in the vehicle. Therefore, watching videos, using iPads or cell phones is discouraged. Parents driving may bring activities to occupy the children like books, car games, or children's praise music.
8. Please use GPS driving directions and/or directions given by the lead parent.
9. Once you have reached the EDay destination, INSIST that the children stay in an orderly line. The parent should always lead (students are not to run ahead). An adult should be at the end of the line so that students are sandwiched in between adults.
10. This is an excellent time for students to practice their manners. They should be expected to listen to directions and raise their hands for questions. Teach them to say thank you to the host/hostess.
11. Please be prompt about returning to the school. Many carpools are waiting to pick up children. Allow plenty of time for driving back. Have the children line up for carpool line as on a usual school day and wait for their parents to pick them up.
12. If there is time for playing outside, structure the games and supervise closely.

PARENT-LED SERVICE PROJECTS

To assist in promoting the development of Christian character in our children, ECCS schedules a parent-led service project once or twice each year. For the 2025-26 school year, the parent-led service project will be scheduled on MLK Day in January. Because of the value placed on service by ECCS, this day is considered a school day. Our philosophy of assisting parents as the primary educators of their children leads us to the concept of having you as parents lead these service projects with your children. We believe it is crucial for you to model leadership in this area by valuing this parent led service project time as much as a regular school day. Consequently, we ask you as the parent to go by the following guidelines in helping your child plan this day.

1. Pray with your child regarding how they can serve others through this service project day.
2. Help your child choose and plan a service project appropriate to their age and ability. Don't just pick a project for your child. Give them some ownership by getting them involved in the process.
3. Plan to supervise your child as they complete their service project.
4. Record your plans for your child's service project and turn in to your child's teacher by the date requested. Those not turning in this information by the date requested will be marked absent. Your child should also be prepared to narrate about their service project upon returning to class.
5. While there is not a time requirement on your child's service project, please use the following suggestions for the length of your child's service project. Obviously, the type of project chosen, among other things, will help dictate the length of it.
 - K-3rd grade: 1-2 hours
 - 4th-5th grade: 2-3 hours
 - 6th-8th grade: 3+ hours

The following would **not** be considered appropriate types of service projects: completing projects for immediate family members (i.e. chores), completing or helping other ECCS students complete

homework or projects, and completing projects that are self-serving (i.e. building a skateboard ramp in your neighborhood for you to use).

Parent led service projects are a great opportunity for all ECCS families to be stretched beyond themselves while having a positive impact on our neighborhoods and surrounding community.

CHAPEL/ ASSEMBLIES

Chapel programs will normally take place monthly on the first Wednesday of each month. They will normally begin around 8:20 and last around 30 minutes. The purposes of chapel programs are to worship God, learn from His word, and be informed as a whole school on important topics. It is a regular time to be together as a whole school and help develop a school wide identity. Chapels programs are normally held in the ECPC sanctuary and will be led students/classes with assistance by the chapel committee, and under the direction of the Head of School. Parents are welcome to attend.

Special assemblies will be held from time to time such as the Veteran's Day and Oratorical. These programs are not a substitute for monthly chapel programs. These programs are normally scheduled in advance and listed on the school calendar. Any special programs will be scheduled and communicated on a timely basis should they be determined to be necessary to add to the calendar.

WARRIOR BUDDIES

The Warrior Buddies program will normally take place on the third Wednesday of each month. At the beginning of the school year, younger grades will be paired with older grades of approximately the same size. The teachers of the grades paired together will work together to pair students up into Warrior Buddies taking into consideration gender, personality, etc... Where the classes are of different sizes, there will be some groups of three. While normally students will be paired with the same gender, in some cases boys and girls will be paired together. The teachers of each class should work together to decide what activity will be assigned for the Reading Buddies each time they meet. Some examples of activities that would be good to do are: reading/narrating to one another, doing a nature study or picture study, writing or decorating a letter or card for someone, etc...

Warrior Buddies will meet in one of the classrooms of the two grades or outside depending on the weather. In addition to the Reading Buddies program encouraging a focus on the distinctives of ECCS, it is designed to help develop special relationships between children and teachers across the grade levels. There may be certain times during the year when the Warrior Buddies will do special activities together or desire to share a treat or small gift with each other (e.g. Christmas and the end of the year). It is important to communicate that gift giving is not expected or required. If reading buddies want to exchange a small gift with each other it should not be during your Warrior buddy time or during school unless the gift was created in school for that purpose.



SECTION FOUR: ADMINISTRATIVE POLICIES

MEETING COMMITMENTS OF ECCS PARENTS

We believe that God has given parents the responsibility for educating their children and parents should take an active role in the process. Part of that responsibility and active role is to meet together to pray for the students, teachers and other parents (at Parent Meetings and other prayer times); to plan and participate in the education process (through Enrichment Days); and to gain skills for their role as parent-teachers (through Enrichment Day training). Each classroom will have three scheduled parent meetings per year. In addition, a maximum of three campus-wide meetings are held each year. Both parents are required to attend both parent and campus meetings. If you are unable to attend a campus meeting, please inform the school office. If you are unable to attend a parent meeting, please inform the room parents. 1st and 2nd grade parents (at least one) are required to attend the Enrichment Day training meeting in August. Parents are required (at least one) to attend parent/teacher conferences. Parents failing to attend meetings regularly are subject to re-enrollment interviews with the SMT. Children may not be brought to campus or parent meetings. Children may not be left unsupervised by an adult during parent-teacher conferences.

SCHOOL DAY SCHEDULE

The school hours are 8:15 a.m. to 12:15 p.m. for kindergarten, first, and second grades. Third-grade hours are 8:15 a.m. to 12:15 p.m. on Monday and Friday, and 8:15 a.m. to 2:45 p.m. on Tuesday, Wednesday, and Thursday. Kindergarten through 2nd grades also have class from 8:15 a.m. to 2:45 p.m. on Tuesdays. Grades 4 and above hours are 8:15 a.m. to 2:45 p.m. Monday through Friday. Students are tardy if they arrive in their classroom after the designated starting time. Punctuality is greatly encouraged to teach our children to be dependable and good stewards of their time. Students entering late interrupt their teacher and classmates. It also can cause a stressful start of the day for your child. Students are encouraged to be seated and ready to work at 8:15 a.m. We recommend arrival time at 8:05 a.m.

ATTENDANCE POLICY

As part of their commitment to East Cobb Christian School, parents agree to have their children in attendance on designated school days (including enrichment days.) Since the number of school calendar days is limited, it is important that families plan to miss as few of these days as possible. Though we want families to spend educational time together, it is difficult for our teachers to meet the educational objectives of our school without consistent attendance. All students are expected to attend school regularly unless presently ill, under a doctor's orders to remain at home or involved in a parent-sanctioned absence due to a wedding, death in the family, or another special event. Trips should conflict with school only when other arrangements can't be scheduled. Parents should give a minimum of one-week prior notification of pre-arranged absences for educational family trips that are not an emergency. The parent should complete a "Pre-Arranged Absence" form obtained from the school website). The number of days for educational family trips is considered after the academic progress of the student is reviewed and the Head of School grants permission. Students who are approved to miss school because of an educational trip may be required to do an assignment (such as journal during the trip) to indicate the trip goals have been fulfilled. Parents who secure one-week prior approval may receive assignments before the trip.

Parents should call the school office describing the nature and reason for an unexpected absence (sickness or emergency). Students may be marked “absent unexcused” until the office receives a call.

"Excused" absences are absences due to illness, death or severe illness in the family, family emergencies, medical/dental appointments, or court appearances. ALL other absences are "unexcused" absences.

TARDY PROCEDURE

The teacher (or school office) will record students who arrive late to their classroom as tardy. Students who come to school late must stop by the office to pick up a tardy slip. Unexcused late arrivals of 5 or more times per semester could result in a letter sent from the school office. The SMT may be notified when a student is late more than ten times without excuse. Excessive tardies could result in a re-enrollment interview. We ask that students come by 8:05 a.m. if possible and be ready to work at 8:15 a.m. While we expect you to have your children at school on time, we also understand that traffic or other unexpected reasons may occasionally cause some students to be tardy. Grace will be given in these situations.

Late Pick-Up At Afternoon Carpool

Carpool normally ends at 12:25 or 3:00 p.m. If a parent arrives for afternoon carpool after that time, he/she must come into the office and check out the student(s). Students left after carpool ends will wait in the school office until picked up. Late pick-ups of five or more may result in a call/letter from the school office. Ten or more late pickups may be reported to the School Ministry Team, who may request an enrollment interview. Please be considerate of our faculty and staff by arriving for afternoon pickup on time.

BRINGING LUNCH TO YOUR CHILD

If it is necessary to bring your child's lunch to school, bring it to the school office. Parents are urged to allow their children to accept responsibility for remembering to bring their lunch to school. Bringing fast food to a student should be a rare occurrence and not a normal routine.

EARLY PICKUP

Parents are asked to send a note to the classroom teacher and school office if early pick-up is necessary. Please seek to make all doctors, dentist, and other appointments after school hours if possible. Parents must sign out their child in the school office, and the administrative assistant will call the classroom to have your child sent to the office.

PICKING UP OTHER PARENTS' CHILDREN

Unless part of a regular carpool (and accompanied by a copy of your carpool number), the office must be contacted and permission must be obtained for a child to go home with another student or with a grandparent or other relative. Parents who have specific prohibitions on pickups by certain individuals (non-custodial parents, etc.) should contact the school office in writing.

IN AND OUT-OF-SCHOOL PARTY GUIDELINES

Children enjoy celebrations of birthdays and other important events. To not unduly encroach upon class time, these celebrations are limited during school hours. Parents are urged to keep class parties simple to stress the spiritual aspect of the holiday and to set an example of moderation. Parents are asked to plan Christmas, end-of-the-year, and other approved parties during school hours. Other parties that are not approved may be planned for after-school hours.

Children may bring simple refreshments (cupcakes, etc.) on their birthdays to share with their classmates. The parent should contact the teacher ahead of time to find out the best time to fit the teacher's schedule. If there is a student in the class with food allergies or diabetes, it is best to let the child's mother know when the celebration is, so an appropriate snack is sent with the child. Goodie bags, balloons, and other birthday party items should not be brought to school as they distract from the learning environment.

Out-of-school parties are outside school jurisdiction and invitations brought to school that does not include all students in a classroom are prohibited. Even if the invitations are handled privately, we ask parents to use wise discretion and kindness. Please, do not pick up students at the school for a party when some of the girls or boys are invited, and others are left out. This is very hurtful to those left behind. This would not include all boys invited without girls or vice versa within a classroom. The church/school campus is not available for parties during after-school hours due to legal liability.

FOOD ALLERGY POLICY

Food allergies are a serious medical condition affecting an estimated 4-6% of US children (foodallergy.org). Allergic reactions to food can affect the skin, gastrointestinal, respiratory tract and in serious cases, the cardiovascular system. Food reactions range from mild to severe, including anaphylaxis, a potentially life-threatening condition. Health and safety are a priority at ECCS, and we take food allergies seriously. We ask our staff to be aware of and respond to food allergies, and to be prepared to use epi-pens in the event of an anaphylactic emergency. In addition, all teachers are offered training in basic-first aid and CPR. Our policy regarding food allergies is to promote safety for the students with allergies while limiting the impact on those in the class without allergies. ECCS's programs are "nut and allergy aware". We do not exclude nuts or other foods packed in individual lunches, snacks or other foods brought into the classroom. However, for classes with children who have documented severe, life-threatening nut (or other food) allergies, we may ask parents not to send in nuts (or other food items causing life-threatening allergies) to the classroom.

In general, children with food allergies (severe or otherwise) should not eat any food or treats brought in by other children/families. We are unable to guarantee the safety of these foods. We ask for families to provide food or treats that are considered allergy safe foods for their own child(ren) with food allergies. This includes for birthday celebrations, regular lunch or snack times and most any other food related activity. During a special school celebration such as the Thanksgiving Feast, we encourage collaboration between the teacher and the families to have food prepared and sent in that provides options considered safe for all students. Typically, parents are in attendance during special events and can serve as the monitor of food allergens for their own child. However, if a

parent is not in attendance for special events, the child with the food allergy should eat foods that are prepared at home.

If a child has a severe, life-threatening allergy/anaphylaxis, it is the parents' obligation to provide the school, prior to the start of every school year (or at the time the allergy is diagnosed), with documentation from their child's physician or nurse supporting a diagnosis of food allergy, and any risk of anaphylaxis, if applicable. This includes identifying any food to which the child is allergic, describing, if appropriate, any prior history of anaphylaxis; listing any medication prescribed for the child for the treatment of anaphylaxis; detailing emergency treatment procedures in the event of a reaction, and listing the signs and symptoms of a reaction. There normally will be no accommodation for food preferences or intolerances. It is the parent's responsibility to provide all preferred foods.

CARPOOL GUIDELINES

This policy defines the procedures and rules for dropping off and picking children up from East Cobb Christian School. Safety of our children is the priority at all times. Please follow these procedures so carpool will run smoothly and safely.

Carpool Hours:

Morning Carpool: 8:00 – 8:15

Half Day Carpool: 12:15 – 12:30

Full Day Carpool: 2:45 – 3:00

Carpool Numbers

Each family will have a carpool number and placard with that number issued by the office. The office-generated placard with the family's carpool number should be displayed by either being affixed to the right-hand side of passenger side window or hung by a coat hanger on the rearview mirror inside the car. It is important the faculty member calling numbers be able to see carpool numbers from a distance. Parents should make sure that the children in their carpool memorize their carpool number.

General Rules of Carpool for Parents:

1. Parents are asked to display the school-issued placard with their carpool number when picking up their child from the pick-up line. Parents should also give a copy of this placard to other families they normally carpool with.
2. Cell phones may not be used in the parking lot while vehicles are moving. Please obey this rule for the safety of our students.
3. For safety reasons and to be courteous to the church staff, parents should not send unsupervised children inside the building for water or to use the bathroom.
4. ***If you are arriving or leaving campus at the end of the day in any other way than in your car in the pick-up line, DO NOT plan to walk across the pick-up line to leave campus.***

5. Parents should not normally park their car in the carpool line and come inside the building. This often delays the start of carpool. ***If you need to pick your child up and walk out during pick up time, please plan to park in the area near the church entrance and exit out of the church entrance after signing out your student.***
6. So they do not walk in front of a running car, children are always loaded and unloaded from the passenger side.
7. Once all the cars are loaded in the group being loaded, cars should drive out at the same time. Parents are asked not to be impatient and pull out before the cars in front of them pull out unless directed to do so by school staff.
8. If students are riding in another carpool or by someone that doesn't usually pick them up, parents are asked to send a note to the school office and the homeroom teacher stating the name of the driver and the carpool number.
9. If carpool arrangements change during the day, parents are asked to call the school office so the teacher and child can be notified of the change. A note or call is necessary to send students home in another carpool or with another friend or relative. (to be received in the office by 11:45am or 2:15pm).
10. Parents are asked to go over carpool procedures with anyone picking up their child and make sure that they have the carpool number to hang in the vehicle.

Morning Drop-Off

1. Carpool drop-off begins at 8:00 AM; a staff member will be outside to greet and help children out of vehicles. Students do not have to wait for a faculty member to open the door, but they may.
2. The building doors unlock at 8:00. Please do not allow students to go inside the building before carpool starts. Teachers are not available until that time to supervise your children.
3. Please use the school entrance to enter and exit the building. If parents walk their children into the building during this time, they should park in the area facing Roswell Road (*not the area by the school entrance*) so that carpool flows smoothly and safely.
4. Parents should not park their car outside the church office under the covered drive-way.
5. Morning carpool ends at 8:15. Students arriving after 8:15 AM will be issued a tardy slip and sent to class.
6. Unexcused tardiness is noted on the student's report card. Excessive lateness to school can result in a re-enrollment interview. (Five unexcused late arrivals are considered excessive.)

Please allow the necessary time to arrive at school. While grace is given for bad traffic and weather days, avoid arriving just as the bell is ringing. This puts stress on children and often delays the start of their classes.

After School Pick-Up Procedures

1. Carpool begins at 12:15 PM and 2:45 PM.
2. Staff members use walkie-talkies to communicate your number to the classrooms, and your carpool will be ready to load when you drive to the loading zone.
3. If parents walk their children out of the building during this time, they should not walk across the pick-up line, so that carpool can flow smoothly and safely.
4. Children should immediately have their seatbelts buckled.
5. Carpool ends at 12:25 and 3:00. Students not picked up will wait outside the school office until the parent, or designated person arrives.

Inclement Weather Carpool

An orange cone will be placed at the end of the island in front of the main administration building to let parents know carpool will be under the covered driveway.

It is essential that cars do not back up on Roswell Road and inhibit the flow of traffic going east or west. Cars should turn into the parking lot and turn right and turn around. If the intersection is congested, cars going west and turning left and crossing traffic can get stuck in the middle of the road blocking traffic. This is very dangerous. Please follow these directions to keep our families safe.

INCLEMENT WEATHER AND CLOSING OF SCHOOL

In the event weather or other conditions make it impractical or dangerous to have school, ECCS will normally announce school closings by sending a text message via FACT's Parent Alert. Other possible ways of communicating in this situation would be via email or the school Facebook page if Parent Alert is not available.

CITIZENSHIP

Children are urged to honor, respect, and obey governmental authorities and to be patriotic (Romans 13). The pledge of allegiance to the U.S. flag is recited daily, and some classes recite the pledge to the Christian flag. When reciting these pledges children are taught to stand, face the flag and place their right hand over their heart. Parents will want to reinforce these daily rituals in real life situations.

COMMUNICATION

To serve well our students and their parents, we strive to maintain good communication with our children's families. The information below outlines the expectations for communication between classroom teachers and parents regarding students and other school matters.

Conferences (See Parent-Teacher Conference section)

FACTS/ Parentsweb

To centralize and facilitate parent/teacher communication, we ask all ECCS teachers to use FACTS/ ParentsWeb as an important source of communication with parents. While email is normally a primary means of communication with parents, teachers' classroom FACTS/ Parentsweb pages are a central place to find teacher lesson plans, student assignments/due dates, student grading information, and other important classroom communications. Parents are reminded to check the class page(s) for their students on a regular basis (at least weekly).

Learning Management System (LMS)

When on FACTS/ ParentsWeb, parents will be directed (primarily Middle School) to a particular LMS that includes information which may include documents used for completing assignments, archived lessons, copies of teacher notes, power point presentations, teaching videos and other teacher resources that will be able to support student learning for either on campus or distance learning (should that become necessary). Middle school teachers will be using Microsoft Teams as their LMS.

Email Communications

Each teacher has their own school email address (eccs.org extension). This email address is available to parents as a primary means of communication with teachers during the school year. Email communication is normally encouraged for factual information, brief communications about upcoming events, and scheduling meetings. Email is not encouraged for any communication that is emotional in nature or may elicit negative emotion. In these situations, phone or face to face communication is best.

Face to face or Phone Communication

Teachers will communicate preferred hours either at school or at home for in person or phone communication. The school pick-up line should not be used for informal conferences with teachers. Instead, a mutually convenient time should be scheduled either directly with that teacher or through the school office. Parents may leave a non-emergency phone message for a teacher by contacting the school office during the school day. Parents can also use email to schedule a phone call or face to face meeting time.

Texting

Texting is not encouraged as a normal means of communication between parents and teachers. Texting is normally used for more personal and immediate communications between individuals similar to face-to-face communications. If texting is used as a mutually agreeable means of communication in a particular situation, immediate responses should not be expected, nor should

this form of communication be used on a regular basis. In addition, appropriate boundaries should be honored which include limiting contacts to previously communicated preferred hours.

Group Texts/ Parent Chats

Whether a group text or an app that allows for parents to communicate with each other, these are communication tools that, similar to email or any other form of written communication, should primarily be used for communication or clarification of factual information. These tools are normally not a good substitute for face to face communication or follow-up directly with the teacher. As with any form of written communication, these tools are not encouraged to be used for any communication that is emotional in nature or may elicit negative emotions.

Follow-up Expectations

The expectation for teachers is that they would normally respond to parent emails or phone calls within 24-48 hours of receiving them. It is also normally expected that follow-up or resolution of most inquiries would occur within one week of the initial communication. If follow-up or resolution of an inquiry does not occur within one week (and a reasonable explanation is not provided), the parent should contact the office for assistance. Teachers should also expect a similar timely response from parents when communicating with them. If a teacher is not getting a timely response from a parent, they should let the Head of School know.

The Fourth Wall is a bi-weekly newsletter giving information to parents concerning happenings in the life of our school. The purpose of this publication is to aid in keeping communication of present and future events current with our parents. These newsletters normally are sent electronically on Thursday twice a month unless special holidays or field trips interfere.

Department Newsletters are scheduled to be sent out on a monthly basis by the elementary and middle school coordinators. These newsletters may include a brief look back at curriculum content and classroom activities over the past month as well as a preview of what can be expected for the month ahead. These newsletters are not expected to be an exhaustive list of all curriculum and classroom activities as FACTS/ ParentsWeb will include more of this information.

DRESS CODE

The purpose of Christian education is to encourage our children to glorify God in all areas of life. Though the outward appearance is not as important as the condition of the child's heart, it is a reflection of how one views himself and adheres to biblical principles of dress (I Peter 3:3). Children need guidance in selecting attire that meet these standards. ECCS provides a dress code with uniform requirements to aid in this process. As a student's dress is both a personal and parental responsibility, it is important that the established school dress code and uniform requirements be accepted and enforced consistently by the parent. This enables our teachers to focus on the other aspects of Christian education. The school dress code is not a measure of spirituality but emphasizes the following goals:

1. Promotes an atmosphere in which teaching and learning can occur without distraction.

2. Builds character and wisdom in selection of attire that exhibits modesty, neatness, cleanliness, self-discipline and humility.
3. Allows for personal choices (within defined limits) that permit individuality while avoiding extremes.

The ECCS Dress Code policy is listed on the school web site and in the addendum to the parent handbook for your reference. Please contact the school office if you have any questions about this policy

GEORGIA ZERO TOLERANCE ACT

ECCS adheres to the Georgia Zero Tolerance Act (Official Code of Georgia 16-11-127.1) about having any weapons on campus. (This does not include harmless props used with prior school approval in class presentations.)

MEDICAL POLICY

A *Student Medical Form* must be completed online as part of the enrollment or re-enrollment process for each student at ECCS. Parents new to ECCS will be asked to submit immunization records showing up-to-date immunizations for all students being enrolled. Allergies or any other pertinent information relating to the child's health must be communicated at the time of enrollment or as soon as this information is determined. In addition, parents are asked to provide permission for medical treatment in case of emergency.

ACCIDENTS AND INJURY PROCEDURE

1. In the case of minor accidents involving injury, the teacher will administer first aid or send the child to the office (with an escort). An accident report will be filled out for all significant injuries.
2. In case of more serious injury (or what might be assumed to be serious), first aid will be administered, parents will be contacted and where appropriate, 911 will be called.
3. Where emergency on the spot treatment is needed, both parents and emergency crews will be called immediately.
4. Students who get a hard hit to the body or the head will be observed for a concussion for up to thirty minutes in the school's office.
5. In cases where neither parent can be contacted, and medical treatment is needed, the family must have signed a "**Consent for Medical Treatment**" form that permits the school administration to use its best judgment in contacting a physician or transporting the child to the nearest hospital or emergency treatment facility.
6. All faculty and school staff are periodically trained and certified in CPR and the use of AEDs (normally every two years).

INSURANCE/LIABILITY

Parents are required to maintain personal health insurance coverage for their children who are enrolled. ECCS carries supplemental student accident insurance on its students during school hours and events as well as for approved off campus or extra-curricular activities. This student accident insurance is secondary to your primary personal health insurance coverage. Information about the student accident insurance policy is available by request.

Parents are required to complete a Permission form (with an appropriate liability release) before their child participates in approved off campus field trips or extracurricular activities. Persons with grievances are asked to pursue resolution via the procedure outlined in the Matthew 18 Principle of Conflict Resolution Policy, versus pursuing litigation.

ILLNESS PREVENTION

In the interest of maintaining a healthy learning environment, please abide by the following recommendations

1. **Teach your children to wash their hands often** with soap and water or use hand sanitizer when not able to wash their hands.
2. **Teach your children not to share personal items** like drinks, food or unwashed utensils and to cover their coughs or sneezes using the elbow, arm or sleeve instead of the hand when a tissue is unavailable.
3. **Know the signs and symptoms of the flu (or other contagious illnesses)**, which include fever (100.4 degrees or greater), coughing, a sore throat, a runny or stuffy nose, body aches, headaches and fatigue, and, in some cases, vomiting or diarrhea.
4. **Keep sick children at home** for at least 24 hours *after* they no longer have a fever without using fever-reducing drugs or any other significant symptoms. Keeping sick children home reduces the number of people who may get infected.
5. **Do not send children to school if they are sick.** Any children who are determined to be sick while at school will be sent to the office and you will be called to pick them up. Children who are sent home sick should not return the next day but wait until they are symptom free for 24 hours before returning.
6. **Follow appropriate health and safety guidelines** from the school as well as local, state and federal agencies.

While the school will provide an initial supply of hand sanitizer, tissues, and antibacterial wipes, teachers may occasionally request parents to send in additional supplies of these items.

IMMUNIZATION

Before a child may enter East Cobb Christian School, a Certificate of Immunization (Form 3231) must be submitted. This form is required of all students entering East Cobb Christian School and can be obtained from your doctor or the county Health Department. A copy of each child's birth certificate is also required.

Measles, Mumps, and Rubella (MMR)

Students entering the sixth grade must have the measles, mumps, rubella (MMR) booster before school starts. The state law requires the booster shot because the number of cases of measles is on

the rise and because initial immunizations can become ineffective over time. It is important that your child receive the protection he or she needs from this contagious and potentially serious disease. Once a student receives the booster, parents need only make sure that the student's school has the proper documentation.

Tetanus, Diphtheria, and Pertussis

Effective July 1, 2014, all children born on or after January 1, 2002, who are entering 7th grade, and new entrants to Georgia schools in grades 8-12 will be required to have Tdap (Tetanus, Diphtheria, and Pertussis) and meningococcal conjugate vaccines before entering school.

Hepatitis B

All children must have received three doses of Hepatitis B vaccine at appropriate age intervals between the doses. Parents need to verify that their child has received the vaccine by providing to the school documentation via the Immunization Record Form (3231).

Varicella (chickenpox)

All students entering kindergarten and sixth grade must have a total of (2) doses of varicella (chickenpox) or proof of immunity. This information is on the student's form 3231.

ALL IMMUNIZATIONS AND DOCUMENTATION ARE REQUIRED BY GEORGIA LAW AND MUST BE RECEIVED BY THE SCHOOL OFFICE BEFORE A CHILD BEGINS THE FIRST DAY OF SCHOOL.

Exemptions:

The Official Code of Georgia provides for only two types of exemptions from immunization requirements:

Medical: Medical exemption for a vaccine is filed in only when there is a physical disability or condition that contraindicates immunization for that particular vaccine. There must be an annual review of medical exemptions, and certificates must be reissued with or without indication of exemption.

Religious: For a child to be exempt from immunization on religious grounds, the parents must turn in the Cobb County School District Form JGC-4 or the GA Department of Health Form 2208. Forms may be available in the school office.

USE OF MEDICATIONS

The school will dispense prescription medications if a parent requests it and gives permission form to the school office with dosage details. If parents have dispensed a pain reliever to their child before they come to school, they should send the classroom teacher a note stating the time it was given. Tylenol or Advil may be given to a student by the office if the parent has given permission on the Universal Permission Waiver form. Medication dispensed will be documented on FACTS and parents will be notified by email. Parents who give their children responsibility for keeping up with their own medicine are required to inform the teacher. Parents are asked to provide information concerning any allergies or other conditions that might require special attention on the medical form provided before the start of school.

HEAD LICE

Without a school nurse on staff, diagnosis and treatment of lice is primarily a parental responsibility. Parents who notice their child scratching their head excessively should check for lice. School staff who suspect a child has lice will notify parents and request that they check and treat their child for lice. If a lice infestation is suspected by parents or school staff, treatment should be immediately pursued using one of various treatment options (consult your physician or local pharmacy). These products will kill the lice and interrupt the life cycle of the lice. These products also come with a fine-tooth comb to remove the nits. We recommend parents wash bedding and hats in hot water, run hairbrushes through the dishwasher, and seal stuffed animals in a plastic bag for 2 weeks. Parents may need to re-treat in 7-10 days.

Students believed to have head lice do not need to be sent home early from school. Students diagnosed with lice do not need to be held out of school though up to one day's excused absence is allowed for treatment if necessary. Parents are required to notify the school when their child is treated for lice. The school will notify parents in an individual class by email whenever a child has been diagnosed and treated for lice. This notification will keep the child's name anonymous and will be for the primary purpose of asking parents to check their own child's head for lice and to be further educated about lice infestation and various treatment options should they be required.

BACKGROUND CHECKS

All employees, parents, and regular volunteers are required to successfully complete a background check before working with our students in the classroom. In addition, to line up with best practices and reasonably ensure a safe school environment, background checks for employees, parents and regular volunteers will be updated every five years.

CHILD AND SEXUAL ABUSE AWARENESS

It is our goal at ECCS to provide an educational ministry that recognizes the needs of those whom God has committed to our care, and is, at the same time, faithful to Biblical guidelines concerning Christian nurture. We desire to serve the children of ECCS to the best of our abilities. We believe this includes protecting the children in our care from potential abuse, educating faculty and staff in the definition and description of child abuse, as well as screening faculty and staff members. In addition to passing a comprehensive background check, all faculty and staff are required to successfully complete sexual abuse awareness training through Ministry Safe on a regular basis.

CRISIS MANAGEMENT

Fire Drills

Fire drills will be performed on a regular basis as required by law. Teachers are to prepare students for evacuation by discussing and training toward orderly exiting of the building. Evacuation routes are on the back of all classroom doors. Chairs are to be pushed in as students line up to exit. The teacher is the last to leave the room, taking the class roll and cell phone with her, and closing the door to the classroom. Upon arrival at the designated meeting place, teachers are to check to see that each student is present. If they are, they should display their green sign that is in their first aid bag. If a student is missing, teachers should display the red sign in their first aid bag. These signs

easily notify the Head of School or his designee regarding the status of their students being present or not. Students are to remain quiet while awaiting the “all clear” and are to enter the building in an orderly manner.

Fire, Smoke, or Detection of a Gas Odor

If there is evidence of a fire or smoke, pull the fire alarm and notify the school or church office by phone. Investigate odors before evacuating or pulling a fire alarm (dust in furnaces can be odiferous). Evacuate students and staff to the designated areas. Teachers should take class rosters and cell phones if possible. Follow primary fire drill route whenever possible. If the primary route is blocked or dangerous, take a safe route to the designated area. After taking attendance, teachers should report missing students to the Head of School or school office personnel.

Hazardous Materials: Incident Occurs in School

If there is a hazardous material spill in the school, notify the school office. If determined to be an emergency, the office will call 911. If there is no answer in the school office and it is unclear if it is an emergency, 911 should be called. Give emergency officials the type and location of hazardous material. Evacuate to an upwind location. Use the class roster to take attendance. In case parents need to be notified, faculty members should take their cell phone with them. The area should be sealed off if possible by closing doors.

Hazardous Materials: Incident Occurs Near School Property

Fire or law enforcement will notify the church or school office. The administration will notify the faculty on whether students should be evacuated or sheltered inside the building until the emergency passes. If evacuating, teachers should take class rosters and take attendance after evacuation. If evacuation is not ordered, be aware of and remain alert for any change in health conditions of students and staff, especially respiratory problems. Seek medical attention if necessary. Parents will be notified by faculty and office personnel if necessary. Resume normal operations when fire officials approve.

Unauthorized Visitors

All outside doors in the building are normally kept locked during the day. Signs are located on the doors instructing visitors to sign in at the office. All visitors, including parents, must sign the visitor log and get a visitor sticker. **Please do not prop doors open.** PLEASE, instruct students and parents to not open doors for people they do not know!

If someone is in the building you don't recognize and they don't have a visitor sticker, do the following:

1. Politely greet the person and identify yourself. If a person looks suspicious, take someone with you.
2. Inform the visitor that all visitors must register at the office.
3. Ask the person if you can help him and find out what the purpose of the visit is.
4. If it is possible, call the office to help handle the situation, but don't let the person wander unaccompanied.
5. Always let the office know of an incident.

If an unwanted visitor refuses to leave:

1. Notify the office immediately (or call 911 if warranted).
2. Back away from the intruder if he/she indicates a potential for violence. Allow an avenue for escape. To the extent possible, maintain visual contact.
3. Be aware of the intruder's actions at this time (where he/she is located in the building, whether he/she is carrying a weapon or package, etc.).
4. Try to maintain visual contact with the person to keep from having to do a building-wide search later.
5. Note as many details about the person and vehicle as possible.

Active Shooter Procedure

If it is determined that there is an active shooter on campus, if at all possible, the office should be notified and they will attempt to issue a "code red" notice. Whether this notice is able to be issued or not, teachers/staff members understanding that there is an active shooter situation, should act immediately to evade the shooter and get students and themselves to safety. This will ideally happen by evacuating the building and getting away from the shooter. Where possible, normal fire drill procedures can be used to evacuate the building, however, the goal will be to get away from the shooter and find a safe location however possible from which to seek further help.

If, in your opinion, you are unable to evacuate the classroom or building without putting the class in more significant danger, the lockdown procedures below may be followed.

Lockdown Procedures

If there is an external threat or if it is determined to be in the best interest of your and your students' safety, one means of securing the school is to implement lockdown procedures. These procedures are as follows:

- Either the school or church administration will announce the lockdown. You will also receive a text in case you are on the playground (always keep your cell phone with you).
- All people will be brought inside. Hallways, restrooms, and other rooms that cannot be secured will be cleared. Exterior doors should be locked. The announcement will be repeated several times.
- If you are on the playground and it is deemed unsafe to return to the building or remain on the property, walk your children past the horse farm to the Casabella business location in the Merchants Exchange shopping center across from the Avenue and wait for further instructions.
- Gather children into the room if in the building.
- If possible, move furniture in front of the door.
- Pull blinds down. Place black cover over door window.
- Have children sit on the floor against the wall out of sight from door ~ if possible away from windows.
- Students should remain quiet.
- Do not allow children to leave the room until you receive information.
- Authorities will direct us the next steps to take.

- Strive to keep children calm (pray quietly).
- All cell phones should be on silent.
- Until “all clear” is announced, do not respond to anyone at the door.
- Keep out of sight until “all clear” is given.

Hostage

In the unlikely situation that a hostage situation happens, follow these procedures:

Witness to a hostage situation:

If the hostage-taker is unaware of your presence, DO NOT INTERVENE!

1. Notify the office so that lockdown or evacuation procedures can be initiated.
2. Call 911. Give dispatcher details of the situation.
3. Seal off area near hostage scene.
4. Police will take control of hostage scene; the Head of School coordinates with police for safety and welfare of students and staff.
5. Document all activities.

If taken hostage:

1. Cooperate with hostage-taker to the fullest extent possible.
2. Try not to panic. Calm students if they are present.
3. Treat the hostage-taker as normally as possible.
4. Be respectful to the hostage-taker.
5. Ask permission to speak; do not argue or make suggestions.

Tornado Drills

Teachers will instruct and demonstrate the duck and cover position used during a tornado drill. In the event there is not enough time to safely move to hallways, students are to duck and cover under desks or tables.

Tornado/Severe Thunderstorm WATCH Issued

The office will monitor and inform the school of severe weather conditions

1. Everyone should be inside.
2. Close all windows.
3. Teachers should review tornado drill procedures and location of safe places.

Tornado/Severe Thunderstorm WARNING is issued in an Area near School, or a Tornado is Spotted near School:

1. Students and staff should move to safe areas.
2. Close classroom doors.
3. Teachers should take class rosters.
4. Teachers should ensure students are in “tuck” positions.
5. Teachers take attendance.
6. All should remain in the safe area until warning expires or emergency personnel has issued an all-clear signal.



SECTION FIVE: FINANCIAL POLICIES

FINANCIAL STRUCTURE

1. We believe it is primarily the responsibility of the student's parents to assume the financial requirements of the school. However, the church and Christian community who also benefit from the school may assist in its support.
2. We desire to keep the tuition as low as possible. The use of church facilities helps make this possible.
3. Because the church will be subsidizing the school program through the use of church facilities, church members whose children attend the school will receive a tuition discount.
4. ECCS participates in the Georgia Tax Credit Program through the Apogee Scholarship Fund (apogeescholarships.org). Funds raised are distributed based on financial need.
5. All families are asked to participate in school fundraising events to keep operating costs (and thus tuition!) affordable.

TUITION RATES AND FEES

The following describes the various fees that are assessed for each family to meet the noted expenses at East Cobb Christian School. Specific fee amounts are subject to change. A current fee and tuition rate sheet is available by contacting the school office.

NON-REFUNDABLE FEES

Application Fee: This fee is due at the time of application and covers application and administrative processing costs (including admissions testing costs).

Tuition Deposit Fee: This annual payment per student covers start-up costs for new and returning students. This payment is drafted after February 1 for continuously enrolled students and at the time of enrollment for new students.

TUITION

FACTS Management Payment Program: Families who choose to pay tuition monthly are required to use FACTS. Families authorize an automatic bank draft from their designated savings or checking account. The draft dates are on the 5th or 20th of each month. A FACTS form must be completed and returned to the school office at time of enrollment. A voided check or savings deposit slip should be submitted along with the form. Tuition is payable in either 11 or 12 monthly payments, due beginning June 1. Any late payment is subject to a late charge. A sibling discount is applied to children of the same family other than the oldest student. Student activity costs for enrichment days, field trips (except for overnight trips), yearbook, and other class activities are covered through student tuition.

Families may choose a one-time payment option for the entire year. Families choosing this option will receive a 2% yearly tuition discount. Payment is due on June 1.

FINANCIAL RESPONSIBILITY AND COMMITMENT

The school's financial calendar is June 1 - May 31. If it becomes necessary for any reason for parents to withdraw their child after enrollment, a [Change of Enrollment Form](#) must be submitted in advance of the withdrawal date. The notification should be received as early as possible and include a reason for withdrawal. Because the school's expenses are incurred on an annual basis, the school sets the budget and teacher contracts based on the parents' enrollment commitment. Therefore, if a student is withdrawn at any point after initial enrollment (before or during the school year), a withdrawal fee equal to one quarter of the annual tuition is due and payable. This is in addition to the tuition due through the last day of the month the school is notified in writing. Fees and the tuition deposit are **not** refundable. Records will not be forwarded to another school until all financial obligations have been satisfied.

Delinquent accounts will result in consequences:

1. Late fees on all tuition and fee payments
2. Re-enrollment interview with possible loss of enrollment priority for the following year
3. Removal from school if the account falls two or more months in arrears

FUNDRAISING POLICY

The fundraising committee, with direction from school leadership, determines the number of fundraising events annually with approval by the School Ministry Team. All families are asked to participate in these activities as a means of support for the school and as a way of keeping tuition affordable.

SCHOLARSHIP PROGRAM

Students Currently Enrolled

ECCS has established a scholarship program through donations. When such funds are available, families seeking aid must complete a financial disclosure form provided by the school office. A School Ministry Team committee reviews the forms to decide eligibility and will contact parents if clarification is needed. The SMT makes all decisions on scholarship aid. The following procedure covers the allocation of scholarship funds:

1. Those applying for a scholarship must exhaust other resources first before requesting aid (their church, relatives, etc.)

2. Requests for scholarship assistance should be communicated during the admissions process and/or be made known to the school office/Head of School at any time a financial need becomes known.
3. To be considered for scholarship assistance, a family must complete a scholarship application through FACTS Grant and Aid. This application will be reviewed by a sub-committee of the SMT.
4. Student tuition (including for Explore More and Learning Resource programs) is eligible to be funded by scholarship grants. One-time or annual fees or tuition deposits are not covered by scholarship grants.
5. Partial tuition aid will be granted by a reduction of monthly tuition rates only.
6. Donations made to the ECCS Annual fund for student scholarships are tax deductible. Donations specified for use for a specific family are not tax-deductible. The school will accept payment of tuition by others and credit the requested family's account.

Apogee Scholarship Fund

ECCS uses the Apogee Scholarship Fund to take advantage of the Georgia Education Expense Credit program. The law allows kindergarten students or students who were enrolled in a public school or who were homeschooled to participate in the program. In some cases 1st grade students may be eligible. The same procedures as listed above will be followed for Apogee scholarship requests. The SMT approves scholarship requests.

The state allows each taxpayer to designate up to \$5,000 (for a family filing a married return, \$2,500 for an individual taxpayer) to an SSO. Go to www.apogee123.org or to the school office for details on how to participate.



SECTION SIX: ADDENDUM



DOCTRINAL STATEMENT OF BELIEF

1. We believe the Bible alone is God's infallible and authoritative Word to man. It is the only standard by which faith and practice are to be measured.
2. We believe in the inspiration and inerrancy of the 66 books making up the entire Holy Scriptures.
3. We believe God is a triune God – the Father, Son, and Holy Spirit.
4. We believe in the majesty and sovereignty of God.
5. We believe that God spoke and purposefully created the universe out of nothing.
6. We believe that God created men in His image. Through their relationship to Adam, all men are sinners by nature and do themselves practice sin. They are thus alienated from God, their neighbor, and the world.
7. We believe that at the fall, this image of God in man was broken, resulting in man's total depravity.
8. We believe in God's gracious plan of redemption, as described in the Old and New Testament.
9. We believe that Jesus Christ is the only Savior of sinners, the only way to the Father. He died as a substitute for sinners and was resurrected to life so that they might be reconciled to God.
10. We believe that eternal life is a free gift that is received through faith alone in Jesus Christ. Eternal life is neither deserved by anyone, nor can it be earned or merited by the performance of good deeds.

11. We believe that God applies the salvation earned by Jesus Christ to man through the Holy Spirit.
12. We believe that persons not under the covenant of God's saving grace are condemned to a literal place of eternal punishment and separation from God. God's word reveals that there will be a final judgment of man, the consequences of which lead either to heaven or hell.
13. We believe that the chief end of man is to glorify God and enjoy Him forever.
14. We believe children of believing parent(s) are rightly called "covenant" children, thereby receiving special benefits from God exclusive of salvation.
15. We believe in the priority of the church and the necessity of local church membership by believers.
16. We believe every human life bears the image of God. It therefore has special intrinsic value regardless of how young, old, able bodied, or disabled that life might be.
17. We affirm God's design for the sexes - distinctly male and female - and believe the term "marriage" has only one meaning; the uniting of one biological man and one biological woman in a single, exclusive union, as delineated in Scripture. We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a biological man and a biological woman.
18. We believe we must show compassion and mercy to persons who choose non-biblical lifestyles and violate the sanctity of human life, while not affirming the choice.
19. We believe that in doctrinal issues there must be unity in the essentials (as defined by 1 - 18) and love in the non-essentials.

Parent Signature

Date

Parent Signature

Date



Uniform Code

GIRLS

Regular Uniform (Monday through Thursday)

Tops

- Polo shirt with school logo in red, evergreen, navy, light blue, yellow or white from specified vendor or school-approved embroiderer
 - Middle School: May wear black polos with school logo
 - Woven knit, mesh knit, or quick dry
 - Feminine fit or standard fit
 - Short or long sleeves
- Oxford shirt from uniform line any vendor
 - White or light blue
 - Short or long sleeves
- White “Peter Pan” blouse from uniform line any vendor
 - Short or long sleeves
- Solid white, navy or black long-sleeve shirts or turtlenecks may be worn under polos or Friday shirts
- All shirts must be tucked in all day, regardless of style

Bottoms

- Khaki or navy pants, capris, shorts, skorts, or skirts from uniform line any vendor
 - Belt loops and belts required for all pants and shorts
 - If skirt or skort has belt loops, a belt must be worn
 - May not be tight-fitting
 - Must be fingertip length **OR** 5 inches above the middle of the kneecap **whichever is longer**
- School plaid skirt from specified vendor
- Leggings or bike shorts in solid navy, black, khaki, or white **must be** worn under all skirts and dresses for modesty. Leggings may not be worn as pants.
- Cargo pants and shorts are not allowed

Dresses

- Jumper dresses in khaki or navy from uniform line any vendor with “Peter Pan” blouse, Oxford shirt or school polo shirt as specified above

- Polo dress in navy, light blue, evergreen, or red (logo is optional)
- Must be fingertip length **OR** 5 inches above the middle of the kneecap **whichever is longer**
- Leggings or bike shorts in solid navy, black, khaki, or white **must be** worn under all skirts and dresses for modesty. Leggings may not be worn as pants.

Socks and Shoes

- Closed-toe and closed-heel shoes, ankle boots or athletic shoes
- No Crocs (or other similar slip-on shoes) or rain boots
- Athletic shoes must be worn on PE days
- Wheeled or light-up shoes are not allowed
- No glittery, metallic or shiny shoes (except patent dress shoes)
- Socks that coordinate (solid or pattern, must include uniform colors, or white, black or khaki)

Accessories

- Belts required for all pants and shorts, and any items with belt loops
 - Plain belt in black, brown, khaki or coordinating with uniform (i.e. red, navy)
 - K-5th: Magnetic belt buckles are allowed
- Hair accessories that coordinate
- No dangling or hoop earrings for PE or field trips

Casual Friday

Tops

- Same as Monday through Thursday **OR**
- ECCS t-shirt

Bottoms

- Same as Monday through Thursday **OR**
- Denim jeans, shorts, skort, or skirt from any vendor
 - No holes or tears
 - No excessive fraying, embroidery or decorations. Minimal fringe on the hem of jeans, skorts, or shorts is permitted, but the fringe does not constitute part of the length of the shorts, skirt, or skort.

All other requirements for length, shoes, accessories and modesty as stated above apply to casual Friday.

Dressy Uniform (Chapel Days and Dressy Field Trips)

Tops

- K-3rd: White “Peter Pan” blouse
- Grades 4-5/Middle School: White button-down blouse
- Plain shirt with no brand logos
- Short or long sleeves
- All shirts must be tucked in all day, regardless of style

Bottoms

- K-3rd: Navy plaid jumper from specified vendor
- Grades 4-5/Middle School: Navy plaid skirt (pleated or flat front) from specified vendor

- Jumper or skirt length must be no shorter than the top of the kneecap

Socks and Shoes

- Navy or white tights or leggings, or white knee socks, are required. K-5th may also wear white fold-over dress socks
- If not wearing leggings or tights, bike shorts must be worn under jumpers or skirts for modesty
- Closed-toe and closed-heel black, beige, brown, or navy non-athletic shoes, ankle boots, and ballet flats are allowed. (Socks are optional with ballet flats; ankle socks are acceptable with ankle boots.)
- Chapel shoes must be worn after chapel until PE or recess, at which time a change of shoes is permitted. Students will NOT be required to change back into chapel shoes after PE/recess.

Optional

- Navy sweater or cardigan (see “Classroom Wear” below)
- Navy blazer, feminine cut

Casual Field Trip

- Navy polo shirt with logo
 - Short or long sleeves
- Field trip coordinator will specify if khakis or jeans may be worn
 - Typically pants, shorts, skirts or skorts are acceptable in specified fabric (khaki or denim)

All other requirements for length, shoes, accessories and modesty as stated above apply to field trips.

BOYS

Regular Uniform (Monday through Thursday)

Tops

- Polo shirt with school logo in red, evergreen, navy, light blue, yellow or white from specified vendor or school-approved embroiderer
 - Middle School: May wear black polos with school logo
 - Woven knit, mesh knit, or quick dry
 - Short or long sleeves
- Oxford shirt from uniform line any vendor
 - White or light blue
 - Short or long sleeves
- Solid white, navy or black long-sleeve shirts or turtlenecks may be worn under polos or Friday shirts
- All shirts must be tucked in all day, regardless of style

Bottoms

- Khaki or navy pants or shorts from uniform line any vendor
 - Belt loops and belt required
 - May not be tight fitting

- Must be fingertip length **OR** 5 inches above the middle of the kneecap **whichever is longer**
- Cargo pants and shorts are not allowed

Socks and Shoes

- Closed-toe and closed-heel shoes, or athletic shoes
- No Crocs (or other similar slip-on shoes) or rain boots
- Athletic shoes must be worn on PE days
- Wheeled or light-up shoes are not allowed
- No glittery, metallic or shiny shoes (except patent dress shoes)
- Socks that coordinate (solid or pattern, must include uniform colors, or white, black or khaki)

Accessories

- Belts required for all pants and shorts
 - Plain belt in black, brown, khaki or coordinating with uniform (i.e. red, navy)
 - K-5th: Magnetic belt buckles are allowed

Casual Friday

Tops

- Same as Monday through Thursday **OR**
- ECCS t-shirt

Bottoms

- Same as Monday through Thursday **OR**
- Denim jeans or shorts from any vendor
 - No holes or tears
 - No excessive fraying, embroidery or decorations. Minimal fringe on the hem of jeans or shorts is permitted, but the fringe does not constitute part of the length of the shorts.
- Belt loops and belt required

All other requirements for length, shoes, accessories and modesty as stated above apply to casual Friday.

Dressy Uniform (Chapel Days and Dressy Field Trips)

Tops

- Light blue Oxford shirt from any vendor
 - Short or long sleeves
 - Plain with no brand logos
- All shirts must be tucked in all day

Bottoms

- Khaki pants
 - Flat front or pleated
 - Cargo pants are not allowed
 - Must have belt loops and belt
 - Coordinating black, brown or navy belt

Socks and Shoes

- Closed-toe and closed-heel non-athletic shoes in black, brown, beige or navy

- Socks in blue, black or khaki
- Chapel shoes must be worn after chapel until PE or recess, at which time a change of shoes is permitted. Students will NOT be required to change back into chapel shoes after PE/recess.

Optional

- Navy sweater or sweater vest (see “Classroom Wear” below)
- Tie in red, navy, green, yellow or school plaid
- Navy blazer

Casual Field Trip

- Navy polo shirt with logo
 - Short or long sleeves
- Field trip coordinator will specify if khakis or jeans may be worn
 - Typically pants or shorts are acceptable in specified fabric (khaki or denim)

All other requirements for length, shoes, accessories and modesty as stated above apply to casual field trips.

ALL STUDENTS

OUTERWEAR

Classroom Wear

- Sweaters (*ECCS logo optional*)
 - Navy
 - No hood
 - Vests, pullovers, or cardigans are acceptable

Indoor or Outdoor Wear

- Lightweight jacket (*ECCS logo required*)
 - Navy
 - No hood
 - Pullover, fleece and windbreakers are acceptable
 - Full- or quarter-zip
- Sweatshirt (*ECCS logo required*)
 - Navy
 - No hood
 - Quarter-zip acceptable
 - No other logos or wording
- All sweatshirts and jackets must be worn right-side out

Outdoor Wear

- Winter coats (*ECCS logo optional*)
 - Black, brown, navy, red or grey
 - Plain with no décor or large logos
 - May have hood
- Cold-weather accessories should coordinate with uniform (navy, black, red, green, yellow, etc.)

Students' names must appear inside all garments, especially sweaters, cardigans, sweatshirts, fleece jackets and outerwear. Please be sure to change the name if an item previously belonged to someone else.

Appearance

- Girls: Hair is to be neatly groomed
- Boys: Hair is to be neatly groomed, off the collar, out of the eyes, and above the ears
- No unnatural hair color permitted
- Clothing must be neat in appearance with no stains, wrinkles or holes
- All shirts must be tucked in all day, regardless of style

Modesty

- Girls' uniform dresses, skirts, skorts and all students' shorts lengths must be fingertip **OR** 5 inches above the middle of the kneecap, **whichever is longer**
- Girls' dressy uniform jumper or skirt lengths must be no shorter than the top of the kneecap
- Girls must wear bike shorts, leggings or tights under dresses, jumpers and skirts
- Leggings may not be worn as pants
- For all students, if length is questionable, parents will be notified by the teacher to either provide a change of clothes that day or in the future
- Clothing may not be tight-fitting